

**NATIONAL ARCHITECTURAL ACCREDITING BOARD
ARCHITECTURAL PROGRAM REPORT 2006**

IOWA STATE UNIVERSITY

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DEPARTMENT OF ARCHITECTURE

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PROFESSIONAL ARCHITECTURE PROGRAMS:

Bachelor of Architecture

Master of Architecture

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1. INTRODUCTION TO THE PROGRAM

1.1. HISTORY AND DESCRIPTION OF THE INSTITUTION

Iowa State University is a broad-based university of international stature. The majority of its students are from Iowa, but every state and more than a hundred foreign countries are represented in the student body.

The University is composed of the Colleges of Agriculture, Business Administration, Design, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate College. In Fall 2006 the University had an enrollment of 25,462 students and a faculty of 1,734. Typically, the university awards more than 5,900 baccalaureate, advanced, and professional degrees each year.

Iowa State University was one of the earliest institutions established in the movement to create an educational system uniquely suited to an American democratic philosophy, providing access for a broader population. It was chartered by the Iowa General Assembly in 1858.

Iowa was the first state to accept the terms of the Morrill Land-Grant Act of 1862. In March 1864, the General Assembly awarded Iowa's grant to the chartered institution at Ames. In 1903 the university set the pattern of county cooperative extension that is now conducted throughout the United States. As Iowa State adapted the land-grant philosophy to the changing needs of the twentieth century, its program became that of a university with special teaching responsibility in science and technology, an extension education program throughout the state, and focused research interests to advance the frontiers of learning. Since 1959, it has been known as Iowa State University of Science and Technology. ISU is a Carnegie doctoral comprehensive research university with very high research activity, one of 96 in the nation. We are also one of only 38 public universities that are members of the American Association of Universities.

The **College of Design** is a comprehensive design school embracing a wide range of the visual and environmental design disciplines in the Departments of Architecture, Art and Design, Community & Regional Planning and Landscape Architecture. Formed in 1978, the college united the four departments which had long-standing reputations in other colleges in the university.

The College of Design at Iowa State University is the product of the interest and persistence of many faculty members. Long before the establishment of the college, the sense of shared interests and identity among faculty in the various departments of art, design, and planning on campus resulted in the establishment of a formal structure designed to promote cooperative associations among these

disciplines. In 1967, the State Board of Regents authorized the formation of the Iowa State University Design Center for the purpose of coordinating common functions and responsibilities between the Departments of Applied Art, Architecture, and the Department of Landscape Architecture and Community Planning which were in the Colleges of Family and Consumer Sciences, Engineering, and Agriculture. The Design Center was administered by a council composed of the chairpersons of the three departments. Design Center activities centered on the development of a basic interdisciplinary education program, support for faculty research, and an exhibits and lectures program. On May 17, 1973, the faculty of the above departments unanimously recommended to the university administration the formation of a College of Design. Faculty believed that a college structure was essential for the future growth and development of design education at Iowa State University.

The college's programs encompass growing research initiatives and creative explorations; visiting lectures and symposia; workshops and exhibits; practice and internships; field trips and foreign study programs; opportunities for individualized studies and international studies; and extension and continuing education programs. The reputation of the college's programs also devolves from its 24,429 alumni distributed nationally as well as throughout the world. In the Fall 2006, the college enrolled 1,773 undergraduate and 148 graduate students in its departments. At the Spring 2006 commencement, 211 (57 in architecture) undergraduate and 18 (5 in architecture) graduate degrees were conferred by the college's disciplines. The college has maintained about 234 FTE faculty including full- and part-time appointments.

The college's support facilities include: the Design Reading Room, Visual Resources Collection, computer-aided design laboratories, Career Services Office, Student Programs and Services Office, model shops, exhibition Gallery, Institute for Design Research and Outreach, Architecture Technology Lab, and Extension offices. The dean of the college is assisted by an Associate Dean for Academic programs, an Academic Fiscal Officer, an Information Technology Manager, an Associate Dean for Research and Outreach and Associate Director for the Institution of Design Research and Outreach, as well as the chairpersons of the four departments. The support and administrative areas have additional staff to coordinate and implement the respective programs.

1.2. INSTITUTIONAL MISSION

Iowa State University of Science and Technology is a public land-grant institution serving the people of Iowa, the nation, and the world through its interrelated programs in instruction, research, extension, and professional service. With an institutional emphasis upon areas related to science and technology, the university carries out its traditional mission of discovering, developing, disseminating, and preserving knowledge.

Mission

Create, share, and apply knowledge to make Iowa and the world a better place.

In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.

Create knowledge through world-class scholarship in teaching, research, and creative endeavors.

Share knowledge through outstanding undergraduate, graduate, profession, and outreach programs.

Apply knowledge to improve the quality of life for current and future generations.

Culture

We accomplish our mission:

- through innovation, collaboration, and continuous improvement,
- with honesty, integrity, and professional ethics, and
- with sensitivity and responsiveness to the needs of our state, nation, and the world.

Core Values

We value:

- land-grant ideals,
- a diversity of ideas, peoples, and cultures,
- intellectual freedom,
- leadership, and
- excellence in all we do.

Iowa State University provides high quality undergraduate programs across a broad range of disciplines, as befits the institution's stature as a university. In its dedication to excellence in teaching, the university strives to instill in its students the discernment, intellectual curiosity, knowledge, and skills essential for their individual development and their useful contribution to society. A common goal of undergraduate education is to assure that all students, regardless of disciplinary major, acquire literacy in science and technology, an understanding of humane and ethical values, an awareness of the intellectual, historical, and artistic foundations of our culture, and a sensitivity to other cultures and to international concerns. Consonant with its role as a teaching and research institution, Iowa State University has a strong commitment to graduate education that, at both the masters and doctoral levels, emphasizes the development of professional, research, and scholarship skills.

As an integral part of the learning process, Iowa State University fosters the discovery and dissemination of new knowledge by supporting research, scholarship, and creative activity. The university also uses existing knowledge to address problems and issues of concern to the state of Iowa in particular, as well as to the national and global community. The university's research and scholarly endeavors are supported by public and private resources and are conducted in an environment of open scientific inquiry and academic freedom.

Extension, professional service, and continuing education activities are conducted through innovative and effective outreach programs that provide the people of Iowa, and beyond, with practical knowledge and information derived from leading instructional and research efforts at Iowa State University and elsewhere. Through its outreach programs, the university stimulates and encourages progressive change.

Iowa State University enrolls academically qualified students who represent diverse age groups, socio-economic levels, racial ancestries, ethnic heritages, and international cultures, and who provide a gender balance. Through the use of a variety of educational opportunities, advanced instructional technologies, and student services, the university supports the development of both traditional and non-traditional students, preparing them for citizenship and life-long learning in a rapidly changing world.

Finally, Iowa State University participates in international efforts to alleviate world hunger and poverty, to prepare students and faculty to be productive and responsible citizens of the world, and to contribute to increased cultural, educational, economic, scientific, and socio-political interchange and understanding between and among Iowans and other members of the world community.

College of Design

The mission of the **College of Design** was approved by the State Board of Regents upon the college's establishment in October, 1977. It was derived from the historic evolution of the design disciplines and the visual arts at Iowa State University and their consolidation into one college. The mission statement approved by the State Board of Regents in 1977 remains applicable today:

1. to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design, and planning of structures, communities, and environments;
2. to improve educational opportunities for the increasing number of people entering programs in the design professions;
3. to provide opportunities for all students in the university to undertake studies in art, design, and the built environment;
4. to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis; and
5. to serve as a design resource for the university, the community, and the state.

The college has, since 1977, expanded the scope of its basic mission by acknowledging the importance of its leadership, the distinction of its programs and pedagogy, and by serving as a design resource at national and international levels.

1.3. PROGRAM HISTORIES

The **Bachelor of Architecture** program traces its roots to 1914 when it began as a program in "Structure Design". The major thrust of the program changed to architectural engineering (1917) and then to architecture (1946). A Bachelor of Architecture (5 year) professional degree program was offered until 1969 when a Bachelor of Arts (4 year) followed by a new Master of Architecture (2 year) degree program was introduced as the first professional degree. The Bachelor of Architecture degree was re-introduced in 1979 in a modified form as a continuation of the Bachelor of Arts degree. The undergraduate program was reorganized into a continuous five year program leading to the Bachelor of Architecture in 1985.

The 1985 five year program was established with a 1+4 structure. Today, the first year is an open enrollment program with approximately 275 pre-architecture students, nearly half of the college's 600 first year students. The students focus primarily on general education courses and three required design studies courses that all College of Design freshmen must take. After completing the first year coursework approximately 200 students, who meet architecture's special pre-requisites of math and physics, apply for admission to the 68 places in the

professional program. This respects ISU's land-grant history of wide access to the university, enables students to become acclimated to university studies, and positions architectural aptitude and academic performance as the key criteria for admission into the professional program.

As the only architecture school in the State, ISU has experienced large undergraduate enrollments throughout most of its history and has continued to grow despite its limit to enrollment within the professional program. The program has attracted substantial numbers of out-of-state and international students, a trend that continues to prevail (43% over the last two years).

The history of the **Master of Architecture** program dates to 1917 when a Master of Science degree was offered in architectural engineering. The program drew its strengths from the engineering disciplines and was recognized as a post professional graduate degree. In 1965, the two-year Master of Architecture was introduced as a first professional degree, accredited by the NAAB, and which, with the four-year Bachelor of Arts in architecture degree, replaced the five-year Bachelor of Architecture program.

The history of the current professional Master of Architecture degree program can be traced to 1979 when a degree program was introduced permitting the enrollment of students with non-architecture baccalaureates and providing an accelerated program such that they could earn the Master of Architecture degree in three to four years. In 1985, with the naming of a Coordinator of Graduate Programs in the Department, the Master of Architecture programs were reorganized into one three-part program into which students with a variety of backgrounds could be admitted and which would operate in parallel with the reinstated five-year undergraduate program. This structure of two intentionally and largely autonomous professional programs is the basis for the current operation of the departmental curricula.

In 1992 the graduate program was reorganized to develop a curriculum that was responsive to the intended autonomy of the program and, second, to establish standards for admission and for performance that would insure a level of quality commensurate with the goal of international distinction. The Program took an explicitly theoretical approach in this iteration, and gained significant national recognition. However, the departure of key graduate faculty and leadership in 2000-2001 left the program without direction. Enrollment declined, and coursework reverted to a default reliance on undergraduate offerings. The 2001 NAAB report pointed out significant shortcomings in the graduate program, which we have actively sought to address.

In 2002, a reconstituted Graduate Committee was charged with revitalizing the Graduate Program. The Arch. curriculum was completely overhauled, with a holistic emphasis on socio-cultural, environmental, and technical integration. A

completely new first year offers three equally weighted courses in Design and Media, Architecture and Culture, and Science and Technology. A summer intersession includes a five credit studio that integrates regional architectural history and practice with technology. The final two years offer core coursework in Design, Theory and Practice, and Science and Technology while providing elective credits and two option studios that allow students to pursue individual interests.

Fifty students are currently enrolled in the Graduate Program, primarily in the M.Arch. I degree curriculum. The program draws heavily from the state of Iowa (50%) and from the region, but also regularly draws applicants and enrollees from throughout the U.S. and internationally. As enrollment has risen, the program has had an increasingly important presence in the College and Department. It now 'hosts' one studio option in the spring that is open to graduating fifth year B.Arch., Landscape Architecture, and Interior Design students. Students in the M.Arch. I program regularly participate in the Department's Rome program, and the Graduate Program has been the sponsor for seminars and guest lectures that have drawn attendance from throughout the College.

The revamped curriculum has gained peer recognition through papers involving faculty research, and—significantly—through reportage on our program's structure, including papers presented at ACSA's Annual Meeting and the recent Building Technology Educator's Symposium. Further recognition has come in the form of a major new technology textbook authored by SCI-TECH faculty, books edited and written by graduate faculty aligned with their teaching, and faculty invitations as lecturers and guest reviewers.

A Graduate Committee oversees development of the program. The curriculum has been expanded as a self-contained unit, and dependence on undergraduate offerings has been minimized.

Graduate enrollment was 50 at the beginning of the 2006-2007 academic year, providing an increasingly visible and important presence in the college and department. Enrollment has been from undergraduate schools across the country, alongside a significant international presence. Conscientious recruitment, assessment, and retention efforts have led to a female/male gender ratio of nearly 44-56.

1.4. PROGRAM MISSION

The **Department of Architecture** advances the study of architecture as a cultural discipline. Architecture is a cultural phenomenon arising from the aspirations that individuals and groups have for their quality of life and the environment that supports it, and from the social enterprise of designing and building for the future. The practice of architecture is a demanding discipline, requiring a broad range of continually growing knowledge and skills. We view architecture through the lens of culture and recognize that the future of architecture depends upon the advancement of practice.

The academic programs are grounded in the requisites of the discipline and profession. The educational philosophy is inclusive, seeking to instill individual motivation, critical ability, social responsibility, and the formation of personal values and convictions, as students learn to design, to communicate ideas, and to undertake the complexity of architecture. The curricula are centered on making buildings, and reach outward into the landscape and inward to interior space and installations. Knowledge of architectural technology and theory are brought together through design, encompassing diverse peoples, places, values, and needs for the world we inhabit. The programs of the department weave these activities together through conventional and unconventional means, using digital and non-digital media, in order to prepare our graduates for professional practice broadly conceived. Graduates are prepared for creative leadership both inside and outside of private practice as principals, designers, managers, technical writers, information technologists, educators, and public servants.

The Department of Architecture, an intentionally pluralistic community, is committed to strengthening its position as a comprehensive center for the scholarship of learning, research, and public service in architecture. We strive to provide a supportive and integrative environment for faculty research and for academic and service learning for our students. Together with the Departments of Community and Regional Planning, Landscape Architecture, and Art and Design, we constitute a College of Design, a valued interdisciplinary educational environment.

1.5 PROGRAM SELF-ASSESSMENT

We can take pride in the many strengths of our program. We have a positive national reputation. We are one of only eight schools to be ranked (top 15) by the prestigious professional publication, *DesignIntelligence*, in at least four out of the last five years, and we have been as high as seventh in their rankings. Our graduate program now ranked in the top five programs within our twelve state region and climbing. Our undergraduate program is ranked second in the region as judged by both national and regional professionals. All the rankings are based on a program's preparation of their graduates for a

career in architectural practice, a criterion we value highly. We are a known and respected entity among architecture programs, largely due to our highly productive faculty who maintain a strong national presence. Our students are wonderfully creative, dedicated, spirited, engaged, savvy, and growing in diversity and recognition. The programs of the department continue to evolve, with critical reflection and direction from faculty. Graduates are highly successful, both inside and outside of traditional practice. The local professional community is knowledgeable about our programs and extremely supportive.

1.5.1 Graduate Program

Vision Our Graduate Program provides both professional and post-professional studies in architecture for a wide range of students; our Professional Degree (M.Arch.) caters to students with undergraduate degrees in other areas. We focus on the integration of design, technology, and socio-cultural factors. While studio is a primary element, other coursework (particularly in the first year) is designed to reinforce the broadest possible scope of the discipline. Students with four-year undergraduate degrees in architecture and students with international professional degrees are typically given advanced placement in the Professional Degree program. The post-professional M.Arch. program emphasizes more theoretical research and design experimentation, while the M.S. program enables students from all backgrounds to complete individualized research programs with architectural topics.

Our vision is thus one of *critical practice*. We believe in preparing professionals who will be actively engaged with their clients, their societies, their environment, and their cultures. Therefore, the primary pedagogical strategy of our curriculum is an **active integration** of three primary curricular areas: design studio, science and technology (sci-tech) and the study of the built environment (seminar). Coursework for each of these three classes is planned to overlap, reinforce and resonate. In addition to the planned intersection and overlap of class topics and tasks, students and faculty also gather several times a semester to discuss special cross-curricular and interdisciplinary topics drawn from contemporary local and/or global events. In our first-year core curriculum we depart radically from the typical studio-heavy pattern and teach design, sci-tech and seminar as three five-credit courses. We believe that the equal weight of these courses ensures that students understand them as equal in value. This rethinking of the relationship of design studio to other components of design education comes from our recognition that one of the primary failures of contemporary architectural education is the protected and privileged status of design studio. The Sci-Tech course sequence itself departs significantly from the traditional approach

to teaching building technologies, which tends to isolate concepts about building structure from environmental forces and materials and methods of construction. Our comprehensive approach considers the building as an integrated whole. This is necessary as we work to mainstream ideas about sustainable technology and responsible design. Throughout, we also stress collaboration amongst ourselves, and with clients, consultants, and communities.

Issues

- Visibility within the College and University
- Limited financial resources
- Uncertain assistantship funding from the University
- Limited space
- Permanent leadership of program at DOGE level
- Attaining and maintaining diversity in faculty and student body
- Attracting top-level prospective students
- Future drain on faculty resources through retirement of undergraduate faculty (especially technology)

Proposals

- Partnership with Landscape Architecture Department and potentially other college disciplines to share introductory coursework and to provide collaboration opportunities for faculty and students
- Grassroots initiatives to boost assistantship funding through research grants
- Participation in Solar Decathlon
- Rotating leadership to emphasize committee-based decision making and strategic planning
- Outreach to regional colleges and universities with architectural studies programs
- Increased visibility through faculty publications
- Overhaul of publicity mechanisms (website and mailing material)

1.5.2 Undergraduate Program

Vision The undergraduate curriculum is both an intense professional course of study and a broadly conceived experience in general education. The design studio is the core of the program, where students learn the synthesizing practice of design. From the beginning, students are involved in the construction, representation, and simulation of architecture. The curriculum follows a sequence of increasingly advanced involvement in the elements of the field of architecture: design; technologies; history, theory, and criticism;

social and environmental issues; professional practice; and design communication. Each level is composed of a set of interactive courses, each of which draws on the other in the student's learning experiences.

In an effort to take full advantage of our unique interdisciplinary collegiate setting, we played a leadership role in developing a common first year core curriculum for all of the programs in the college. This common curriculum introduces interdisciplinary dialogue among both faculty and students right from the beginning of their educational experience and helps establish relationships that continue to reinforce the valuable interdisciplinary lessons. An added benefit of this process was the addition of a first year drawing course to our curriculum which had been eliminated over the years due to budget constraints and the addition of faculty positions to teach the expanded number of core studios to all collegiate disciplines. The common first year curriculum now allows students to apply to any or all of the enrollment managed programs in the college through a coordinated process, an invaluable benefit to students who gain unique exposure to all collegiate disciplines before committing to a program.

In the spring of 2006 our department and college had the honor to host the 22nd Annual International Conference on the Beginning Design Student. The conference improved our awareness of issues applicable to our new Core curriculum and strengthened our position as leaders in the effort to maximize opportunities for interdisciplinarity and collaboration in design education. As a bookend experience to that interdisciplinary philosophy, we have also led the expansion of collegiate Option Studio opportunities offered to the upper level students from all disciplines. This practice was begun by generating joint studios between Architecture and Landscape Architecture faculty and students and now includes approximately 10 varied offerings each spring semester with faculty and student participants from every discipline in the college.

A minor modification in our technology sequence has balanced the workload for our students and appropriately moved exposure to environmental issues ahead in the curriculum. Arch 357 Environmental Forces in Architecture was moved forward one semester into the spring of the second year. This created an opening to move Arch 458 Environmental Control Systems into the fall semester of the third year instead of being doubled up with Arch 448 Materials and Assemblies II during spring semester of that year. This results in an effective three semester sequence for these courses and allows for an earlier and more balanced opportunity to integrate these courses into the parallel studio pedagogy.

