Name of Institution: Morgan State University
Name of Academic Unit: Department of Architecture

Interim Progress Report

Master of Architecture:

Non-pre-professional degree + 90 graduate credits

Pre-professional degree + 60 graduate credits

Pre-professional degree + 36 graduate credits
(168 total credits: "3 + 2 Master of Architecture Degree Program")

Please provide contact information for the following individuals:

Program Administrator: Ruth Connell A.I.A.,

Chief administrator for the academic unit in which the program is located (e.g., dean or deparment chair): Dr. Mary Anne Alabanza Akers

Chief Academic Officer of the Institution: Keith H. Jackson, Ph.D., Interim Provost and Vice President of Academic Affairs

President of the Institution: Dr. David Wilson

Individual submitting the Interim Program Report: Ruth Connell A.I.A.

Name of individual to whom questions should be directed: Ruth Connell A.I.A.

Year of the Previous Visit: 2011

Current Term of Accreditation: "a six-year term of accreditation with the stipulation that a focusedevaluation be scheduled in three years to look only at Public Information, Human Resources, Physical Resources, and Information Resources andthe progress that has been made in those areas"

Submitted to: The National Architectural Accrediting Board
Date: 25 November 2013

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   a. **History and Mission**

Institution History

Founded in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church, the institution's original mission was to train young men in ministry. It subsequently broadened its mission to educate both men and women as teachers. The schoolwas renamed Morgan College in 1890 in honor of the Reverend Lyttleton Morgan, the firstchairman of its Board of Trustees, who donated land to the college. Morgan awarded its firstbaccalaureate degree to George F. McMechen in 1895. McMechen later obtained a law degreefrom Yale and eventually returned to Baltimore, where he became a civic leader and one of
Morgan's strongest financial supporters.

In 1915 the late Andrew Carnegie gave the school a conditional grant of $50,000 for the centralacademic building. The terms of the grant included the purchase of a new site for the College,payment of all outstanding obligations, and the construction of a building to be named after him.
The College met the conditions and moved to its present site in northeast Baltimore in 1917.
Carnegie Hall, the oldest original building on the present MSU campus, was erected two years later.

Morgan remained a private institution until 1939. That year, the state of Maryland purchased theschool in response to a state study that determined that Maryland needed to provide moreopportunities for its black citizens.

From its beginnings as a public campus, Morgan was open to students of all races. By the time itbecame a public campus, the College had become a relatively comprehensive institution. Untilthe mid-1960s, when the state's teachers colleges began their transition to liberal arts campuses,Morgan and the University of Maryland College Park were the only two public campuses in thestate with comprehensive missions.

As Maryland's teachers colleges began to broaden their objective, Morgan and other likeinstitutions, were placed into a state college system governed by a Board of Trustees. However,in 1975 the State Legislature designated Morgan as a university, gave it the authority to offerdoctorates, and provided for it to once again have its own governing board.

In 1988 Maryland reorganized its higher education structure and strengthened its coordinatingboard, the Higher Education Commission. The campuses in the state college system becamepart of the University of Maryland System. Morgan and St. Mary's College of Maryland were theonly public baccalaureate-granting institutions authorized to have their own governing boards.The legislation also strengthened Morgan's authority to offer advanced programs and designatedthe campus as Maryland's Public Urban University.

Morgan State University is now a Carnegie-classified Doctoral Research Professional institution,offering more than 90 academic programs from the baccalaureate to the master‟s and doctorallevels. As Maryland‟s public urban university, Morgan serves a multi-ethnic and multi-racialstudent body and seeks to ensure that the doors of higher education are opened as wide aspossible to as many as possible.

In July 2010, Dr. David Wilson began his role as Morgan State University‟s 12th president. Withover 31 years of higher education experience under his belt, Dr. Wilson comes toMorgan having been the first chancellor in Wisconsin‟s history to lead two University ofWisconsin campuses simultaneously. Dr. Wilson served in numerous capacities, from vicepresident to faculty and administrative roles, at Rutgers University, Kentucky State University,Radcliffe College, Auburn University and Tuskegee University. He holds degrees from TuskegeeInstitute (now Tuskegee University), and an Ed.M. and Ed. D. from Harvard

University. Dr. Wilson takes over from Dr. Earl S. Richardson, who announced in fall 2009 his intention to resign after 25 years as president.

Morgan State University Mission

Morgan State University is by designation of the Maryland General Assembly the State‟s publicurban university. Its mission is to provide a comprehensive array of programs and services to thecitizens and organizations of the Baltimore metropolitan area. Its three major mission componentsare:
> 1. to educate citizens from diverse academic and socioeconomic backgrounds
> 2.to carry out research, giving priority to that applicable to the problems of the region and its residents
> 3. provide cultural opportunities for the region and offer programs of service to the community and the general public

The University has a long tradition of educating the very best prepared students as well as manyothers from disadvantaged backgrounds. It is strongly committed to continuing this tradition. Atthe same time the University is making a transition to a campus that will: award more advanceddegrees, particularly in programs of importance to the region; carry out more research on topicsimportant to the local community; and, share its resources with the general public and become acenter of social and cultural life for the residents of metropolitan Baltimore. This documentprovides a blueprint by which the University intends to develop over the next several years.

Morgan State University Vision for the Future

The University will continue to emphasize and strengthen its historic mission; that of providing anexcellent undergraduate education to a broad segment of the population, including many of thebest prepared as well as some who might not otherwise have the opportunity to enroll in collegebut who have the potential to complete a degree. At the same time, Morgan plans to placeadditional emphasis on graduate study in selected disciplines as well as on research in thesefields. These programs will be in fields of importance to the economy and will provide thefoundation for an increased emphasis by the University on service to the City of Baltimore and theBaltimore region.

Program History

The Department of Architecture began as a graduate program of architecture within a Departmentof Built Environment Studies in 1979. Undergraduate studies in architecture would not beauthorized by the Maryland Higher Education Commission (MHEC) for another two decades.Under the leadership of Harry Robinson, FAIA, who later departed for Howard University, theDepartment of Built Environment Studies incorporated the allied fields of architecture, landscapearchitecture and planning.

In 1992, under the leadership of Anthony N. Johns, Jr., Architect, FAIA, the program name waschanged to the Institute of Architecture & Planning, comprised of architecture, landscapearchitecture and city and regional planning. Anthony N. Johns, Jr., FAIA served as the firstDirector of the Institute of Architecture & Planning until his retirement in 1997.

The Graduate Program in Architecture achieved its initial National Architectural AccreditationBoard (NAAB) accreditation in 1991, and a five-year accreditation was granted in 1993, under theleadership of Professor Johns. The program was structured as a day program, with afternoonstudios modeled after national prototypes for graduate study following a non-professional degree,similar to the curriculum and scheduling of the Master of Architecture degree program at theUniversity of Pennsylvania. The curriculum was centered on the core design studio experience,as a learning laboratory with the integrated self-assessment processes of design review juries.
In 1997, under the Institute‟ s new Director Melvin Mitchell, Architect, FAIA, in an effort to reinvent itself and attract new students, the program declared its intention to adopt the practicum-basedapproach to

architectural education pioneered by the Boston Architecture Center. Beginning inthe fall of 1998, the program began offering all of its studios in the late afternoon or evening in aneffort to encourage working people to become students and students to work. This change toessentially an evening program has been fundamental to the identity of Architecture at Morgannow for more than a decade, as the only architecture program in the state – or region - that offersan evening curriculum, creating a distinctive identity for the program and enhancing itsaccessibility. Students frequently work in architectural firms during the day, and graduates arewell prepared for the transition into the internship phase of the architectural profession.

Another significant change during Professor Mitchell‟s term as Director was the planning andState of Maryland approval for the addition of an undergraduate program. The undergraduateprogram was designed to be interdisciplinary, pulling resources from the three sister disciplines –architecture, landscape architecture, and city and regional planning – for its direction and content.
The program, which awards the Bachelor of Architecture & Environmental Design (BSAED), prepares students for any one of the three graduate programs, although the majority ofundergraduate students state a preferred interest in architecture as their projected career path.
As an interdisciplinary and independent undergraduate program, graduation from the BSAED program does not automatically provide admissions or advanced standing in any portions of thegraduate program in architecture. However, following a formal admissions process with theSchool of Graduate Studies, with individual portfolio review by the Department of Architecture, many BSAED graduates have received advanced placement in the 90/60 credit graduateprogram. Melvin Mitchell FAIA retired from Morgan in 2002, and the first graduating class of
BSAED students was in May 2004.

Richard Lloyd, Ph.D. began service as the new Director of the Institute of Architecture & Planning in July 2002. Dr. Lloyd, with an interdisciplinary background in both planning and architecture,and his extensive experience as an educator, worked diligently to develop the BSAED program.Dr. Lloyd was a strong advocate that the new interdisciplinary Center for Built Environment andInfrastructure Studies (CBEIS) that will house architecture in the future would be designed andbuilt as a green building. Richard Lloyd returned to full time teaching in 2007. Mahendra ParekhAIA served as interim IAP Director, 2007 to 2008.

Authorized by the NAAB to begin the new track of study under the existing Master of Architecture accreditation, this accelerated track of the Master of Architecture degree program began in 2008with the enrollment of the first cohort of students. Students are admitted to this optional track,named the "3+2 Master of Architecture Degree Program", through a competitive admissionsprocess during their sophomore or junior year, and receive the BSAED degree prior to receivingthe M. Arch.

Nationally recruited, Dr. Mary Anne Alabanza Akers assumed the role of Director in January 2008. Dr. Akers, with a Ph.D. in Social Science – Urban Planning and Community Organization,came to Morgan with significant research and teaching experience in planning and landscapearchitecture at the University of Georgia, among other institutions.

Gabriel Kroiz, an experienced architect, with degrees from the Rhode Island School of Designand the University of Maryland, was retained in fall 2008 as coordinator of the BSAED program,and currently serves as the BSAED Program Director.

The Institute was awarded status as the new School of Architecture + Planning on July 1, 2009.
With this change, Dr. Mary Anne Akers became the first Dean of the School. Under Dr Akers, a new undergraduate program in Construction Administration was initiated in fall 2010.

Senior faculty member Ruth Connell AIA, now in her twentieth year of service to Morgan State University, was appointed the architecture coordinator in 2007 and became the first Chairperson of the Department of Architecture as the Institute transitioned to a School of Architecture &

Planning.

History and Mission (changes)
In September 2012, the School of Architecture & Planning moved to a purpose-built facility, the Center for Built Environment and Infrastructure Studies (CBEIS), which it shares with two departments of the School of Engineering. For the first time in its history, Morgan's architecture program has a permanent home, the design of which reflects in many ways the principles which underlie the program's pedagogy.
Program Mission

The mission of the Department of Architecture is supportive of the vision and mission for both the university and the School of Architecture + Planning.

The SA+P Vision follows:

Morgan State University's SA+P's vision is to be among the preeminent institutions of its kind and to be arole model for HBCU's in preparing fully qualified architectural, design, and planning practitionersand construction managers in the exploration and documentation, design, planning andmanagement of the built and natural environment through an interdisciplinary applied research,theory building, and community based outreach. SA+P will promote the inclusion of studentstraditionally excluded from the study of the built and natural environments. It will also embracethe epistemologies, cultures and contributions of all peoples and times in this study. Thoughembedded in Baltimore, Maryland, SA+P will adopt a global outlook in its activities.

The SA+P Mission follows:

The Mission of SA+P is to develop diverse, socially and environmentally responsible, andenlightened professionals through a process of skill acquisition, critical thinking, and valuedefinition. In so doing, SA+P pursues this mission within a creative environment of inquiry andcollegiality in the fulfillment and advancement of spatial justice, urban revitalization andsustainability, and design for the everyday experience.

