Drury University

Interim Progress Report for Year Two

November 30, 2018

2. EXECUTIVE SUMMARY OF 2016 NAAB VISIT

CONDITIONS NOT MET

2016 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2016 VTR
B.2 Site Design
D.2 Project Management

3. TEMPLATE

Interim Progress Report
Drury University
Hammons School of Architecture
Master of Architecture (168 semester credits)
Year of the previous visit: 2016

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

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

Dr. Robert Weddle, PhD, AIA
email: rweddle@drury.edu
phone: 417-873-7450

Provost:

Dr. Beth Harville, PhD
email: bharville@drury.edu
phone: 417-873-4085

President of the institution:

Dr. J. Timothy Cloyd, PhD
email: jtcloyd16@drury.edu
phone: 417-873-7201

Individual submitting the Interim Progress Report:

Dr. Robert Weddle

Name of individual(s) to whom questions should be directed:

Dr. Robert Weddle

Current term of accreditation:

8 years (next scheduled visit 2023-24)

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

1. Progress in Addressing Not-Met Conditions and Student Performance Criteria

B.2 Site Design

***2016 Team Assessment*:** Although the team looked for evidence of student achievement in site design in work prepared for ARCH 213 (Architectural Design III), ARCH 214 (Architectural Design IV), ARCH 315 (Architectural Design V), ARCH 334 (Structures II), and ARCH 417 (Architectural Design VII: Community Studies Studio), the team did not find evidence of achievement at the prescribed level. Specifically, the work did not adequately illustrate the ability to respond effectively to site characteristics, particularly regarding social equity/site accessibility, site/building integration, building orientation, and environmental sustainability. Students' site design work reflected some response to context, topography, ecology, and climate, but in abstract and superficial ways (e.g., isolated course assignments). Examples of work were not at the level of complexity and integration required for this SCP.

Drury University, 2018 Response: Addressing this deficiency has become a priority across a number of our studios. Our emphasis has been on both strengthening the role of site-design exercises within the ARCH 213 (Architectural Design III) studio, but also demonstrating greater sophistication in site response throughout our studio sequence. Because the 2016 Visiting Team noted the isolated nature of site design evidence, we have become more aware of the need to demonstrate fulfillment of this criterion though final studio project design and documentation, including in more advanced studios beyond those cited for evidence in the 2016 APR and SPC matrix. At the same time, we believe a more focused introduction to site-design principles—particularly in regard to concerns for solar orientation, climate, and environmental sustainability—in the ARCH 213 Design III course will result in stronger understanding and more detailed application of site-design principles in upper-level studios. The ARCH 213 syllabus and assignments have been revised since our reaccreditation, and a link to that information is included in the appendix to this report. Subsequent studios have addressed this deficiency not so much through syllabus revision but through faculty focus on site design issues within the context of existing syllabi and curricular expectations.

D.2 Project Management

***2016 Team Assessment*:** Partial evidence of student achievement at the prescribed level was found in student work prepared for MARC 569 (Professional Practice). The importance of project management and the role of a project manager are clearly addressed, as well as project delivery methods and when they should be recommended. However, an understanding of assembling consultant teams (who typically work with an architect), and identifying work plans, project schedules, and time requirements is not evident in the student work.

Drury University, 2018 Response: Along with our long-time adjunct faculty member in MARC 569 (Professional Practice), school administration has reviewed MARC 569 content and assessments through student work. Following this review, our conclusion has been that students are indeed introduced to this material through course lectures and reading assignments. However, as noted in the 2016 Team Assessment, student work did not previously demonstrate sufficient understanding in this area. The course syllabus and key lectures now place greater emphasis on Project Management issues. The course syllabus and example lecture materials pertinent to this issue are included in the Appendix of this report.