Issues

- The required math and physics courses in the first year are not as effective as we think they ought to be in supporting architectural development and, because they are a unique requirement to our program, they compromise the collegiate Core concept of any first year student being eligible to enter any of the collegiate disciplines.
- Although 50% of the first year students have a pre-Architecture designation, our faculty is devoting time to teaching many more non-architecture majors than in the past.
- The technology sequence still does not effectively integrate into the studio pedagogy as well as we would expect it to.
- The first year drawing course has evolved from an art-based still-life rendering methodology and does not provide sufficient sketch based skills and exercises.
- The Option Studios provide interdisciplinary opportunities among our students, but there are still only a few sections that offer interdisciplinary faculty teams delivering the coursework.

Proposals

- Develop a new 4 credit course that takes the place of the marginal Math and Physics courses required in the first year and offer the course in an opening in the technology sequence during the first semester of the professional program. This would improve the course content and support the concept of a universal core curriculum.
- Use the development of this new course and the success of the integrated technology sequence in the graduate program to evolve the technology course sequence into coursework that is more embedded within the studio pedagogy.
- Host a seminar with national expertise to discuss the options and potential for the new technology sequence.
- Continue to promote the importance of interdisciplinary and collaborative values through encouragement, opportunity and incentive.
- Continue to play a leadership role in the ongoing evolution of the Core curriculum and Option Studio opportunities. Expand the positive influence and rigor of our program across the college while gaining insight from the rich and varied perspectives of our collegiate colleagues.

1.5.3. Computers

Vision Information technology has tremendously impacted the architectural design profession in various aspects ranging from design to construction, and from education to practice. Along with the changes in design culture toward digitally represented architecture, digital skills are a new aspect of design formulation that has become a necessary supplement to the traditional skills of

sketching and making. Thus, digital representation and design methods are respected as a significant component in the curriculum structure, and includes topics such as 2D drawing, 3D modeling, lighting, image processing, video processing, realistic rendering, animation, fabrication, geographic information systems, scripting, Internet communication, and virtual reality. It is expected that a good understanding of digitally represented architecture could develop new visions on using information technology as generative and simulation tools beyond the standard conventions for design assistance and presentation.

To implement basic digital aspirations into the curricular structure, the department and college assumed the need for adequate software, hardware, and course facilities. However, since 2000 several new initiatives on upgrading software and hardware have been accomplished and new proposals for interdisciplinary cooperation are in progress to integrate the digital representations and equipment component with other research institutions and professional practice.

Issues

- Through the college computer lease program, every student owns a personal laptop to be used in their design studios beginning in the second year. Complicated and advanced computation work can be done on desktop computers located in labs. The college provides a rich set of software, digital cameras, video cameras, plotters, color printers, and projectors for course use.
- The change of course fees to the university computer fees yielded funding opportunities. Since 2003, four Computer Advisory Committee (CAC) Grant proposals were awarded for purchasing advanced and costly hardware facilities, including 20 sets of high resolution digital video cameras, a laser cutter, a 3D printer, and a CNC router. These facilities provided a robust foundation for the video animation and fabrication courses.
- To enhance software access, the department received a number of free license grants to use systems of Revit (free download), Inventor (free download), VIZ (free download), ArchVision (20 licenses), and ArchiCAD (20 licenses) installed in Labs for faculty and student use.
- A Digital Media Minor Program was initiated by the architecture department computer committee in fall 2003. They solicited representation from all college disciplines to expand options and opportunities for development. The minor was approved by the Faculty Senate and Provost's Office in February 2006. This minor covers the knowledge and techniques for applying digital representations to generate design and art. This body of knowledge specializes in the fields of art, design, and planning, and includes studies of various media for 2D drawing, 3D modeling, rendering, animation, video processing, prototyping, photography, computer gaming, Web design, geographic

information systems, human-computer interaction, stereoscopic image creation, and virtual environments. Because of the diversity of its offerings, this minor is a multidisciplinary program across the departments within the College of Design. The architecture department has carefully guided the development of this coursework benefits in many ways: (1) the CAD/digital courses that were originally offered by and for each department are now visible and selectable across departments; (2) it provides a venue to systematically organize these resources to help support our department, (3) it provides students with clear guidance to learn critical information technology methods, and (4) it benefits students' transcripts and portfolios. Currently, 8 courses out of 24 are offered by the architecture department. This minor program has enriched the intellectual resources for the department and has opened opportunities for future growth and enrichment.

- The Virtual Reality Applications Center has provided C4 and C6 immersive virtual reality facilities for architectural course teaching and faculty research. The joint efforts between Human Computer Interaction (HCI) Graduate Program and architecture generated significant results; several research grants from the NSF and AIA were awarded. Undergraduate and graduate students have been participating in the research since 2001. Several demos in C4 and C6 had provided practitioners from Des Moines and AIA in Washington DC, with unique opportunities to experience design in virtual worlds. Connections between teaching, research, and extension have been built up.
- Joint research has been developing since spring 2006 with the Universal Design Lab and Computer Science Department regarding smart home design. The purposes are to find methods on helping senior and disabled citizens living in an information technology assisted environment.

Proposals

- Develop a CAC proposal for installing a 3D scanner. Laser scanners would provide students with the ability to digitize built organic objects, sculptures, artistic artifacts, or buildings. Students in the design disciplines could further explore design-related issues using the scanned digital model. This technology is widely used in commercial applications and is well-accepted in academia as a training tool. The input and output facilities in the College of Design have various equipment installed allowing students to go from digital to physical. Laser scanners will give students the ability to go from the physical to the digital realm and explore more design opportunities. Thus, this proposal intends to train students not only in the use but also in the practical benefits of the new laser scan technology.
- Strengthen courses in fabrication and rapid prototyping. The long term goal is to further extend the area, in order to address in more detail the direction of product design and to evolve the Digital Media Minor into a

Digital Media Major at the College of Design. It is believed that this new niche would attract more students from neighboring states and attract attention and cooperation from fields of industrial design and engineering.

- Provide scripting and programming skills to promote creativity through computer graphics and to implement the concept of cognitive science in design.
- Work with the AIA Iowa Chapter providing public seminars in Des Moines on introducing new concept of Building Information Modeling.
- Establish international cooperation in applying techniques of human computer interaction (HCI) to smart house design.

1.5.4. Research and Outreach

Vision The research and outreach work in the department is diverse, rich and individually driven. The opportunity we face as architectural thinkers is to shape the discipline of architecture through our scholarship, teaching and practice. The challenge is to connect this work to the communities we serve and in which we are engaged. Our department and its faculty should be a leader and a resource at the university, in the community and among our peer colleagues and institutions based upon the excellence, value and vitality of our work.

The content of our scholarly work is aligned with the Department of Architecture's *cultural discipline* mission, however, mining the overlaps of our individual scholarly endeavors and outreach efforts will provide a basis for focusing, supporting and developing the Department's mission and identity. Aggressively pursuing the opportunities for funded scholarship endeavors, thus increasing the resources and value of our faculty and department, is at the core of our research and outreach mission.

Over the last few years the department has been experiencing unprecedented success in this area. We received the college's first NSF grant in thirty years (the only other one was ours as well), and we have received multiple grants from national AIA programs including a Practice Academy Grant which was distributed this summer to only three academic programs. Other significant efforts like the Solar Decathlon are being pursued by a broadening range of faculty participants. Our representative to the new Center for Excellence in Arts and Humanities expanded on a departmental presentation program developed by one of our faculty members. Throughout the year collegiate faculty now give noon-time presentations on their research agenda throughout the year. The department has supported this effort for three years by providing a modest lunch for the audience, even after it became a collegiate activity. Starting this year, all departments will share in that support.

Issues

- Create a culture of shared information/knowledge
- Structure a supportive environment for scholarship development
- Increase opportunities and provide a support structure for funded scholarship endeavors
- Extend scholarship to outreach initiatives
- Extend scholarship and outreach initiatives to pedagogy and students

Proposals

- Exhibit student and faculty work publicly on campus or in the community
- Set goal of at least one proposal for funded research submitted by each faculty member per year
- Distribute information to all faculty regarding ongoing/current research: eventually on a semester by semester basis
- Develop a departmental strategy for practice/experience opportunities for students
- Reinstate extension faculty position in the department
- Support graduate programs, including a college-wide Ph.D.
- Regularly publish faculty work in the college publications, a departmental publication, and departmental web site
- Develop research associations using common thematic grounds as a basis for resource development
- Develop a departmental policy regarding outreach and community-based projects
- Maintain an associate chair for research and outreach

1.5.5. Space and Facilities

Vision Architecture design studios, the core of the professional degree programs, house the unique educational opportunity of synthetic learning. This learning is supported by all kinds of media, (clean drawing, messy construction, meticulous computer work), and all kinds of instruction, (public presentation and critique, tutorial, seminar/discussion), happening in the studios or in close proximity to the studios. The studio environment supports student use of multiple media, including information technology, when designing. The studio environment supports independent learning, peer learning, tutored learning, and collaborative learning. The studio environment supports the integration of what students are learning in other classes into design.

Each year our Design Build studio has been making incremental improvements to our collegiate facilities, including the upgrade of review spaces and the reconfiguration of advising offices to a common location at the

second floor lobby. However, two major efforts to improve facilities are currently in process. The departmental offices are being remodeled for the first time since the building was constructed in 1978. Walls have been removed to create an open environment with shared daylight and effective zoning that serves the staff while providing access and support to faculty and students. New furnishings will improve efficiency and ergonomic conditions.

A long awaited addition to the College of Design building has been funded and is in process (some fundraising still remains). The addition will recreate the open and interactive nature of the old Armory while overcoming the existing challenges of proximity, security, acoustics, and lighting. Our department will be impacted the most by this addition since we are the primary occupants of the Armory which houses half of our studio spaces.

Issues

- Inadequate facilities and furnishings: quality and quantity
- Reallocation of collegiate space
- Infusion of collegiate computer technology and output implication
- Improvements to existing common spaces including the site
- A lecture room to house 80 students (one class level)
- Problems of co-tenancy between College of Design, Campus Security, and ROTC in the Armory
- Evolving pedagogy that demands construction and computers, in addition to drawing, modeling, talking, and thinking, to happen in the studios or nearby the studios
- Encroachment on space caused by increased enrollment and converted uses
- Effect of student laptop computers

Objectives Throughout all the professional program studio spaces, we need our students to be able to:

- Talk across studios horizontally
- See the work and workings of their peers and elders
- Use a variety of materials--paper, wood, metal, plastics, and glass
- Have enough room to work on a drawing and a model at the same time, and a place to store them while working on something else
- Have immediate access to computers and output devices
- Hold an in-class, (or very close to class), seminar discussion around a table, (large horizontal surface), full of reference materials and/or studio products
- Hold an in-class, (or very close to class), presentation with pin-up space for drawings, room-darkening capacity for slides, and connections for computers

- Hold an in-class, (or very close to class), lecture that could also include an entire level (80 students) when necessary.
- Have the option of building small models, big models, and the occasional full-scale construction
- Use power tools in an appropriate setting
- Keep work produced during earlier phases of a project close at hand for reference

Proposals

- As part of the programming for the addition, study space use and allocation within the existing COD building, and design a proposal for space reallocation and improvement based on pedagogic objectives - the college Facilities and Services Council could provide the venue
- Stay fully engaged in the programming and design process associated with the new addition.

1.5.6. Financial Resources

Ultimately, most issues are significantly impacted by this ubiquitous presence. Since the last accreditation visit, there have been a series of cuts and reversions to the budget that have required creative and proactive efforts to generally maintain the expected standards while looking to selectively improve critical conditions through effective leveraging of the limited resources. One of the most controlling issues in the budgeting process is the temporary teaching funds that are required to maintain the teaching standards of the department. Since the last visit, those temporary special funds have been transferred from the university to the college and a portion of them have been hardened to the departments, but our department remains one of the two collegiate departments that must still receive these significant additional resources to operate (approximately \$100,000 annually). The timing, amount, and distribution of these resources is impacted and exacerbated by an annual state funding system that is usually not finalized until the close of the fiscal year. As a result, the late notification of net annual resources to the department adds an overwhelming burden to the hiring process, compromising our ability to make timely commitments in a professional manner.

The minimal raises that have occurred over this same period could begin to have an impact on faculty retention if improvements are not made. Considering all the financial challenges faced by the College, it has been the proactive effort, strategic thinking, and cooperative attitude of both the administrative leadership and the collegiate collective that have turned some of the budgetary lemons into the lemonade of new collegiate priorities like the development of the Core Program and internally funded support for faculty leaves.

Issues

- A new university budget model that is based on a business production philosophy which emphasizes funded research and increased enrollment.
- Impact of temporary teaching funds
- Development of new resources

Proposals

- Consider enlarging the undergraduate program to meet the university strategic plan objective to increase enrollment to take advantage of the new budget model, and to provide educational opportunities for an additional number of qualified candidates to our program (annually, we admit 10 to 15 students who are applying to the program for a second time; that additional section of students could have just as easily been admitted on their first try if there had been room)
- Continue exploring a proposal to expand our program through a formal association with one or more of several Chinese universities who have solicited our interest.
- Evaluate the implications of a change in program length and nomenclature (other programs in the region have gone to continuous 5.5 year Master of Architecture programs, and the new university budget model under consideration would favor graduate students)
- Work aggressively toward the hardening of temporary teaching funds
- Support multi-year funding from the state
- Encourage the development of research opportunities as a supplement to resources
- Develop a Minor in Architecture that would expand the outreach and influence of our program while potentially increasing resources.

Note: These proposals have significant pedagogical influences that would require a thorough and holistic analysis to determine their propriety. This needs to be done with the understanding that we are part of an educational context that appears posed to undertake significant change both internally and externally, whether or not we think it is appropriate.

2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1. SUMMARY OF RESPONSES TO TEAM FINDINGS

2.1.1 Included here is a summary of our progress related to the several program deficiencies identified in the last NAAB accreditation visit.

The 2001 Accreditation Report identified significant shortcomings in our Graduate Program, ranging from the inadequate provision of program information to seven major NAAB criteria that were unmet.

This report served as a catalyst for department-wide discussions on the role—and the very existence—of our M.Arch. program. The Graduate Program had lost several key faculty who had played a significant role in developing its structure and identity during the 1990s, and the resulting lack of direction showed clearly in the NAAB team's report. While we spent much of 2002 answering the concerns of the visiting team directly, in piecemeal fashion, we also began a much broader project of re-starting and reinvigorating our Graduate Program.

In 2002, under the leadership of Professor Clare Cardinal-Pett, a group of seven faculty began considering a stand-alone program, one that did not 'piggy-back' on undergraduate coursework, but rather one that addressed the diverse backgrounds of our typical M.Arch. students. The result was a 'gently radical' proposal to focus on the integration of design with socio-cultural and environmental factors, to do this explicitly, and to rely on the healthy spirit of collaboration and exchange that the seven faculty in particular felt existed between them. We began with a blank slate; we sought to address not only the tactical deficiencies identified in the NAAB report, but also the strategic shortcomings we felt existed in traditional M.Arch. programs in general. Our revised first year features only three courses, each equally weighted, that allow the time and intellectual room to introduce students to the complex interactions of physical, social, and cultural space. We developed a completely new first year studio curriculum, a pair of rich, intellectually challenging seminars, and an innovative technology sequence that stresses sustainable principles and integration of systems, methods, and materials. These three elements continue through our second year, albeit with great emphasis on studio as the crucible in which the learning of the seminar and SCI-TECH sequences can be synthesized in urban and landscape projects.

The result has been a new energetic and effective Graduate Program, one that addresses the deficiencies of the 2001 report, but also one that took the larger issues within that report seriously and that used what was seen as a setback to the Department as a springboard. We now view the Graduate Program as not only an asset, but as a flagship for much of our work as a department. Studios have received statewide recognition for their work in urban and rural areas, the SCI-

TECH sequence has formed the basis for an internationally published textbook, the summer Service Learning project has gained substantial visibility while contributing to community events and installations, and our Comprehensive Design studios have been recognized in peer-reviewed paper at national conferences. Meanwhile, our 2006 graduates are employed throughout the U.S., in firms ranging from Atlanta to Portland, OR. This is a vast change from our graduates' placement in the years surrounding the last site visit, and indicates, we think, just how important the response to the 2001 report has been.

2.1.2. Included here is an itemized listing of our progress related to the several program deficiencies identified in the last NAAB accreditation visit.

3. *Publication Information – Not Met.*

We have updated the catalogue to reflect the latest language regarding degrees and accreditation.

12.5 *Fundamental Design Skills – Not Met (Graduate Program)*

Our first three studios (Arch 505, 506, and 507) are all designed to specifically address fundamental design principles and skill issues. As reported in 2005, we place our emphasis on the formal imperatives of tectonic systems more so than on visual ordering principles *per se*. From our 2005 report:

“We define ‘fundamental design skills’ as the ability to coherently integrate the multiple dimensions of architecture (space and structure, ergonomics and construction, energy consumption and materiality), to produce meaningful wholes. Historical precedent and contemporary projects are examined through this more comprehensive lens in Sci-Tech and Cultural Inquiry (Seminar) with the intent of establishing a basic design vocabulary and critical ability. Each project in the first three design studios are evaluated as if a comprehensive understanding of architecture is truly valued—we expect the building performance to be inextricable factor of its visual composition. The results from our first comprehensive design studio in this new curriculum should stand as evidence of the first year to establish the fundamental skills necessary for professional education in architecture.”

12.9 *Use of Precedents – Not Met (Graduate Program)*

Under the new curriculum, case studies and precedents are used widely throughout the Graduate Program. Precedent studies are typically used in both first year studios, in Arch 601, and in Arch 603, the Comprehensive Design Studio; these may take the form of class lectures or specific student projects. Arch 507, Studio/Media III, is specifically devoted to the

examination of important works of Iowa architecture, and students use these buildings (or records of these buildings) as armatures for detailed investigations of materiality and detail. Arch 644, SCI-TECH IV, requires a semester-long research and presentation project on the integration of building systems using important works of 20th century architecture as objects of investigation. Finally, many of the Arch 602 Studio Options require precedent studies.

12.14 Accessibility – Not Met

The SCI-TECH sequence provides dedicated units on Universal Design, Stair Design, and Anthropometrics, all of which cover key Accessibility issues. In addition, requirements for accessibility are suffused throughout studio projects, in particular the Comprehensive Design studio. We have a well-subscribed architecture elective that deals with accessibility, Arch 471, Design for all People. The course instructor has published a handbook on the application of universal design issues. He is used as an advocate and adviser to all studio courses. The aspiration of conceptual accessibility was also introduced into the Integrated Design Studio.

12.15 Site Conditions – Not Met (Graduate Program)

We now include dedicated studios involving urban and rural sites. The former occur, typically, in Sioux City (once the 11th largest city in the U.S., now struggling to hold onto a vanishing population) during Arch 601 and Montreal during Arch 603. The latter occur in first year studios, and in the summer studio (Arch 507) when existing examples of Iowa construction are used as scaffolds for tectonic, site, and cultural investigation. Option studios include the possibility of Rome as a site, as well as various locations through the Midwest and, in some cases, globally.