The Department of Architecture Mission Statement follows:

> *The mission of the Department of Architecture has three components: the education ofstudents for the profession of architecture, research and design in critical issues of urbanarchitecture, and support to the metropolitan region of Baltimore and to the State ofMaryland.*
>
> *I. The Education Mission: Preparation for the Profession of Architecture:*
>
> *The primary objective of the education mission is preparation for the profession of architecture, with a special emphasis on mentorship of student populations that areunderrepresented in the profession of architecture. The mission focus is preparation foran increasingly complex profession, engaged with rapidly changing technologies in thematerials, production, and representation of the built environment, in a world ofdiminished natural resources, degraded urban and suburban environments, and in aprogressively more complicated social, cultural, economic and legal environment. A keyobjective is to mentor, to encourage, and to nurture students from disenfranchisedpopulations; specifically, African American, women, and other minority students who areunderrepresented in the profession of architecture with a curriculum and teachingpedagogy that is responsive to the needs of these students.*
>
> *II. The Research Mission: Design and Research in the Urban Environment:*
>
> *The objective of the research mission is to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of designfor*

sustainability in the urban context. The design and research activities of the programare integral to the education component.

III. The Service Mission: Engagement with the City of Baltimore:
The objective of the service mission is to engage in architectural, research, and educational projects that support and nurture the urban neighborhoods of Baltimore, andother areas within the region and the State of Maryland. Through active engagementwith our region, respect for cultural diversity and for the environment is enhanced, andthe goal of education for socially responsible design is reinforced.

The Department of Architecture mission statement above reflects the founding principles of theprogram while being relevant to 21st century architectural education. The fundamental principle ofincreasing access to the profession of architecture is actuated by several features of the program.

This increased access is supported in four primary ways:

First, the provision of a choice of paths, or curriculum tracks, to the Master of Architecture degreeimproves access to the profession. The initial curriculum track, the non-professional degree + 90graduate credit track, opens the door to individuals who did not consider architecture as a careerchoice in high school. During the past two decades, this path has accommodated a great diversityof students. For example: students who were employed as drafters or other tech jobs withinarchitectural firms but did not have a professional education; students who were not aware ofarchitecture as a career choice early in life; foreign students who did not have the credentials for architectural registration in the U.S.; those pursuing teaching as a career, as the M. Arch. Remainsin place as the terminal degree for the profession of architecture, etc.

The preprofessional degree + 60 graduate credit path has accommodated students from preprofessionalprograms locally, nationally and internationally.

The accelerated "3+2 Master of Architecture", which awards the preprofessional degree during acontinuous course of study towards the professional degree, over a curriculum of ten academicsemesters plus summer study, has facilitated a more efficient and less costly access to theprofessional degree for many students. This program draws students from an undergraduatepreprofessional curriculum at Morgan State University, the Bachelor of Architecture andEnvironmental Design (BSAED), as well as from community colleges with two year preprofessionaldegrees.

Second, access to professional education is improved by the scheduling of graduate course workas a late afternoon-evening which allows students to work during business hours. Often,following completion of initial studies, students find employment in architectural firms and relatedbusinesses and industry. However, when students are working more than 20 hours a week,students are advised to take less than a full time credit load (see Department of ArchitectureStudent Guidelines Vol 3.3) This ability to work both enhances exposure to practice and theability to finance higher education through work. Within the pre-professional program, theconsolidation of studio-based courses into a two-day-a-week schedule facilitates the availability ofstudents to employers.

Third, being part of a historically black institution (HBI) is socially and psychologically supportive to the mission of increasing access to African American students, women, and other minoritystudents who are not equitably present in the profession of architecture and enhances theiraccess to professional education. The culture of our historically black university is supportive intangible and intangible ways to this mission. For example, in a new program initiated by thePresident, in academic year 2010-11 the university community is reading two key texts on AfricanAmerican experience, and participating in university wide symposiums. Within the SA+P, there isan active chapter of NOMAS (National Organization of Minority Architects Students) in addition toan AIAS chapter.

Fourth, admissions to the 90/60 credit programs values access and openness, combined with retention and providing multiple opportunities for success within the program. In other words, arelatively open admissions bar to the 90/60 credit program allows students to matriculate in theprogram and have the opportunity to develop and prove themselves after admissions. Thisphilosophy is similar to undergraduate admissions policy which assumes that individuals mayhave not benefited from the best educational circumstances prior to arriving at Morgan StateUniversity, and that relatively open access provides more opportunity to the disenfranchised. Atthe same time, the accelerated 3 + 2 path provides a direct route for the competitively qualifiedstudent.

Architecture at Morgan is interactive with its institutional context. All three paths of study placevalue on relating to the larger university, and a high value on relating to Baltimore as thearchitecture component of "the urban university of Maryland." Architecture at Morgan is presentthroughout the city of Baltimore, with visible exhibitions at AIABaltimore, and taking on keyBaltimore projects within the studios. In recent years Architecture at Morgan is increasinglyreaching out to make global connections, in India, for example, and exploring alternatives forrelating to the Middle East and/or Spain. For the graduate program, the primary universityrelationship is with the sister disciplines of the School of Architecture + Planning, which areLandscape Architecture and City and Regional Planning. Architecture has reached out to theuniversity community with student design charettes or studios for campus projects, including auniversity testing center (the "I-Mind Center") and recycling an historic mill structure. Architectureprovides interdisciplinary graduate course work in historic preservation, which supports theprogram in Museum Studies and Historic Preservation.

Architecture at Morgan values holistic thinking. Graduate students are required to take fiveelective courses, and a minimum of one elective with non-architectural content. Many studentstake elective courses in city and regional planning, landscape architecture, transportation, and are more recently encouraged to take classes from the graduate business curriculum, which offers a degree in Project Management.

Undergraduate students are enrolled in liberal arts courses while meeting their requirements forgeneral education in the humanities. Practicum-learning is also valued, and both undergraduateand graduate students have the option of taking internship classes which expose them toprofessional aspects of architecture, and many enrichment activities are in place under theleadership of the IDP Coordinator.

As Morgan State has achieved standing as a Carnegie-classified Doctoral ResearchProfessional, the growing emphasis on research has enhanced research activities within theSA+P. Architecture faculty and students are more visible on campus and nationally forpublications and conference participation, and are supported in these endeavors by the rolemodel of the new Dean.

b. **Responses to the Five Perspectives**

A. **Architecture Education and the Academic Community**
That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement,service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal-arts based education of architects and to providingopportunities for all members of the learning community to engage in the development ofnew knowledge.

The Department of Architecture, and its accredited professional degree tracks in architecture, are well meshed with the mission and goals of our larger institutional setting, that of Morgan State University. Our specific architectural mission is an extension of the fundamental universitymission: furthering the education of African American students and others in preparation for the professions, and addressing the urban community, through research, education and out-reachprograms. Therefore, at the most fundamental philosophical level, Architecture at Morgan both benefits and contributes to our institutional context in a thoroughly compatible manner. Theuniversity is the home of our program, and we could not be who we are without our university context. Our faculty and students relate very strongly to

the special mission of a historically blackuniversity in facilitating the education of African American individuals in all disciplines and for allprofessions. Our efforts enhance those of the university, by creating access to the profession ofarchitecture and by supporting the urban mission.

On a practical level, the Master of Architecture graduate program is designed as an eveningprogram for the working student. By virtue of being an evening program, our program isfinancially more accessible than a day program, as students can work for financial support whilegaining valuable professional experience. Our program has a strong professional orientation anda highly diverse student population. Students are actively encouraged to work with architecturalfirms in the city of Baltimore, following their first one or two semesters in our program.

On campus, the most active student interaction outside of Architecture is with the other twograduate environmental design professional programs of the SA+P: the Master of LandscapeArchitecture and the Master in City & Regional Planning (CREP).

With our physical relocation to an interdisciplinary building, housing the Center for Built Environment & Infrastructure Studies (CBEIS), we have initiated additional partnerships with elements of the engineering school and both the academic and research programs in transportation. Our new location in a dedicated academic building has brought us out of our relative physical isolation of the Montebello Building, where we were the only academic program in residence.

Most of our students take at least one elective course in Landscape Architecture or in CREP during their matriculation at Morgan State University. All graduate students in architecture are required to take at least one elective course with non-architectural content, and are increasing encouraged to take these electives in other programs outside of SA+P, such as in business, museum studies, or transportation. Our students have participated in campus-wide research symposiums, such as the 5th National Minority Serving Institutions Research PartnershipConsortium Conference, April 2010, hosted by Morgan State. Students are extending theirpresence beyond the campus, networking with other HBCU architecture students at the First Annual HBCU Architecture Conference hosted by Howard University, March 2010, and Morgan AIAS student leadership attended the 2009 annual AIAS Forum in Minnesota, hosted by the AIAS University of Minnesota Chapter.

The undergraduate students matriculated in the Bachelor of Science in Environmental Design (BSAED) enhance connections between the School and the larger university community, and all students use the University's central library, Richardson Library.

The School of Architecture & Planning has provided leadership to the university by taking on certain campus design projects as vehicles for student learning. As one example, a summervertical design studio investigated adaptive use and green renovation of an historic mill buildingon campus, involving community presentations. This project demonstrated conservation ofexisting historic resources on campus married with sustainable design and Building InformationModeling. In this way, the architecture department is increasingly participatory with the larger academic community.

The faculty is connected with the university community through volunteering in facultygovernance (University Council and Graduate Council), campus-wide committees. (FacultyInstitute Committee, Faculty Professional Development Committee, etc.), and by participating inthe many university faculty symposiums and convocations held throughout the year.At the beginning of every academic semester, thus twice a year, the Office of the Provost & Vice-President for Academic Affairs sponsors a university-wide symposium for all faculty, held twice ayear. At these two-day events, our faculty participate and give presentations and workshopsdedicated to a variety of academic issues. Sometimes the topics have a special relationship tothe mission of a historically black university, and at other times the topics are more universal.Recent topics have included web-based learning, technology and education, assessmentmeasures in education, and student retention.

Faculty convocations are held throughout the year, and these convocations are occasions for the faculty to experience a typically stellar range of national speakers and to celebrate unity inappreciating the wonderful Morgan State University Choir. At these university-wide facultyconvocations, guest speakers address the unique demands facing African American individuals ingaining access to higher education and in achieving career success.The Department of Architecture is developing a graduate concentration in Historic Preservation,which will further our current interdisciplinary relationships to programs in Museum Studies andHistory.

Changes to A. Architecture Education and the Academic Community include the following additions:

The School of Architecture & Planning has provided leadership to the university by taking on certain campus design projects as vehicles for student learning. As one example, a summervertical design studio investigated adaptive use and green renovation of an historic mill buildingon campus, involving community presentations. This project demonstrated conservation ofexisting historic resources on campus married with sustainable design and Building InformationModeling. As another example, a second year graduate design studio developed alternativedesigns for a university testing center, conceived as the "I-Mind Center". In academic year 2010-11, students, faculty and practitioner architects will explore alternative uses for a major structure on campus, the former library facility. Additional examples are student projects for the Thomas Viaduct Visitors' Center, Morgan's Center for Construction Management (award winner), Center for Sustainable Construction (award winner), Federal Hill "Vertical Vortex" community exhibit, and the Baltimore City Archives project.

Faculty engagement includes activities with Baltimore's D:Center (design center), the Society fo History and Graphics, and study abroad projects in India in partnership with faculties and students in India. In this way, the architecture department is increasingly participatory with the larger academic community.

Students' interest in research and independent studies with instructors has increased, with student presentations at different conferences, growth in faculty research, faculty book projects, and becoming home to the International Journal of Islamic Architecture.

B. Architectural Education and Students

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured andrespected; to emerge as leaders in the academic setting and the profession; tounderstand the breadth of professional opportunities; to make thoughtful, deliberate,informed choices; and to develop the habit of lifelong learning.

Architectural education at Morgan values diversity and multicultural, global perspectives.
Students are exposed to the manifold aspects of architectural practice in a global society with an increasingly stressed environment, closely connected to the program values of urbanism andsocial responsibility.

There are many avenues for personal student growth and leadership at Morgan State University,through an interactive studio culture, an unusually diverse and international student body,interaction with the architectural community of Baltimore, engagement with active alumni, andactive (undergraduate) chapters of the American Institute of Architects Students (AIAS) and theNational Organization of Minority Architects (NOMAS).