2. Changes or Planned Changes in the Program
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases,

decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Drury University, 2018 Response:

Faculty:
As discussed in our 2015-16 *Academic Program Report*, moderate university-wide reductions in (non-tenured or non-tenure-track) faculty were announced during the fall 2015 semester. These reductions affected the architecture program by eliminating two non-tenured tenure-track faculty members as well as one non-tenure-track faculty member. The latter was reinstated on a one-semester per year basis through the procurement of outside funding. The enrollment and financial pressures that led to these reductions have largely been reversed, both through increases in enrollment (see below) and through the more sustainable financial picture that resulted from the faculty reductions.

Beyond this situation, which was presented in our *APR* and discussed with our Visiting Team in 2016, no substantive changes in our faculty complement have occurred since reaccreditation. At the end of the current academic year we will experience the retirement of a significant member of our faculty—program founder and Director of our Center for Community Studies Professor Jay Garrott. A nationwide search to fill this position is currently underway. Two faculty members have been promoted to the rank of Professor since reaccreditation.

Administration:
The architecture program administration has remained stable since reaccreditation.

At the university level, both the president and provost have changed. Dr. J. Timothy Cloyd became Drury's 18th President in July of 2016, replacing Dr. David Manuel. Executive Vice President for Academic Affairs and Provost Dr. Steven Combs stepped down in the fall of 2016, and Dr. Beth Harville replaced him. This new leadership team has taken important and effective steps to increase enrollment and strengthen the university's financial situation. A comprehensive master-plan was undertaken for the university's campus, and a new and innovative general education curriculum has been crafted by faculty following a year-long study. The administration is highly supportive of the architecture program, and the working relationship with program administration is strong.

Enrollment:
Since our 2016 reaccreditation, enrollments have increased both at the university level and within the architecture program. Drury's total undergraduate enrollment has increased 12% in the past three years, and the architecture program has helped to lead this growth. The overall enrollment in the architecture program has increased 25% since 2016 and now stands at 185. The number of entering students has increased by 65% over the same period.

Opportunities for Collaboration:
Collaborative relationships that were reported on in our 2015-16 *APR* have been strengthened over the past five semesters. The school's partnership with professional practices in China has allowed students to undertake internships in the cities of Shanghai and Hangzhou, and a Drury team was invited to participate in a week-long charrette to identify urban-design strategies for the Shangyu District of Shaoxing. Three students traveled to China to present their work.

Financial Resources:
Our financial resources are tied to our enrollments, since each architecture student at Drury pays a $1000 program fee that is assessed through eight of the ten studios they take during the five-year curriculum. Revenues from these program fees pay for all non-salary operations expenses within the school. Due to this arrangement, the significant increases in enrollments experienced by the program over the last three years has helped the school to further support the student

experience through increases in funding for field trips, access to outside critics and lecturers, acquisition and maintenance of digital design and fabrication technology, and studio furniture enhancement.

Educational Approach:
No substantial changes have occurred in the educational approaches underlying our program. We continue to focus on defining a model for architectural education that balances rigorous professional training with the flexibility and breadth of education made possible by our location within a small liberal arts university.

Physical Resources:
Several physical resource issues have been addressed since our 2016 reaccreditation. New rolling window blinds have been installed in all studio spaces and offices throughout our building, in response to persistent student concerns about the previously existing (and largely ineffective) blinds. New LED lamps have also been installed in all of the pendant lighting fixtures in the open second-floor studios, vastly improving the quality and consistency of lighting in those studios. We have also initiated phased replacement of all studio furniture, with two of our five studio areas already completed. All of these projects were identified in our 2015-16 *APR* as priorities for the school.

In addition to the essential work described above, donor funding has allowed us to create a more consolidated Design Technology Center, with construction of a new space that has allowed relocation of our digital input/output lab and better communication between that space and our fabrication shop.

Drury's facilities staff have also addressed some crucial deferred maintenance issues affecting our building, including complete replacement of our chiller during the summer of 2016.

3. Summary of Activities in Response to Changes in the NAAB Conditions
2014 NAAB Conditions

Drury University, 2018 update: Not Applicable

4. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Drury University, 2018 update:
Substantial curricular revisions were not deemed necessary in order to address the two non-met SPCs, so revised curricula are not included here.

