Iowa State University
College of Design
Department of Architecture

Architecture Program Report for 2013 NAAB Visit for Continuing Accreditation

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

Year of the Previous Visit: Spring 2007

Current Term of Accreditation:
  July 19, 2007 Letter:
  The professional architecture programs: Bachelor of Architecture and Master of
  Architecture were granted six-year terms of accreditation with the stipulation that
  a focused evaluation be scheduled in two years to look only at Professional De-
  grees and Curriculum and the progress that has been made in this area. The
  accreditation term is effective January 1, 2007. The program is scheduled for its
  next full accreditation visit in 2013. The focused evaluation is scheduled to the
  calendar year 2009.

Submitted to:  The National Architectural Accrediting Board
Date:  7 September 2012
Name and contact information for the following:

**Program Administrator:** Gregory Palermo, FAIA; Interim Chair  
Department of Architecture  
College of Design, Room 146  
iowa State University  
Ames, iowa  50011  
ph: 515-294-7163  
fx: 515-294-1440  
e-: gpalermo@iastate.edu

**Chief administrator for the academic unit in which the program is located (e.g., dean or department chair):**  
Luis Rico-Gutierrez, Dean  
College of Design, Room 134  
iowa State University  
Ames, iowa  50011  
ph: 515-294-7427

**Chief Academic Officer of the Institution**  
Jonathan Wickert, Ph.D  
Sr. Vice-President & Provost  
1550 Beardshear Hall  
iowa State University  
Ames, iowa  50011  
ph: 515-294-9591

**President of the Institution:**  
Steven Leath, Ph.D.  
President  
1750 Beardshear Hall  
iowa State University  
Ames, iowa  50011  
ph: 515-294-2042

**Individual submitting the Architecture Program Report:** Gregory Palermo

**Name of individual to whom questions should be directed:** Gregory Palermo
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part One.</strong> Institutional Support and Commitment to Continuous Improvement</td>
<td></td>
</tr>
<tr>
<td>1. Identify &amp; Self Assessment</td>
<td></td>
</tr>
<tr>
<td>1. History Mission</td>
<td>1</td>
</tr>
<tr>
<td>2. Learning Culture and Social Equity</td>
<td>6</td>
</tr>
<tr>
<td>3. Responses to the Five Perspectives</td>
<td>8</td>
</tr>
<tr>
<td>4. Long Range Planning</td>
<td>11</td>
</tr>
<tr>
<td>5. Program Self Assessment</td>
<td>14</td>
</tr>
<tr>
<td>2. Resources</td>
<td></td>
</tr>
<tr>
<td>1. Human Resources and Human Resource Development</td>
<td>16</td>
</tr>
<tr>
<td>2. Administrative Structure and Governance</td>
<td>28</td>
</tr>
<tr>
<td>3. Physical Resources</td>
<td>29</td>
</tr>
<tr>
<td>4. Financial Resources</td>
<td>33</td>
</tr>
<tr>
<td>5. Information Resources</td>
<td>37</td>
</tr>
<tr>
<td>3. Institutional Characteristics</td>
<td></td>
</tr>
<tr>
<td>1. Statistical Reports</td>
<td>41</td>
</tr>
<tr>
<td>2. Annual Reports</td>
<td>42</td>
</tr>
<tr>
<td>3. Faculty Credentials</td>
<td>64</td>
</tr>
<tr>
<td>4. Policy Review</td>
<td>65</td>
</tr>
<tr>
<td><strong>Part Two.</strong> Educational Outcomes and Curriculum</td>
<td></td>
</tr>
<tr>
<td>1. Student Performance Criteria</td>
<td>67</td>
</tr>
<tr>
<td>2. Curricular Framework</td>
<td></td>
</tr>
<tr>
<td>1. Regional Accreditation</td>
<td>70</td>
</tr>
<tr>
<td>2. Professional Degrees and Curriculum</td>
<td>70</td>
</tr>
<tr>
<td>3. Curriculum Review and Development</td>
<td>76</td>
</tr>
<tr>
<td>3. Evaluation of Preparatory/Pre-professional Education</td>
<td>77</td>
</tr>
<tr>
<td>4. Public Information</td>
<td></td>
</tr>
<tr>
<td>1. Statement on NAAB-Accredited Degrees</td>
<td>77</td>
</tr>
<tr>
<td>2. Access to NAAB Conditions and Procedures</td>
<td>78</td>
</tr>
<tr>
<td>3. Access to Career Development Information</td>
<td>78</td>
</tr>
<tr>
<td>4. Public Access to APRs and VTRs</td>
<td>78</td>
</tr>
<tr>
<td>5. ARE Pass Rates</td>
<td>78</td>
</tr>
<tr>
<td><strong>Part Three.</strong> Progress Since Last Site Visit</td>
<td></td>
</tr>
<tr>
<td>1. Summary of Responses to the Team Findings</td>
<td></td>
</tr>
<tr>
<td>a. Responses to Conditions Not Met</td>
<td>80</td>
</tr>
<tr>
<td>b. Responses to Causes of Concern</td>
<td>84</td>
</tr>
<tr>
<td>2. Summary of Responses to Changes in the NAAB Conditions</td>
<td>85</td>
</tr>
</tbody>
</table>
Part Four. Supplemental Information

1. Evaluation Policies and Procedures for Student Work 88
2. Course Descriptions 89
3. Faculty Resumes 164
4. Visiting Team Report [insert year of report] (VTR) 204
5. Catalog (or URL) 206
6. Response to Offsite Program Questionnaire 207
Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

A. Iowa State University

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, Design, Engineering, Human Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate 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.

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 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 Universities.

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 transformational 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 infrastructure that will create entrepreneurial opportunities. The major changes sweeping the world are creating 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 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.

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 resource 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 pre-requisites 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 ar-
chitectural 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 majors 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.

I.1.2. Learning Culture and Social Equity

A. Learning Culture

1. Institutional Context

Iowa State University strives to maintain a positive learning atmosphere on campus. There are several policies regarding academic performance and comportment that apply to faculty, staff and students. The links to some of these policies are listed in APR Part 1, Section I.4.1 Policy Review. However, campus climate is not solely a circumstance of official policies—it has to do with programs and people.

The Dean of Students office offers a range of student centered services, as does Student Services itself. Counseling services, health care, grievance processes, tutoring services, and literacy programs are provided here on campus. These diverse services support students in their academic life. From the faculty perspective, the Center for Excellence in Teaching and Learning provides coaching, guidance and peer mentoring in improving teaching skills. Under the tab “About” on ISU’s homepage are a number of portals that lead to greater insight into community climate and support for a positive learning environment. Among them: ‘ISU Profile’<http://www.iastate.edu/about/> a gateway to academics, research, athletics, and entertainment and the arts; and ‘Diversity’<http://www.diversity.iastate.edu/> with links to campus resources, dialogues, conferences and programs.

Programs such as the Honors Program, Undergraduate Student Assistantships, the Peer mentoring program in the college of design, the 800 or so student organizations and intramural sports, student government at the collegiate and university level, and participation in an array of community centered activities such as United Way and Habitat for Humanity provide many opportunities not only for service and learning, but also leadership and student/faculty exchange.

2. Studio and Learning Culture at the Departmental Level

Beginning in the 1990’s we have had an ongoing conversation regarding the role of studio culture in our department. This was spurred in 2002 in part by our then 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 led to a consensus on a broad statement of policy and belief in our 2006 Studio Culture Policy.

What became apparent during that process was that our students and faculty shared an appreciation for an inherited tradition of mutual respect, optimism, and sharing within studios. In the early 2000’s 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 in 2006 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, with AIAS and other student representatives. During academic 2011-12 we again undertook a review of our Studio Culture policy. Student leaders of another generation of AIAS and graduate students worked with faculty members to shape a process that included a questionnaire as well as larger meetings. Our latest document is in draft form and has been expanded from studio to a statement on learning climate more generally.

What has emerged from this process is that our studios and reviews have been positive environments for learning, and that we can do more to encourage this through attention to schedules, review techniques, and learning styles. Collectively we possess a commitment to the positive traditions we have built, and to improving our strong, supportive studio environments through a continuing dialogue with our students.

B. Social Equity

Diversity and equality are being achieved through university-wide as well as departmental initiatives.

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 Multicultural Student Affairs. Advisory support is available within the College from the Multicultural Student Liaison. The attraction of international students, primarily to graduate studies programs, enriches advanced level studios. University policies regarding harassment of all types have been rewritten to emphasize levels of reporting and intervention. See APR Part 1, Section I.4.1 Policy Review for references and links. 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 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 about 47% of female students who enroll in the first year pre-architecture program. About 45% of those women apply to the professional program, with 80% of them accepted for fall 2012. The entering class is approximately 46% women, comparing favorably to the 40% of women who are currently enrolled in the professional program. The number of minority students who enroll in the first year pre-architecture program has increased, and of those who applied to the professional program, 75% were accepted. Minorities will count for 40% of this year’s fall class. The acceptance rates for both women and minorities exceed that of men (67%). Of the 68 students enrolled in the graduate program, 42% are women and 34% are minorities. These ratios compare favorably with enrollment in our undergraduate program, with national average enrollments for architecture programs, as well as with university student demographics. University-wide approximately 44% of ISU students are women and 22% are minorities and international.

The Master of Architecture program has attracted considerable numbers of career changers as well as individuals satisfying long held aspiration to study architecture. This is particularly true of women who regularly number 40+% of our graduate students.

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 first year; English as a Second Language courses are offered here at the university to enhance student communication skills enabling them to progress with peers; and minority architecture students are mentored by the department's full-time academic advisor and the College's Multicultural Student Liaison. De-
spite these efforts, the attraction of qualified African-American students to the department remains an unfulfilled objective.

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 and global topics such as Chinese and Indigenous and American Indian architecture are longstanding; 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.

Faculty demographics regarding diversity are included in the chart associated with APR Part 1, Section 1.3.1 Statistical Reports, ¶ B. Faculty Characteristics. The ratio of tenured and tenure-track women faculty is almost identical to the 37% women faculty university-wide. The university maintains a number of EEO and Affirmative Action policies that are a part of the hiring process for faculty and staff. A link to these policies is provided in APR Part 1, Section I.4.1 Policy Review. Faculty searches are rigorously monitored by ISU’s Human Resources Services division, and are conducted in conformance with these policies.

I.1.3. Responses to the Five Perspectives

A. 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.1.1.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.

B. 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 upperclass 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.

C. 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 outperformed the national average in successfully passing the diverse elements of 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 – 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 requirements. The architecture department and individual faculty collaborate with the AIA Iowa Chapter to offer seminars and workshops at the fall convention and periodically at other venues in subject areas directly related to the practice of architecture.

D. 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 immediately preceding have been noted.

The department’s 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 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 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 example (and sometime internship hiring) the faculty provide models of diverse practices and professionalism.

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 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 semester 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 professionals and associate members of the AIA, and with diversity in mind, have worked with AIAS on campus with mentoring for transition to practice.

E. 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 university’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 department relate to building performance assessment, housing and social needs of the elderly, accessibility, 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 local 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.

I.1.4. Long Range Planning

A. 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.

B. College of Design

With the appointment of Dean Luis Rico-Gutierrez in July 2009, the College of Design em-
barked 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.

C. Department

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 re-confirmed 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 cooperative degrees. These are still in the planning phase. Several architecture faculty have been engaged 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.
I.1.5. 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.

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 (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.)

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 Fedderson Heinze, Looney Ricks Kiss Architects, Inc., Boulder, CO
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
Nora Wendl, Portland State University, Portland, OR
Ellen Berky, Ford Powell, and Carson, Inc., Somerville, MA
Jason Knutson, CGKV Architects, Inc., Somerville, 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
I.2. **Resources**

I.2.1. **Human Resources & Human Resource Development**

**A. Faculty and Staff**

1. **Faculty**

During 2011-2012 the Architecture faculty has consisted of the following individuals. Their recent teaching assignments and biographic information are shown on resumes which are included in APA Part 4, Section 3 Resumes. The Full Time Equivalent (FTE) of actual teaching positions after consideration for administrative responsibilities is 26.75 – comparable to 27.5 in 2006.

<table>
<thead>
<tr>
<th>Tenured Professors</th>
<th>Tenured Associate Professors</th>
<th>Adjunct Assistant Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiu-Shui Chan</td>
<td>Bruce Bassler</td>
<td>Samantha Krukowski</td>
</tr>
<tr>
<td>Mark Engelbrecht (Dean Emeritus 1/3)</td>
<td>Karen Bermann (1/2 Core Director)</td>
<td></td>
</tr>
<tr>
<td>Calvin Lewis</td>
<td>Clare Cardinal-Pett</td>
<td></td>
</tr>
<tr>
<td>Arvid Osterberg</td>
<td>Mikesch Muecke</td>
<td>Nadia Anderson</td>
</tr>
<tr>
<td>Gregory Palermo (1/4)</td>
<td>Jason Alread</td>
<td>Jelena Bogdanović</td>
</tr>
<tr>
<td>Paul Shao</td>
<td>Cameron Campbell</td>
<td>Ulrike Passé</td>
</tr>
<tr>
<td>Tom Leslie</td>
<td>Mitchell Squire</td>
<td>Rob Whitehead</td>
</tr>
<tr>
<td>Lynn Paxson</td>
<td>Kimberly Zarecor (1/2 B. Des.Dir.)</td>
<td></td>
</tr>
<tr>
<td>Marwan Ghandour (1/4)</td>
<td>Daniel Naegle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Lecturers (part-time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Goché</td>
<td>Maria Miller (1/4)</td>
</tr>
<tr>
<td>Jungwoo Ji</td>
<td>LaDan Omidvar (1/2)</td>
</tr>
<tr>
<td>Ziad Qureshi</td>
<td>Patience Lueth (1/4)</td>
</tr>
<tr>
<td>Patrick Rhodes</td>
<td>Francesco Mancini (Rome1/2)</td>
</tr>
<tr>
<td>Chamila Subasinghe</td>
<td>Pia Schneider (Rome1/4)</td>
</tr>
</tbody>
</table>

**Guest Members**

Jay Baker, Jay Baker Architects, Houston, TX
Frances Bronet, Dean, School of Architecture & Applied Arts, University of Oregon, Eugene, OR
Tom Buressh, 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
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 (NTE) participate in a range of activities beyond teaching.

2. Administration

The department functions in the context of the College of Design. The department is directed by a chairperson who is assisted by 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 is outlined in APR Part 1, Section 2.2 Administrative structure and governance.

3. Staff

The departments and programs of the college share administrative and advising services provided by the College of Design. The Business Office responsibilities are on-line at: 

< http://home.design.iastate.edu/FacultyStaff/files/FY11_Business_Office_Responsibilities.pdf >

Student Services, Advising, Career Services, and Multi-Cultural support are provided by the College. One advisor is principally assigned to architecture. The Reading Room is staffed by the university library. As a result of this organization, there is no departmental operations budget nor hiring/management responsibilities for staff.

4. 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. A substantial share 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 towards tenure and promotion. We also support AIAS leadership travel to mid-summer Grassroots; underwrite one spring and fall AIA conference keynote speaker in exchange for which students can attend those sessions; and there is modest support for the student annual Datum.

5. Faculty Appointment, Promotion and Tenure, and Development

   **a. 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. The Department Cabinet serves as the faculty search committee for lecturers and other non-tenure-eligible faculty positions. Whenever possible, search committees are composed of tenured or tenure-track faculty with an appropriate repre-
sentation 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 candidate 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.

b. Annual reviews of all faculty are prepared by the chairperson. They entail performance assessment and preparation for future promotion and tenure actions. Criteria for assessment include course development, student and peer review of teaching records, scholarly and creative achievement, and service.

c. Compensation evaluations are conducted annually by the chair. The Promotion and Tenure Committee reviews faculty annual reports in the preparation of advisory merit recommendations to the chairperson for use in preparing salary adjustment recommendations. Salary adjustments are finalized by the chairperson with the advice and approval of the dean of the college following university guidelines.

d. Reappointment. The chairperson has the primary leadership position in recruiting faculty, attending to faculty mentorship, supporting faculty development, and conducting faculty evaluations. Initial appointments for tenure-track faculty are now for four years with a 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 non-renewal are made at least one calendar year prior to the end-date of the existing appointment. Renewal of term appointments for lecturers and other non-tenure-eligible faculty are at the discretion of the chair based upon need and resources.

e. Faculty Mentor. 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.

f. Promotion, Tenure and Advancement. 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 the elected departmental Promotion and Tenure committee. Committee recommendations are submitted to the chairperson who submits a separate parallel recommendation to the college after review with the faculty member. 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. A similar process absent external references is followed for Advancement of lecturers to senior lecturer. See APR Part 1, Section 4.C Personnel Policies

g. Post-Tenure Review. Post-Tenure Review (PTR) as a developmental opportunity for faculty is mandated for all faculty (not less frequently than every seven years). The department includes processes and procedures in its Governance and P&T Document that conform to university processes. See PTR requirements online at:

> http://facultyhandbook.provost.iastate.edu/faculty/handbook/current/section5.html#section-5.3.5
6. 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 30+ faculty each semester, more than a third are currently involved in active practice at some level. Three have been elected to the College of Fellows of the AIA. The previous department chair, Cal Lewis, was a founding principal in the 2001 National AIA Firm Award recipient Herbert Lewis Kruse Blunck Architecture and has received six National AIA sponsored design awards along with nine other national design awards and over 70 total awards for design excellence. Nearly all faculty members have terminal degrees at the Masters level or above (12 holding doctorates), many from highly-recognized institutions across the country and around the world.

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, as are publication subvention grants of up to $20,000. The university has 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 the majority years since their inception in 2002. 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. During this accreditation period this funding has been approximately $39,000 per year.

Iowa State University competitively awards Faculty Professional Development Assignment leaves (FPDA) for one semester at full pay or two semesters at half pay. Modest funding from the college compensates for term contract faculty to cover the courses of those on leave. Five different faculty members have been granted FPDA's since the last visit in 2007. Tenure-track faculty are normally granted a reduced teaching load at some point during the probationary period. Course release has been provided for several faculty members since the last visit. Leave without pay for research, fellowships or visiting assignments is typically granted. One faculty member who had an FPDA and two additional faculty members received prestigious fellowships that enabled them to take advantage of this type of faculty development.

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.

7. Guest Lecturers and Critics

a. Lecture Series. 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 nine years and from alumni gifts. There are also three annual endowed lectures (Dale; Herbert; and Hansen) that are now in place.
### Lecture Series Fall 2007 – Spring 2012

#### 2007-2008
- James Richard/Kelly Bauer
- Lisa Findley
- Stephen Tanner
- Andrea Leers (Richard F. Hansen lecture)
- Jennifer Luce (Richard F. Hansen lecture)

#### 2008-2009
- Kate Diamond
- Julia Fish
- Michael Gamble
- Joshua Prince-Ramus
- Thomas Phifer
- Ed Mazia
- Donna Kacmar
- Rick Sundberg (Richard F. Hansen lecture)

#### 2009-2010
- Merill Elam
- Sebastian Schmalling
- James Goettsch
- Vincent James
- Julie Eizenberg
- Mario Gandelsonas (Curt F. Dale lecture)
- Lawrence Scarpa (Richard F. Hansen lecture)

#### 2010-2011
- Ken Smith
- Robert Ivy (Charles Herbert lecture)
- Todd Schliemann (Richard F. Hansen lecture)
- John Ronan (AIA Convention)

#### 2011-2012
- Kiel Moe
- Cristina Dreifuss Serrano
- Ignacio Alday
- Ute Poerschke
- David Heymann
- Ursula Emery-McClure (Richard F. Hansen lecture)
- Peter Bohlin (Charles Herbert lecture)
- Bob Berkebile (Curt F. Dale lecture)

---

**b. Visiting Critics** are desirable and are periodically hired to give studios. This practice, however, is very resource dependent. James Goettsch, FAIA, of Goettsch Partners, Chicago, co-directed an Option Studio in spring 2009. 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.