12.22 Building Systems Integration – Not Met (Graduate Program)

The new SCI-TECH sequence focuses on integration. Mechanical systems are covered primarily in the last half of Arch 643 (SCI-TECH III), however this is only part of the sequence's emphasis on holistically considered environmental control—other aspects of passive ventilation, solar control, human comfort, environmental skins, and building integration are covered in Arch 541 and 644. Arch 644 contains a 'summative project' requiring students to document, in detail, the systems and coordination of systems, structure, circulation, and enclosure, for a major work of 20th century architecture.

12.28 *Technical Documentation – Not Met (Graduate Program)*

Arch 507, our summer studio taken between first and second year, requires students to reconstruct and investigate important works of building in Iowa through historic construction documents. This serves as an armature for a larger discussion about the legal, social, and constructive role of documentation in practice. Other elements (CD's per se, and specifications) are covered in their practice context by Arch 582, Professional Practice.

12.29 *Comprehensive Design – Not Met (Graduate Program)*

This requirement is explicitly addressed by Arch 603, Comprehensive Design, which has adapted our nationally recognized undergraduate studio for a Mediatheque in Montreal, Quebec, to the graduate program. This project features a highly complex, technical program with structural, environmental, and circulatory challenges. The site is on a culturally sensitive block in downtown Montreal, where a residential district has 'held out' against development of the CBD toward the historic Old Montreal district. Students must, therefore, not only address the considerable technical integration required by the program; they must do this in the context of a fragile cultural and social site.

12.30 *Program preparation – Not Met*

Program analysis is emphasized in the Comprehensive Design project and its parallel elective course, the Integrated Design Workshop (Arch 528N). Traditional methods of analysis (bubble diagrams, spreadsheets, etc.) are emphasized alongside more qualitative methods of analysis and production in these courses. Program preparation is dealt with as part of Arch 541 (SCI-TECH I), where space standards are discussed under Human Factors. Students in the Graduate Program may also elect to do an independent study studio in which they are responsible for program production. Last spring semester an Option Studio was used to generate the program for the new addition currently being designed for the college.

2.2. SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

We have had a long standing studio culture of respect that also fosters the studio and its related processes as a nurturing learning environment. We have been in the process of formalizing our policy in written form to institutionalize and record it for ongoing implementation and evaluation. This method of formal documentation will make the policy more easily accessible and reinforceable to all

participants. We have refined and intensified our curricula in both programs to satisfy the modifications to minimum credit requirements, criteria content and an enhanced level of learning outcomes. Other new modifications to the conditions are largely procedural issues that are addressed in the body of this report.

3. THE THIRTEEN CONDITIONS FOR ACCREDITATION

3.1. PROGRAM RESPONSE TO THE NAAB PERSPECTIVES

3.1.1. Architectural Education and the Academic Context

The continuing construction of an active, engendering context for the education of the architect is a primary responsibility of the department. Iowa State enjoys the virtues and opportunities as well as the limitations of a land-grant university located in a small Midwestern city. It is dedicated to the concept of education integrated with practice and, as an institution, is built upon the paradigm of professional education. At the same time the university is a distinctive, perhaps unique, example of its type in its commitment to the highest level of liberal undergraduate study. Its programs in the Liberal Arts and Sciences are exceptional and students are well grounded in general studies as they begin the professional program in architecture.

Nonetheless, the limited ambient exposure of students to the magnitude and diversity of architectural production is an accepted challenge and compensatory activities are a regular part of both programs. Visiting lecturers, urban field trips and foreign study are especially important in this environment and the department has been in the forefront on this campus in developing and executing such activities. Our small-city location and nearby Des Moines allow local urban site-based projects as well as the opportunity to foster an appreciation of the rural landscape of agricultural communities in the state.

Ultimately, the energy, commitment, and competence of the faculty constitute the academic environment at Iowa State University. The architecture faculty members are diverse in interests and backgrounds. In recent years they have collaborated in their teaching and in the pursuit of research grants and in their creative activity. They take advantage of cultural arts venues in the region and participate in professional development as educators in such programs as offered by the Center for Teaching Excellence, the Center for Excellence in Arts and Humanities (CEAH), Subvention Grants, Miller Faculty Fellowships, and the Design Exchange learning community.

3.1.2. Architectural Education and the Students

Explicit in the department's mission is the assertion that architecture is a cultural discipline and that the extension of this concept is a broad-based field of practice that is grounded in the necessities of cultural understanding. Thus, students are continually challenged by the complexity of the architectural experience and by the contingencies of architectural production. There is no single, governing

methodology; rather students are encouraged to understand and exploit design as an instrument of inquiry as well as invention. The studio has a unique place in this pedagogy; at all levels it should be an instrument for integration and synthesis.

Over the past six years architecture students have been encouraged to have an active involvement in the life of the department. About half of the first year students participate in the Design Exchange, a learning community in the residence halls. Many first year students also participate in the mentor program organized by the AIAS chapter. The departmental students produce a journal, *Core*, that is published at least once a year and annual Career Days have been held with the support of the college Career Services Office. Students have representation on a variety of departmental committees and councils. The Graduate Architecture Students (GAS) has organized enrichment activities. Each of these many activities has utilized budgetary support from the department and is supported by departmental and college advisors in academics, career services, and minority student affairs.

3.1.3. Architectural Education and Registration

In their fullness, the architecture curricula are responsive to the range of programmatic requirements implicit in a professional degree and explicitly stated in the NAAB performance criteria. New practice-related opportunities have been offered, such as the Comprehensive studio in both the graduate and undergraduate programs and other option studio collaborations as precursors to practice. The traditional professional practice courses have been transformed and offered earlier in the program. Our department has just been awarded one of only three competitive national grants from the AIA Practice Academy. We were rewarded for our proposal to enhance the methods of integration and evolution between the academy and the profession. It is our intention to position the graduating student so that, together with the experience of internship, she or he is prepared to assume the responsibilities of licensure. As evidence of this commitment, ISU graduates have historically outperformed the national average in successfully passing the Architectural Registration Examination.

The commitment of the department extends beyond the accredited programs. The department participates with the AIA/Iowa Chapter in the internship development program, and faculty members have been on the state registration board. The architecture department and individual faculty collaborate with the AIA Iowa Chapter to offer seminars and workshops in subject areas directly related to the practice of architecture.

3.1.4. Architectural Education and the Profession

The department has sought innovative ways of interpreting elements of the paradigm of practice into the academic paradigm. The traditional professional practice courses have been developed into more theoretical and critical discussions about the nature of practice, and the preparation of case studies for the practice Institute consideration.

The department's close relationship with the AIA Iowa Chapter is of special benefit. The chairperson serves on the chapter board and is an ex-officio trustee of the Iowa Architectural Foundation. Other faculty have served on these boards as well as serve as members of the editorial board of *Iowa Architect* magazine, and on the Iowa Board of Architectural Examiners. As a reciprocal effort, the department collaborates with the chapter in developing continuing professional development programs and providing practice-related seminars to the profession, faculty, and students. The department regularly assists with the planning of the chapter's Spring Meeting and sponsors both the Annual Convention and the Spring Meeting so that faculty and students can attend at no cost. One of our faculty members recently served as president of AIA Iowa and another is currently serving as president of the National AIA, both prestigious positions that speak to the extraordinary relationship between our academy and the profession.

Since 1994, the Architecture Advisory Council (AAC) has engaged a highly committed group of twenty alumni from around the country to the department on a regular basis. Members of the group serve staggered 3 year terms, and the participants represent various stages of the varied career opportunities available to our graduates. The AAC meets with the department three times each year. They have advised on internship development as well as on planning, departmental mission, and self-assessment activity related to accreditation review. They regularly serve on student juries and offer valuable counsel to our students and faculty.

3.1.5. Architectural Education and Society

As a pedagogical framework, the department attempts to position the student between a uniquely diverse faculty and a critically defined pluralistic society. Whenever possible, courses are conceived as acts of engagement through which students experience architecture as an active, effective practice.

The limitations of location and of the backgrounds of many students are exceeded through numerous field trips, guest lectures, and foreign study programs for both the undergraduate and graduate students. These activities have coincided with a vigorous university initiative that addresses the diversity and international qualities of the institution. Faculty have utilized university grants to investigate new opportunities and the department has directly benefited from the addition of

diversity faculty positions. The department's Rome program has served as a model for other departments in the college and the university. It has grown significantly and become a year around program with participation by all the programs in the college.

The department embraces the university's commitment to public service and outreach and, whenever possible, applied research and community assistance are integrated into coursework. Faculty have conducted research on campus accessibility and on soybean applications in the construction industry, as well as initiating Option Studios to deal with special issues like the Katrina disaster. Other initiatives in the department relate to building performance assessment, housing and social needs of the elderly, accessibility, and student learning in design education. Students become active participants in many of these initiatives.

3.2. PROGRAM SELF-ASSESSMENT PROCEDURES

3.2.1. Self-assessment Processes

Assessment processes occur at the University, College, and Program levels. At the **University** level, the department participates in an assessment of student outcomes mandated by the State Board of Regents. The department's Outcomes Assessment Plan was first formalized in the Spring of 1993 and updated in the Fall of 1994, when the first formal results of the plan were reported to the central administration. While many elements of the plan have been methods of monitoring student achievement for many years (the "performance criteria" of the NAAB Conditions and Procedures; internship attainment statistics; licensing statistics, etc.), the formal plan brings these elements together for cross-referencing with those of the department's mission. The formalization of student outcomes assessment has significant implications for the evaluation of program effectiveness in that the plan examines both the student and the graduate who is subject to registration requirements and, in Iowa, to the requirement of continuing education. Assessment processes are available online.

The State Board of Regents' mandate for strategic planning also stimulates periodic program review for all university colleges. This process is inclusive of the requirements for accreditation and was conducted by the College of Design during 2005.

In addition to NAAB assessment, the department is also a factor in the periodic university-wide accreditation process conducted by the North Central Association of Colleges and Schools. Like the strategic planning process, this process requires

self-study and positions the department's performance within that of the larger university. Iowa State University was last evaluated by the NCA in the spring of 2006.

Accountability is maintained through the department's links with both college and university administrations (to the College Cabinet, the Graduate College, and the Office of the Provost) and to college and university councils and committees that participate in the governance of the institution. The college and university have recently revised their strategic plans and both are available online. The department's ongoing self assessment processes assures that our evolving programs and planning remains consistent with the collegiate and university objectives.

Since 2000 we have continuously been engaged in refining the degree programs of the department while working on interdisciplinary opportunities and cooperation within the college. The Strategic Plan for 2000-2005 has remained central to thinking about the evolution of our programs. Since the last NAAB visit, we have incrementally engaged a number of key issues, some of them overlapping with collegiate objectives: a) interdisciplinary studies during the first and fifth years of the undergraduate program; b) vertical studios in the final years of the undergraduate and graduate program; c) a vigorous and rich restructuring of the accredited graduate program.

The department engages in a number self assessment and development processes on a regular basis:

- 1) The department meets for a half day retreat at the beginning of each semester. In addition to news updates, issues of importance for the upcoming semester are discussed. Subsequent to these meetings various departmental committees and task forces work on the outlined topics.
- 2) The faculty self select into curricular thematic areas. Professional Practice, Studio, Studies in Architecture and Culture, Technology and Media. As subsets of curricular interest areas, they make proposals to the departmental Curriculum Committee. They also may make proposals regarding the undergraduate and graduate programs. Conversely, the program committees may make suggestions. The curricular thematic areas and the program committees take the forefront on different issues at different times.
- 3) At times we create special topic task forces: the China exchange program, the first year Core studies, and the Graduate Studies-IDRO. These groups provide the research and analyses to help inform the faculty and make recommendations on appropriate action plans.

- 4) The Rome Program is overseen at the collegiate level with representatives from each department. Internally to the department, we continuously evaluate the work of our Rome semester through the generation of a collegiate exhibit to celebrate and evaluate the student work.

- 5) The department's Architecture Advisory Council meets three times a year on-site at the university. During the September meetings presentations by selected faculty update the council on initiatives for the year. In turn, the council offers critical feedback. In December the AAC returns to campus. In addition to continuing its business discussions with the chair and selected faculty regarding the initiatives outlined in September, the AAC members participate in upper division undergraduate and graduate final reviews. The spring meeting takes place in late March. At that time the AAC meets with undergraduate students in the second and third year for desk crits or mid-semester progress reviews. Taken collectively, these visits provide the AAC with an overview of student progress through the curricula and their mastery of learning outcomes. This positions the AAC to better provide direct feedback to the department on its mission.

AAC Members

Ben Allers, BNIM Architects, Kansas City, MO
 Kevin Eipperle, AIA Iowa Chapter President, Durrant, Dubuque, IA
 Charles Herbert, Herbert Lewis Kruse Blunck Architecture, Des Moines, IA
 Philip Hodgins, RDG Planning & Design, Des Moines, IA
 Daniel Huberty, Zimmer Gunsul Frasca Partnership, Seattle, WA
 Michelle Kaufmann, mkarchitecture, Sausalito, CA
 Kevin Kelly, PageSoutherlandPage Architects, Houston, TX
 Steven Knierim, OPN Architects, Inc., Cedar Rapids, IA
 Carissima Koenig, Einhorn Yaffee Prescott, New York, NY
 Eric Piper, Piper-Wind Architects, Inc, Kansas City, MO
 Steven Risting, CSO Schenkel Shultz, Indianapolis, IN
 Michael Ruden, Durrant, Dubuque, IA
 John Shaw, Opus Northwest LLC, Denver, CO
 Rebecca Spears, RB+B Architects, Ft. Collins, CO
 Dennis Stacy, Stacy Architectural Studio, PLLC, Dallas, TX
 Joan Suchomel, Skidmore Owings Merrill, Chicago, IL
 Jerry Switzer, MorrisSwitzer~Environments for Health, Williston, VT
 Jonathan Muecke, ISU Student Liaison
 Alissa MacInnes, ISU Student Liaison

Guest Members

Jay Baker, Jay Baker Architects, Houston, TX
 Frances Bronet, Dean, School of Architecture, University of Oregon,
 Eugene, OR
 Tom Buresh, Chair, Taubman College of Architecture & Urban Planning,
 University of Michigan, Ann Arbor, MI

Sidney Robinson, School of Architecture, University of Illinois-Chicago
John Thompson, Zimmer Gunsul Frasca Partnership, Portland, OR
Jason Vigneri-Beane, School of Architecture, Pratt Institute, Brooklyn, NY

3.2.2. Faculty, Students, and Graduates Assessments

Faculty assessment of the programs occurs through the ongoing self assessment processes outlined in the previous section. These include ongoing committee work, special taskforces and semiannual retreats. Graduate's assessment occurs primarily through the direct feedback we receive from the AAC and their regular visits to campus. Indirect assessment occurs through the positive ranking of our program by the profession through *DesignIntelligence* magazine, the success of our annual job fair, and the 90% participation of our graduates in our annual career services report survey. This level of participation is an indication of the positive regarding they hold for the program.

Student participation in self-assessment processes is encouraged at all levels. At the department level, students evaluate instruction in all courses at the end of each semester. The college administers this evaluation process. Additionally, student representatives serve on the AAC, participate in critical planning processes, and a student representative, the AIAS President, attends and reports at regular faculty meetings.

3.2.3. Institutional Requirements for Self Assessment

The university mandates program reviews at least once every seven years. Our college has elected to do targeted topical reviews of all of its programs as part of a simultaneous review process most recently in 2005. Each department individually contributes to the data and aspirations of the program review document.

3.3. PUBLIC INFORMATION

3.3.1. University Catalog Text The description of the architecture programs in the Iowa State University Catalog includes the following statement:

"The department offers undergraduate and graduate degree programs.
A 135-credit undergraduate professional program, preceded by a 29.5-credit preprofessional program, leading to the bachelor of architecture degree.

A three-part 100-credit program leading to the master of architecture. Applicants holding B.S. or B.A. degrees in architecture or environmental design are given

advanced standing in this program. For applicants holding professional degrees in architecture (B.Arch. or M.Arch.) a 30-credit post-professional course of study is available.

A 30-credit graduate program leading to the degree master of science in architectural studies, a research oriented degree.

For more complete graduate program descriptions see Graduate Study under Architecture in the Courses and Programs section.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.”

(Iowa State University Bulletin, General Catalog, 2005-2007, pg. 71)

3.3.2. Distribution of the 2004 Guide to Student Performance Criteria

The 2004 Guide to Student Performance Criteria is quoted in its entirety in the departmental Undergraduate Student Guide that each student receives on enrollment in the professional program.

3.4. SOCIAL EQUITY

Diversity and equality are being achieved through university-wide as well as departmental initiatives. The Master of Architecture program has attracted considerable numbers of career changers as well as individuals satisfying long held, but previously thwarted, aspiration to study architecture. This is particularly true of women who currently number forty-four percent of our graduate students.

Although the numbers of minority students remain small, ISU enrollment numbers are two to three times the ratio found in the state's population. Recruiting, financial and academic support is readily available from the university office of Minority Student Affairs. Advisory support is available within the College from the Minority Student Liaison. The attraction of foreign students, primarily to graduate studies programs, enriches advanced level studios.

University policies regarding sexual harassment have been rewritten to emphasize levels of reporting and intervention. The department is addressing these issues as they concern studio environments.

The achievement of equality and diversity begins locally. The maintenance of an academic environment that is committed to the equality of opportunity and to the affirmation of difference and to the absence of oppression based on gender, race, or sexual orientation is a fundamental commitment in the Department of Architecture. The traditional exclusion of women and minority students from architectural education was manifest in an institutional environment which was itself an instrument of exclusion. That environment has gradually changed in ways both subtle and clearly obvious; yet, the continuing attention of both faculty and students to problems of discrimination, harassment, and oppressive behavior is a necessary function of the department.

To bring a diversity of students into this environment at the undergraduate level requires an active recruiting process and continuous attention to the presence of women and minority students in the pre-architecture program. As a result of this commitment, we have maintained the 33% of female students who enroll in the first year pre-architecture program but have increased the percentage of those who actually apply and are admitted to the professional program, 40% for fall 2006. This compares favorably to the 33% of females who are currently enrolled in the professional program. The number of minority students who enroll in the first year pre-architecture program has increased to over 10% compared to the 6% who are currently enrolled in the professional program. Of the 50 students enrolled in the graduate program, 44% are women and 18% are minorities. These ratios compare favorably with enrollment in our undergraduate program as well as with national average enrollments for architecture programs.

Curricular diversity is a commitment at all levels of the university, and, within the department, the plurality of courses as well as their specific content increasingly emphasizes the importance of gender-based and multi-cultural issues in architecture. History courses in non-western topics such as Chinese and American Indian architecture are long-standing; the development of new courses in architectural theory is introducing the range of methodologies appropriate for inquiry in architecture; and the studio, particularly in the graduate program, is envisioned as both a practice based instrument as well as one which actually examines the constraining traditions of the field.

The enrollment and the persistence of minority students is tracked in the college and shows a steady pattern of retention and graduation equal to that of all students. Minority students may participate in the University's Summer Enrichment Program prior to the Freshman Year; minority students in the pre-architecture year are identified and tracked; and minority architecture students are

mentored by the department's full-time academic advisor and the College's Minority Student Liaison. Despite these efforts, the attraction of qualified African-American students to the department remains an unfulfilled objective.

3.5 STUDIO CULTURE

Since 2002 we have had an ongoing conversation regarding the role of studio culture in our department. This was spurred in part by our Associate Dean's role in co-authoring the December 2002 AIAS Studio Culture Task Force report. Subsequent discussions and public debates with faculty, administrators, and students have led to a consensus on a broad statement of policy and belief.

