

WASHINGTON STATE UNIVERSITY

Interim Progress Report for Year Five

December 15, 2019

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals of 2 years and 5 years after an eight-year term of continuing accreditation is approved.

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

1. The program's progress in addressing not-met Conditions and Student Performance Criteria (SPC) from the Interim Progress Report Year 2 review.
2. Progress in Addressing Causes for Concern.
3. Changes or Planned Changes in the Program.
4. Summary of Responses to Changes in the 2014 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria, 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 Interim Progress Report Year 2. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
2. Evidence of student work is only required to address deficiencies in the following cases: (1) If there are any SPCs that have not been met for two consecutive visits; (2) If there are three not-met SPCs in the same realm in the last visit.
Provide three examples of minimum-pass work for each deficiency and submit student work evidence to the NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
3. 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.
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 report as having demonstrated satisfactory progress toward addressing deficiencies identified in the report of the Interim Progress Report Year 2.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies). This report shall be due within six weeks of the receipt of this outcome report.
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy of the decision sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

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

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

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 40 pages/20 MBs.
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 THE TWO MOST RECENT NAAB VISITS: 2014 and 2008

CONDITIONS NOT MET

2014 VTR	2008 VTR
I.1.4 Long Range Planning	None
I.2.1 Human Resources & Human Resources Development (Faculty)	
II.1.1 Administrative Structure & Governance (Governance)	

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR	2008 VTR
B.2 Accessibility	13.28 Comprehensive Design
B.5 Life Safety	
B.6 Comprehensive Design	

CAUSES OF CONCERN

2014 VTR	2008 VTR
Faculty	Enhanced Faculty Perspectives (Spokane campus)
Program Director	Library Improvements (Spokane campus)
Dual Dean Model	Enrichment Activities (Spokane campus)
	Enhanced Urban Mission (Spokane campus)
	Enhanced Support for Longer Term Students (Spokane campus)
	Remote Sites (Pullman & Spokane)

3. TEMPLATE

Interim Progress Report Year 5
Washington State University
School of Architecture and Construction Management
Master of Architecture
Track I (Preprofessional degree + 49 credits)
Track II (Preprofessional degree + 62 credits)
Track III (Undergraduate degree + 106 credits)
Year of the previous visit: 2014

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: Ryan Smith

Title: Director, School of Design and Construction

Email Address: r.e.smith@wsu.edu

Physical Address: School of Design and Construction, Washington State University, Carpenter Hall 118,
PO Box 642250, Pullman, WA 99164-2250

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: Bryan Slinker PhD

Title: Interim Provost and Executive Vice President

Email Address: provost@wsu.edu

Physical Address: Washington State University P.O. Box 641046 Pullman, WA 99164-1046

Text from the IPR Year 2 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

Two Year IPR Review specifically required follow-up on: "Report on the concerns identified under Condition I.2.1 Human Resources and Human Resources Development (Faculty) including the program heads (formerly titled coordinators), their workloads, and compensation."

I.2.1 Human Resources

2014 Team Assessment: Human Resources (Faculty & Staff) are inadequate for the program. Human resources have been negatively impacted by severe budget cuts imposed by the state legislature. The program is small enough that the faculty has been able to manage the increases in workload as faculty vacancies have gone unfilled. However, the team believes this is not sustainable. It is expected that the new director will be hiring up to six positions in the School starting in Fall 2014. However, only one of these positions will be a shared architecture/CM resource for environmental systems.

The two Weller Fellows who were brought in this year to provide new content and learning options for the students are not being renewed next year due to funding issues. A number of architecture faculty are overdue for sabbaticals and do not have the bandwidth for the faculty scholarship goals that the university has or will set. WSU was able to retain some key faculty who were hired for the Spokane program and have been relocated within the Pullman campus. However, on the whole, the faculty is stretched beyond capacity and there is no hiring plan in place to give the team assurances that a resolution will be found in the near future.

The interim director has done an excellent job this last year, and is highly revered by the faculty. Based on the faculty and staff report, it is his leadership that has propelled the school forward through this year of transition. However, everyone is waiting expectantly for the new director. The provost, dean, faculty, staff and students all have high expectations for him to continue to integrate the four programs and increase faculty scholarship. In the team's observation, the high levels of uncertainty are due to the rapidly changing environment, combining the programs into one school, and recovering from the economic downturn.

The team has concerns about the workload of the program coordinators. They are doing the same amount of work as chairs with two months less pay. They reported expanded responsibilities beyond their contract terms including budget oversight duties and fundraising.

The accredited program has policies in place and EEO/AA is documented on the website.

Awareness of the IDP program is low among the student body as a whole; those that do know about it were introduced to it in other settings (e.g., AIAS Quad Conference or by NCARB School Visits). The graduate coordinator is acting as the IDP coordinator. However, the student body is unaware of his role.

Faculty and staff are afforded opportunities to pursue professional development. The APR stated that \$1,000 was available per faculty member. However this was viewed by the team as a reflection of the current tight budget conditions, and the faculty reported feeling supported in their development needs. There are opportunities for all faculty and staff to pursue professional development that contributes to program improvement. Additionally, there are established criteria for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

The staff expresses strong feeling of collegiality with the faculty. And the team observed cohesive faculty and staff working relationships.