Our program has no new administrators or faculty members since our 2016 reaccreditation, so CVs/bios are not included here.

Revised syllabi addressing the two non-met SPCs are included in this appendix as follows:

B2 Site Design:
ARCH 213 Architectural Design III
See syllabus on the following pages of this appendix.
See syllabus and other course materials at:
https://sites.google.com/view/arch-213-18/home

D2 Project Management:
MARC 569 (previously numbered 590) Professional Practice
See syllabus and sample lecture materials on following pages of this appendix.

ARCH 213_18

Syllabus:

ARCH 213: Design III. Concept, Environment, and Site. Fall 2018

Faculty:

- Bruce E. Moore, AIA, LEED AP, Professor of Architecture

- Panos Leventis, Ph.D., RA Associate Professor of Architecture, International Studies Coordinator

- David Beach, AIA, Associate Professor of Architecture

Class Information:

- Prerequisite: ARCH 112, ARCH 124

- Co-requisite: ARCH 233

This studio focuses on conceptualization and implementation of architectural ideas in response to environment, landscape, site and enclosure. Emphasis will be placed on understandings of building as shelter, mediating between humans and their external world. Students will continue to develop the foundational design processes introduced in previous studios, and will be introduced to the role of rigorous precedent analysis in the generation of architectural ideas. *Offered fall semester*. *Course fee required*.

Student Performance Criteria and Learning Objectives:

Primary:

- **A.1: Professional Communication Skills:** *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

- **A.2: Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

- **A.3: Architectural Design Skills:** *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

- **A.5: Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

- **A.6: Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

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

Secondary:

- **B.4: Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

- **B.5: Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

- **B.6: Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

- **B.7: Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

- **C.1: Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.

Projects:

Trail Shelter: August 20th to September 7th.

You will work to design a trail shelter specific to an assigned geographic location, responding to environmental conditions, local context, and site. The key learning objective for this project involves learning how to leverage your environmental context to work with your project. Due date for this project is September 6th at 8pm. Your final review will be with faculty and guests on September 7th.

Precedent Study: September 10th-October 1st.

Working collaboratively in teams of two to three, you will develop two boards to study and analyze an architectural design project selected by the faculty.

Center for Social Justice and The Preforming Arts: September 10th - Finals Week.

This project, located in downtown St. Louis, will bring together a series of spaces and functions designed to address racial equality.

Course Text:

Course Text:

Site Analysis: Diagramming Information for Architectural Design by Edward T White

Grading Criteria:

You will reserve marks on your project from your studio section professor. Each professor will have their own matrix or method to determine your individual grade, but we will use the following assessment terminology and overall grading system across studio sections:

- Creativity: did you resolve the design in a unique way through invention, research, and critical thinking.

- Communication: is the project represented clearly through the quality of models, drawings, and presentations.

- Resolution: does the final design complete the goals, design intent, and architectural requirements.

- Process: does the work reflect a well developed pattern of evaluation, participation, and critical thinking.

For general definitions and meanings of grades please refer to: "The Grading System," Drury Day School Catalog.

As it pertains more specifically to this studio work:

- A   For EXCELLENT projects according to at least most of the Evaluation Criteria (A- 90-92, A 93 and higher).

- B   For ABOVE AVERAGE projects according to at least most of the Evaluation Criteria (B- 80-82, B 83-86, B+ 87-89).

- C   For FAIR + SATISFACTORY projects according to at least most of the Evaluation Criteria. NOTE: Students must meet the minimum standard of a C- to remain in good standing for the MArch professional program (C- being the lowest possible grade to graduate) (C- 70-72, C 73-76, C+ 77-79).

- D   For BARELY SATISFACTORY projects according to at least a few, but most important, Evaluation Criteria – Students must meet the minimum standard of a C- to receive and yet not meeting the minimum standard to remain in good standing for the MArch professional program (C- being the lowest possible grade to graduate) (D- 60-62, D 63-66, D+ 67-69).