### 8. Public Exhibitions

**a. Exhibitions.** Visiting exhibits are periodically scheduled in **Gallery 181**, the college facility. It also is the venue for internally sponsored exhibits for the work of students and college faculty. Beyond the Gallery, additional exhibitions of varying duration are installed in the Lightfoot Forum, display cases for smaller design works, and the King Pavilion Pickard Chilton Gallery. Following is a listing of exhibits of the past several years.
# Exhibits Fall 2007 – Spring 2012 (Main Gallery and Display Cases)

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Program</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC 2007-2008</strong></td>
<td>ISA</td>
<td>8/10/07</td>
<td>8/25/07</td>
<td>G</td>
</tr>
<tr>
<td>From the Loom: Exploring Women's Identities through Weaving and Words</td>
<td>ISA</td>
<td>8/13/07</td>
<td>9/25/07</td>
<td>G</td>
</tr>
<tr>
<td>Photographs</td>
<td>ISA</td>
<td>8/13/07</td>
<td>9/25/07</td>
<td>G</td>
</tr>
<tr>
<td>Architecture Rome Show</td>
<td>Arch</td>
<td>8/30/07</td>
<td>10/3/07</td>
<td>G</td>
</tr>
<tr>
<td>7th Annual Postcard Print Exchange Exhibition</td>
<td>ISA</td>
<td>9/27/07</td>
<td>10/9/07</td>
<td>G</td>
</tr>
<tr>
<td>Summer 2007 Rome Show</td>
<td>COD</td>
<td>10/8/07</td>
<td>10/30/07</td>
<td>G</td>
</tr>
<tr>
<td>28th Art and Design Annual Exhibition</td>
<td>A&amp;D</td>
<td>11/8/07</td>
<td>11/30/07</td>
<td>G</td>
</tr>
<tr>
<td>Faculty Profiles</td>
<td>COD</td>
<td>1/16/08</td>
<td>2/13/08</td>
<td>G</td>
</tr>
<tr>
<td>Frank Lloyd Wright in Iowa</td>
<td>Arch</td>
<td>1/21/08</td>
<td>2/12/08</td>
<td>G</td>
</tr>
<tr>
<td>BFA Senior Student Exhibition</td>
<td>ISA</td>
<td>2/14/08</td>
<td>3/4/08</td>
<td>G</td>
</tr>
<tr>
<td>Interior Design Annual Senior Exhibition</td>
<td>ID</td>
<td>3/8/08</td>
<td>4/2/08</td>
<td>G</td>
</tr>
<tr>
<td>Social Justice Exhibition OR Developed Photography Club Exhibition</td>
<td>ISA</td>
<td>3/8/08</td>
<td>4/2/08</td>
<td>G</td>
</tr>
<tr>
<td>Art and Design Rome Show</td>
<td>A&amp;D</td>
<td>4/3/08</td>
<td>4/25/08</td>
<td>G</td>
</tr>
<tr>
<td><strong>ACADEMIC 2008-2009</strong></td>
<td>Arch</td>
<td>9/5/08</td>
<td>9/21/08</td>
<td>G</td>
</tr>
<tr>
<td>Architecture Rome Show</td>
<td>LA</td>
<td>10/9/08</td>
<td>10/28/08</td>
<td>G</td>
</tr>
<tr>
<td>Pacific Rim Traveling Studio Exhibition</td>
<td>A&amp;D</td>
<td>11/6/08</td>
<td>12/5/08</td>
<td>G</td>
</tr>
<tr>
<td>Jacob Cantu Independent Study</td>
<td>COD</td>
<td>1/12/09</td>
<td>1/29/09</td>
<td>G</td>
</tr>
<tr>
<td>Art and Design Rome Show</td>
<td>A&amp;D</td>
<td>2/1/09</td>
<td>2/25/09</td>
<td>G</td>
</tr>
<tr>
<td>Flyover Country: GDSA Regional Exhibition</td>
<td>GD</td>
<td>2/26/09</td>
<td>3/27/09</td>
<td>G</td>
</tr>
<tr>
<td>Interior Design Accreditation Exhibition/Visit</td>
<td>ID</td>
<td>3/30/09</td>
<td>4/10/09</td>
<td>G</td>
</tr>
<tr>
<td>BFA Senior Show</td>
<td>ISA</td>
<td>4/11/09</td>
<td>4/25/09</td>
<td>G</td>
</tr>
<tr>
<td>Hiromi Okumura MFA Thesis Exhibition</td>
<td>ISA</td>
<td>5/11/09</td>
<td>5/29/09</td>
<td>G</td>
</tr>
<tr>
<td><strong>ACADEMIC 2009-20010</strong></td>
<td>COD</td>
<td>8/3/09</td>
<td>9/26/09</td>
<td>G</td>
</tr>
<tr>
<td>30 and Beyond Alumni Exhibition</td>
<td>Arch</td>
<td>10/4/09</td>
<td>10/17/09</td>
<td>G</td>
</tr>
<tr>
<td>Architecture Rome Show</td>
<td>LA</td>
<td>10/18/09</td>
<td>10/31/09</td>
<td>G</td>
</tr>
<tr>
<td>9th Annual Postcard Print Exchange Exhibition</td>
<td>ISA</td>
<td>11/1/09</td>
<td>11/7/09</td>
<td>G</td>
</tr>
<tr>
<td>30th Art and Design Annual</td>
<td>A&amp;D</td>
<td>11/8/09</td>
<td>12/5/09</td>
<td>G</td>
</tr>
<tr>
<td>Rome Show Art &amp; Design</td>
<td>A&amp;D</td>
<td>2/27/10</td>
<td>3/22/10</td>
<td>G</td>
</tr>
<tr>
<td>Interior Design Senior Exhibition</td>
<td>ID</td>
<td>3/23/10</td>
<td>4/4/10</td>
<td>G</td>
</tr>
<tr>
<td>Integrated Visual Art Graduate Student Exhibition</td>
<td>IVA</td>
<td>4/5/10</td>
<td>4/9/10</td>
<td>G</td>
</tr>
<tr>
<td>BFA Show Capstone Course</td>
<td>ISA</td>
<td>4/10/10</td>
<td>4/23/10</td>
<td>G</td>
</tr>
<tr>
<td>Event Description</td>
<td>Institution</td>
<td>Start Date</td>
<td>End Date</td>
<td>Type</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td><strong>ACADEMIC 2010-2011</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powers of 10</td>
<td>Arch</td>
<td>8/20/10</td>
<td>9/5/10</td>
<td>G</td>
</tr>
<tr>
<td>Architecture Rome Program</td>
<td>Arch</td>
<td>9/7/10</td>
<td>9/26/10</td>
<td>G</td>
</tr>
<tr>
<td>10th Annual International Postcard Print Exhibition</td>
<td>ISA</td>
<td>9/27/10</td>
<td>10/8/10</td>
<td>G</td>
</tr>
<tr>
<td>LA Rome Show</td>
<td>LA</td>
<td>10/9/10</td>
<td>10/24/10</td>
<td>G</td>
</tr>
<tr>
<td>&quot;LA 401: Alternative Futures for Lake Delhi, Iowa&quot;</td>
<td>LA</td>
<td>10/26/10</td>
<td>11/3/10</td>
<td>G</td>
</tr>
<tr>
<td>31st Annual Art &amp; Design Juried Student Exhibition</td>
<td>A&amp;D</td>
<td>11/4/10</td>
<td>12/4/10</td>
<td>G</td>
</tr>
<tr>
<td>Barbara Caldwell's photography</td>
<td>ISA</td>
<td>12/13/10</td>
<td>1/31/11</td>
<td>C</td>
</tr>
<tr>
<td>Larrison Seidle's MFA Thesis Exhibition</td>
<td>ISA</td>
<td>12/31/10</td>
<td>1/12/11</td>
<td>G</td>
</tr>
<tr>
<td>ISA Show</td>
<td>ISA</td>
<td>1/13/11</td>
<td>1/14/11</td>
<td>G</td>
</tr>
<tr>
<td>Drawing Salon</td>
<td>ISA</td>
<td>1/4/11</td>
<td>1/23/11</td>
<td>G</td>
</tr>
<tr>
<td>&quot;A Glimpse of Rome Italy and Beyond&quot;</td>
<td>Arch</td>
<td>1/16/11</td>
<td>1/22/11</td>
<td>G</td>
</tr>
<tr>
<td>Silk Scarves for LZJTU visit</td>
<td>ISA</td>
<td>1/27/11</td>
<td>2/2/11</td>
<td>C</td>
</tr>
<tr>
<td>LZJTU Exhibition</td>
<td>COD</td>
<td>1/29/11</td>
<td>2/18/11</td>
<td>G</td>
</tr>
<tr>
<td>Prof Guan's dyed silk</td>
<td>COD</td>
<td>2/3/11</td>
<td>2/18/11</td>
<td>C</td>
</tr>
<tr>
<td>Art &amp; Design Rome Show</td>
<td>A&amp;D</td>
<td>2/19/11</td>
<td>3/6/11</td>
<td>C</td>
</tr>
<tr>
<td>Dsn S 102 Section 15</td>
<td>COD</td>
<td>3/7/11</td>
<td>3/26/11</td>
<td>C</td>
</tr>
<tr>
<td>Interior Design Graduate Review &amp; Exhibit</td>
<td>ID</td>
<td>3/7/11</td>
<td>3/10/11</td>
<td>G</td>
</tr>
<tr>
<td>BFA Seniors</td>
<td>ISA</td>
<td>4/8/11</td>
<td>5/9/11</td>
<td>C</td>
</tr>
<tr>
<td>Senior BFA Exhibition</td>
<td>ISA</td>
<td>4/8/11</td>
<td>4/22/11</td>
<td>G</td>
</tr>
<tr>
<td>Anastasia Whited's MFA Thesis Exhibition</td>
<td>ISA</td>
<td>5/7/11</td>
<td>5/21/11</td>
<td>G</td>
</tr>
<tr>
<td><strong>ACADEMIC 2011-2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture Rome Show</td>
<td></td>
<td>9/8/11</td>
<td>9/25/11</td>
<td>G</td>
</tr>
<tr>
<td>ArtID 265</td>
<td>ID</td>
<td>9/29/11</td>
<td>11/6/11</td>
<td>C</td>
</tr>
<tr>
<td>Roma Estate MMXI</td>
<td>LA &amp; CRP</td>
<td>10/6/11</td>
<td>10/23/11</td>
<td>G</td>
</tr>
<tr>
<td>11th Annual International Postcard Print Exhibition</td>
<td>ISA</td>
<td>10/24/11</td>
<td>11/5/11</td>
<td>G</td>
</tr>
<tr>
<td>32nd A&amp;D Annual Juried Exhibition</td>
<td>A&amp;D</td>
<td>11/4/11</td>
<td>12/2/11</td>
<td>G</td>
</tr>
<tr>
<td>Paula Streeter</td>
<td>COD</td>
<td>11/7/11</td>
<td>12/17/11</td>
<td>C</td>
</tr>
<tr>
<td>Guojun Lian's &quot;Graduation&quot; Photograph Exhibition</td>
<td>ISA</td>
<td>1/7/12</td>
<td>1/29/11</td>
<td>G</td>
</tr>
<tr>
<td>Roma Exhibition</td>
<td>ID, GD, ISA</td>
<td>2/4/12</td>
<td>2/24/12</td>
<td>C</td>
</tr>
<tr>
<td>CRP Accreditation</td>
<td>CRP</td>
<td>2/25/12</td>
<td>2/29/12</td>
<td>C</td>
</tr>
<tr>
<td>ArtIS 208 Color (student work)</td>
<td>ISA</td>
<td>3/3/12</td>
<td>3/31/12</td>
<td>C</td>
</tr>
<tr>
<td>Annual ID Graduate Exhibition</td>
<td>ID</td>
<td>3/5/12</td>
<td>3/9/12</td>
<td>G</td>
</tr>
<tr>
<td>ID Rome Show</td>
<td>ID</td>
<td>3/11/12</td>
<td>3/24/12</td>
<td>G</td>
</tr>
<tr>
<td>IDSA</td>
<td>Ind D</td>
<td>3/26/12</td>
<td>4/5/12</td>
<td>G</td>
</tr>
<tr>
<td>ArtIS 499 student work</td>
<td>ISA</td>
<td>4/1/12</td>
<td>4/22/12</td>
<td>C</td>
</tr>
<tr>
<td>BFA Senior Exhibition</td>
<td>ISA</td>
<td>4/5/12</td>
<td>4/22/12</td>
<td>G</td>
</tr>
<tr>
<td>Paula Streeter's students work with color</td>
<td>ISA</td>
<td>4/23/12</td>
<td>5/9/12</td>
<td>C</td>
</tr>
<tr>
<td>Independent Study Exhibition</td>
<td>COD</td>
<td>4/28/12</td>
<td>5/1/12</td>
<td>G</td>
</tr>
</tbody>
</table>
b. Student Work is displayed in the College of Design Building and the Armory on a regular basis throughout the year. The fourth year Rome Foreign Study work is exhibited in Gallery 181 each fall semester. The work of aspiring pre-architecture students 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 department also prepares a display of student work at the Fall Convention of the Iowa Chapter of the AIA.

c. Faculty Work is exhibited on campus in the college Gallery 181, the Brunner 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.

B. Students

1. Admissions Process

a) Undergraduate Pre-Architecture: New Students. Information from Iowa State University Admissions Office website:
<http://www.admissions.iastate.edu/freshman/requirements.php>

Students who wish to enter Iowa State University directly from high school will be admitted based upon the following four factors: ACT composite score, high school grade point average, high school percentile rank, and number of high school courses completed in the core subject areas.

A Regent Admission Index (RAI) score will be calculated for each applicant, based on the following equation:

\[
RAI = (2 \times \text{ACT composite score}) + (1 \times \text{high school rank}) + (20 \times \text{high school grade point average}) + (5 \times \text{number of high school courses completed in the core subject areas})
\]

Note: For purposes of calculating the RAI, SAT scores will be converted to ACT composite equivalents; high school rank is expressed as a percentile with 99% as the top value; high school GPA is expressed on a 4-point scale; and number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.

Applicants who achieve at least a 245 RAI score and who meet the minimum high school course requirements will automatically be offered admission. Applicants who achieve less than a 245 RAI score and who meet the minimum high school course requirements may also be offered admission, but their applications will be reviewed on an individual basis.

Minimum High School Course Requirements for Admission:
English/Language Arts: 4 years (emphasizing writing, speaking, as well as an understanding and appreciation of literature).
Mathematics: 3 years (including one year each of algebra, geometry, and advanced algebra)
Science: 3 years (including one year each of two of the following fields: biology, chemistry, and physics)
Social Science: 3 years.

b) Undergraduate Pre-Architecture: Transfer Students Information adapted from Iowa State University Admissions Office website:
<http://www.admissions.iastate.edu/transfer/requirements.php>

To transfer to Iowa State University, students are expected to have earned at least a "C" (2.00) average in all college-level courses attempted. This is expected of both Community College transfer students, and students transferring in from other 4-year institutions. The Iowa State University Admissions Office reviews all transcripts of incoming transfer students. Evaluation of
transfer credits is discussed in APR Part 3, Section 3.1 Undergraduate Evaluation of Preparatory/Pre-Professional Education.

c) Undergraduates to Professional Program. Following one year of Design Core and general studies, enrollment into the professional Bachelor of Architecture sequence which begins in second year is based on four basic criteria. Grade Point Average: GPA is 40% of the enrollment formula, and is based on a student’s first year Design courses: Dsn S 183, Dsn S 102, and Dsn S 131 (11 credits). Portfolio: a student’s portfolio consists of 30% of the enrollment formula. The portfolio is a combination of process work and final projects a student has completed through their first year studio courses (Dsn S 102 and Dsn S 131). The student also has the opportunity to include 4 pages of outside work in their portfolio. Essay: the essay makes up 15% of the enrollment formula. Before students complete their fall semester, they are given an essay question that has to do with design in some aspect (generally, the students are asked to critique a work of design with which they are familiar: either a famous work, a work around campus, or one of their own works from the first year). High School experience: for the remaining 15%, a student’s experience previous to Iowa State University is taken into consideration, either through High School rank (based on High School GPA), ACT/SAT scores, or Transfer GPA for transfer students. If we have more than one of the aforementioned scores, the highest score is used in the enrollment management process. Students submit their application materials at the end of each spring semester (May), and students are notified of the results of the enrollment management process by mid-June. Eighty of approximately 175 applicants are admitted into the professional sequence each year.

d) Graduate Program. Admission to the M. Arch. degree program is managed by the Director of Graduate Education (DoGE) for architecture. The Graduate Program Committee reviews application submissions and provides advisory recommendations regarding admission to the DoGE. Application requirements are online at the following link address: <http://www.design.iastate.edu/architecture/masterofarchitecture.php#applicationreqs> Evaluation of transfer credits is discussed in APR Part 3, Section 3.2 Graduate Evaluation of Preparatory/Pre-Professional Education.

2. Student Support Services

a) Advising. The college 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 Undergraduate Program coordinator is actively involved in student affairs including advising, grievance resolution, and monitoring student progress. The Director of Graduate Education (DOGE) serves as the advisor for all graduate students, and is actively involved in graduate student affairs.

b) Undergraduate Progress Evaluation and Advising. 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. Faculty are encouraged to provide progress feedback during the semester. Grades are based on the objectives of a course and grading definitions that 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.
c) Graduate Program Progress and Advising. 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 practice, the department’s Director of Graduate Education assumes responsibility for monitoring student progress and advising on course selection and the Program of Study in conjunction with the Graduate College.

d) Career Services. 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 and is coordinated with university career day programs. 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 web-site, and maintains detailed records of post-graduation employment statistics which are published annually. Current employment statistics available here: <http://home.design.iastate.edu/CareerServices/employmentstats.php >.

3. Field trips and Other Off-Campus Activities

a) 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, New York City, Chicago, Boston, and regional Iowa towns and communities. 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.

b) International Programs. Since 1976, undergraduate and graduate students have participated in an annually offered semester-long international study program developed by the department. Since 1991, the program has traditionally included group travel and residency components in Rome, Italy, where the program has matured and expanded to establish a year-round 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 50% 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 studies. Beginning in 2013, students can also choose to participate in a three-week interdisciplinary workshop in Rome over the summer. Other interdisciplinary international study opportunities conducted by our faculty in recent years include two-week summer programs in China, Cuba, and Central America. Short-term programs in China, Germany, Czech Republic, Vietnam, and Peru of varying lengths from five days to five weeks.

Architecture students have the opportunity to participate in international programs in more than 100 universities in 35 countries, and international reciprocal exchange programs with eight universities in seven countries. Reciprocal exchange programs normally last for one semester, and students pay tuition and fees to their home institution and room and board to their host institution. In addition, students can participate in six Iowa State Study Abroad Center's "A Semester In..." programs in four countries, or direct-enroll for a semester at one of 13 universities in eight countries. These programs allow an international student exchange on a one-for-one reciprocal basis. The program is usually for one semester. Iowa State students normally pay tuition and fees to Iowa State, and room and board to the host institution. 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 these programs while remaining eligible for financial aid. During the past 3
years students have participated in other university programs in Australia, England, Florida and California.

4. Student Organizations, and Honor Societies Campus-wide

a) University Honors Program. 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 sections of university-wide courses that are specially designated and designed to approach areas of study from a more in-depth perspective. 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. The architecture honors advisor is Mickael "Mikesch" Muecke.

b) Student organizations. 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.

The Department also has an active chapter of the student organization NOMAS, the student chapter of the National Organization of Minority Architects in representing historically underrepresented groups and populations and assisting people of these groups in being successful in Architecture. NOMAS actively participates in social activities, fundraising activities, voicing student concerns to the faculty and staff, and assisting the faculty and staff in planning efforts. Faculty member Lynn Paxson and staff member Cristobal Salinas advise the chapter.

Architecture students are also involved in the Design Council, the College of Design student organization, and individual students are involved with many university-wide organizations and activities from marching band and various music ensembles to NCAA and intramural sports, Greek organizations, academic and service organizations, VEISHEA (the university spring festival), etc.

Graduate students and undergraduates starting in the third year may volunteer to be mentors for first year design students. As this is an opportunity not only for student activities, but also a co-teaching opportunity with faculty, it is discussed in the following section.

5. Financial Aid, Assistantships, Mentor Program

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 and financial need. 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.

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 second and third year 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 University Work-Study program. Employment opportunities are available on campus and through non-profit off campus organiza-
tions. 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 that can contribute to career goals.

Often through Option Studios, student participation in nationally sponsored competitions has been increasing along with their success. Recent student successes include that of Clark Colby, a 4th year Architecture student, who receive the Benjamin A. Gilman International Scholarship to help with study in Rome in 2010, an Architecture graduate student team who won top awards in 2008 at the Hospitality Design Awards and had their work featured on the cover of Hospitality Design magazine, and our student-lead participation in the 2009 U.S. Department of Energy Solar Decathlon competition in Washington, DC. Students have also had success receiving significant scholarships to attend other graduate programs.

Graduate students and undergraduates starting in the third year may volunteer to be mentors for first year design students. Each student is assigned to a section of one of the first-year studio courses, and the mentor has the opportunity to work with first-year students from a variety of disciplines. The responsibility of the mentor involves spending two hours per week in studio working with students on their projects, participating in studio critiques, and offering any other assistance the student may need. The mentor program is coordinated by the director of the Core Design Program, the first year shared curriculum in the College of Design. Student mentors attend a structured seminar that addresses teaching and student-faculty interaction.

6. Student Demographics – Narrative

In the Fall 2011 semester there were 616 students enrolled in architecture degree programs at ISU: 262 in the preprofessional curriculum; 306 in the Bachelor of Architecture program; and 48 in the graduate program. About 53% of these students are from Iowa, 33% from other parts of the United States, and 14% from other countries. In the pre-professional group there is a predominance of recent high school graduates (approximately 90%), 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 46%, females 40%, minorities 31%). Women currently constitute 41% of the undergraduate students, and 42% of graduate students.

The qualifications of students granted admission have mostly remained constant from previous reports, but have seen a slight decrease. Average test scores of students admitted to the Bachelor of Architecture program in June of 2012 were 25.4 on the ACT, and the average GPA in previous university work was 3.41. Both represent decreases since 2006 (26.8 ACT, 3.48 GPA). The average GRE scores for students admitted to the Master of Architecture program in 2011-2012 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.

C. Faculty/Course Assignment Matrix

(Matrix follows page 27)

D. Faculty Resumes

(Resumes are provided in Part 4 Supplemental Information, Section 3 Faculty Resumes, p. 164)
## DEPARTMENT OF ARCHITECTURE
### IOWA STATE UNIVERSITY

### FACULTY TEACHING ASSIGNMENT MATRIX – ACADEMIC 2010-2011; 2011-2012

**FACULTY BIOS:** All bios are included alphabetically in APR Part 4, §3. **Course Summaries:** All courses are listed in numerical order in APR Part 4, §2. **Faculty Key:** Only highest/terminal degree earned listed; BArch accredited degree; MArch accredited degree; PP post-professional degree — may be a M. Arch, M Urb Des, or other degree completed after an accredited degree; PhD, DarCh various other doctoral level degrees; RA = registered architect; **Course Key:** All courses are architecture unless noted, course sheets provided in numerical sequence in Part 4; **Bold Text:** Required courses; *Italic Text:* Electives and required options; **SAC superscript:** Studies in Architecture and Culture (HTC); **S superscript:** Structures portion of technology; **M superscript:** Building Systems portion of technology; **E superscript:** Environmental systems/sustainability portion of technology; **Blank Cells:** Where fall or spring cells are blank, faculty may have course release, be on leave or teaching in other programs.

