

Virginia Polytechnic Institute and State University
Interim Progress Report for Year Five

Instructions and Template

Due by November 30, 2023

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

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

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

1. The program's correction of not-met Conditions or Student Performance Criteria from the 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 "Requirements for the Use of Digital Content in Interim Progress Reports" 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 as bookmarked PDFs sent to accreditation@naab.org. As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. 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 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
N/A	

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
B.2 Site Design (MArch)	<input checked="" type="checkbox"/>
B.3 Codes and Regulations (MArch)	<input checked="" type="checkbox"/>
C.3 Integrative (MArch)	<input checked="" type="checkbox"/>

3. TEMPLATE

Interim Progress Report

Virginia Polytechnic Institute and State University

School of Architecture + Design

Master of Architecture 2 [preprofessional degree plus 54 graduate credit hours]

Master of Architecture 3 [non-preprofessional degree plus 84 graduate credit hours]

Year of the previous visit: 2018

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

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

Name: Jim Bassett

Title: Interim Director, School of Architecture + Design

Email Address: jbsstt@vt.edu

Physical Address: 1325 Perry Street, Blacksburg, Virginia 24061

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: Cyril Clarke

Title: Provost

Email Address: clarkecr@vt.edu

Physical Address: 210 Burruss Hall, Blacksburg, Virginia 24061

Text from the VTR and IPR Year 3 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

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

2018 Visiting Team Assessment: M. Arch.: evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and ARCH 5756 Advanced Design Laboratory and ARCH 5515 and 5515 Architecture Systems Lab.

Virginia Polytechnic Institute and State University, 2021 Response: Summer 2018 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. As a first exercise for the summer students were given a rectangular, sloped site surrounded by other campus buildings and asked to consider the physical and metaphysical circumstances of the site. They were asked to make a reading of the site and to document that initial reading. Subsequently students presented the site and site context in a more formal way with plan and section drawings. The building they were asked to design was a 35,000 square foot Design, Education, Technology and Instructional Lab. Summer 2019 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. Students were first given a site and context analysis exercise for an urban site in Roanoke. They were asked to make a 'reading' of the site that incorporated both physical inevitabilities like terrain, cardinal orientation and adjacencies to natural or human-made objects, and also intangible considerations of site such as the history and culture of the region. Subsequently, students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Students were asked to consider slight elevation changes by studying the site in section and to consider the context of the site which included alleys, sidewalks, streets, buildings and other parcels. They were also asked to adhere as closely as possible to Roanoke D Downtown Zoning Regulations. Site plans and/or site models were required for project documentation. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. Students were initially asked to do a precedent study that analyzed a building's response to site: its characteristics, urban context, historical fabric, soil, topography, ecology, climate and building orientation. The first short project given was for a 150 square foot visiting artist's space on the rooftop of Robert Venturi's Newman Library addition on the campus of Virginia Tech. The second, longer-term project was a hotel for Blacksburg on Main Street between two existing buildings. Students were asked to consider topographic and contextual engagement of existing site conditions. Mid-term review required documentation of site and context analysis including site history, zoning-based design consideration, site studies and other site-related findings. End of term requirements were for resolutions and a fully developed set of representations of the architectural response to these site conditions. Summer 2021 ARCH 5755/5756 Advanced Design Lab; Again, different faculty were engaged to teach this Lab.

