Iowa State University

College of Design: Department of Architecture

Interim Progress Report

**Degree Title: Bachelor of Architecture, 5 years, 167.5 credits
                    Master of Architecture, 100 credits**

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Year of the Previous Visit: 2013

Current Term of Accreditation:
      Both the Bachelor of Architecture and Master of Architecture degree programs were formally
      "granted an eight-year term of accreditation. The accreditation term is effective January 1, 2013.
      The programs are scheduled for their next review in 2021." [*July 2013 NAAB Board action; notification letters dated August 5, 2013*]

Submitted to: The National Architectural Accrediting Board

Date: 11 December 2015

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1.   **IDENTITY AND SELF-ASSESSMENT**

[NOTE**:** *The text for this Part 1 of the ITR is that provided in the 2012 Architecture Program Report prepared for the 2013 Team Visit. The history and mission, responses to the five per-spectives, long-range planning, and program self-assessment are relatively stable over-arching processes through time. Various updates are included, designated in bold and with an arrow (➜).*

1.A. HISTORY AND MISSION

<u>A. Iowa State University History & Mission</u>

1. Institutional History.

   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 and Life Sciences, Business, De-sign, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Grad-uate College. In Fall 2011 the University had an enrollment of 29,987 students and a faculty of 1,766. In academic 2010-11, the university awarded 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 cre-ate 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 Unit-ed 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 Research Very High university, one of 73 public universities and 108 total in that highest rating category for research and doctoral granting institutions. We are also one of 34 public universities that are members of the 61 member American Association of Universi-ties.

2. Institutional Mission and Vision

   The following Mission and Vision statements are from the 2010-2015 Iowa State Strategic Plan (on-line at: < http://www.provost.iastate.edu/what-we-do/sp >):

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

We must prepare the leaders of our nation and the world. To make the world a better place, Iowa State will call upon its great strengths in student-centered education, global collaboration, and trans-formational basic and applied research. Iowa State will lead in developing more sustainable ways to produce and deliver safe and nutritious food, water, materials, and energy; integrate the protection of plant, animal, and human health; and care for our environment. We will design tools and infrastruc-ture that will create entrepreneurial opportunities. The major changes sweeping the world are creat-ing extraordinary opportunities for Iowa State to capitalize on its land-grant mission and be at the forefront in addressing our common, global challenges.

1.   To create knowledge, Iowa State must be a magnet for attracting outstanding students, faculty,

and staff who will learn, work, and conduct world-class research and scholarship that address the challenges of the 21st century.

2.   To share knowledge, Iowa State's faculty, staff, and students must be able to communicate with and learn from diverse populations. The University must maintain a strong focus on student success and provide exceptional undergraduate, graduate, professional, and outreach programs that prepare students and citizens for leadership and success.

3.   To apply knowledge, Iowa State's faculty, staff, and students must be able to develop global partnerships to convert what they know into products, services, and information that will improve the quality of life for the citizens of Iowa, the nation, and the world.

Vision: Iowa State University will lead the world in advancing the land-grant ideals of putting science, technology, and human creativity to work.

Under the provisions of the Morrill Act of 1862, the State of Iowa designated Iowa State as the nation's first land-grant institution. The Act established the land-grant ideals that higher education should be accessible to all, regardless of race, gender, or economic circumstance, and that the university should teach liberal arts and practical subjects to provide an outstanding quality of life for future citizens. Iowa State pioneered the nation's first extension service and remains a leader in realizing the promise of the land-grant vision. The university enjoys a number of internationally known and prestigious assets that provide a unique foundation for continued growth and productivity. Iowa State and the city of Ames are home to a U.S. Department of Energy national laboratory; five U.S. Department of Agriculture research laboratories; the nation's finest genomic-based agricultural breeding, health, and biotechnology programs; world-renowned virtual reality, plant science, and bioeconomy institutes; and one of the nation's most successful technology transfer programs. Major recent investments in new research and educational facilities and an outstanding tradition of cross-disciplinary research bring all of Iowa State's colleges and departments together with global partners. The student experience emphasizes outstanding practical, international, and leadership opportunities, as well as a focus on student success. Iowa State alumni and friends are deeply engaged and invested in improving Iowa State. Over the next five years, Iowa State will continue to enhance its campus, capitalize on and leverage its strengths, and engage with partners to realize the goals of this Strategic Plan and create a better future for all.

B. College of Design

1. College of Design History

     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 (Arch), Integrated Studio Arts, Industrial Design, Interior Design, Graphic Design, Community & Regional Planning (CRP) and Landscape Architecture (LA). Formed in 1978, the college originally united four departments that had long-standing reputations in other colleges in the university (Arch, LA, CRP, and Art & Design). During the last two academic years of strategic planning ('10-'11 and '11-'12), the College suspended the original four-department structure and temporarily organized around degree programs. In May 2012, the College obtained Regents approval for a reorganization with the seven departments noted above.

     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 pro-

gram. 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.

Along with reorganization, recent strategic planning has resulted in a number of degree programs that draw upon collegiate and university expertise and expand opportunities for students. The college has added both bachelor and master's degrees in Industrial Design, and a new Bachelor of Design degree. Two new minors housed in the college, one in Critical Studies in Design explores theoretical, historical and cultural aspects of design, and the other in Media Representation and Communication, are open to all majors in the college and to students across the university. Also drawing upon interdisciplinary capabilities of the faculty are two newly approved master's degrees – one in Urban Design and the other in Design of Sustainable Environments. University minors in Entrepreneurial Studies, Sustainability, Environmental Studies, Women's and Native American Studies draw upon curricular offerings and faculty in the colleges of Design, Business, Engineering, Liberal Arts and Sciences, and Agriculture and Life Sciences.