### Faculty Teaching Assignments

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2020 Fall</th>
<th>2020 Fall</th>
<th>Spring 2021</th>
<th>Spring 2021</th>
<th>Summer ’21</th>
<th>Summer ’21</th>
<th>2021 Fall</th>
<th>2021 Fall</th>
<th>Spring 2022</th>
<th>Spring 2022</th>
<th>Summer ’22</th>
<th>Summer ’22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alread, Jason</td>
<td>MArch; RA: Design practice; technology and bldg systems</td>
<td>603 Comprehensive</td>
<td>668 Grad Sem</td>
<td>664/DesS 546</td>
<td>668 Grad Sem</td>
<td>561 Service Studio</td>
<td>603 Comprehensive</td>
<td>668 Grad Sem</td>
<td>541 Sci-Tech 1</td>
<td>604/DesS 546</td>
<td>698 Grad Sem</td>
<td>581 Service Studio</td>
</tr>
<tr>
<td>Anderson, Nadia</td>
<td>MArch; RA: Public interest design practice and pedagogy; urban issues</td>
<td>597 Urbanism</td>
<td>402/DesS 546</td>
<td>401 Program &amp; Comp.</td>
<td>597 Urbanism</td>
<td>402/DesS 546</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
<td>343th Tech 3</td>
<td>341th Tech 2</td>
</tr>
<tr>
<td>Bassler, Bruce</td>
<td>PP; RA: Forensic practice; Building technology systems, codes, design-build</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
<td>343th Tech 4</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>342th Tech 3</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
<td>343th Tech 4</td>
</tr>
<tr>
<td>Bermann, Karen</td>
<td>PP: Beginning design pedagogy; design</td>
<td>201</td>
<td>528D College</td>
<td>On Leave</td>
<td>On Leave</td>
<td>(Core Fdn Coor-</td>
<td>402 (Rome)</td>
<td>431 Drawing</td>
<td>(Core)</td>
<td>402 (Rome)</td>
<td>431 Drawing</td>
<td>(Core)</td>
</tr>
<tr>
<td>Block, Dave</td>
<td>PP: Design practice; environmental and systems technology; sustainability</td>
<td>558 Solar Home</td>
<td>RETIRED</td>
<td>201</td>
<td>230 Design Communication</td>
<td>404/DesS 546</td>
<td>436</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>342th Tech 3</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
</tr>
<tr>
<td>Campbell, Cameron</td>
<td>PP; RA: Digital media; photography; design practice</td>
<td>534, 434</td>
<td>334, 534</td>
<td>334, 534</td>
<td>334, 534</td>
<td>334, 534</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>342th Tech 3</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
<td>343th Tech 4</td>
</tr>
<tr>
<td>Cardinali-Pell, Clare</td>
<td>MArch: Sustainable design, urban history of the Americas</td>
<td>201</td>
<td>230 Design Communication</td>
<td>404/DesS 546</td>
<td>436</td>
<td>301 Site</td>
<td>245th Tech 1</td>
<td>342th Tech 3</td>
<td>404/DesS 546</td>
<td>341th Tech 2</td>
<td>343th Tech 4</td>
<td></td>
</tr>
<tr>
<td>Chan, Chiu-Shui</td>
<td>PhD: digital media; design thinking modeling</td>
<td>302 (Rome)</td>
<td>431 Drawing</td>
<td>(Rome)</td>
<td>302 (Rome)</td>
<td>431 Drawing</td>
<td>(Rome)</td>
<td>302 (Rome)</td>
<td>431 Drawing</td>
<td>(Rome)</td>
<td>302 (Rome)</td>
<td>431 Drawing</td>
</tr>
<tr>
<td>Engelbrecht, Mark</td>
<td>PP; RA: award winning Design practice</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
<td>505</td>
</tr>
<tr>
<td>Ghandour, Marwan</td>
<td>PP; RA (Lebanon) Design practice, urban design and settlement, non-Western</td>
<td>271 Behavior &amp; Environ.</td>
<td>596</td>
<td>271 Behavior &amp; Environ.</td>
<td>596</td>
<td>271 Behavior &amp; Environ.</td>
<td>596</td>
<td>271 Behavior &amp; Environ.</td>
<td>596</td>
<td>271 Behavior &amp; Environ.</td>
<td>596</td>
<td>271 Behavior &amp; Environ.</td>
</tr>
<tr>
<td>Hozzita, Jamie</td>
<td>PhD: culture and environmental studies, art &amp; design</td>
<td>403 Comprehensive</td>
<td>245-17, 643 Sci-Tech 3</td>
<td>507</td>
<td>403 Comprehensive</td>
<td>245-17, 643</td>
<td>302</td>
<td>343-644,3</td>
<td>302</td>
<td>343-644,3</td>
<td>302</td>
<td>343-644,3</td>
</tr>
<tr>
<td>Leslie, Tom</td>
<td>MArch; RA: Design and design pedagogy, history of arch technology</td>
<td>403 Comprehensive</td>
<td>245-17, 643 Sci-Tech 3</td>
<td>507</td>
<td>403 Comprehensive</td>
<td>245-17, 643</td>
<td>302</td>
<td>343-644,3</td>
<td>302</td>
<td>343-644,3</td>
<td>302</td>
<td>343-644,3</td>
</tr>
<tr>
<td>Lewis, Cal</td>
<td>BArch; RA: award winning Design practice</td>
<td>403 Comprehensive</td>
<td>482/682</td>
<td>302</td>
<td>431 Drawing</td>
<td>(Rome)</td>
<td>403 Comprehensive</td>
<td>482/682</td>
<td>402 (Rome)</td>
<td>431 Drawing</td>
<td>(Rome)</td>
<td>403 Comprehensive</td>
</tr>
<tr>
<td>MacBridge, Chuck</td>
<td>PP: Design practice; construction materials &amp; systems</td>
<td>301</td>
<td>LEFT PROGRAM</td>
<td>NEW ACADEMIC POSITION</td>
<td>301</td>
<td>LEFT PROGRAM</td>
<td>301</td>
<td>LEFT PROGRAM</td>
<td>NEW ACADEMIC POSITION</td>
<td>301</td>
<td>LEFT PROGRAM</td>
<td>301</td>
</tr>
</tbody>
</table>
| Maves, John | BArch; History, Medieval, Renaissance | 221 Hist 1 | 422 Medieval/P
c | RETIRED | 221 Hist 1 | 422 Medieval/P
c | RETIRED | 221 Hist 1 | 422 Medieval/P
c | RETIRED | 221 Hist 1 | 422 Medieval/P
c |
| Muecke, Mikesh | PhD; Semper and 19thC material fabrication, culture | 201 | 443 File to Fab | 402 (Rome) | 431 Drawing | (Rome) | 201 | 443 | 506 | 443 | 201 | 443 |
| Naegel, Dan | PhD; RA: Modernism and representation | 401 Program & Comp. | 528AADC | 302 (2) | 528AADC | 221, 528AADC | 302 (2) | 528AADC |

**NAAB Aca10-11 and Aca11-12 Teaching Assignment Table**
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree, registration, scholarship area</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Spring 2011</th>
<th>Spring 2011</th>
<th>Summer '11</th>
<th>Summer '11</th>
<th>Fall 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Spring 2012</th>
<th>Summer '12</th>
<th>Summer '12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured, T-T (Cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osterberg, Arvid</td>
<td>BArch, RA; accessibility, historical preservation, gerontology</td>
<td>301 Site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palermo, Gregory</td>
<td>PP; RA; ethics, urban issues, design</td>
<td>401 Program &amp; Comp.</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td></td>
<td></td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passe, Ulrike</td>
<td>Dipl Ing; RA (Germany) Environmental technology, sustainability, design practice</td>
<td>576 – Berkin Studio</td>
<td>401 Program &amp; Comp.</td>
<td>301 Site</td>
<td></td>
<td></td>
<td>576 – Berkin Studio</td>
<td>401 Program &amp; Comp.</td>
<td>341 Site</td>
<td>341 Site</td>
<td>341 Site</td>
<td>341 Site</td>
<td>341 Site</td>
</tr>
<tr>
<td>Paxson, Lynn</td>
<td>PhD; public space &amp; environment, Natl. Am./ Indig. Design, service learning, cultural and environmental sustainability</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
<td>401 Site</td>
</tr>
<tr>
<td>Shao, Paul</td>
<td>EdD; education leadership, Chinese architecture, sculpture and design</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td></td>
<td></td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sobiech-Munson, Ann</td>
<td>MArch; Beginning design pedagogy; critical writing</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td>403 Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Squire, Mitchell</td>
<td>PP; Design practice, installation art, design pedagogy; (Core Fnd Coord.)</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
</tr>
<tr>
<td>Zarecor, Kimberly</td>
<td>PhD; Eastern European and Czech arch history</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
<td>595 History</td>
</tr>
<tr>
<td>Bryley, Jason</td>
<td>PP; Design theory/criticism</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
</tr>
<tr>
<td>Brock, Jim</td>
<td>BArch, RA; Digital media</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
<td>344 Structures 3</td>
<td>344 Structures 4</td>
</tr>
<tr>
<td>Gochet, Pete (Senior Lecturer)</td>
<td>PP; RA; Design practice; installation art, design pedagogy</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
</tr>
<tr>
<td>Hickman, Tim</td>
<td>MArch; RA; Design practice</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
<td>403 Comp</td>
</tr>
<tr>
<td>JL Jungwod</td>
<td>PP; Design practice</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
</tr>
<tr>
<td>Knukowski, Samantha (Adjunct Assistant Prof)</td>
<td>PhD; critical practice; art and media production</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
<td>201 Site</td>
</tr>
<tr>
<td>Lopez-Barrera, Silvina</td>
<td>PP; RA (Uruguay); design, urban development</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
</tr>
<tr>
<td>Mancini, Francesco</td>
<td>PP; Design practice, urbanism</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
<td>402 (Rome)</td>
</tr>
<tr>
<td>Miller, Maria</td>
<td>MArch; Design practice, beginning design</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
<td>301 Site</td>
</tr>
<tr>
<td>Nordmeyer, Kevin</td>
<td>BArch, RA; Sustainable Design</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
<td>302 Site</td>
</tr>
<tr>
<td>Omsdor, LaDua</td>
<td>PP; RA; Design practice</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td>401 Program &amp; Comp.</td>
<td></td>
</tr>
<tr>
<td>Qureshi, Ziad</td>
<td>PP; Design practice and theory</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
</tr>
<tr>
<td>Ramsey, Jonathan</td>
<td>Design Practice</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
</tr>
<tr>
<td>Rhodes, Patrick</td>
<td>PP; Design Practice; community design; beginning design pedagogy</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
<td>403 Site</td>
</tr>
</tbody>
</table>

NAAB Aca10-11 and Aca11-12 Teaching Assignment Table
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree, registration, scholarship area</th>
<th>Fall 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Spring 2011</th>
<th>Summer’11</th>
<th>Summer’11</th>
<th>Fall 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Spring 2012</th>
<th>Summer’12</th>
<th>Summer’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers (Cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schneider, Pia</td>
<td>PP; RA; (EU) Italian arch. history and modern design</td>
<td></td>
<td></td>
<td>Arch Studio</td>
<td>Arch Lecture/ Seminar</td>
<td>Arch Studio</td>
<td>Arch Lecture/ Seminar</td>
<td>Arch Studio</td>
<td>Arch Lecture/ Seminar</td>
<td>Arch Studio</td>
<td>Arch Lecture/ Seminar</td>
<td>Arch Studio</td>
<td>Arch Lecture/ Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>486 (Rome)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>486 (Rome)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiller, James</td>
<td>MArch; Design practice; beginning design</td>
<td>201</td>
<td>202 (2)</td>
<td>Summer’11</td>
<td>Summer’11</td>
<td>201</td>
<td>202 (2)</td>
<td>201</td>
<td>202 (2)</td>
<td>201</td>
<td>202 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subasinghe, Cham</td>
<td>PhD; RIBA: sustainable development in natural disaster areas</td>
<td></td>
<td></td>
<td>Summer’11</td>
<td>Summer’11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>602/DsnS 546</td>
<td></td>
</tr>
<tr>
<td>Whitehead, Rob</td>
<td>PP; RA; Design practice; design/structures pedagogy; structures</td>
<td>401 Program &amp; Comp.</td>
<td>245 Tech 1</td>
<td>302 (3)</td>
<td>341, 644*</td>
<td>401 Program &amp; Comp.</td>
<td>245 Tech 1</td>
<td>302 (3)</td>
<td>341, 644*</td>
<td>507</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>342 Tech 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>342 Tech 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I.2.2. Administrative Structure & Governance

A. University Administrative Structure

Iowa State University is one of three comprehensive universities and two schools overseen by the Iowa Board of Regents. Its chief executive officer is president Steven Leath. The organizational chart of the university is online at: <http://www.president.iastate.edu/org/univorg.pdf>. Jonathan Wickert is now Sr. Vice-President and Provost, replacing Elizabeth Hoffman. The reporting structure remains the same.

B. College of Design Administrative Structure

The College of Design is one of seven academic colleges reporting to the Provost. Its chief executive officer is Dean Luis Rico-Gutierrez. The administrative leadership working with the dean is discussed in the last paragraph of APR Part 1, Section 1.1 History/Mission, ¶ B.1 College of Design History. The most recent organizational chart can be accessed from: <http://home.design.iastate.edu/FacultyStaff/governance.php>. While there have been a number of staff and director changes, the fundamental organization remains as depicted in 2010. The department directors are now chair persons – following the Regents approval of collegiate reorganization noted earlier.

C. Department of Architecture Administrative Structure

The department functions in the context of the College of Design. The department is directed by a chairperson who is assisted by the members of the cabinet. All faculty are expected to participate in departmental decision-making by attending faculty meetings and serving on any of the numerous operational committees: e.g., student awards, faculty searches, lectures, ad hoc task forces (e.g., international exchange programs), etc. There are two standing committees, the members of which are elected by the faculty: Promotion and Tenure (8 members), and Curriculum (5 members. In addition, several faculty participate actively in the administration of the department. The leaders of AIAS attend faculty meetings and provide a liaison to the student body.

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 Following list of key position descriptions are from the department Governance Document. At any one time, the degree to which various missions are fulfilled varies from year to year (people may be on leave; have multiple other leadership and service roles, etc.)
The Academic Affairs Coordinator (Tom Leslie) serves on the Departmental Cabinet and works with the department's Architecture Advisory Council.

The Academic Practices Coordinator (Lynn Paxson) serves on the Departmental Cabinet and leads the development of research and outreach activities in the department; and chairs the Research and Outreach Committee. (Inactive)

The Undergraduate Program Coordinator (Bruce Bassler) serves on the Departmental Cabinet, chairs the Undergraduate Program Committee, leads the development and implementation of the B. Arch curriculum, and is responsible for assisting with second year admissions, new student orientation, and advising.

The Director of Graduate Education (Jason Alread) serves on the Departmental Cabinet, chairs the Graduate Program Committee, leads the development and implementation of the three M. Arch and MSAS curricula, and is responsible for assisting with graduate admissions, new student orientation, and advising.

The role of the Year Level Coordinators is to develop interrelationships among studio sections and other courses at each year level including course content, scheduling and field trips.

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. Design Studio Coordinators may also serve as Year Level Coordinators.

The Departmental Cabinet serves in an advisory capacity to the Chair with respect to his/her roles and responsibilities. The Cabinet assists with staff assignments, scheduling, general development of academic standards, planning, and management of physical facilities, and any other matters of departmental importance that may be requested by the Chair. The Cabinet also specifically serves as the search committee for Lecturers.

1. Membership is comprised of the Coordinators for the Undergraduate Program, Academic Practices, Academic Affairs, and the Director of Graduate Education.

2. The college first-year CORE Director, regardless of departmental appointment, shall be invited to be an ex officio member. If that person does not have an architecture department appointment and declines the invitation to serve, the First-year Level Coordinator for the department shall be a member.

D. List of Other Programs Offered in Architecture

In addition to the accredited B. Arch. and M. Arch., there is one additional degree offered by the Department of Architecture: the research centered Master of Science in Architecture. Information online at: <http://www.design.iastate.edu/architecture/masterofscience.php>

I.2.3. Physical Resources

A. Physical Resources

1. Physical Facilities Narrative

The primary physical resources dedicated to the programs are in the College of Design main building, the King Pavilion addition, 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 Kociemski Auditorium along with Coover Hall, Molecular Biology and several other nearby buildings. During the 2011-12 academic year, 5 third year studios were located in the Armory; 5 second-year studios and all of the first year Core curriculum design studios were in the King Pavilion, and 13 upper level undergraduate and graduate studios and 24 faculty offices were
in the College of Design. There is one faculty studio in the Lab of Mechanics Building. The department chair’s office and administrative offices are on the ground floor of the College of Design. 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, conference rooms, a large classroom, a small classroom, Copy Center, 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/DsnS 546 design/build studio are continuing to improve review and seminar spaces in the college – most recently with a redesign of the Armory studios. 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.

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

2. Changes Under Construction, Funded, or Proposed

The primary changes in facilities used by architecture that are underway include renovations of the studios and presentation spaces in the Armory building. These should be completed by the time of the accreditation visit. They include studio spaces for Industrial Design, 7 studios for use by architecture and landscape architecture, and a central presentation space.

The college is also renovating a storefront and loft space in downtown Ames. It principally includes studio and workshop space.

Longer term, the college is working with the College of Engineering and other units on campus in the development of university Student Innovation Center. It is intended primarily for student driven projects (e.g., solar decathlon, solar car competition, pilot projects, etc.). The Cannon Design Group out of Chicago has completed preliminary programming and feasibility efforts. The project is now under review at the university level for the next steps in the process (final programming, preliminary design, state priority listing, etc.).

3. Significant Space Problem

While the number of students in the college has remained relatively constant over the past few years, the nature of the degree programs being offered has changed. Designed growth in the architecture, interior design, and graphic design professional programs and the new industrial design program has stressed fixed space studio capacity. While the addition of the King Pavilion was intended to alleviate need to retain space in the Armory, we have completely filled all teaching space available to us in that facility and have developed a new fabrication lab there as well. For the first time, tenured and tenure-track architecture faculty have been asked to share offices this year as the number of faculty members including lecturers has grown. The college is exploring near-term additional space alternatives to reduce the office pressure, and has received approval at the university level to begin planning for renovated/new facilities. Cannon Design has been retained to assist with this.

B. Facilities Plans

Facilities plans are included here following page 30.
C. Computer Resources

Computer Facilities and Software

**Room 446 – Open Lab** – All machines are dual-boot capable, with MacOS X 10.7.4 and Windows 7 64-bit.
- 20 – MacPro 2x2.4 GHz Quad-core Intel Xeon; • 8 GB Ram; • ATI Radeon HD 5770 (1024 MB); • Superdrives with Dual-layer capabilities
- 20 – MacPro 3.2 GHz Quad-core Intel Xeon; • 12 GB RAM; • ATI Radeon HD 5870 (1024 MB); • Superdrives with Dual-layer capabilities
- 3 -- Epson Scanners – 8.5x11
- 1 -- Microtek Scanner – 11x17
- 1 -- Wide-format Scanner – Contex Chroma Tx40

**Room 440 – Windows Teaching Lab** – Windows 7 64-bit
- 20 - Dell Precision T3500; • 2x2.53 GHz E5630 Intel Xeon; • 6 GB RAM
- 2 -- Epson Scanners – 8.5x11
- 2 -- Motion Capture Workstations, with AnimaZoo motion capture software

**Room 434 – Macintosh Teaching Lab** – All machines are dual-boot capable, with MacOS X 10.7.4 and Windows 7 64-bit.
- 20 – MacPro 2x2.26 GHz Quad-Core Intel Xeon; • 6 GB RAM; • NVIDIA GeForce GT120 (512MB)
- 3 -- Epson Scanners – 8.5x11
- 1 -- Wide-format Scanner - Contex Chroma Tx40
- 1 – MacPro – 3D Scanner workstation, and High-end Video Workstation (dual-boot MacOS X 10.6.8 and Windows 7 64-bit); • 2x2.66 6-core Intel Xeon (12 cores); • 24 GB RAM; • ATI Radeon HD 5870 (1024 MB)

**High-End Video Software (Mac):**
- Adobe CS6 Production Premium
- AfterEffects
- Encore
- Illustrator
- Prelude
- iLife 2011

**3D Scanner Software (Windows):**
- AutoCAD 2011
- Autodesk Design Review
- FARO Scene

**Software in Labs: Macs**

Adobe CS6 Web and Design Premium:
- Photoshop
- Illustrator
- InDesign
- Acrobat Pro
- Dreamweaver
- Flash
- Fireworks
- Cinema4DR13 (R14 will be available Spring 2013); • SketchUp Pro 8; • AfterEffects CS5 (20 seats); • ZBrush; • FormZ; • Bonzai3D; • Digital Juice SoundFX IV Library; • QT Pro
- AutoDesk Entertainment Creation Suite 2013:
- Maya
- Direct Connect
- Composite
- MatchMover
- Maya Developer Kit
- Mudbox
- Turtle
- SketchBook Designer
- Office 2011; • iLife 2011; • XCode; • Keyshot; • Facetime
Software in Labs: Windows
Adobe CS6 Web and Design Premium:
Photoshop   Illustrator
InDesign   Acrobat Pro
Dreamweaver   Flash
Fireworks
Cinema4D R13 (R14 will be available Spring 2013); • SketchUp Pro 8; • FormZ; • Bonza3D; • Digital Juice SoundFX IV Library; • QT Pro; • Architecture 2013; • RevIt 2013
• Ecotect 2011
AutoDesk Entertainment Creation Suite 2013:
Maya   Direct Connect
Composite   MatchMover
Maya Developer Kit   Mudbox
Turtle   SketchBook Designer
Office 2010; • Keyshot

Room 426 Design: Output Center:

Printing Information:
Free black and white printing: 2 HP LaserJet 9050dn printers, capable of printing double-sided on letter (8.5x11) and tabloid (11x17) sized paper.

Canon ImagePress C1 Color Printer: Paper Sizes - Letter (8.5x11), Tabloid (11x17), and 12x18, and several types of paper – First print - $1.25, multiple copies of that print - $.50

Epson 9800 Wide Format color printer: handles up to 36 inch wide prints on Photo Luster paper: $.60 per linear inch

Epson 4000 Color Photo Printer: Satin and Glossy papers in the following sizes: 8.5x11 - $2.00, 13x19 - $4.00, 17 x 22 - $6.00. Transparencies in the following sizes: 8.5x11 - $2.00, 11x17 - $4.00, 17 x 22 - $6.00.

Océ Colorwave Color Printer: handles up to 36 inch wide color prints on bond paper. Cost is $.50/ft²

Other Equipment
3 Universal Laser Cutters (ULS x660, VLS 660, PLS660MW) : fees - $.10 per minute, plus the cost of standardized materials purchased through the output center
We stock the following materials for use with the laser cutters:
1/16 Clear Acrylic   1/8 Clear Acrylic   1/16 White Acrylic
1/16 White Acrylic   1/16 Black Acrylic   1/16 Black Acrylic
Chipboard   Cardboard   Basswood

uPrint 3D Printer: $5.75/cubic inch material, with a build environment of 6 deep x 8 wide x 8 inches high

Self-serve photocopier: 8.5x11: $.10, 11x17: $.20

Equipment Available for Checkout – free with current ISU Card
Cameras: still and video (digital). Video cameras require a mini-DV tape, to be provided by the patron.

Still Cameras
Canon Powershot SD1100 IS   Canon EOS 10D
Nikon D200

Video Cameras
Canon GL2   Canon XHA1s HDV
Older models: Canon ZR 60, Canon Elura 60

WACOM Tablets: Wacom - Intuous 3
I.2.4. Financial Resources

A. Budgeting Dynamics at the University Level

Since the last accreditation visit in the spring of 2007, the university has shifted from a “block budgeting” process to a Resource Management Model (RMM). The objective in shifting to this model was to more closely align revenue with expenditures of the various units of the university and to improve transparency. The principles and details of the model are online at: http://budget.provost.iastate.edu/rmm/prin.shtml. Resources are distributed and central expenses are charged to the collegiate units. State funding, tuition and captured research overhead are distributed based upon the number of majors, the student credit hours taught by the faculty in the collegiate unit, strategic initiatives, and to some degree differential salary and teaching expense that may pertain to the various disciplines. Central expenses for IT, the Library, Facilities, and Student Services are charged based upon the number of majors and faculty as a proportionate share of the total students on campus.

Internally, the colleges use a mixture of block grants and modified aspects of the RMM—depending upon the needs of various departments and resources that may best be managed at the collegiate level.

Simultaneously with the shift to RMM, there has been a substantial reduction in state funding and an increase of nearly 20% in the number of students. As a result, tuition and fees have been raised—and differential tuition has been approved for a number of units on campus, including architecture in the CoD. In FY’09, for the first time, tuition funded more than 50% of the general university budget. While we have largely escaped draconian measures, the base budget has been flat and somewhat below the Higher Education Price Index. During this period of time, externally funded research has increased substantially, as have fees for services, and gifts and grants to the university—ameliorating the effects of flat times in base budget.

B. College Context

In concert with CoD strategic planning noted earlier in Section I.1.1 that has led to a reorganization of the college, and in light of the budget difficulties outlined above, Dean Luis Rico-Gutierrez has overseen fundamental changes in collegiate operations. Several previously decentralized services maintained by each department: Advising, Administrative and Business Services, Student Services, and Information Technology services, are now centrally funded and administered. This has resulted in salary savings, and with careful reallocation of responsibilities, the college has effectively moved through this operational transition. Correlated with the operational change, budget funding associated with these services no longer resides in the departments. However, economies of scale have enabled enhanced services—most notably in IT, equipment, and student services. The college also holds resources in reserve by design, to assist with strategic needs and opportunities as they arise.

Other than the centralization of services, the established process of each department chair meeting with the dean, associate dean and financial officer to address salaries, arrive at decisions on hiring, and determine special allocation needs continues in the present.