What became apparent in this process was that our students and faculty shared an appreciation for an inherited tradition of mutual respect, optimism, and sharing within studios. We offered a number of forums and more anonymous methods of obtaining student feedback, and while we gained valuable insight into ways we could improve the studio experience, and align it better with our students' overall college experience, we also heard a resounding affirmation of the values that we as a department have tried to nurture. We have implemented student suggestions for clearer scheduling, more diversity in reviewers, and more opportunities for collaboration both within and outside of the discipline.

The adoption of our current Studio Culture statement came about with the input and feedback of our AIAS chapter, who organized a series of forums with faculty on the subject. These were open, frank and productive; attendance ranged between 50 and 100 students at each. We remain committed to reviewing this document annually, with AIAS and other student representatives. What has emerged from this process is that our studios and reviews have been positive environments for learning, that we can do more to encourage this through attention to schedules, review techniques, and learning styles. Our Statement represents a commitment to the positive traditions we have built, and to improving our strong, supportive studio environments through a continuing dialogue with our students.

3.6. HUMAN RESOURCES

3.6.1. Student Demographics

In the Fall 2005 semester there were 642 students enrolled in architecture degree programs at ISU: 337 in the preprofessional curriculum; 261 in the Bachelor of Architecture program; and 44 in the graduate program. About 60% of these students are from Iowa, 36% from other parts of the United States, and 3% from other countries. In the preprofessional group there is a predominance of recent

high school graduates (approximately 60%), but there are also transfer students from other colleges and universities, community college graduates, and adult students. The graduate student body has a broad range in background and age. The overall percentage of women, minorities, and out-of-state students in the undergraduate program is poised to increase significantly since each of the categories have shown increases as either pre-architecture students or new admissions to the professional programs (out-of-state 43%, females 40%, minorities 10%). Women currently constitute 33% of the undergraduate students, and 44% of graduate students.

The **qualifications** of students granted admission continue to increase. Average test scores of students admitted to the Bachelor of Architecture program in 2006 were 26.8 on the ACT, and the average GPA in previous university work was 3.48. Both represent significant increases since 2000 (25.4 ACT, 3.18 GPA). The average GRE scores for students admitted to the Master of Architecture program in 2005-2006 were: Verbal 494, Quantitative 646, Analytical 4.36. The average GPA in undergraduate work for this same group of graduate students was 3.49 which is significantly higher than the 3.32 average of all graduate students in the program.

3.6.2. Faculty

During 2005-06 the Architecture faculty has consisted of the following individuals. Their recent teaching assignments and biographic information are shown on resumes which are included in Section 4.4. The Full Time Equivalent (FTE) of actual teaching positions is 27.5 (not including 5 faculty on leave or with full time administration responsibilities: Engelbrecht, Dean; Schwennsen, Associate Dean-on leave; Lewis, Chair; Palermo, Associate Chair-on leave; Robinson-on leave).

Tenured Professors

David Block
Chiu-Shui Chan
Mark Engelbrecht (Dean)
Calvin Lewis (Chair)
Arvid Osterberg
Gregory Palermo (Leave-President of University Faculty Senate)
Paul Shao

Tenured Associate Professors

Bruce Bassler
Karen Bermann
Clare Cardinal-Pett
Jamie Horwitz
Mikesch Muecke
Lynn Paxson (shared with Design Studies)
Kate Schwennsen (Associate Dean – Leave – National AIA President)

Continuing Adjunct Associate Professors

Charles Masterson

Tenure Track Associate Professors

Marwan Ghandour

Tenured Assistant Professors

John Maves

Tenure Track Assistant Professors

Jason Alread

Cameron Campbell

Tom Leslie

Igor Marjanovic (shared with Art & Design)

Daniel Naegele

Clare Robinson (leave – pursuing Ph.D.)

Mitchell Squire

Kimberly Zarecor

Lecturers

Nadia Anderson

Jeffrey Balmer

Matthew Fisher

Jason Griffiths

Kevin Lair

Ulrike Passe

Pia Schneider (shared with Art & Design in Rome)

Ann Sobiech-Munson

Lecturers (part-time)

Alexandra Gino

Kevin Nordmeyer

Distribution of effort between teaching and other responsibilities varies by individual faculty member interests and initiatives. A **Position Responsibility Statement**, signed by the faculty member and the chairperson, outlines expectations for teaching, advising, research and creative activity, and institutional service. All full-time faculty are expected to teach two courses a semester (6-9 credits), serve on department, college, and university committees, advise students, and be available for independent study projects. Periodically a few faculty have additional responsibilities, such as funded research or administrative duties, that alter the normal teaching load. Funded research or leaves may "buy-out" faculty teaching time. In our department, non tenure eligible faculty participate and are rewarded at levels comparable to tenured and tenure track faculty.

3.6.3 Administration

The department functions in the context of the College of Design. The department is directed by a chairperson (the departmental executive officer, or DEO) who is assisted by the associate chairs. All faculty are expected to participate in departmental decision-making by attending faculty meetings and serving on any of the numerous operational committees. In addition, several faculty participate actively in the administration of the department. The administrative organization outlined here describes the roles and responsibilities of faculty administrators in the department. Faculty are appointed by the chairperson, unless otherwise noted, to serve in these administrative capacities in addition to their teaching, research, and service activities.

The role of the **Chairperson** is that of the chief academic officer for the department. The chairperson reports to the dean and is responsible for leading the overall work of the department in the areas of teaching, research, and service, preparing and administering the departmental budget, and recommending personnel actions and merit salary recommendations for members of the department to the dean. The chairperson also has responsibility for the overall academic supervision of the students in the department. Through significant interaction with faculty, the chairperson holds key leadership roles in recruiting quality faculty and students, facilitating faculty development, developing and implementing quality academic programs, and in advancing departmental resources and programs quality. The chairperson serves as a member of the college cabinet and plays a key role in the development and implementation of the college's interdisciplinary programs. The chairperson has a term of office (usually five years) which is renewable. An extended appointment is made on the basis of a formal evaluation conducted by the dean involving all departmental faculty. The appointment of the chairperson is determined through a search process administered by the dean involving all departmental faculty and appropriate college and university administrators and other interested groups as determined by the dean.

The **Associate Chairperson for Academic Affairs** is responsible for assisting with staff assignments, scheduling, records, external publications, working with the department's Architecture Advisory Council, general development of academic standards, planning, and management of physical facilities.

The role of the **Associate Chairperson for Academic Practices** is to facilitate and monitor the development of research and outreach activities in the department; and to develop and monitor research and research projects.

The role of the **Associate Chairperson for the Undergraduate Program** is to lead the development and implementation of the Bachelor of Architecture curriculum, and is responsible for assisting with staff assignments, scheduling, admissions, new student orientation, and advising.

The role of the **Director of Graduate Education** is to lead the development and implementation of the M.Arch. and MSAS curricula, and is responsible for assisting with staff assignments, scheduling, admissions, new student orientation, advising.

The role of the **Advising Coordinator** is primarily to advise incoming and first year students as well as to coordinate the advising students in subsequent years of the undergraduate program. The Advising Coordinator also serves on the scholarship and awards committee.

The role of the **Professional Development Coordinator** is to develop and conduct programs for professionals in the state for the maintenance of licensure as architects.

The role of the **Year Level Coordinators** is to develop interrelationships among studio and other courses at each year level including course content, scheduling, and field trips. Currently the year-level coordinators are also the design studio coordinators.

The role of the **Design Studio Coordinators** is to develop studio experiences appropriate to studio level objectives, coordinate the activities of the several sections at each level including field trips, course syllabi, project types, and coursework review and evaluation.

The role of the **Professor in Charge** is to develop and conduct faculty-initiated research, teaching and outreach activities.

The **ACSA Councilor** is elected by the faculty to represent our department at regional and national meetings of the Association of Collegiate Schools of Architecture.

The **Departmental Cabinet** serves in an advisory capacity to the Chair with respect to his/her roles and responsibilities. Membership is comprised of the Associate Chairs for the Undergraduate Program, Academic Affairs, Academic Practices, and the Director of Graduate Education.

3.6.4. Staff The department staff includes one full-time professional advisor who organizes orientation programs, advises preprofessional students, directs the undergraduate advising program, and chairs the Scholarship and Awards

Committee. She is assisted by a program assistant who maintains student records. The department has an administrative specialist and a secretary. The Career Services Office is staffed by the college and the Reading Room is staffed by the university Library.

3.7. HUMAN RESOURCE DEVELOPMENT

3.7.1. Policy Regarding Human Resource Development

The development of our students and faculty is a high priority in the department. A considerable portion of our operating budget is devoted to guest lecturers and critics who broaden our perspectives on the profession. Within the course fee structure is support for a series of field trips that set the stage for major studio projects. Nearly 25% of the operating budget is assigned to faculty conference travel – in venues where we provide a valuable presence as well as enable the development of our faculty.

3.7.2. Guest Lecturers and Critics

The department sponsors an ongoing **Lecture Series**. We have included a listing of the guests from the preceding five years. This series is advertised within the college by posters. It is also advertised to the professionals in the state. Primary funding for the lectures comes from the Architecture Advisory Council (AAC) golf event held each fall for the last four years. They have been able to net nearly \$20,000 annually. There are also two annual endowed lectures that have been in place for the last four years, and \$6,000 of one time funding was raised for a special lecture last year.

Lecture Series Fall 2000 – Spring 2005

Michael Graves, Michael Graves Architects
Robert Ivy, Architectural Record
Reed Kroloff, former editor of Progressive Architecture
David Chipperfield, David Chipperfield Architects
Mario Gandelsonas, Agrest & Gandelsonas
Jane Weinzapfel, Leers Weinzapfel
Henry Smith-Miller, Smith-Miller + Hawkinson
Billie Tsien, Todd Williams Billie Tsien
Edwin Chan, Frank Gehry Associates
Blair Kamin, Pulitzer prize for Architecture Criticism
Dennis Dollens, DBA
Sara Caples, Caples Jefferson
Maurizio Ranzi
Robert Hull, Miller Hull

James Polshek, Polshek Partnership
 Lawrence Scarpa, Pugh + Scarpa
 Steven Dumez, Eskew + Dumez + Ripple
 James Timberlake, Tieran Timberlake
 Eames Demetrious
 Ming Fung, Hodgetts + Fung
 Michael Stacey, Brookes Stacey Randall
 Steven Huh, Parker Durant International
 Michael Maltzan, Michael Maltzan Architects
 Rick Joy, Rick Joy Architects
 Rob Rogers, Rogers Marvel
 Christine Binswanger, Herzog & deMeuron
 Marlon Blackwell, Marlon Blackwell Architects
 David Orr, Oberlin College
 Gregory Pasquarelli, SHoP Architects
 Scott Murphy, alum and Emmy Awarding winning Art Director
 James Carpenter, James Carpenter Design
 Marion Weiss and Michael Manfredi, Weiss/Manfredi
 Steven Holl, Steven Holl Architects
 Brigitte Shim, Shim-Sutcliffe Architects

AAC Lecture Series 2005-2006

9-9-05	Bertram Beissel, Ateliers Jean Nouvel
9-30-05	Diane Georgopoulos [AIA Iowa Convention]
10-19-05	Ray Crites, Building of the Century [A Century of Iowa Architecture Exhibit]
10-26-05	Elva Rubio, Gensler – Chicago, IL
01-11-06	Kenneth Frampton, Columbia University [Richard F. Hansen Lecture]
02-01-06	Jeanne Gang, Studio Gang Architects
03-01-06	Douglas Garofalo, Garofalo Architects
04-05-06	Julie Snow, Julie Snow Architects [Curt F. Dale Lecture]
04-07-06	Jonathan Hill, Bartlet School of Architecture [National Conference on the Beginning Design Student]
04-13-06	Glenn Murcutt, Glenn Murcutt Architect [David Block Lecture]

Visiting critics are desirable and are periodically hired to give studios. This practice, however, is very resource dependent. Jon Pickard of Pickard Chilton in New Haven, CT conducted an Option Studio in spring 2004. National award winning architects from Des Moines, like Paul Mankins and Kevin Nordmeyer, conduct design studios on a regular basis. Guest reviewers are frequently invited

to attend studio reviews during the course of a semester, and are regularly invited to final reviews. Most of these reviewers are practitioners and alumni from the region, members of the Architectural Advisory Council, or faculty from other architecture programs. Each studio level is provided modest resources to support guest reviewers.

3.7.3. Public Exhibitions

Visiting exhibits in **Gallery 181**, the college facility, include a continuous schedule of major art and architectural exhibitions as well as a venue for the work of students and college faculty. Following is a listing of visiting exhibits of the past several years.

Fall 2003 – Fall 2006

Fall 2003

September

9/2-9	Architecture Rome Program Exhibition
9/11-25	Summer Urban Design Rome Studio Exhibition
9/29-10/5	Summer Los Angeles Studio Exhibition

October

10/8-24	Silver Returns Retired Faculty Exhibition
10/27-11/14	Transformation: New International Design

November

11/17-29	Graphic Design Studio Competition Exhibition
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Spring 2004

January

1/20-30	Art and Design Rome Program Exhibition
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February

2/1-6	Interior Design Annual Senior Exhibition
2/9-24	Good Design, Good Business Exhibition
2/29-3/21	College of Design Faculty Exhibition

March

3/22-27	BFA Annual Senior Exhibition
3/28-4/10	Art and Design Annual Exhibition

April	
4/14	College of Design Awards Day Brunch
<i>Fall 2004</i>	
August	
8/30-9/17	Architecture Rome Show
September	
9/21-10/8	Painters Anonymous Exhibition
October	
10/5	President/Provost Annual Visit
10/11-15	“The Postcard Project” Exhibition Core Design Program
10/18-26	Fourth Annual Postcard Print Exchange Exhibition and Silent Auction
November	
11/1-5	“A Walk Through Retail Design” Installation Exhibition Interior Design Studio
11/8-12	AIGA Exhibition Graphic Design Student Association
11/17-19	Rachel Leising MFA Thesis Exhibition
11/29-12/3	“Daring to Be” Exhibition Photographs by Jann Freed
December	
12/2	Gallery Talk Janin Freed Professor of Business Management, Central College, Pella “Daring to Be: Portraits of Mexican Women Leaders”
<i>Spring 2005</i>	
January	
1/10-19	Painters Anonymous
1/20-2/2	Social Justice through the Arts
February	
2/3-13	Interior Design Annual Senior Exhibition
2/14-3/2	College of Design Program Review Exhibition of Exemplary Student Work

March

3/3-4 College of Design Career Days
3/5-19 Art and Design Rome Show
3/20-4/1 BFA Annual Senior Student Exhibition

April

4/2-23 25th Art and Design Annual
4/13 College of Design Awards Day Brunch

Fall 2005

September

Architecture Rome Show

October

10/3-28 A Century of Iowa Architecture, 1900-1999
in conjunction with AIA Iowa's centennial
10/31-11/8 Forces of Nature: Fifth Annual Postcard Print Exchange
Exhibition and Silent Auction
University Print Society

November

11/14-12/2 26th Art and Design Annual

Spring 2006

January

1/9-2/2 The People's Art, 1889-1989: 100 Years of Calendars from the
Thos. D. Murphy Company of Red Oak, Iowa State University
1/18-21 Amalgamations: Mary Hoffmann Holze MFA Thesis Exhibition
181-1

February

2/6-17 Interior Design Annual Senior Exhibition
2/21-28 Art Exhibit: Annual BFA Senior Exhibition

March

3/1-3 College of Design Career Days
3/4-26 Fall 05 Rome: Art and Design Rome Show
3/27-4/17 Twixt: Exhibition of Exemplary Core Design Program Student
Work
22nd National Conference on the Beginning Design Student
(NCBDS)

April
4/12-22 Savi Savarkar and the Annihilation of Caste
4/19 College of Design Awards Day Brunch

Fall 2006

August
8/30-31 Sustainable Design Charrette #1 (College of Design Foundations Pavilion) 181-1

September
9/5-19 Rome Study Abroad Program Spring 2006
Exhibition of architecture student work
9/7 Pella Prize Jury – Architecture
181-1
9/12-13 Sustainable Design Charrette #2 (College of Design Foundations Pavilion) 181-1
9/26-10/10 27th Art and Design Annual Juried Exhibition

October
10/16-27 Landscape Architecture Pacific Rim Traveling Studio Summer '06

November
11/3-27 Past-Tense: 6th Annual Postcard Print Exchange Exhibition
University Print Society
11/6-10 Steamroller Print Exhibition
Lighthfoot Forum Wall – North (just outside Gallery 181)
11/6-17 Graphic Design Student Association Annual Competition
Exhibition 181-1

Student work is displayed in the College of Design Building and the Armory on a regular basis throughout the year. Regular exhibits include a display of fifth year Senior Project declarations near the start of each fall semester, various awards and scholarship competitions (Pella Corporation, the Masonry Institute of Iowa, RDG Bussard Dikis Awards, etc.) during the spring semester, and the fourth year Foreign Study work in the fall semester. Architecture student work is included in a college wide exhibit which coincides with freshman orientation during summer session. Other displays of studio work, organized by individual faculty members occur periodically throughout the year. The AIAS also organizes a display of student work at the Fall Convention and Spring Meetings of the Iowa Chapter of the AIA.

Faculty work is exhibited on campus in the college Gallery 181, the Brunnier Gallery, and in the galleries of the Memorial Union. Several architecture faculty

also exhibit work at invited installations in public art galleries and other public venues. A Lecturer, Kevin Lair, sponsors a venue for installations called the Westbrook Artists Site.

3.7.4. Student Support Services

The department has a professional **advising** staff who work with pre-professional undergraduate students and coordinate the faculty advising system. All undergraduate students admitted to the professional program have an advisor who is a full time faculty member. The Associate Chair for the Undergraduate Program is actively involved in student affairs including advising, grievance resolution, and monitoring student progress. Student advising and evaluation is more fully addressed in Section 4.1., Student Progress Evaluation Procedures. The Director of Graduate Education (DOGE) serves as the advisor for all graduate students, and is actively involved in graduate student affairs.

The college has a **Career Services Office** that has an excellent record of helping students find internships. The office sponsors workshops and distributes information concerning the job search process. The annual Career Day, originally developed by our department, is now held for all students of the college. Employers spend two days interviewing students for internships and counseling them on their job search process. The Career Services Office receives and distributes notices of employment opportunities via electronic mail and its website, and maintains detailed records of post-graduation employment statistics which are published annually. The latest report is included in Section 4.6.

3.7.5. Student Field Trips and Other Off-Campus Activities

Field trips are an important part of the design studio and other courses as students regularly visit architectural sites. In lower level undergraduate students, initial field trips familiarize students with the local and regional context, starting with Des Moines, and including various parts of Iowa. Students annually visit cities such as Minneapolis, Montreal, New York City, Chicago, and Frank Lloyd Wright Prairie School Architecture in Iowa and Wisconsin. Each studio level visits at least one metropolitan area during each year. Major studio projects are often sited in these urban settings. Field trips within the state are also regularly scheduled with some of the history and technology courses.

Since 1976, undergraduate and graduate students have participated in an annually offered semester-long **Foreign Study program** developed by the department. The program has traditionally included group travel and residency components in Rome, where the program has matured and expanded to establish year long presence in conjunction with other departments in the college.

Currently, the department conducts a semester long program in Rome offered as an option for fourth year B.Arch. students in the spring semester. Approximately 90% of the students have participated over the last few years. Participants undertake a design studio, seminar classes, and field trips which emphasize the unique culture and physical environment of Italy and the Mediterranean region. Students often undertake additional travel opportunities while they are abroad which are integrated into their academic exposure. Likewise, graduate students have the option of participating in Rome during their second or third year studios. Students can also choose to participate in an interdisciplinary studio in Rome over the summer. Other interdisciplinary foreign study opportunities conducted by our faculty in recent years include two week summer programs in China, Cuba, and Central America.

