LAWRENCE TECHNOLOGICAL UNIVERSITY

Interim Progress Report for Year Five

Instructions and Template

November 30, 2019

Contents

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
None	None

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR	2008 VTR
C.7 Legal Responsibilities	13.14 Accessibility
	13.34 Ethics and Professional Judgment

CAUSES OF CONCERN

2014 VTR	2008 VTR
Social Equity	Growth of Student Body beyond Facility Capacity
Financial Resources	History Sequence
Life Safety	Human Resources
Client Role in Architecture	Advising
Project Management	Writing Skills
Practice Management	

3. TEMPLATE

Interim Progress Report Year 5

Lawrence Technological University
College of Architecture and Design
M. Arch.

Track I (132 undergraduate credits + 36 graduate credits)
Track II (Pre-professional degree + 36 graduate credits)
Track III (Non pre-professional degree or coursework + 90 graduate 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: Karl Daubmann
Title: Dean
Email Address: kdaubmann@ltu.edu
Physical Address: 21000 W. Ten Mile Rd., Southfield, MI, 48075

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: Maria Vaz
Title: Provost
Email Address: mvaz@ltu.edu
Physical Address: 21000 W. Ten Mile Rd., Southfield, MI, 48075

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

Lawrence Technological University, 2019 Response: Satisfied by Two-Year IPR.

b. Progress in Addressing Not-Met Student Performance Criteria

Lawrence Technological University, 2019 Response: Satisfied by Two-Year IPR.

II. Progress in Addressing Causes of Concern

Lawrence Technological 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).

Lawrence Technological University, 2019 Response: Since 2014, the following full-time, tenured or tenure-track faculty have left the program: Will Allen (retired December 31, 2014); Gretchen Maricak (retired November 7, 2017); Thomas Nashlen (retired January 3, 2018); Constance Bodurow (terminated May 4, 2018); Ayodh Kamath (not renewed May 11, 2018); Janice Means (retired May 11, 2018); Peter Osler (Resigned May 11, 2018); and Deirdre Hennebury (Resigned May 10, 2019). Also, two full-time, tenure-track faculty have been added since 2014. Jason Dongwoo Yeom (hired December, 2017), coordinates the Building Systems courses and will lead the college's assessment program beginning next year. Aaron Jones (hired August 24, 2015) teaches in numerous areas, including Integrated Design Studio and Visual Communications courses, and serves as the coordinator for Visual Communications.The following administrative positions in the CoAD have changed since 2014: Dean: Karl Daubmann [since 2016]; Assoc. Dean: Scott Shall [since 2015]; Architecture Department Chair: James Stevens [since 2015]; Assoc. Department Chair: Dale Allen Gyure [since 2017]; Assoc. Department Chair: Edward Orlowski [effective 2020].In terms of enrollment, the M.Arch program currently enrolls about three-fourths the number of students compared to 2014. This enrollment decline is part of a longer trend that began prior to 2011. A change in administration led to a close examination of the college's financial status, including a reevaluation of our relationship with an online recruiting firm. After reducing the number of multiple course offerings, eliminating undersubscribed classes, and identifying gaps in recruitment, our enrollment stabilized in 2017 and has begun to rise. Much of the new growth can be attributed to the expansion of our Track III [non-preprofessional-plus] program, which traditionally enrolled only zero-to-three students per year but welcomed twenty-three new students this fall. This semester the M.Arch enrollment is up by 11% [from 386 to 427 students]; projections indicate that all three programs will continue to grow slightly in 2020.As part of our recruitment efforts, since 2014, the M.Arch program has entered into new articulation agreements with the following schools: George Brown College (Toronto, Canada); Canadian University of Dubai (Dubai, UAE); Centennial College (Toronto, Canada); College of DuPage (Glen Ellyn, Illinois); Humber College (Toronto, Canada); and Sheridan College (Toronto, Canada). Currently the program is