Throughout the design studios, and during the programming and design of their individual terminal projects, students have many and variable opportunities to shape the focus of theireducation. In the design studios, students are frequently involved in the development of projectsand project goals, with direction and coordination from the instructor to meet the educationalobjectives of the studio. In both the

programming and design phases of their terminal project,ARCH.772 Architectural Design Studio VI, students have ample opportunity to determine andfollow a personalized learning agenda. A prerequisite course to the final design studio – theterminal design project – requires students to identify and develop a design problem of personalinterest that is reflective of urban social and environmental issues. Other courses within thecurriculum also offer opportunity for student-lead learning agendas. For example, within thehistory of architecture course sequence, students have freedom and opportunity of topic selectionand development. The small faculty to student ratio is conducive to students" direct and personalinvolvement in establishing their individual and collective learning agendas throughout thecurriculum, with an emphasis on critical thinking.

The student population throughout the SA+P, and the Department of Architecture is tremendouslydiverse. During recent years, students have represented the following: India, Turkey, Nigeria, Kenya, South Africa, The Philippines, Nepal, China, etc. The combination of a relatively smalltotal number of students with a great diversity and range of students has been very conducive toencouraging students to cooperate with, assist, share decision making with, and respect studentswho may be different from themselves. The recent inaugural student-faculty studio in Varanasi,India, in concert with Indian students of architecture from New Delhi" s School of Planning & Architecture, reflects how our program values team-building and global awareness.

The design studio environment (studio culture) is the most important area of curriculum wherestudents work together on program research, site selection and inventories. These activities are common to many other courses in the curriculum. At Morgan State University" s Department of Architecture, it would not be unusual to find a student from Nigeria working one-to-one with astudent from North Carolina or from Nepal or India.

This cooperation and respect among students is informally cultivated within the School of Architecture & Planning by the overall ambience or internal culture of the School which is supported by the culture of the University. Faculty and students participated in the developmentof our Studio Culture Policy, and it is referenced by all parties. The small, but also diverse, facultygroup contributes to the culture of diversity as role models.

The architecture program has a great advantage by being located in the City of Baltimore to work with the Baltimore AIA for many student enrichment opportunities. Guest architects are frequently involved in the studios, and students are expected to participate in the annual Baltimore AIA Spring Guest Lecture series, and activities of the annual Architecture Week held in October. Graduate and undergraduate students also attend lectures sponsored by the BaltimoreArchitectural Foundation annually (see I.2.1 for a list of visiting architects and professionals to campus).

In addition, students are encouraged to attend events at the National Building Museum in nearby Washington D.C. and guest lectures at the University of Maryland's School of Architecture, Planning and Historic Preservation. Faculty-led field trip destinations have included Princeton (an annual fall event for first year students), Philadelphia, New Haven, New York City, etc.

Students have exposure to national and international context of practice and the work of allieddesign disciplines: through our own modest sequence of guest lecturers, lecture series of otherdepartment. The close proximity and presence of the parallel design disciplines of City &Regional Planning and Landscape Architecture enhances our students understanding of theseprofessions.

In summation, a student" s education at the School of Architecture & Planning includes a fullspectrum of exposure to formal and informal studio and classroom education, to the work ofLandscape Architecture and City & Regional Planning students and faculty, to SA+P guestspeakers, to architectural alumni, to field trips, participation in leadership roles in AIAS, NOMAS,and interaction with a large number of Baltimore architectural firms.

Changes to B. Architectural Education and Students include the following additions:

A new required course, ARCH.501 Transitions in Architecture: Theory and Research is a gateway to educate all students about the principles of architecture, and to form a shared base in theory and research knowledge.

Morgan State University's global approach in history classes has expanded with revisions to existing history of the built environment courses, a new elective course on Islamic architecture (ENST:740 Seminars in the Built Environment: Architecture and Urbanism in the Islamic World).

Graduates has been successful with teaching roles at both undergraduate and highschool levels.

Morgan State University graduate architecture students have received AIA Maryland student design awards, including a recent win of the top graduate student design award from AIA Maryland in 2013.

C. Architectural Education and the Regulatory Environment
That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international,national, and state regulatory environments; an understanding of the role of theregistration board for the jurisdiction in which it is located; and prior to the earliest point ofeligibility, the information needed to enroll in the Intern Development Program (IDP).

Architecture at Morgan has close ties with AIABaltimore, the third oldest AIA component in thenation, having established a collaborative relationship of many years duration. This relationshipenhances the ability of the program to bring in practicing architects in different capacities to theprogram, helping students to understand the realities of professional practice.

In the past five years, two faculty members have served on the Board of Directors for bothAIABaltimore and AIA Maryland (Maryland Society of Architects), and have served, or currentlyare serving, as President of AIABaltimore (Mahendra Parekh, President 2006; Ruth Connell AIA,President-Elect 2010). Each year, an architecture student representing Morgan State AIAS isappointed to the Board of Directors. AIABaltimore has instituted an annual travel scholarshipwhich is awarded competitively to a Morgan student each year, and has contributed to thedevelopment of the MSU library" s architectural collection. The liaison between AIABaltimore andMorgan AIAS mutually benefits both organizations by increasing awareness of each other" sneeds and by promoting national AIA's goal: the accountability of schools offering professionaldegree programs in architecture for better preparing their students to become architects upongraduation.

Students are formally introduced to the concept of licensure during their first courses of freshmenyear (ORIE 107), and are educated about the role of the registration board in Maryland, and thatof NCARB, during formal coursework about the profession (ARCH 412, ARCH 561).Sanjit Roy is serving a three-year term as the IDP Education Coordinator for the M. Arch.program at School of Architecture & Planning, Morgan State University. The Morgan State University IDP Education Coordinator works closely with AIA Maryland to coordinate funded IDPevents in Baltimore, Washington D.C., and College Park, Maryland.

The IDP Education Coordinator provides IDP information and direction on a regular basis to allarchitectural students and faculty, and assists students enroll in IDP. The MSU IDP coordinatorrepresents the School at monthly meetings with the state-level IDP Education Coordinator, andthe coordinators for each Maryland AIA component (Potomac Valley, Chesapeake, and Baltimore). In the 3rd week of September the graduate program hosts its Fall IDP informationpresentation during studio hours. Attendance at this event is required of all graduate architecturestudents. The IDP Education Coordinator actively engages the students in the ProfessionalPractice class through separate presentations about the IDP program and develops the students" understanding of their responsibility for professional conduct and the importance of licensure.The IDP Education Coordinator also makes two

presentations in the fall semester to the undergraduate students in the four year BSAED program to educate them about IDP andinternship.

The school is also involved in off campus events to involve students and the profession in IDPevents. For example, in the second weekend of October 2010, the students will participate in atour of the Capitol Visitors Center tour and the Capitol, led by a representative from the Architectof the Capitol. Organized by the IDP Committee for the State of Maryland, this event brings together students from Morgan State University, University of Maryland- College Park and intern architects. On 20 October 2010, graduate students are required to attend the IDP Exchangeevent at the offices of HordCoplanMacht, a local architecture firm. The IDP exchange event isan interactive forum for exchange about IDP and the profession bringing together graduatestudents, interns and architect mentors and is organized in collaboration with AIA Baltimore. Inaddition the IDP Education Coordinator conducts film screenings at the AIABaltimore Gallerytwice a month to bring together SAP students and intern architects in an informal setting. Awalking tour of Annapolis is planned for spring 2011. The IDP Education Coordinator attended theNCARB IDP Coordinators Conference at Chicago on 6-7 August 2010 to update and train onissues of IDP and forthcoming changes in IDP rules. Through IDP information programs, studentsare encouraged to enroll in IDP while still in school, at the earliest threshold.

Having changed to an afternoon-evening schedule over ten years ago, in 1998, the Departmentof Architecture is one of a handful of programs in the country offering a fully accredited firstprofessional degree programs on an afternoon-evening schedule. This is consistent with ourobjective to extend the availability of our programs to those who may not otherwise be able toafford such training, and to provide all of our students the opportunity to combine professionalexperience with their academic training. Among the many advantages for the student of workingwhile in school are:

- Earning money while in school makes education available to more people
- Developing understanding of work and academic environments to make better choices in both
- Graduating with significant credit toward IDP internship requirements qualifying for licensure
- Building a network of people leading to future opportunities
- Gaining professional work experience on resume when entering the job market

Because of the world-wide economic downturn which began in fall 2008, and from a strategic desire to strengthen electives, the program has expanded elective course offerings and reduced the number of internship courses permitted for academic credit to six credits, enriching academic elective offerings and the academic depth of education.

Changes to C. Architectural Education and the Regulatory Environment

The graduate program is following the recommendation of NCARB to have the position of IDP Coordinator be set as a three-year term, and during academic year 2013-14, the next IDP coordinator is "shadowing" the current IDP Coordinator to ensure a smooth transition.

D. Architectural Education and the Profession
That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles and responsibilities of related disciplines;to respect client expectations; to advocate for design-based solutions that respond to themultiple needs of a diversity of clients and diverse populations, as well as the needs ofcommunities; and to contribute to the growth and development of the profession.

The architecture program enjoys strong relationships with professional offices, city and regional county government offices, non-profit organizations and architectural related organizations toafford meaningful internship opportunity and future employment. Despite the current economy,the Department of Architecture has a strong relationship with the architectural community, withmany architects coming to

campus every semester. Dozens of area professionals are invitedeach year to serve as jurors, lecturers, and mentors.

Relationships with AIABaltimore support these exchanges, which include young internarchitecture graduates and registered architects not affiliated with AIA. Additionally, studioinstructors have actively taken students out into the community for project reviews as well as siteand project research. Design studio reviews have been held at the Neighborhood Design Center,and within many architectural firms and civic locations on a regular basis, and students haveworked with surrogate clients. These, and many other activities, broaden the student‟ sunderstanding of the collaborative nature of architectural practice.

Under the auspices of a new required course, first offered in spring 2009, and developed withsupport from NCARB ("ARCH.541 The Integrated Intelligent Detail"), a significant number ofarchitects are engaged with students in one to one teaching and mentoring throughout theresearch and design of architectural details, and students are keenly exposed to the impact ofclients, building technology, sustainability criteria, and economics in building design in thisrequired course.

Close to 100% of our graduate teaching faculty members, full-time and part-time, are licensedarchitects. Registration is a core value for faculty members in the graduate program. Faculty areregistered in Florida, Maryland, Missouri, New York, North Carolina, Ohio, Wisconsin (pending),and the District of Columbia, internationally in India and Israel, and hold NCARB certifications.

An established minimum qualification for graduate teaching is registration as a professionalarchitect, or, alternatively, having an earned Ph.D., (or are close to and demonstratively in pursuitof registration.) As mentioned above, Ruth Connell, the Department of Architecture Chairperson,will serve as AIABaltimore President in 2011, having already served as Secretary, Mid AtlanticRegional Council AIA (National/Regional); Board Member, AIA Maryland, and is a Past presidentfor Chesapeake Bay Chapter AIA.

Annually, the terminal projects of graduating students are exhibited in the gallery space of AIABaltimore, and the various reviews held off campus enhance community visibility. The Department of Architecture has benefited from a sizable number of foreign-born studentsfrom various countries with first degree in architecture as major. Because these numbers offoreign-born students have declined in recent years due to more restrictive U.S. visas andchanges in the world economy, the program is rededicating itself to an active recruitment tocontinue this commitment to a global student population. This mix of students with the diversifiedAmerican-born student body of an HBI environment truly renders a multicultural environment. Tocater to this unique student body, architecture at its best affords the chance to study the entireworld, and understand variety of contexts, from local to global in which it can affect the world. Therole of design and architecture in both western and non-western cultures is thoroughly integratedinto the history sequence.

An Advisory Board to the Department of Architecture, consisting of architects, developersbuilders,outside academics, etc. reinforces the educational mission of preparing graduates forthe profession of architecture. Many alumni remain actively interested in the program, and returnfor design reviews and other events.

During graduate studies, students may take up to two internship courses for academic credit. Toqualify, students must have supervision by a registered architect, and are to be financiallycompensated.