- F   For projects that do not meet the minimum, basic, level of accomplishment in order to pass the course (F 59.9 and lower).

There are two primary projects for the semester. Project one will be completed in three steps. The breakdown of grading for the semester is as follows:

- Project One, Trail Shelter: 10% of your final grade.

- Project Two, Precedent Study: 10% of your final grade.

- Project Three, CRE&PA: 70% of your final grade.

- Design process, class engagement, and individual development: 10% of your final grade.

Course Policies:

Attendance:

 Attendance is required for the full class period. Students leaving early or arriving substantially late will be considered absent. Students need to work with focused attention and efficiency during the entire class period, not just during individual critiques with your professor. Attendance will be taken at the beginning or end of class at the instructor's discretion. Absences due to medical reasons or student participation in university sponsored activities will be excused.

discretion. Absences due to medical reasons or student participation in university sponsored activities will be excused. However, it is the responsibility of the student to communicate with the instructor reasons for absences and to provide documentation for reasons of such absences if requested by the instructor. Although we will make every effort to work with students in university sponsored activities that conflict with studio, those with regular scheduled conflicts will need to arrange these absences with their instructor on a weekly basis.

Every 3 unexcused absences reduces your final grade by a full letter grade.

Late and Incomplete Work:

Late work will only be accepted only in case of documented illness or family emergency. Requests for excused late work must be discussed (in person, by phone, or by e-mail) with the instructor in advance.

Academic Integrity:

This course will enforce the university policy on academic integrity, as explained in the Catalog and excerpted here:

"The policy on academic dishonesty is to be applied to occasions when cheating, plagiarism, theft of examinations, giving or receiving illicit aid on academic assignments and any other instances of academic dishonesty occur. The policy and procedure regarding academic dishonesty is followed in addition to the usual student disciplinary procedures.

Academic dishonesty undermines the values of Drury University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. The initial judgment regarding both guilt and penalty will be made by the faculty member in the course. That judgment should be clearly communicated to the student. Faculty members shall notify the department head and the office of the Dean of the college of instances of academic dishonesty."

If you use the ideas, words, images, or designs of others as if they were your own, you are committing plagiarism, which is at its core dishonest, unethical, and unacceptable in any academic or professional setting. Plagiarism can be avoided by properly crediting sources and openly discussing creative influence and critical appropriation of ideas, images, and designs. Plagiarism in this course will be penalized severely, and may result in a failing grade. In accordance with university policy, all cases of plagiarism will be reported to university and school administration. All students should be familiar with the HSA Policy on Academic and Creative Integrity: http://www.drury.edu/architecture/academic-and-creative-honesty-policy

Title IX Responsibilities of Faculty:

Drury University faculty are committed to supporting our students, upholding gender equity laws as outlined by Title IX, and fostering a learning and working environment based on mutual respect. If you choose to confide in a member of Drury's faculty regarding an issue of sexual misconduct, that faculty member is obligated to report the basic facts of the incident to Drury's Title IX Coordinator. The Title IX Coordinator will provide you with information regarding your rights and options, as well as possible resources both on and off campus. For information about your options at Drury, please go to: http://www.drury.edu/hr/Title-IX-Policies-and-Resources/

Student Needs:

Drury University is committed to making reasonable efforts to assist individuals with a disability in their efforts to avail themselves of services and programs offered by the University. Drury University will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations.

To receive accommodations please contact Ed Derr in the Disability Support Services Office, Findlay Student Center, Suite 114, 417-873-7457, ederr@drury.edu.

Email:

Students are responsible for checking their own DU e-mail account [.....@drury.edu]. For security and organizational reasons, the instructor will use only the DU account for e-communication. Also the students are encouraged to use their DU e-mail account for their e-communications with the instructor. Students are advised that instructor's responses to e-mails cannot be expected on an immediate notice and a reasonable time-lapse [up to 24 hours, Monday through Friday] for feedback needs to be allowed. Replies cannot be expected over week-ends [Saturday/Sunday].

