

2020 Conditions and Procedures

Plan to Correct

for Continuing Accreditation

Miami University
Department of Architecture + Interior Design

M Arch II

M Arch III

Date: June 30, 2024

NAAB

National
Architectural
Accrediting



Plan to Correct
(2020 Procedures)

| | |
|--|--|
| Institution | <u>Miami University</u> |
| Name of Academic Unit | Department of Architecture + Interior Design |
| Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i> | <input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: II Track: III <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track: |
| Year of Previous Visit | 2023 |
| Current Term of Accreditation <i>(refer to most recent decision letter)</i> | Continuing Accreditation (Eight-Year Term) |
| Program Administrator | Gerardo Brown-Manrique, Jeffery Kruth (starting Jan 2025) |
| Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i> | Mary Rogero, Department Chair |
| Chief Academic Officer of the Institution | Elizabeth Mullenix |
| President of the Institution | Gregory Crawford |
| Individual submitting the APR | Mary Rogero, Chair, Department of Architecture + Interior Design |
| Name and Email Address of Individual to Whom Questions Should Be Directed | Mary Rogero, rogeromr@miamioh.edu |



INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.
- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.



Plan to Correct Form

| Conditions Not Met <i>List the number and title of each condition that must be addressed in the Plan to Correct.</i> | Corrective Actions <i>Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.</i> | Timeline <i>List the timeline for all corrective actions, including actual or planned start and completion dates.</i> |
|---|---|--|
| PC.6 Leadership and Collaboration PC.8 Social Equity and Inclusion SC.5 Design Synthesis | Program Narrative: PC.6 Not Met. The program did not provide sufficient information to meet the requirements of this criterion. The program provided sufficient evidence of students' experience of collaboration and multidisciplinary teams but needs to provide evidence of understanding diverse stakeholder constituents and dynamic physical and social contexts. PC.8 Not Met. The program did not provide sufficient information to meet the requirements of this criterion. The program provided sufficient evidence of students' understanding of diverse cultural and social contexts but needs to provide evidence of helping students translate their understanding into equitably supportive and inclusive built environments. SC.5 Not Met: The program did not provide sufficient information to meet the requirements of this criterion. The program needs to provide evidence of demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design. This proposed new studio would work with community partners through the Miami University Center for Community Engagement in Over-the-Rhine (MUCCE). The course would expose students to diverse stakeholders, and ask students to creatively and critically respond to issues surrounding socially complex issues in the city, such as affordable housing. Accessing the deep network of the MUCCE's community partners, students would be exposed to a variety of research and community engagement methods. The first phase of the course would introduce students to a variety of research and analysis methods, while the second phase of the course would allow students to develop design responses that promote critical dialogs in the city and could be of use to community partners. In the first phase, GIS research methods, historical research, stakeholder analyses, and community engagement workshops would allow students to gain an understanding of the multiple variables shaping a site's context. Additionally, students will research the regulatory framework that governs development for their site, and collaboratively map various actors and processes shaping the dynamics of a neighborhood site. Students would collaboratively synthesize their research and evaluate their site to identify gaps in physical access (food desserts, transit access, recreation, etc.), as well as social and economic forces shaping disparities, such as historical redlining maps, or gaps in policy. | <i>This studio will test run in the Spring Semester 2025 for all MArch III student, followed by full implementation in the ARC 601 studio in the Fall of 2026 for all MArch II and III Arc 601 students, and continue as a required course for all M. Arch students.</i> |



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|--|---|---|
| | <p>In the second phase of the course, students would propose designs that would appropriately and critically respond to the issues raised in the initial research and analysis phase. Through feedback with community partners, students would alter their design ideas, and present their final work as part of a professional presentation and report for community partners.</p> <p>The course would align with the ongoing work of the university's Miami Thrive Strategic Plan and the current MUCCE's strategic plan, which emphasize experiential learning models. This course would respond to issues identified in the NAAB Accreditation report PC6 and PC8, and would bolster strengths identified in PC 5—Research and Innovation.</p> <p>Supporting Evidence: A revised draft studio syllabus is attached</p> | |
| SC.6 Building Integration | <p>Program Narrative: SC.6 Not Met. The program did not provide sufficient information to meet the requirements of this criterion. The program provided sufficient evidence of integration of building envelope systems and assemblies and structural systems but needs to provide evidence of the integration of environmental control systems, life safety systems and the measurable outcomes of building performance in design decisions.</p> <p>Currently, a small task force has been assembled to review the content and structure of the course materials and a revised syllabus is being developed.</p> <p>The course is being re-designed to address the items indicated as <i>not met</i> including: the integration of environmental control systems, life safety systems and the measurable outcomes of building performance in design decisions.</p> <p>Supporting Evidence: A revised ARC 602 Syllabus is anticipated by early semester Fall 2024 (to be reviewed and assessed by the graduate committee.)</p> | <p>Summer 2024: Task force meeting to redesign Arc 602 structure and content.</p> <p>Sept 2024: Draft revision of syllabus due to graduate committee for review</p> <p>Nov 2024: Final syllabus due</p> <p>Jan 2025: Implementation of revised course design.</p> <p>June 2026: Task Force review /assess student work and effectiveness of revised course to meet the requirements of SC.6. and provide any suggestions or revision.</p> |
| 5.2 Planning and Assessment | <p>Program Narrative: 5.2 Not Demonstrated. The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of committees and faculty meetings attending to program needs, but needs to provide evidence of planning and recurring assessment in alignment with the university's strategic plan and NAAB 2020 Conditions.</p> <p>The Department of Architecture and Interior Design is currently engaged in a pilot program called the Department Planning & Improvement (DPI) process. This is an explicit requirement of the Higher Learning Commission (Miami's accrediting body)</p> | <p>Summer 2024: complete Self-assessment template</p> <p>Advisory Review comm August 2024: Chair to review strategic goals drafted in the template at the faculty retreat</p> |