C. Department of Architecture Budget

The budget for the Department of Architecture is shown in Budget Table #1. This table includes the current fiscal year FY’13 and the years intervening since our last accreditation visit in the spring of 2007.
### Budget Table #1: Budget for Current Fiscal Year and Years Since Last Visit

<table>
<thead>
<tr>
<th></th>
<th>FY'08</th>
<th>FY'09</th>
<th>FY'10</th>
<th>FY'11</th>
<th>FY'12</th>
<th>FY'13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>1,928,430</td>
<td>2,377,619</td>
<td>2,242,119</td>
<td>1,943,699</td>
<td>1,772,082</td>
<td>1,986,952</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>115,398</td>
<td>118,860</td>
<td>118,860</td>
<td>118,860</td>
<td>198,967</td>
<td>213,889</td>
</tr>
<tr>
<td>Fac &amp; GA Benefits</td>
<td>541,883</td>
<td>679,127</td>
<td>660,419</td>
<td>579,481</td>
<td>551,839</td>
<td>631,659</td>
</tr>
<tr>
<td>Grad Assist Scholarships</td>
<td>76,513</td>
<td>80,875</td>
<td>87,813</td>
<td>128,160</td>
<td>--</td>
<td>130,496</td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>172,391</td>
<td>172,391</td>
<td>172,391</td>
<td>80,000</td>
<td>59,525</td>
<td>64,525</td>
</tr>
<tr>
<td>Summer Salary/Benefits</td>
<td>42,721</td>
<td>21,486</td>
<td>54,827</td>
<td>--</td>
<td>216,000</td>
<td>27,451</td>
</tr>
<tr>
<td><strong>UNIVERSITY BUDGET</strong></td>
<td>2,877,336</td>
<td>3,450,358</td>
<td>3,336,429</td>
<td>2,883,639</td>
<td>2,582,413</td>
<td>3,027,521</td>
</tr>
<tr>
<td>Temp. Teach. Sal/Ben Est</td>
<td>---</td>
<td>---</td>
<td>167,886</td>
<td>273,278</td>
<td>534,909</td>
<td>216,000</td>
</tr>
<tr>
<td>AAC Gifts</td>
<td>26,847</td>
<td>22,350</td>
<td>18,000</td>
<td>13,800</td>
<td>12,000</td>
<td>18,599</td>
</tr>
<tr>
<td>Architecture Development</td>
<td>14,876</td>
<td>85,845</td>
<td>16,510</td>
<td>11,887</td>
<td>10,945</td>
<td>12,013</td>
</tr>
<tr>
<td>Lecture Funds</td>
<td>6,778</td>
<td>771</td>
<td>4,062</td>
<td>3,753</td>
<td>9,315</td>
<td>4,936</td>
</tr>
<tr>
<td>Faculty Funds</td>
<td>12,096</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14,018</td>
<td>14,018</td>
</tr>
<tr>
<td>Scholarships</td>
<td>29,474</td>
<td>28,358</td>
<td>29,025</td>
<td>28,225</td>
<td>22,175</td>
<td>27,451</td>
</tr>
<tr>
<td><strong>ADDITIONAL FUNDING</strong></td>
<td>90,063</td>
<td>57,324</td>
<td>235,483</td>
<td>330,943</td>
<td>603,362</td>
<td>338,017</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>2,967,399</td>
<td>3,507,682</td>
<td>3,571,912</td>
<td>3,214,582</td>
<td>3,185,775</td>
<td>3,365,538</td>
</tr>
</tbody>
</table>

1. **Notes on Budget Table #1:**
   a) Salaries are annually supplemented by temporary teaching funds that are distributed by the college. 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.
   b) Due to a change in accounting procedures, graduate assistantships are now included in base budget.
   c) 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 are used to cover various discretionary expenses, some IT replacement, and the lecture series.

2. **Gifts, Scholarships and Grants**

   **a. Development** is the responsibility of the college Dean’s office and the college’s development director, who travel locally, regionally and nationally to cultivate and steward donors that support students, faculty, programs and capital projects. Annual fundraising production for the college averages between $1 and $1.5 million, including annual gifts, pledge commitments and documented estate plans. Gifts and commitments to the Department of Architecture averages about $320,000 annually, including about $18,000 annually to a lecture series and $12,000 to an unrestricted departmental fund. Members of the Architecture Advisory Committee (AAC) play an integral role in raising the lectures series funds. In addition to the major gifts and commitments secured through personal visits and relationship building by the Dean and development director and the AAC’s efforts, a mail and phone campaign conducted by the ISU Foundation’s Annual and Special Giving program contributes about $20,000 annually to total gift production. As of July 1, 2012, the total value of the endowed funds in the Department of Architecture is $1,776,097. Please note that only the income from endowed funds may be expended. Income has not been a robust as prior to 2008, and a number of funds have not been fully expended due to the need to revise the terms of expenditure – times/needs having changed since the stipulations of the original gifts were made.

   **b. Scholarships.** Each academic year since the last visit, more than $20,000 in scholarship funds has been awarded to 35 undergraduate and graduate students from funds supported...
by alumni and friends. In addition, the College supports tuition scholarships to architecture students holding graduate assistantships.

3. Differential Tuition

Differential Tuition for architecture was approved by the Regents in January of 2012. The confluence of budget doldrums at the university level, the differential salary base and teaching load for architecture when compared to other disciplines, plus planned growth in the department from 64 students to 80 students per year requires more resources than centrally available. The process began in 2009 and after two years of study involving faculty, administration and students, the university administration approved the plan in January 2011 that called for a $1200 differential tuition. The Regents approved the plan, which will be phased in 1/3 FY’13, 2/3 FY’14 with full implementation in FY’15. Background rationale included the following:

“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. …

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!

Differential tuition of approximately $420,000 will accrue to architecture from FY’15 onward. From this, some funding for graduate assistance scholarships needs to be deducted. The first year 1/3 increment has been fully expended on three faculty that were centrally funded by the college but whose lines now reside in the architecture budget.


Budget Table #2 on the following page outlines a modest growth anticipated for the next two fiscal years. Part of the growth will be a share standard tuition increase. It is also anticipated that there will be one additional full time faculty member for FY’14 and two more in FY’15 for a aggregate of three new faculty over the next two years. However, as the number of tenure-track faculty goes up, there will likely be a reduction of some amount from teaching funds for lecturers, though not on a one to one basis. The direct impact of differential tuition is not clear at present. The university provided bridge funding to the college while it was going through strategic planning and reorganization. Some of those bridge funds were advanced to architecture to maintain appropriate teaching loads and class sizes commensurate with external peers. Thus, under the assumption that architecture will need to operate without the bridge funding, the net gain to architecture has yet to be determined.
### BUDGET TABLE #2: Current FY'13 and Two-Year Forecast FY'14 and FY'15

<table>
<thead>
<tr>
<th></th>
<th>FY'13</th>
<th>FY'14</th>
<th>FY'15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>1,986,952</td>
<td>Modest</td>
<td>Modest</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>213,889</td>
<td>growth</td>
<td>growth</td>
</tr>
<tr>
<td>Fac &amp; GA Benefits</td>
<td>631,659</td>
<td>expected</td>
<td>expected</td>
</tr>
<tr>
<td>Grad Assist Scholarships</td>
<td>130,496</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>64,525</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Salary/Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIVERSITY BUDGET</strong></td>
<td><strong>3,027,521</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temp. Teach. Sal/Ben Est</td>
<td>216,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAC Gifts</td>
<td>18,599</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture Development</td>
<td>12,013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Funds</td>
<td>4,936</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Funds</td>
<td>14,018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>27,451</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL FUNDING</strong></td>
<td><strong>338,017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>3,365,538</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. Comparative Data

Comparative data on annual expenditures per undergraduate and graduate student relative to other professional programs in the institution is outlined in Budget Table #3 on the following page. The table 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 2011-2012. 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.
BUDGET TABLE #3: Comparison of Public Spending per Student with other Professional Programs in the College of Design

<table>
<thead>
<tr>
<th></th>
<th>Architecture</th>
<th>Graphic Design</th>
<th>Community &amp; Regional Planning</th>
<th>Landscape Architecture</th>
<th>Interior Design</th>
<th>Integrated Studio Arts</th>
<th>Industrial Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>2,516,484</td>
<td>1,124,653</td>
<td>903,281</td>
<td>921,521</td>
<td>612,594</td>
<td>1,307,187</td>
<td>186,377</td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>59,525</td>
<td>15,150</td>
<td>16,830</td>
<td>8,100</td>
<td>9,975</td>
<td>23,850</td>
<td>3,975</td>
</tr>
<tr>
<td>Undergrad. Enrollment</td>
<td>562</td>
<td>346</td>
<td>95</td>
<td>177</td>
<td>195</td>
<td>205</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Enrollment</td>
<td>69</td>
<td>33</td>
<td>36</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>631</td>
<td>379</td>
<td>131</td>
<td>187</td>
<td>209</td>
<td>219</td>
<td>20</td>
</tr>
<tr>
<td>Salaries &amp; Benefits/Student</td>
<td>3,988</td>
<td>2,967</td>
<td>6,895</td>
<td>4,927</td>
<td>2,931</td>
<td>5,968</td>
<td>9,318</td>
</tr>
<tr>
<td>Supplies &amp; Services/Student</td>
<td>94.33</td>
<td>39.97</td>
<td>249</td>
<td>43.32</td>
<td>47.73</td>
<td>108.90</td>
<td>198.75</td>
</tr>
</tbody>
</table>

I.2.5. Information Resources

A. Design Reading Room and Library

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 10,085 monographs and 100+ 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 College of Design and 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 and remote storage with over 37,000 system-wide titles in the Library of Congress NA call number range. 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, most of which are available remotely to Iowa State University faculty, students, and staff. To support architecture research, the Design Reading Room provides access to such titles as the Avery Index to Architectural Periodicals, Architectural Index, Art Full Text, 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.

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 one photocopier, one scanner, 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, three LCD/Computer/VCR/DVD units, 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.

The following table outlines the university holdings for architecture (Dewey 720-729 and Library of Congress NA) and architecture related titles:

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. LCNA or 720-729</td>
<td>3,507</td>
<td>3,381</td>
<td>3,430</td>
<td>3,614</td>
<td>3,530</td>
<td>3,457</td>
</tr>
<tr>
<td>Total Arch. Departmental (LCNA, TH, N, HD, TA, T, H, SB, or HT)</td>
<td>7,905</td>
<td>7,807</td>
<td>7,863</td>
<td>8,156</td>
<td>8,390</td>
<td>7,505</td>
</tr>
<tr>
<td>Univ. LCNA or 720-729</td>
<td>22,325</td>
<td>24,625</td>
<td>28,370</td>
<td>32,910</td>
<td>34,085</td>
<td>36,403</td>
</tr>
<tr>
<td>Total Arch. University (LCNA, TH, N, HD, TA, T, H, SB, or HT)</td>
<td>213,167</td>
<td>205,000</td>
<td>205,850</td>
<td>208,450</td>
<td>211,350</td>
<td>184,032</td>
</tr>
<tr>
<td>Annual budget</td>
<td>$90,870</td>
<td>$84,670</td>
<td>$82,588</td>
<td>$73,485</td>
<td>$95,514</td>
<td>$77,555</td>
</tr>
</tbody>
</table>

*Iowa State University Libraries switched integrated library systems in FY12. Extracting numbers could not be done in the same way so the FY12 holdings figures reflect titles, rather than volumes, resulting in what appears to be a significant drop overall. The figures for the NA call nos. were extracted prior to the system switch.

For fiscal year 2013, the University Library will spend (overall) $10.2 million for books, journals, and other information resources. The most recent data for system-wide library holdings is shown below:

<table>
<thead>
<tr>
<th>ISU LIBRARY : Holdings in Collections FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes held</td>
</tr>
<tr>
<td>Serials</td>
</tr>
<tr>
<td>Electronic Journals</td>
</tr>
<tr>
<td>Microforms</td>
</tr>
<tr>
<td>Manuscripts (linear feet)</td>
</tr>
<tr>
<td>Maps/Aerial Photos</td>
</tr>
<tr>
<td>Audio</td>
</tr>
<tr>
<td>Photgraphs/Slides</td>
</tr>
<tr>
<td>Graphic</td>
</tr>
<tr>
<td>Film &amp; Video</td>
</tr>
</tbody>
</table>

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 lit-
eracy and the use of library resources – LIB 160. 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 71 hours per week (Monday-Thursday, 8:00 a.m.-9:00 p.m.; Friday 8:00 a.m.-5:00 p.m.; Saturday 1:00 p.m.-5:00 p.m.; and Sunday 3:00 p.m.-9:00 p.m.). The Reading Room is used intensively. During fiscal year 2010/11, some 9,184 items were checked out. During that same period, gate counts indicated that users visited the room 44,270 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 thirty-four 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 twenty-two 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 following table is indicative of the operations budget for the last three fiscal years and includes benefits:

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit positions</td>
<td>$129,751</td>
<td>$134,826</td>
<td>$141,214</td>
<td>$139,677</td>
<td>$148,408</td>
<td>$153,938</td>
<td>$159,335</td>
</tr>
<tr>
<td>Student positions</td>
<td>$13,858</td>
<td>$13,749</td>
<td>$13,611</td>
<td>$11,593</td>
<td>$14,140</td>
<td>$10,718</td>
<td>$10,521</td>
</tr>
<tr>
<td>Total:</td>
<td>$143,609</td>
<td>$148,575</td>
<td>$154,825</td>
<td>$151,270</td>
<td>$162,548</td>
<td>$164,656</td>
<td>$169,856</td>
</tr>
</tbody>
</table>

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

**B. Visual Resources Collection (VRC)**

The College of Design Visual Resources Collection (VRC) is an instructional resource of over 200,000 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 any computer. Over 186,000 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, Africa, and American Indians. These images also include slides from the faculty's private collections. All of the material is accessible to the entire university community with ISU network authentication, both on- and off-campus.

The number of College of Design courses supported on Plato’s Cave averages 8-10 per semester with almost 1,155,575 hits on the website for fiscal year 2011-2012. 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, 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. We add 2,500-3,500 new images 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 151,000 JPEG image files to date.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

A. Student Characteristics

The statistics included here supplement the narrative introduction provided in Section I.2.1.B. Students, ¶ 4. Student Demographics Narrative.

The Comparative Data for Students: B. Arch., and M. Arch., are provided in the NAAB templates following page 41.

B. Faculty Characteristics

The demographic and promotion and tenure statistics included here supplement the narrative regarding the complement of faculty teaching during 2011-2012 (APR Section I.2.1.A. Faculty and Staff, ¶ 1. Faculty).

The Comparative Data for Faculty are provided in the NAAB template following page 41.
Comparative Data for Students - B. ARCH.

### I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Total</td>
<td>Female Total</td>
<td>Male Total</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>62</td>
<td>170</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
<td>92</td>
<td>232</td>
</tr>
</tbody>
</table>

### II. Qualifications of Students Admitted

#### SAT:

<table>
<thead>
<tr>
<th>Test</th>
<th>25th percentile SAT score</th>
<th>75th percentile SAT score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>460</td>
<td>1040</td>
</tr>
<tr>
<td>Mathematics</td>
<td>640</td>
<td>Note: These scores are all inclusive; the university did not separate scores by categories only by percentile</td>
</tr>
<tr>
<td>Writing</td>
<td>University did not provide</td>
<td>University does not collect this data</td>
</tr>
</tbody>
</table>

#### ACT:

<table>
<thead>
<tr>
<th>Test</th>
<th>25th percentile ACT score</th>
<th>75th percentile ACT score</th>
</tr>
</thead>
<tbody>
<tr>
<td>University did not provide</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

#### Graduate Record Examination

<table>
<thead>
<tr>
<th>Test</th>
<th>25th percentile ACT score</th>
<th>75th percentile ACT score</th>
</tr>
</thead>
<tbody>
<tr>
<td>University did not provide</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

### III. Time to Graduation

Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)

<table>
<thead>
<tr>
<th></th>
<th>As reported in the 2011 ARS</th>
<th>As reported for the academic year in which the last visit took place (2006-2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10</td>
<td>85</td>
</tr>
<tr>
<td>Percentage of students who completed in normal time</td>
<td>10</td>
<td>Not in report</td>
</tr>
<tr>
<td>Percentage of students who completed in 150% of normal time</td>
<td>57</td>
<td>85</td>
</tr>
</tbody>
</table>
I. Total Enrollment Compared to the Time of the Last Visit (full academic year)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Total</td>
<td>Female Total</td>
<td>Male Total</td>
<td>Female Total</td>
<td>Male Total</td>
<td>Female Total</td>
<td>Male Total</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>14</td>
<td>33</td>
<td>5</td>
<td>24</td>
<td>14</td>
<td>38</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>26</td>
<td>61</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>68</td>
</tr>
</tbody>
</table>

II. Qualifications of Students Admitted

SAT:
- Critical Reading: 25th percentile SAT score 460, 75th percentile SAT score Not available for graduate program
- Mathematics: 25th percentile SAT score 530, 75th percentile SAT score 670
- Writing: 25th percentile SAT score Not available

ACT:
- 25th percentile ACT score 22, 75th percentile ACT score 28

Graduate Record Examination:
- Verbal (200-800): Not available
- Quantitative (200-800): Not available
- Analytical (0.0-6.0): Not available from university

III. Time to Graduation

Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree) Not available
Percentage of students who completed in normal time Not available
Percentage of students who completed in 150% of normal time Not available
## I. Full-time Instructional Faculty Compared to the Time of the Last Visit (Full academic year: 2006-2007)

### As reported in the 2011 ARS

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Professor - Male</th>
<th>Professor - Female</th>
<th>Professor - TOTAL</th>
<th>Assoc. Professor - Male</th>
<th>Assoc. Professor - Female</th>
<th>Assoc. Professor - TOTAL</th>
<th>Asst. Professor - Male</th>
<th>Asst. Professor - Female</th>
<th>Asst. Professor - TOTAL</th>
<th>Instructor - Male</th>
<th>Instructor - Female</th>
<th>Instructor - TOTAL</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

### As reported for the academic year in which the last visit took place (2005-2007)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Professor - Male</th>
<th>Professor - Female</th>
<th>Professor - TOTAL</th>
<th>Assoc. Professor - Male</th>
<th>Assoc. Professor - Female</th>
<th>Assoc. Professor - TOTAL</th>
<th>Asst. Professor - Male</th>
<th>Asst. Professor - Female</th>
<th>Asst. Professor - TOTAL</th>
<th>Instructor - Male</th>
<th>Instructor - Female</th>
<th>Instructor - TOTAL</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

## II. Faculty Promotions

### 2007-2008

- Faculty in the accredited program: 0
- Assistant to Associate Professor: 1
- Associate to Full Professor: 1
- Faculty in the institution: 30
- Assistant to Associate Professor: 25
- Associate to Full Professor: 28

### 2008-2009

- Faculty in the accredited program: 0
- Assistant to Associate Professor: 1
- Associate to Full Professor: 1
- Faculty in the institution: 30
- Assistant to Associate Professor: 25
- Associate to Full Professor: 28

### 2009-2010

- Faculty in the accredited program: 0
- Assistant to Associate Professor: 1
- Associate to Full Professor: 1
- Faculty in the institution: 30
- Assistant to Associate Professor: 25
- Associate to Full Professor: 28

### 2010-2011

- Faculty in the accredited program: 0
- Assistant to Associate Professor: 1
- Associate to Full Professor: 1
- Faculty in the institution: 30
- Assistant to Associate Professor: 25
- Associate to Full Professor: 28

### 2011-2012

- Faculty in the accredited program: 0
- Assistant to Associate Professor: 1
- Associate to Full Professor: 1
- Faculty in the institution: 30
- Assistant to Associate Professor: 25
- Associate to Full Professor: 28

## III. Faculty Receiving Tenure

### 2007-2008

- Faculty in the accredited program: 0
- Faculty in the institution: 30

### 2008-2009

- Faculty in the accredited program: 0
- Faculty in the institution: 30

### 2009-2010

- Faculty in the accredited program: 0
- Faculty in the institution: 30

### 2010-2011

- Faculty in the accredited program: 0
- Faculty in the institution: 30

### 2011-2012

- Faculty in the accredited program: 0
- Faculty in the institution: 30

## IV. Registration in U.S. Jurisdictions

- Currently there are 16 faculty members who are registered architects in the U.S. and 4 faculty members who are registered internationally.
- Faculty receiving reciprocal licenses: Statistics are not available in these categories.
I.3.2. Annual Reports

A. Annual Report Submittal Statistical Portion

NAAB is providing the Statistical portions of the annual reports directly to the Team Chair.

B. Certification of Accuracy of Annual Report Statistics

A letter from the university certifying accuracy is included following page 42.

C. Annual Report Submittal: Narrative Portion and NAAB Responses

The following are the narrative portions of the NAAB Annual Reports. (As the last NAAB visit was in the spring of 2007, no narrative was provided in the fall of 2007.) During the most recent period of accreditation, each year the Annual Report needed to provide a narrative regarding Conditions Not Met and Causes of Concern even if they had been addressed. A significant share of that work was completed by 2009 — therefore there is redundancy in later reports with respect to items addressed previously. The narrative text included here has not been modified from the submittals. NAAB Responses are online at: <http://www.design.iastate.edu/architecture/NAABfiles.php>

NAAB ANNUAL REPORT: 2008

NAAB ANNUAL REPORT: PART II - NARRATIVE

1.4 Conditions Not Met

13.1 Speaking and Writing Skills (Not Met-Undergraduate only)

   Ability to read, write, listen, and speak effectively

   The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

Response

Many of our elective courses have writing requirements that meet the expectations of this condition. We are revising the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum.

13.8 Western Traditions (Not Met-Graduate only)

   Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

   The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer
September 4, 2012

National Architectural Accrediting Board (NAAB)
1735 New York Avenue, NW
Washington D.C. 20006

This is to affirm that the statistical data submitted by the College of Design’s Department of Architecture at Iowa State University to the NAAB through the Annual Report for accreditation purposes are accurate and consistent with the institutional reporting rules and procedures to national and regional agencies including the federal government’s National Center for Education Statistics (NCES).

Sincerely,

[Signature]
Gebre H. Tesfagiorgis
Director of Institutional Research
Iowa State University
3410 Beardshear Hall
Ames, IA 50011-2030

Phone: 515-294-1182
E-mail: Gebretes@iastate.edu
A reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

Response

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained architectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists.

13.9 Non-Western Traditions (Not Met)

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students. There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the report, there are excellent electives that meet this condition already available in our curriculum. We are revising the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum.

13.16 Program Preparation (Not Met)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the report, our programs have exhibited “extensive and inventive evidence of program analysis”; however, the specific deficiencies of this condition have been addressed by revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program preparation now occurs in Arch 601, the fall semester studio in our second year.
13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the coursework performance, this course is now delivered in collaboration with the equivalent level studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helps enhance our student’s awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541- Sci Tech I and Arch 644- Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses “Site Ecology” including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses “Site Design” including large site management, parking design, and paving design.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both.

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design
Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and “red lining” each other’s work. This process mirrors practice and effectively demonstrates a student’s knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.

Response

As previously noted, the graduate program has added a fourth Sci-Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation.

13.28 Comprehensive Design (Not Met-Undergraduate only)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all students. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. The appropriate lecture material from Arch 528b will be delivered during a dedicated hour of studio each week. This new version of Arch 403 will be offered for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio currently being offered for the first time. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met.
1.5 Causes for Concern

A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.