Architecture students have the opportunity to participate in **foreign exchange programs** in more than 100 universities in 35 countries. The program allows an international student exchange on a one for one reciprocal basis. The program is usually for one year. Iowa State students pay fees based on one year's tuition and fees, room and board, holiday allowance, and travel costs. Students earn full academic credit in the exchange program while remaining eligible for financial aid. During the past year students have participated in other university programs in China, Hawaii and Oregon.

3.7.6. Student Professional and Honor Societies Campus-wide

The University offers financial assistance in the form of **grants, scholarships and awards**, loans, and part-time employment. Scholarship recipients are selected on the basis of academic merit or other demonstrated talent. The Department is fortunate to be able to award a number of scholarships on the basis of academic achievement. Most of these awards are publicly bestowed at the College's annual Awards Day or at the Department's annual Premiere event that celebrates the beginning of the school year. Over \$25,000 is distributed to our students at these activities. Additional information regarding this distribution can be found in the section on Financial Resources.

Architecture students with a minimum cumulative grade point of 3.5 are invited to participate in the university-wide **honors program**. Acceptance into this program requires them to author a complete program of study, and includes opportunities to enroll in university-wide courses that are generally not available to non-majors. They are required to enroll in honors seminar courses noted for their breadth and depth of inquiry, and must complete and present a 3-6 credit honors project focusing on a special interest they have apart from their architecture major. ISU has been the only design curriculum in the country that offers an honors component. The architecture honors advisor is Bruce Bassler.

Often through Option Studios, student participation in nationally sponsored **competitions** has been increasing along with their success. Our students have recently been recognized in two National ACSA competitions, the SOM Traveling Fellowship competition and, the Berkeley Essay competition where our student received the top award. They have also had success receiving significant scholarships to attend other graduate programs.

The Department has an active chapter of the **student organization** AIAS, representing both undergraduate and graduate student interests. They organize social activities, raise funds, speak for student interests and concerns, and travel each year to the AIAS Forum. They provide student representatives for department committees, and have been vital contributors to our various planning efforts. The chapter is generously supported financially by the department and AIA Iowa, and advised by faculty member Tom Leslie. The AIAS President attends Board of Directors meetings of AIA Iowa and the departmental faculty meetings. The Graduate Architecture Students (GAS) organization is advised by the DOGE.

Architecture students are also involved in the Design Council, the College of Design student organization, and individual students are involved with the university-wide Government of the Student Body. There are also two student representatives on the Architectural Advisory Council.

Graduate students are eligible for administrative, teaching, and research **assistantships**. Positions are awarded on the basis of merit and departmental needs, and are currently awarded to the majority of entering students. Their activities include helping individual faculty with research, conducting recitation sessions for large lecture courses, participating in community service projects and supervising computer and model laboratories. Their presence is an invaluable resource for the department and the college.

Both **work study** and non-work study employment opportunities are available for students. Qualified students can work up to twenty hours per week in the College Work Study program. Employment opportunities are available on campus and through non profit off campus organizations. Qualified upper level students may participate in the Undergraduate Research Assistantship Program. Students work closely with faculty and staff members and become significantly involved in research projects. Work study positions allow students to contribute to educational costs while receiving valuable experience which can contribute to career goals.

Graduate students and undergraduates starting in the third year may volunteer to be **mentors** for 3-4 pre-architecture students (randomly assigned). The mentor is in effect the pre-architecture student's liaison to the program in general. The responsibility of the mentor involves an hour-long weekly visit to the studio to

discuss work in progress or to participate in studio critiques as well as additional voluntary visits and assistance. The program is jointly coordinated by the pre-architecture advisor and the AIAS student organization.

3.7.7. Faculty Appointment, Promotion and Tenure, and Development

Faculty Appointment The *Faculty Handbook* identifies the following areas as the basis for the selection of new faculty. “New appointments are recommended on the basis of education; experience; competence in teaching, research, and professional practice; recognition in the field; and, in some cases, prior experience at other institutions.”

Significant faculty involvement in the review and selection of applicants for new or vacant positions is basic to the successful recruitment and retention of a high quality faculty. In the College of Design, new faculty tenure-track appointments are based upon a selection of candidates identified by a faculty search committee that has been appointed by the chairperson of the department in which the vacancy exists. Adjunct and non tenure eligible faculty positions are filled by the chairperson with the advice of a search committee made up of the cabinet that reviews applications. Whenever possible, search committees are composed of tenured or tenure-track faculty with an appropriate representation of academic ranks and areas of specialization. When appropriate, persons from outside the department and outside the university may be added to the committee.

The search committee, in cooperation with the chairperson and with approval of the dean, develops a notice of vacancy, job advertisement, establishes guidelines, conducts a national search, reviews applicant credentials, and recommends a list of three to five unranked final candidates to be considered for campus interviews. The committee and other faculty may also assist the chairperson, as requested, in campus visitations. The committee votes on a final candidate and forwards its recommendation to the chairperson. A department recommendation for a new faculty appointment is initiated by the chairperson and must be approved by the dean of the college and the provost before becoming effective.

Annual **reviews** of all faculty are conducted by the chairperson. They regard performance assessment and preparations for future promotion and tenure actions. Criteria for assessment include student and peer review of teaching records, scholarly and creative achievement, and service.

Compensation reviews are conducted annually by the Promotion and Tenure Committee. They review faculty vitae and annual reports in the preparation of merit recommendations to the chairperson for salary adjustments. Salary adjustments are developed by the chairperson with the approval of the dean of the college following university guidelines.

The chairperson has the primary leadership position in recruiting faculty, attending to faculty mentorship, supporting faculty development, and conducting faculty evaluations. Initial appointments are now for four years with first renewal for three more. The **reappointment review** is conducted at the departmental level by the chairperson and the Promotion and Tenure Committee. The recommendation, supported by documentation including annual evaluations, dossier, and vitae, is reviewed by the dean in consultation with the chairperson. The chairperson provides the faculty member with a written evaluation. Renewals require a new Letter of Intent, notices of nonrenewal are made at least one calendar year prior to the end-date of the existing appointment.

Within six months after the arrival of a new faculty member as an assistant or associate professor, the Chairperson, in consultation with the new faculty member, will ask another faculty member to serve as a **faculty mentor**. The mentor's responsibilities include introducing the new faculty member to the university and its operations, an annual meeting with the candidate to review and discuss professional activities and growth, and assistance in preparing documentation for renewal, promotion, and/or tenure.

The department has developed standards and procedures for the awarding of **promotion and tenure** that are consistent with college and university promotion and tenure policies, but set standards and procedures within the context of the faculty and the mission of the department. Evaluation of candidate dossiers, which include teaching/advising, research/creative work, extension/professional practice, and institutional service records, peer and external references, and teaching evaluations, begins with an elected departmental Promotion and Tenure committee. Committee recommendations are submitted to the chairperson who submits a separate parallel recommendation to the college. A college level Faculty Development Council reviews departmental recommendations and makes its recommendation to the dean. College recommendations are then forwarded for the university provost recommendation and submittal to the president and the State Board of Regents for approval.

The department, in a university-wide response to the State Board of Regents, has initiated a **Post-tenure Review**, as a developmental opportunity for faculty. The procedure was approved by the faculty and is included in the governance document, which is included in the Appendix.

3.7.8. Facilitation of Faculty Research and Creative Activity

The **architecture faculty** have an extensive range of interests, abilities, and accomplishments. Generally faculty interests complement student aspirations for careers in the practice of architecture with emphasis on the improvement and redefinition of conventional practice. Among the 37 faculty positions, nearly half are currently involved in active practice at some level. Four have been elected to

the College of Fellows of the AIA. The department chair, Cal Lewis, was a founding principal in the 2001 National AIA Firm Award recipient Herbert Lewis Kruse Blunck Architecture and has received received six National AIA sponsored design awards along with nine other national design awards and over 70 total awards for design excellence. Seven current faculty members have been employed by the firm at various times. Nearly all faculty members have terminal degrees at the Masters level or above, many from prestigious institutions across the country and around the world. Although the department is the only accredited architecture program in the state, only six faculty members have degrees exclusively from Iowa State, and only four others have one of their degrees from Iowa State.

Iowa State University provides modest financial **support for research and scholarship** directed toward the arts. Traditional research development grants of between \$5000 and \$10,000 are available but are highly competitive. Fortunately, four years ago the university developed a Center for the Excellence of Arts and Humanities (CEAH) to specifically promote and support the unique scholarly efforts within those disciplines. The department's faculty have received several of the Center's competitively distributed \$5,000 grants in each year since their inception. The department's faculty have also had multiple successes in two special university funding programs: Miller Faculty Fellowships (up to \$25,000) to promote the development of innovative new courses and subvention grants to assist in the publication of book manuscripts. The department supports projects and events as funds are available, typically supplementing external funding. The department, however, puts a high priority on funding for **faculty travel** for conferences and meetings to deliver refereed papers on their academic achievements. Over this accreditation period there has been more than a 50% increase in this funding which now totals nearly 25% of the department's operating budget.

Iowa State University competitively awards **Faculty Development Leaves** for one semester at full pay or two semesters at half pay. Compensatory funding is increasingly unavailable and replacement costs may be required from within the department. Last year a \$20,000 reallocation of departmental funding was used to generate identifiable resources to informally support these leaves. Tenure-track faculty are normally granted a **reduced teaching load** at some point during the probationary period. **Leave without pay** for research or visiting assignments is typically granted.

Despite the modest funds available, a significant number of faculty are engaged in outside and self-funded research and scholarship as can be seen in their vitae. The college and university newsletters regularly feature the work of departmental faculty.

2005-2006

Jeffrey Balmer, National ACSA Beginning Design Student Conference, paper presentation "*Gesture as Generator*," April 2006, ISU, Ames, IA.

Cameron Campbell, Design Communication Association, paper presentation, "*The Weight of Color*," August 2005, Bozeman, MT.

Cameron Campbell, National ACSA Beginning Design Student Conference, paper presentation, "*Module Modulation: A Digital-based Pedagogical Approach for Digital*," April 2006, ISU, Ames, IA.

Clare Cardinal-Pett, National ACSA Beginning Design Student Conference, paper session moderator, April 2006, ISU, Ames, IA.

Matthew Fisher, ACSA Central Regional Conference, paper presentation, "*A Definition of City*," October 2005, Detroit, MI.

Matthew Fisher, EDRA 37 Annual Meeting, paper presentation, "*The Idea of City – a working definition*," May 2006, Atlanta, GA.

Marwan Ghandour, 1st International Symposium on Environment, Behavior and Society, present paper, "*Bulding Landscape of Flow in Iowa*," February 2006, Sidney, Australia.

Marwan Ghandour, ACSA 2006 Annual Meeting, present paper, "*Representation and the Incorporation of Space in Iowa: 19th-20th Century*," March-April 2006, Salt Lake City, UT.

Jamie Horwitz and Mikesch Muecke, National Beginning Design Student Conference, present paper, "*Translating Knowledge into Design: Collaborations between Studio and Cultural Inquiry*," April 2006, ISU, Ames, IA.

Tom Leslie, Second International Congress on Construction History, present paper, "*Buildings Without Wall: Curtain Wall Development in Chicago Architecture of the 1890's*," March-April 2006, Cambridge, England.

Igor Marjanovic, ACSA 2006 Annual Meeting, Moderate a Session, "*Sustaining Ethics in Pedagogy*," March-April 2006, Salt Lake City, UT.

Mikesch Muecke, Southeast Society of Architectural Historians, Chair and Participant, October 2005, Fort Work/Dallas, TX.

Mikesch Muecke, National Conference of the Popular Culture Association/American Culture Association, present paper, *The Industrialization of Domestic Sitting Technology*,” April 2006, Atlanta, GA.

Mikesch Muecke, International Conference on Architecture Music Acoustics at Ryerson University, Chair a session, June 2006, Toronto, Canada.

Daniel Naegele, Hawaii International Conference, present a paper and chair a session, *LeCorbusier, Photography & Surrealism*,” January 2006, Waikiki, Hawaii.

Gregory Palermo, International Society for the Scholarship of Teaching and Learning, present a paper and session moderator, “*Getting to ‘Why?’*” October 2005, Vancouver, BC.

Ulrike Passe, ARCC/EAAE International Architectural Research Conference, present a paper, “*Free Flow Open Space, Climate, and Sustainability*,” May-June 2006, Philadelphia, PA.

Ulrike Passe, Healthy Building 2006 Conference, present a paper, “*Free Flow Open Space, Climate and Sustainability*,” June 2006, Lisbon, Portugal.

Lynn Paxson, Commemoration, Monuments and Public Memory Conference at the Humanities Research Centre, present a paper, “*Memorials and Spaces of Resistance: The Little Big Horn Battlefield Memorials and The Contestation Between Ghosts and the Living*,” July-August 2005, Perth, Australia.

Lynn Paxson, American Psychological Association Annual Conference, present a paper, “*Remaking a Native Place in a Colonized World – Identity and Symbolism*,” August 2005, Washington, DC.

Lynn Paxson, attended the following conferences in her role as Faculty Advisor to the Native American Student organization; Western Mountain Region AIA Meeting, August 2005, Phoenix, AZ, American Indian Architects and Engineers Fall Meeting, October 2005, Washington, DC, the American Indian Science and Engineering Society Conference, November 2005, Charlotte, NC, and the AICAE Spring Meeting, June 2006, Tulsa, OK.

Lynn Paxson, EDRA Annual Conference, present a paper, “*Conflict and the Shaping of the National Museum of the American Indian (NMAI)*,” “*Beyond Conflict in Participatory Community Research & Design*,” May 2006, Atlanta, GA.

Clare Robinson, Commemoration, Monuments, and Public Memory Conference, present a paper, "*Design, Politics, and the Construction of Memory: commemorating 9/11/01*," August 2005, Canberra, Australia.

Clare Robinson, ACSA SE Regional Conference, present a paper, "*Political Practices and Ideological Territories of the Kent State May 4 National Open Design Competition*," October 2005, Clemson University, SC.

Clare Robinson, ACSA Annual Meeting, Topic Chair and Co-Chair, March-April 2006, Salt Lake City, UT.

Clare Robinson, National 2006 Conference on the Beginning Design Student, Conference Co-Chair, April 2006, ISU, Ames, IA.

Ann Sobiech-Munson, ACSA Annual Meeting, receive award and presented a paper, "*Writing About Architecture*," March-April 2006, Salt Lake City, UT.

Mitchell Squire, ACSA East Central Regional Conference, present a paper, "*INTERVENTION \INSTALLATION: Idle Hands at Work Between Two Disciplines*," October 2005, Detroit, MI.

Mitchell Squire, 94th ACSA Annual Meeting, present a paper, "*INTERVENTION \INSTALLATION: Idle Hands at Work Between Two Disciplines*," March 2006, Salt Lake City, UT.

Publications: Alumni news, department news, and work by department faculty and students are published through several university, college, and department periodicals and on the World Wide Web. The college developed a new website last year, and the department is currently upgrading our website to expand on the department's identity and information available through the college's site. The university publications *ISU News*, *Vision* and the Center for Teaching Excellence's newsletter, *Teaching at ISU*, contain the work of our faculty. The College publication, *Design News* has been published for eighteen years and regularly features the work of our faculty and students. At least once a year a department sponsored student group publishes *Core*, a journal of student work and editorial comment. Architecture students regularly publish work in *Sketch*, a student publication from the English Department. Students and faculty make regular contributions to *Iowa Architect*, a nationally recognized and awarded publication of the AIA Iowa Chapter, and several faculty and alumni/ae have served on its editorial board.

The **Architecture Technology Laboratory** was initiated in the fall of 1992 with funding from the College of Design, Department of Architecture, and funds from ISU's Facilities Planning and Management. Professor Arvid Osterberg is professor-in-charge of the laboratory. Its mission is to explore the application of

new technologies to building design, construction, and evaluation. Through ATL Projects, faculty members seek to develop methods and data-base information enabling improvement of new products and systems within architecture and building fields. The ongoing nature of this work provides a rich pedagogic environment for graduate and undergraduate studies.

Since its beginning, the Architecture Technology Laboratory (ATL) has grown both in the number of faculty and student participants and the amount of sponsored research. It operates as a single laboratory organized for conducting exploratory projects, seeking and obtaining long-term research sponsorship, and serving as a faculty, graduate, and undergraduate research and teaching resource. From its inception in 1992 sponsored research within the ATL has provided approximately 50 students with graduate research assistantships and supplementary funding.

Architectural technology is a broad based area of emphasis that encompasses building assessments, material assessments, and the exploration of new technological solutions to identified problems within the state. Initial exploratory projects have been in the areas of building energy utilization, health facilities development and operations, building construction processes and materials, and building assessments. Recent research projects include:

- “Accessibility research including the development of an illustrated Access for Everyone, with references to ADAAG” (\$120,000) funded by “Facilities Planning and Management” at Iowa State University (1998-present)
- “ISU Residence Halls Facilities Condition Audit” (\$167,000) funded by the “Department of Residence” at ISU. A comprehensive review of the physical conditions, mechanical systems, aesthetic appeal, and compliance with building and fire codes of 22 residence hall buildings (1995-1997).
- “ISU/ADA (Americans with Disabilities Act) Residence Halls Project” regarding compliance of Residence Halls, (\$153,000) funded by the “Department of Residence” at ISU (1994-1996).
- “ISU/ADA (Americans with Disabilities Act) Project” regarding compliance of the ISU campus, (\$180,000) funded by “Facilities Planning and Management” at Iowa State University (1993-1995).
- "Quantifying Energy Savings of an Active, Smart Windows," (\$152,000) (Phase One) funded by The Iowa Energy Center, Pella Corporation, The Center for Advanced Technology Development, and The Microelectronics Research (1993-1994).

Room 20 in the College of Design building has been the main location of the ATL from 1992-2006, although the work of the ATL goes on in numerous locations both on the ISU campus as well as other campuses. In October or November 2006, the ATL will be relocated to room 534 Design, where it will be incorporated as part of the College of Design Research Laboratory. The rooms

are both clean labs, equipped with computers and work areas, and are shared with other college departments. All projects are interdisciplinary, and rather than using room 20 for materials testing and evaluation, we prefer to subcontract those activities to other colleges or universities.

Iowa State University Bio-composites Research Group. In 1994 Professor Howard Heemstra (now Emeritus) from the Department of Architecture teamed with colleagues from the Department of Agriculture to develop construction materials from agricultural products. The result of this partnership was the founding of the Iowa State University Bio-composites Research Group. The current membership of the group is extremely interdisciplinary and includes colleagues from departments across the University:

Dr. Deland Myers, (Center for Crops Utilization Research – CCUR)
Prof. Emeritus Howard Heemstra, Architecture
Jason Alread, Architecture
Bruce Bassler, Architecture
R. Yilin Bian, CCUR
Dan Curry, Seed Science Center
Dr. David Grewell, Agricultural & Biosystems Engineering
Darren Jarboe, CCUR
Michael Kessler, Materials Science & Engineering
Dr. Monlin Juo, Natural Resource Ecology and Management
Kevin Lair, Architecture
Dr. Richard Larock, Chemistry
Joseph Muench, Art & Design
Dr. Douglas Stokke, Natural Resource Ecology and Management
Carey Novak, IPRT

The group works on projects primarily involving soy based adhesives and agricultural by-products. Lumber products have been developed for Weyerhaeuser, fiber reinforced plastic composites for Hon Industries Furniture, and various elastometric sound dampening products for testing in other industrial uses. Current funding in the Department of Architecture involves the development of non-petroleum soy adhesive based burlap panels for furniture production.