Students were first asked to produce an analytic site model that could be incorporated into the shared class site model. Students were then given a project to design a 36,000 square foot addition to the existing Architecture building on a sloped site at the back of the building. During the first week the Campus Landscape Architect, Jack Rosenberger visited the class and shared information about the campus master plan, the complexity and ongoing planning surrounding campus expansion and accessibility, and particular aspects related to plans for their site and some of the challenges and opportunities. He shared several planning and design documents with the students which were posted to Canvas and discussed afterward. Additionally students engaged in a detailed on-site site analysis exercise that introduced a set of skills related to field measurement and context analysis. They spent several days with tape measures, lasers, cameras and sketchbooks documenting both quantitative aspects of the site (dimensions, topography, edge conditions, existing buildings etc.) as well as qualitative features of the site (views, traffic patterns, landscape/hardscape, vegetation, light, wind etc.) Students also learned to measure topography using string, a level and a tape measure and they used their measurements to study the particular topographic conditions. The students used their collective findings to generate a scaled site model that was used for the rest of the summer session. Students also studied the site by means of site section drawings. Fall/Spring 2018/2019; ARCH 5515/5516 Architecture and Systems Lab; During the two semester sequence, site design moves from basic concerns in the fall to complex concerns in the spring. For the fall semester students were given three design exercises that required them to consider site: the first two projects were a stair and a small building within a walled garden where building and site were integral. Students were required to study and represent solar orientation of building and site. The third exercise was an Architecture and Design Archive to be located on campus, in close proximity to three academic buildings. Students conducted topographic studies and other elements of site analysis and subsequently produced site plans and site sections to demonstrate the integration of building and site. For the spring semester students were given a "hill" site and surrounding valleys on the Blacksburg Campus Golf Course and asked to do a restaurant and observation tower. Mid-semester Schematic Design requirements included site plan drawings showing locations of buildings roads, parking and landscape elements. Students were also required to show site drainage and storm water removal or retention. Fall/Spring 2019/2020; ARCH 5515/5516 Architecture and Systems Lab; For the fall semester students were given three design exercises that required them to consider site: the first two projects were a stair and a small building within a walled garden where building and site were integral. Students were required to study and represent solar orientation of building and site. The third exercise was the Architecture and Design Archive used an actual site and required students to place a building where other buildings were in close proximity. Students conducted topographic studies and other elements of site analysis and subsequently produced site plans and site sections to demonstrate the integration of building and site. For the spring semester students were asked to do a Blacksburg Athenaeum located on a site within the original grid of Blacksburg that has many complexities including steeply sloping topography and surrounding buildings. Students made topographic sections through the site and integrated the building into the slope. Climatic and solar orientation were studied for the particular place. Local building and zoning codes were examined. Fall/Spring 2020/2021; ARCH 5515 and 5516 Architecture and Systems Lab; as a first project students were given a program for a dual-chambered building (upper and lower) to be incorporated into a walled garden. Rather than dealing with the specifics of site yet, students were asked to connect buildings of two heights with a stair and a garden wall with the human body as a reference. For the spring semester students were asked to do a Blacksburg Athenaeum located on a site within the original grid of Blacksburg that has many complexities including steeply sloping topography and surrounding buildings. Students made topographic sections through the site and integrated

the building into the slope. Climatic and solar orientation were studied for the particular place. Local building and zoning codes were examined. Note: For building projects assigned in the spring semesters, students were required to provide a complete civil site plan including: drawing showing the location of all buildings, roads, parking and landscape elements, delineation of project limit lines, preliminary spot elevations, existing utilities noted, proposed utilities noted, site drainage with storm water removal/retention noted, number of parking spaces required by code/zoning, provisions for trash disposal and removal, conformance to zoning restrictions for easements and setbacks, results of preliminary soils and boring surveys, environmental impact study if needed, site disturbance (erosion control) permit for more than 1 acre.

Virginia Polytechnic Institute and State University, 2023 Response: ARCH 5715/5716 Architecture and Systems Lab: Fall 2021; Spring 2022 ARCH; Fall 2022; Spring 2023 For this two-semester sequence the basic design skills developed in the first year of the M.Arch3 program are applied to real-world constraints including site conditions. Starting with basic site considerations in the Fall the course moves to more complex considerations in the spring. The course objectives with regard to site were that students be able to demonstrate competent site analysis and the role of context as shown through site analysis documentation: drawings, photographs, models and written descriptions, and that they show the thoughtful incorporation of their building proposal on the site. GIS Mapping tools and Parametric tools introduced by faculty allowed students to make broader site considerations that included social, ecological, physical and economic characteristics and to generate multiple building forms based on the most efficient solar orientation. In addition to the typical site analysis factors, students could document site degradation caused by climate change and the effects of social inequality on site considerations. Faculty also made use of ARE study materials dealing with site analysis. Projects for these courses (second year of the M.Arch3 program) included: 1) an Architecture and Design Archive on the Virginia Tech campus that required students to respond to a flat site with adjacent existing academic buildings, trees, existing parking lot, solar orientation, paths, stairs and grade changes adjacent to the site. 2) a multi-unit housing complex in an urban or suburban site of the student's choosing in either Boston, Richmond or Washington, D.C. 3) a crisis response shelter at the Big Sandy River watershed area in Appalachia where flooding has occurred. GIS mapping allowed the students to analyze local ecological issues, history of flooding and landslides, the effects of strip-mining, mountaintop removal and deforestation. 4) a hotel for a tightly constrained site on Mains Street in Blacksburg 5) a Tennis Pavilion on the Virginia Tech campus, bounded by playing fields, tennis courts and a major campus road. ARCH 5755/5756 Advanced Design Lab: Summer 2022; Summer 2023 In this course students were expected to measure the given site and to analyze it in terms of programmatic requirements, adjacent buildings and other elements, and context. Their proposals responded to zoning and set-back requirements, maximum allowed lot coverage, parking requirements, solar orientation and street frontage. Projects for these courses included: 1) a multi-use building that was to include a bookstore/vintage record store with café, living space for the owner, and rental apartments. The site was an old motel slated for demolition within the original grid of Blacksburg in close proximity to the Farmer's Market and existing buildings. 2) a small hotel on a tightly constrained site on