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|--|--|--|
| | <p>designed to “maintain a practice of regular program reviews and act on its findings”. This program also is aligned with Miami’s strategic plan, “MiamiRISE”.</p> <p>A department self-assessment template is required, along with the development of 3-5 strategic goals for the department. These goals will be reviewed/discussed/revised with faculty at the annual retreat in late August 24. A committee of Consultant Evaluator Team Members from within the university has been formed and their site visits is scheduled for early October.</p> <p>As part of this ongoing process, the department will be required to submit a mid-cycle report every two years.</p> <p>GRADUATE SPECIFIC ASSESSMENT: In addition, the graduate committee holds an end of year review of all 500 level graduate work. The committee assesses that these students are ready to move to the 600 level. Currently, the assessment does not include any formal rubric as a guidance for assessment. Starting in the 2024-25 academic year, the graduate committee will develop a rubric for assessment and will include a formal end of year assessment for 500 and 600 level students.</p> <p>Supporting Evidence:</p> <p>A blank copy of the self-assessment planning template is provided but not yet completed by the department. A copy of the process timeline is also included.</p> | |
| 5.3 Curricular Development | <p>Program Narrative: 5.3 Not Demonstrated. The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence that the graduate committee reviews courses that align with Program and Student Criteria in the NAAB 2020 Conditions, but needs to provide evidence of a regular and recurring process of assessment and curricular development informed by those assessments, along with the roles and responsibilities assigned for these tasks.</p> <p>The university’s Liberal Ed component (Miami Plan) went through a revision in 2024. Over the past year, we have worked to reassign our former Miami Plan courses to fit the new criteria categories. This required us to resubmit these courses through the CIM system with appropriate learning objectives and assignments to match the criteria of the new plan. Currently, two of the three courses have completed their review and approval for the new criteria. The other three courses are scheduled for review and approval in the fall of 2025 (currently they are grandfathered in based on the former criteria).</p> <p>We are also working with Liberal Ed to review the curriculum for the MUCCE Fall residency program. Under the former system, students could receive a “thematic sequence” by participating in the fall study away residency program. Now that the thematic</p> | <p>Miami Plan revisions Fall 2024</p> <p>MUCCE Residency Program curricular revisions planning Fall 2024</p> <p>MUCCE Strategic Master Plan due late summer 2024</p> |

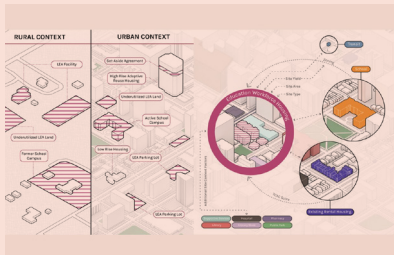
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|--|---|---|
| | <p>sequence is no longer required, we are working to redesign the program so that students are able to engage in the center and fulfill needed program course requirements and Miami Plan requirements. This redesign will primarily serve the undergraduate students.</p> <p>The MUCCE recently engaged in a new strategic master plan exercise with select faculty, administrators and community leaders. The new strategic plan will include engagement of the graduate program through curricular work (such as the new studio proposal identified above). The final report is due out late summer 2024.</p> <p>Supporting Evidence:</p> <p>New Miami Plan</p> | |
| 5.5 Social Equity, Diversity, and Inclusion | <p>Program Narrative: 5.5 Not Demonstrated The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of appropriate EEO/AA policies, resources, and practices, but needs to provide evidence of a plan and benchmarks for maintaining or increasing diversity of faculty and students.</p> <p>The OFFICE OF TRANSFORMATIONAL AND INCLUSIVE EXCELLENCE states, “As part of institutional inclusive excellence goals, our efforts diligently center on four core areas: recruitment, retention, curriculum, and culture. These core areas are addressed through key initiatives that are tailored to faculty, staff, and students and are executed either through programs and support from our division or in collaboration with other university offices, departments, centers, and programs. In addition, we value relationships with our community partners who work with us to promote inclusive excellence at Miami.”</p> <p>The office maintains a diversity dashboard to document the diversity in student enrollment.</p> <p>In addition, “Miami University has many faculty and staff affinity groups to support our employees in building community and accessing resources. Each of these groups has meetings, events, and other opportunities to engage throughout the year. All employees are welcome to participate in any of the faculty and staff associations available at Miami University.”</p> <p>The GRADUATE SCHOOL also has a number of resources specifically developed to support a diverse group of graduate students. Graduate Student Resources can be found here and include the Graduate Student Pride Association, Graduate</p> | |



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|--|---|---|
| | <p>Students of Color Association, and the International Graduate Student Association.</p> <p>NEW COURSE: a new graduate and undergraduate history and theory course has been added to the curriculum: ARC 4/505N Women in Architecture. The course objective is to address questions related to the creative role of women in developing, modifying, or imagining the built environment across scales. It also engages discussions led by women designers, theorists, and critics on alternative visions and new directions in architecture and design. A draft copy of the course syllabus is attached.</p> <p>DEPT ACTIVITIES: as part of a department initiative, we have established a Women in Design series, which will meet at least once during each semester (started in Fall 2023). These informal gatherings provide an opportunity for women in the department to converse and find support among one another.. It is open to any student in the department but the focus is on the women's issues. In the spring semester we brought in a guest speaker to talk about women in the field of construction.</p> <p>SUMMER CAMP: Starting in the summer of 2023, the department has participated in CAMP EXCEL which brings 75-100 middle school students from the Cincinnati public schools to campus to experience various college offerings. The architecture and ID department offered an interactive sessions with students that explored drawing and human scale.</p> <p>Supporting Evidence:</p> <p>Diversity Dashboard Affinity Groups Arc 405/505N Syllabus CAMP EXCEL</p> | |

COMMUNITY DESIGN & RESEARCH STUDIO: HOUSING THE COMMONS

Instructor:
Jeffrey Kruth
Alumni Hall 203F
Office Hours:
T,Th 1:00-3:00pm or by
appointment



OVERVIEW

This studio combines two pedagogical frameworks within architectural education: the research studio and public interest design. The research studio has roots in the famous 1972 studio “Learning from Las Vegas” led by Robert Venturi, Denise Scott Brown, and Steven Izenour. The studio altered architectural production and inquiry after decades of modernist practices. More recently, Rem Koolhaas and others conducted sustained research on the city through the architecture studio as a way to understand the complexity of urban phenomena. Landscape urbanists add additional methods through “layered cake” analyses and mappings.

Alternatively, participatory practices, community design, and engagement with residents in neighborhoods impacted by architects’ work emerged from the civil rights movement and Whitney Young’s critique of architectural practices and its “thunderous silence” and “complete irrelevance” on issues pertaining to social and civic contributions.

The context for our studio is the metro area from Dayton, OH to Cincinnati, OH and the region’s growing concerns surrounding affordable housing. A deficiency of more than 60,000 affordable housing units are needed in Hamilton, County alone according to a report from Xavier University’s

COMMUNITY DESIGN & RESEARCH STUDIO: HOUSING THE COMMONS

Community Building Institute. Additionally, the Dayton-Kettering metro area has seen one of the nation's five highest rent hikes over the past five years. The geography between the two metro areas has sprawled into one continuous conurbation, presenting unique opportunities to investigate both suburban sprawl conditions and urban neighborhoods to better understand issues of affordability.

COURSE ORGANIZATION

In the first portion of the studio, students will be introduced to broad issues in community development and models for collective housing, while learning the specificities of our local region through news reports, planning documents, archival materials, and conversations with community stakeholders. Additionally, students will be introduced to GIS software and analysis to better understand the urban scale and the physical and social forces impacting our site. Students will work in teams to analyze thematic conditions found in the region.

Next, students will focus on a selected neighborhood or condition (i.e., education workforce housing) to explore options for a design intervention. Students will gain additional information on their site and/or condition by looking at issues of zoning and demographics; interview stakeholders; and ultimately develop a program for their intervention.