The reputation of the college's programs also devolves from its 14,800 living alumni distributed nationally as well as throughout the world. In the Fall 2011, the college enrolled 1,798 undergraduate and 158 graduate students in its departments. During Academic year 2010-2011, 353 (63 in architecture) undergraduate and 52 (29 in architecture) graduate degrees were conferred by the college's disciplines. The college has maintained about 125 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, Industrial design fabrication 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/Facilities Manager, an Associate Dean for Research and Outreach, and the Associate Director for the Institution of Design Research and Outreach, as well as the chairpersons of the seven departments. The support and administrative areas have additional staff to coordinate and implement the respective programs.

2. College of Design Mission

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 and is included in its governance document:

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 including recent changes giving previously subsumed programs unique departmental identities, and by serving as a design re-

source at national and international levels.

C. The Department of Architecture and Program Histories

1. Department of Architecture and Its Context

Previously located in the College of Engineering, Architecture became an autonomous department headed by a chair within the College of Design in 1978. During the recent two-year period of collegiate reorganization, architecture was led by an Interim Director. During academic '11-'12, a search for a permanent chair did not result in a hire for that position. The dean is continuing the search during academic '12-'13. Currently, an Interim Chair heads the Department of Architecture.

The degree programs of the Department have evolved continuously since about 1914. Today, the Department of Architecture is home to three degrees: the accredited Bachelor of Architecture, the accredited Master of Architecture, and the non-accredited Master of Science in Architecture. The Department of Architecture and its programs are situated in a multi-disciplinary college and diverse research university. This affords faculty and students significant opportunities for enriched teaching, research and learning. These will be more fully discussed in Sub-Section I.1.3 Five Perspectives.

The Department's **Mission** is stated in its Governance Document:

The Department of Architecture is a comprehensive center for teaching, research and public service in architecture. The department is an element of the College of Design and, together with other the departments forms a unique and innovative interdisciplinary environment. Although all academic programs are grounded in the requisites of the profession, each is distinctly different. The five-year undergraduate program positions architectural design as an armature within a broad-based field of studies. The graduate program is research-based and allows the student to explore special areas of interest in addition to the core curriculum in architectural design. The post-professional graduate program facilitates advanced studies in architecture.

At all levels the department is committed to the study of architecture as a cultural discipline in which issues of practice, of the multiplicity of social formations in which buildings exist, and of environmental effect are enfolded with the subject matter of building design -- construction, space, material, form, and use. The complexity of architectural production is mirrored in an intentionally diverse student body and faculty.

2. Bachelor of Architecture Program History

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 200 pre-architecture students, more than a third of the college's 500 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 180-190 students, who meet architecture's special prerequisites of math and physics, apply for admission to the 84 places in the professional program which counts approximately 310 students actively pursuing the B. Arch degree during the four-year professional sequence. 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.

The five-year B. Arch. degree has remained relatively stable in overall structure with evolutionary curricular changes. Students have opportunities for general studies, minors and second ma-

jors in the 1+4 structure that has substantial elective and option opportunities during the last two years. The Undergraduate Program Committee, Curriculum Committee and departmental faculty are engaged in shaping the curriculum.

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 with 47% (nearly double the university average of 24% for undergraduates) during the academic year beginning Fall 2011.

3. Master of Architecture Program History

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 a 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 Program Committee was charged with revitalizing the Graduate Program. The M. Arch. curriculum was completely overhauled, with a holistic emphasis on socio-cultural, environmental, and technical integration. The curriculum has been expanded as a self-contained unit, and dependence on undergraduate offerings has been minimized. 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 continued 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.

Approximately 55 to 60 students are currently enrolled in the M.Arch. degree curriculum. The program draws heavily from the state of Iowa (46%) and from the region, but also regularly draws applicants and enrollees from throughout the U.S. and internationally. 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. As enrollment has risen, the program has had an increasingly important presence in the College and Department.

A Graduate Program Committee oversees development of the program with review by the Curriculum Committee and final approval by the department faculty. 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 a 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.

➔**The success of the graduate SCI-TECH sequence inspired a similar overhaul of the undergraduate sequence with funding from NCARB and the University's Miller Faculty Grant program in 2010. The two sequences now share common lectures, but have separate lab sections. Graduate labs are led by faculty and are supplemented in the first year by a Friday seminar that provides cultural and social contexts for the technical issues being explored that week.**

1.B.   RESPONSES TO THE FIVE PERSPECTIVES

1. Architectural Education and the Academic Community.

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 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 paradigms of discovery through research and creative work, sharing through teaching, and application of discovery and knowledge through extension and professional practice. 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 (LAS) are exceptional and students are well grounded in general studies as they begin and progress through the professional program in architecture.

There are dozens of minors and second major programs across campus to which our students have access such as Entrepreneurial, Women's and Classical Studies. The most heavily subscribed second major for architecture students is Environmental Studies, administered by LAS. Architecture faculty and students have access to CAVE 4 and CAVE 6 digital projection labs housed in Engineering; the Honors program provides students with options for advanced topical studies and architecture faculty have participated in offering several of those courses; architecture faculty led ISU's deeply interdisciplinary Solar Decathlon project; and other faculty are leaders across the campus in various areas such as Gerontology, Eastern European and American Indian Studies. Currently, faculty are collaborating in a Community Design Lab across several disciplines, and an architecture faculty member directs the university Center for Building Energy Research.