negotiating with the following institutions for potential agreements: Conestoga College (Waterloo, Ontario, Canada); Durham College (Toronto, Canada); Fanshawe College (London, Ontario, Canada); Lansing Community College (Lansing, Michigan); and Macomb Community College (Warren, Michigan). We've also recently begun a dual enrollment program with Hartland High School in which their students take a Visual Communications course for credit after finishing three years of design-oriented high school work, and a similar dual enrollment agreement with ACE Mentorship and the Detroit Public Schools through LTU's Detroit Center for Design and Technology [DCDT].Financial resources have remained steady over the five year period from 2015 to 2019. The average Architecture Department budget during this time was $60,060, with actual expenditures averaging $54,098 or an average of 90% of the allocated budget spent. During the 2016 year budget, the department was involved in the development and improvements to the DCDT, Lawrence Tech's downtown Detroit design center. An additional $45,000 was allocated to the department for this purpose. This is reflected in the department's budget for this year and now has a separate line-item within the larger college and university budget. Significantly, in the fall of 2016, the college implemented a new policy of budgetary transparency with department chairs. This initiative gave the department chairs greater oversight and freedom to manage and implement their budgets. By decentralizing, the department was able to make more investments in technology while remaining on budget. Since 2014 there have been three significant changes in the program's educational approach/philosophy. The first involves an attempt to achieve unity in the college by removing some existing interdisciplinary barriers. All students in the College of Architecture and Design now take four classes together during the course of their program. DES 1022 Introduction to Design, DES 1213 Design Principles, and DES 1223 Design Methodologies are introductory classes that help students develop basic design competencies required in all fields. After this initial year students move into program-specific curricula. Near the end of their undergraduate program, all students take DES 4112 Design Leadership together as a way of reconnecting after spending a few years on their specialty. The DES designation was created especially for these classes and did not exist in the university prior to our initiative. Recently we've begun to offer a 9-credit hour, non-studio based Certificate in Design Thinking to offer another opportunity for students -- particularly those who prefer a more intellectual approach -- to explore thinking structures and methods that produce innovative outcomes.The second major development concerns the M.Arch Track II program's transition from on-ground to online. Currently only one course -- ARC 5084 Critical Practice Studio -- in the entire 36-credit hour program is on-ground, thus requiring students to be on campus for one week during the initial summer semester. With the help of the university's eLearning staff, the graduate portion of the M.Arch program has become fully online since 2014. The online degree supports our graduate students, of which a high percentage work full-time during their graduate studies. And in the Spring 2017 semester, we transformed ten existing on-ground classes to online to meet the demand from a rapid increase in M.Arch Track III [Non-Pre-Professional] enrollment.Finally, in the last few years the M.Arch program has developed a significant self-assessment culture. This began with the implementation of the Fine Grain Review, wherein M.Arch faculty gather for a day-long meeting at the end of every academic semester to review student work and discuss specific issues and courses. The system has proven very effective at identifying strengths and weaknesses in the way our courses work together. So far the Fine Grain Reviews have spurred changes in our Basic Design, Visual Communications, and Construction Systems sequences, our Integrated Design studios, and our Comprehensive Design course. As our facility with self-assessment grew we began to think about how to integrate assessment into our Canvas learning management system. Last year, all faculty in the program engaged in a curricular mapping exercise that tied the NAAB SPC's to our university's mission and goals in a manner that

could be evaluated through Canvas. In the Spring 2019 semester we debuted the new self-assessment project. Instructors in the M.Arch program evaluated their students according to appropriate SPC's and learning goals. The project was successful, and will be updated and extended this year.Since 2014, the college has gained some physical resources and altered others. In the former category, The Detroit Center for Design + Technology has become the college's public face in downtown Detroit. It provides the program with a place to align with local initiatives, programs, and organizations that foster and expand the role of design and technology within our community. The DCDT is housed in a three-story, 30,000 square foot building containing office, studio, exhibition, and retail space. Currently about one-quarter of the building is leased to the CoAD. The Center acts as a home for our Detroit-centric courses whose projects interact with adjacent sites and local organizations. In addition to CoAD courses, the DCDT is an exhibition space and an educational resource for the community, non-profit organizations, and international exchange programs. It houses the offices of the LTU Detroit Studio, the National Order of Minority Architects Detroit (NOMA), and Building the Engine of Community Development in Detroit (BECDD). In addition, the Center contains organizations like the Detroit Artist Business Institute (DABI), Berardi+, Brandcamp University, and Woodward + Willis, an LTU student-led design group providing access to design services for businesses and startup companies. On campus, the college acquired a former auto-industry robot in 2018. This new robotic tool allows for the introduction of a graduate and undergraduate special topics course. Effective January 2020 all students will have training on the robot as part of their required coursework. Recent alterations to our facilities have aimed at making the building better adapted to our students' needs. The printLab was moved from the first floor lobby to the second floor to be closer to studios, and was expanded to provide more opportunities for the physical realization of digital media objects. Students use the printLab to plot surfaces, extrude sections, and tool solids. Staff offer hands-on training related to physical media output, including file formatting, color calibration, material qualities, machine setup, and hand-finishing techniques. We've also expanded our shop facilities into the buildLab. The buildLab consists of a 2,600 square-foot shop space focused on the processing and assembly of wood and plastics, with analog, digital, CNC, and laser cutting equipment; a 250 square-foot Spray Room for the safe and proper application of paints, adhesives, and stains; a 630 square-foot Casting Room for the use of plaster, concrete, and hydrocal; and a hot wire cutter for cutting foam for formwork.CoAD relocated the administrative offices from a remote basement location to the entrance of the college (and campus). This relocation makes the administrative staff available and accessible to faculty, students, and industry partners.