Third, students will design an intervention based on the results of their individual and collective research. The design should respond to existing issues in development and funding mechanisms, while pointing towards a possible alternative (i.e., cooperative, baugruppen, etc.).

Finally, student work will be shared in a public symposium held at the Miami University Center for Community Engagement in Over-the-Rhine. Students will invite speakers and lead conversations about their findings, while opening a broad dialog about current efforts at creating affordability across the region. Student work will be displayed in an exhibition format, while conversations with stakeholders are held throughout the afternoon.

LEARNING OBJECTIVES

At the end of this studio, students will be able to:

1. Understand how to conduct research on the

city using publicly accessible data sets, neighborhood plans, and archival documents.

2. Analyze and evaluate city policy and neighborhood assets through spatial analysis using GIS software.

3. Understand and apply through design the legal parameters shaping the built environment, such as the zoning code.

4. Survey community members and stakeholders, and incorporate feedback into the design process

5. Produce professional graphics for an exhibition that is public facing.

6. Engage professionals and residents in an end-of-semester discussion on the future of housing in the city.

EVALUATION & GRADING

Student grades will be evaluated on the following projects:

GIS Intro exercise: 5 %
Regional thematic site investigation: 15 %
Neighborhood and site condition research & analysis: 15%
Mid-project review: 15%
Final Design: 30%
Exhibition graphics & symposium organization: 10%
Attendance & Participation: 10%

100 > A ≥ 93%
93 > A- ≥ 90%
90 > B+ ≥ 87%
87 > B ≥ 83%
83 > B- ≥ 80%
80 > C+ ≥ 77%
77 > C ≥ 73%
73 > C- ≥ 70%
70 > D+ ≥ 67%
67 > D ≥ 63%
63 > D- ≥ 60%
60% < F

DRAFT SCHEDULE

1 INTRODUCTION

Week 1. Course Introduction

Notes

Activities:

1. Compile current and historic city plans
2. Introduce GIS.
3. Creating and finding data sets workshop

Download & Install: Rhino 8, Adobe Illustrator, & QGIS

Week 2. Community Partners & Research

Notes

Activities:

1. Meeting 1 with community stakeholders (Over-the-Rhine Community Housing, Greater Cincinnati Homeless Coalition, East End Community Services, residents, etc.)
2. Initial GIS exercise due

2 REGIONAL RESEARCH & ANALYSIS

Week 3-5. Thematic Site Research

Notes

Activities:

1. Teams assigned to investigate various conditions throughout the region.
2. Site conditions site visits
3. DUE: Presentation of findings

Week 6-7. Individual Site Research

Notes

Activities:

1. Identify site for intervention
2. Analyze site & zoning code
3. Develop Program
4. Consult community partners

GIS to Rhino: Rhino & Illustrator Workshop

3 BUILDING DESIGN

Week 7-10. Building Design Development

Notes

Activities:

1. Massing, circulation, site design
2. Mid-project critique
3. Invite symposium speakers

Week 11-14. Design Development

Notes

Activities:

1. Design refinement
2. Development of final graphics
3. Organization of symposium/exhibition

Graphic Design & Exhibition Workshop

4 PUBLIC PRESENTATION

Week 15. Design Exhibition & Symposium

Notes

Activities:

1. Set up MUCCE for exhibition
2. Final presentations & symposium discussion
3. Documentation of event (web, press, recording, etc.)

Self-Assessment Template

Department Planning & Improvement

Miami University

A. Strategic Direction

The purpose of this section is to provide an overview of the strengths and challenges of the department, emerging and best trends in the field(s), and specific strategies and issues to be considered in the review. The following questions serve as guidance in this area:

- What is the vision and mission of the department?
 - How does the department's vision for the future relate to the University's strategic plan and mission? How does it relate to the strategic plan and goals of the division? What are the department's aspirations over the next review cycle?
 - How does the department illustrate its commitment to diversity, equity and inclusion through its vision, leadership, mission, messaging and incentives?
1. Please provide a concise summary of the top 3-6 accomplishments of your department in the past 3-5 years.
 2. List all programs (including concentrations associated with the programs, co-majors, certificates, minors) as well as the number of credits required to complete the program

| Degree/Program Name | Concentration | Liberal Education Credits | Program Credits | Additional Credits | Total Credit Hours |
|---------------------|---------------|---------------------------|-----------------|--------------------|--------------------|
| | | | | | |
| | | | | | |
| | | | | | |

3. Complete the table below on accrediting agency and status, if applicable.

| Degree/Program Name | Accreditation Agency | Month/Yr of Last Review | Month/Yr of Next Review | Accreditation Status (Note any changes, sanctions) |
|---------------------|----------------------|-------------------------|-------------------------|--|
| | | | | |
| | | | | |

4. In a few sentences or a list, please describe other curricular contributions your department makes to the University (e.g., liberal education, required courses for programs in other departments, first-year experience course).
5. Please list 3-4 departments at other institutions that you view as aspirant and from which you can gain insights to advance your goals for the DPI process.

| Department Name | University/College | Program practices that are noteworthy and could be used to inform GPAs |
|-----------------|--------------------|--|
| | | |
| | | |

6. Provide a brief summary of some of the most promising, emerging trends that are aligned with some or all of the strategic improvement goals for your department. Please refer to the relevant professional literature.
7. What are the strategic improvement goals for the department and the rationale (evidence) for selecting those goals?

NOTE: Make sure that the goals are specific, measurable, achievable, relevant and time-bound.

Generally speaking, this means that: (1) you know how you can go about accomplishing the goal; (2) you have a clear outcome that you can measure in mind that will demonstrate whether you met the goal; (3) you believe the goal is ambitious but also can be achieved; (4) the goal relates to your department's mission and the division's strategic goals; and (5) you have a deadline when you expect the goal to be met.

8. What are the specific metrics or benchmarks to be used to assess the goals?

Put simply, to identify a metric, you should be able to articulate how you will know when you have reached your strategic goal.

To develop your strategic improvement goals and metrics, please review the matrix below for possible examples of strategies and metrics.

| Category | Possible Strategies | Metrics |
|-----------------------|--|--|
| Quality of Program(s) | Conduct in-depth analysis and benchmarking of program, and identify program revisions (revision of courses, elimination of outdated courses) to advance student research | 20% increase in student publications and student presentations at national conferences |

| | | |
|--------------------|---|--|
| | Infuse career development opportunities throughout the curriculum and co-curriculum | 3% increase in job placement rate for our graduates |
| | Enhance student learning through more active pedagogical approaches | Five core courses in the major revised so that they leverage active learning approaches (inquiry-based, project-based, collaborative learning) |
| | Improve the cultural competency of students in the major through revised curriculum. | XX courses revised to integrate DEI principles |
| Student Success | Improve actual time to degree for students in the program. | Average time to degree by year (native students, transfer students) |
| | Increase the diversity of students in our major through articulation agreements and partnerships with selected diverse high schools | Increase the percentages of underrepresented populations of students in the major by 2% over the next five years |
| | Improve the success rate for a greater range of students in a highly demanded course. | Six-year completion rates of underrepresented groups increase by 2% |
| | Enhance the professional development of faculty and staff advising students in the department's programs. | 100% of faculty and staff advising for our majors reach Level A status; 30% reach Master Advisor status. |
| Faculty & Research | Increase research productivity through revised workload norms. | Departmental workload policy revised to support differential teaching loads for research active tenured or tenure-track faculty |
| | Enhance the intellectual climate of the department through enhanced or new programming for faculty. | Publications in top tier, peer-reviewed outlets increase by 10% |
| | Increase funded research to enhance scholarly output and support for graduate students. | Grant applications increased by 25% in the next five years |

| | | |
|-----------|--|---|
| Resources | Optimize the use of faculty resources. | Increase in section fill rates in the department by 10% |
|-----------|--|---|