Main Street in Blacksburg. In both summer courses students were required to submit a project book that included site descriptions and findings along with their design proposal. Through these projects assigned in Architecture and Systems Lab and Advanced Design Lab, faculty were able to address a wide variety of site issues: solar orientation, context and building adjacencies, grade changes, zoning and setbacks, parking as well as some of the larger issues influencing site decisions: degradation caused by climate change, deforestation, and site situations created by social and economic inequality. In all courses students were asked to document and present site analyses through map and site drawings, including aspects that might inform their designs. Design proposals were presented graphically through site plans and sections.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

2018 Visiting Team Assessment: M.Arch: Evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and ARCH 5756 Advanced Design Laboratory. (Note that the 2009 criterion B.2 Accessibility, now part of this criterion, was not met).

Virginia Polytechnic Institute and State University, 2021 Response: Summer 2018 ARCH 5755/5756 Advanced Design Lab; Both faculty previously teaching these courses were replaced. Students were asked to design a 25,000 square foot Design, Education, Technology and Instructional Lab. Following the Schematic Design review at the end of the first summer session, students addressed code and accessibility in the first week of the second summer session. In their own work students were required to complete a code and zoning worksheet outlining ways in which egress, accessibility and occupancy were addressed. Summer 2019 ARCH 5755/5756 Advanced Design Lab; Both faculty previously teaching these courses were replaced. Students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Students engaged in a code and accessibility case study of two buildings: the Black History Museum of Virginia and the AdCenter on the campus of Virginia Commonwealth University. In their own work students were required to complete a code, zoning and accessibility worksheet outlining ways in which egress, accessibility and occupancy were addressed. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 were replaced. Students were initially asked to choose a precedent and to make a careful study of that, including how principles of life-safety and accessibility standards were resolved. For their own design project students were asked to design a hotel for a site in the original grid of downtown Blacksburg. At mid-term students were required to complete documentation of how the essential elements of building and zoning codes and accessibility were addressed in their projects and to complete a code/zoning worksheet. Additionally, there were two guest lectures addressing life-safety and accessibility. Summer 2021 ARCH 5755/5756 Advanced Design Lab; Again, different faculty were engaged to teach the lab. Students were given an exercise to complete a schematic design code analysis spread sheet while developing plans and sections for their design proposals, the previously described 36,000 square foot addition to the Architecture School building. Plan and section drawings were required to have annotations that keyed to the code spreadsheet.

Virginia Polytechnic Institute and State University, 2023 Response: ARCH 5755/5756 Advanced Design Lab: Summer 2022; Summer 2023 Students were expected to develop an understanding of relevant codes and regulations and how they affect building design. For both 2022 and 2023 students worked on one project for both summer sessions. During the first summer session as students began the Schematic Design phase, there

were presentations on code and Life/Safety so that students could begin to incorporate those things into Schematic Design proposals. Once students completed Schematic Design in the first summer session they used a code and zoning worksheet at the beginning of second summer session that detailed how they were addressing egress, accessibility, occupancy and zoning. Projects for these courses included: 1) a multi-use building that was to include a bookstore/vintage record store with café, living space for the owner, and rental apartments. The site was an old motel slated for demolition within the original grid of Blacksburg in close proximity to the Farmer's Market and existing buildings. 2) a small hotel on a tightly constrained site on Main Street in Blacksburg. In both summer courses Building and Zoning Codes, Life/Safety, including egress and occupancy, and accessibility were required to be clearly incorporated into design proposals and shown in drawings and written descriptions. A final project book was required that included a code and zoning check sheet was required. Through these projects assigned in the Advanced Design Lab, faculty were able to introduce issues of Life/Safety, Accessibility, Construction Type and Occupancy Type.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

2018 Visiting Team Assessment: M. Arch: evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and 5756 Advanced Design Lab, and ARCH 5994 Research & Thesis.