IV. Summary of Responses to Changes in the 2014 NAAB Conditions

Lawrence Technological University, 2019 Response: Overall, we commend the effort to allow schools more flexibility in designing their own programs and the focus on connecting with regional accreditors. However, we believe that the current proposal contains serious flaws that must be corrected before implementation. The perceived problems were raised in the two NAAB 2020 Webinars and the ACSA Administrators' Meeting and will be addressed briefly below. 01 Structure of Student Criteria: The proposed Student Criteria contain too many ideas compacted into each SC. For example, SC3 Regulatory Context contains sixteen of the former SPCs and SC4 Design Synthesis arguably contains up to eleven of the old SPCs. We wonder if a new criteria that envelops so many former criteria is overly broad, and why a system that worked very well in breaking down learning objectives into bite-sized chunks has been tampered with. 02 Content of Student Criteria: Draft "I" has eliminated three Student Criteria from the previous Conditions that we feel are crucial to architectural

education and need to be restored in some form: Communication Skills, Analysis of Precedent, and Technical Documentation. Further, the proposed Criteria are sometimes vague or poorly defined. 03 Interaction of Program Criteria and Student Criteria: There is a gap between the generality of the Program Criteria and the specificity of the Student Criteria. Although the sample matrix provided was helpful, there needs to be more guidance on how to integrate the two sets of criteria. 04 Prioritization of Program Criteria: Similar to the last point, the Program Criteria are so vague that they provide little guidance. Programs would benefit from a set of guidelines for prioritizing these Program Criteria. The goal of allowing programs to craft their own identity is admirable, but minimum achievement levels or some other guidelines for the Program Criteria are needed. 05 Degree definitions: The definitions of degrees in Section 3.2 are poorly written and incorrect. For example: "Professional graduate degree following undergraduate pre-professional degree earned at the same or a separate institution: Candidates for this degree have completed at least 120 semester credit hours, or the quarter-hour equivalent, at the undergraduate level and at least 30 credit hours at the graduate level, AND hold a preprofessional B.A./B.S. degree in architecture or a related field before admission to the graduate degree program. The undergraduate degree includes professional studies, general studies and optional studies; graduate-level academic coursework must include professional studies and optional studies." By the logic applied above, a student must have a BS arch AND 120 credits to earn a M.Arch in 30 credits, just like what we now call a 3+ student. NAAB's language in all these cases is troubling. 06 Changes to credit hours: The loosening of the requirements to only 150 credit hours will cause some programs to make drastic changes to remain competitive. Yet the rationale behind the change has not been elucidated. Why has this happened? 07 Selection of student work: A number of questions have arisen over the proposed system for selecting student work. For example, when do we self-select our 10% of student work – before the visit? When will we know which 20% the Visiting Team has selected, since this will influence our self-selection? Further, the Program Criteria and our university goals both emphasize Teamwork, but the proposed Conditions contain no guidance on how to document teamwork, particularly if we're expected to track individual students across multiple courses to fulfill an SC. 08 Format of student work: The proposed Conditions require student work be submitted "in its original format," but NAAB encourages digital submissions. How do we reconcile this dilemma for courses doing handiwork, models, etc.? Further, presenting analog work in digital format may misrepresent its content; how should we deal with that? Will NAAB be issuing any standards for digitizing and formatting student work, to ensure consistency across schools and visits? 09 Other Miscellaneous Questions: How do we track students across courses? How often do we need to do "recurring self-assessment?"