Foods:

Except for appropriate snacks, students are kindly requested (as a form of respect and cleanliness) not to bring food during studio time.

Holidays:

Students having conflicts with the class schedule and/or the exams schedule due to religious holidays must contact the instructor at the beginning of the semester. Adjustments to the schedule or special provisions for the students will be attempted, but cannot be guaranteed if undue hardship on the instructor or the university are involved.

Course Responsibilities:

You will be required to complete a number of projects for this course, and to complete a series of intermittent steps within each project. The projects will be explained through project statements that outline the particular objectives, requirements and schedule. Each project introduces new objectives and builds upon the last, meaning that you are expected to continually learn and explore new objectives while maintaining and employing an understanding of the previous ones. In addition to these projects, you will also be required to complete a number of exercises that document your explorations over the course of the studio.

It is the expectation of the university that students work outside of class for an average of two to three hours for every hour the course meets. This means you will be expected to work at least twenty-four hours per week outside class time, on average. Each student is expected to bring work-in-progress to each studio period. Such work must indicate development between class meetings. Students who do not produce work or who do not bring their work to studio during scheduled studio times should not expect faculty to discuss the absent work. Faculty will only review work in progress and should not be expected to engage in hypothetical discussions.

If you need to get in touch with the faculty outside of studio, please contact the faculty through the contacts provided at the beginning of this syllabus or as instructed by your section instructor. Our office hours are listed with our contact information. We will be more than willing to meet with you as needed.

Introduction

MARC 590/4 Credit Hours: 4 credit hours, 3 credit hours for successfully completing the course described herein AND 1 credit hour for demonstrating successfully completing the required internship. Each individual must demonstrate completion of their required internship requirement to receive a grade for MARC 590/4.

MARC 569 Credit Hours: 3 credit hours for successfully completing the course described herein. Students registered for this section may need to also registered for ARCH 461 [0 cr/hrs], where they will also need to demonstrate successfully completing the required internship. Prof. Karen Spence is the faculty of record for ARCH 461 and should be consulted.

Class Meeting Time: 6:30 pm to 8:15 pm, Monday and Wednesday. Class will start promptly at 6:30.

Location: Room 103, Hammons School of Architecture.

Instructor: Christopher Swan, AIA, office telephone: 417/521-6149, email: cswan@brpae.com

Course Materials: *Ethics for Architects: 50 Dilemmas of Professional Practice,* Thomas Fisher, Princeton Architectural Press; *The Architecture Student's Handbook of Professional Practice, Fourteenth Edition*, John Wiley & Sons, Inc.

Course Description: *Prerequisite:* **MARC 519**. *Co-requisite:* **MARC 521**. This master level course is an advanced seminar that addresses laws and regulations, project process and economics, business practices and management, and ethical concerns. Students will critically explore the relationship between personal and professional goals and the context of architectural practices.

Student Learning Outcomes: As a result of taking this course, expect to develop an understanding of:

- Architectural practice and the law
- Architects as ethical leaders
- Professional development and lifetime learning
- Architects as advocates
- Client types and the delivery of architectural services

- Firm types and architect selection
- Project costs and controls
- Project delivery
- Issues related to technical documentation
- Contracts and agreements

The course objectives and materials are intended to address the following Student Performance Criteria as defined by NAAB:

B.10 - Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life cycle costs.

D.1 – Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect's role to reconcile stakeholder needs.

D.2 – Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 – Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 – Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 – Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Disability Support Services

If you have a disability and require classroom accommodations, please contact the instructor early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Support Services Office before any accommodations will be arranged. The Disability Support Services Office is located in the lower level of Findlay Student Center, suite 114 on the residential campus in Springfield, 417-873-7457, or **ederr@drury.edu**.