The College of Design also has begun regular meetings of our own Bio-Composites Design Group. This group proposes ways to engage the science departments with the particular expertise of the College of Design. This is beginning to gain momentum with the assistance of Architecture faculty Mikesch Muecke, Kevin Lair, Jason Alread, Alex Gino and Jason Griffiths. Funding sources such as the Department of Natural Resources, Heartland Resource

Technology Co., National Science Foundation, and industry partners such as Hon Industries, Weyerhaeuser, and Herman Miller Furniture are being pursued to engage broader research efforts. Interdisciplinary course offerings in Bio-composites between the arts and science departments are also being developed for the near future.

3.8 PHYSICAL RESOURCES

The primary physical resources dedicated to the programs are in the College of Design building and the nearby Armory. Shared classroom space, scheduled by the university, is used in several other buildings on campus. Large lectures are primarily held in the college's Kocinski Auditorium along with Coover Hall, Molecular Biology and several other nearby buildings. During the 2005-06 academic year, 8 second and third level studios and all of the first year Core curriculum design studios were located in the Armory; 11 upper level undergraduate and graduate studios and 26 faculty offices were in the College of Design. There is one faculty studio in the Lab of Mechanics Building. The department administrative offices are on the ground floor of the College of Design building and are in the process of being remodeled for the first time since the building was constructed in 1978. The remodeling occurred to accommodate a change in the organizational structure of the Landscape Architecture/Community and Regional Planning (LA/CRP) governance which required the expansion of the existing LA offices. The consolidation of first year advisors into a common location near the second floor lobby created a vacancy in the Architecture offices that allowed for the expansion. Our department is funding 70% of the \$120,000 budget required for the remodeling through departmental alumni funds. The remainder is being funded by the college and the LA/CRP department.

Architecture faculty and students have access to all other College of Design facilities: the Design Reading Room (which includes a media center), Visual Resources Collection, Gallery 181, a distance education facility, a large meeting room, a conference room, a large classroom, a small classroom, a lighting/photography studio, Copy Center, Architecture Technology Lab, Wood/model shops, an ISU Bookstore Outlet, and Computer-aided Design Laboratories. The Design Cafe and Cyber Cafe in the college building have greatly increased interdisciplinary contacts in the atrium. Studio reviews and exhibits are usually held in the many public spaces throughout the College of Design and the Armory. Students and faculty in the Arch 404 design/ build studio are continuing to improve review and seminar spaces in the college building. First year graduate students conduct a two week design build project within their graduate studios to inaugurate their admission to the program and improve their facilities.

3.8.1. Accessibility Plans

Almost all facilities in use by the department meet requirements for accessibility as required by the American with Disabilities Act.

3.8.2. Changes Under Construction, Funded, or Proposed

The location of design studios for the first three years of the undergraduate program, the Armory (occupied since 1990) is deteriorating rapidly. Costs of renovation for this structure are high but selective improvements (new lighting and painting) were done to accommodate its use. Maintaining computer access for students in the Armory is difficult in a space with little security or supervision and mixed use functions. A ventilated spray room and model shop were completed just prior to the last accreditation visit.

Minor additions and innovations within the college building itself continue to take place. The Kocimski Auditorium with its lobby/gallery, and new art studios were previously completed. Atrium improvements included the Design Café and the Cyber Café. The Design-Build Studio has also completed a seminar room, improvements to the atrium review spaces in several locations, and a new GIS lab.

The building addition contemplated for many years to replace the Armory is in process. The program was completed last spring with the assistance of our students through an Option Studio. The addition will include approximately 23,000 sf. which will be primarily studio space to house the first year Core curriculum in conjunction with the second year studios of all disciplines in the college. This organizational system hopes to enhance the interdisciplinary interaction of the students early in their academic careers.

Specialty functions like an expanded shop to also house the extensive digital rapid prototyping equipment (laser cutters, 3D printer, CNC router) and the expansion of the popular Design Café are to be included as part of the new project. The addition is to be designed as a model of sustainability with a focus on its impact and integration with the existing building. The architect was selected this summer and schematic design is occurring this fall through an interactive charrette process available to faculty and students. The execution of the project, which began with the programming last spring, will attempt to be incorporated into appropriate student coursework. The project is scheduled for completion in the fall of 2008. As previously mentioned, the department is currently completing a remodeling of our offices undertaken for the first time since the completion of the original building in 1978.

3.8.3 Computer Facilities

Room 434 - Macintosh Teaching Lab with 20 G5 (each has dual 2GHz - 1GB RAM, SuperDrives of CD-R/DVD-ROM/DVD-R, iDVD), one video editing and teaching workstation including projector and VCR, three Epson flatbed scanners. Macs are running Mac OSX. Ethernet access to a software suite that includes Adobe AfterEffects, Adobe CS2, (Adobe Acrobat Pro, Adobe Photoshop, Adobe Illustrator, Adobe InDesign), Adobe Premiere, Maya, Cinema 4D, Macromedia Studio MX 2004 (Dreamweaver, Flash, Fireworks, Freehand), Form-Z, Sketchup, QuarkXPress, FinalCut Express, and Apple iApps (iDVD, iTunes, iPhoto, iMovie HD, GarageBand).

Room 440 - Windows Teaching Lab with 20 Dells (each has Dual Xeon 2.8GHz - 1 GM RAM, WinXP, DVD+RW), one SmartClass – Video Teaching System, one projector, and 2 Epson flatbed scanners. Ethernet access to a software suite that includes Architectural Desktop (AutoCAD), ArcView GIS, 3D StudioMAX, 3D StudioVIZ, Adobe CS 2 (Adobe Acrobat Pro, Adobe Photoshop, Adobe Illustrator, Adobe InDesign), Adobe Premiere Pro, Adobe Designer, Adobe Streamline, Maya, Cinema4D, Rhino 3D, Autodesk Revit, Macromedia Studio MX 2004 (Dreamweaver, Flash, Fireworks, Freehand), and Sketch-Up.

Room 446 - Open Lab with 20 G5 (each has Dual-2.7Ghz - 1GB RAM, SuperDrives of CD-R/DVD-ROM/DVD-R, and iDVD), and 20 Dells (each has 3.2GHz – Dual Core Xeon, 4GB RAM, WinXP, DVD+/-RW). Other devices include two Epson flatbed 8.5x11 scanners, 1 Microtek 12x17 scanner, one video Editing Station with VCR, two Epson 8.5 x 11 flatbed scanners, one Nikon slide scanner, and one Flatbed scanner /Transparency capabilities - UMAX. This scanner can also scan slides up to 12 at a time. All the Macs and PCs in this lab use the same software suites as in the other two teaching labs.

Room 530 - Digital Acquisition Studio:

- One Wide-scanner (Windows)
- One Video-editing (Windows)
- One 3-D Digitizer (Windows)
- One Video-Editing (Macintosh - FinalCut Pro)
- One Slide-scanner (Macintosh)
- One Flat-bed scanner (Macintosh)
- Northeast Wall - lights
- Southeast Wall - green screen, lights, and backdrops

The facilities listed above are open to all students during posted open hours and serve as teaching environments for Architecture 230, 334, 434, 436, 437, 534, 528G, and 528L. All computers have Web browsers, ftp and telnet software, and Microsoft Office.

Armory studios - Three Apple G4/733, 512 MB RAM, Superdrives, Ethernet connected to all current lab software. One HP black and white printer is installed by the college and maintained by architecture students.

Room 526 – The Geographic Information Systems Laboratory has Ethernet network. Equipment includes 11 Dec-station and 1 laser printer.

Room 426 – Output Center with two HP9050 *black and white printers*, one *Canon color printer*, one *Epson wide format color printer*, one Epson photo printer, one *KIP engineering plotter/copier* (up to 36 inch wide black and white plots on bond paper), **two Laser Cutters**, one *Strata 3D Printer*, and two *Xerox photocopiers*. In addition, there are two servers and two workstations Ethernet connected to the printers and cutters. Transactions are handled with Cy-Cash or Departmental Copy Cards.

Room 030 – Model Shop has the CNC Router together with a PC connected to the Ethernet. Files could be sent over the Internet.

Critique spaces: Projectors and remotes for the following spaces on 4th Floor Landing (Center), 3rd Floor North (triangle space), and 3rd Floor Landing (Center).

There are five projectors available through instructors and teaching assistants for classes only, and still digital camera and digital video cameras available for checkout. In addition to the college servers, the department maintains its own file sharing servers for student and faculty use. Other computer equipment is available at various locations around campus, including the Durham Computational Center.

3.9. INFORMATION RESOURCES

3.9.1. The Design Reading Room's collection of architecture and architecturally related serials, monographs, and other media support its role as a pedagogical resource for ready access to current information resources relating to the mission, goals, programs, and curriculum of Iowa State University's architecture program. The College of Design is one of the few schools in the nation that organizes its architecture, art, and design disciplines into one college and in one facility. The Design Reading Room, though housed physically in the College of Design building, is administered as a branch within the University Library system, which also includes Parks Library (the main library building on central campus, housing the bulk of the University Library's collections), the Veterinary Medical Library, and additional reading rooms for math and the physical sciences. The ready availability of information resources in both the Design Reading Room and the nearby Parks Library greatly enhances the educational experience of students in the architecture program.

The Design Reading Room currently occupies 3,096 square feet on the ground level of the College of Design building. In 1999, the room's physical dimensions were reduced slightly (by approximately 300 square feet) to accommodate the construction of a new auditorium for Design. Even so, the Reading Room's collection has been continually developed since its establishment in 1978 as part of the Design College, and currently totals 11,523 monographs and 153 serial titles. Historically, the collection was part of the university's original Architecture Library, established in 1933. Through the years, the collection has been regularly reviewed, weeded, updated, and expanded to support the evolving curricula of the College of Design.

The Humanities Bibliographer, whose office is in the Parks Library, works closely with faculty in the Architecture Department to shape the growth of the collection. The materials budget (for books, journals, and other information resources) is allocated centrally by the University Library and expended by the Humanities Bibliographer, in consultation with the faculty, students, and liaisons of the College of Design and with the staff of the Design Reading Room. The materials budget is supplemented with several gift funds overseen by the University Library. A faculty liaison from the Architecture Department assists the Humanities Bibliographer in determining what titles are appropriate for the reading room. For the most part, these are items classified by the American Library Association at the "study and basic" level, reflecting the Reading Room's mission of providing pedagogical supportive materials. Currently, the Library subscribes to 83 architecture journals at an annual cost of \$12,500. These include all core architecture journals represented in the 2006 edition of Magazines for Libraries.

The local collections of the Design Reading Room are supplemented by a major collection of research-level resources in the nearby Parks Library. Architecture

students have ready access to and are encouraged to avail themselves of the extensive holdings in the Parks Library that relate to architecture topics.

The power of the Internet has transformed the ability of academic libraries to support university teaching and research. The University Library maintains subscriptions to hundreds of online indexes in numerous academic fields. To support architecture research, the Design Reading Room provides access to such titles as the Avery Index to Architectural Periodicals, Architectural Index, Art Index, and Design and Applied Arts Index. In addition to these discipline-specific indexes, the University Library subscribes to many other social science and humanities-oriented indexes including: America: History and Life, Sociological Abstracts, and the Public Affairs Information Bulletin. We regularly review our indexing tools in an effort to expand or update resources where appropriate.

The University Library adheres to all major cataloging standards and contributes records to the Online Computer Library Center (OCLC), a worldwide cooperative of some 23,000 libraries, providing shared access to over 37 million bibliographic records. New acquisitions are ordered, received, and cataloged in a timely fashion. The online Library Catalog provides patrons with the status of any new order, and students and faculty are able to request that they be notified when newly-received items are available for circulation. The entire Design Reading Room collection is represented in the online Library Catalog. Conservation and preservation of the collection are carried out in a deliberate and diligent manner by staff in the Preservation Department of Parks Library.

For books, journals, and other media not owned by the University Library system, the Interlibrary Loan Department in Parks Library will borrow items from other libraries across the country and around the world. This is a service provided to all ISU faculty, staff, and students (including undergraduates), in most cases free of charge. The University Library participates in several consortia and cooperative agreements including various State of Iowa inter-institutional agreements; the Center for Research Libraries (providing access to more than 3.5 million volumes of specialized research materials, government documents, and dissertations, largely in non-English languages); and the Greater Western Library Alliance (GWLA), which consists of thirty-one large research libraries in the Midwest and western United States. Through OCLC's Reciprocal Faculty Borrowing Program, ISU faculty can also obtain borrowing privileges and on-site access to the collections of other major research libraries in the United States.

All Design Reading Room services are readily available to ISU students, faculty, and staff. Written circulation policies are available in the e-Library (the University Library website) and on request. All undergraduate students at Iowa State are required to take a course in information literacy and the use of library resources. The Design Reading Room maintains an active course reserve service to support classroom and studio instruction. Reading Room staff also provides

knowledgeable reference service to all patrons. This is supplemented by the research services of reference staff in the Parks Library. The Reading Room is open 77 hours per week (Monday-Thursday, 8:00 a.m.-10:00 p.m.; Friday 8:00 a.m.-5:00 p.m.; Saturday 1:00 p.m.-5:00 p.m.; and Sunday 2:00 p.m.-10:00 p.m.). The Reading Room is used intensively. During fiscal year 2006, some 12,923 items were checked out. During that same period, gate counts indicated that users visited the room 42,959 times.

Staffing in the Design Reading Room is funded through the University Library budget, and includes two full-time Library Assistants. The supervisor, a Library Assistant IV, is a paraprofessional with twenty-eight years of Library experience. This position has principal responsibility for maintaining the room's collection and overseeing its services. The supervisor's assistant is a Library Assistant III with sixteen years of Reading Room experience. Full-time staffing is supplemented with student employees, typically five student assistants totaling 1.5 FTE. Reading Room staff report to the Library's Head of Circulation & Branch Facilities. Responsibilities for collection development reside in the Humanities Bibliographer, who in turn reports to the Library's Associate Dean for Collections & Technical Services. Written job descriptions and evaluation procedures for the Design Reading Room personnel are overseen by the Library's Human Resources Department. Opportunities for professional development are available through various library and university programs. All university salaries are based on a merit system.

The Design Reading Room is easily accessible on the main floor of the College of Design building. It is a pleasant, airy space with considerable natural lighting, well-furnished and conducive to study. Equipment includes two photocopiers, two in-house slide projectors, and five publicly accessible PC workstations. PCs are networked to both a laser printer and a photocopier, for convenient printing. Laptop users have wireless access to the university network, and (as of August 2006) can also route jobs to fee-based printers. The Reading Room also houses and loans equipment from the university's Instructional Technology Center. This equipment includes numerous slide projectors, two TV/VCR units, two overhead projectors, one Elmo projector, one LCD/Computer/VCR unit, one LCD/Computer/DVD unit and one LCD/Computer unit. This equipment is used extensively by the College faculty for classroom presentations. The Reading Room collection is protected by the 3M electronic security system. Book stacks are open access, and collections are arranged in a subject-classified order, using Library of Congress call numbers. Course reserve material is maintained in closed stacks.

	2002	2003*	2004	2005	2006
Dept. LCNA or 720-229	2,381	2,381	3,430	3,480	3,530
Total Arch. Departmental (LCNA, TH, N, HD, TA, T, H, SB, or HT)	3,100	3,100	7,595	7,690	7,790
Univ. LCNA or 720-729	16,625	16,625	16,700	16,910	17,145
Total Arch. University (LCNA, TH, N, HD, TA, T, H, SB, or HT)	205,000	205,000	205,850	208,450	211,350
Annual budget	\$104,000	\$104,000	\$104,700	\$108,900	\$96,930

Note: The University Library has a very strong core collection of architecture subscriptions.

*Data was unavailable for 2003 report when it was submitted, previous year's data was repeated.

For fiscal year 2007, the University Library will spend (overall) \$7.3 million for books, journals, and other information resources. The most recent data for system-wide library holdings is shown below:

ISU LIBRARY : Holdings in Collections (June 2005)	
Volumes held	2,444,263
Serials	35,392
Electronic Titles	19,011
Microforms	3,473,037
Manuscripts (linear feet)	15,605
Maps (cartographic)	108,141
Audio	13,511
Computer files	8,397
Graphic	850,098
Film & Video	51,894

All Design Reading Room services are readily available to ISU students, faculty, and staff. Written circulation policies are available in the e-Library (the University Library website) and on request. All undergraduate students at Iowa State are required to take a course in information literacy and the use of library resources. The Design Reading Room maintains an active course reserve service to support classroom and studio instruction. Reading Room staff also provides knowledgeable reference service to all patrons. This is supplemented by the research services of reference staff in the Parks Library. The Reading Room is open 77 hours per week (Monday-Thursday, 8:00 a.m.-10:00 p.m.; Friday 8:00 a.m.-5:00 p.m.; Saturday 1:00 p.m.-5:00 p.m.; and Sunday 2:00 p.m.-10:00 p.m.). The access hours have remained steady for the last several years since the last team visit. The Reading Room is used intensively. During fiscal year 2006, some 12,923 items were checked out. During that same period, gate counts indicated that users visited the room 42,959 times.

Staffing in the Design Reading Room is funded through the University Library budget, and includes two full-time Library Assistants. The supervisor, a Library Assistant IV, is a paraprofessional with twenty-eight years of Library experience. This position has principal responsibility for maintaining the room's collection and overseeing its services. The supervisor's assistant is a Library Assistant III with sixteen years of Reading Room experience. Full-time staffing is supplemented with student employees, typically five student assistants totaling 1.5 FTE and this amount of staffing has also remained steady. Reading Room staff report to the Library's Head of Circulation & Branch Facilities. Responsibilities for collection development reside in the Humanities Bibliographer, who in turn reports to the Library's Associate Dean for Collections & Technical Services. Written job descriptions and evaluation procedures for the Design Reading Room personnel are overseen by the Library's Human Resources Department. Opportunities for professional development are available through various library and university programs. All university salaries are based on a merit system. The following table is indicative of the operations budget for the last three fiscal years and includes benefits:

	FY04	FY05	FY06
Merit positions	\$116,453	\$118,068	\$124,588
Student positions	\$14,255	\$14,019	\$14,477
Total:	\$130,708	\$132,087	\$139,065

Note: The amount of money students are paid depends on the longevity of the individual student.

3.9.2. The College of Design Visual Resources Collection (VRC) is an instructional resource of over 197,100 35mm slides documenting major works in the fields of Architecture, Landscape Architecture, City Planning, Art, Craft, and Design. The collection is used by faculty and graduate students to present visual information in the classroom as well as for research.

An electronic catalog of the collection resides on a web site called Plato's Cave. Plato's Cave is a cooperative effort within the College of Design between the faculty and the Visual Resources Collection to provide significant, diverse, and vital online resource for undergraduate study and research. This shared resource takes the form of a large database of critical images, data, and instructor's annotations available through most computers on campus. Over 144,000 slides are scanned and viewable on the Plato's Cave web site. They can be searched on line by artist, location, medium, date, etc. Plato's Cave includes images documenting major works in the fields of Architecture, Landscape Architecture, Planning, Art, Craft, and Design, including works by women artists and African-American artists and also the art and architecture of Asia and American Indians. These images also include slides from the faculty's private collections. All of the material is accessible to students throughout the university when they are on the university network. Off-network, Plato's Cave is password protected.