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.)*

Lawrence Technological University, 2019 update: Karl Daubmann, Dean: Karl Daubmann is the dean and professor at the College of Architecture and Design at LTU. He has taught design and seminars in digital media, robotic fabrication, construction, and multidisciplinary design. Daubmann has taught at the University of Michigan where he was the Associate Dean for Post Professional Degrees and Technology Engagement. He has also held visiting appointments at Roger Williams University, the University of

Cincinnati, and at the Boston Architectural College as the Sasaki Distinguished Visiting Professor.Daubmann received his bachelor of architecture from Roger Williams University and a master of science in architectural studies from Massachusetts Institute of Technology where his concentration was in design computing. Daubmann is a fellow of the American Academy in Rome and won the Founder's Prize in 2015. His research while in residence in Rome was focused on construction geometry related to the Baroque.Daubmann is a registered architect with a record of distinguished projects inspired and driven by his interests in design technology, manufacturing, and multidisciplinary design. Daubmann began the DAUB research studio in 2012 as a means to focus on those same preoccupations and to develop work to push the disciplinary limits of those interests. DAUB is both an acronym for design, architecture, urbanism, and building and a reference to one of the oldest forms of composite construction (wattle and daub). Daubmann served as the Vice President of Design and Creative Director for Blu Homes. In this capacity Daubmann oversaw product development and project design from offices in Boston, San Francisco, and Ann Arbor while in direct conversation with marketing, sales, engineering, and manufacturing. In this capacity he led a creative and multidisciplinary team to develop modern, green, prefab houses that fold for shipping across North America. As a former partner of PLY Architecture for more than 10 years, Daubmann co-authored a broad range of work exploring design and digital fabrication with a local focus in Michigan. The work of PLY has been published nationally and internationally and received awards for both built and speculative projects. While principal at PLY, the office received a 2010 & 2011 Architect Magazine R+D Award for architectural research; a national AIA 2010 Small Project Practitioners Award; a commend from the international AR+D Awards from Architectural Review; a Citation from the 59th Annual P/A Awards, an Architectural League of New York, Young Architects Award; and 7 State of Michigan AIA Awards. In 2007, PLY was named one of "101 of the World's most exciting new architects" by Wallpaper* Magazine.Scott Gerald Shall, Associate Dean: Scott Gerald Shall is Associate Professor and Associate Dean of the College of Architecture and Design at Lawrence Technological University and the founding director of the International Design Clinic (IDC, www.internationaldesignclinic.org), a registered non-profit that realizes crowd-sourced architecture and virally-propagated creative action with communities in need around the world. Since founding the IDC in 2006, Shall has worked through this organization to complete over a dozen projects on four continents, including an urban tent for the homeless made of reclaimed water bottles, a vision for education based upon borrowed resources for the migrant communities of India, educational devices based upon the vending architectures of Bolivia for kids working the streets of La Paz, and a two-dollar water filtration system. Shall's research and creative work in this arena has been disseminated widely, including presentations at Third and Fifth International Symposia On Service Learning In Higher Education, the 2011 ARCC National Conference and the 2008 International Conference on Informal Settlements And Low Income Housing as well as invited lectures at Brown University (2009), the University of Maryland (2009), the New School for Design at Parsons (2008), and the Pratt Institute (2008). Shall's writing on socially-responsive design has been featured in a range of peer-reviewed publications, including works by the AIA Press (2010) and the University of Indianapolis Press (2010). In 2008 Interior Design magazine published the work of the IDC along with projects by Kengo Kuma & Associates, OMA, and Buckminister Fuller in an article highlighting practitioners who are challenging the edge of design practice. Shall has exhibited his creative work in venues around the world, including solo shows at the San Francisco Museum of Art in La Paz, Bolivia (2011) and the AIA Center for Architecture in Philadelphia (2009) as well as group shows at the Sheldon Swope Museum of Art (2010),