Virginia Polytechnic Institute and State University, 2021 Response: Summer 2018 ARCH 5755/5756 Advanced Design Lab Faculty were replaced. Students were first asked to select a building for precedent analysis. This study allowed students to take an already integrated building and separate it into discrete parts for analysis: the overall design approach, organization of the spaces and program, structure and code-related issues. This analysis exercise of an existing building prepared them to comprehensively address their own design for a 35,000 square foot Design, Education, Technology and Instructional Lab for an on-campus site. Preliminary proposals required that students consider relationships to adjacent buildings, plans and sections that included program, access and egress, structural assumptions and the relationship between façade and structure. Further development of the project required the incorporation of natural light with materials, building systems and structure. Final project documentation required conceptual studies, precedent research, code and zoning analysis, architectural program, cost estimate, site/context analysis, site plan, floor plans, life safety and accessibility, elevations, building sections, material specifications, assembly/detail drawings, structural plan, environmental information and experiential representation. Summer 2019 ARCH 5755/5756 Advanced Design Lab Faculty for the Lab were replaced. Students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Preliminary proposals required that students consider relationships to adjacent buildings, plans and sections that included program, access and egress, structural assumptions and the relationship between façade and structure. Further development of the project required the incorporation of natural light with materials, building systems and structure. Final project documentation required conceptual studies, precedent research, code and zoning analysis, architectural program, cost estimate,

site/context analysis, site plan, floor plans, life safety and accessibility, elevations, building sections, material specifications, assembly/detail drawings, structural plan, environmental information and experiential representation. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty were replaced. The students were given a precedent analysis project that required them to take an already integrated building and separate it into discrete parts for analysis: response to site, resolution of life-safety and accessibility standards, structure, environmental building systems, building services systems, building envelope and materials and finishes. This analysis exercise of an existing building prepared them to comprehensively address their own design in the urban hotel project. At mid-term they were required to have conceptual studies, precedent studies, zoning and code elements with code worksheet, plus a typical set of architectural drawings including plans, sections, elevations, wall section details, site plan, material proposals and environmental considerations. They were also asked to have preliminary ideas about materials and environmental questions such as solar shading, passive gain, ventilation, daylighting, thermal mass etc. Final requirement was for the architectural proposition to address and document selection and integration of the structural system, thermal and moisture barriers, material selection-specification-detailing, integration of building systems (heating/cooling, lighting, plumbing integration of vertical circulation, life-safety and accessibility compliance, exterior public spaces, topographic and contextual engagement of existing site conditions, program and architectural promenade. Summer 2021 ARCH 5755/5756 Advanced Design Lab Different faculty were engaged to teach the Lab. Students were given four brief exercises to complete: a campus precedent analysis that asked them to consider organizing principles at the campus scale, boundaries and campus typology; a building precedent analysis that asked them to consider site with building placement, program, structure, movement through the building, entry, egress, management of environmental impact, materials and details; a site model exercise; and a schematic design code analysis spread sheet. Their design project was a 36,000 square foot addition to the Architecture School building on the Blacksburg campus. Schematic Design proposals in the first summer session were required to consider Circulation, Program, Order, Structure, Materials, Systems, Natural Lighting and Views, and issues of Sustainability. Final requirement was for the architectural proposition to address and document selection and integration of the structural system, thermal and moisture barriers, material selection-specification-detailing, integration of building systems (heating/cooling, lighting, plumbing integration of vertical circulation, life-safety and accessibility compliance, exterior public spaces, topographic and contextual engagement of existing site conditions, program and architectural promenade. Fall/Spring 2018/2019, 2019/2020, 2020/2021; ARCH 5994 Research and Thesis Since each student engages in a thesis project and those projects vary widely, Integrative Design is required in the Advance Design Lab completed before the thesis year.