Response

As noted in a previous response, a thorough review and modification of the undergraduate curriculum is in process. Portions of the modifications are already in place with the intent to have the final determination of the modifications completed by the end of this academic year. These modifications will result in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for each course. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program: one coordinates all of the studio sections for their year level, and the other coordinates all of the required coursework for the same year level. They collectively coordinate the full team of faculty members at their level. We have also assigned a faculty mentor to each of our lecturers to assist them in understanding our departmental expectations and in their general acclimation to the department, to the university, and to the community.

B. The use of elective courses to satisfy NAAB student performance criteria conflicts with the Conditions of Accreditation. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insure each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both.

C. The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.

Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier response. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, various methods/standards of representation, and teamwork by immediately embedding them into the studio culture. We previously discussed the benefits of our collaboration with the Department of Landscape Architecture in the fall studio of our third year, as well as the purpose for the planned expansion into two levels of comprehensive
studio in the fall of both the fourth and fifth years. Using our accreditation visit as an impetus, we spent last academic year in a comprehensive and inclusive dialogue about the aspirations for our curriculum development. We intend to complete the detailed planning of this newly integrated curriculum by the end of this academic year and continue implementing it as expeditiously and effectively as possible.

---

**NAAB ANNUAL REPORT: 2009**

**2009 NAAB ANNUAL REPORT: PART II - NARRATIVE**

**1.4 Conditions Not Met**

**13.1 Speaking and Writing Skills** (Not Met-Undergraduate only)

*Ability to read, write, listen, and speak effectively*

The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

**Response**

Many of our elective courses have writing requirements that meet the expectations of this condition. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum.

See Syllabi for Arch 422, Arch 423, Arch 519, and Arch 529

**13.8 Western Traditions** (Not Met-Graduate only)

*Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

**Response**

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained architectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists.
See Syllabus for Arch 595

13.9 Non-Western Traditions (Not Met)

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students. There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the report, there are excellent electives that meet this condition already available in our curriculum. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum.

See Syllabi for Arch 426, Arch 427, Arch 519, and Arch 528A

13.16 Program Preparation (Not Met)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the report, our programs have exhibited “extensive and inventive evidence of program analysis”; however, the specific deficiencies of this condition have been addressed by revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program preparation now occurs in Arch 601, the fall semester studio in our second year.

See Syllabi for Arch 401 and Arch 601.

13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation
for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the coursework performance, this course is now delivered in collaboration with the equivalent level studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helps enhance our student's awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541-Sci Tech I and Arch 644-Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses “Site Ecology” including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses “Site Design” including large site management, parking design, and paving design.

See Syllabi for Arch 301, Arch 541, Arch 644, Arch 506, Arch 601, and Arch 603.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both.

See Syllabi for Arch 644 and undergraduate tech sequence revisions.

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design
Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and “red lining” each other’s work. This process mirrors practice and effectively demonstrates a student’s knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.

Response

As previously noted, the graduate program has added a fourth Sci-Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation.

See Syllabus for Arch 644

13.28 Comprehensive Design (Not Met-Undergraduate only)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all students. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. The appropriate lecture material from Arch 528b will be delivered during a dedicated hour of studio each week. This new version of Arch 403 will be offered for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio that was being offered for the first time this
fall. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met.

See Syllabi for Arch 401 and Arch 403

1.5 Causes for Concern

A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.

Response

As noted in a previous response, a thorough review and modification of the undergraduate curriculum is in process. Portions of the modifications began last year and others were put in place this year. We intend to have the final determination of the modifications completed by the end of this calendar year. These modifications will result in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for each course. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program; one coordinates all of the studio sections for their year level, and the other coordinates all of the required coursework for the same year level. They collectively coordinate the full team of faculty members at their level. We have also assigned a faculty mentor to each of our lecturers to assist in their understanding of our departmental expectations and in their general acclimation to the department, the university, and to the community.

B. The use of elective courses to satisfy NAAB student performance criteria conflicts with the Conditions of Accreditation. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insure each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both. We are still in the process of compiling and publishing the departmental matrix of all departmental courses.

C. The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.
Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier response. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and effectively representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, its various methods/standards of representation, and its culture of teamwork by immediately embedding them into the studio setting and experience. We previously discussed the benefits of our collaboration with the Department of Landscape Architecture in the fall studio of our third year, as well as the purpose for the planned expansion into two levels of comprehensive studio in the fall of both the fourth and fifth years. Using our accreditation visit as an impetus, we spent last academic year in a comprehensive and inclusive dialogue about the aspirations for our curriculum development. We are working through the detailed planning of this newly integrated curriculum and will continue implementing it as expeditiously and effectively as possible.

See 1.5 Appendix and 1.5 Appendix B

---

ISU FOCUSED EVALUATION PROGRAM REPORT: 2009

A copy of this report is available online at:

The National Architectural Accrediting Board
2009 Focused Evaluation
Department of Architecture
Iowa State University

Our Department of Architecture has been asked to respond to the comments regarding Professional Degrees and Curriculum as identified in the 2007 NAAB Visiting Team Report for our department.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch</td>
<td>[ X ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>M. Arch.</td>
<td>[ X ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

The department has two professional degree programs: the 164.5-credit undergraduate degree program leading to the Bachelor of Architecture; and a 100-credit graduate degree (plus undergraduate degree) leading to a Master of Architecture.
The program also uses the M. Arch. degree title for the one-year post-professional non-NAAB-accredited degree program. This is contrary to the NAAB encouragement to use this title only for the first professional degree programs. Consideration should be given to change this non-accredited degree title.

Response

There has been an ongoing discussion regarding this matter within our graduate program since the accreditation visit in spring 2007. The issue has been resolved. The new degree title for the one-year post-professional non-NAAB-accredited degree program will be Master of Science in Architecture. The Board of Regents in the State of Iowa is scheduled to officially approve this change at their June 2010 meeting.

NAAB FOCUSED EVALUATION TEAM REPORT: 2010

The link to the online Focused Evaluation Team report is:

Given the Regents approved change to degree title for the Master of Science in Architecture non-accredited degree, the Team found that Condition 12 regarding degree titles has been met.

NAAB ANNUAL REPORT: 2010

2010 NAAB ANNUAL REPORT: PART II - NARRATIVE

RESPONSES TO: 1.4 Conditions Not Met

13.1 Speaking and Writing Skills (Not Met-Undergraduate only)

   Ability to read, write, listen, and speak effectively

   The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

Response

Many of our elective courses have writing requirements that meet the expectations of this condition. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum. Syllabi for Arch 422, Arch 423, Arch 519, and Arch 529 were provided in the 2009 Annual Report.

13.8 Western Traditions (Not Met-Graduate only)

   Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic,
and other cultural factors that have shaped and sustained them

The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

Response

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained architectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists. Syllabus for Arch 595 was provided in the 2009 Annual Report.

13.9 Non-Western Traditions (Not Met)

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students. There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the 2009 reports, there are excellent electives that meet this condition already available in our curriculum. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum. Syllabi for Arch 426, Arch 427, Arch 519, and Arch 528A were provided in the 2009 Annual Report.

13.16 Program Preparation (Not Met)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the 2009 reports, our programs have exhibited “extensive and inventive evidence of program analysis”; however, the specific deficiencies of this condition have been addressed by
revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program preparation now occurs in Arch 601, the fall semester studio in our second year. Syllabi for Arch 401 and Arch 601 were provided in the 2009 Report.

13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the coursework performance, this course is now delivered in collaboration with the equivalent level studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helps enhance our student's awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541-Sci Tech I and Arch 644-Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses "Site Ecology" including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses "Site Design" including large site management, parking design, and paving design. Syllabi for Arch 301, Arch 541, Arch 644, Arch 506, Arch 601, and Arch 603 were provided in the 2009 Annual Report.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied
coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both. Syllabi for Arch 644 and undergraduate tech sequence revisions were provided in the 2009 Annual Report.

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design

Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and "red lining" each other's work. This process mirrors practice and effectively demonstrates a student's knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.

Response

As previously noted, the graduate program has added a fourth Sci- Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation. Syllabus for Arch 644 was provided in the 2009 annual Report.

13.28 Comprehensive Design (Not Met-Undergraduate only)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all stu-
dents. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. The appropriate lecture material from Arch 528b will be delivered during a dedicated hour of studio each week. This new version of Arch 403 will be offered for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio that was being offered for the first time this fall. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met. Syllabi for Arch 401 and Arch 403 were provided in the 2009 Annual Report.

RESPONSES TO: 1.5 Causes for Concern

A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.

Response

As noted in a previous response, a thorough review and modification of the undergraduate curriculum is in process. Portions of the modifications began last year and others were put in place this year. The final determination of the modifications was completed as part of the university catalog cycle ending in Oct. 2010. These modifications will result in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for each course. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program; one coordinates all of the studio sections for their year level, and the other coordinates all of the required coursework for the same year level. They collectively coordinate the full team of faculty members at their level. We have also assigned a faculty mentor to each of our lecturers to assist in their understanding of our departmental expectations and in their general acclimation to the department, to the university, and to the community.

B. The use of elective courses to satisfy NAAB student performance criteria conflicts with the Conditions of Accreditation. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insure each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both.
C. The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.

Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier responses. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and effectively representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, its various methods/standards of representation, and its culture of teamwork by immediately embedding them into the studio setting and experience. We previously discussed the benefits of our collaboration with the Department of Landscape Architecture in the fall studio of our third year, as well as the purpose for the planned expansion into two levels of comprehensive studio in the fall of both the fourth and fifth years. Using our accreditation visit as an impetus, we spent last academic year in a comprehensive and inclusive dialogue about the aspirations for our curriculum development. We are working through the detailed planning of this newly integrated curriculum and will continue implementing it as expeditiously and effectively as possible.

REPORT ON CHANGES TO THE PROGRAM

The following changes to the program “may be of interest to subsequent visiting teams or to the NAAB” (NAAB description of Narrative Report elements). A significant driver of the changes has been reduction in central university support to the College of Design in the amount of 12% over a period of two years (i.e., differential allocation of reductions in state funding; approximately $2M). Another driver is a collegiate perspective to take advantage of faculty resources, development of new degrees that will compliment our current programs – potentially raising new tuition revenue, and a greater emphasis on external funding (research and gifts, sponsored studios, etc.).

Prior to the conclusion of the last academic year, fundamental changes were made in the organization of the college. The chairs of the existing departments were not reappointed, and the departmental structure was temporarily dissolved. Architecture is now one of seven programs in the college, headed by an interim program director. While the former structure has been dissolved, key items such as governance regarding promotion and tenure, curriculum development and approval, representation on university committees, program admissions, and teaching assignments & program operations have continued. During the current academic year, the college is in the process of developing a permanent reorganization and governance structure.

An important feature of the temporary structure is the centralization of financial resources at the collegiate level. Part of this centralization has been the elimination of duplication in services and reduction in staff expense. The amount listed for FY’10 as $172K for operating funds has been reduced to $39.5K for faculty development. All other resources – supplies and services, IT, support of the Architectural Advisory Council, funding for ACSA and NAAB, lectures and exhibits (other than those funded by endowments or foundation gifts directly to architecture), special occasions such as retirements and faculty recognitions, etc., are centrally administered. No line items have been assigned to the architecture program for FY’11. Architecture is exploring differential tuition to support its mission at levels comparable to peers. It is expected that with stabilized organizational structure and governance, there will be reformulation of assigned program budgets for direct discretionary administration at the unit level.
2011 NAAB ANNUAL REPORT: PART II - NARRATIVE

RESPONSES TO: 1.4 Conditions Not Met

13.1 Speaking and Writing Skills (Not Met-Undergraduate only)

Ability to read, write, listen, and speak effectively

The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

Response

Many of our elective courses have writing requirements that meet the expectations of this condition. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum. Syllabi for Arch 422, Arch 423, Arch 519, and Arch 529 were provided in the 2009 Annual Report.

13.8 Western Traditions (Not Met-Graduate only)

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

Response

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained architectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists. Syllabus for Arch 595 was provided in the 2009 Annual Report.

13.9 Non-Western Traditions (Not Met)

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students.
There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the 2009 reports, there are excellent electives that meet this condition already available in our curriculum. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum. Syllabi for Arch 426, Arch 427, Arch 519, and Arch 528A were provided in the 2009 Annual Report. We also regularly review and revise the syllabi for the two required undergraduate history courses Arch 221 and 222, and the required graduate history/theory sequence.

13.16 Program Preparation (Not Met)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the 2009 reports, our programs have exhibited “extensive and inventive evidence of program analysis”; however, the specific deficiencies of this condition have been addressed by revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program preparation now occurs in Arch 601, the fall semester studio in our second year. Syllabi for Arch 401 and Arch 601 were provided in the 2009 Report.

13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the coursework performance, this course is now delivered in collaboration with the equivalent level
studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helps enhance our student's awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541-Sci Tech I and Arch 644-Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses “Site Ecology” including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses “Site Design” including large site management, parking design, and paving design. Syllabi for Arch 301, Arch 541, Arch 644, Arch 506, Arch 601, and Arch 603 were provided in the 2009 Annual Report.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both. Syllabi for Arch 644 and undergraduate tech sequence revisions were provided in the 2009 Annual Report.

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design

Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and “red lining” each other’s work. This process mirrors practice and effectively demonstrates a student’s knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.
Response

As previously noted, the graduate program has added a fourth Sci-Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation. Syllabus for Arch 644 was provided in the 2009 annual Report.

13.28 Comprehensive Design (Not Met-Undergraduate only)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all students. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. The appropriate lecture material from Arch 528b will be delivered during a dedicated hour of studio each week. This new version of Arch 403 will be offered for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio that was being offered for the first time this fall. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met. Syllabi for Arch 401 and Arch 403 were provided in the 2009 Annual Report. Arch 403 and 401 have continued to evolve and be refined.

RESPONSES TO: 1.5 Causes for Concern

A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.
Response

As noted in a previous response, a thorough review and modification of the undergraduate curriculum is in process. Portions of the modifications began last year and others were put in place this year. The final determination of the modifications was completed as part of the university catalog cycle ending in Oct. 2010. These modifications will result in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for each course. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program; They work collaboratively to develop the syllabus for the studio sections and to coordinate with other required courses typically taken by students at that level. We are working toward assigning a faculty mentor to each of our lecturers to assist in their understanding of our departmental expectations. The chair is working with them on their general acclimation to the department, to the university, and to the community.

B. The use of elective courses to satisfy NAAB student performance criteria conflicts with the Conditions of Accreditation. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insure each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both.

C. The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.

Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier responses. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and effectively representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, its various methods/standards of representation, and its culture of teamwork by immediately embedding them into the studio setting and experience. We previously discussed the benefits of our collaboration with the Department of Landscape Architecture in the fall studio of our third year, as well as the purpose for the planned expansion into two levels of comprehensive studio in the fall of both the fourth and fifth years. Using our accreditation visit as an impetus, we spent last academic year in a comprehensive and inclusive dialogue about the aspirations for our curriculum development. We are working through the detailed planning of this newly integrated curriculum and will continue implementing it as expeditiously and effectively as possible.
REPORT ON CHANGES TO THE PROGRAM

The following changes to the program “may be of interest to subsequent visiting teams or to the NAAB” (NAAB description of Narrative Report elements). A significant driver of the changes has been reduction in central university support to the College of Design in the amount of 12% over a period of two years (i.e., differential allocation of reductions in state funding; approximately $2M). Another driver is a collegiate perspective to take advantage of faculty resources, development of new degrees that will complement our current programs – potentially raising new tuition revenue, and a greater emphasis on external funding (research and gifts, sponsored studios, etc.).

Last year we reported a temporary reorganization of the college, dissolution of departments, and centralization of budgets as the college addressed the ‘change drivers’ noted above. During this period of reorganization, key items such as governance regarding promotion and tenure, curriculum development and approval, representation on university committees, program admissions, and teaching assignments & program operations have continued. During the past academic year and continuing into this, the college has been engaged in the process of developing a permanent reorganization and governance structure. The college faculty approved principles of reorganization in September, and the process has now moved to definitive plans and governance proposals. In essence, architecture will resume its status as an independent department with a chair as executive officer. This structure should be in place during the visit year of 2012-2013.

An important feature of the temporary structure was the centralization of financial resources at the collegiate level. Part of this centralization has been the elimination of duplication in services and reduction in staff expense. The amount listed for FY’10 as $172K for operating funds was been reduced to $39.5K for faculty development for FY’11. For the current year, FY’12 $20,325 in general funds for Services and IT, supplies and miscellaneous expenses were restored to the architecture budget. Other resources –central IT, support of the Architectural Advisory Council, lectures and exhibits (other than those funded by endowments or foundation gifts directly to architecture), special occasions such as retirements and faculty recognitions, etc., remain centrally administered.

For FY’12, salaries and full time equivalent faculty lines have been maintained at about 28 resulting in a student faculty ratio of approximately 13/1. Funding for graduate assistants is in addition to this. Search for a permanent chair has been authorized, and we are seeking two new tenure-track faculty with two more planned for FY’13.

Architecture’s differential tuition proposal was forwarded to the Board of Regents for its October meeting, for voting action at its December meeting. It is expected that with stabilized organizational structure and governance, there will be reformulation of increased program budgets for direct discretionary administration at the unit level.

I.3.3. Faculty Credentials

Faculty Credentials are outlined in the resumes provided as part of APR Part Four: Supplemental information, in Section 3: Faculty Resumes, p. 164. Each resume includes a listing of courses taught the last two years, academic and practice backgrounds, professional registrations, recent scholarship and professional/organizational memberships.

The matrix provided in APR Part One, Section 2: Resources, sub-section I.2.1., ¶ C. Faculty Teaching Assignment Matrix is cross-referenced to both Part 4, Section 3: Faculty Resumes and Section 2: Course Descriptions. Using the matrix, resumes and course descriptions once can ascertain the fit among education background, experience, scholarship, and teaching.
I.4. Policy Review

A. Studio Culture Policy – Studio culture Policy is typically referenced or wholly included in studio syllabi. Will be available in Team room

B. Self-Assessment

Although there are no standing policies with regard to self-assessment, those processes are discussed in APR Section I.1.5 Self-Assessment Procedures.

C. Personnel Policies:

1. Position Descriptions – Team Room. Overview: Distribution of effort between teaching and other responsibilities varies by individual faculty member interests and initiatives. A personally tailored Position Responsibility Statement (PRS), 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. [This more generic set of responsibilities is typically included in initial contracts, and applies as a basic PRS.] 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 (NTE) faculty participate and are rewarded at levels comparable to tenured and tenure track faculty.

2. Rank, Promotion and Tenure Standards. a) The procedures and standards for academic promotion are defined at the University level in the Faculty Handbook, Chapter 5. Evaluation and Review. The link for the online index for Chpt. 5 is: http://facultyhandbook.provost.iastate.edu/faculty/handbook/current/section5.html. The specific paragraph for standards is 5.2.2 Standards for Promotion and Tenure, and the specific paragraph for qualifications is 5.2.3 Qualifications for Academic Rank and Tenure. The processes and standards at the collegiate levels conform to these set at the University level. b) The College of Design P&T standards are defined in its Governance Document, Part IV, available online at: <http://home.design.iastate.edu/files/Design-Governance.pdf> c) The Department of Architecture document is also available online at: <http://home.design.iastate.edu/files/Arch_PT-rev-09-6Final.pdf>

3. Reappointment. a) Tenured faculty are on continuous appointment and thus reappointment does not pertain to them. b) Tenure-track faculty have initial probationary appointments of 4 years. A comprehensive review is conducted at the end of the third year and the contract is either renewed or not renewed. The procedures for this are outlined in Faculty Handbook Chapter 5 noted above, specifically at paragraph 5.1.1.3 Preliminary Review of Probationary Faculty. Faculty Handbook, Chapter 3 covers appointment policies, and is online at: <http://facultyhandbook.provost.iastate.edu/faculty/handbook/current/section3.html>. Specifically non-renewal of tenure track faculty is covered under paragraph 3.4.2. c) Non-tenure-eligible (NTE) Faculty appointment policies are outlined in Chapter 3, paragraph 3.3.2, and non-renewal in paragraph 3.4.1. Renewal (reappointment) is covered in Chapter 5, paragraph 5.4.

4. EEO/AA. The index to personnel policies is online in the Policy Library at: <http://policy.iastate.edu/policy/personnel-human-relations>. Six policies are included under header: “Equal Opportunity and Diversity”. These university policies pertain to units at all level of the university.

5. Diversity. See the clarification note at 4. EEO/AA. Additionally the Faculty Conduct Policy has explicit reference to discriminatory harassment. See: <http://facultyhandbook.provost.iastate.edu/faculty/handbook/current/section7.html>

6. Faculty Development – Team Room
D. Ratios
Faculty to Student: Studio: 1:16 undergrad; 1:10 Grad
Faculty to Student: Seminar: Varies from 1:10 to 1:25
Faculty to Student: Lectures: Varies from 1:40 – 1:150 w/TA's for 1:50 & above
Square Feet per Student: Studio: Mean of 60 SF/Student
Square Feet per Faculty: Tenured and tenure-track faculty offices are 100 sf; conference rooms, mail room, etc., are shared. Non-tenure-eligible faculty typically share office space.

E. Admission Requirements & Evaluation of Transfer Credit
The admissions process and evaluation standards are described in APR Section I.2.1 Human Resources, ¶ B. Students, sub-¶ 1. Admissions Process.

F. Advising & Evaluation of Prior/Preparatory Work
1. Advising and Student Services. Advising process is described in APR Section I.2.1 Human Resources, ¶ B. Students, sub-¶ 2. Student Support Services
2. Evaluation of Prior/Preparatory Work. This type of evaluation is described in APR Section II.3 Evaluation of Preparatory/Pre-Professional Education, sub-§ I.3.1. B. Arch.; I.3.2. M. Arch.

G. Academic Integrity
1. A comprehensive list of Academic Policies is provided on the following web page: <http://policy.iastate.edu/policy/academics>.
2. Academic Integrity for Students is defined at this link: <http://www.public.iastate.edu/~catalog/2009-2011/geninfo/dishonesty.html>
3. Faculty Academic Misconduct is described in the Conduct Policy section ¶ 7.2.2.3 of the Faculty Handbook: <http://facultyhandbook.provost.iastate.edu/faculty/handbook/current/section7.html#section-7.2.2.3>.

H. Library and Information Resources Collection Development
Levels of collection development are identified in APR Section I.2.5 Information Resources, ¶ A. Design Reading Room and Library. The Reading Room is Am. Lib. Assn. “study and basic.” The comprehensive university collection is maintained at “research” level. Collection funding is noted in that section as well. APR Section I.2.5 ¶ B. Visual Resources Collection indicates an annual addition of 2,500 – 3,500 images.

I. Information Literacy
Information Literacy is articulated at the university level. All students must take Lib 160: Information Literacy. It is a one-credit university course taught by faculty librarians & library staff and required for all undergraduate degrees. The course examines the use of research libraries and information resources, with an emphasis on finding, evaluating, and using scholarly information. It not only introduces the resources available at the university, but proper citation, identification of vetted information, and academic integrity are also covered. These foundation studies are inherently reinforced in the university Communication Proficiency policy on-line at <http://catalog.iastate.edu/collegescurricula/#communicationproficiencypolicy>. Additionally, architecture instituted a requirement that students take at least one upper division reading writing research (RWR) intensive course. These faculty approved courses entail extensive reading, research, citations and extended papers.