Previously introduced in this APR (§ I.!.1.B), the College of Design is among a few schools in the nation fully integrated across seven design disciplines and related degree programs within a single academic unit. Our entering undergraduates share the same foundation core program of study before selecting a major. During the past few years, architecture faculty have offered courses in other programs, and the faculty of other programs have collaborated with architecture faculty is offering ten to twelve interdisciplinary option studios open to both undergraduate and graduate architecture students during the spring semester. Architecture faculty were leaders in the establishment of two college-based minors – Critical Studies in Design (HTC) and Design Media and Communication. The College of Design is collaborating with the College of Engineering in the planning of the university's Student Innovation Center, and architecture faculty are key participants.

Visiting lecturers, foreign study and urban field trips are especially important for enriching student experience, and the department has been in the forefront on this campus in developing and executing such activities. ISU is a major research university with significant numbers of international students – and in that sense our 'academic context' is international. International studies have been centered in Rome for more than 20 years and more recently we have offered a collaborative studio in Berlin, and international studies in Peru and China. We are also engaged in formalizing a number of international study and exchange agreements. Studios at all levels include field trips to such urban centers as Minneapolis, Chicago, Kansas City, Boston and New York. Our Ames, IA, location, nearby Des Moines, and proximity to numerous medium-sized cities (e.g., Cedar Rapids; Waterloo/Cedar Falls, Sioux City) allow local urban site-based community engagement 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 and grant recipients in such programs as offered by ISU's Center for Excellence in Learning and Teaching (CELT) which is a resource center for enhancing teaching/learning performance, the Center for Excellence in Arts and Humanities (CEAH) which provides grants to support scholarship, Subvention Grants that underwrite publications, Miller Faculty Fellowships that support innovations in curriculum development, and the Design Exchange and Design Collaborative learning communities for entering first-year students.

In summary, architecture faculty and students benefit from, participate in, and contribute to the breadth and depth of academic opportunities available here at ISU, and in our geographic location.

2. Architectural Education and 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. 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 from a range of intentionally diverse perspectives. The studio has a unique place in this pedagogy; at all levels it should be an instrument for integration and synthesis. Advising and faculty support are practiced with student success as the driving value. Given the complexities of making one's way through our degree programs, we strive to be open and accessible to students.

ISU has approximately 800 clubs and organizations. Among them are sororities and fraternities, student government, intramural sports, marching band, academic and social organizations, and many community service groups. In the college membership and leadership opportunities exist in the American Institute of Architecture Students, (AIAS), the National Organization of Minority Architecture Students (NOMAS) and the College of Design Student Board. AIAS officers regularly attend faculty meetings. Students were involved in drafting our Studio Culture Policy and are now working on a comprehensive review and revision. The studio practices are addressed in all syllabi, and the Studio Culture policy is specifically included in and referenced in most syllabi.

To better support entering students, ISU has been a national leader in residential learning communities. The Design Exchange has spaces for about 1/3 of all entering first-year undergraduates who share dorm space, study centers and classes and have upper-class resident mentors from the college. The Design Collaborative provides advisory support and professional program information to all other entering students. Upper division students serve as mentors in first year design core studios and drawing courses – providing peer assistance and leadership and service models.

The department's students produce a journal, *DATUM*, that is published at least once a year. Student leaders plan annual Career Days that are held with the support of the college Career Services Office, and in concert with university career days 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 the college Multicultural Liaison Officer.

3. Architectural Education and the Regulatory Environment.

The architecture curricula are responsive to the range of programmatic requirements implicit in a professional degree and explicitly stated in the NAAB performance criteria. The revised comprehensive studios in both the graduate and undergraduate programs and other interdisciplinary option studio collaborations in community design, health care, hospitality and other topics are opportunities that serve as precursors to practice. The traditional professional practice courses are continuously updated and use case studies to examine both practice and regulation. Prior to our last accreditation, we were awarded one of only three competitive national grants from the AIA Practice Academy. This has led to an NCARB Grand prize of $25,000, and several studios that continue to bridge education, practice, construction and public interest design. 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 outper-

formed the national average in successfully passing the diverse elements of the Architectural Regis-
tration Examination.

The commitment of the department extends beyond the accredited programs. The depart-
ment participates with the AIA Iowa Chapter in the internship development program, and faculty
members have been on the state registration board – currently associate professor Bruce Bassler is
on the board. Bassler also serves as our Intern Development Program Education Coordinator and is
accessible to all our students. He attended the 2011 Coordinators Conference in Chicago; and as a
member of the Iowa registration board remains current in all intern, examination and regulatory re-
quirements. The architecture department and individual faculty collaborate with the AIA Iowa Chap-
ter to offer seminars and workshops at the fall convention and periodically at other venues in subject
areas directly related to the practice of architecture.

4. Architectural Education and the Profession.

The department has sought innovative ways of interpreting elements of the paradigm of
practice in the academic paradigm. The structure of our comprehensive design studios, collaborative
interdisciplinary studios and ongoing refinements in professional practice courses introduced in ¶C
immediately preceding have been noted.

The department's relationship with the AIA Iowa Chapter is of special benefit. The chairper-
son 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 members of the editorial board of *Iowa Archi-
tect* magazine, and on the Iowa Board of Architectural Examiners. As a reciprocal effort, the depart-
ment collaborates with the chapter in developing continuing professional development programs and
providing practice-related seminars to the profession, faculty, and students through the annual and
spring meetings. The department regularly sponsors one keynote speaker at the AIA Iowa Annual
Convention and the Spring Meeting . In turn, faculty and students can attend the keynote sessions at
no cost. The work of our students is regularly displayed at the annual convention.

