

Excerpt from the 2020 APR (reviewed and revised by the program in 2024 as part of the NAAB Interim Progress Report.)

Learning Culture - CBU

The learning environment at CBU is very unique and continues to be founded on the principles of a Biblical, Christian worldview, which were laid out in our original application for candidacy in 2012. CBU believes that there is an overarching purpose for everything we as human beings do, including the acts of teaching and learning. Understanding, finding, and pursuing this purpose is paramount to every facet of a CBU education. This philosophy is declared by the countless banners, signs, and pieces of clothing seen across the campus proclaiming the phrase “Live Your Purpose.” This is also exemplified in the expectations for student learning at CBU, which focus on [six University Student Outcomes \(USOs\)](#) approved by the Board of Trustees in 2002. Of the six outcomes, two specifically address the values of optimism, respect, sharing, engagement, and innovation foundational to the M. Arch. program in particular.

- Students will respect diverse religious, cultural philosophical and aesthetic experiences and perspectives.
- Students will implement a personal and social ethic that results in informed participation in multiple levels of community.

In 2010, CBU embarked on a marketing campaign to make students more aware of the intended learning outcomes for all students. The six USOs were captured in what has become known as the "Core 4," which provides the foundation of CBU's current "Live Your Purpose" campaign. By preparing students who are **Biblically Rooted, Academically Prepared, Globally Minded, and Equipped to Serve**, CBU seeks to enable every student to live the purpose for which they were created. Each of these core values has been assigned an icon. These icons have become a prominent feature on campus banners and on syllabi promoting these institutional values and linking them to Student Learning Objectives (SLOs) at the program and course level. These values are also linked to co-curricular activities such as dorm life, community and international service activities, and athletics. Architecture-specific SLOs are available [here](#). They include 5 priorities: **Faith Integration, Creative and Critical Thinking, Agape/Care and Empathy, Evidence, and Excellence.**

Appreciation of these values and expectations for social, academic, and professional conduct begins early in an individual's experience at CBU. Faculty and staff are provided with a robust orientation experience. For faculty hires, this consists of a two-day intensive workshop at the beginning of the fall semester and continues with regular workshops throughout their first year. Students receive several days of orientation at the beginning of their first semester and at special “Step Ahead” events throughout the summer, as well as a Freshmen Focus group experience their first year at CBU. This Freshman Focus experience orients students to the college environment and addresses topics such as time management; health and safety; support resources including the [Academic Success Center](#), [Annie Gabriel Library](#), computer labs, faculty office hours, the counseling center; or mobilization opportunities for ministry service opportunities through CBU [Serve Global](#) or [Serve Local](#).

Policies relating to learning culture for staff and faculty can be found in their respective handbooks, [Employee handbook](#), and [Faculty handbooks](#); the [Student handbook](#); and University catalogs. Departmental or discipline-specific policies guide students in appreciating these values and understanding program-specific policies throughout their tenure at CBU and into their professional careers.

At the University level, the Faculty Senate is the representative body of the entire faculty at CBU. The Senate acts as a whole, or in committees and task forces, to address a wide range of academic and administrative issues. Each year the CBU College of Architecture, Visual Arts & Design elects a full-time tenured or tenure-track faculty representative to serve on the Faculty Senate. CAVAD is being represented during the 2017-18 academic year by Art Professor Simcoe, and the previous year by Art and Architecture Professor Dr. Papineau, 2018-19 by Dr. Papineau and Professor Kaiser, and 2019-20 by Professor Kaiser and Photography Professor Christopher Kern.

Student Outcomes, Retention, and Persistence

CBU devotes an extraordinary amount of attention to student success and outcomes. The university publishes all data regarding graduation rates and persistence through the Office of Student Success. Data on student achievement can be found [here](#).

Learning Culture - Architecture Program

The Learning Culture of the architecture program is based on the same fundamental principles as those of the university as a whole, but has continued to develop more specifically in relation to the needs, direction and specific mission of the program. This is another aspect of the program that has come into much clearer focus since our initial application for candidacy in 2012. The program promotes a learning culture based in communal, interdisciplinary, hands-on learning, and promotes work/school/social/spiritual life balance, mutual respect and holistic health and well-being. The internal and external policies and purposes of the architecture program are guided by the simple edict of Matthew 27:37-40:

“Jesus replied, “You must love the Lord your God with all your heart, all your soul, and all your mind.’ This is the first and greatest commandment. A second is equally important: ‘Love your neighbor as yourself.’ The entire law and all the demands of the prophets are based on these two commandments.”