J. Degree Structure and Differential Tuition Planning – Team room
II.1. Student Performance Criteria

II.1.1. Bachelor of Architecture Accredited Degree Narrative

The 167.5 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). This is reflected in APR Part 2, Section II.2.2.A, Program Description, and shown in the B.Arch. Curriculum Chart, and the semester by semester sample course of study included there. 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.

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 APR Part Four – Supplemental Information, Section 2: 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, Design for all People, Design and Beauty, etc.

Beyond the requisites for architecture, students have the option of pursuing advanced design culture studies by completing a minor in Critical Studies in Design. Faculty in landscape architecture, architecture, planning and art history present a rich array of courses for this minor.

Environmental Context and Programmatic Impacts. The required courses, Arch 271 Human Behavior and Environmental Theory, third year design studios Arch 301 and 302, and fourth year design studio 401 and fifth year comprehensive design studio Arch 403, form the nucleus of studies regarding physical, cultural and ecological environmental issues. Arch 301 examines the natural and built landscape as context, the cultural dimensions of the shape of that landscape, and its ecology -- including geography, flora and climate. Studio 302 shifts the focus to dense urban fabric. Design studios Arch 401 and 403, focus on comprehensive design in contexts of varying density and programmatic complexity. Departmental Topical Studies in Urban Design and American Public Space (Arch 528), extend study possibilities in this area. Beyond these, the university minor in Environmental Studies is completed by a significant number of students.

Aesthetics and Formal Development. Throughout the curriculum of study, design studios contribute to the study of the aesthetic and poetic character of the built environment. In particular, the first year Core, and 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 five 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. These courses are presented in modules, with content from each fundamental technology area each course in the five semester sequence. Topical independent studies are often arranged with the technology faculty.

**Design Thinking, Investigative Skills and Fundamental Design.** Each of the areas of study in the curriculum contributes 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 33% 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 semester has a coordinator who establishes the problems and methods of the studio for that semester. They also orchestrate the involvement of contributing faculty in the work of the studio.

During the spring of the fourth and fifth years students may choose from approximately 10 vertically integrated interdisciplinary studios offered in the college. The themes vary from design-build to community service healthcare, hospitality and other aspects of design. In all cases design inquiry, representation, and precedent are included in the studies.

**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 that variously address codes, consultants, zoning laws, project economics and duty to the public. Among these are Topical Studies in Preservation, Universal Design, Urban Intervention, Community Design, and Housing. Beyond these, students have access to a university minor in Entrepreneurial Studies

II.1.2. **Bachelor of Architecture Matrix of Courses and Performance Criteria**

The matrix follows page 69. Many courses carry multiple learning objectives – the content and values of which are reinforced across the curriculum, even though a topic may not be a primary focus.

II.1.3. **Master of Architecture Accredited Degree 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 in-
tensive 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 a community-based project with net zero energy design, 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.

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 APR Part 4, Section 4.1. 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 reflects 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.

II.1.4. Master of Architecture Matrix of Courses and Performance Criteria Fulfillment

The matrix follows page 69. Many courses carry multiple learning objectives – the content and values of which are reinforced across the curriculum, even though a topic may not be a primary focus.
# B. ARCH

**Criterion Level:**
- Understanding
- Ability
- Course Focus:
  - P Primary Focus
  - S Supporting Content

<table>
<thead>
<tr>
<th>Course Focus</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Arch 201</td>
<td>Design 1</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 202</td>
<td>Design 2</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 203</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Arch 204</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Arch 205</td>
<td>Design 3</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 206</td>
<td>Design 4</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 207</td>
<td>Design 5</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 208</td>
<td>Design 6</td>
<td>6</td>
</tr>
<tr>
<td>P</td>
<td>Arch 209</td>
<td>Design 7</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level:</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
</table>

**Architectural Knowledge and Skills**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 201</td>
<td>Design 1</td>
<td>6</td>
</tr>
<tr>
<td>Arch 202</td>
<td>Design 2</td>
<td>6</td>
</tr>
<tr>
<td>Arch 203</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Arch 204</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Arch 205</td>
<td>Design 3</td>
<td>6</td>
</tr>
<tr>
<td>Arch 206</td>
<td>Design 4</td>
<td>6</td>
</tr>
<tr>
<td>Arch 207</td>
<td>Design 5</td>
<td>6</td>
</tr>
<tr>
<td>Arch 208</td>
<td>Design 6</td>
<td>6</td>
</tr>
<tr>
<td>Arch 209</td>
<td>Design 7</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level:</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
</table>

**Architectural Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 210</td>
<td>Design 1</td>
<td>6</td>
</tr>
<tr>
<td>Arch 211</td>
<td>Design 2</td>
<td>6</td>
</tr>
<tr>
<td>Arch 212</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Arch 213</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Arch 214</td>
<td>Design 3</td>
<td>6</td>
</tr>
<tr>
<td>Arch 215</td>
<td>Design 4</td>
<td>6</td>
</tr>
<tr>
<td>Arch 216</td>
<td>Design 5</td>
<td>6</td>
</tr>
<tr>
<td>Arch 217</td>
<td>Design 6</td>
<td>6</td>
</tr>
<tr>
<td>Arch 218</td>
<td>Design 7</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level:</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. ARCH + RQD</td>
<td>SAC OPTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion Level:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Focus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Primary Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❍ Supporting Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Criterion Level: |
| ● Understanding |
| ■ Ability |

| Course Focus: |
| ■ Primary Focus |
| ❍ Supporting Content |

| Communication |
| Design Thinking |
| Decision Making |
| Visual Communication |
| Technical Design |
| Investigative Skills |
| Problem Solving |
| Critical Thinking |
| Project Management |
| Technical Writing |
| Pre-Design |
| Accessibility |
| Sustainability |
| Site Design |
| Life Safety |
| Comprehensive Design |
| Financial Considerations |
| Structural Systems |
| Building Systems |
| Building Materials and Assemblies |
| Collaboration |
| Human Behavior |
| Client Role in Architecture |
| Project Management |
| Practice Management |
| Leadership |
| Legal Responsibilities |
| Ethics and Professional Judgment |
| Community and Social Responsibility |

| Architecture Required Options |
| SAC: 3 courses |

<table>
<thead>
<tr>
<th>SAC Options 3 rqd:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 321 Hist Am City 3 S</td>
</tr>
<tr>
<td>Arch 420 3</td>
</tr>
<tr>
<td>Arch 426 Native Am 3 S</td>
</tr>
<tr>
<td>Arch 427 Chinese Arch 3 S S P</td>
</tr>
<tr>
<td>Arch 429 It Arch &amp; Urb 3 S S P</td>
</tr>
<tr>
<td>Arch 486 Made in Italy 3 P P S</td>
</tr>
<tr>
<td>Arch 519 Mid-E Urban 3 P S P</td>
</tr>
<tr>
<td>Arch 528A 3</td>
</tr>
<tr>
<td>1) Goodness/Beauty 3 P P S S</td>
</tr>
<tr>
<td>2) LeCorb/Kahn 3</td>
</tr>
<tr>
<td>3) Space of Film 3</td>
</tr>
<tr>
<td>4) Historic Preservation 3 P P S S</td>
</tr>
<tr>
<td>5) Craft/Crafty Action 3 P P S S</td>
</tr>
<tr>
<td>Arch 429 ItArch &amp; Urban 3 S</td>
</tr>
<tr>
<td>Arch 519 Mid-E Urban 3 S</td>
</tr>
<tr>
<td>Arch 571 DesAllPeople 3 P S P</td>
</tr>
<tr>
<td>Arch 575 UrbDesThy 3 P S P</td>
</tr>
<tr>
<td>Arch 597 UrbanismThry 3 P P S</td>
</tr>
<tr>
<td>Arch 598 Arch &amp; Orphans 3 S P P S</td>
</tr>
<tr>
<td>Arch 598 Non-W Sustain 3 P P S S</td>
</tr>
<tr>
<td>Arch 598 Other Americas 3 S P P S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level:</th>
</tr>
</thead>
</table>
## M. ARCH

### Criterion Level:
- Understanding
- Ability
- Course Focus
- Primary Focus
- Supporting Content

### Performance Level:

<table>
<thead>
<tr>
<th>Course Focus</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

### Architecture Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 505 Design 1</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 506 Design 2</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 507 Design 3</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 541 Struct 1</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 541 Envir/Sys 1</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 541 Mat/Sys 1</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 542 Struct 2</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 542 Envir/Sys 2</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 542 Mat/Sys 2</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 581 Surv. Learn</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 582 Prof Practice</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 595 History</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 596 Landscape</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 597 Urban Theory</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 601 Design 4</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 602 Design 5 Opt.</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 603 Design 6</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 604 Design 7 Opt.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 643 Struct 3</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 644 Struct 4</td>
<td>P</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 644 Envir/Sys 4</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 644 Mat/Sys 4</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch 698 Seminar</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Architecture Required Options

<table>
<thead>
<tr>
<th>Option</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. So-Am Urbanism</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Mid-East Urbanism</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Arch Orphans</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Non-W Sustain</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Criterion:


### Performance Level:
II.2. Curricular Framework

II.2.1. Regional Accreditation

Iowa State University is accredited by the North Central Association of Colleges and Schools (NCACS) as well as by appropriate professional organizations. The last accreditation review was 2005-2006. ISU received a 10 year accreditation with no stipulations or interim reviews. The next review is in 2015-2016.

The following is the link to the NCACS site with the ISU details: <http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1238/>

II.2.2. Professional Degrees and Curriculum

A. The Bachelor of Architecture Program and Chart

The undergraduate program in architecture is an accredited five-year curriculum leading to the Bachelor of Architecture degree. 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 undergraduate curriculum includes one year of the college’s Core Design Program followed by a four year professional program.

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. Architecture arises from the aspirations that diverse individuals and groups have for their physical environment, and from the social enterprise of designing and fabricating the landscape we inhabit. It involves individual and multiple buildings, the spaces within them, and the exterior landscape.

It is our intent: that our students develop the skills with which to critically assess and research architectural questions and to invent architectural designs that address those questions; that they develop a working method for designing and that they have the communication, graphic, modeling and computational skills to support design exploration and to represent their design ideas to others; that they gain knowledge of architectural technologies through which buildings are given form, of which they are constructed and by which they are environmentally tuned and made sustainable; that they understand architectural history, that they understand the theoretical and diverse cultural underpinnings of the discipline of architecture, that they are able to reference architectural precedents and know how to utilize all of these in the development of their ideas; and that they have grounding in the ethical and practical aspects of the architectural profession in society. (From the 2012-13 Catalog with minor editing.)
The 167.5 credit hours are distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required General Studies</td>
<td>15.0</td>
<td>24.8%</td>
</tr>
<tr>
<td>Soc./Humanities/Comm. Electives</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>College of Design (CoD) Core</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>41.5</td>
<td>24.8%</td>
</tr>
<tr>
<td>Required Architecture Courses</td>
<td>84.0</td>
<td>50.1%</td>
</tr>
<tr>
<td>Arch. SAC Options</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>Arch. Professional Options</td>
<td>09.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21.0</td>
<td>12.55%</td>
</tr>
<tr>
<td>Free Electives</td>
<td>21.0</td>
<td></td>
</tr>
</tbody>
</table>

The 2012-13 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 (2012-13 Catalog)

**167.5 Credits**

<table>
<thead>
<tr>
<th></th>
<th>1st year Pre-Professional</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
<td>Spr</td>
</tr>
<tr>
<td>Design CoD Core</td>
<td>Dsn S 102 (4)</td>
<td>Arch 201</td>
<td>Arch 202</td>
<td>Arch 301</td>
<td>Arch 302</td>
</tr>
<tr>
<td>(8)</td>
<td></td>
<td>(6)</td>
<td>(6)</td>
<td>(6)</td>
<td>(6)</td>
</tr>
<tr>
<td>Prof.Prog.</td>
<td>Dsn S 131 (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design, CoD Core</td>
<td>Dsn S 183 (3)</td>
<td>Arch 221</td>
<td>Arch 222</td>
<td>Arch 271</td>
<td>Arch 271</td>
</tr>
<tr>
<td>(3.5) Prof.Prog.:</td>
<td>Dsn S 115 (.5)</td>
<td>(3)</td>
<td>(3)</td>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>(12 required.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(21 elective)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media and</td>
<td>Arch 230 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3 Required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Arch 245 (3)</td>
<td>Arch 341</td>
<td>Arch 343</td>
<td>Arch 445</td>
<td>Arch 445</td>
</tr>
<tr>
<td>(21 Required)</td>
<td>Arch 342 (5)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>Arch 344 (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>Engl 150 (3)</td>
<td>H/SS (3)</td>
<td>H/SS (3)</td>
<td>Gen Elect</td>
<td>Gen Elect</td>
</tr>
<tr>
<td>Requirements</td>
<td>Engl 250 (3)</td>
<td></td>
<td></td>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>and General</td>
<td>Math 142 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Phys 111 (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H/SS (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lib Sci 160 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# BACHELOR OF ARCHITECTURE PROGRAM OF STUDY
(2012-13 Catalog) 167.5 Credits

## PREPROFESSIONAL PROGRAM

### FIRST YEAR - FALL/SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dsn S 102 CoD Core Design</td>
<td>4</td>
</tr>
<tr>
<td>Dsn S 131 CoD Core Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Dsn S 183 CoD Core An Introduction to Design Culture</td>
<td>3</td>
</tr>
<tr>
<td>Dsn S 115 CoD Core Orientation to design disciplines</td>
<td>0.5</td>
</tr>
<tr>
<td>English 150 Composition I</td>
<td>6</td>
</tr>
<tr>
<td>Math 142 Trigonometry &amp; Analytic Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Phys 111 General Physics</td>
<td>5</td>
</tr>
<tr>
<td>Social Science/Humanities options* (1&amp;2)</td>
<td>6</td>
</tr>
<tr>
<td>Lib 160 Library and Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>32.5</td>
</tr>
</tbody>
</table>

## PROFESSIONAL PROGRAM (Selective admission)

### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 201 Arch Design I</td>
<td>6</td>
</tr>
<tr>
<td>Arch 230 Design Communications</td>
<td>3</td>
</tr>
<tr>
<td>Arch 221 History of Arch I</td>
<td>3</td>
</tr>
<tr>
<td>Arch 240 Technology 1</td>
<td>3</td>
</tr>
<tr>
<td>Engl 250 Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 301 Arch Design III</td>
<td>6</td>
</tr>
<tr>
<td>Arch 271 Human Behav/Envir Theory</td>
<td>3</td>
</tr>
<tr>
<td>Arch 343 Technology 3</td>
<td>5</td>
</tr>
<tr>
<td>Social Science/Humanity option* (4)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 401 Arch Design V</td>
<td>6</td>
</tr>
<tr>
<td>Arch 482 Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>Univ. Communication Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Arch 44 Technology 5</td>
<td>3</td>
</tr>
<tr>
<td>General Elective (2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### FIFTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 403 Arch Design VII</td>
<td>6</td>
</tr>
<tr>
<td>General Elective (3)</td>
<td>3</td>
</tr>
<tr>
<td>General Elective (4)</td>
<td>3</td>
</tr>
<tr>
<td>General Elective (5)</td>
<td>3</td>
</tr>
<tr>
<td>General Elective (6)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

## Notes
- All courses marked with an asterisk (*) are approved by the university's SAC (Student, Faculty, and Administration Committee).
*Choose from a faculty-approved list of courses. The faculty list of approved courses is published in the Undergraduate Student Guide.

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

B. The Master of Architecture Program and Chart

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

Our accredited 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 to 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 in an all-grad seminar 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.

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 regionally, nationally and increasingly internationally, 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 con-
struction; 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 Net-Zero building design studio that engages moderate scale community-based design problems. Fall studio in the third year is our NAAB-required Comprehensive Design studio. Since Fall, 2006 it has shared the program, site, and curricular infrastructure of our undergraduate Comprehensive Design studio, with some vertical integration of the student groups. 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 International Perspectives) and SCI-TECH (covering advanced construction types, environmental systems and response, long span and high-rise structures, and technical documentation), 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 frequently given advanced standing in the M.Arch I program, often beginning in the second year. International students with professional degrees from abroad are typically admitted with advanced standing into the second year of the program. Advanced standing is based upon a thorough review of prior coursework, transcripts, portfolio, letter of intent, references and test scores.

M. ARCH. PROGRAM OF STUDY (2012-13 Catalog)

FIRST YEAR (Two semesters plus following summer term)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 505 Design &amp; Media I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Arch 595 Seminar I: History</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Arch 541 SCI-TECH I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(Fall semester)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Arch 506 Design &amp; Media II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Arch 596 Seminar II: Landscape &amp; Society</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Arch 542 SCI-TECH II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(Spring semester)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Arch 507 Design &amp; Media III</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Arch 581 Service Learning</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(Summer term)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 601 Arch/Net-Zero Studio</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Arch 597 Sem III: Theory &amp;Urbanism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arch 643 SCI-TECH III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Fall semester)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Arch 602 Option/Urban Studio</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Arch 698 Seminar IV: Global Perspective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arch 644 SCI-TECH IV</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Spring semester)</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 603</td>
<td>6</td>
</tr>
<tr>
<td>Arch 604</td>
<td>6</td>
</tr>
<tr>
<td>Arch 582</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>(Fall semester)</td>
<td>15</td>
</tr>
<tr>
<td>(Spring semester)</td>
<td>15</td>
</tr>
</tbody>
</table>

II.2.3. Curriculum Review and Development

Curriculum review and development takes place on a regular basis. The university catalog cycle—previously two years with a printed paper copy, now revised each year online—provides an armature for review, revision, approval and implementation. Review and development has multiple avenues for initiation. Ultimately, all changes are vetted by the Curriculum Committee, and then presented to the whole faculty for commentary and approval.

The Curriculum Committee is elected by the faculty. Faculty self-select into substantive areas of curricular interest: Practice, Design, Media and Communications, Technology, and Studies in Architecture and Culture (SAC). Faculty can be members of more than one Substantive Area. Chairs of the Substantive Areas are elected by the full faculty, and they comprise the Curriculum Committee. The Curriculum Committee may review and generate proposals for consideration by the full faculty; and receives and reviews proposals from the Substantive Areas and the Graduate and Undergraduate Program Committees for vetting prior to presentation to the full faculty.

There is a program committee for both accredited programs. The Director of Graduate Education (DOGE) chairs the Graduate Program Committee, and the Coordinator of the Undergraduate program chairs the Undergraduate Program Committee. Technically, members of both committees are appointed at the pleasure of the chair. The undergraduate committee is composed of the studio level coordinators who are assigned each semester by the chair. Faculty teaching courses in the graduate program have been very active and operate as a committee of the whole. Both of these committees meet to review curriculum design and developments. Proposals they generate are forwarded to the Curriculum Committee for vetting before they go to the department faculty.

Each of these committees varies in focus and degree of action from year to year. Changes to the NAAB SPC’s were distributed to the faculty for reference after approval of the 2009 Conditions. Review and proposal for curricular changes (course development and content; catalog descriptions; programs of study; approval of acceptable elective courses from other programs in the university; development of minors, etc.) may arise in any of the committees noted above for reasons internal or external to the programs. Several of the strategic initiatives—particularly international exchanges—will require Curriculum Committee review as well. In all cases, the elected Curriculum Committee vets them and presents to the full faculty for action.

Case Example: For the undergraduate technology revisions noted in the APR Long-Range Planning section, the Technology Faculty developed concepts, vetted them in a preliminary manner with several meetings of the Undergraduate Program Committee and then brought them to the Curriculum Committee. As these changes also entailed team-teaching, broad buy-in was needed. Ultimately they were passed, and went forward to the college and university for approval.

Subsequently to departmental action—changes are forwarded to the college Academic Affairs Council, and from there to the university Faculty Senate Curriculum Committee. With an annual catalog cycle, departments start work early in the fall, with final votes take in February so they can proceed to upper levels of review and approval.
II.3. Evaluation of Preparatory/Pre-professional Education

II.3.1. Evaluation of Transfer/Preparatory Education; B. Arch

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 pre-professional program. Students transferring from an accredited architecture program will be considered for advanced placement after an evaluation of academic credentials, content of past courses 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 overseen by the Undergraduate Advising Coordinator. Appeals are considered by the Department Chair. Advising for pre-architecture is carried out by the Department's Undergraduate Advising Coordinator. 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, course registration processes, course of study records, graduation requirements, student services, and NAAB Conditions for Accreditation.

II.3.2. Evaluation of Transfer/Preparatory Education; M. Arch

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. This includes a thorough review of prior coursework, transcripts, and portfolio.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The following language is in the university catalog:

"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 pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.” (2012-13 CATALOG)

II.4.2. Access to NAAB Conditions and Procedures

The College of Design website homepage includes a main tab for ”Architecture” under the topic “Discover our programs.” The “Welcome” page for architecture includes a portal to “Accreditation.” On that page there are several links directly to NAAB Conditions and Procedures and “Accreditation, Careers and Licensure.” This is the link to the Accreditation page:
<http://www.design.iastate.edu/architecture/accreditation.php>

The College of Design website homepage also has a main tab for “Graduate Programs” under the topic “Discover our programs.” From there you can navigate to “Architecture” and links are again provided to items for accreditation, careers and licensure.

This is the link to the Accreditation, Careers and Licensure page, from which numerous sites and documents may be obtained: <http://www.design.iastate.edu/architecture/NAABfiles.php>

II.4.3. Access to Career Development Information

This is the link to the Accreditation, Careers and Licensure page, from which numerous sites and documents may be obtained pertaining to career development and employment of ISU graduates:
<http://www.design.iastate.edu/architecture/NAABfiles.php>

The College of Design homepage can also be searched with the key words “careers” and “employment.” The Career Services homepage includes a link to several years of employment surveys: <http://home.design.iastate.edu/CareerServices/employmentstats.php>

II.4.4. Public Access to APRs and VTRs

This is the link to the Accreditation, Careers and Licensure page. This page includes links to the 2006 APR, 2007 VTR, the 2010 Focused Evaluation VTR, and NAAB annual reports.:
<http://www.design.iastate.edu/architecture/NAABfiles.php>

II.4.5. ARE Pass Rates

This is the link to the Accreditation, Careers and Licensure page. This page includes a link to the 2011 ARE pass rates for Iowa State and the architecture programs of the central upper Midwest.:
<http://www.design.iastate.edu/architecture/NAABfiles.php>
This page is left blank intentionally.
III.1. Summary of Responses to the Team Findings [2007]

III.1.A. Responses to Conditions Not Met

Responses to Conditions Not Met were included in the narratives for each Annual Report. The following section summarizes the responses to Conditions Not Met based upon the 2004 Conditions. The SPC Not Met and the 2007 VTR comments are included in full. The responses, though based largely upon annual reports have been modified to be current as of the date of this APR. We anticipate that the 2013 Team will find student performance evidence for these SPC’s in the team room during its visit.

13.1 Speaking and Writing Skills (Not Met-Undergraduate only)

Ability to read, write, listen, and speak effectively

The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

Response

Many of our elective courses have writing requirements that meet the expectations of this condition. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum. Syllabi for Arch 422, Arch 423, Arch 519, and Arch 529 were provided in the 2009 Annual Report.

The criteria for a course to fulfill RWR requirements (Reading, Writing and Research) was approved by the faculty in 2010: “RWR courses require at least 400 pages of multi-source, diverse readings and a 3,000-5,000 word multi-source research paper with citations and bibliographic information.” There are a number of standing courses such as Arch 598s, and Arch 519 that meet these criteria. There are also option seminars identified each semester that meet the requirements. Student selections are tracked via computerized degree audits and advising review.