The Architectural Practice, Law and Management course (ARCH 561) is taught as a series ofseminars conducted by area professionals on practice related issues such as establishing andrunning a small practice, risk management, legal liabilities and insurance, ethics in architecturalpractice, technology and practice.

Annually, architects on the TIP (Technology in Practice) Committee of AIABaltimore haveorganized a symposium; open to students and to professionals, on the latest aspect of BIM(Building Information

Modeling). As BIM was still emerging in 2007-2008, Morgan State hosted athree-part symposium, regionally leading in public discussion of BIM impacts on the design andconstruction industries.

Graduate faculty are expected to present their most recent creative endeavors or research to thestudent body in a group lecture format.

Changes to D. Architectural Education and the Profession: Often student design reviews are held in architectural firms to increase the connection between the school and the firms, encouraging mutual interaction and professional exposure to student ideas.

E. Architectural Education and the Public Good
That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire theknowledge needed to address pressing environmental, social, an economic challengesthrough design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect'sobligation to his/her client and the public; and to nurture a climate of civic engagement,including a commitment to professional and public service and leadership.

Social responsibility is a core value of Architecture at Morgan. The design studios use projectsand program types with an orientation to civic and cultural needs (libraries, courthouses, housing,sustainability education centers, museums, senior centers, etc.). A required course, URBD.511
Urban Design, studies healthy urbanism as an essential component for ameliorating the global environmental crisis, and as a key element for sustainable human habitation in a denselypopulated world. The themes of social responsibility, especially in the urban context, exist in themajority of the required design studios. In the final academic year of the NAAB-accreditedcurriculum, each student researches, programs and designs an individual project. While socialresponsibility is not mandated as a theme, the majority of students seek projects replete withsuch responsibility, including health care facilities, senior centers, African American museums orcenters, and Hispanic or Asian cultural centers, etc.

Sustainability is integrated throughout the curriculum, and has been recently enhanced with thecontributions of new faculty in re-designing the required course on environmental controls. In thedesign studios, students are expected to include sustainable planning integrated with everyproject.

The participation of several graduate students in a collaborative study of the ancient city of Varanasi, India, with on-site research and travel, dramatically widened the global focus of theschool. Inaugurated in January 2010, students went abroad and completed this interdisciplinarystudy in collaboration with peer students from the School of Planning and Architecture (SPA) inNew Delhi. During the following spring semester, by holding multiple presentations to the studentbody and to the public via the AIABaltimore gallery space, in conjunction with an exhibition oftheir research, these students and their faculty leaders greatly enhanced understanding of globalissues in sustainable urbanism. The strategic plan for the program forecasts the continuation of the program, with faculty and student exchanges over a five year period, with a positive effect forall students, regardless of whether they participate directly or not.

Significant civic engagement is occurring in coursework in historic preservation. Students and faculty are deeply engaged with church communities of Maryland‟s Eastern Shore, in an on-goingmulti-semester project to document many of the more than one hundred historic African Americanchurches on the peninsula.

The core instruction of the student understanding of the ethical implications of their future practiceas architects, and understanding the balance of client demands and the public good is formallydelivered with ARCH.561 Architectural Practice, Law and Management, however these valuesare extended into many other courses, and are integral to the studio culture.

Changes to E. Architectural Education and the Public Good:

Many student and faculty projects continue to relate architectural education at Morgan with the public good. Projects include work in Chestertown, Easton, and downtown Baltimore.

c. Long Range Planning

The decision-making process for the Department of Architecture for both short-term goals and long-range planning normally engages the complete complement of the full-time graduate facultyreporting to the Chair of the Department; the BSAED faculty meet with the BSAED programdirector for undergraduate planning.

The Department of Architecture full-time graduate faculty meet twice a month during theacademic year. The faculty group is relatively small, with five full time faculty and thechairperson. The chairperson normally has 50% release time from teaching. At this size, theDepartment rarely uses committee structures, with faculty preference for involving the completegraduate faculty group for the decision making process. If the Department needs additional timefor long-range planning or special needs, half-day or full-day workshops are held. TheDepartment follows a strategic plan which is evaluated and updated every two or three years. Thecurrent Strategic Plan for the Department of Architecture was completed in 2008, and will beevaluated and updated during fall 2010.

The planning process for many long range objectives is organically a part of the larger communitygoals and objectives of the SA+P as the larger unit. In other words, a majority of the goals andobjectives of the SA+P are the same as the goals and objectives of the Department ofArchitecture. The SA+P faculty meet as a collective group once a month. During academic year2009-2010, the SA+P developed a five-year strategic plan, with faculty input during monthlymeetings.

Additionally, the Dean, with guidance from a faculty retreat planning committee, sponsors a fullday SA+P faculty retreat twice a year, once in August and once in January. The retreats aregenerally reserved for the evaluation of long-range objectives, with self-assessment throughdiscussion and presentations. The SA+P retreat for August 2010 focused on external andcommunity engagement.

The Dean meets monthly with the Department Chairs and the BSAED Program Director forpractical management matters, short-term goals, and long-range planning.

The Department utilizes a number of self-assessment processes, which generate input forshaping the Department's strategic plan. Data sources include the graduating student survey andthe annual results of the Comprehensive Design Review (CDR). The CDR is a major selfassessment tool for curricular adjustments, and influences long-range planning. A new addition todata will be a compilation of the percentages of students who receive full acceptance comparedto "conditional" admissions, to be tracked moving forward. (see Self Assessment).

The values expressed in the Five Perspectives are brought into the long range planning process.Faculty and students have initiated many of the programs and projects that keep the departmentengaged with the mission of the department, the school, and the university.

The 2008 Strategic Plans for both the BSAED and Graduate Architecture programs follow; thesedocuments will be updated during academic year 2010-2011.

Up-to-date student and faculty growth projections for Graduate Architecture are included.

STRATEGIC PLAN

Graduate Programs in Architecture
        16 March 2008 (formatted for September 2010 APR)

INTRODUCTION

The Graduate Programs in Architecture offer a choice of pathways to student attainment of theprofessional degree of Master of Architecture, all of which are currently accredited by the National Architectural Accreditation Board (NAAB).

I.   60/90 Credit Master of Architecture
The Department of Architecture offers a 60/90 credit program that is open to students with anundergraduate college or university degree in any subject. Placement in either the 60 or 90 creditprogram is dependent on the student‟s preparation for the field of architecture. Prerequisite requirementsin mathematics and physics must be fulfilled prior to enrollment in the structural technology coursesequence.

II.   4 + 2 Master of Architecture
Graduates of the BSAED program (four years) can be admitted to the 60/90 Credit Master of Architecture with placement into the 60 credit curriculum sequence (two years), earning the professional degree in four plus two years of full-time university study.

III.   2 + 3 Master of Architecture
The competitive accelerated 2 + 3 Master of Architecture program admits students at the end oftheir sophomore year of college in Morgan State University‟s BSAED (Bachelor of Science in Architecture& Environmental Design), and students graduating from two-year colleges with articulation agreementswith Morgan State University, into a Master of Architecture curriculum. Students in this acceleratedprogram can earn the professional degree with five years of full-time study.

OBJECTIVES

PART I: The Education Mission: Preparation for the Profession of Architecture

Objective: preparation of students for the profession of architecture, which is an increasinglycomplex profession, engaged with rapidly changing technologies in the materials, production andrepresentation of the built environment, in a world of diminished natural resources, degraded urban andsuburban environments, and in a progressively more complicated social, cultural, economic and legalenvironment; and the mentorship of student populations that are underrepresented in the profession ofarchitecture

Goal 1: strengthen the curriculum and maintain national professional accreditation
        Actions:
- prepare for a limited NAAB site visit in late summer/early fall of 2008

- be prepared to respond to the 2008 NAAB Revalidation Conference changes toaccredited architectural curriculums. Note: The NAAB criteria for accreditation ofarchitecture programs are revised every ten years, and it is anticipated that the 2008revision will emphasize sustainability, integrated practice, building information modeling(BIM). Our programs will be reviewed in academic year 2010-11, and will be among the first to be reviewed under the new 2008 Conditions, which at the date of this documentare not yet established.

- review the location of NAAB educational criteria within the curriculum on an annualbasis; update the NAAB course matrix

- successfully launch and integrate the 2 + 3 M. Architecture curriculum

- seek new faculty positions to support:

1 – structural technology
2 – sustainability and environmental systems
3 – building materiality, integrated practice, building informationmodeling
Note: not having a full-time faculty member who is qualified to teachstructures in both the undergraduate and graduate architectural structurescourses needs immediate attention, in addition to the other teaching needscited.

- continue using faculty peer reviews to strengthen individual courses,

- coordinate textbook requirements throughout the curriculum, renew annually

- review of met and well-met NAAB educational criteria annually for maintenance, andseek ways of strengthening

- develop an action plan for meeting NAAB deficiencies, and review progress annually

- require more programming study within studio projects and use field trips and studioprojects to understand complex social, economic and legal environments

- teach awareness and understanding of social responsibility in design by adding sociallyresponsible dimensions to studio projects, and use examples of social responsibility inlectures and seminars

- include discussion of ethics in Professional Practice course

- strengthen the newly developed building information course (BIM) offering; continue toforge relationships with AIA Technology in Practice committee architects, cultivaterelationships for potential BIM mentors and instructors

Goal 2: improve the quality of comprehensive design education, to meet or exceed NAAB minimum standards

Action:
- institute a Comprehensive Design Review for each student at the conclusion of foursemesters of graduate study in the 90-credit M. Arch. For students in the 60-creditprogram, the Comprehensive Design Review (CDR) occurs at the end of twosemesters of graduate study; for 2 + 3 M. Architecture students, the CDR occursduring the fourth year of study.

- develop and launch a course in enhanced comprehensive design skills for students whodo not pass the Comprehensive Design Review

Goal 3: teach concepts of design for sustainability in an integrated way throughout the curriculum
Action:
- *coordinate the location of teaching, texts and reading about sustainabilitythroughout the curriculum*

- *appoint a faculty member to coordinate the sustainability effort*

Goal 4: integrate use of computer representation with manual graphics in appropriate locations in the curriculum, and strengthen the quality of both manual graphics and computer representation, and

strengthen the learning of Building Information Modeling within the curriculum
Action:

- articulate standards for computer competency in the Student Policies and Handbook for   the Department

- require foundation level competency in computer-based representation as a prerequisiteto enrollment in "ARCH 550: Architectural Design Five"

- integrate a Building Information Modeling course into the 2 + 3 M. Architecturecurriculum, which currently does not include it

Goal 5: strengthen liaison with Baltimore AIA and regional AIA chapters
Actions:

- encourage faculty involvement with AIA chapters and committees

- expand the active pool of AIA architects involved in the program

Goal 6: strengthen the preparation for the profession of architecture
Actions:

- seek faculty members who are licensed architects in the professional core of theprogram, and encourage non-licensed faculty members to become licensed

- strengthen the guidance and evaluation system for internship courses

- use the Advisory Board to create innovative support for the educational objectives ofthe program

- invite the alumni to renew their liaisons with the program, and to take active roles

Goal 7: mentor, encourage, and nurture students from populations that are underrepresented in the profession of architecture, specifically, African American, women and other minority students with a curriculum and pedagogy that is responsive to the needs of these students, and strengthen the tradition of international student involvement in the programs
Actions:

- increase the size of the student population served to increase access to the program

- develop greater understanding and respect for cultural diversity by showing

- appreciation for the diversity of our own students and faculty

- create ways to be supportive of the diversity of our students through teaching,workshops and social events; explore ways to use our diversity as a resource

- actively recruit students from underrepresented populations to expand our critical mass

- actively recruit international students

- develop a career mentorship program for our students with professionals and alumni;use the resources of the Advisory Board and the Baltimore AIA for student mentorship

- increase student awareness of all student support services on campus, includingactivities of the retention programs

- increase scholarship funding through fund-raising to create flexible funds to supportstudent travel, research and other enrichment activities

Goal 8: develop leadership skills and civic engagement within our graduates
- develop teaching and learning communities that develop the leadership skills of ourstudents

- develop awareness of civic action and political responsibility

- teach skills for responsible political engagement and leadership in a democratic society

- establish an effective student government process within the School of Architecture,Planning, and Landscape Architecture

Goal 9: renew the department's commitment to urbanism and urban design values
Actions:
- continue the ongoing enrichment of URBD.511 Urban Design for instruction forarchitecture in the urban context

- establish and grow relationships with specific urban communities as sites for studioprojects and for terminal design projects to build a collective "body of work" of urbanbasedarchitectural design solutions

PART II. The Research Mission:
Design and Research in the Urban Environment

Objective: to research and design for critical issues in the urban environment, including the redesign of the urban core and the exploration of design for sustainability in the urban context; design and research conducted integrally with the education component

Goal 1: support faculty and student research and design in the urban environment
Actions:
- seek funding sources for research and "research through design"

- actively communicate with colleagues in the sister disciplines within the School, and formstronger research and teaching relationships

Goal 2: develop and nurture a community focus for "design as research"
Actions:
- strengthen our relationship with the Neighborhood Design Center

- develop urban community relationships within Baltimore and within the State of Maryland(Annapolis, etc.)