The [Studio Culture Policy](#) was originally developed and approved by the architecture students in fall of 2013. It is presented and explained at the beginning of each school year, is communicated continually in multiple forms (hard copies handed out to students and posted in studios, linked on website) and is explained to and reconsidered each year by the students. The students were asked by the program to review and update the studio culture policy in spring 2018. The students elect class representatives to populate the Student Advisory Council, functioning as the representative voice of the students in the establishment and development of program policies and guidelines.

Another developing initiative will also have an impact on student learning culture. Dr. Niermann has developed a CBU Architecture Research Institute which is recognized by NCARB and concluding its third year of operation. The Church Design Research Institute (CDRI) is a non-profit organization that directly engages with and participates in the research, data-driven design development, and practice of architecture as it relates to Protestant Church design. CDRI provides design research for the practice of church design in general, and provides design research, design, and planning services for congregations with limited budgets who are not able to obtain these services. Consequently, the work of CDRI directly influences the practice of Protestant church design, which in the American context numbers approximately 350,000 congregations.

Part of the strategic plan of the program is to continue to formalize our visiting lecture and exhibit series to build upon a lecture-by-invitation and as individual courses demand approach.

CAVAD has offered several guest lectures including: Heatherwick Studios London, ShoP Architects, Juan Moreno – JGMA Chicago, Marco Eacrett, Principal, PBK, HMC Architects, Ontario CA, Mel McGowan, President, Visioneering Studios, Irvine CA, Chris Grant, Senior Visualization Artist, HMC Architects, Ontario CA, Joanna Waterfall, Owner – Waterfall Design, Geoff Gouveia, Artist, Jim O’Heir, actor, Becky Sullivan, sound designer/editor, Rick Archer of Overland Partners, and Damon Hernandez, IDEAbuilder, Jeffrey Holmes – SOM & Woods Bagot, Nathan Kim – Gensler, Keith Bontrager – Bontrager, Ravi Swdney from RKS Designs, Peter Ochs, and John Justis. The program has a new gallery space as a result of renovations in Summer 2019 and has hosted exhibits of student work from the 2019 Global Engagement program in Italy in the Fall 2019 and the work of Artist/Architect David Baird in the Spring/Fall 2020. Due to the pandemic a [matterport virtual exhibit](#) of this show was developed and made available online.

Field trips to significant works, job sites, and regional offices are also a regular part of the CBU architecture student experience. Locations included: 5+ Design in Hollywood, CA, Modernism Week in Palm Springs, CA (which includes a private tour of the Siva House, by Hugh Kaptur and Albert Frey), the Salk Institute in San Diego, CA, the Schindler-Chace House in Los Angeles, CA, the Getty Center, Inner City Arts by Michael Maltzan, Gensler Architects, Walt Disney Concert hall, and Our Lady of Angels Cathedral, among others.

The program faculty have presented and participated in various program-specific conferences including: the Beginning Design Student Conference, the Now/Next/Future Conference, the Architecture Record Innovation Conference, the Licensing Advisors Summit, NOMA conferences, ARCC conferences, AMPS conferences, Design Principles and Problems conference, and the ACSA annual and Administrators conferences.

In addition to the architectural coursework, architecture students participate in a two-course interdisciplinary sequence on creativity. In their first year, students from across CAVAD, representing eight different creative majors, all participate in *DES 110 – Creativity: Process and Purpose*. In this course, students are introduced to creativity through discussion and interdisciplinary project-based learning. The course provides overview and practice of creative processes (e.g. ideation, research, empathy, proto-typing, etc), in-depth discussion of the theological foundations for creativity, and practice for developing creative habits. As such, DES 110 acts as a shared foundation anchoring students in a biblical reference for creativity, and establishes a culture of design success shaped by the establishment of creative and character habit formation. Third and Fourth-year students complete the second course: *DES 310 – Creativity: Context and Community*. Having established habits of creative practice and skill sets within their discipline, students come back together in interdisciplinary teams to apply their skills to ‘Loving God and Loving their Neighbor’ by completing context specific projects that serve the broader community, thereby experiencing and living out CBU’s Great Commission emphasis.