Title IX Responsibilities of Faculty

Drury University faculty are committed to supporting our students, upholding gender equity laws as outlined by Title IX, and fostering a learning and working environment based on mutual respect. If you choose to confide in a member of Drury's faculty regarding an issue of sexual misconduct, that faculty member is obligated to report the basic facts of the incident to Drury's Title IX Coordinator. The Title IX Coordinator will provide you with information regarding your rights and options, as well as possible resources both on and off campus. For information about your options at Drury, please go to: http://www.drury.edu/hr/Title-IX-Policies-and-Resources/

Evaluation

Evaluation: You will be evaluated according to the following:

1. Three exams, totaling sixty percent of your final grade.

2. Three projects, totaling twenty percent of your final grade.

3. Ten to Fifteen 5-minute quizzes, open book and open notes, totaling ten percent of your final grade.

4. Demonstration of completion of your required internship. Demonstration of your completion shall include:

    a. The HSA Professional Internship Form AND

    b. IDP registration and report of your experience OR signed documentation from your supervisor confirming completion of the required hours necessary to meet this obligation along with timesheets.

5. Class attendance and participation, totaling ten percent of your final grade.

Grade Letter Assignments

Grade	Percentage
A	90%–100%
B	80%–89%
C	70%–79%
D	60%–69%
F	59% and below

Course Plan

Session #	Date			Topic	Reading for This Topic		
					Handbook	*Ethics*	*SPC*
1	January	18	Wednesday	Course Introduction			
2		23	Monday	Professions, Law	2-6, 30-37		D1,D3,D4
3		25	Wednesday	Regulation, Professional Conduct, Ethics, Part I: General Obligations; Project 1 assigned	6-18, 19-27, 44-47	Chapter 1	D1,D3,D5
4		30	Monday	Leadership, Communication	51-64, 64-73		D1
5	February	1	Wednesday	Ethics, Part II: Obligations to the Public, Exam Review		Chapter 2	D5
6		6	Monday	Exam #1: The Profession			
7		8	Wednesday	Starting a Firm and Firm Legal Structures; Project 2 assigned	76-97		D3, D4
8		13	Monday	Firm Identity and Expertise	97-108		D3
9		15	Wednesday	Marketing Strategy and Planning	121-132		D2, D3
10		20	Monday	Financial Planning and Management	145-154, 155-164		B10, D3
11		22	Wednesday	Risk Management, Insurance Coverage, Dispute Avoidance and Management	174-185, 194-208, 208-218		D3
12		27	Monday	Architect Selection; Ethics Part III: Obligations to Colleagues, Exam Review	133-144	Chapter 5	D3, D5
13	March	1	Wednesday	Exam #2: The Practice			
		6	Monday	Mid-Term Grades Due			
14		6	Monday	Services and Compensation	240-259		D2
15		8	Wednesday	Design Phases	330-340		D1, D2
		13	Monday	Spring Break - No Class			
		15	Wednesday	Spring Break - No Class			
16		20	Monday	Delivery Methods	371-386		D1,D2
17		22	Wednesday	Construction Documentation	391-422		D2
18		27	Monday	Construction Procurement	422-432		D2
19		29	Wednesday	Construction Contract Administration	433-451		D2
20	April	3	Monday	Project Management, Part I	452-459		D2
21		5	Wednesday	Project Management Part II; Ethics Part IV: Obligations to the Client	459-478	Chapter 3	D2, D5
22		10	Monday	Controls: Time	478-495		B10
23		12	Wednesday	Design Cost Estimating; Project 3 assigned	495-506		B10
		13	Thursday	Last day to drop a course			
24		17	Monday	Controls: Cost, Controls: Quality, Life Cycle Costs	507-510, 510-521		B10
25		19	Wednesday	Contracts and Agreements: Overview, Contracts and Agreements: Owner-Architect	576-621, 576-585		D1,D4
26		24	Monday	Contracts and Agreements: Construction	612-621		D1,D4
27		26	Wednesday	Ethics Part V: Obligations to the Profession		Chapter 4	D5
28	May	1	Monday	Exam Review			
29		3	Wednesday	Exam #3: The Project			
		8	Monday	Grades Due, 8 am			