Note: You should identify 3-6 strategic improvement goals with at least one goal related to quality of academic program(s) and another to student success. All of the strategic improvement goals should be within your department's locus of control. Put another way, the goal should *not* depend on another unit to change or to take action for you to achieve it (e.g., we will ask the Admission Office to recruit more students or admit a higher quality student body).

9. Use the table below to summarize your goals, metrics, and timelines.

| Strategic Improvement Goal | Metric or Benchmark for Achieving Goal | Timeline (Deadline for Achieving Metric) |
|----------------------------|--|--|
| | | |
| | | |

10. What are the top 1-2 challenges or obstacles that face the department and that may impact your ability to meet the strategic improvement goals or general success of your department and its programs?

11. What is being or can be done to address the challenges?

B. Academic Program & Student Success

One of the most integral roles of a department is to support students' academic experiences and success. Student success encompasses more than complete a degree in a timely manner, it also includes measures of attainment of learning outcomes, personal satisfaction and goal attainment, job placement or successful admission to professional or graduate school, career advancement, civic and life skills and commitment to lifelong learning. This section focuses on an examination of the quality of those experiences through enrollment trends, assessment of student learning outcomes, and other student success outcomes listed above.

- 1. Provide a brief description of each of the academic programs in your department (e.g., General Bulletin description) and major changes you have made to improve them in the past five years (e.g., online delivery, change in requirements, pedagogical approaches, experiential learning).**
- 2. Provide a concise table that lists the courses or other contributions that the department makes to liberal education and other University curricular initiatives (e.g., UNV 101). Include the steps you have taken to improve liberal education course outcomes (e.g., assigning full-time continuing faculty to teach them, enhancing the pedagogy through active learning approaches, infusing more writing**

instruction and opportunities for writing, incorporating service learning) since the last review. Sample table is below.

| Course Number and Title | Average Number of Students Enrolled in Course Each Semester (for past 3 semesters taught) | Contribution (Miami Plan, UNV 101, etc.) | Brief Summary of Improvements Made in Past 5 Years |
|--------------------------------|--|---|---|
| | | | |
| | | | |

3. **How is diversity, equity, and inclusion included in the department's curriculum and instruction? How might the curriculum and instructional approaches be improved to reach a greater diversity of learners and enable their success?**
4. **Explain the department's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on data gathered from these measures.**
5. **Briefly describe how your department has worked toward promoting student success outcomes, including retention, persistence, and completion goals.**
6. **Briefly summarize results from your assessment of student learning outcomes activity over the past five years, and explain how these results have been used to make specific improvements to the quality of programs and courses offered in your department.** Please include all assessment plans and reports as well as feedback received from the past five years in your appendices.
7. **Describe how your department ensures that students receive high quality advisement.**
8. **Describe any external awards or other recognition of the students, faculty, and/or program(s) over the past five years.**
9. **Describe efforts you have made to assist students in meeting post-graduation goals. Summarize post-graduation outcomes in your department** (e.g., pass rates for programs leading to licensure or certification, job placement rates, percentages of admissions to graduate or professional school, employer satisfaction with program graduates, alumni satisfaction with program).
10. **Describe any accomplishments or innovations of the department for which you are particularly proud. What are the key differentiators of your department and/or its programs with peer or competitor programs/departments?**

c. Faculty

Note: Please expand tables as needed.

1. Provide a profile of faculty in your department.

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|-----------|
| Tenured/Tenure-Track Faculty Headcount | | | | | |
| TCPL Faculty Headcount | | | | | |
| Other Faculty Headcount | | | | | |
| Total Faculty FTE | | | | | |
| Student FTE/ Faculty FTE Ratio | | | | | |
| Staff FTE | | | | | |
| Grad Assistantship FTE | | | | | |

Note: Enrollment can also be measured as full time equivalent (FTE) students, a calculation showing how many students would be attending if all were enrolled full time. The FTE calculation is based on the sum of credits carried by all students enrolled in classes at a particular level, divided by the number of credits in a full-time load.

2. What are the faculty areas of expertise?

| Faculty Name | Title & Rank | Highest Degree Earned | Courses taught during last academic year | Areas of scholarly or creative work (including titles and amount of funding for any funded research during last two years) |
|---------------------|-------------------------|------------------------------|---|---|
| | | | | |
| | | | | |

3. Describe your record in recruiting and retaining faculty as well as the recent efforts you have made to enhance faculty recruitment and retention. In particular, note efforts that the department has made or plans to make to recruit and retain diverse faculty and staff.

4. How does department decision-making and governance processes ensure appropriate consultation and shared responsibility? Where might the department benefit from improvement in terms of transparent and shared governance and equitable policy and decision making?
5. Briefly describe your faculty workload policy. Is there a differential workload for faculty who do high quality and high volume scholarly or creative work? Explain how you ensure that the processes used for assigning faculty workload are fair and equitable.
6. Please use the table below to summarize the teaching loads of each faculty member by semester.

| Faculty Name | Rank/Position | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------|---------------|-----------|-----------|-----------|-----------|
| | | | | | |
| | | | | | |

7. Please use the table below to summarize (salary budget) the faculty and staff time allocated to external funding sources.

| Faculty Name | Rank/Position | 2020-2021 Salary budget allocated to external funding | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------|---------------|--|-----------|-----------|-----------|
| | | | | | |
| | | | | | |

8. Please use the table below to summarize the research leaves and course releases of each faculty member by year.

| Faculty Name | Rank/Position | 2020-2021 Fall/Spring Leave or # Course Releases | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------|---------------|---|-----------|-----------|-----------|
| | | | | | |

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|--|--|--|--|--|--|
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9. Describe efforts made to ensure the ongoing professional development of all faculty in your department.
10. How do you measure research productivity in your department?
11. Provide for the last five years and by faculty rank, if possible, supporting aggregate data: total number of refereed journal articles, technical/research reports, books, research presentations, and grants and contracts awarded from sponsored programs.
12. Discuss student research opportunities provided by the unit/program(s). Provide data as available.
13. To what degree is the research or creative activity of an interdisciplinary nature?
14. Describe how the department has advanced research and career development among students (undergraduate and graduate).
15. Describe 3-5 of the most notable examples of service to the University, profession, discipline and community by faculty, staff, and students in your department. Note: Please focus on the highlights. The CVs of your faculty can provide additional information.