Washington State University, 2019 Response:

- Since 2016, the School of Design + Construction has become continuously more fiscally stable due to the college and university reducing their deficit and beginning to make strategic investments. This year the Voiland College of Engineering and Architecture, under which the school functions, will operate in the black. Furthermore, the school has been creative in converting clinical professor lines into tenure track lines in order to increase the full time faculty numbers. Also, teaching is being shared across the school among faculty in the different degree programs (i.e. interior design faculty teaching in architecture and vice versa). The hiring strategy in the school is to bring on new faculty that can contribute to more than one degree program within the school. While the overall number of full time faculty has not increased, more revenue has meant the ability to hire temporary faculty to fill teaching roles. Further, the capability of the faculty has grown due to the integration of courses and shared teaching across programs in the school. (See Section III)
- Architecture faculty have been going on sabbaticals in regular measure. For example, two architecture faculty are currently on sabbatical at the writing of this report and another architecture faculty member is presently on leave. Tenure line faculty now have a standard load of 3-4 courses a year for tenure track, including no more than 2 studios per year. Clinical faculty teach 5-6 courses a year.
- The new director for the school, Ryan E. Smith, was hired in 2018. A new program head in architecture, Matt Melcher, was appointed in the fall of 2019, along with the Master of Architecture graduate program coordinator, Omar Al-Hassawi. The new leadership has continued in the model from the 2016 report with the school leadership team made up of the program heads in architecture, landscape architecture, interior design and construction management that meet regularly and provide leadership and management of the school. The Master of Architecture graduate program coordinator reports to the architecture program head. All of the programs are now within one college, Voiland College of Engineering and Architecture. The leadership team is solid, committed and excited for initiatives under new leadership. The program heads and the graduate program coordinator receives course load reductions and summer compensation for their appointments.
- Personal development funds have been increased to \$2500 per faculty member per year to use at their discretion. Assistant Professors have access to start up funds that afford additional development monies. Further, funds are available to all faculty from the school or from funds allocated from the school to the program for additional personnel development based on need and justification. Finally, the school and architecture program have access to donation funds that can be used for faculty development.

b. Progress in Addressing Not-Met Student Performance Criteria

Washington State University, 2019 Response:

To address not-met student performance criteria B.2, B.5, and B.6, the architecture program:

- Eliminated the existing Codes and Acoustics course (Arch 472) and distributed the associated learning outcomes throughout the curriculum, with students' ability to apply knowledge to be demonstrated through studio course work.
- Redesigned the capstone comprehensive design studio to be delivered in collaboration with the Construction Management program (Arch 403/CSTM 472). This uniquely integrative model brings students from architecture and construction management together to advance design solutions to the level of construction documents from which associated schedules, cost estimates, delivery approaches, and construction logistics are addressed. Outcomes from this course are included in the appendix to satisfy SPC B.2 *Accessibility* for students who complete the one-year accelerated M.Arch track.
- Leveraged the pairing of Arch 570 with the interior design graduate studio ID 525 to more comprehensively address criteria identified in SPC B.2 *Accessibility*. Outcomes from this course are included in the appendix for students who complete the two or three-year M.Arch track.
- Redesigned the summer graduate design studio (Arch 510). This course is now delivered in a host architecture firm with students mentored by practitioners. Outcomes from this course are included in the appendix to satisfy SPC B.5 *Life Safety*.
- Refined Arch 511 and 513 studios to focus on compliance with NAAB comprehensive design criteria. These courses are required for students in all pathways leading to the M.Arch. Evidence of high-quality outcomes in Arch 511 and 513 are manifest in peer reviewed recognition as described below.
- A student project from Arch 511 was honored as a Top Ten in the 2019 AIA/ACSA Committee on the Environment (COTE) student design competition. The project can be seen here <https://www.acsa-arch.org/competition-winners/winner-wallingford-w2e/> The AIA COTE competition challenged students to submit projects that use a thoroughly integrated approach to architecture, natural systems, and technology to provide architectural solutions that protect and enhance the environment. The competition recognized ten "exceptional studio projects that seamlessly integrated adaptive, resilient, and strategies for moving towards carbon-neutral operation within their broader design concepts".
- A student project from Arch 513 received an Honorable Mention in the 2019 ACSA Timber in the City student design competition. The project can be seen here <https://www.acsa-arch.org/competition-winners/honorable-mention-parcelas-verticales/> This competition challenged students to "imagine the transformation of our existing cities through sustainable buildings from renewable resources, offering expedient affordable construction, innovating with new and traditional wooden materials, and designing healthy living and working environments".

II. Progress in Addressing Causes of Concern

Washington State University, 2019 Response: Satisfied by Two-Year IPR.