13.8 Western Traditions (Not Met-Graduate only)

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

Response

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained ar-
chitectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists. Syllabus for Arch 595 was provided in the 2009 Annual Report. Since 2009 this course had continued to be designed and delivered enriched with Western content while folding in global culture perspectives.

13.9 Non-Western Traditions (Not Met)

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students. There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the 2009 reports, there are excellent electives that meet this condition already available in our curriculum. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum. Syllabi for Arch 426, Arch 427, Arch 519, and Arch 528A were provided in the 2009 Annual Report. Course outlines for those courses as well as Arch 221 and Arch 222 the required undergraduate history courses are included here. Student selections are tracked via computerized degree audits and advising review.

13.16 Program Preparation (Not Met)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the VTR report, our programs have exhibited “extensive and inventive evidence of program analysis”; however, the specific deficiencies of this condition have been addressed by revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program preparation now occurs in Arch 601, the fall semester studio in our second year. Syllabi for Arch 401 and Arch 601 were provided in the 2009 Report. Synopses of those courses are provided in APR Part 4, §2.
13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the course-work performance, for a number of years this course was delivered in collaboration with the equivalent level studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helped enhance our student’s awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541-Sci Tech I and Arch 644-Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses “Site Ecology” including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses “Site Design” including large site management, parking design, and paving design. Syllabi for Arch 301, Arch 541, Arch 644, Arch 506, Arch 601, and Arch 603 were provided in the 2009 Annual Report. Synopses of these courses are included in APR Part 4, §2.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both. Syllabi for Arch 644 and undergraduate tech sequence revisions were provided in the 2009 Annual Report. Since 2009 a five course technology sequence has been introduced in the under-
graduate program. Cost control concepts are introduced in sections of those courses. See synopsis of Arch 445 in APR Part 4, §2 for reference

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design

Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and "red lining" each other's work. This process mirrors practice and effectively demonstrates a student's knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.

Response

As previously noted, the graduate program has added a fourth Sci-Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation. Syllabus for Arch 644 was provided in the 2009 annual Report. See synopsis in APR Part 4, §2.

13.28 Comprehensive Design (Not Met-Undergraduate only)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all students. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. Periodic lectures during studio address a range of issues. This new version of Arch 403 was offered
for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio that was being offered for the first time this fall. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met. Syllabi for Arch 401 and Arch 403 were provided in the 2009 Annual Report. Arch 403 and 401 have continued to evolve and be refined during academic ‘10-‘11 to the present.

III.1.B. Responses to Causes of Concern

There were no titles provided to the Causes of Concern in the 2007 VTR. They were identified alphabetically and are included here in full.

A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.

Response

A thorough review and modification of the undergraduate curriculum has been in process during the years since the last team visit. The final determination of the modifications was completed as part of the university catalog cycle ending in Oct. 2010. These modifications resulted in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for many courses. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program; They work collaboratively to develop the syllabus for the studio sections and to coordinate with other required courses typically taken by students at that level. We have asked experienced coordinators and lecturers to mentor newer lecturers to assist in their understanding of our departmental expectations. The chair is working with them on their general acclimation to the department, to the university, and to the community.

B. The use of elective courses to satisfy NAAB student performance criteria conflicts with the Conditions of Accreditation. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insur each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both. We have enhanced degree audit tracking for fulfillment of requirements.
The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.

Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier responses. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and effectively representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, its various methods/standards of representation, and its culture of teamwork by immediately embedding them into the studio setting and experience. We previously discussed the benefits as well as the purposes for the expansion into two levels of comprehensive studio in the fall of both the fourth and fifth years. With a new curriculum realized in technology and enhanced research and communication requirements, we are working through the implementation of this newly integrated curriculum.

III.2 Summary of Responses to Changes in the NAAB Conditions

The reorganization of the Conditions into four parts, and the SPCs into three realms has been helpful in framing university, collegiate, departmental and programmatic issues of import. Curriculum Review and Development for responses to changes in NAAB Conditions (with a focus on SPCs) proceeds in the same manner as noted previously in APR Part 2, Section II.2.3. A document showing SPC changes in the 2009 Conditions and comparing them to the 2004 SPCs side-by-side was distributed to the faculty for consideration. Many of the 2004 SPCs remain in the 2009 SPCs, though reorganized into the three realms and edited.

One of the more visible changes in our curriculum was a revision in Arch 221 and Arch 222: the required undergraduate history course titles were changed from History of Western Architecture 1 & 2 to History of Architecture 1 & 2. Content in both courses has been revised keeping SPC A9 Historical Traditions and Global Culture in mind. The content of a number of required courses changed focus and minor modifications were made in the catalog course descriptions. In the graduate program, within the same curricular structure, the contents of Arch 595 and Arch 598 were modified. In preceding section III.1.A Responses to Conditions Not Met, a number of substantive curricular changes were noted — some as a result of the SPC’s, some as a result of faculty initiation to enhance student learning. The revised technology courses in the B Arch and M Arch sequence have enhanced sustainable design capacity. Our curriculum has historically included substantial amounts of team-based collaborative work, and new emphasis and capacity in interdisciplinary courses has occurred throughout.
PART FOUR – SUPPLEMENTAL INFORMATION

IV.1: Description of Policies and Procedures for Evaluating Student Work

IV.2: Course Descriptions

IV.3: Faculty Resumes

IV.4A: Visiting Team Report (VTR) from the previous visit

IV.4B: Visiting Team Report (VTR) from Focused Evaluation

IV.5: Catalog (or URL for retrieving online catalogs and related materials)

IV.6: Response to Offsite Program Questionnaire
IV.1: Description of Policies and Procedures for Evaluating Student Work

IV1.1. Undergraduate – B. ARCH.

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. Grades are based on the objectives of a course which are distributed with other course information at the beginning of the semester. Syllabi typically include a definition of grading criteria. Evaluation of student work is the province of the professor of each course or course section.

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.

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.

IV1.2. Graduate – M. ARCH

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 "C". An overall GPA of 3.0 is required to register for classes each semester and must be maintained in order to graduate.

As with the undergraduate program, grades are based on the objectives of a course which are distributed with other course information at the beginning of the semester. Syllabi typically include a definition of grading criteria. Evaluation of student work is the province of the professor of each course or course section.

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 practice, the DoGE acts as an advisor and is responsible for monitoring student progress and advising on course selection and the Program of Study in conjunction with the Graduate College.
IV.2: Course Descriptions
Number and Title of Course (Credits): Arch 201: Architectural Design I; 6 credits

Course Description:
Introduction to architectural design. Introduction to architectural design, including precedent research, drawing conventions, model making, and diagramming. Studio projects focus on investigating the impact of specific site conditions on design, threshold conditions, and small-scale domestic space. Students will learn skills in problem solving, visualization, and written, oral, and graphic communication. Field trips to relevant architectural sites.

Course Goals and Objectives:
This semester we will explore architectural design through projects that focus on basic issues of human need, place, form, and material. You will learn about the importance of research and analysis, historical precedent, design conventions, and representational strategies.

This semester we place special emphasis on representational strategies and the vocabulary of architectural conventions, since these are the fundamental building blocks you will need to employ as a designer. We work together with ARCH 230: Design Communications I and ARCH 245x: Building Science and Technology I ARCH 221: History of Western Architecture I toward these ends. You are responsible for integrating what you learn in all your classes into your work.

There is one required field trip this semester, from September 30 – October 2, that will take us along the Mississippi river as part of Project 3 and 4. We leave early on Friday, September 30, and we’ll return late on October 2nd. The field trip costs will be assessed through your U-bill and will remain under $300. Let your instructor know immediately if you will be unable to attend for an excused reason.

Student Performance Criterion/Addressed (list number and title):
Primary: A1, A2
Secondary: A3, A5


Topical Outline (include percentage of time in course spent in each subject area):
The semester is divided into four major parts. We begin with a Precedent Study, (30% of the semester) in which we accurately document an existing house. The basic understanding we gain through the action of documentation enables us to study the house analytically. The second project is a small scale study where you practice what you have learned in the precedent study with a small scale design challenge (20% of the semester). In the third part of the semester we design a space to contain a watercraft (25% of the semester) and in the fourth part of the semester you will design a small domestic space on a watercraft (25% of the semester). All our work involves drawing and building models.

Prerequisites:
Completion of the pre-professional program and admission into the professional program

Textbooks/Learning Resources:

Offered (semester and year):
Annually in the fall

Faculty Assigned (last two years):
Cameron Campbell
Mikesch Müecke
Number and Title of Course (Credits):  Arch 202: Design II; 6 credits

Course Description:  
From the Catalog: Continuation of fundamental architectural design exploration. Studio projects focus on the generation of ideas based on experience and an understanding of urban spaces. Emphasis on systematic analysis of urban culture, scale, materiality, and networks. Students work in groups and individually. Representational methods expand on architectural conventions through experimentation. Fieldtrips to relevant architectural sites.

Course Goals and Objectives:  
Spring 2012 Syllabus: This studio is designed to be a bridge between your previous design studios that have had a very specific foci and your future work as architects addressing the full spectrum of issues engaged in design projects. In this studio we will begin to consider culture, the community, and its effect on architectural design. The critical subject matter of this studio is negotiating the body in space relative to a cultural, social, and site context. The studio focus begins with the phenomenological and culminates with an urban architectural response.

We will undertake a rigorous, fast-paced exploration of a variety of issues, skills, and methodologies. Our job will be to present this new material to you as comprehensively and clearly as possible. You are asked to relax any preconceived ideas you may have as to the “curriculum” of architecture, and to openly, precisely, and with great curiosity engage the material presented.

Finally, you are expected not only to try hard, but also to achieve. Certain skills are essential if you are to become an architect. Good ideas and good intentions are not enough. Your visual and verbal communication skills are as critical as your knowledge of architecture and your facility with the design process. Throughout the semester we will demonstrate various techniques, ask you to investigate additional, existing multidisciplinary products and practices, and require you to apply this research. You should take these opportunities to experiment and begin to find ways to express your ideas and develop a thoughtful and effective design process.

Student Performance Criterion/a Addressed (list number and title):  
A.2: Design Thinking Skills (PRIMARY)  
A.11: Applied Research (PRIMARY)  
A.3: Visual Communication Skills (SECONDARY)  
A.5: Investigative Skills (SECONDARY)  
A.1: Communication Skills  
A.6: Fundamental Design Skills  
A.7: Use of Precedents  
A.8: Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):  
Pre-design, site analysis, programming, & field trip, 50%  
Project design and development, 50%

Prerequisites:  
Arch 201: Design I

Textbooks/Learning Resources:  
None specifically required for Arch 202 course

Offered (semester and year):  
Spring semester each year; most recently 2010 & 2011

Faculty Assigned (last two years):  
2012: Patrick Rhodes, coordinator; James Spiller, co-coordinator; P. Goche, J. Ji, S. Krukowski  
2011: C. Cardinal-Pett, coordinator; C. Campbell, co-coordinator; J. Bailey, J. Spiller, K. Zarecor
Number and Title of Course: Arch 221: History of Architecture-1: Prehistory to 1750; 3 credit hours

Course Description:
This course is a brief survey of the designed environment—mostly in Europe and North America, occasionally in the Middle East, North Africa, Asia, and Australia. Its emphasis is on architecture, but also addressed are interiors, furniture, gardens and landscapes. It covers a period from prehistory to 1750.

Course Goals and Objectives
Ostensibly and essentially, the purpose of this course is to acquaint the student with a fundamental history of architecture and the built environment—mostly from the Western world—from prehistory to 1750. The course offers knowledge in breadth of the highlights of architecture, garden and furniture design and interiors during this period.

In addition, the course offers ways of analyzing the built environment and a sense that history is an accessible resource of numerous strategies that might be employed both to resolve contemporary design problems and to generate new architecture. It encourages an understanding and respect for tradition and the awareness of history as both medium and creative act.

Student Performance Criterion/a Addressed
A.1 Communication Skills (Secondary Focus);
A.2 Design Thinking Skills;
A.7 Use of Precedents (Secondary Focus);
A.8 Ordering Systems Skills;
A.9 Historical Traditions and Global Culture (Primary Focus);
A.10 Cultural Diversity (Primary Focus)

Topical Outline
Approximately 80% of the course’s time is spent on 40 subject areas of this survey, from prehistoric dwellings, Egypt and the Near East to early American Colonial. Global historic patterns are explored in various topics including: Japan’s Ryoan-ji (Kyoto) & Katsura Villa; Rhetorical landscapes: Monument Valley, Stone Forest, Uluru; Bali; and China: Suzhou & Beijing’s Forbidden City. The remaining 20% is spent on quizzes and examinations.

Prerequisites: Open to university community

Textbooks/Learning Resources:
• Marvin Trachtenberg and Isabelle Hyman, Architecture from Prehistory to Post-Modernism (Englewood Cliffs, NJ: Prentice Hall, 2002).

Offered (semester and year): Fall semester, 2012, 2011 and all Fall semesters for the last 3 decades

Faculty Assigned (last two years): Fall ’10: J. Maves; Fall ’11: Daniel Naegele, Ph.D.
Number and Title of Course (Credits): Arch 222: History of Architecture II, 3 credits.

Course Description:
Catalogue: Introductory survey with emphasis on the cultural, visual, natural, and constructed context. Renaissance to present. (adjusted for 2011 to cover 1750 to present)

Course Goals and Objectives:
From syllabus: This course is a survey of architecture in the West—typically defined as Europe and North America—since the eighteenth century. It will consider architectural forms and styles, building technologies, and changes in architectural practice. The work of individual architects, builders, and artistic movements will be examined as both unique and representative of larger trends. Examples will be discussed within their political, economic, and social contexts, because studying history is not only investigating events and objects from the past, but also a process of creating narratives about this past that frame and inform our understanding of it. These narratives illustrate a point of view, one that exposes the preferences, as well as the biases and intellectual gaps, of the texts' authors and readers. For this reason, no text should ever be read as the only correct version of history—there are often multiple perspectives and they cannot always be reconciled. To broaden the historical framework for western architecture in this class, global historical developments and the West's position in them relative to other world civilizations will also be discussed. Becoming familiar with this culturally-embedded approach to architectural history is an important learning objective for the class. Students will also be able to identify major architectural styles and architects, understand the links between technology and architectural innovation, and situate design trends within global historical trends. Students are expected to complete the assigned readings each week before class, attend all lectures, and complete all assignments. There will be four tests, two writing assignments (described on separate handouts), and a final in-class exam. Students can be best prepared for the tests by taking notes in class, revisiting lecture slides on Blackboard, and doing the assigned readings. Grades will be determined by tests (50%), writing assignments (25%) and the final exam (25%).

Student Performance Criterion/a Addressed (list number and title):
A.1. Communication Skills: Ability to read, write, speak and listen effectively. (Primary Focus)
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. (Primary Focus)
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes. (Secondary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Historical Traditions and Global Culture (lecture and reading content, tests): 65%
Communication Skills (class readings, two writing assignments, essays on tests): 30%
Investigative Skills (writing assignments): 5%

Prerequisites:
None

Textbooks/Learning Resources:

Offered (semester and year):
Spring 2011
Spring 2012

Faculty Assigned (last two years):
Kimberly Elman Zarecor
Number and Title of Course (Credits): Arch 230: Design Communications I; 3 credits

Course Description:
Investigations of various design media—including computer graphics and freehand drawing—and their applications to design, specifically to the course work in 201. Exercises to develop manual skill and perceptual sensitivity.

Course Goals and Objectives:
Architecture 230 is the required communications course with the primary objective to teach beginning architecture students representation and communication theory, techniques and technology. The class will be presented in a lecture/lab format. During lecture, you will have the opportunity see various examples of work, you will receive tutorials and instruction about representation and communication theory, techniques and technology and you will see work created by your peers. The lab will take place most days in studio where the graduate assistants can give you one-on-one instruction relative to the current assignment and lecture as well as opportunity to practice what you have learned. Architecture 230 is closely linked with your studio class in Architecture 201. The precedent you work with in studio with will be the primary subject in Architecture 230 and consequently it is necessary to take the precedent study seriously and do your very best work. You will be using products from both classes to meet the objectives of assignments.

Student Performance Criterion/Addressed (list number and title):
Include all that are covered wholly or partially. Indicate no more than two primary foci and no more than two secondary foci of the course [only these four (max) will be used in the matrix].

Topical Outline (include percentage of time in course spent in each subject area):
Semester project: Sketchbook (10%)
  Week 1 Class introduction, Sketching and sketch examples
Orthographic Projection Analog Drawing Techniques (15%)
  Week 2 -- construction and presentation plan documents
  Week 3 -- sections principles, best practices and section examples
  Week 4 -- elevations, rendering and poché
Parallel Projection Analog Drawing Techniques (10%)
  Week 5 -- types of parallel projection (Axon, Iso, Oblique)
Perspective Projection Analog Drawing Techniques (15%)
  Week 6 -- manual perspective
  Week 7 -- mixed media
  Week 8 -- photography and mixing photos with drawing
Triangulated Mesh Digital Modeling Techniques (10%)
  Week 9 -- Sketchup basics
  Week 10 -- Model output and animation
BIM Digital Modeling Techniques (15%)
  Week 11 Revit Modeling
  Week 12 Revit Documentation and output
Nurbs Digital Modeling Techniques (10%)

Week 13 Complex form modeling and rendering
Week 14 Thanksgiving Break
Final Presentation and Illustration (15%)
  Week 15 Create a final presentation of your precedent work for the semester including aspects from each project.
  Week 16 Dead Week -- Production
  Week 17 Finals week -- Turn in final

Prerequisites:
Admission to the professional program

Textbooks/Learning Resources:

Offered (semester and year):
Annually in the fall

Faculty Assigned (last two years):
Cameron Campbell
**Number and Title of Course (Credits):** Arch 245M: Building Science and Technology I; 3 credits

**Course Description:** Materials and Assemblies Module (one of three modules offered in Arch 245) From the *Catalog:* Introduction to common architectural materials, their physical properties, and integration into light and heavy construction subsystems. Model building codes, gravitational and climatic forces, and simplified methods of analysis for the preliminary design of building systems.

**Course Goals and Objectives:** Materials and Assemblies Module only
Familiarity with how materials are organized, detailed and crafted into well-designed building systems. Increased understanding of the opportunities and constraints of regulatory codes including zoning ordinances, environmental impact, energy codes, IBC and ADA. Increased understanding of technical building assembly concerns in the context of comprehensive design. Ability to critically evaluate the success of a designed detail.

**Student Performance Criterion/Addressed (list number and title):**
B.1  Predesign (Primary)
B.5  Life Safety (Primary)
B.12  Building Materials and Assemblies (Secondary)

**Topical Outline (include percentage of time in course spent in each subject area):** Materials and Assemblies 5-Week Module only
An overview of the design and construction industry including MasterFormat, Drawing Conventions and issues of technical communication. Discuss how materials and construction systems are organized, detailed and crafted into well-designed building solutions. (20%)
An examination of the regulatory agencies that impact the construction industry and an introduction to the International Building Code. (25%)
A study of the common properties of materials with an emphasis on residential construction. Includes hands-on working with masonry materials and construction site visits during masonry field day as well as a look at sites/soils and their impact on constructability (65%)

**Prerequisites:**
Completion of the pre-professional program and admission into the professional program in architecture

**Textbooks/Learning Resources:**
*Architectural Graphic Standards: Student Edition:* Ramsey & Sleeper; John Wiley and Sons; 2008
*International Building Code:* International Conference of Building Officials; 2012

**Offered (semester and year):**
Fall semester each year; first implemented Fall 2010

**Faculty Assigned (last two years):**
2010: Bruce Bassler
2011: Bruce Bassler
Number and Title of Course (Credits): Arch 245E: Building Science and Technology I; 3 credits

Course Description:

Introduction to environmental forces, sun for daylight and heating, passive cooling, humidity (psychrometry) and air flow for ventilation, solar geometry and climate regions and their effect on building design and architectural expression/form enabling basic understanding of sustainability, climate design and energy efficiency in building.

Course Goals and Objectives:
The response of the building through heat loss and heat gain will be introduced with respect to the provision of human thermal and visual comfort and account for human perception and patterns of occupancy. All of these will be introduced through observation, measurement, and experience, geometrical and calculated analysis.

- Fundamental understanding of heat transfer, psychrometry, daylighting and thermal performance.
- Fundamental understanding of human thermal and visual perception.
- Ability to conceptually analyze a design with regards to its relationship to environmental performance.
- Basic understanding of air movement and acoustics.

Student Performance Criterion/a Addressed (list number and title):
Include all that are covered wholly or partially. Indicate no more than two primary foci and no more than two secondary foci of the course [only these four (max) will be used in the matrix].

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
B.8 Environmental Systems: Understanding the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Primary Focus

Topical Outline (include percentage of time in course spent in each subject area):
Lecture, 50%
Lab, 50%

10% Heat and Energy
10% Climate and Context
10% Human Perception
10% Daylight and Solar Geometry
10% Air movement and ventilation

Prerequisites:
Completion of the pre-professional program, admission into professional Architecture program

Textbooks/Learning Resources:
Heating, Cooling, Lighting: Design Methods for Architects; THIRD Edition; Norbert Lechner; John Wiley & Sons, Inc.; 2009

Offered (semester and year):
Fall semester each year, Required for Second Year, most recent 2010 and 2011

Faculty Assigned (last two years):
2010: Ulrike Passe
2011: Ulrike Passe
Number and Title of Course (Credits): Arch 245S, Building Science and Technology I, (3 Credits total for course, 3 modules), Fall 2011

Course Description:
One part of a three part module course focused on fundamentals of integrated architectural technology and formal/material explorations. Structural module description: Introduction to the relationship between forces and equilibrium in basic structural framing systems. Application of structural concepts of strength, stiffness, stability, serviceability, and shape in various design-based lab explorations.

Course Goals and Objectives:
This module provides an introduction to the primary concepts of structural performance, principles of equilibrium, and preliminary structural design considerations with an emphasis on the formal relationship between forces, form, and materials used in structures. The lectures and labs introduce the Four S's: Strength, Stability, Stiffness, and Serviceability and their relationship to Shape and Materiality. Structural design problems, based on lecture and reading content, will be assigned, built, and tested during lab sessions. Lab experiments focus on basic behavior of forces in structural frames by requiring students to maintain stability in an increasingly complex set of structural systems. Students evaluate their work and summarize what they have learned in a series of regular lab reports. These lab reports allow students to develop, test, and improve upon their integration of critical structural concepts into applied design problems.

Student Performance Criterion/addressed (list number and title):
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. (primary focus)
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (secondary focus).
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (secondary focus).
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse (secondary focus).
C.1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects (secondary focus).

Topical Outline (include percentage of time in course spent in each subject area):
Forces, Loads, and States of Equilibrium (diagramming, testing, and calculating), 20%
General Structural Terminology and Behavior (S words), 15%
Stabilizing Structures subjected to Lateral Forces (increasingly complex form and requirements), 65%

Prerequisites:
Completion of the pre-professional program and admission into the professional program

Textbooks/Learning Resources:
Book #1: Design-Tech: Building Science for Architects; Jason Alread & Thomas Leslie; Architectural Press, 2007
Course Readings #1: Understanding Structures; Fuller Moore; McGraw Hill, 1999 (digital copy).