Goal 3: enrich our ability to conduct interdisciplinary research
Actions:
- enhance our relationships with other Morgan State University academic units forinterdisciplinary research

- seek external interdisciplinary partners

PART III. The Service Mission:

Service engagement with the City of Baltimore, the region, the State of Maryland, and internationally

Objective   to engage in architectural, research, and education projects that support and nurture the urbanneighborhoods of Baltimore, and other areas within the region and the State of Maryland, and internationally

Goal 1: facilitate the Center for Built & Natural Environment Research (CEBNER)" s ability to provide research anddesign services to urban neighborhoods
       Action:
- build stronger alliances with regional organizations of mutual interest such as theNeighborhood Design Center, Baltimore AIA, Greater Baltimore Committee, BaltimoreDevelopment Corporation

- seek funding for CEBNER

- seek designated staff support for CEBNER

Goal 2: encourage and provide support to faculty research in Baltimore and the State of Maryland
       Action:
- seek funding for faculty research and "research through design"

Goal 3: incorporate diverse urban Baltimore projects into the design studios, when feasible
       Action:
- improve the selection and coordination of studio projects

- identify specific communities and to develop a collective "body of work" for thosecommunities

- encourage and facilitate student research in urban Baltimore in course work, in terminaldesign projects, and in independent study

Goal 4: increase the international relevance and connectivity of the architecture programs
       Action:
- seek and develop new international relationships for service as well as for research

PART IV: **Physical Resources**

Objective: to provide a quality environment that is supportive of the educational, research and service mission of the Graduate Program in Architecture
Goal 1: contribute to the design and planning process for our new green building

PART V: **Technology Resource and Support**

Objective: to provide improved quality of support for computer maintenance, supporting both softwareand hardware
Goal 1: seek funding for information technology resources

PART VI: **Information Resources**

Objective: to improve the quality of information resources

Goat 1: improve the content quality of Soper Library
Action:
- continue toraiseexternal fundsfor architectureandenvironmentaldesignbooks

Goal2:improvethecontentqualityoftheIAPreadinroomAction
:
- raisefunds

Goal3:improveaccess
tovisualinformationresources
Action:
- raisefunds
-

PARTVII:FacultyandStaffSupport
Objective:to providequalityfacultyandstaffsupport
Goal1:increasethenumberoffacultypositionsdedicatedto theGraduateProgram inArchitecture
Actions:
- establishclasssizelimitationsbeforetheanticipatedinfluxofstudents,to avoidfutureproblemswithfacultystaffingcriterionwiththeGraduateSchool
- clarifythenumberoffacultypositionsneeded to meetcurrentrequirementsandaspartofafive-yearplan

Goal2:increasefacultyresourcesupport
Actions:
- raise funds to support faculty for conference travel
- provide seed money for launching research proposals
- improve administrative "front office" support for faculty

Goal 3: improve orientation of new faculty and adjunct faculty
Actions:
- help new faculty and adjunct faculty understand the objectives of the program and learn practicaladvice about how the University functions through orientation meetings and an informalguidebook

Anticipated Student + Faculty Growth
Graduate Programs in Architecture
Department of Architecture
Morgan State University

Five Year Growth, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty					
Grad ArchFaculty(Fulltime)	6	6	7	8	9
Grad ArchFaculty(Parttime)	4	4	5	5	6
TotalGradArchFaculty	10	10	12	13	15
Students					
60/90Students	64	70	76	82	88
3 +2MarchStudentsinFinalYear	6	5	6	12	18

	2014-15	2015-16	2016-17	2017-18	2018-19
3 +2MarchStudentsinFourthYear	5	6	12	18	24
TotalGraduateStudents60/90 + FinalYear3 + 2	70	75	82	94	106

Changes to Long Range Planning above (for Graduate Architecture):

III.   The 2 + 3 Master of Architecture is now referred to as the "3+2" Master of Architecture.

Objectives:
Part I: The Education Mission
Goal 1 "actions" are updated to reflect the next NAAB visit of spring 2017.
Goal 2 "actions" are updated to include an assessment of the Comprehensive Design Review (CDR).
Part II: The Research Mission: no changes
Part III: The Service Mission
Goal 1 The goal has been dropped (CEBNER is inactive) and is replaced with the goal of being involved with the univeristy's Morgan Mile community effort.
Part IV: Physical Resources
Goal 1 has been accomplished; future goal under Physical Resources will be to establish a physical downtown presence.
Part VI: Information Resources
Goal 1 change: a new library structure was completed, and is named the Earl S. Richardson Library.

Changes to Projected Five Year Growth are shown below:

Five Year Growth, 2014-15 to 2018-19

2014-15 2015-16 2016-17 2017-18 2018-19

Faculty	2014-15	2015-16	2016-17	2017-18	2018-19
Grad ArchFaculty(Fulltime)	6	6	7	7	8
Grad ArchFaculty(Parttime)	0	1	1	1	1
TotalGradArchFaculty	6	7	8	8	9

Students	2014-15	2015-16	2016-17	2017-18	2018-19
60/90Students	40	41	41	44	47
3 +2MarchStudentsinFinalYear	2	3	4	5	6
3 +2MarchStudentsinFourthYear	3	4	5	6	7
TotalGraduateStudents60/90 + FinalYear3 + 2	45	50	50	55	60

30August2010

FIVE YEAR STRATEGIC PLAN
Bachelor in Architecture & Environmental Design
BSAED

21 December 2008 (formatted for September 2010 APR)
Prepared by Gabriel Kroiz

I. INTRODUCTION

The University Mission

The Bachelor of Science in Architecture and Environmental Design (BSAED) program addresses twomandates that define Morgan State University‟s overall mission.

> *"Morgan State is to provide for mechanisms by which the State of Maryland seeks toaddress the educational attainment of African Americans and their under representationin critical fields.A*dditionally
>
> *"Morgan's Mission is to assume a leadership role in addressing ... the myriad of otherproblems that need to be addressed in order to improve Baltimore's quality of life."*

BSAED and the Architectural Profession

The BSAED program is positioned to increase the participation of African Americans in the Architectural professions and contribute to the Design Culture and Redevelopment Baltimore Cityand Metropolitan Region

> *The US Bureau of Labor Statistics [2005] estimates that there are about 100,000 Architects licensed in the United States, and licensed African American Architects – bothmale and female -represent about 1.5% of all US licensed architects - 1,571 in all*
> *(from The Directory of African American Architects)*

This low level of African American representation constitutes not only loss of jobs and economicopportunities but also exclusion from important decision making processes concerning the futuredevelopment of Baltimore City and the surrounding region. The absence of indigenous architectural talentand participation is a collective loss.

The rise of Morgan‟s BSAED Program is occurring at an important time for the inclusion of African Americans in the Profession. Today‟s student will enter a profession that is remarkably different that itwas even ten years ago including academic opportunities, role models, job opportunities and incentiveprograms. It is essential that Morgan continue to develop the BSAED and build on advances in thedepartment and in the profession.

II. SWOT Analysis
Strengths

School

- The SAP is the only school offering professional degrees in Architecture in the Baltimorearea.
- The school‟s in-state tuition is an affordable option for students
- The newly introduced 5-year masters program enables qualified BSAED students to earn aMasters of Architecture in five years. Morgan is the third school nationally to offer this degree.
- The BSAED program is situated to benefit from the graduate programs in Planning,Architecture and Landscape Architecture
- The school is located in close proximity to Baltimore city and major cultural institutionsStudents
- The BSAED Program has strong enrollment including incoming freshman drawn largely fromthe Baltimore City Public Schools and transfer Students from Community Colleges in thesurrounding region.
- In eight years the program has grown to 200 students has produced distinguished graduates
- The program has a diverse student mix including 85% African Americans and 15% White andother

Faculty and Administration

- The program has a committed faculty that bring a diverse set of skills and experiences to theclassroom
- There are seven full time professors including 4 African Americans and 2 woman

- The BSAED administration includes a director and full time retention coordinatorPhysical Resources
- The existing Montebello facility provides studios, classrooms, a computer lab and facultyoffices.
- Morgan has an attractive campus including a brand new Library building.

Weaknesses

School
- The BSAED program is new and little known within Baltimore and the professionalcommunity
- Teaching load requirements and limitations on undergraduate enrollment in graduate coursesmake it difficult to share educational resources between undergraduate and graduateprograms
- Though close to Downtown Baltimore and cultural attractions the campus has few amenitiesin walking distance and poor public transportation
- High number of General University Requirements (GUR) keeps the number of major creditslow relative to similar programs.

Students
- Morgan students face financial and academic challenges not common to their counterparts attraditional white institutions which affects BSAED retention from Freshman to Sophomore

Year
- Architecture is behind law, businesses and other disciplines in competing for the top AfricanAmerican students
- Morgan sophomores have trouble competing with non-African American transfer studentsfrom surrounding community colleges for seats in the 5-year Master of Architecture Program.
- Students perform low on a broad range of areas including attendance, verbal and graphiccommunication skills, and critical thinking skills

Faculty and Administration
- The student faculty ratio of 30:1 is exceptionally high (compared w/ Howard 15:1, UMCP Architecture 7:1) and the program has been unable to provide their full course offering withthese limited resources
- The faculty are under-supported with administrative and teaching resources includingteaching assistants, department administrative assistant
- The current teaching load, distribution of credits and lack of resources to fund faculty releasetime make it difficult make it difficult for tenure track candidates to effectively pursue researchgoals.
- Existing administrators are serving in multiple capacities to make up for the lack of othersupport staff such Assistant to the Dean, IT, Shop Technician, Development Officer, Event/Special Program Coordinator, Department Custodial Staff and AdministrativeAssistant.

Physical Resources
- There are no studios or desk for the entire sophomore class. Instructional classrooms arebeing used for studio creating a shortage of instructional space and failing to generate astudio culture‟ for the sophomore class
- The department lacks resources for the use of digital media in classrooms.
- The computer facilities have adequate workstations but lack software and plotting capacity
- The school does not have a model shop or equipment for laser cutting and CNC milling whichare increasingly relevant to architectural education

Opportunities

School
- Promote architectural careers and the 5-year Master Degree in local feeder schools to attracttop local students to the BSAED program.