III. 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).

Washington State University, 2019 Response:

- There is an Interim Provost appointed this semester and the university is undertaking a search for a new Provost at the present. A new Dean for Engineering and Architecture, Mary Rezac, started in 2017 and has been very supportive of the school with budget and allocating college staff support to the school. Professor Gregory Kessler served as the interim director for the School of Design + Construction during the 2017-2018 academic year. Ryan E. Smith was hired as the new director in 2018 and is currently serving a 4 year term. Matt Melcher was appointed as the architecture program head for a 3 year term and Omar Al-Hassawi was appointed as the Master of Architecture Coordinator in the Fall of 2019. All the programs in the school are now under one college, the Voiland College of Engineering and Architecture.
- Since 2016, the following faculty changes have occurred:
 - One architecture faculty member retired and two other architecture faculty have entered partial retirement with 50% appointments.
 - Four tenure track professors were hired at the Assistant Professor rank including Mona Ghandi and Omar Al-Hassawi who primarily teach in architecture, Alana Pulay and Vahid Vahdat, also tenure track assistant professor who teach primarily in interior design but also teach architecture courses. (See appendix for faculty bios)
 - Five full time clinical faculty and instructors were hired to teach in architecture including: Marti Cowan, who teaches design studios across the architecture curriculum, Minyoung Cerruti who teaches in both architecture and interior design, Maryam Mansoori who teaches architecture and landscape architecture, Gracjan Kreswaska who teaches history in the first year pre-professional integrated school curriculum, and Ahmed Ibrahim, who teaches the structures sequence. (see Appendix for faculty bios)
 - Temporary faculty have been hired periodically since 2016 to teach classes based on need. Their biographies are not included in the faculty bio section of the Appendix.
- The architecture program enrollment has steadily increased over the past 3 years. The school is currently not able to accommodate all of the applicants into the professional undergraduate program and Master of Architecture program. There are currently ~165

Bachelor of Architectural Studies students professional program including sophomores, juniors and seniors. There are currently 31 Master of Architecture students. The program graduated ~40 B.Arch Studies students and 35 M.Arch students in 2019.

- With new funding sources including changes in summer tuition, the INTO program that recruits students from abroad to study at WSU generating an alternative revenue stream, increased student enrollments, and shared models of teaching across the programs in the school, the school is on sound financial ground. Furthermore, the school has a healthy support from industry donors and endowments that provide funds for initiatives and personnel development.
- Washington State University Pullman campus has a growing student population. With this growth comes space constraints. SDC faculty offices that were once consolidated within one building and floor are now in cubicals and private offices spread across three buildings. Furthermore, teaching spaces are tight, especially studio classrooms. This change in space use has affected the culture and morale of the school. The school is currently investigating procuring smaller desks and more collaborative working spaces as a new environment for studio instruction in order to accommodate this growth. The Dean is conducting a precinct plan with consultant to determine how facilities will be planned to accommodate all of the units in the college.
- With the increase in student enrollments, and excitement to carry out strategic initiatives, including externally funded research and industry engagement, there has been an effective increase in the work load of staff. However, the Dean has not approved requests for additional staff hires to support the school and the architecture program in this growth. This has been a burden on staff in the school and caused a high level of turnover, especially in administrative support roles.
- Under the direction of the new Dean and Director, the school is building a stronger research culture. The last five tenure track faculty to be hired in the school have a PhD terminal degree. The Dean is supporting new hire start-up packages and allocating space for faculty to set up laboratories and centers. Since 2016 three interdisciplinary research labs have been established in the school including two by architecture faculty – the Morphogenesis Lab (Mona Ghandi) and the Material Reuse Lab (Tajji Miyasaka). The school has a seed grant program to support faculty research, and has implemented a workshop series for faculty seeking external funding. There are negotiated opportunities for course release and course buyout for research active faculty. The school has a standing research committee including architecture faculty representatives, whose charge this year is to develop a PhD program proposal for incoming graduate candidates.
- The school and program of architecture have continued to follow the 5-year strategic plan established in 2015 and are now entering into a new cycle of strategic planning that includes a long range plan, operational plan, space plan and fundraising plan. This will be complete in 2020. The leadership team, made up of the program heads, including the architecture program head, administrative manager and academic programs manager, are responsible to carry this out. The mission/vision of the school, established in 2015, continues to be: *The SDC is the premier destination for integrated design and construction education.*

IV. Summary of Responses to Changes in the [2014 NAAB Conditions](#)

Washington State University, 2019 Response:

- The curriculum is mapped to 2014 NAAB Conditions. Syllabi indicate 2014 SPCs addressed within each course. Studio coordinators are assigned for each year in the curriculum to oversee course design and ensure consistency of learning outcomes in collaboration with the program head and graduate program coordinator.

V. **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 low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)*

Washington State University, 2019 Response:

- Revised curricula for each track of the M.Arch program and bios of new administrators and faculty are included in the appendix uploaded to the NAAB server.
- Course materials and student outcomes from Arch 403, 510, 511, 513 and 570 are included in the appendix uploaded to the NAAB server. All materials are drawn from classes delivered in the three semesters immediately preceding the submission of this report (Fall 2018, Spring 2019, and Summer 2019). Only two examples of student work are provided from Arch 570 as this class included ten total students divided into two teams.