Beyond the AIA, close to twenty members of the faculty hold active registrations in the US
and four international jurisdictions, and ten or so have active practices or consultancies. By their ex-
ample (and sometime internship hiring) the faculty provide models of diverse practices and profes-
sionalism.

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 ca-
reer 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 recently, provided significant input to the dean regarding collegiate restructuring and the position
of the department in the college. They regularly serve on student juries at the end of the fall semes-
ter and and participate in desk crits in the spring semester.

Graduates of the past ten years have taken up leadership roles in the AIA and serve on the
AAC. In particular, they have been advocates regionally and nationally among emerging profession-
als and associate members of the AIA, and with diversity in mind, have worked with AIAS on cam-
pus with mentoring for transition to practice.

5. Architectural Education and the Public Good.

As a pedagogical framework, the department attempts to position the student between a
uniquely diverse faculty and a critically defined pluralistic society. The department supports the uni-
versity's commitment to public service and outreach and, when appropriate, applied research and
community assistance are integrated into coursework. Faculty have conducted research on campus
accessibility and on soybean applications in the construction industry Other initiatives in the depart-
ment relate to building performance assessment, housing and social needs of the elderly, accessibil-
ity, and post-disaster reconstruction. Students have been active participants in a number of these
initiatives.

Public service and engagement, and studies relating to the public realm and public good are
embedded in a range of courses. Architecture 581 explicitly entails a service learning project for lo-

cal communities and/or non-profit organizations. At least three interdisciplinary option studios regularly offer service learning community engagement projects; 'Bridge Studio" which has primarily focused on Iowa communities; "Design Build" which for several years undertook projects for non-profits, Sioux City, NE recreation facilities, and more recently redesigned and re-built facilities here on campus with an eye toward enhancing learning environments; and an "Indigenous Community" studio that works with American Indian/Native American/first nation communities. Beyond these, the Net-Zero graduate studio not only focuses on energy neutral development planning and architecture, but also conducts that study with a locally based community. A range of seminar electives explores community re-construction, public space and freedom of access, and international perspectives.

Many of the university's 800 student clubs and organizations are community service oriented, and a number of our students participate in them. Though the university has limits on where students may travel, students have been active in Design Across Boundaries – beginning with efforts in Haiti.

It is fair to summarize that faculty and students possess a deep sense of social responsibility that is embedded in research, creative work, scholarship, teaching/learning, and direct community action.

1.C.   LONG RANGE PLANNING

1. University

During the academic year 2009-10, the university updated its strategic plan with a campus-wide process. The on-line address and excerpts form the plan were introduced in *APR* Part 1, Section I.1.1, ¶ A.2 Institutional Mission and Vision. Four themes introduced there are pervasive in planning and practice across the university: Creating new knowledge through research and creative work; Applying that knowledge through extension, professional practice and peer leadership; Sharing that knowledge through teaching and extension programs; and Serving Iowa and the world by addressing substantive issues as we move toward the future.

2. College of Design

With the appointment of Dean Luis Rico-Gutierrez in July 2009, the College of Design embarked upon a strategic planning process that has led to new degree programs and initiatives, and a new collegiate structure. These were introduced in *APR* Part 1, Section I.1.1, ¶ B.1 College of Design History. The dual pronged processes of strategic planning and revised administrative structure have lead to significantly enhanced interdisciplinary teaching, research initiatives and public outreach. The college has also actively sought sponsored studios – again interdisciplinary in nature such as the HDR Healthcare Studio.

One area of collegiate strategic planning not noted earlier is international initiatives. While the college has had a long-standing Rome-based program, during the last three years its presence and programs have been much strengthened under Director Pia Schneider's leadership with a regular lecture series, film series, and university exchanges with other schools in Rome. Other US programs in architecture, the arts and design now use our permanent facility. Begun under Dean Emeritus Mark Engelbrecht, initial engagement with programs in China has been expanded to several universities via exchanges and degree programs, with architecture a leader among them.

3. Department

➔**With my (Deborah Hauptmann) appointment as the Chair of the Department of Architecture in 2013 there has been an added focus on Faculty hiring in order to support areas of the curriculum previously under represented. For instance: Computational Design and Theory, Digital Manufacturing, and bio-materials. A shift towards Faculty Development and research support has also been implemented. The focus on Faculty hiring and development represents a long-range objective planned to ensure the highest quality possible in education and curricular developments.**

Planning in the Department of Architecture has evolved incrementally since 2007. During the first few years following the last accreditation visit, we revised curriculum, changed degree nomenclature for our non-accredited graduate program, and addressed various concerns raised at that time. During 2009 and 2010, the department considered alternative nomenclature and curricular structuring for our accredited degree programs and explored differential tuition. We ultimately reconfirmed our five-year B. Arch, and 100-credit M. Arch. programs, and developed a proposal for differential tuition which has since been approved by the Iowa Board of Regents. Participation in collegiate strategic planning and maintaining the quality of our accredited degree programs have been the dominant planning activities from the spring of 2010 to the present.

These activities spread across several years with diverse foci have involved a range of faculty and students to varying degrees. Advisory input from the Architecture Advisory Council has been sought. Typically, there is a task group that works on an issue and then brings it to the full faculty for discussion, review and approval – as the topic may warrant.

1. Accreditation Response. As note above, the department actively engaged in responding to deficiencies and concerns, as well as degree nomenclature for our non-accredited graduate degree. This area of planning and action is discussed more fully in *APR* Part 2, Section 2.3 Curriculum Review and Development, and Part 3, Section 1.A Responses to Conditions Not Met.