the SPOT gallery of Poznan, Poland (2010), the Goldstein Museum of Design (2010), the Crane Center in Philadelphia (2010, 2011), the Venice Architecture Biennale (2012) and MoMA (2014).James Stevens, Department Chair: James Stevens is chair of Architecture + associate professor of Architecture at Lawrence Technological University in the College of Architecture and Design. He is the founding and acting director of makeLab, a digital fabrication and design studio. As director, Stevens oversees research, publication and industry-sponsored design projects. Additionally, he conducts frequent makeLab workshops and lectures across the U.S. and internationally in China, Europe and India. He is the co-author of Digital Vernacular, Architectural Principles, Tools and Processes (Routledge 2015). Prior to his faculty appointment at Lawrence Tech, Stevens was the founding principal of a North Carolina architecture firm. He is a licensed architect in the State of Michigan, certified by the National Council of Architecture Registration Boards (NCARB) and is a professional member of the American Institute of Architects (AIA). He is the recipient of the AIA Henry Adams Medal for Excellence in the Study of Architecture and is currently a Coleman Foundation Fellow. He holds a Master of Architecture degree from North Carolina State University (2007) and a Bachelor of Fine Arts degree from the Savannah College of Art and Design (1994).Dale Allen Gyure, Associate Department Chair: Dale Allen Gyure, JD, PhD, is the associate chair of Architecture and a professor in the College of Architecture and Design, where he teaches courses on the history of architecture. Dale began teaching at Lawrence Tech in 2001 after receiving his doctorate in architectural history from the University of Virginia. His undergraduate training was in psychology at Ball State University. In 1989, he earned a law degree from Indiana University and spent the next six years as a trial attorney in Tampa, Florida.Dr. Gyure has published articles, essays, and book reviews in numerous journals, and presented papers and lectures across the country. His research focuses on American and modern architecture of the nineteenth and twentieth centuries, particularly the intersections of architecture, education and society. Dale's first book, Frank Lloyd Wright’s Florida Southern College (University of Florida Press), remains the only comprehensive history of the largest and longest-lasting project of America’s most famous architect. The Chicago Schoolhouse, 1856-2006: High School Architecture and Educational Reform (Center for American Places/University of Chicago Press), an expanded version of Dale’s dissertation research, analyzes the impact that changes in educational administration, curriculum, and pedagogy had on the form and layout of high school buildings over time. Minoru Yamasaki: Humanist Architecture for a Modernist World (Yale University Press) is the first extensive analysis of the architecture of one of the postwar period’s seminal figures. And The Schoolroom: A Social History of Teaching and Learning offers a look at the history of American education through material artifacts like school buildings, classrooms, desks, blackboards, and other tangible objects.Beyond his research, Dale is actively involved in architectural history and historic preservation matters. He is a regular peer reviewer for architectural history journals, book publishers, and the National Park Service, and currently serves as a book review editor for the Journal of the Society of Architectural Historians. Dale has served on the boards of directors of the Society of Architectural Historians, the Frank Lloyd Wright Building Conservancy, and Docomomo Michigan. In 2013, he was selected by the governor to join Michigan’s State Historic Preservation Review Board.Edward Orlowski, Associate Department Chair: Edward M. Orlowski is an Associate Professor of Architecture at Lawrence Technological University, and the former Chair of the Department. He holds a BS in Architecture from Lawrence Institute of Technology, and a Master of Architecture from the University of Michigan. He has been a licensed architect in the state of Michigan since 1996, and has practiced with firms such as Luckenbach | Ziegelman, (where he participated in the design of the AIA-award-winning Environmental Interpretive Center at the University of Michigan-Dearborn)