The number of College of Design courses supported on Plato's Cave averages 14-16 per semester with almost 3,500,000 hits on the website for fiscal year 2006. The Visual Resources Collection is administered and funded by the Dean's Office of the College of Design. The staff is comprised of 1 full-time Curator, .25 FTE graduate assistant, and 1.25 FTE student assistants. The operating budget for the VRC is \$13,300 annually, which covers all supplies, acquisitions, and student work-study. This allocation and level of staffing support has been stable since July 2001.

Hours are 8:00 am – 5:00 pm, Monday through Friday, and many faculty members have their own keys for after hour access.

Both faculty requests and general collection development drive collection development by the Curator. Last year we added 3,400 slides to the collection. We circulate about 20,000 slides per year. The trend toward digital presentations is driving a decrease in slide circulation and an increase in requests for slide images in digital form for use in PowerPoint. To support that trend the VRC has added a PowerPoint-ready JPEG derivative file of each image scanned or photographed to the digital workflow. A server for these JPEGs has been populated with 53,400 JPEG image files to date.

3.10 FINANCIAL RESOURCES

3.10.1. Budget, Endowments, Scholarships, and Development Activities

Iowa State uses a form of “block budgeting” in which allocations for salaries, supplies and services, and graduate assistantships are made to the department through the college dean following the annual session of the State Legislature. Allocations for 2005-2006 were as follows:

Salaries and benefits:	\$2,444,515	
Graduate Assistantships:	78,953	
Supplies and Services:	147,071	
Summer Teaching Salaries and benefits:	<u>35,342</u>	
University Budget:		\$2,705,881
Temporary Teaching Funds:	117,028	
AAC Gifts (Lectures):	20,000	
Foundations Gifts:	6,000	
Grants & Scholarships:	<u>25,000</u>	
Additional Funding Subtotal:		<u>\$ 168,028</u>
Total Expenditures:		\$2,873,909

Actual expenditures exceed these amounts in almost every category. Salaries are annually supplemented by temporary teaching funds that are distributed by the college. In 2005-2006 the temporary teaching funds provided an additional \$117,028. These funds may be discretionary, but they are necessary to fulfill the minimum teaching needs of the department. The dean annually reviews how these "temporary" funds will be allocated within the college. Supplies and Services expenditures will total approximately what was budgeted for 2005-2006. The overall department deficit is made up from funds generated by direct cost reallocation from research projects, the Architecture Advisory Council fundraising for the lecture series, alumni foundation support, and miscellaneous college resources. Because of a series of reversions (due to state budget or tuition shortfalls) and reallocations due to funding redistribution by the university administration, the department budget has eroded since the last accreditation visit which was in 2001. The college instituted a major conceptual change in its departmental curricula as a proactive effort to deal with budget reductions while reinforcing the interdisciplinary nature of the college. Three first year Core courses, required for all college students, were developed to replace the first year offerings within each department. The uniform coursework afforded all students the opportunity to apply to any of the college's enrollment managed departments after the first year; it encouraged interdisciplinary interaction among faculty and students; and it reduced the total number of course offerings by the college which

accommodated the necessary budget reductions. The innovative and cooperative effort within the college was rewarded by the university with a net reduction in the proposed cuts for the college.

In 2005-2006 the average salaries for full professors was \$84,481 (peer average was \$93,466); associate professors was \$66,274 (peer average was \$70,167); assistant professors was \$58,523 (peer average was \$55,561).

Development is a responsibility of the college dean's office and the college's development director who has a one-half time appointment. The ISU Alumni Association conducts a telephone campaign annually that results in significant contributions to the department. The majority of annual giving, however, comes unsolicited from graduates and friends. Annual giving to the department's unrestricted development fund usually approaches \$20,000 per year, but in recent years most of those funds have been redirected by the college to be applied toward the new addition. The department has **Endowment Funds** of \$414,189 as of July 1, 2005, most of which supports two annual lectures and student awards. \$20,000 is raised annually by the AAC to support the lecture series and student awards.

More than \$25,000 in **grants and scholarships** provided by product suppliers and alumni has been awarded to over 40 undergraduate and graduate students during each academic year since fall 2001. In addition, the Graduate College continued its annual support by awarding \$51,000 in tuition scholarships to architecture students holding graduate assistantships in 2005-2006. \$20,000 is annually raised by the AAC to support the lecture series.

3.10.2. Comparative data on annual expenditures per undergraduate and graduate student relative to other professional programs in the institution. The table below compares public spending, in the form of faculty and staff salaries and benefits and supplies and services budgets, by College of Design department and per enrolled student for the academic year 2005-2006. Interpretation of this data is very difficult as it does not include private funding, research overhead returns, nor student fee supported activity; all of which vary considerably department to department. To further separate expenditures between graduate and undergraduate students is equally difficult as faculty teach at both levels, sometimes within the same course, and such factors as research, advising and thesis mentoring vary widely among faculty and in terms of learning venues for students.

Comparison of Public Spending per Student with other Professional Programs in the College of Design

2005-2006	Architecture	Art & Design	Community & Regional Planning	Landscape Architecture	College of Design	College of Design Totals
Salaries and Benefits	2,550,021	3,054,358	854,705	1,197,384	1,486,553	9,143,021
Supplies and Services	142,518	154,420	32,838	42,530	139,291	511,597
Undergraduate Enrollment	598	875	89	161		1,723
Graduate Enrollment	44	45	43	16		148
Total Enrollment	642	920	132	177		1,871
Salaries & Benefits/ Student	3,972	3,320	6,475	6,765		4,887
Supplies & Services/Student	222	168	249	240		273

3.11. ADMINISTRATIVE STRUCTURE

3.11.1 Regional Accreditation Iowa State University is accredited by the North Central Association of Colleges and Schools as well as by appropriate professional organizations.

3.11.2. Description of Administrative Structure The Department of Architecture functions in the context of the College of Design. The department of architecture governance document establishes the administration of the department. It is attached, together with the college's governance document, in the Appendix. The organization chart included therein displays the administrative structure of the college.

Standing committees of the department are identified and defined in the governance document. They may receive specific charges, in addition to their stated responsibilities, from the chairperson. Committee members are elected by the faculty or appointed by the chairperson, as prescribed for each committee in the governance document. Elections to committee membership may involve run-off elections in order to assure a majority choice of voting faculty. Membership to

an elected departmental committee will be, unless otherwise noted, for staggered three-year terms. There are student members of appointed committees who are appointed by the chairperson from nominations received by the AIAS or from the architecture student body at large. Committee members will elect chairpersons of standing committees unless by right of office as outlined below. Standing committees provide annual reports to the chairperson and to the faculty of the department.

In addition, department faculty appointments to university and college committees, unless otherwise specified as faculty elected, are made by the dean after consultation with the College Liaison Council and the departmental chairperson.

3.11.3. Other Programs in the Unit

The College of Design consists of the Departments of Architecture, Art and Design, Community and Regional Planning, and Landscape Architecture. Within the Department of Art and Design, there are programs in graphic design, interior design, and integrated studio arts.

In addition to the degree programs subject to NAAB accreditation, the department offers a post-professional 30cr MArch degree and a 30cr M.S. in architectural studies research degree. The post-professional Master of Architecture is a one year option within the graduate program. It is designed for individuals with an accredited professional degree in architecture (B.Arch or M.Arch). The post-professional option affords the opportunity for advanced study in architectural theory and design culminating in the thesis.

The Master of Science in architectural studies is designed for students with non-architecture backgrounds and students with previous degrees in architecture wishing to conduct specialized graduate level research in architecture. Students work closely with faculty who are engaged in high-level research and scholarship.

3.12. PROFESSIONAL DEGREES AND CURRICULA

The **Bachelor of Architecture** and **Master of Architecture** programs being reviewed for accreditation are offered by the Department of Architecture. Throughout the report the two accredited programs have been defined and discussed separately. To a substantial degree these programs are now autonomous and self-contained, and the individuality of their missions and the reliability of support for each of them is important to their success. At the same time, each benefits from the existence of the other and where efficiencies are possible we attempt to take advantage of them. Advanced undergraduate students take

graduate electives; and, ideally, there is substantial interaction between fifth year students and Graduate students on the fifth floor of the college building. Graduate assistants are a critical resource in teaching and research, and graduate students are common participants on reviews. The interplay of these two programs is vital to the richness and diversity of the department. Interdisciplinary Option Studios are available in the spring semester of the last two years of both the undergraduate and graduate programs. Students from either program, as well as upper level students from other disciplines, may work together in one of the many Option Studios being offered.

3.12.1. The Bachelor of Architecture Program and Chart

The undergraduate program in architecture is a five-year curriculum leading to the Bachelor of Architecture degree. It includes one year of pre-professional coursework (**30.5 credit hours**) and **four years of professional coursework (135 credit hours)**. The program provides opportunities for general education as well as preparation for professional practice and/or graduate study. An optional one-semester foreign study program is offered to fourth year students. The eight free elective courses coupled with four Humanities and Social Science electives and the six architecture options enable students to complete a minor or double major. (From the **2005-2007** Catalog with minor editing.)

The 165.5 credit hours are distributed as follows:

Required General Studies	13.5		(These courses provide a
Soc./Humanities/Comm. Electives	<u>15.0</u>		general education foundation.)
	28.5	17.2%	
Required Architecture Courses	95.0	57.4%	(These courses are designed to
			meet the NAAB Criteria.)
Arch. SAC Options	12.0		(These required options are designed to
Arch. Professional Options	<u>06.0</u>		develop depth of knowledge
	18.0	10.9%	in various areas of professional
			studies.)
Free Electives	24.0	14.5%	(May be taken open general electives or as
			architectural electives; these courses
			enable a depth of concentration
			of the student's choice or minors.)

The 2005-2007 catalog curriculum is presented in two formats for ease of reference. The Bachelor of Architecture Curriculum Chart is arranged by semester, year and curricular area. The more conventionally arrayed Bachelor of Architecture Program of Study that follows the Chart includes the names of the courses.

BACHELOR OF ARCHITECTURE CURRICULUM CHART (2005-2007 Catalog)

	1st year Preprofessional	2nd year		3rd year		4th year		5th year	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Design (56 Required)	Dsn S 102 (4) Dsn S 131 (4)	Arch 201 (6)	Arch 202 (6)	Arch 301 (6)	Arch 302 (6)	Arch 401 (6)	Arch 402 (6)	Arch 403 (6)	Arch 404 (6)
Design, Architecture and Culture (33 Total) (15 Required) (18 Elective)	Dsn S 183 (3)	Arch 221 (3)	Arch 222 (3)	Arch 271 (3)	Arch SAC (3)	Arch 482 (3)	Prof. option (3) Arch SAC (3)	Arch SAC (3) Arch SAC (3)	Prof. Option (3)
Media and Communication (3, Required)		Arch 230 (3)							
Technology (21 Required)		Arch 240 (3)	Arch 242 (3) Arch 357 (3)	Arch 344 (3) Arch 458 (3)	Arch 346 (3) Arch 448 (3)				
General Studies Requirements and General Electives (52.5)	Engl 104 (3) Engl 105 (3) Math 142 (3) Phys 111 (4) H/SS (6) Lib Sci 160 (.5)		H/SS (3)	H/SS (3)	Gen Elect (3)	Gen Elect (3) Comm Elect (3)		Gen Elect (12)	Gen Elect (6)

BACHELOR OF ARCHITECTURE PROGRAM OF STUDY

(2005-07 Catalog) 165.5 Credits

PREPROFESSIONAL PROGRAM

FIRST YEAR - FALL/SPRING

4	Dsn S 102	Design
4	Dsn S 131	Drawing
3	Dsn S 183	An Introduction to Design Culture
6	English 104/105	Freshman Composition I & II
3	Math 142	Trigonometry & Analytic Geometry
4	Phys 111	General Physics
6	Social Science/Humanities options* (1&2)	
<u>0.5</u>	Lib 160	
30.5	(Spring and Fall semesters)	

PROFESSIONAL PROGRAM (Selective admission)

SECOND YEAR

6	Arch 201	Arch Design I	6	Arch 202	Arch Design II
3	Arch 230	Design Communications	3	Arch 357	Envir Forces in Arch
3	Arch 221	History of Western Arch I	3	Arch 222	History of Western Arch II
3	Arch 240	Materials & Assemblies I	3	Arch 242	Arch Structures I
—			<u>3</u>	Social Science/Humanities Option* (3)	
15	(Fall semester)		18	(Spring semester)	

THIRD YEAR

6	Arch 301	Arch Design III	6	Arch 302	Arch Design IV
3	Arch 271	Human Behav/Envir Theory	3	Arch 448	Materials & Assemb II
3	Arch 344	Arch Struc II	3	Arch 346	Arch Struc III
3	Arch 458	Envir Control Syst	3	Arch SAC option* (1)	
<u>3</u>	Social Science/Humanity option* (4)		<u>3</u>	General Elective (1)	
18	(Fall Semester)		18	(Spring semester)	

FOURTH YEAR

6	Arch 401	Arch Design V	6	Arch 402	Arch Design VI
3	Arch 482	Professional Practice	3	Professional option* (1)	
3	Univ. Communication Elective*		3	Arch SAC option* (3)	
3	SAC Elective* (2)		3	Arch SAC option* (4)	
<u>3</u>	General Elective (2)		—		
18	(Fall semester)		15	(Spring semester)	

FIFTH YEAR

6	Arch 403	Arch Design VII**	6	Arch 404	Arch Design VIII**
3	General Elective (3)		3	Professional option* (2)	
3	General Elective (4)		3	General Elective (7)	
3	General Elective (5)		3	General Elective (8)	
<u>3</u>	General Elective (6)		—		
18	(Fall semester)		15	(Spring semester)	

*Choose from a faculty approved list of courses. The faculty list of approved courses is published in the *Undergraduate Student Guide*, included here in Appendices.

**May be substituted by DSN S 446, Interdisciplinary Studio

3.12.2. The Master of Architecture Program and Chart

The Department offers three graduate degrees in Architecture: one accredited, professional Masters Degree, one post-professional Masters Degree, and a research-oriented Master of Science in Architectural Studies.

Our M.Arch. curriculum is designed to give students without degrees in architecture the credentials and critical thinking skills necessary to enter the profession. We intend that they do so with a well-developed sense of themselves as citizens of local communities, consumers of global products, and agents in ecological processes. We hope our students will leave school and enter practice with a commitment to the public good, since one of the definitions of “professional” is a sense of responsibility for one’s actions beyond the legal and economic contract. The program emphasizes our belief that the production of the built environment is a universal and fundamental human activity that includes, but is not limited to, architectural practice. In this larger context, architecture is a multifaceted and multivalent cultural phenomenon. The architect, as defined by social convention and legislation, is but one actor in a complex process that produces buildings of social, political, economic, and biological consequence. We encourage our students take positions in the profession without losing sight of architecture’s agency in the larger context of global affairs.

It is not enough to profess these values, we must also model our commitment to them in our teaching and research. This requires alternative pedagogical practices. Team teaching and open public debate are fundamental to our curriculum. This structure provides students and faculty the opportunity to continuously integrate ideas, skills, and information. We also develop our students’ ability to thoughtfully critique contemporary assumptions and practices by integrating historical studies into all aspects of design teaching and by consistently addressing contemporary issues in our courses.

The primary pedagogical strategy of our curriculum is an **active integration** of three primary curricular areas: design studio, science and technology (sci-tech) and the study of the built environment (seminar). Coursework for each of these three classes is planned to overlap, reinforce and resonate. In addition to the planned intersection and overlap of class topics and tasks, students and faculty also gather several times a semester to discuss special cross-curricular and interdisciplinary topics drawn from contemporary local and/or global events. In our first-year core curriculum we depart radically from the typical studio-heavy pattern and teach design, sci-tech and seminar as three five-credit courses. We believe that the equal weight of these courses ensures that students understand them as equal in value. This rethinking of the relationship of design studio to other components of design education comes from our recognition that one of the primary failures of contemporary architectural education is the protected and privileged status of design studio. At many schools the credit-heavy design studio

inadvertently takes over the curriculum, reducing student learning in other fundamental content areas and produces students who are only capable of content-free formal design and labor-intensive image or model-making. The Sci-Tech course sequence itself departs significantly from the traditional approach to teaching building technologies, which tends to isolate concepts about building structure from environmental forces and materials and methods of construction. Our comprehensive approach considers the building as an integrated whole. This is necessary as we work to mainstream ideas about sustainable technology and responsible design.

M.Arch. I

The seven-semester M.Arch. 100-credit degree program is designed for students with undergraduate degrees that are not professional architecture degrees. There is a strong regional demand for this program, which draws applicants with degrees from the numerous four-year colleges in the midwest, as well as from the University of Iowa and other Midwestern universities without architecture programs. The 100-credit program begins with a three-semester (Fall, Spring, and Summer) intensive program of study featuring 5-credit courses each term: Studio courses that focus on representation, place-making, and construction; Seminars that emphasize history/theory and social context; and SCI-TECH, which covers basic building science with an emphasis on environmental issues and integration with design and history/theory. During the summer session, SCI-TECH and the Seminar are combined into an intensive Service Learning experience with an emphasis on construction and social engagement.

The final two years offer required studios in the Fall, Option studios each spring, and required lecture and seminar courses. Fall studio in the second year is a dedicated Architecture and Landscape studio that relates to our location within a profound but threatened region. Fall studio in the third year is our NAAB-required Comprehensive Design studio. This element is in transition; since Fall, 2006 it has shared the program, site, and curricular infrastructure of our undergraduate Comprehensive Design studio. Spring studios in both second and third years are vertically integrated option studios, allowing students a wide variety of choices from throughout the college, and the opportunity to spend a semester in Rome, typically during their final year. Other required coursework includes two semesters each of Seminar (focusing on Theory and Research in Practice) and SCI-TECH (covering advanced construction types, environmental systems and response, and long span and high rise structures), and a dedicated Professional Practice course shared with the undergraduate program. The remaining 21 credits are pure Electives, allowing students to either broaden their learning while here or to refine their knowledge in a related subject area (art or

architectural history, for example). Students pursuing double degrees (available in Community and Regional Planning, Engineering, and Business Administration) are allowed to apply coursework in the second major toward elective requirements.

Students with non-professional degrees in architecture are typically given advanced standing in the M.Arch I program, often beginning in the second year. International students with professional degrees from abroad are occasionally admitted with two years of advanced standing.

M.Arch. II

The two-semester M.Arch. 30-credit degree program is designed for students with a professional architectural degree who wish to pursue dedicated independent research. Students are responsible for designing their own program of study and assembling a Committee of faculty from within and outside the department. Their work leads to a Thesis, which is submitted according to Graduate College regulations. This degree program is consistently attractive to a small but typically dedicated group of students graduating from our B.Arch. program who wish to pursue design or theoretical research that builds on their professional degree.

Students pursuing double-degrees, following an innovative program developed in the department, are allowed to apply core courses in the second major (Community and Regional Planning, Engineering, Business Administration, and others) to elective requirements.

Students with non-professional degrees in architecture are typically given advanced standing, entering in the second year.

The 100 credit hours are distributed as follows:

Open Electives:	21 hours
Required Architecture Courses:	79 hours

The curricula are presented in two formats for ease of reference. The Master of Architecture 1 Curricula Chart is arranged by semester, year, and curricular area. The more conventionally arrayed Master of Architecture 1 Program of Study and the Master of Architecture 2 Sample Program of Study that follow the Chart includes the names of the courses.