Professional Practice
MARC 569/590
Monday, April 3, 2017

Effective Project Management

Planning, Organizing and Staffing

Work Plan
Schedule
Staffing at the right times

I think I'd rather manage an architectural project

The daydreams of cat herders

Facilitating the Work

Manage team
Client Relationship, Make decisions
Manage meeting
Manage documents

Monitoring Project Process

Agreement
Standard of Reasonable Care
Project Budget
Schedule
Program
Consultants
Quality

Concluding the Project

Post-construction evaluations (time, $, client
relationship, team members, quality)

Archiving

**Where do Project Managers
come from?**

Technical Backgrounds

Design Backgrounds

Multiple Managers for Complex Projects

PM's for Small Firms

What do Project Managers Do?

Lead
Solve Problems
Motivate Others
Advocate
Lead Project Documentation Effort
Monitor Progress
Communicate Consistently

What makes an Effective Project Manager?

Attitude
Personality and Behavior
Organized
Experienced
Collaborative
Active Listening
Responsive
Accessible
Persistent

Client Expectations and Project Management
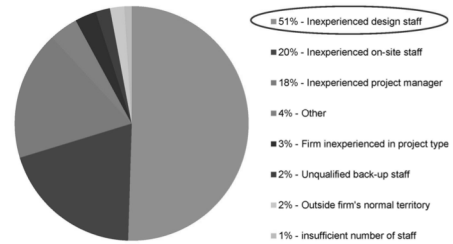
Explain the Services to be Provided

Help Set the Expectations – Tackle difficult issues head on, explain the consequences of decisions

Communicate, communicate, communicate!

Follow through with commitments

Good Project Management
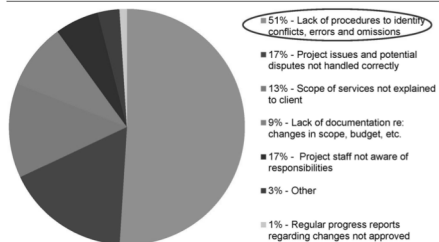**=**
Good Risk Management

Risk Drivers:
<u>Project Team Capabilities</u>

XL

- 51% - Inexperienced design staff
- 20% - Inexperienced on-site staff
- 18% - Inexperienced project manager
- 4% - Other
- 3% - Firm inexperienced in project type
- 2% - Unqualified back-up staff
- 2% - Outside firm's normal territory
- 1% - insufficient number of staff

Risk Drivers:
<u>Communications Issues</u>

XL

- 51% - Lack of procedures to identify conflicts, errors and omissions
- 17% - Project issues and potential disputes not handled correctly
- 13% - Scope of services not explained to client
- 9% - Lack of documentation re: changes in scope, budget, etc.
- 17% - Project staff not aware of responsibilities
- 3% - Other
- 1% - Regular progress reports regarding changes not approved

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Claim trigger

XL

- 49% - Design Error
- 16% - Construction Defect Detected
- 7% - Construction Budget Overruns
- 5% - Bodily Inury - Post Construction, 3rd Party
- 5% - Construction Schedule Delay
- 4% - E&O Alleged by Owner in Response to Suit for Fees Owed
- 4% - Product Failure
- 3% - Unrelated 3rd Party Action
- 7% - Other
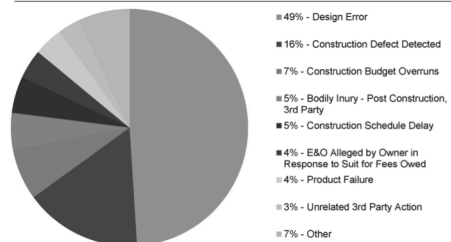
The Project Manager must be vigilant in determining if actions of the owner, the contractor, or the architect may cause an elevated risk for the owner or the architect.

If a Project Manager becomes an overt advocate only for the architect, he/she risks abandoning and alienating the client.

The best approach is to adopt the objective attitude that a good project is a successful project, with ordinary problems and a satisfied client.

Remember the Level 5 leader?