2. Alternative Degree Structures and Differential Tuition. Materials outlining these activities and results will be in the Team room. Planning processes included a task force, a student survey and meeting with students and multiple faculty discussions, as well as university and Regents review and approval. They are referenced as item "J" in *APR* Part 1, Section 4 Policy Review. In summary form, this excerpt from the letter to incoming students indicates the strategic purposes of differential tuition:

"The quality and reputation of our architecture programs are dependent upon several factors: • studio centered education that is focused on student success in small classes that maximize personal or small group interaction with professors; • outstanding award winning faculty who through their research grants, buildings, creative work and publications have enriched their teaching and increased national and international awareness and respect for our programs; and • the success of our students upon graduation in traditional architectural practice, innovative creative careers in related fields, and graduate school. This pedagogical model is more resource intensive than other programs in the university and requires additional financial investment.

The architecture faculty, College of Design administration and architecture students gave very careful consideration of the options available to maintain those standards and student success outcomes. After a year and a half of study of peer architecture schools with similar standards and standing, the decision was made to forward a differential tuition proposal to the University administration, which approved it in January 2011. Please be aware that architecture joins Veterinary Medicine, Engineering, and Business as programs that have implemented differential tuition – in each case with similar needs to support specialized teaching, student faculty ratios, and student learning outcomes.

Differential tuition directly supports the architecture programs in order to accomplish the following: • to maintain and increase the number of faculty commensurate with growth in the programs; • to maintain competitiveness with other top-tier architecture programs in faculty recruitment and retention; • to maintain studio centered small class teaching quality and • to support lectures, exhibitions and events that enrich the programs. The combined results are intended to enhance your educational experience while here at ISU and success upon graduation!"

3. International Exchanges and Degrees. In the context of greater university and collegiate strategic efforts to establish international exchange program partnerships, architecture has been a leader in the college. The college and department have a formal partnership agreement to enable students from Lanzhou university admission to the B. Arch. degree program. As part of the agreement, ISU faculty teach Core courses in residence at Lanzhou during the fall semester. Students prepare portfolios and essays, and are interviewed as a part of the enrollment management process that admits students to the professional sequence beginning second year. The planning for this took several years to work out. The university and college have signed memorandums of understanding with Tongji, Southeast and Beijing University of Technology to initiate exchange programs and co-operative degrees. These are still in the planning phase. Several architecture faculty have been en-

gaged in this directly and we are poised to have substantive discussions of the whole in detail. We are also exploring a formalized arrangement for exchange with a Berlin-based school of architecture. Collectively, we anticipate that these programs will enrich international study opportunities for our students, while also enriching global perspectives of students in residence at ISU.

4. Curriculum Development and Catalog. Beyond the accreditation responses, we have comprehensively revised the undergraduate technology sequence. Rather than relying upon separate courses in structures, materials, and environmental studies, we have created five courses spread across three years that are team-taught and include content from each major area of technical study. The strategic pedagogical intent is to reinforce the interrelatedness of technology studies and their integration in design. It has taken several years of planning and development of curricula and team teaching to bring this about. Assessment has yet to begin as the final course in the five course sequence will be offered for the first time this fall and will be in tandem with Arch 401 advanced studio.

ISUs catalog is updated yearly. As a result, the Curriculum Committee of the department is continuously evaluating our courses and programs of study. The full faculty is engaged in review and approval.

5. Collegiate Programs & New Collegiate Structure. Numerous architecture faculty participated in the various task forces set up for collegiate strategic planning. Several were chaired or co-chaired by architecture faculty. Three task forces yielded new degrees that have been formally approved by the Regents: the Bachelor of Design, the master of Urban Design, and the Master of Design in Sustainable Environments. The newly appointed directors of the College Core Program and the B. of Design program are architecture faculty members who now have half-time appointments in both areas. The task force on Media and Communications did not propose a new degree program – but continues to manage the Media minor. A current task force, again headed by an architecture faculty member, is exploring a certificate program in historic preservation. Two separate groups -- one working on planning for a new collegiate organization and governance structure and one now working on a new governance document have architecture faculty on them.

As noted above, planning in architecture has evolved incrementally. Aspects of NAAB's Five Perspectives are intrinsic to these efforts. Throughout the preceding and more (such as representation and leadership in collegiate and university faculty governance, service on faculty search committees, curriculum substantive area, scholarships and awards committees, etc.), members of the faculty are continuously engaged in reflective processes where prime values are enhancing the Department of Architecture's mission as a comprehensive center for teaching, research and public service in architecture, and maintaining and elevating the quality of our degree programs.

1.D.   PROGRAM SELF ASSESSMENT

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 last comprehensive update to the outcomes assessment plan was completed in academic 2003-04 and was online during the middle 2000's. The college began a process this past spring to revise, update and make available the outcomes assessment plans for each of its disciplines with work sessions on each department's current processes.

The State Board of Regents' mandate for strategic planning also requires periodic program review (approximately every seven years) for all university colleges and the units within them. This process is inclusive of the requirements for accreditation and was last conducted by the College of Design during 2005. Due to the strategic and reorganization planning being carried out in the college the past two years, the next program review has been moved back to 2013-14.

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 (NCA). 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. We are not due for another review until 2016. The accreditation letter is included in *APR* Part 2, Section 2.1.

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 university has recently revised its strategic plan and it is available online at:
< http://www.provost.iastate.edu/what-we-do/sp >. The college strategic and organizational planning is ongoing. Materials related to that process are listed in *APR* Part 1, Section 4.K., and will be available in the Team Room. The department's ongoing self-assessment processes assure that our evolving programs and planning remains consistent with the collegiate and university objectives.