- Develop stronger ties to the local community and AIA through community based projects,participation in AIA lectures and events, and mentoring and internship programs
- Develop an advisory panel to guide the schools development and strengthen ties to the Architectural community
- Develop new curriculum and schedule that coordinates with graduate departments forimproved sharing of ideas and resources.
- Develop field trips, travel programs, site visits and other activities to get off -campus and indirect contact with the best examples of the built environment.
- Offer courses the meet GUR" s requirements and departmental requirements in order to raisetotal in-major coursework to +/-90 credits

Students

- Develop a whole student retention program that addresses financial and academicchallenges to student advancement at distinct phases including pre-college, freshman,sophomore, internship, graduate school, employment/IDP and professional examinations.
- Develop recruitment tools that cultivate local secondary school system as feeder schoolsthrough introduction of architectural subject matter, summer programs and competitions
- Develop funded scholarship programs that strengthen ability to attract quality students andfoster stronger connection to the profession
- Promote Studio Culture through activities including lecture series, film series, and field trips
- Develop course schedule that concentrate course work in 2-2 ½ days a week allowingstudents to maintain jobs and internships
- Develop policies and incentives to promote student performance in key areas includingattendance and graphic communication

Faculty and Administration

- Develop existing faculty to meet new teaching requirements including the loss of adjunctfaculty and expansion of technical course offerings.
- Add new faculty to teach full range of course offerings with the goal of meeting expandingenrollment, improving retention within the program and reducing the faculty teacher ratios toa high normal of 18-20:1
- Address teaching loads with increase of studio classes to 6 credits and provision of teachingassistants in lecture classes that exceed 30 students and studio classes in excess of 12students and a shared administrative assistant serving the BSAED Program.
- Develop the administrative staff to support good teaching, research and programdevelopment including a development officer or grant specialist, retention coordinator,
  Special program coordinator and facility support including IT, shop technician and departmentcustodian
- Develop alternate/practice based models for architectural faculty to achieve tenure

Physical Resources

- Provide studio space and desk for sophomores
- Provide missing IT infrastructure including wireless network, working software, plotterdedicated to undergraduate use and fixed and mobile LCD projection capacity
- Provide Digital Laser Cutting equipment
- Provide wood shop with adequate space for instructional use.

Threats

School

- Competition from other school such as UMCP and established departments such asengineering for quality students and resources
- Current economic downturn threatens ability of student to meet tuition and expenses
- Poor interactions with the professional community including bad displays of work at juries,and poor internship/job performance reflect poorly on the program.

Students

- Perception that Architectural Education has low value relative to other professions asindicated by salary comparisons
- African American students that enter as freshman will not compete with incoming communitycollege students for seats in the 5 year Master of Architecture program
- African American Students will leave the program due to economic and other concernsbeyond the reach of the program

Faculty and Administration

- Failure of faculty to achieve tenure due to research requirements undermining theeducational strength and stability of the program.
- Lack of additional faculty and administrative staff to support the growth and development ofthe program

Physical Resources

- Immediate technology shortcomings threaten to undermine the credibility of the program.
- The new building will be too small to house the SAP. The SAP has already exceeded originalgrowth expectations and likely grows by additional 50-100 students by 2011.

III. OBJECTIVES AND GOALS:

1. Enrollment
- Continue the growth of the enrollment of the BSAED Program to 260 students by the year 2012. This growth corresponds with exiting Title III commitments.
- Identify existing and new scholarship opportunities to attract quality students to theprogram

2. Retention –
- Expand the current retentions efforts aimed incoming African American freshmen toprovide support for the whole student over an academic career beginning in junior highschool and continuing beyond graduation to licensure.
- Re-staffing the retention coordinator position
- Add support staff for recruitment, internships and alumni tracking

3. Curriculum
- Revise and strengthen the curriculum to be in alignment with the masters in architectureprogram in support of the newly accredited 5-year masters program.
- Provide options for students interested in Planning, Landscape Architecture, Interior Design, Construction Management and other related fields with an environmental design track with more flexible course requirements and supplemental offerings at the graduatelevel.
- Expand the faculty and physical resources to effectively deliver the new curriculum

4. Program Development
- Develop Advisory Board to guide direction and growth of the program
- Increasing outside funding to the program in the form of gifts, scholarships sponsoredprograms and planned giving.
- Provide more robust extracurricular program offerings

5. Faculty development –provide teaching opportunities, conference travel, professional dues, release time, alternative forms of research including reflective practice and other items that will support the growth and retention of excellent faculty.

6.

IV. Enrollment, Curriculum and 5- Year Projection Faculty and Space Needs

BSAED Enrollment Projections

Year	1	2	3	4	5
	2008-9	2009-10	2010-11	2011-12	2012-13
Freshmen	87(75)	90	95	95	95
Sophomore	40(40)	45	45	60	60

Junior	40(30)	40	45	45	60
Senior	44(30)	30	40	45	45
Total	211(175)	205	225	245	260

( ) Spring 09 enrolment 12/22/2008

Current Retention rates are below 50% from freshman to sophomore year. Projections are based on are based on increasing retention rates rather than increasing size of incoming class.

BSAED Proposed Curriculum Outline

		Design	Technology	Hist/Theory	CommSkills	Total
I	F				Drafting-3	3
	S				Computer-3	3
II	F	BasicDesign-6	Tech I(Site)-3	Arch HistI-3		12
	S	Design I-6	TechII(Struct)-3	Arch HistII-3		12
III	F	Design II-6	TechIII(Skin)-3	Arch Theory-3		12
	S	Design III-6	Tech IV(ECS)-3	AfrAmArchs-3		12
IV	F	Design IV-6	TechElect -3	Hist/ThElect-3		12
	S	Design V-6	TechElect -3	Hist/ThElect-3		12
Credits		36	18	18	6	78

Proposed Teaching/SpaceRequirements

Year	1	2	3	4	5
Faculty	7(6.5)	7.5	8.5	9.0	9.5
Teach.Asst	6(0)	9	10	16	19
Studio	100(60)Desk	115Desk	130Desk	150Desk	165Desk
LectureHall	1/45seats	1/45seats	1/45seats	1/60seats	1/60seats
Classroom	1/20seats	1/20seats	2/20seats	2/20seats	2/20seats
Comp Class	1/16seats	1/16seats	1/16seats	1/16seats	1/16seats
DraftingLab	1/16desk	1/16desk	1/16desk	1/16desk	1/16desk
Comp Lab	44(30)	1/8wrkstn	1/8wrkstn	1/8wrkstn	1/8wrkstn
CritSpace	1	1	2	2	2
ModelShop		1/16seats	1/16seats	1/16seats	1/16seats
LightingLab			1/16seats	1/16seats	1/16seats

()indicatesactualnumberspring2008

Per Semester Teaching/Space Requirements – breakdown by year, curriculum component andplan year
Based on the following assumptions

_____
ClassTypeClassSize   SpaceRequirements
- CommSkills16draftinglab-DL/ computerlab CL
- Studio/Lab1416w/TAassigneddesk-desk
- Lecture90w/1 TAper30studentslecture hall-LH
- Elective16-20seminarroom– SR
- ModelShop16   modelshop-MS

	Design	Technology	Hist/Theory	CommSkills
	creditload+ta/space	credit load/space	credit load/space	credit load/space
I			6/LH	18/DL +CL

II	12/40desk	3 /LH	3/LH	9/DL + MS+CL
III	8 /30desk	6 /C	3/LH	
IV	8 /30desk	3 /SR	3/SR	
Y-1	28/100desk	12cr/LH+SR	15/LH +SR	27/DL+CC+MS
I				18/DL +CL
II	18+3/45desk+MS	3+1/LH	3+1/LH	
III	18/40desk	3+1/LH	3+1/LH	
IV	12+2/30desk	6/SR	6/SR	
Y-2	48+5/115desk	12+2/LH +SR	12+2/LH+SR	18/DL +CL
I				18/DL +CL
II	18+3/45desk+MS	3+1/LH	3+1/LH	
III	18+3/45desk	3+1/LH	3+1/LH	
IV	18/40desk	9/2SR	9/2SR	
Y-3	54+6/130desk	15+2/LH+SR	15+2/LH+SR	18/DL +CL
I				18/DL +CL
II	24+4/60desk+MS	3+2/LH	3+2/LH	
III	18+3/45desk	3+1/LH	3+1/LH	
IV	18+3/45desk	9/2SR	9/2SR	
Y-4	60+10/150desk	15+3/LH+SR	15+3/LH+SR	18/DL +CL
I				18/DL +CL
II	24+4/60desk+MS	3+2/LH	3+2/LH	
III	24+4/60desk	3+2/LH	3+1/LH	
IV	18+3/45desk	9/2SR	9/2SR	
Y-5	66+11/165desk	15+4/LH+2SR	15+4/LH+2SR	18/DL +CL

V.Five YearPlan

		2008-09	2009-10	2010-11	2011-12	2012-13	Total
Actions	Coordinate BSAEDSchedw/GradPrograms	X					
	ApprovalforGURAlternates	X	X				
	Revise BSAED Curriculumfor2009-2012Catalogue	X					
	CreateAdvisoryBoard	X	X	X	X	X	
	Initiatefeederschoolprogram		X	X	X	X	
	Developscholarshipopportunities		X	X	X	X	
	DevelopExtracurricularActivities–Lectures,Trips	X	X	X	X	X	
	SupportAlt.TenureTrack,ReflectivePractice		X				
	SophomorePortfolioPrep	X	X	X	X	X	
Hire	Faculty		??x1	??x2	??x3	??x4	
	Fillvacant positionofRetentionCoordinator	??	??	??	??	??	
	ITCoordinator	??	??	??	??	??	
	ModelShopTechnician	??/2	??	??	??	??	
	Development Officer		??/2	??	??	??	
	SpecialProgramsCoordinator		??/2	??	??	??	
	TeachingAssistants	??x6	??x9	??x10	??x16	??x19	
Support	FacultyConferenceTravel	4500	6000	7500	9000	10500	

	FacultyProfessionalDues						
	FacultyRelease time	3000	3000	6000	6000	9000	
Purchase	ModelShop – phase1&2 (handtools/shoptools)	5000	10000	1000	1000	1000	
	Additionaldesk40,, 15,15, 20,15	8000	3000	3000	4000	3000	
	Lasercutterw/exhaust	15000					
	AVequippedlecture room	3000					
Space	AdditionalClassroom	750sf		750sf			
	LectureRoom	50seat	50seat	100seat	100seat	100seay	
	ShopSpace	1200sf					

The BSAED Long Range plan has been updated to the one below, from fall 2011:

BSAED Strategic Plan

1. Executive Summary

The Bachelor of Science in Architecture and Environmental Design (BSAED) was started in 2001. It was envisioned that an undergraduate program would be able to draw from Morgan's primarily African American undergraduate student body and serve as a feeder to the existing professional programs in Architecture, Landscape Architecture, and City and Regional Planning housed in Morgan's School of Architecture and Planning(SA+P). This combination of an undergraduate program and a compliment of professional programs would more effectively serve the universities mission to provide access for minorities to professions in which they have been historically underrepresented.

In ten years, the BSAED has grown to 250 students, eight full time faculty, committed adjunct faculty, a dedicated retention coordinator, and the support of the SA+P staff and administrators. The faculty delivers a coordinated and rigorous curriculum geared to prepare students for entry level positions in fields related to the built environment as well as graduate education in the fields of Architecture, Landscape architecture and City and Regional Planning. The school provides infrastructural support including a dedicated desk for each student enrolled in a design studio as well as state of the art computer labs, a print lab and a Fabrication lab (FAB-Lab). At 10 years the program the program has joined the ranks of Howard University and Hampton University as a national leader in the production of African-American undergraduate students in architecture and has gained the attention of majority institutions interested in diversifying their graduate programs.

The Program while expecting increasing enrollment as it reputation among high school and community college feeders as well as the professional community grows is at capacity with regards to its amount of physical space and the number of full-time faculty. It is not expected that space or faculty resources will be increased in the immediate future due to shortage of resources within the university and within the state of Maryland. Immediate efforts towards growth and improvement must focus on two major areas, retention of students within the program and increasing the level of preparation for graduates in order to achieve higher level of placement for its graduates in entry level positions related to their field of study and in professional degree programs.