and the SmithGroup.He was the creator of the first studio related to the topic of sustainability at Lawrence Tech, and has overseen its growth and development. In addition, he has created and directs a design studio focusing upon architectural practice within a model of activism. He is the coordinator of Integrated Design Five, a multi-component course focused on the relationship between the architect and the public sphere. He is a member of the American Institute of Architects (Urban Priorities Committee), the SEED Network, and Architects, Planners, and Designers for Social Responsibility. He is President of the Association for Community Design, and initiated that organization's Strategic Plan process. He is the founder of Atelier MULE, a public interest design and research lab.On campus he is the faculty advisor for the LTU Chapter of Habitat for Humanity, and is a faculty fellow of the Sigma Phi Epsilon fraternity.He has presented papers to numerous conferences both in the United States and abroad on sustainability and activist design paradigms. His chapter "House of Blues: The Shotgun and Scarcity Culture in the Mississippi Delta" was published in the Ashgate book "Reading the Architecture of the Underprivileged Classes". Dongwoo Jason Yeom, Assistant Professor: Dr. Dongwoo 'Jason' Yeom is an Assistant Professor in the College of Architecture and Design (CoAD) at Lawrence Technological University (LTU). He received his Ph.D., M.S., and B.S. from the Department of Architecture at Ajou University in Korea, and has worked as a postdoctoral researcher at California State Polytechnic University Pomona and University of Southern California.Dr. Yeom has a strong interest in sustainable design, high performance building, and human building integration. He has conducted multiple experimental researches on the sustainable design, building performance, indoor environment quality (IEQ), and natural construction material. At LTU, he is conducting multidisciplinary research, which investigates the relationship between indoor thermal environment, human physiological responses, and occupant's productivity as well as the methodology to use human physiological signals as an indoor environment control factor. Currently, Dr. Yeom is teaching building systems courses; 'HVAC and Water Systems' and 'Acoustics, Electrical and Illumination Systems'. He is also teaching 'Integrated Design Studio 5' and 'Comprehensive Design', focusing on the building design and systems integration, and 'Ecological Issues' for graduate level seminar course.Based on his works, Dr. Yeom has published multiple papers in prestigious journals, including Building and Environment, Energy and Buildings, and Indoor and Built environment. He also participated in a practice-based start-up company as a founding associate to implement research ideas beyond scholarly products in academia. Currently, he is an active member of American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE), Society of Building Science Educators (SBSE), Building Technology Educator's Society (BTES), Korean-American Scientists and Engineers Association (KSEA), and Architectural Institute of Korea (AIK).Aaron Jones, Assistant Professor: Aaron Jones is a registered architect, illustrator, and fabricator based in Detroit, MI. Aaron produces experimental theaters, pop-up structures, comic books, and critical writing in collaboration with leading creative professionals and organizations around the world. He holds a Master of Architecture from Cranbrook Academy of Art and was a fellow at the Centre d'Etudes Maghrébines à Tunis, sponsored by the US Dept. of State. Since 2011 Aaron has practiced on Detroit's east side as co-founder of Talking Dolls studio and teaches at the university level as Assistant Professor at LTU CoAD.Accomplishments include work with The Storefront for Art and Architecture (NYC), the Goethe Institut (Johannesburg), On The Boards (Seattle), and the 2014 Venice Architecture Biennale.Recently, Aaron was awarded a research residency from the BEMIS Center, participated in the 2017 Biennale Internationale Design St. Etienne, and served as visiting architect at Cranbrook Academy of Art.r text and graphics.

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?

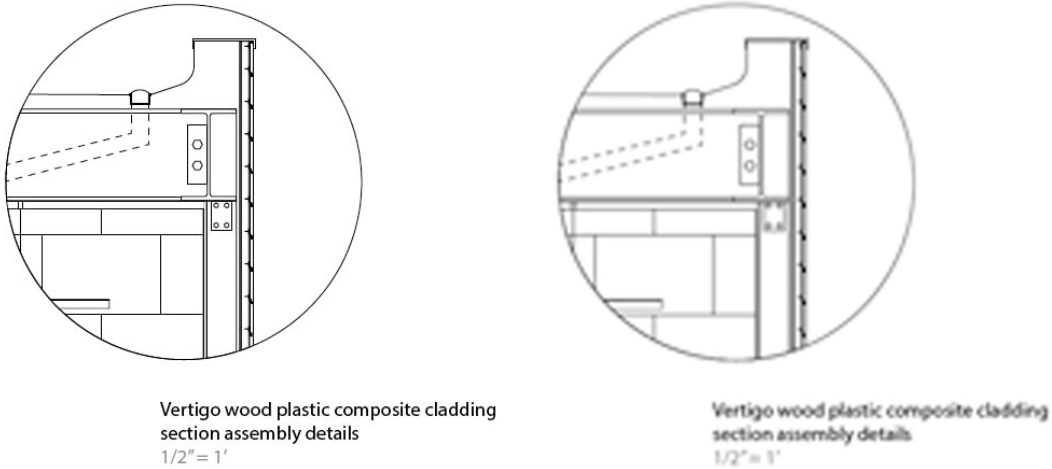

Figure 1. Examples of legible and illegible JPEG details

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.

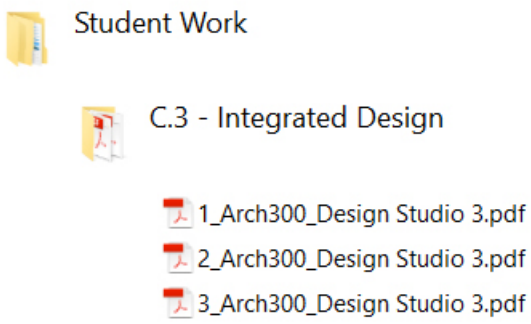

Figure 2. Digital folder structure for an accreditation visit

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.