Since 2006 we have continuously been engaged in refining the degree programs of the department while working on interdisciplinary opportunities and cooperation within the college. Since the last NAAB visit, we have incrementally engaged a number of key issues, some of them coincident with collegiate objectives: a) interdisciplinary studies during the third year of the undergraduate program; b) vertical interdisciplinary studios in the final two years of the undergraduate and graduate program; c) enhanced international exchange programs; and d) nomenclature and differential tuition.

The college conducted an alumni survey in 2010 – the first since 2004. Of the 175 architecture graduate respondents spanning 25 years, 40% had licenses, 36% had NCARB Certificates, and over 50% were members of the AIA. Program level of emphasis matched the respondent's perception/recollection of several key academic indicators: work ethic, motivation, problem solving, critical thinking, presentation, and communication skills. Top areas where their perception/recollection indicated areas where emphasis needed to be enhanced to match level of importance were technical knowledge, collaboration on multidisciplinary teams, and information regarding practice. The accredited degree programs have significantly revised the technology sequence and content, and interdisciplinary and collaborative work is much more a part of the college and architecture curriculum now than in even the first half of the 2000's.

➔ **Since the 2013 visit, we have continued to refine our degree programs and course offerings. Substantive Area groups, and the Undergraduate and Graduate Programs have revised course content, and undertaken comprehensive reviews of course-by-course curriculum learning outcomes. The learning outcomes in advanced studios, History Theory and Culture, and professional practice have specifically taken into account the new NAAB 2014 Conditions and revised Student Performance Criteria 'Realms.'**

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, Design, History Theory and Culture (previously 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: for example, 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 (AAC) meets three times a year on-site at the university. Four to five new members are appointed each year for three year terms. The president of AIA Iowa serves for one year *ex-officio*. Student membership has varied from year to year.

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. During the past two years of collegiate strategic planning and reorganization, the dean has met with the AAC at each of its meetings. 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 Fall 2007 – Spring 2012 (Arranged earliest to most recent.)

Note: **Updated to Spring 2015**

Elizabeth Conway, HKS, P.C., Washington, DC

Kathryn Rabuse, Little, Dallas, TX

Tom Seymour, PSA-Dewberry, Peoria, IL

Bryan Shiffler, Shiffler Associates, Des Moines, IA

Steven Ulstad, Durrant, Dubuque, IA

King Au, Studio Au, Des Moines, IA

Lindsay Bresser, Architectural Assoc., School of Architecture, United Kingdom

Ronald Erickson, KKE Architects Inc., Minneapolis, MN

Angela Feddersen Heinze, Looney Ricks Kiss Architects, Inc., Boulder, C O

Stephen Knowles, Walsh Bishop Associates, Inc., Minneapolis, MN

Ben Allers, BNIM Architects, Kansas City, MO

Daniel Huberty, Zimmer Gunsul Frasca Partnership, Seattle, WA

Steven Risting, CSO Schenkel Shultz, Indianapolis, IN

Rebecca Spears, RB+B Architects, Ft. Collins, CO

Joan Suchomel, Sidmore Owings Merrill, Chicago, IL

William Lawrence, AIA IA Chapter President, Shive-Hattery Inc., W. Des Moines, IA

Erica Dennis, ISU Student Liaison

Andrew Fett, ISU Student Liaison

R. Scott Kruse, DLR Group, Seattle, WA

Ellen Berky, Ford, Powell and Carson, Inc., San Antonio, TX

Jason Knutson, CGKV Architects, Inc., Sommerville, MA

Jackson Metcalf, Gensler, Chicago, IL

Adam Sherwood, AIA IA Chapter President, Brooks Borg Skiles , Des Moines, IA

Nora Wendl, Portland State University, Portland, OR

Ellen Berky, Ford Powell, and Carson, Inc., Sommerville, MA

Jason Knutson, CGKV Architects, Inc., Sommerville, MA

Adele Willson, SLATERPAULL ARCHITECTS, Denver, CO

Rob Smith, AIA IA Chapter President, Architects Smith Metzger, Des Moines, IA

Alex Hale, ISU Student Liaison

Lauren Strang, ISU Student Liaison

Bryan Berg, Santa Fe, NM

Alissa Johnson, Foster + Partners, New York, NY

Kevin Monson, Neumann Monson Architects, Iowa City, IA

Richard Schmitz, Richard Schmitz Studios, Pittsburgh, PA

Lisa Kalaher, PLaN Architecture, Sioux City, IA

Rod Kruse, BNIM Architects, Des Moines, IA

Jim Lammers, Perkins+Will, Minneapolis, MN

David Lingle, Aller Lingle Massey Architects P.C., Fort Collins, C O

Richard Seely, OPN Architects, Inc., Des Moines, IA

Todd Moss, AIA IA Chapter President, Cannon Moss Brygger Architects, Sioux City, IA

John Birge, FAIA, Partner, RDG Planning and Design. Omaha, NE

Jeffrey Fennimore, Partner DLR Group, Minneapolis, MN

Christopher Johnson, Partner, Leo A Daily, Omaha NE

Kevin Haven, Partner, Wight & Company, Darien, IL

Keihly Moore, ISU Student Liaison
Eric Smith, ISU Student Liaison
Janice Legg, Decatur, GA
Michael Meehan, BWBR Architects, Inc.
    St. Paul, MN
Gordon Mills, Durrant, Dubuque, IA