2. Enrollment Description of the BSAED Program

The BSAED Program was established in 2001. The first graduating class was in 2004 and in 2007 the National Architecture Accrediting Board approved a Five Year Masters in Architecture program within the School of Architecture. This program will enable students to enter the professional degree granting program earlier and will provide more incentives for talented students to choose Morgan. The BSAED program as a whole offers a quality education at an excellent value providing students of diverse

economic and racial backgrounds with the skills to pursue entry level position in architecture and planning. The program is ten years old and has grown to 250 students.

   a. Faculty and Staff
      - The BSAED Program Director is a tenure track assistant professor who maintains a 12 credit per year teaching load.
      - 7 full-time Faculty includes one tenured, one tenure track, and five lecturer positions. All faculty maintain a 24 credit per year teaching load.
      - 8-10 adjunct faculty during any given semester teaching one fourth of the credits offered at all levels of the curriculum.
      - Retention coordinator who teaches the programs orientation course and provides retention and academic advisement to students in the program
      - SA+P Administrative and support staff including the assistant to the dean, two administrative assistants, a full time IT Manager, and full-time FAB-Lab Coordinator.
   b. Students
      - Freshman – The program attracts about 80 freshmen each year through an admissions process that is open to all students admitted to the university. This group is 90% African-American and is split between first-time freshman and returning non-traditional students from Baltimore and the mid-Atlantic region. Many of the first time freshmen are inadequately prepared for the rigors of an architectural education.
      - Transfer Students – The program admits a diverse mix of 10-15 transfer students a year through articulation agreements with three area community colleges offering two year certificate programs in architecture as well as students from a handful of other community colleges with some preparatory design and drafting coursework. The transfer students are typically well prepared and successful in the program.
   c. Curriculum
      The BSAED program requires 126 credits for the completion of the program and offers students curriculum options for Architecture, Landscape Architecture and City and Regional Planning. The Program consists of an introductory freshman year in which students focus on General Education Requirements (GER) with 9 credits of in-major introductory coursework. Based on the successful completion of introductory coursework, students proceed to the 2nd - 4th year program and will typically take 12 credits in-major including 6 credit design studio, 3 credits of a technology subject, and 3 credits of a history or theory subject. The second year is focused on basic design skills. The third year exposes all students to projects in Baltimore ranging from urban design to individual buildings. The fourth year allows students to focus on Architecture, Landscape Architecture or City and Regional Planning take either Building Design or participate in interdisciplinary Urban Design Studios.
   d. Current Courses
      The BSAED Program currently offers 32 courses

The average enrollment is 16 students per class
Half of the courses are at or beyond capacity

3. Vision/Mission Analysis

   a. Mission – The BSAED Program Mission is centered on two state defined mandates that are at the core of Morgan State University's overall mission.

      - *"Morgan State is to provide for mechanisms by which the State of Maryland seeks to address the educational attainment of African Americans and their under representation in critical fields."*

      - *"Morgan's Mission is to assume a leadership role in addressing … the myriad of other problems that need to be addressed in order to improve Baltimore's quality of life."*

   b. Vision – The BSAED Vision is to be the national leader with regards to its distinct twofold Mission. The program will be the nation's leading producer of African-American design professionals both in quantity of graduates and in the quality of their academic preparation. Additionally the program will become a model for the academic and curricular partnership with existing governmental, professional and community agencies working to address the problems affecting Baltimore's quality of life through design. Specific vision regarding components of the program include:

      - Faculty – The faculty will have a core of tenured faculty providing long term stability for the program and leadership in advancing the program's curriculum. Lecturers and Adjunct faculty will provide instruction as well as fresh perspectives drawn from professional practice.

      - Facilities – The on campus facilities will provide ample well equipped space for teaching and lectures, a cold desk for each student enrolled in studio, support facilities. Off-campus facilities will support the programs community engagement

      - Students – The growing local and national reputation of the program as well as new initiatives including a precollege program, Program Admissions Requirements and an Honors Program will attract and develop an increasingly competitive student.

      - Profession – Through continued public outreach with the professional community and the production increasingly well prepared students, Morgan will develop brand recognition for its graduates entering the workplace.

      - Community Engagement – Through a continued record of successful community projects the program will become the "go to" partner for communities facing design challenges.

      - Research – A teaching load comparable with other research universities as well as opportunities to incorporate research into the curriculum will support ongoing faculty research and publication on topics pertinent to the programs academic and public service missions.

4. Measurable Goals based on the University Goals over the next 10 years
   Measurable Objectives and Assessments

a. Develop an infrastructure supporting the Mission of the campus as a Doctoral Research university…
- Reduce student faculty ratios from 30:1 to 20:1 by the addition of 4 full time faculty
  - Outcomes –Improved retention and delivery of curriculum
  - Methods – reorganize SA+P to distribute teaching loads more effectively
  - Timeline – one year
  - Assessment - student teacher ratios and retention rates
  - Responsibility – SA+P Dean
- Reduce undergraduate faculty workloads to 9 credits per semester
  - Outcomes –Improved faculty research productivity and rates of tenure
  - Methods – reorganize SA+P to distribute teaching loads more effectively
  - Timeline – one year
  - Assessment – publications, awards, built projects and successful tenure
  - Responsibility – SA+P Dean
- Provide Administrative Assistant to the BSAED Program Director in order to support the expanded activities of the BSAED Program
  - Outcomes –Expanded BSAED activities including recruitment, fundraising, student enrichment and alumni placement
  - Methods – Hire an administrative assistant
  - Timeline - one year
  - Assessment – measure the BSAED Administrative productivity in programs, innitiatives retention and local and national recognition of the program.
  - Responsibility – SA+P Dean
- Develop funded student enrichment activities including lectures, visiting critics, field trips and study abroad opportunities.
  - Outcomes –Student enrichment particular to a student body with limited prior exposure to architecture and the built environment by providing access to leading professionals and outstanding built examples
  - Methods – Enlist support of the professional community for specific to these activities
  - Timeline – One year
  - Assessment – Amount of funding raised and number of activities sponsored
  - Responsibility – BSAED Program Director and Faculty

b. Offer high quality academic support programs …
- Provide a pre-college summer program to better prepare incoming students.
  - Outcomes –Improved retention and preparation of incoming students
  - Methods – secure university or grant based funding
  - Timeline - two years
  - Assessment – retention rates
  - Responsibility – BSAED Director

- Develop an BSAED Honors Program
    - <u>Outcomes</u> –Incentives for outstanding performance including more rigorous coursework, honors recognition, and additional exposure to the area professional community
    - <u>Methods</u> – Develop an Honors program proposal
    - <u>Timeline</u> – one year
    - <u>Assessment</u> – number of honors students and the rates of professional employment and continuation to professional degree programs
    - <u>Responsibility</u> – BSAED Director, Assistant to the Dean, MSU Honors Director
- Develop accelerated degree programs with the Departments of Landscape Architecture and City and Regional Planning.
    - <u>Outcomes</u> –Increased enrollment in LA and CRP graduate programs
    - <u>Methods</u> – submit new program proposals to MHEC and appropriate accrediting bodies
    - <u>Timeline</u> – whenever the graduate chairs get around to it
    - <u>Assessment</u> – number of students entering LA and CRP programs
    - <u>Responsibility</u> – BSAED Director, LA and CRP Chairs
- Increase the study abroad programs to include West Africa and Caribbean locations that have historically sent well prepared students to the BSAED Program
    - <u>Outcomes</u> –Student enrichment and increased international enrollment
    - <u>Methods</u> – Work with alumni from these locations to develop institutional connections
    - <u>Timeline</u> – two years
    - <u>Assessment</u> – frequency of trips and number of student engaged in programs. Number of new international students
    - <u>Responsibility</u> – BSAED Director and Faculty

c. Extend Recruitment and Community Service Programs beyond the university's traditional service areas…

- Develop ongoing recruitment relations with all of the regional magnet high schools, and community colleges with drafting and other preparatory coursework.
    - <u>Outcomes</u> –Better prepared incoming students and retention rates
    - <u>Methods</u> – Develop repeated calendar of recruitment visits to these schools
    - <u>Timeline</u> – one year
    - <u>Assessment</u> – number of students from designated feeder programs, and retention rates
    - <u>Responsibility</u> – Retention Coordinator, Assistant to the dean and BSAED Program Director
- Maintain existing relations and articulation agreements with regional community colleges offering focused architectural programs.

- Outcomes –Better prepared incoming students and retention rates
- Methods – Develop repeated calendar of recruitment visits to these schools
- Timeline – One year
- Assessment – number of students from designated feeder programs, and retention rates
- Responsibility – Retention Coordinator, Assistant to the dean and BSAED Program Director

- Develop a submission based admissions process including a drawing, essay, two letters of recommendation and select interviews.
  - Outcomes –Better prepared incoming students and retention rates
  - Methods – Submit proposal for admissions requirements
  - Timeline – One year
  - Assessment – Retention rates and graduate placement rates
  - Responsibility – Retention Coordinator, Assistant to the dean and BSAED Program Director

- Expand the partnerships with government and community organizations on projects related to the BSAED curriculum
  - Outcomes – Increase awareness of and external support for the BSAED Program, and relevant student preparation
  - Methods – Support and expand existing efforts with these groups
  - Timeline – One year
  - Assessment – Number of projects, external recognition, increased hiring of graduates
  - Responsibility – BSAED Program Director and Faculty

- Expand relations with professional firms and internship opportunities for upper-class student and recent graduates
  - Outcomes – Increase reputation in professional circles and increased alumni success
  - Methods – Support and expand existing efforts with the professional community
  - Timeline – One year
  - Assessment – Number of students and alumni employed in architecture and related fields
  - Responsibility – BSAED Program Director and Faculty

- Expand the relations as a feeder for graduate professional programs nationally
  - Outcomes – Increase scholarship awards and professional training for program graduates
  - Methods – Develop relation with recruitment representative for a variety of graduate programs nationally
  - Timeline – One year

- **Assessment** – Number of students pursuing professional degrees and dollar of scholarships awarded
- **Responsibility** – BSAED Program Director and Faculty

5. Resource and Financial Analysis

The BSAED currently is currently managed financially by the Dean of the SA+P and has no independent budget.

a. The BSAED is currently the best value doing more for less than any other unit in the SA+P. This inequitable situation is evidenced by teaching loads (12 credits per semester compared to 9credits per semester for graduate faculty), class sizes, and space allocation. This inequitable situation has two apparent causes, one a school structure in which faculty are specifically hired within departments with different contracts so that workloads cannot be equitably distributed across the school, and the other that the graduate schools with external accrediting bodies are able to leverage university resources in exchange for continuing their accreditation.

b. The BSAED will address the lack of an independent budget through fundraising efforts in association with its 10th anniversary in order to be able to provide Student Enrichment, Direct Student Aid for books and supplies and Discretionary Funds for the program.

6. SWOT Analysis

Strengths

- The SA+P/BSAED is the only program offering professional degrees in architecture in the Baltimore area.
- The school's in-state tuition is an affordable option.
- The program enjoys strong freshman enrollment and a steady flow of well-prepared community college transfer students
- The 3+2 Master of Architecture program provides an accelerated degree path for qualified students
- The program one of the largest Large African-American enrollment in a profession lacking diversity
- Committed faculty of seven full time professors including 4 African Americans and 2 women.
- The BSAED administration includes a director, full time retention coordinator
- Facilities including studios, classrooms, a computer lab, Fabrication lab, and faculty offices.
- Morgan has an attractive campus including a brand new Library building and Student Center, and soon a new building for the SA+P

Weaknesses

- The program currently has low first year retention and 6-year graduation rates
- The BSAED program is little known in Baltimore and the professional design community
- Teaching load requirements and limitations on undergraduate enrollment in graduate courses make it difficult to share educational resources between the undergraduate and graduate programs.
- Morgan students face financial and academic challenges not common to their counterparts at traditional white institutions which affect BSAED retention from the Freshman to the Sophomore year.
- The student faculty ratio of 30:1 is exceptionally high

- The current teaching load, distribution of credits and lack of resources to fund faculty release time make it difficult for tenure track candidates to effectively pursue research goals and gain tenure
- The new CBEIS facility which was planned in the first years of the BSAED Program does not have the space resources to support the continued growth of the BSAED Program

Opportunities

- Promote architectural careers and the 5 year Masters Degree in local feeder schools to attract top local students to the BSAED program
- Develop relations to majority graduate institutions with significant diversity scholarship programs.
- Develop stronger ties to the local community and the professional community based on projects, participation at lectures and events.
- Develop funded project partnerships with governmental and community based agencies
- The new building will be too small for the entire program which will enable the BSAED to participate with the design community in downtown Baltimore.