D. Resources

1. Provide an overview of the adequacy of each of the following to support the program(s) under review:
 - Instructional Staff support
 - Graduate assistantships and waivers (if applicable)
 - Administrative support
 - Laboratory space
 - Laboratory equipment
 - Department and classroom facilities
 - Office space
 - Technology support
 - Library resources
 - Online course/program support
 - Academic Program Advisors & Internship Coordinators

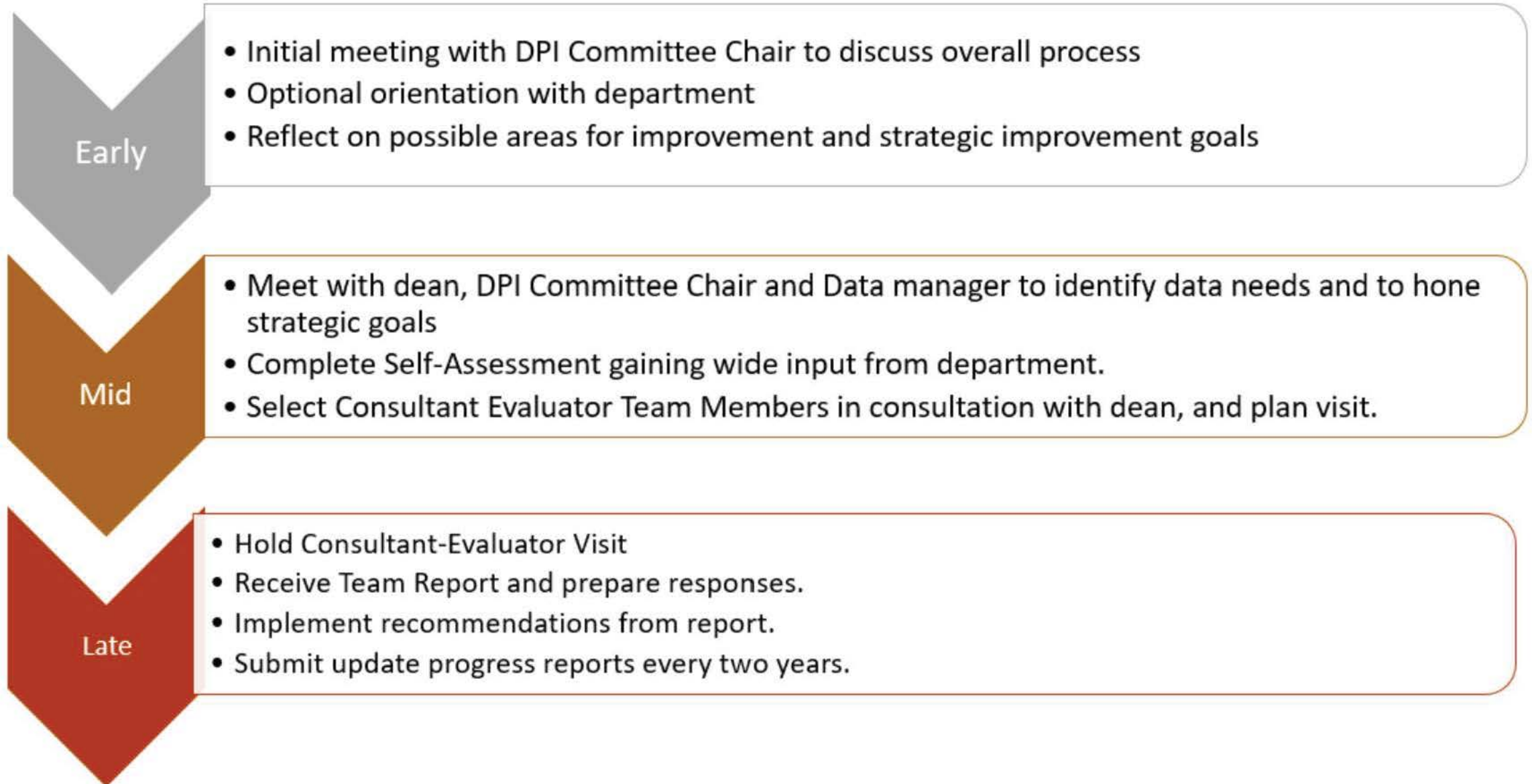
2. Summarize the University (E&G) sources of funds that support the program(s) under review (graduate assistantships, summer stipends, CFR awards, start-ups, course releases) in the table below.

| Source | 2020-2021 (estimate by year) | 2021-2022 | 2022-2023 | 2023-2024 |
|--------|---------------------------------|-----------|-----------|-----------|
| | | | | |
| | | | | |

3. Describe any non-E&G sources of funds that support the program(s) under review (e.g., cost recovery, market rate, auxiliary funds, student fees).
4. Other than university resources, describe any sources of funds used to support graduate assistants (e.g., grants, fellowships, donors).
5. Given how the department drives revenue (mix of tuition, grants, donations), how do you ensure the financial viability of the department? What cost-effective measures have you taken or plan to take?
6. What engagement activities does your department perform? Include internal and external partnerships with service to the public, community, and profession.

Key Steps & Timeline

Note: Each colored section of the visual below has a duration of 6-8 months.



ARC 405N/505N Women in Architecture and Design
Fall Semester 2024–2025
Instructor: May Khalife, Ph.D.
Tues.–Thur. 11:40 AM – 1:00 PM
Room: ALU 201

Course Description

This seminar introduces students to the work of female practitioners and theorists in architecture and design. It addresses questions related to the creative role of women in developing, modifying, or imagining the built environment across scales. It also engages discussions led by women designers, theorists, and critics on alternative visions and new directions in architecture and design. Throughout this course, students will engage in reading literature pieces, interpreting art works, analyzing buildings, and consulting digital media to learn about the contributions of women in diverse creative fields, focusing particularly on architecture. They will develop critical knowledge around subjects related to feminism, preservation, domesticity, landscape, cities, migration, colonization, construction, and universal design.

This seminar course is taught at the undergraduate and graduate levels.

Student Learning Outcomes

Undergraduate students in this class will:

- Develop familiarity with interdisciplinary approaches to women in architecture.
- Develop independent thought on gender and space.
- Demonstrate knowledge of the research literature on spatial productions of gender in theory and practice.

Graduate students in this class will:

- Develop competency in interdisciplinary approaches to women in architecture.
- Demonstrate advanced level of critical and independent thought on gender and space.
- Understand, synthesize, and apply the research literature on spatial productions of gender in theory and practice.

Suggested Reference Books

The references below will support your learning in this course:

Frichot, Hélène, Gabrielsson, Catharina, and Runting, Helen, ed. *Architecture and Feminisms: Ecologies, Economies, Technologies*. New York: Routledge, 2018.