Nathan Kalaher, Founding Principle, PlaN Architecture, Sioux City IA

Guest Members
Jay Baker, Jay Baker Architects, Houston, TX
Frances Bronet, Dean, School of Architecture & Applied Arts, University of Oregon, Eugene, OR
Tom Buresh, Chair, Taubman College of Architecture & Urban Planning, University of Michigan, Ann Arbor, MI
Sidney Robinson, Frank Lloyd Wright School of Architecture, Aurora, IL
John Thompson, Zimmer Gunsul Frasca Partnership, Portland, OR
Jason Vigneri-Beane, School of Architecture, Pratt University, Brooklyn, NY

2.   PLANS FOR/PROGRESS IN ADDRESSING CONDITIONS NOT MET

2.A.   CONDITIONS I.1-I.5 OR II.2-II.3

Note: **There are no "Conditions Not Met" among the referenced conditions.**

2.B.   CONDITIONS II.1 (STUDENT PERFORMANCE CRITERIA)

Note: **There are four "SPCs Not Met" in both the M. Arch and B. Arch programs. . Responses have been inserted in bold and marked with an** *arrow (➔).*
All other SPCs were "Met" by both programs

A.9 Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

"2013 Team Assessment: For the B.Arch., the team determined that this requirement was not met to the necessary degree within the required history/theory sequence, Arch 221 History of Architecture I, and Arch 222 History of Architecture II. The program also strives to meet this requirement through the required electives component, Studies in Architecture and Culture (SACs). However, we found that some of the electives, particularly Arch 597, did not sufficiently cover non-Western architecture history, therefore not guaranteeing every student equal exposure to non-Western tradition. The course syllabus also did not identify itself as fulfilling this SAC required elective, even though students were advised that it would meet this requirement." (*2013 VTR*)

➔ **B. Arch Program response: Content for the required history course Arch 221 History of Architecture I, has been revised by Dr. Bogdanović with new texts and content to address broader historical and non-Western traditions. The undergraduate curriculum has been revised with an additional third required course Arch 323 Theories of Architecture. In combination, this revised three-course sequence: Arch 221, Arch 222 and Arch 323 has significantly enhanced the coverage of non-Western Traditions.**

➔ **M. Arch Program response: ARCH 595 has evolved under the leadership of Dr. Jelena Bogdonavić to incorporate a broader palette of global settings in both course material and student research. The course, now named "Speaking of Architecture," now includes as a primary learning objective "Historical Traditions and Global Culture," and the syllabus includes readings that are more globally focused (e.g., Ching, Jarzombek, Prakash, *Global History of Architecture*; Gwendolyn Wright, "Building Global Modernisms" *Grey Room* 7-9/11). Student research on global topics is particularly encouraged, and this has brought topics to the class in presentation form such as: Fatehpur Sikri (India), Urbanism of The Indus Valley civilization; Shaking Minarets in India and Iran; South Africa and contemporary architecture of soccer stadiums; Comparative analysis of residential housing in the deserts: Scottsdale, AZ vs. Yazd, Iran; American-Japanese architectural exchanges; Russian modernist architecture, etc.**

B.2 **Accessibility:** *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

"2013 Team Assessment: Although there is ample evidence that Accessibility is thoroughly covered in the elective course Arch 571 "Design for All People," the team could not find evidence of **ability** demonstrated in work of design studios or other required courses, both in the B. Arch and M. Arch programs." (*2013 VTR*)

➔ **B. Arch Program response: Accessibility is specifically addressed as a learning outcome in Arch 343 Technology 4. {We note here that the required undergraduate technology sequence incorporates 5 courses, each of which is team taught with three fundamental areas: Environmental Forces, Structures, and Materials/Assemblies & Construction Systems. Codes and accessibility are covered primarily within the Construction Systems element of the courses.) Arch 401 Studio and Arch 403 Studio in combination cover learning outcomes for life safety and accessibility. There is an expectation that life safety and accessibility studies in the Technology sequence are integrated in design projects. The Design Substantive Area of the faculty has reviewed the learning objectives for all required studios and their expected integration of material from across the curriculum. This review applies to B.5 and B.6 as well.**

➔ **M. Arch Program response: Accessibility has been covered as a specific topic in the SCI-TECH seminar sequence and this module has been transposed into the new lecture-based curriculum.   Additionally, we have strengthened the emphasis on circulation—including Accessibility and Life Safety—in the Integrated Design Studio (ARCH 603), requiring students to produce designs that are responsive to accessibility codes and regulations and that integrate principles of accessibility standards.**

B.5 **Life Safety:** *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

"2013 Team Assessment: No evidence of this SPC was found in the course work. Although the Arch 245 Building Science and Technology Module 2: Assemblies and Materials syllabus indicates it will be addressed, there was no further documentation of this. The second round of projects in the later submission addressed certain life safety applications; however, there were a considerable number of errors and code oversights, particularly in high pass projects. Similarly, the integration of life safety requirements in studio designs was not evident, with particular neglect of egress considerations." (*2013 VTR*)

➔ **B. Arch Program response: Life safety codes are introduced in Arch 245 Technology 1 and refined in Arch 343 Technology 4. Arch 401 Studio and Arch 403 Studio in combination cover learning outcomes for life safety and accessibility. There is an expectation that life safety and accessibility studies in the Technology sequence are integrated in design projects for these two studios.**

➔**M. Arch Program response: Life Safety has been covered as a specific topic in the SCI-TECH seminar sequence and this module has been transposed into the new lecture-based curriculum. Additionally, we have strengthened the emphasis on circulation—including Accessibility and Life Safety—in the Integrated Design Studio (ARCH 603), requiring students to produce designs that are responsive to life safety codes and regulations and that integrate principles of life safety standards.**

B.6 Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills A.4. Technical Documentation A.5. Investigative Skills A.8. Ordering Systems A.9. Historical Traditions and Global Culture B.2. Accessibility B.3.