Virginia Polytechnic Institute and State University, 2023 Response: For this two-session sequence the basic design skills developed in the first year of the M.Arch3 program and technical skills developed in the second year are brought to bear on a project with greater complexity than projects given in previous years. Students started with precedent studies that allowed them to analyze ways that structural systems, site, program, life safety and building code have been successfully handled without sacrificing good design. The projects assigned for these two summer Advanced Design Labs (Summer 2022 and 2023) were a multi-use building that was to include bookstore/vintage record store with café, living space for the owner, and rental apartments and a small hotel on a tightly constrained site on Main Street in Blacksburg. During the first session students engaged in site analysis and schematic

design proposals. Schematic Design proposals in the first summer session included site and building integration, façade, adjacencies and context, and program. Development of their proposals in the second summer session required the integration of structure, the provision of natural light, means of construction, materials and building systems and a code worksheet. Required documentation at the end of the second summer session included drawings, models, graphics and writing. Final drawings were required to include preliminary studies with Schematic Design proposals, program, structural plan, code, zoning, Life/Safety and accessibility, specific material selections, construction details, incorporation of building systems and spatial descriptions. Development of their proposals in the second summer session required the integration of structure, the provision of natural light, means of construction, materials and building systems, environmental considerations and a code worksheet. For both summers a comprehensive project book was required to show documentation of the multiple building parts brought together in a coherent building proposal. These courses allowed faculty to insure that students are familiar with the various parts of a building and how they are put together and that they could make integrative design decisions about site, program, structure, environmental impact, building assemblies, building systems, materials, accessibility, building code and Life/Safety.

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).

Virginia Polytechnic Institute and State University, 2023 Response:

faculty retirement/succession planning; Retirements: Mario Cortes (retired) Donna Dunay (retired) Marcia Feuerstein (retired) Steve Thompson (retired) Numerous visiting Professors of Practice have been hired, with searches currently in progress for full-time Tenure-Track positions. administration changes (dean, department chair, provost); Lu Liu (Dean, College of Architecture, Arts, and Design) started in Fall 2023. Jim Bassett (Interim Director, School of Architecture + Design) started in Fall 2022. Aaron Betsky stepped down as School Director. The School of Architecture + Design is now the School of Architecture, and a separate unit, School of Design, in the new College of Architecture, Arts, and Design. changes in enrollment (increases, decreases, new external pressures); NA new opportunities for collaboration; NA changes in financial resources (increases, decreases, external pressures); NA significant changes in educational approach or philosophy; NA changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building). Over this past summer, we replaced all desks in the School of Architecture (and School of Design shared facilities, 990 total), allowing for more review and meeting space. We also integrated power to the desks as a health and safety measure.

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.

Virginia Polytechnic Institute and State University, 2023 Response: In preparation for our next accreditation visit the school has engaged in efforts on number of fronts, working to

establish a framework and process for self-assessment under the NAAB 2020 Conditions and Procedures for Accreditation guidelines. The work to date has been focused on three key areas: developing a collection and recording process for the transition to new data required for the current APR template, evaluation of Program and Student Criteria and where it is best addressed in the curriculum and ancillary programs, and lastly, participating in and establishing an annual assessment process through collaboration with the Virginia Tech Office of Assessment and Evaluation. In particular, we are focusing on the framework for gathering Primary Evidence for SC.5 and SC.6 with a coordinated self-assessment semester by semester, and a method for collecting supporting materials and student work examples. We have also taken advantage of the meetings and workshops offered, including those hosted by Herb Childress beginning in 2020, and the ongoing NAAB Accreditation “Office Hours” meetings, which have helped give context and address questions associated with this new format.

- 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.)

Virginia Polytechnic Institute and State University, 2023 Response: Tenure-Track Assistant Professor: Elizabeth Kessler, started Fall 2023. Elizabeth Kessler is an architectural historian and design educator whose work deals with postwar and postmodern architecture and urbanism, the museology of design, and the discipline’s intellectual history. She is currently writing a book entitled *Concrete Leisure: Public Space, Recreation, and Black Political Agency in the American Rust Belt* that examines fantastical urban landscapes built in the post-Civil Rights era, as Black communities took on the leadership of major cities in the American Midwest. Her dissertation research traced the history of the Cooper Hewitt, Smithsonian Design Museum to its origins as a decorative arts teaching museum within The Cooper Union to unpack how the decorative arts were reformulated as “design” in the twentieth century. Kessler has taught design and history at the University of Michigan, Lawrence Technological University, Kendall College of Art and Design, and most recently at Miami University of Ohio. Her research has been supported by the Graham Foundation, the University of Michigan Institute for the Humanities, the Winterthur Museum, Garden and Library, and the Miami University Humanities Center. Her work has been published in the *Journal of Architectural Education*, *Footprint*, *Thresholds*, *OASE*, *Architecture Theory Review* and *Lotus International*.