M. ARCH. 1
CURRICULUM CHART (2005-2007 Catalog, with interim changes)

	1st year			2nd year		3rd year	
	Fall	Spring	Summer	Fall	Spring	Fall	Spring
Studio (39)	Arch 505 (5)	Arch 506 (5)	Arch 507 (5)	Arch 601 (6)	Arch 602 (6)	Arch 603 (6)	Arch 602 (6)
Seminar (21.5)	Arch 595 (5)	Arch 596 (5)	Arch 581 (5)	Arch 695 (3)	Arch 696 (3)	Arch 582 (3)	
SCI-TECH (18.5)	Arch 541 (5)	Arch 542 (4)		Arch 643 (3)	Arch 644 (3)		
General Education (21)				Elect. (3)	Elect. (3)	2 x Elect. (6)	3 x Elect. (9)
(100)	(15)	(15)	(10)	(15)	(15)	(15)	(15)

M. ARCH. 1
PROGRAM OF STUDY (1999-01 Catalog)

FIRST YEAR

5 Arch 505 Studio/Media I	5 Arch 506 Studio/Media II
5 Arch 595 Seminar I: History	5 Arch 596 Seminar II: Society
<u>5</u> Arch 541 SCI-TECH I	<u>5</u> Arch 542 SCI-TECH II
15 (Fall semester)	15 (Spring semester)

5 Arch 507 Studio/Media III
<u>5</u> Service Learning
10 (Summer term)

SECOND YEAR

6 Arch 601 Architecture/Landscape Studio	6 Arch 602 Option/Global Studio
3 Arch 695 Seminar III: Theory	3 Arch 696 Seminar IV: Research/Practice
3 Arch 643 SCI-TECH III	3 Arch 644 SCI-TECH IV
<u>3</u> Open Elective	<u>3</u> Open Elective
15 (Fall semester)	15 (Spring semester)

THIRD YEAR

6 Arch 603 Comprehensive Design	6 Arch 602 Option/Global Studio
3 Arch 582 Professional Practice	6 Open Elective
3 Open Elective	3 Open Elective
<u>3</u> Open Elective	<u>3</u> Open Elective
15 (Fall semester)	15 (Spring semester)

Double-Degree Programs

Double-degree programs are currently offered with the Department of Community and Regional Planning (M.Arch/M.C.P.), the College of Business (M.Arch/M.B.A.), and the College of Engineering (M.Arch/M.S. Con.E.). The programs satisfy degree requirements of each major, share electives, are supervised by co-major professors and a single advisory committee, and result in a single thesis in an area common to both majors.

Interdepartmental Minors

Faculty help develop and graduate students frequently pursue interdepartmental minors in Gerontology to which Professor Arvid Osterberg is graduate coordinator. The Graduate College provides research assistantships for some of these students.

3.13. STUDENT PERFORMANCE CRITERIA

3.13.1. Bachelor of Architecture Curricular Goals and Content Narrative

As noted in Section 3.12, Program Description, and shown in the B.Arch. Curriculum Chart, the professional curriculum is structured as a progressive and sequential involvement in the elements of the field of architecture: technology (construction and materials, structures, environmental systems); architecture and culture (history, theory, criticism and human behavior); design communication (drawing, modeling, computer generated representation); practice; and design (which is the armature of the program, and, through which the students explore the possibilities of design as synthesizing practice). Each year level is composed of a set of interactive courses which draw upon one another in the student's learning experiences. Architectural electives in each of these principal areas provide the opportunity for focused pursuit, and university electives provide a broadened liberal education base for the student. All design studio programs have embedded within them fundamental issues of culture, technology, communication, demands for design methodology and research. It is within this framework that we address the broad areas of NAAB criteria.

3.13.2. Bachelor of Architecture Matrix of Course and Performance Criterion Fulfillment

The two undergraduate matrices array course content across the NAAB criteria. The first matrix is for required courses and is arranged by course number for ease of cross-referencing. The second matrix is elective courses and is divided into Studies in Architecture and Culture, and general professional electives. The second matrix applies to the graduate program as well. The text that follows

briefly expands upon the outline of curricular focus shown in the matrices. The method, content and performance evidence for the referenced courses can be found in Section 4.3. Course Descriptions.

Social and Cultural Framing of Architecture

The central value we work toward in the program is understanding architecture as a cultural discipline. The two required history survey courses, four required SAC options, the twelve credits of required Social Science/Humanities electives, and the required course Arch 271 Behavior and Environment comprise 20% of the curriculum. These courses are augmented by the university general studies requirements, free electives and other Departmental Topical Studies which have as their premise social and liberal studies, i.e., American Indian Architecture and other History courses on Non-Western Architecture, Historic Preservation, Ethics and the Design Professions, Design for all People, Design and Beauty, etc.

Environmental Context and Impacts

The required courses, Arch 271 Human Behavior and Environmental Theory, third year design studios Arch 301 and 302, and fourth year design studios 401 and 402, form the nucleus of studies on physical, cultural and ecological environmental studies. Arch 301 and 302 examine the natural and built landscape as context, the cultural dimensions of the shape of that landscape, and its ecology -- including geography, flora and climate. Design studios Arch 401 or 402, whether taken in Rome or in Ames, focus on comprehensive design and urban context. Departmental Topical Studies in Urban Design and American Public Space (Arch 528), and technology electives such as Arch 351, Solar Home Design, and Arch 451, Sustainable and Green Architecture, extend study possibilities in this area.

Aesthetics and Formal

Throughout the curriculum of study, design studios contribute to the study of aesthetics. In particular, the first, second and third year studios are expected to present basic aesthetic foundations which the students then develop expressively and more independently in their final two years. Requirements for Design Media and Communication, in the required 3 credits of Arch 230 and the new media minor are central to aesthetic and methodological development. Throughout the studio sequence, students examine the link between design method and resultant work.

Technical and Material Studies

The seven required technology courses covering materials and construction, structures and environmental forces and systems comprise a second major core accounting for 21 credit hours and 13% of the curriculum. Students take a significant share of their free electives in the area of technology which is

supported by electives ranging from the Luminous Environment, Sustainable Design and Green Architecture, and Construction Methods. Topical independent studies are often arranged with the technology faculty.

Design

Each of the areas of study in the curriculum contribute substantively to design. They inform logic and methodology, design research, the use of history and meaning in giving form, the cultural context and value of architecture, and the extension and realization of architectural invention and form through technology and construction.

The Design Studio, however, is paramount in setting the values, purposes, methods, and quality of integrative architectural invention and results in the program. The pre-professional studio Dsn S 102, Dsn S 131 drawing, and the eight professional studios Arch 201 through Arch 404, constitute 34% of the curriculum. Embedded in the programs and problems for each semester are salient issues of culture, context, environment, technology and representation which the students are to explore in their work. The performance expectations for each level are defined in the curriculum design and articulated in the studio syllabi. Each year has a coordinator who establishes the problems and methods of the studio for the year. They also orchestrate the involvement of contributing faculty in the work of the studio.

Communication and Representation

The demands of representation in the design studios, technology course documentation, the oral and written components to departmental seminars, and the research and written components of the humanities courses all measurably contribute to the development of skills in this area. Again, as with aesthetics, the required design media and communication course provide a substantive core in this area. DsnS 131 drawing and Arch 230 supplemented by a multi-course sequence in drawing, computers, modeling and other media of investigation and representation that may comprise a minor.

The Advanced Computer Design sequence of Arch 334, 434, and 534, provides the opportunity for in-depth study of computation methods in design.

Practice

Arch 482 is an intensive required professional practice course which serves as a comprehensive introduction to practice issues. There are also a number of electives which variously address codes, consultants, zoning laws, project economics and duty to the public. Among these are Topical Studies in Preservation, Universal Design, Urban Intervention, Ethics, Community Design, Housing and Fire Safety.

3.13.3. Master of Architecture Curricular Goals and Content Narrative

The M.Arch. Professional Degree program is based on a 7 semester, 100 credit hour structure in which students from diverse backgrounds can progress together toward fluency in the technical, design, and socio-cultural aspects of the profession. Students with undergraduate degrees in subjects other than architecture take the full course of study, which includes a three-semester intensive introduction to fundamental design, studio, and media skills; to social and historical aspects of the discipline; and to basic environmental, structural, material, and human factors in design. Students with a four-year degree in architecture are generally given advanced standing and enter the curriculum in the second year. They are generally required to take the final 60 credit hours of the degree program, which include a studio dedicated to Iowa's urban and landscape sites, our Comprehensive Design studio, and advanced topics in building technology, architectural theory and research/practice. Option studios are available to all students in the final two spring semesters of the curriculum; these include interdisciplinary options with other departments in the college. The final 60 credit hours of the program also include 21 credit hours of electives, which may be fulfilled in the department or more broadly throughout the University.

With one exception (Arch 582, Professional Practice), all required courses are taught in either studio or seminar format and are dedicated primarily to the Graduate Program. This ensures an average student to faculty ratio of about 15:1 for the Program's fundamental coursework.

3.13.4. Master of Architecture Matrix of Course and Performance Criterion Fulfillment

The graduate matrices array course content across the NAAB criteria. The first matrix is for required courses. The Elective Course Matrix applies to both the undergraduate and the graduate programs. The text that follows briefly expands on the outline of curricular focus shown in the matrices. The method, content, and performance evidence for the references can be found in Section 4.3. Course Descriptions.

Social

The graduate program emphasizes architecture as a social practice, service, and profession. Studios intentionally foreground issues of civic representation and performance, economic equality, social justice, and democratic expression and dialogue. All studios involve issues of public space and building. Seminars emphasize social as well as cultural issues, and our summer Service Learning project connects construction with real clients, typically non-profit organizations.

Environmental

Issues of sustainability permeate design and technology classes, and are also covered by Seminars. SCI-TECH is built around understanding issues of building performance and resource consumption; its unique pedagogical armature allows ecological considerations to be part of all class topics, from environmental response and control through embodied energy in structural design.

Aesthetic

The graduate program encourages continuing critical speculation on questions of aesthetics in both seminars and studios. Electives are offered on the subjects of beauty, ethics, and criticism.

Technical

SCI-TECH is the most visible technical component of the graduate curriculum, however this is matched in studio by supportive requirements for structural, environmental, material, and circulatory performance. The Comprehensive Design studio is explicitly charged with supporting integrative thinking about design and technology.

Design

The design studios are the crucible in which the critical intellectual synthesis of the program occurs. We expect, and students have demonstrated, that design reflect the broad range of interests and values we represent and practice throughout the program.

Communication

The Graduate Program functions in two settings - studio and seminar. The seminar has been explicitly chosen as an environment that encourages open, respectful discussion between faculty and students, and among all of us as colleagues. This is supplemented by studios that emphasize media and representation, and by SCI-TECH projects that involve collaboration, presentation, and graphic analysis. All of these contribute to an atmosphere of shared intellectual endeavor, focused on dialogue.

Practice

Practice is explicitly addressed in Arch 582, Professional Practice. However, the notion of 'critical practice' in which architectural design is seen in socially, environmentally and culturally responsive guises is a fundamental tenet of all teaching within the program.

4. SUPPLEMENTAL INFORMATION

4.1. STUDENT PROGRESS EVALUATION PROCEDURES

4.1.1. Evaluating Undergraduate Student Transfer Credit and Advanced Placement

Transfer students are required to submit official transcripts of all academic work attempted to the University Admissions Office before admission to Iowa State. The Admissions Office determines the acceptance of credits to the University, and the Department of Architecture determines the application of such credits to a degree in architecture. Transfer students from community colleges or non-architectural programs are admitted to the preprofessional program. Students transferring from an accredited architecture program will be considered for advanced placement after an evaluation of academic credentials and a portfolio review. Admission to the professional program is overseen by the Undergraduate Program Coordinator. The application of credits to the degree program is recommended by the Undergraduate Advising Coordinator. Appeals are considered by the Department Chair. Advising for pre-architecture is carried out by the Department's Academic Advisor. The Core Director, our first year studio coordinator and the faculty for DsnS 102, plus the Associate Chair for the Undergraduate Program and others who speak at seminars for the purpose, advise pre-architecture students on portfolio and essay preparation for admission to the professional program.

Upon admission to the professional program proper at the second year, each student is assigned a faculty advisor who will work with them until graduation. The faculty advisor uses the department's Undergraduate Student Guide in working with their advisees. This Guide supplements the university policies outlined in the University Catalog. Copies of the Guide are distributed to the students. The Guide addresses academic procedures, student/advisor responsibilities, transfer credits, recommended elective courses, touch-tone registration, course of study records, graduation requirements, and student services.

4.1.2. Graduate Systems and Evaluation Procedures

Candidates for admission to the M.Arch Professional and Post-Professional Degree programs are evaluated by both the Graduate committee and by the University's Graduate College. Undergraduate GPAs, GRE scores, portfolios, letters of recommendation and statements of purpose are evaluated to determine mutual compatibility. Our acceptance rate has ranged from 25% to 40% depending on the number of applicants; considering the diverse backgrounds from which our students apply, the Committee makes its decisions based on a wide range of factors.

Once accepted, students' backgrounds are assessed for possible remedial or prerequisite needs. Students may be offered advanced standing if their undergraduate degrees include substantial studio, technical, and history or socio-cultural coursework. If this work is deficient, advanced standing may not be given for all course areas. The Director of Graduate Education is responsible for assessing individual student's backgrounds and determining both advanced standing and any remedial requirements.

4.1.3. Policies and Procedures for Evaluating Student Progress

Undergraduate student progress is monitored by faculty and staff advisors and is based on an audit of academic progress that is updated each semester. Formal evaluation of student progress occurs through the grading system. Mid-term notices are sent to students receiving grades of C- and lower. Faculty advisors receive these notices and are encouraged to meet with students who may be having difficulty. It has become informal policy for faculty to notify all students of their mid-term grades in design courses, and to again give grades three weeks prior to the end of the semester. Grades are based on the objectives of a course which are distributed with other course information at the beginning of the semester.

If a student wishes to contest a grade, he or she may do so by filing a grade grievance with the department. A panel of three faculty is convened to review the work of the student for the course, and to offer an advisory report to the faculty member for the course under consideration. Problems not sufficiently addressed to the student's satisfaction may be further reviewed through grievance procedures at the college and university levels. These are defined in the University Catalog.

Graduate student progress is managed by both the Director of Graduate Education and the Graduate College. Iowa State maintains strict GPA requirements for continued progress toward graduation, and does not allow credit for required courses in with the grade is less than a "B". The Graduate Program works with established Graduate College procedures, including a Program of Study requirement for each student that is monitored both within the Department and the Graduate College. In 2005, we petitioned the University to allow us to drop a campus-wide Thesis requirement in favor of continued guided studio work; this was unanimously granted on the grounds that we were primarily a professional, not a research, program. However, we were asked to maintain the committee structure implied by the Thesis. Students are assigned a committee composed of the Director of Graduate Education, the Department Chair, and the Associate Dean of Community and Regional Planning (to satisfy committee requirements for one outside member). In practice, the DOGE assumes the committee's responsibilities for monitoring student progress and advising on course selection and the Program of Study in conjunction with the Graduate College.

4.2 STUDIO CULTURE POLICY

Architecture is a profession, a calling, and an art. It requires dedication, discipline, and hard work. Studios at Iowa State are the spaces that will shape and influence the next generation of architects. The culture of our studios should reflect the values, ideals, and ethics that we believe are vital to the discipline. They should be places of respect, achievement, and collaboration where students come to understand their roles as participants in, and as shapers of, a broad physical, social, and environmental future.

Architects have responsibilities to their clients, to the public, to the future and to history. Architecture affects people in real, meaningful ways, and it is incumbent upon architects to recognize and respond to a broad range of diverse concerns and interests.

Architects are also individual people, entitled to fulfilling lives as well as fulfilling careers. Architects are at their best when they are broadly educated, with wide interests and a clear understanding of the range of knowledge, interests, values and traditions surrounding them and their work.

Architecture students should understand the challenges of their chosen discipline and should acquire the depth of experience available in an academic setting. They should not leave that setting with any illusions about the difficult path ahead, but they should leave with a broad education that values strong social and cultural connections and with a strong sense of what they can accomplish through dedication and hard work as individuals, as collaborators, and as citizens.

Architecture studios can offer strong, supportive environments in which students can be encouraged to expand their knowledge, find out their potential for accomplishment through dedication, learn from each other and form lifelong friendships and relationships. We are committed to creating a place and a community that supports free exchanges of diverse ideas; therefore, we will work to promote the exchange of these ideas in constructive and educational ways while engaging in honest discussions and disagreements. We are committed to a culture of exchange, with respect for one another and our diverse experiences, backgrounds, and aspirations.

As a faculty, we are committed to making studios lively places where learning occurs naturally. While we do not believe students should fear or shun hard work, we do believe that the work of a design studio must be seen in balance with other important life experiences. Studio is the crucible in which knowledge can be synthesized into creative, deeply important work. This is an experience that not all disciplines have, and it is fundamental to the formation of a competent, responsive architectural mind. We acknowledge our responsibility to support this

learning in the context of our students' overall education, in the context of their social development, and in the context of their self-realization. We reiterate, however, the importance of the studio experience to all of these, and require our students to share responsibility for this necessary balance.

Toward these ends, we propose the following:

That the **Faculty:**

- Recognize and support the broad intellectual and social contexts in which studio occurs,
- Support and challenge students in ways that promote growth, responsibility, and self-discipline,
- Provide mechanisms, such as timely schedules and forward-looking critiques that encourage healthy time-management,
- Build on Iowa State's tradition of frank but constructive reviews,
- Respect the diverse backgrounds of our colleagues and our students,
- Understand the limited financial resources that students often have,
- Encourage, through individual and group interactions, extra-curricular events, and leadership, a climate of mutual support and respect, and
- Promote and strengthen key traditions that connect across generations, backgrounds, and interests.

That the **Students:**

- Recognize the responsibilities of practicing architects and the dedication and hard work this entails,
- Acknowledge the role of studio courses in building and reinforcing this sense of dedication and/or professionalism,
- Understand their role in maintaining a healthy, secure physical and social studio environment,
- Accept responsibility for managing their time appropriately,
- Recognize that the studio is a place of learning, as well as teaching, and that they, through their actions and attention, are primarily responsible for their studio outcomes,
- Respect the experience, dedication, accomplishments and knowledge of the Faculty, and the traditions of the profession and the Department, and
- Recognize that students represent a wide range of diversity in many ways, and appreciate these differences and treat each other with respect.

That the **Department:**

- Provide a structure that encourages communication and a shared sense of mission and values amongst students, faculty, and administration,

- Support healthy, secure studio environments, both physical and intellectual, through proper attention to facilities, security, and to teaching effectiveness,
- Recognize and value the rich differences that diversity can provide the academic situation, the profession, and the larger society,
- Encourage frank, constructive debate and discussion,
- Provide mechanisms such as grade reviews that ensure students and faculty are treated fairly, and can seek redress without intimidation.
- Represent the needs and aspirations of the students and faculty to the larger University and communicate the unique achievements and challenges of our curriculum and the studio structure,
- Review this statement and associated polity with students and faculty annually, and adopt appropriate measures to ensure that the values we profess are supported and practiced in studios.
- Provide mechanisms that enable students to express concerns or grievances with assurance that there will not be reprisals.
- Be alert to well founded concerns with faculty or student conduct and take appropriate remedial action.
- Student and faculty conduct expectations and formal grievance procedures are described in university policies. These are available on-line.