"2013 Team Assessment: The B.Arch. and M. Arch programs have two comprehensive design studios (Arch 401 and 403; Arch 601 and 603). Although both documented multiple source research, the analysis of facts, the development of a rhetorical argument, bibliographic information, and the proper citation of sources in papers, there was no evidence found in the work shown that any students had developed the ability to integrate B.2 Accessibility and B.5 Life Safety into their project solutions." (*2013 VTR*)

➔**B. Arch Program response: The undergraduate program has two required studios, Arch 401 (fall of 4ᵗʰ year) and Arch 403 (fall of 5ᵗʰ year) during which multiple aspects of integrative design comprise learning outcomes. Arch 401 is taught in parallel with Arch 445, the capstone Technology 5 course that reinforces integrative design.**

➔**M. Arch Program Response: The 2014 Student Performance Criteria for "Integrative Design" more closely reflects our longstanding approach to "Comprehensive Design" in its emphasis on principles and broad integration over a reductive, 'checklist' approach. We have increased our focus on circulation issues (see above) to address concerns about accessibility and life safety while continuing to emphasize site conditions, program analysis, structural systems, building envelope systems and assemblies, and environmental systems within a framework of environmental, social, and cultural stewardship, and with an emphasis on clear technical and experiential documentation.**

3.   **PLANS/PROGRESS IN ADDRESSING CAUSES OF CONCERN**

A. Physical Resources
   "Physical resources have been identified as a concern to both faculty and students. Currently, the physical resources of the architecture department seem *barely* adequate for students' educational needs, supplemented by the innovative faculty solutions (such as *Design on Main*). However, support spaces such as the woodshop, lab, and other resources do not fully address the needs of the entire student body. Faculty offices are also becoming an increasing issue." (*2013 VTR*)

   ➔**Department Response: The College of Design remains committed to providing appropriate office space faculty. With the exception of those who have requested shared offices for research collaboration purposes, all tenured and tenure-track faculty have private offices. Lecturers have assignments to shared office spaces. The College has obtained additional space on campus for our studios, which has enabled enhanced interdisciplinary study in the upper division option studios. With respect to support spaces for educational needs, we are equally concerned and yet the current economic climate at the university suggests that substantial improvements will not be delivered by the next accreditation visit in 6 years.**

B. Required Sets of Elective Options
   "While the "*required sets of elective options*" allow for a deeper exploration of specific knowledge for both students and faculty, the existing structure of these courses still does not guarantee equal exposure to the entire NAAB Student performance Criteria (SPC) for all students." (*2013 VTR*)

➔ **Department Response: Both the M. Arch and B. Arch programs have retained required electives in the area of "History Theory and Culture" (HTC) to facilitate the depth of "exploration of specific knowledge," a strength of the program from our perspective given the diverse range of faculty scholarship available to our students. However, both programs have modified HTC required course content to address the principal "Not Met" SPC A.9 as noted above.**

C. Core Studies

"Students and faculty have questioned whether the College of Design core courses in the freshman year (pre-architecture) prepare students for the B. Arch program, both in terms of rigor and relevant academic advisement." (*2013 VTR*)

➔ **Department Response: The core program has been designed to introduce a broad range of incoming design students (pre-architecture, - industrial design, - interior design, - graphic design, - landscape architecture, - integrated studio arts, etc.) to the culture of design, drawing and design fundamentals. As such, it prepares students in foundation design capabilities and introduces them to studio culture. However, each discipline thereafter, has adapted its curriculum to specific needs. Having noted that, Design Studies 102: Design 1, has been completely revised with a fresh set of learning objectives and new projects. Students who have taken this revised course have just now begun to enter the B. Arch program. Having only been in place for one academic year, assessment of the impact of the changes is not yet feasible. The faculty team for Design Studies 131 Drawing, has undertaken a broad review of its content and solicited input from all of the programs in the College. Modifications are in the planning stages.**

4. CHANGES OR PLANNED CHANGES IN THE PROGRAM

➔ **There are no major structural or curricular changes planned in either the M. Arch or B. Arch accredited degree program, nor in collegiate structure/organization that may affect the accredited degree programs.**

5. SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

➔ **The Department has yet to undertake a detailed response to the changes in the NAAB Conditions. During the past two years since the visit we have implemented curricular modifications to respond to the SPCs not met, and have undertaken comprehensive reviews of design and coordinated learning outcomes across each year level in both the graduate and undergraduate program. This includes technology, sustainability and history/theory studies. We have also refined our research and scholarship agenda, and are now undertaking a review of professional practice studies in light of the new Realm D SPCs.**

As we address long-range planning (currently underway), we will be in a position to address the new perspectives in Condition I.1.4, now titled "Defining Perspectives." While our integrative studios Arch 401, 403 and 603 have long included aspects of research (new SPC C.1) and comparative analysis and systems selection (new SPC C.2) we are nonetheless in a position to review these SPCs as part of on-going self-assessment in light of the definitions and expectations of the new Realm C SPCs.

Iowa State University is a research extensive public university. As such, we have many processes and procedures in place of advising and admission, evaluation of transfer credits, financial aid assistance, etc., elements of new Condition II.4.6. . We also have processes in place to evaluate transfer credits related to professional studies and advanced standing in the graduate program. The College maintains a professional staff of 6 student services specialists within the Student Programs and Services office. We will work with them to review public accessibility to the items enumerated in Condition II.4.6