Jim Bassett, Interim Director, School of Architecture

Associate Professor Jim Bassett is an Associate Professor of Architecture and the current interim Director of the School of Architecture. He was awarded the Sanders Fellowship at the Tubman College of Architecture and Urban Planning, University of Michigan from 2005-2006 and continued teaching there as a Lecturer in Architecture until 2008 when he joined the faculty at Virginia Tech. In 2011 he was the recipient of the ACSA/AIAS New Faculty Teaching Award from the Association of Collegiate Schools of Architecture and the American Institute of Architecture Students. In addition to teaching and research, Bassett has maintained a design practice, Zener + Bassett, with Paola Zellner since 1998. In 2010, Zellner + Bassett was honored with the Award of Excellence from the Blue Ridge Chapter of the American Institute of Architects. He has also worked professionally, in Los Angeles, with Roto Architects (1994-2004), Frank Gehry and Associates (1993), and Richard Meier and Partners (1992) <https://arch.vt.edu/faculty-staff/faculty/basset-jim.html>

Lu Liu, Dean, College of Architecture, Arts, and Design

Lu Liu brings his expertise from both the academic and corporate arenas as the new dean of the College of Architecture, Arts, and Design (AAD) at Virginia Tech. Liu (pronounced *Lee-yo0”) began his leadership of AAD and its more than 1,700 students and 200 faculty and staff members on July, 2023. He will also serve as a professor of industrial design. As Head of the Department of Graphic Design and Industrial Design at North Carolina State University from 2012-23, Liu fostered a culture of faculty and student research, established corporate-sponsored research and partnerships, and enhanced faculty and student diversity. New student internships, experiential learning, and professional career opportunities flourished at NC State under Liu’s leadership. Lu received the Southern Governors’ Association’s Innovator Award and has been recognized with several other awards for outstanding teaching and service. An active presenter and lecturer

at many national and international conferences, Liu's scholarship and teaching interests include human-centered design, design thinking, inclusive design, new product development, and design education. A human-centered innovator and entrepreneur, Liu spent the first 13 years of his career in private industry. He led and collaborated with interdisciplinary teams to create solutions in health care and telecommunications as well as the design, production, and marketing of semiconductors, toys, and electronic gaming systems. Lu earned his Bachelor of Science from National Cheng Kung University in Taiwan and added an MBA from Georgia State University and a Master of Industrial Design from Auburn University. He began his career in academia in 2004. <https://aad.vt.edu/about/leadership/administration-staff/lu-lu.html>

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

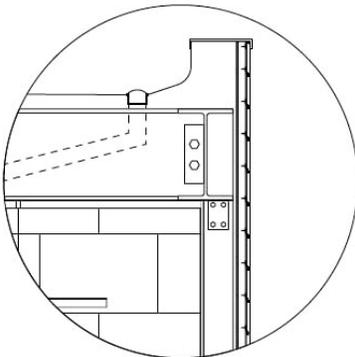
- Photoshop files should be flattened.
- Vector line files should not be rasterized for legibility sake.

Legibility

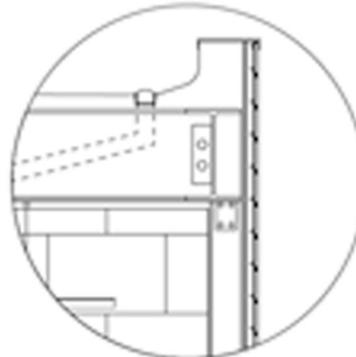
Image legibility and file size go hand in hand. As evidence for accreditation, it is imperative that all images, and enlarged detail images, are legible. Original file format plays a part in this. If an original file is formatted for 8 ½" x 11" paper, a reviewer won't need to zoom in and out as frequently 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'



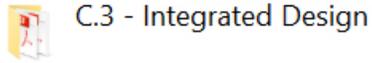
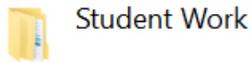
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Figure 1. Examples of legible and illegible JPEG details

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.



 1_Arch300_Design Studio 3.pdf

 2_Arch300_Design Studio 3.pdf

 3_Arch300_Design Studio 3.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 by email to accreditation@naab.org, along with all other required IPR documentation.