Brown, Lori A., ed. *Feminist Practices: Interdisciplinary Approaches to Women in Architecture*. Burlington, VT: Ashgate Publishing Company, 2011.

Heynen, Hilde, and Baydar, Gülsüm, ed. *Negotiating Domesticity: Spatial Productions of Gender in Modern Architecture*. New York: Routledge, 2005.

Rendell, Jane, Penner, Barbara, and Borden, Iain, eds. *Gender Space Architecture: An Interdisciplinary Introduction*. New York: Routledge, 2000.

Schedule

This schedule is subject to change.

| WEEK | DATE | READINGS/GUEST LECTURES | ACTIVITY/SUBMISSIONS |
|------|--------------|---|----------------------|
| 1 | Tues. 08/27 | Introduction Stratigakos, Despina. "Why Architects Need Feminism." <i>Places</i> (September 2012). https://placesjournal.org/article/why-architects-need-feminism/?cn-reloaded=1 | |
| | Thurs. 08/29 | Feminism in Design Practices Rendell, Jane. "Critical Spatial Practices: Setting Out a Feminist Approach to some Modes and what Matters in Architecture." In <i>Feminist Practices: Interdisciplinary Approaches to Women in Architecture</i> , ed. Lori A. Brown. Burlington, VT: Ashgate, 2011. Ahrentzen, Sherry. "The Space between the Studs: Feminism and Architecture." <i>Signs: Journal of Women in Culture and Society</i> 29, no.1 (2003): 179-206. https://doi.org/10.1086/375675 | |
| 2 | Tues. 09/03 | Library Research Meeting with Stefanie Hilles. | |
| | Thurs. 09/05 | Intersectionality Patil, Vrushali. "From Patriarchy to Intersectionality: A Transnational Feminist Assessment of How Far We've Really Come." <i>Signs</i> 38, no. 4 (2013): 847-67. https://doi.org/10.1086/669560 . <i>Further Reading</i> Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43, no. 6 (1991): 1241-99. https://doi.org/10.2307/1229039 . | |
| 3 | Tues. 09/10 | Pioneering Women in Architecture "Julia Morgan" – Guest Lecture by Jeffrey Tilman, Ph.D. Favro, Diane. "Sincere and Good: The Architectural Practice of Julia Morgan." <i>Journal of Architectural and Planning Research</i> 9, no.2 (1992): 112-27. | |

| | Thurs. 09/12 | POSTER PRESENTATIONS | POSTER DUE DATE |
|---|--------------|--|-----------------|
| 4 | Tues. 09/17 | <p>Gender in Modern Architecture and Design Colomina, Beatriz. "Battle Lines: E.1027." In <i>The Sex of Architecture</i>, eds. Diana Agrest, Patricia Conway and Leslie Kanes Weisman. New York: Harry N. Abrams, Inc., 1996.</p> <p>Bonnevier, Katarina. "A Queer Analysis of Eileen Gray's E.1027." In <i>Negotiating Domesticity: Spatial Productions of Gender in Modern Architecture</i>, eds. Hilde Heynen, and Gülsüm Baydar. New York: Routledge, 2005.</p> | |
| | Thurs. 09/19 | <p>Hoekstra, Rixt. "The Role Played by Women Linked to the CIAM: The Case of Frieda Fluck, 1897-1974." In <i>Architecture and Feminisms: Ecologies, Economies, Technologies</i>, eds Hélène Frichot, Catharina Gabrielsson, and Helen Runting. New York: Routledge, 2018.</p> <p>Kalman, Harold. "'Chinese Spirit in Modern Strength': Liang Sicheng, Lin Huiyin, and Early Modernist Architecture in China." <i>Journal of the Royal Asiatic Society Hong Kong Branch</i> 58 (2018): 154–88.</p> <p><i>Further Reading</i> Weinthal, Loris. "Interior-scapes." In <i>Feminist Practices: Interdisciplinary Approaches to Women in Architecture</i>, ed. Lori A. Brown. Burlington, VT: Ashgate, 2011.</p> | |
| 5 | Tues. 09/24 | <p>Indigenous Histories of Architecture and Preservation <i>Lands, Property Rights, and Traditions:</i> Introduction to the Miami Tribe of Oklahoma; Gender roles; Indigenous Women and Property Rights.</p> <p>Compton, Tonia M. "Proper Women/Propertied Women: Federal Land Laws and Gender Order(s) in the Nineteenth-Century Imperial American West." Ph.D. Dissertation, University of Nebraska Lincoln, 2009. https://digitalcommons.unl.edu/historydiss/19 Chapter 4 – "She Becomes a White Man": Native American Women and Land Ownership Under the General Allotment Act" (p.98–124).</p> | |
| | Thurs. 09/26 | <p><i>Historic Houses and Stories about Indigenous Women:</i> Miami Indian Dwelling Types; <i>Pinšīwa</i> House or Chief Richardville House; <i>Siipihkwa Awiiki</i> (River Woman's Home) or the Drake House.</p> | |
| 6 | Tues. 10/01 | <p>Assemblages, Collages, and Textiles Study of collages and assemblages done by the following designers Marianne Brandt (photocollages), Lilly Reich</p> | |

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|---|--------------|---|-------------------------|
| | | (collage at the Neue Galerie New York), Hannah Höch "Collage II - On Filet Ground" (1925), contemporary art by Julie Mehretu "Black City" (2009), art by Candida Alvarez "Air Paintings" (2017). Kristin Makhholm. "Strange Beauty: Hannah Höch and the Photomontage." MoMA, no. 24 (1997): 19–23. http://www.jstor.org/stable/4381346 . | |
| | Thurs. 10/03 | Study of sculpture by Dorothy Dehner "The City to the Bridge" (1970) and artwork "Untitled, From Virgin Island Series" (1932), sculpture by Saloua Raouda Choucair "Infinite Structure" (1963-65) and "Structure with One Thousand Pieces" (1966-68), art sculpture by Diana al Hadid "Between the Sun and the Moon" (2020) and "Delirious Matter" (2018). Study of textile work by Gunta Stölzl (wall hanging tapestry), contemporary textile work by Sonya Clark "Beaded Prayers," weaving work by Lillian Elliott "Basket Weaving" (1980s), fiber art and quilts by Bisa Butler in installation "The World Is Yours" (2023), artwork "Basin Street Blues." Otto, Elizabeth and Rössler, Patrick. "Gunta Stölzl" and "Anni Albers." <i>Bauhaus Women: A Global Perspective</i> . London: Herbert Press, 2019. <i>Further Information</i> Albers, Anni. "Constructing Textiles." In <i>The Textile Reader</i> , ed. Jessica Hemmings. London: Berg Publishers, 2012. Watch " Bauhaus: Art as Life - Gunta Stölzl: A Daughter's Perspective ," YouTube Video, 1:05:24. | |
| 7 | Tues. 10/08 | Decolonizing Space Çelik, Zeynep. "Gendered Spaces in Colonial Algiers." In <i>The Sex of Architecture</i> , eds. Diana Agrest, Patricia Conway and Leslie Kanes Weisman. New York: Harry N. Abrams, Inc., 1996. – also, in <i>The Design Culture Reader</i> . Torre, Susana. "Claiming the Public Space: The Mothers of Plaza de Mayo." In <i>Gender Space Architecture: An Interdisciplinary Introduction</i> , eds. Jane Rendell, Barbara Penner, and Iain Borden. New York: Routledge, 2000. | |
| | Thurs. 10/10 | COLLAGE PRESENTATIONS | COLLAGE DUE DATE |
| 8 | Tues. 10/15 | Gender and Space Weisman, Leslie Kanes. "The Spatial Caste System: Design for Social Inequality." In <i>Discrimination by Design: A Feminist Critique of the Man-Made Environment</i> . Urbana: University of Illinois Press, 1994. | |