Threats

- The lack of full-time, and tenure track positions to provide faculty stability beyond the current recession
- The pressure to continue to grow the program without the provision of additional faculty or space resources which will diminish the quality of education being offered
- The future inability to provide students with an individual desk which has been significant in the development of studio culture
- The continued economic recession and lack of job growth in the built environment professions

Action plan

See #4 – Measurable goals – Fourteen proposed measurable goals including Outcomes, Methods, Timeline, Assessment and Responsibility

d. Program Self Assessment

The Department of Architecture uses several program-specific assessment rubrics, which are explained below. Department self-assessment results are reported as part of a university-wideself-assessment program. Dr. Kathryn Doherty, the Assistant V.P. Assessment & Operations(Kathryn.doherty@morgan.edu, 443 885 3359), holds regular meetings with department chairs toassist in the further improvement of the self-assessment process, and leads self-assessmentdevelopment seminars.

Self-assessment rubrics developed by the Department of Architecture specific to its needsinclude:

BSAED: Freshman Survey
                               Portfolio Assessment for each year of study;
                               Deployed at end of freshman, sophomore, junior and senior years;
                               Graduating Student Survey

Graduate Program: Comprehensive Design Review (CDR)
                               Terminal Project Faculty Evaluation
                               Graduating Student Survey
                               Monitor IDP Participation

The BSAED Assessment Strategy includes the following tools:

1. Freshman survey - provides information on student demographics, geographic and educational background and goals for BSAED degree.

2. Graduate survey - provides assessment of completed program and plans for advancedstudy/employment.

3. Portfolio Review - annual review of 'course portfolios' completed by students as part of allcommunications skills and design studio courses. The entire faculty participates in assessing arepresentative sampling of portfolios using a rubric based on course objectives and addressingthe categories of Communications Skills, Design Skills, Writing/Research and content specific tothe course. This assessment exercise includes an all faculty discussion of results and is intendedto be comprehensive and responsive in terms of addressing specific needs.

4. (NEW) Minimum Pass Review - faculty teaching sections of the same studio and the programdirector will collectively review marginal work to determine level of minimum pass.The Master of Architecture Assessment Strategy includes the following tools, listed here, that arespecific to the Department of Architecture, and other tools that are standard to the university:
1. Comprehensive Design Review.

    The Comprehensive Design Review (CDR) is a significant tool of self-assessment.

    The first function of the CDR is to evaluate student achievement of fundamental and advanced NAAB Student Performance Criteria. The CDR serves as a gateway to the finalsemesters of design studio and preparation for the terminal project (ARCH.771 TerminalProject Seminar).

    The second function of the CDR is student retention. As explained under the missionstatement, and in responding to the five perspectives, the department values open accessmarried with student retention. The structure of the graduate curriculum offers a uniqueflexibility in placing students at their existing skill levels within graduate studies, and the CDRguarantees that all students moving forward have achieved a baseline achievement onspecified Student Performance Criteria (additional SPC are met in the final semesters). As aretention mechanism, students not passing the CDR are able to take a studio that givesfurther in-depth preparation for the CDR, ARCH.545 Comprehensive Design Studio.

    A third function of the CDR is to warrantee that the Student Performance Criteria associatedwith pre-requisite studies in pre-professional programs have been met. Locally, it serves as asecondary review mechanism of the BSAED program; but also checks the work of all studentachievement of pre-requisite SPCs regardless of undergraduate program of origin. (see theCDR Evaluation Form), and that these have been met and are integrated into the student skillset.

    A fourth function of the CDR is program self-assessment. Collectively evaluating studentprogress is a critical evaluation of the program's effectiveness, and the faculty meet and holdworkshops to develop pedagogic and curriculum changes in response to the CDR results.

    2. Terminal Project Exhibition Faculty Evaluation is a recent addition to the programassessment process. An evaluation form has been developed, and implementation will be inspring 2011. Informally faculty assess student achievement during the annual exhibition ofstudent terminal projects in downtown Baltimore, at the AIABaltimore gallery.

3. Graduating Student Survey: See Tabulated Survey following this narrative. The next iteration of the survey will be coordinated with attainment of the department's vision for the five perspectives.
4. Monitor IDP Participation: The Department, with the IDP Education Coordinator, has begun tracking student enrollment in IDP, with follow-up on progress.
A survey of employer satisfaction with Morgan State students and graduates as employees is the

planning stages, for implementation during 2010-2011.
Modifications to the graduating student survey, and a new mid-point student survey will align both surveys more directly to aspects of the five perspectives, and the mission statement.
Non-specific to the Department of Architecture rubrics include student course evaluations; faculty peer observation; and faculty evaluation processes.

Changes: Dr. Kathryn Doherty is no longer the Vice President for Assessment.

2. **Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report**
   a. **Conditions I.1-I.5 or II.2-II.3**
      B. 8. Environmental Systems

   b. **Conditions II.1 (Student Performance Criteria)**
      none

3. **Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report**

4. **Response from Program 2010:**

Since the 2005 VTR, approximately 5,267 square feet in the Montebello has been addedto the School of Architecture and Planning. The Dean has been "aggressively" procuringthese spaces to meet the growing needs of the School. In the last two years, she hasobtained additional spaces in the C wing for a shared crit space, undergraduate studio,shared computer lab, print shop, and faculty offices. The materials in the former resourcelibrary were transferred to the new Earl S. Richardson library to convert the space foradditional undergraduate studios. Furthermore, a functioning model shop wasestablished in C-09 and a container van, located in the parking lot, is used as anextension for the shop. Every full-time faculty member has his/her own office. Anexception is a shared office between the new BSAED lecturer, who joined SA+P in Fall2010, and the Construction Management Director/faculty, who will be coming in January2011.

Dean Akers is currently seeking additional space for studios in downtown Baltimore. Shehas actively participated in an initiative among Morgan State University, University ofMaryland College Park, and Coppin State University to request the Maryland statesystem to lease a space in the heart of the city for instructional purposes. The vision isfor these institutions to collaborate more in urban-focused projects.

Computer technology resources are now effectively managed. A full-time IT managerposition was established in 2009. Two student assistants were provided by the VP forPlanning and Informational Technology. The SA+P has also hired three part-timestudents who operate the model shop and print shop. A local network server providesthe necessary software needs for the various programs. These include AutoDesk Suite,Adobe Design Suite, ArcGIS, and Google SketchUp 7, among others.
The SA+P has hired two part-time administrative assistants to assist chairpersons andfaculty. A third position may be filled in October 2011.

5. **Changes or Planned Changes in the Program (2010)**

Studio Culture Policy extension: The Studio Culture Policy is relatively new within the SA+P. Students and faculty collaboratively developed it; however the next steps of integrating the ideals and practical aspects of the SCP to all other academic areas, and to engage the staff, is an objective for academic year 2014-2015.The graduate and undergraduate programs are demonstratively committed to this objective.

Long Range Planning: the Department has increased the use of long-range planning to reach

goals and objectives. More self-assessment processes are in place, and are informing the longrange planning process. Structured solicitation of input from students and graduates is valued. A new "mid-way" student survey is an addition to current student survey/s. The graduate architecture student committee, working with the department chair, is a continual source of student input.

The opportunities for faculty and student involvement in governance are discussed under I.2.2. It has always been an objective to closely match faculty expertise with teaching responsibilities. The deep pool of highly-qualified individuals in the Baltimore metropolitan area is reflected in the high quality of the adjunct lecturers. The full-time faculty who have joined the SA+P since year 2005 have brought an expanded set of specific skills related to the various elements of the curriculum/s.

The greater scope of "Historical Traditions and Global Culture" is associated with specific history of the built environment courses, but is a value that extends throughout the design studios and other coursework, and the culture of the program itself.

The program has been on a continuous improvement track in teaching sustainable design. The elevation of Student Performance Criterion B.3, Sustainable Design, to ability is in harmony with sustainability education at Morgan State University.

The elevation of Student Performance Criterion B.5, Life Safety, to ability is addressed in the design studio, specifically ARCH.540 Architectural Design Four, and students are evaluated for this ability in the Comprehensive Design Review (CDR).

6. 2013 Changes or Planned Changes:

There are no changes in leadership planned for the next academic year, 2014-15.
It is anticipated that the deparment chair for architecture will take a sabbatical in fall 2015, and that there will be a new department chair beginning in fall 2015; the department chair is working closely with the dean to ensure that this will be a smooth transition. There is no specific information to share about who the next department chair might be.

Faculty Updates:

A tenure-track faculty member was denied tenure without any additional deferral in spring 2012. This position was filled with a lecturer on a one year contract for 2012-2013. Following an extensive faculty search process with national advertisement and with on-campus interviews of finalist candidates, the position was filled with a new tenure-track faculty member beginning in fall 2013 (Fred Scharmen).

Currently, in academic year 2013-2014, a tenure-track faculty member has not re-applied for tenure, and this position will be filled, following a search process, in academic year 2014-15, at the assistant professor level.

Therefore, thee program has not lost any tenure-track positions

The newly hired tenured track faculty member (Fred Scharmen) has an excellent prognosis for achieving tenure.

In the current academic year, 2013-2014, two assistant professors are being reviewed for tenaure and promotion this year, and their prospects for achieving tenure and promotion in spring of 2014 are excellent.

Outreach + Research Updates:

There has been significant outreach to universities in India, with expectations of greater collaborarion with India.

A major research project is underway in Easton, Maryland, investigating a significant historical African American community and planning for the future. Many new research efforts are underway, and to note only two of these briefly: local research collaborations with SHAG (Society of the History of Architectural Graphics) and the Walters Museum.

Several grant proposals are in progress.

Changes in Enrollment:

Enrollment has decreased beginning in academic year 2012-13. Because of this decrease in enrollment, there is no space problem what so ever in the new building, and the new building can accommodate forecast student and faculty growth for the next five year period (see adjustments in Long Range Plan).

Financial support for adjuncts has decreased across the university, and has brought significant cuts to adjunct instructors for architecture. This has impacted elective course offering in computer technology courses and other elective courses. It has also meant the loss of an adjunct instructor who was an especially strong role model for both women and African American students. Budget reductions have also reduced faculty access to travel.

The move to the new building, Center for Built Environment and Infrastructure Studies (CBEIS) has increased the morale of both students and faculty, and is expected to help raise enrollment.

FoAM: Friends of Architecture at Morgan:

The advisory board to Architecture at Morgan has reinvented itself as Friends of Architecture at Morgan, or FoAM, and celebrated the arrival of architecture in its new physical home with a very special extracurricular event, "Conversations in February". FoAM continues to grow in membership and in contributions to Architecture at Morgan.

7. **Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)**

Supplemental Material

Supplemental Material is available at the following location:

https://drive.google.com/folderview?id=0BwkG5kiOXN2KQnI5VzRPTC1tQjg&usp=sharing

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1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

    a. Program Statement SPC Not Met B8 in Supplemental Materials

    b. Syllabus, Schedule, and Quiz in Supplemental Materials

2. There are no not-met Conditions from last accreditation in 2011.

3. A new tenure-track faculty person was hired, beginning academic year 2013-2014, Fred Scharmen. Fred Scharmen's bio and resume are provided in Supplemental Materials.

4. Provide additional information that may be of interest to the team at the next accreditation visit.

    The program would like to share the following regarding the Causes of Concern (2011):

    a. The program completed its physical move to new facilities in August of 2012.

    b. The recent decrease in enrollment over the past two years has removed any concern for lack of space to accommodate ancipated future student growth. Forecasts for student growth have been modified above in Long Range Planning.

    c. Human Resources: The most recent person retained as a tenure-track faculty person has a professional and academic background, and research agenda, that should position this person very strongly for achieving tenure. As noted above, further more, two assistant professors are being reviewed for tenaure and promotion this year, and their prospects for achieving tenure and promotion in spring of 2014 are excellent.

END OF INTERIM REPORT