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| | Thurs. 10/17 | <p>Çevik, Gülen. "American Style or Turkish Chair: The Triumph of Bodily Comfort." <i>Journal of Design History</i> 23, no. 4 (2010): 367–85. http://www.jstor.org/stable/40958920.</p> <p>Erkarslan, Özlem Erdoğan. "Gender Roles at the Intersection of Public and Private Spheres: Transformation from Detached House to Apartment in Izmir, Turkey." In <i>Feminist Practices: Interdisciplinary Approaches to Women in Architecture</i>, ed. Lori A. Brown. Burlington, VT: Ashgate, 2011.</p> | |
| 9 | Tues. 10/22 | <p>Domestic Space</p> <p>Hayden, Dolores. "The Grand Domestic Revolution," and "Public Kitchens, Social Settlements, and the Cooperative Ideal." In <i>Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities</i>. Cambridge, MA: The MIT Press, 1981.</p> <p>Weisman, Leslie Kanes. "The Home as Metaphor for Society," and "Redesigning the Domestic Landscape." In <i>Discrimination by Design: A Feminist Critique of the Man-Made Environment</i>. Urbana: University of Illinois Press, 1994.</p> | |
| | Thurs. 10/24 | <p>Wieger, Julia. "Reproductive Commons: From Within and Beyond the Kitchen." In <i>Architecture and Feminisms: Ecologies, Economies, Technologies</i>, eds Hélène Frichot, Catharina Gabrielsson, and Helen Runting. New York: Routledge, 2018.</p> <p>Read and watch videos on "The Frankfurt Kitchen." Episode 541 – 99 percent invisible.</p> <p>Watch Lecture by prof. Mary Rogero, "Opening Up the Kitchen," TEDxDayton.</p> | |
| 10 | Tues. 10/29 | <p>Architecture and Urban Planning</p> <p>Hayden, Dolores. "'What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work.'" In <i>Women and the American City</i>, eds. Catharine Simpson, et. al. Chicago: University of Chicago Press, 1981. Also, in Rendell's <i>Gender Space Architecture</i> (2000).</p> <p>Hayden, Dolores, and Wright, Gwendolyn. "Architecture and Urban Planning." <i>Signs: Journal of Women in Culture and Society</i> 1, no.4 (1976): 923–933.</p> | |
| | Thurs. 10/31 | <p>Spain, Daphne. "Gender and Urban Space." <i>Annual Review of Sociology</i> 40, no.1 (July 2014): 581-598. https://doi.org/10.1146/annurev-soc-071913-043446</p> | |

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| | | Grosz, Elizabeth. "Bodies-Cities." In <i>Sexuality and Space</i> , ed. Beatriz Colomina. New York: Princeton Architectural Press, 1992. [p.241–254] | |
| 11 | Tues. 11/05 | Landscape / Environmental Design Miller, Kristine F. <i>Almost Home: The Public Landscapes of Gertrude Jekyll</i> . Charlottesville: University of Virginia Press, 2012. Cheatle, Emma. "Between Landscape and Confinement: Situating the Writings of Mary Wollstonecraft." In <i>Architecture and Feminisms: Ecologies, Economies, Technologies</i> , eds Hélène Frichot, Catharina Gabrielsson, and Helen Runting. New York: Routledge, 2018. | |
| | Thurs. 11/07 | TIMELINE/MAPPING PRESENTATIONS | TIMELINE/MAPPING DUE DATE |
| 12 | Tues. 11/12 | Histories of Migration Siddiqi, Anooradha Iyer. "Writing With: Togethering, Difference, and Feminist Architectural Histories of Migration." <i>e-flux Architecture</i> (July 2018). https://www.e-flux.com/architecture/structural-instability/208707/writing-with/ Siddiqi, Anooradha Iyer and Lee, Rachel. "On Collaborations: Feminist Architectural Histories of Migration." <i>Aggregate 10</i> (November 2022). https://doi.org/10.53965/MDCB1441 | |
| | Thurs. 11/14 | Musmar, Aya. "Environmentalising Humanitarian Governance in Za'atari Refugee Camp through 'Interactive Spaces': A Posthuman Approach." In <i>Architecture and Feminisms: Ecologies, Economies, Technologies</i> , eds Hélène Frichot, Catharina Gabrielsson, and Helen Runting. New York: Routledge, 2018. | |
| 13 | Tues. 11/19 | Women in Construction and Entrepreneurship Dutson, Claudia. "The Entrepreneurial Self." In <i>Architecture and Feminisms: Ecologies, Economies, Technologies</i> , eds Hélène Frichot, Catharina Gabrielsson, and Helen Runting. New York: Routledge, 2018. | |
| | Thurs. 11/21 | Construction – Guest Lecture by Michelle Robinson, restoration project manager from THP. | PAPER DRAFT DUE DATE |
| 14 | Tues. 11/26 | The Biopolitical Dimensions of Feminism Preciado, Beatriz. "Architecture as a Practice of Biopolitical Disobedience." <i>Log</i> , no. 25 (2012): 121–34. http://www.jstor.org/stable/41765746 . Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory," <i>NWSA Journal</i> (Autumn 2002): 1–32. | |

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| | Thurs. 11/27 | Thanksgiving Holiday | |
| 15 | Tues. 12/03 | PAPER PRESENTATIONS (1) | |
| | Thurs. 12/05 | PAPER PRESENTATIONS (2) | PAPERS DUE DATE |
| 16 | Tues. 12/10 | Finals Week | READING JOURNALS DUE DATE |

Tentative Guest Lectures' Line-up:

Lecture on Julia Morgan – Jeff Tilman

Art/Design – Diane Fellows

Interiors/Art – Gülen Çevik

Landscape/Environmental Designs – Mary Rogero

Construction – Michelle Robinson

Entrepreneurship – Elizabeth Troy

Graded Submissions

Book Poster: creative and informative poster about a literary reference on a female architect/designer.

Create a poster based on your library research after completing the assigned in-class activities (search for keywords and book references with Stefanie Hilles). This poster should reflect the person's biography, work, background, history, growth, inspirations, ideals, challenges, successes, practices, theories, connections, relationships, etc.

Interpretive Collage: focus on an architectural building conceived/created/completed by a female architect/designer.

Create an interpretive and abstract design related to one project developed by a female architect/designer. How does this space reflect the architect's vision? How did it generate new ways of inhabiting/occupying a space and inventing/producing a place? Your experimentations with architectural collages should project her/their ideas around a selected design/space. Use abstract lines, surfaces, volumes, found objects, built models, extracted materials, projections, digital media, etc.

Thematic Analysis / Mapping / Timeline: analysis of an architectural theme inspired by the work of a female architect/designer.

Select three projects designed by a female architect, develop a timeline tracing her/their background(s), situate these projects within the timeline, map out her/their ideas and collaborations, and connect the mapping and timeline exercises to her/their research interest(s). In addition to submitting a timeline and a concept map, write a **1,500-word essay (for undergrads)** OR a **3,000-word essay (for grads)** to analyze your findings.

Reading Journal: collected reflections on the assigned readings.

Compile each session's informal reflections into a personal journal. Each reflection should include around **150–200 words (for undergrads)** OR **300–400 words (for grads)**. You can focus on three or four keywords and trace them throughout your readings. You should have about 20 to 22 reflections in total.

Grading Structure

| | |
|--|-----|
| Book Poster | 15% |
| Interpretive Collage | 20% |
| Thematic Analysis / Mapping / Timeline | 35% |
| Reading Journal | 20% |
| Attendance/Participation | 10% |

Letter grades and Percentage Range (in the Student Handbook):

| Letter grade | Percentage range |
|--------------|------------------|
| A+ | 97-100% |
| A | 93-96.9% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D | 63-66.9% |
| D- | 60-62.9% |
| F | below 60% |

Grades of failure are given in the case of unexcused absences or failure to complete all of the class assignments; missing or seriously incomplete work; little evidence of knowledge of essential facts, concepts, principles, and theories; little evidence of ability to use support tools or to correctly solve problems assigned in class.

Academic Integrity

Academic Integrity is at the heart of the mission and values of Miami University and is an expectation of all students and all Miami community members. Maintaining academic integrity reflects your character, a means to ensuring that you achieve the outcomes of this course, and that your grades accurately reflect your learning and understanding of the course material.

Academic dishonesty is defined as any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic dishonesty include, but are not limited to:

- Cheating: using or attempting to use or possessing any aid, information, resources, or means in the completion of an academic assignment that are not explicitly permitted by the instructor or providing such assistance to another student.
- Plagiarism: presenting the ideas, the representations, or the words of another person/source as one's own without proper attribution.
 - o Submitting material that in part or whole is not entirely one's own work without accurate and appropriate citations and attribution (including appropriate use of quotation marks).
 - o Using the words, ideas, or structure/sequence of another person or source without accurate and appropriate citation and attribution (including the appropriate use of quotation marks).
- Fabrication: falsification, invention, or manipulation of any information, citation, data, or method.
- Unauthorized collaboration: working with another individual or individuals in any phase of or in the completion of an individual academic assignment without explicit permission from the instructor to complete the work in such a manner.
- Misrepresentation: falsely representing oneself or one's efforts or abilities in an academic assignment.
- Gaining an unfair advantage: completing an academic assignment through use of information or means not available to other students or engaging in any activity that interferes with another student's ability to complete his or her academic work

Any suspected instances of academic dishonesty will be handled under Miami University's Academic Integrity policy. Please review this policy and note that lack of knowledge or understanding of the appropriate academic conduct is not an excuse for committing academic dishonesty. Students who are found responsible for committing academic dishonesty will receive a sanction that ranges from a zero on the assignment to an F in the course, which could also include the AD transcript notation. Students who commit academic dishonesty twice automatically will be suspended from Miami.

For more information, please visit: <https://www.miamioh.edu/integrity/index.html>

Academic Support

If you need academic support, please consult the following centers: the [Rinella Learning Center](#), and the [Howe Center for Writing Excellence](#).

Course Policies

It is everyone's responsibility to support learning in this class. Be respectful of your classmates during discussion, as we will be discussing sensitive topics.

Please note the University policy and adhere to the schedule for course withdrawals according to the Student Handbook.

Attendance

Attendance is mandatory. Students' participation is highly encouraged during class. Students are allowed to have two excused absences. Any other absences will affect their final attendance grade. Make-up submissions are only allowed for students who present the instructor with a valid excuse (illness, family emergency, job interviews) before the submission deadline. Additional class notes will not be distributed by the faculty. Some assignments, modifications to existing assignments and/or the class structure may be conveyed through Canvas or via emails to the class.

Diversity + Inclusion

I do my best to provide a classroom atmosphere in which all students can participate, learn, and exchange ideas, inclusive of all of our identities with respect to race, creed, national origin, gender, sexuality, disability, age and military status. Our unique identities, with respect to these categories and others, shape our understanding of the world and give us all valuable perspectives as we do work that intersects with every one of these categories. Should any student encounter an issue that runs counter to the spirit of inclusivity or has any suggestions to improve the inclusivity of the course, please contact the instructor.

Resources and Support for Students

As an instructor, I have a duty to report. This means I am required to promptly report to the Deputy Title IX Coordinator in the [Office of Equity and Equal Opportunity](#) (titleix@miamioh.edu or 513-529-1870) any information a student shares with me regarding harassment, discrimination, sexual misconduct and interpersonal violence, or retaliation. A report does not initiate an investigation. It engages a discussion of your resources, supportive measures, and options available. If students want to speak with someone confidentially, they can speak with [Student Counseling Service](#), [Student Health Services](#), or an advocate with [Women Helping Women](#).

Speaking with a confidential resource person does not preclude students from making a formal report to the University if and when they are ready. [Report a Campus Climate Concern – Miami University](#).

For more information, please visit <https://miamioh.edu/campus-safety/sexual-assault/> and <https://www.miamioh.edu/diversity-inclusion/oeeo/index.html>.

Disability Services Information

If you are a student with a physical, learning, medical, and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact the [Miller Center for Student Disability](#) Services at 529-1541 (V/TTY), located in the Shriver Center, Room 304.

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to contact [Student Disability Services \(SDS\)](#). SDS provides accommodations and services for students with a variety of disabilities, including physical, medical and psychiatric disabilities. You are encouraged to contact SDS at SDS@miamioh.edu to learn more about registration and procedures for requesting accommodations. Current SDS registered students should request accommodations according to SDS procedure. You are strongly encouraged to request and discuss your accommodations needs during the first 1-2 weeks of the semester.

Mental Health Services Information

If you are a student who may be experiencing mental or emotional distress, you are encouraged to call [Student Counseling Service](#) (513-529-4634). For emergencies outside of business hours, the Community and Counseling and Crisis Center (844-427-4747) has a 24-hour hotline.