Offered (semester and year):
Fall 2010, Fall 2011, Fall 2012

Faculty Assigned (last two years):
Rob Whitehead
Number and Title of Course (Credits): ARCH 271 Human Behavior & Environmental Theory (3-0) Cr. 3 F.

Course Description: Exploration of theories that describe social structure and order and the manner in which individuals and societies organize themselves and structure their environment.

Course Goals and Objectives: ARCH 271 provides an introduction to the interdisciplinary study of the relationship between people and the built environment. This course draws on the history, theory, and methods of a body of architectural research from environmental psychology, sociology, urban planning, landscape and cultural studies to demonstrate how built and open spaces are perceived and used by occupants and pedestrians. This course contributes to professional designer’s understanding of human behavior, perception, performance and navigation to enhance the ordinary and extraordinary conditions of daily life.

Student Performance Criterion/Addressed (list number and title):
Secondary: C.3 Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
C.6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

Landscape Topical Outline (include percentage of time in course spent in each subject area):
I. Environmental Theories Of Behavior
   • Proxemics and non-verbal communication: spatial distance, tempo, gestures.
   • Applying environmental theories of behavior to urban open spaces.
   • Physical and psychological safety & security on city sidewalks and streets.
II. Environmental Theories Of Performance & Perception
   • Circadian rhythms: alertness, fatigue & performance in work environments.
   • Sensory perception: stimulation, boredom and sensory changes across the life cycle.
   • Environmental affordances and control: privacy and crowding.
III. Environmental Theories of Cognition.
   • Development of spatial cognition: route maps, survey maps & Google maps.
   • Environmental discoverability: spatial confusion, mystery & meaningfulness
   • Public & collective memory in material conditions of open space design.

Prerequisites: Completion of the pre-professional program and admission into the professional program in Architecture.

Textbooks/Learning Resources:

Offered (semester and year): Annually, Fall semester
Faculty Assigned (last two years): Jamie Horwitz PhD Associate Professor
Number and Title of Course (Credits): Arch 301: Design III; 6 credits

Course Description: From the Catalog: “A consideration of landscape as a constructed, cultural artifact. Projects address the perceptual aspects and strategies of situation and location; examination of environmental phenomena and patterns of use and settlement as revealed and affected by the architectural artifact. Development of a critical process is stressed.”

Course Goals and Objectives:
This studio’s focus is on the landscape as a constructed, cultural artifact, with projects that address various aspects and strategies of siting and programming architecture within complex environments. Students are introduced to the landscape as a compilation of various systems both natural and cultural, with projects that address strategies of designing meaningful places based upon the relationship between site, context and use. Broad issues of sustainability are introduced. For the past 4 years the 3rd year faculty in Architecture and in Landscape Architecture have chosen to coordinate and work collaboratively with the two departments’ 3rd year studios. This results in approximately 115 students divided into 7 sections; 2 sections of LA and 2 sections of Architecture were combined into continuing 4-person interdisciplinary teams for the semester, 1 section of Architecture worked in 4 person teams, and the remaining 2 sections could choose to work as individuals or pairs. The last 2 semesters we worked on a project site in downtown Kansas City. The program focus included community space, urban agriculture and transportation. Students do some individual work as well as team work during the course of the semester. Throughout the semester we worked in an interdisciplinary manner in various ways including through a series of discussions and reviews that combine perspectives held by faculty and students studying landscape architecture and architecture.

While the focus is on site and place, students’ work must combine all aspects of their education to date—technology, communication, and history/theory/criticism. Students are expected to continue to develop a critical method for addressing the complex issues surrounding projects.

Objective: gain an awareness of physical, spatial and cultural conditions that mark an environment

Objective: develop an understanding of various strategies for observing and interpreting the landscape

Objective: continue to develop an understanding of and apply principles of conservation and sustainability

Objective: demonstrate an ability to critically engage in programming & design of projects in complex environments.

Objective: begin to/continue to develop an individual critical design process

Student Performance Criterion/a Addressed (list number and title):
B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design. (Primary Focus)
C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects. (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Site Analysis 15%, Collaboration 40%, Project Design & Development 45%

Prerequisites: Arch 202: Design II


Offered (semester and year): Fall semester each year; most recently 2010 & 2011

Faculty Assigned (last two years):
2011:Lynn Paxson, coordinator, P. Coche’, co-coordinator, B Bassler, J. Ji, M. Miller, C. Rogers (LA), B. Yost (LA)
2010:Lynn Paxson, coordinator, P. Coche’, co-coordinator, B Bassler, J. Bailey, C. Rogers (LA), B. Yost (LA)
Number and Title of Course (Credits): Arch 302: Design IV: 6 credits

Course Description:
Continuation of Arch 301, examining housing in the urban situation; diverse scales of use and occupation within the city as shaped by cultural tendencies. Projects examine collective and individual identities related by the condition of adjacency, the ability to consider varieties of scale within a project, and a further development of critical and technical methods.

Course Goals and Objectives:
This semester the focus will shift from expansive topography and spatial context to the compressed, densely populated urban landscape of the American city. The subject will be group housing/urban environment. Housing/Dwelling in a densely developed urban setting is the armature through which we will be exploring a number of fundamental design issues from research and programming to conceptual and detailed development of architectural projects. We will be stressing your ability to assess, select, configure and detail appropriate combinations of building materials, components, and assemblies as an integral part of the design to satisfy the requirements of building programs.

Within the context of the undergraduate curriculum, Arch 302 represents a transition between the introductory studios and the advanced comprehensive design studios. By increasing the intensity of studio work and the level of responsibility placed on each student, students add additional layers of information and thoroughness to each project. Students are expected to consider a broad variety of scales, densities and adjacencies of/within housing and to develop a cohesive critical, technical & cultural methodology for creating and documenting their designs. Aspects of structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems must be integrated all designs.

Student Performance Criterion/Addressed (list number and title):
A. 2. Design Thinking Skills, (Primary Focus)
A. 3. Visual Communication Skills, (Primary Focus)
A.5. Investigative Skills, (Main Secondary Focus)
A.6. Fundamental Design Skills, (Main Secondary Focus)
A. 7. Use of Precedents (Secondary Focus)
B.1. Pre-Design (Secondary Focus)
B. 2. Accessibility (Secondary Focus)
B. 3. Sustainability (Secondary Focus)
B. 5. Life Safety (Secondary Focus)
B. 8 Environmental Systems (Secondary Focus)
B. 9. Structural Systems (Secondary Focus)
B. 10. Building Envelope Systems (Secondary Focus)
B. 12. Building Materials and Assemblies (Secondary Focus)
C. 1. Collaboration (Secondary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Interior, large-scale detail design project, 15%
Pre-design site analysis, programming, & field trip, 15%
Project design and development, 70%

Prerequisites:
Arch 301, Design III

Textbooks/Learning Resources:
None Required

Offered (semester and year): Spring 2011, Spring 2012

Faculty Assigned (last two years):
Spr. 2012, Tom Leslie & Rob Whitehead (co-coordinators), w/ LaDan Omidvar, Ziad Qureshi, & Dan Naegele
Spr. 2011, Rob Whitehead & Pete Goche (co-coordinators) w/ Cal Lewis, Samantha Krukowski, & Dan Naegele
Number and Title of Course (Credits): Arch 321: History of the American City, 3 credits.

Course Description:
From catalogue: Study of the development of the built environment and urban condition in the United States from the colonial period to today. Through the theme of infrastructure, primary attention is given to urban spatial organization, built form, technological change, regulatory and funding patterns, and social categories such as class, race, and gender.

Course Goals and Objectives:
From syllabus: The objective of this course is to provide students with an analytical and historical framework through which they can see and understand the American city as a complex system of overlapping and intersecting infrastructures – literal and figurative. There are multiple approaches to studying the American city; narratives that privilege its political, economic or social histories, or within architecture, a focus on its formal or stylistic character. This class will work between these narratives to develop a multidisciplinary approach to the city that emphasizes the interconnectedness of physical and institutional systems with cultural and social conditions. Primary attention will be given to urban spatial organization, built form, technological change, regulatory restrictions and funding patterns, and social categories such as class, race, and gender. The American example will be considered both for its uniqueness and its historical relationship to European models. Examples will be drawn from cities that include Boston, Chicago, Denver, Detroit, Los Angeles, New York, Omaha, Philadelphia, St. Louis, and San Francisco. All students are expected to complete a weekly set of readings, attend all lectures, and complete all assignments. There will be three in-class tests, two writing assignments (described on separate handouts), and a final exam with an in-class portion and a take-home essay. Grades will be determined by in-class tests (40%), writing assignments (25%) and the final exam (35%).

Student Performance Criterion/Addressed (list number and title):
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. (Primary Focus)
A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects. (Primary Focus)
A.1. Communication Skills: Ability to read, write, speak and listen effectively. (Secondary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Historical Traditions and Global Culture (lecture and reading content, tests): 40%
Cultural Diversity (lecture and reading content, writing assignments, tests): 35%
Communication Skills (readings, tests, writing assignments): 25%

Prerequisites:
Sophomore classification.

Textbooks/Learning Resources:
New York (Director: Ric Burns, 1999).
Gwendolyn Wright, Building the Dream: A Social History of Housing in America (1983)

Offered (semester and year):
Fall 2010
Spring 2012

Faculty Assigned (last two years):
Kimberly Elman Zarecor
Number and Title of Course (Credits): ARCH334: Computer Applications in Architecture, 3 credits

Course Description:
Current and potential applications of digital computers in architecture. Projects employing computer graphics and modeling methods. Awareness of programming languages related to applications.

Course Goals and Objectives:
This course covers several concepts of computational media as used in design, and based on the significance of digital architecture in BIM as well as its utility in Internet applications. The concepts are organized as a series of exercises to be carried out directly in the computers. Each exercise will progressively introduce both more advanced issues in design and their corresponding computing applications. Objectives of this course are fivefold: (1) to explore methods of constructing Web pages; (2) to explore major concepts of computer interfaces across platforms of AutoCAD and Revit; (3) to learn concepts of BIM through Revit Architecture 2012; (4) to exercise methods of modeling, lighting, and rendering in the Revit system; and (5) to understand the methods of developing construction schedules and documents.

The goal of this course is to learn skills sufficient to operate BIM in design representation, to use the Internet for displaying design thoughts and models on the Web, and to develop some concepts regarding the manipulation of computers as design tools in ACAD and Revit.

Student Performance Criterion Addressed (list number and title):
A.1. Communication Skill; A.2. Design Thinking Skills:
A.3. Visual Communication Skills: (Primary Focus)
A.4. Technical Documentation: (Secondary focus)
A.5. Investigative Skills;; A.6. Fundamental Design Skills:
A.7. Use of Precedents: (Secondary focus)
B.1. Pre-Design:
B.4. Site Design: (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Flash CS5.5, Dreamweaver CS5.5, and HTML programming exercise: 20%
AutoCAD 2012 exercise: 10%
Revit 2012 modeling and BIM exercise: 70%

Prerequisites: None

Textbooks/Learning Resources:
Text book is: "Mastering Autodesk Revit Architecture 2012" by Eddy Krygiel, Phil Read, and James Vandezande, Sybex Publishing, ISBN: 0-470-62696-8. Other learning resources include the following items:
- Workbook: http://usa.autodesk.com/adsk/servlet/index?siteID=123112&l id=8029689&linkID=9243097
- Video tutorial clips, which are useful for beginners and some are free, could be found on the Web at: http://www.softwaretrainingtutorials.com/revit-2010.php.
- ACAD/Revit models and examples of homework assignments done previously are provided on the Web at: http://www.public.iastate.edu/~cschan/334/334.html.

Offered (semester and year): Offered every semester.

Faculty Assigned (last two years): Chiu-Shui Chan, Professor
Number and Title of Course (Credits): Arch 335/535, 3 credits

Course Goals and Objectives:

This course deals with three dimensional problems in cognitive and affective invention, visual organization and expression with emphasis on creative manipulation of tools, materials, and techniques as means for three dimensional design thinking and problem solution. Projects cover the additive (modeling), subtractive (carving), substitutional (casting), as well as constructive techniques.

Student Performance Criterion/a Addressed:

1. Students learn the basic aesthetic elements and ordering principles of 3-D design. 2. Develop abilities for creative and affective conceptualization, visualization and actualization as well as skills for 3-D problem solution. 3. Students also learn to creatively manipulate tools, materials and techniques to organize form and space for optimum 3-D expression. 3. Since 3-D aesthetic theories both East and West, 3-D visual thinking and 3-D organizational skills are integrated in a sequence of 3 projects ranging from classical to avant-garde, students are being equipped with the basic grammar, vocabulary and critical skills for creative expression and design problem solving.

Topical Outline (include percentage of time in course spent in each subject area):


Project Two: BIOMORPHIC FORM (33.3%): Generate a biomorphic solution in cast iron with the following characteristics: 1. Organic spatial and formal relationship triggered by inner force of growth. 2. Surface tension activated by contrast of high speed and low speed undulating curves. 3. Juxtaposition of form and space to achieve unceasing change and transformation of energy interactions.

Project Three: FOUR DIMENTIONAL MODULAR STRUCTURE (33.3%): Using your biomorphic form as a point of departure, create a modular stained glass structure. Your basic module can be either curvilinear or geometric but must be three dimensional.
Evaluation criteria: 1. Four dimensional modular flow. 2. Spatial/formal dynamic rhythm. 3. Technical solution: light, color and optical density; structural integrity. 4. Effort, involvement and resourcefulness.

Prerequisites: None


Offered (semester and year):

Fall and Spring every year.

Faculty Assigned (last two years):

Paul Shao
Number and Title of Course (Credits): Arch 341M: Building Science and Technology II; 5 credits

Course Description: Materials and Assemblies Module (one of three modules offered in Arch 245)
This module will expand on the previous Materials and Assembly coursework, with an emphasis on building materials, material properties, and light framing systems often associated with residential and other small building types. Material classifications, including historical precedent, harvesting and manufacturing techniques, uses within the construction industry, and typical applications and assembly types will be analyzed. Basic construction systems for small buildings, including foundations, walls, roofs and overall building envelope will be studied, along with the standard, graphic means of architectural representation. The performance of typical building assemblies and material systems include such issues as thermal and moisture protection, connections to structural framing, and proper selection and detailing of exterior cladding.

Course Goals and Objectives:
Increased understanding of both the variety of materials available for use in light construction systems and the physical properties of those materials including strength, appearance, technical performance, and environmental considerations.
Light framing systems are explored to gain understanding of the technical and conceptual performance of the residential building envelope.
Increase understanding of the production and integration of building materials including wood, masonry, concrete, and residential building components – windows, doors, roofing, etc.

Student Performance Criterion/Addressed (list number and title):
B.4 Site Design (Primary)
B.7 Comprehensive Design (Secondary – residential)
B.12 Building Materials and Assemblies (Primary – residential)

Topical Outline (include percentage of time in course spent in each subject area): Materials and Assemblies 5-Week Module only
The site – soil bearing capacities, slope boundaries, easements, cut and fill, contour signatures (20%)
Building footing and foundation systems – excavation, footings, slabs, concrete/masonry/wood foundations systems (25%)
Platform framing systems including dimension lumber, SIPS and I-joist components (25%)
The residential building envelope (30%)

Prerequisites:
Arch 245, Math 142 and Physics 111

Textbooks/Learning Resources:
Fundamentals of Building Construction: Materials and Assemblies; Edward Allen and Joseph Iano, John Wiley & Sons; 2008
Architectural Graphic Standards: Student Edition; Ramsey & Sleeper; John Wiley and Sons; 2008
International Building Code; International Conference of Building Officials; 2012

Offered (semester and year):
Spring semester each year; first implemented Spring 2011

Faculty Assigned (last two years):
2011: Charles MacBride
2012: Bruce Bassler
**Number and Title of Course (Credits):** ARCH 341E: Building Science and Technology II, 5cr; 3 Modules

**Course Description:**
Based on Environmental Forces (sun for daylight and heating, passive cooling, humidity (psychrometry) and air flow for ventilation), solar geometry and climate regions and their relationship and effect on the design of buildings and architectural expression/form, this module will focus primarily on the performance of the building envelope and its materials through heat loss and heat gain and students will gain the ability to conduct basic heat loss and heat gain calculations of their designs and energy consumption.

**Course Goals and Objectives:**
The topic will be introduced with respect to the provision of human thermal and visual comfort and account for human perception and patterns of occupancy. All of these will be introduced through observation, measurement, and experience, as well as geometrical and calculated analysis.

- A thorough understanding of heat balance in buildings.
- The ability to conduct basic design related heat loss and heat gain calculations based on envelope design.
- Ability to evaluate passive solar design strategies.
- Continued ability to quantitatively evaluate daylight design
- Analytical rules of thumb and calculation methods that contribute to a design synthesis for the whole building that evaluates towards a net zero energy balance.

**Student Performance Criterion/Addressed (list number and title):**
A.5. Investigative Skills:
A.7. Use of Precedents:
A.11. Applied Research:
B.8 Environmental Systems: **Primary Focus**
B.11. Building Service Systems: **Primary Focus**
B.10. Building Envelope Systems:
B.12. Building Materials and Assemblies:

**Topical Outline (include percentage of time in course spent in each subject area):**
Lecture, ~42% (3 contact hours)
Lab ~58% (4 contact hours)

10% **BUILDING ENVELOPE + HEAT TRANSFER:**
10% **HEAT LOSS:** Building materials, material physics, solid surfaces, wall sections, joints, cold bridges.
20% **Winter heat loss calculation and Summer heat gain calculations**
20% **VENTILATION + COOLING:** Air infiltration and ventilation:
20% **ADVANCED DAYLIGHTING**
20% **PASSIVE SOLAR PRINCIPLES**

**Prerequisites:**
*Completion of the Arch 245, Math 142 and Physics 111*

**Textbooks/Learning Resources:**
Heating, Cooling, Lighting: Design Methods for Architects; THIRD Edition; Norbert Lechner; John Wiley & Sons, Inc.; 2009
Mechanical and Electrical Equipment for Buildings; Benjamin Stein and John S. Reynolds; John Wiley & Sons; 2010

**Offered (semester and year):**
Spring semester each year, Required for Second Year, most recent 2012

**Faculty Assigned (last two years):**
2011 and 2012: Ulrike Passe
Before that ARCH 357/458
**Number and Title of Course (Credits):** Arch 341S, Building Science and Technology II, (5 Credits total for course, divided equally into 3 modules).

**Course Description:**
This course is the second semester of a multi-year sequence covering the subjects of architectural building technologies. As a follow-up to the introductory course in the sequence, we will build upon skills and knowledge established in the previous semester’s course work. Structural description: Introduction and exploration of the relationship between form, material, and structural behavior in “Form-Active” structural systems.

**Course Goals and Objectives:**
This module expands upon the primary lessons of structural considerations (5 “S” words) and behavior of forces and loads by introducing how these ideas help establish selection and assessment criteria for certain particular structural systems. In order to demonstrate a clear relationship between applied forces, structural form, and behavioral characteristics, this semester introduces “Form Active” systems. Through a series of lectures, readings, and design exercises, students will learn about arches, cables, tents/membrane, and pneumatic structures. Students will be asked to build, test, and calculate aspects of these systems and then critically assess the performance of their assembly. Students are asked to understand and discuss these systems in terms of their structural performance (load tracing, identification of stresses in a system, etc), material behavior (strength & span versus weight), and issues of construction limitations (especially critical for Form-Active Systems).

**Student Performance Criterion/Addressed (list number and title):**
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. (primary focus)
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (primary focus).
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (secondary focus).
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse (secondary focus).
C.1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects (secondary focus).

**Topical Outline (include percentage of time in course spent in each subject area):**
Specific Material Behavior & Calculations: Allowable Stress (Strength) & Strain (Elongation), Plastic/Elastic Behavior & Modulus of Elasticity, 20%
Funicular Tensile Structures: Cables & Tents, 20%
Arches & Compressive Structures, 20%
Pneumatics & Surface-Active Systems (Introduction only), 20%
Comparing & Assessing behavior of different systems, 20%

**Prerequisites:**
Completion of ARCH 245, MATH 142 and PHYSICS 111

**Textbooks/Learning Resources:**
Book #1: Design-Tech: Building Science for Architects; Jason Alread & Thomas Leslie; Architectural Press, 2007 (from previous semesters)
Book #2: Structure Systems (Tragsysteme), Heino Engel, Hatje Cantz, 2009

**Offered (semester and year):** Spring 2011 & Spring 2012

**Faculty Assigned (last two years):**
Rob Whitehead
**Number and Title of Course (Credits):** Arch 342M: Building Science and Technology III; 5 credits

**Course Description:** Materials and Assemblies Module (one of three modules offered in Arch 342)
This module introduces students to the properties of materials and issues of constructability and performance in multi-story and high-rise commercial buildings. Students will be introduced to substructure, superstructure and building envelope materials/systems, and will examine constructed building assemblies and details to assess the suitability of various building materials, building code compliance, and user serviceability and maintenance with respect to initial and long-term building costs.

**Course Goals and Objectives:** Materials and Assemblies Module only
- Increased understanding of both the variety of materials available for use in multi-story construction systems and the physical properties of those materials including strength, appearance, technical performance, and environmental considerations.
- Familiarity with how materials are organized, detailed and crafted into well-designed building systems.
- Increased understanding of the design opportunities and constraints contained in the exiting and materials chapters of the International Building Code.
- Increased understanding of multi-story building constructability in the context of comprehensive design.
- Ability to critically evaluate the success of a designed detail.

**Student Performance Criterion/a Addressed (list number and title):**
B.7 Financial Considerations (Secondary)
B.10 Building Envelope Systems (Secondary)
B.11 Building Service Systems (Primary)
B.12 Building Materials and Assemblies (Primary – commercial/multi-story)

**Topical Outline (include percentage of time in course spent in each subject area):** Materials and Assemblies 5-Week Module only
- Multi-story and high-rise construction considerations (10%)
- Substructure materials, systems and issues of constructability (15%)
- Superstructure materials, systems and issues of constructability (25%)
- Vertical transportation systems (15%)
- Cladding materials, systems and connection details (25%)
- Construction scheduling and issues of constructability (10%)

**Prerequisites:**
Arch 341

**Textbooks/Learning Resources:**
Fundamentals of Building Construction: Materials and Assemblies; Edward Allen and Joseph Iano, John Wiley & Sons; 2008
Architectural Graphic Standards: Student Edition; Ramsey & Sleeper; John Wiley and Sons; 2008
International Building Code; International Conference of Building Officials; 2012

**Offered (semester and year):**
Fall semester each year; first implemented Fall 2011

**Faculty Assigned (last two years):**
2011: Bruce Bassler
2012: Bruce Bassler
Number and Title of Course (Credits): Arch 342E: Building Science and Technology III; 5 credits

Course Description:
This module will provide increased understanding of passive environmental control systems making most use of natural forces. (sun for daylight and heating, passive cooling, and air flow for ventilation), but also prepare for the design of active controls and active use of solar energy in buildings, water management, artificial lighting and acoustics and their relationship and effect on the design of buildings and architectural expression/form.

Course Goals and Objectives:
Understanding of building heat transfer will focus on the relationship of glass, heat gain, heat loss and daylighting through advanced geometrical and calculated analysis and performance evaluation. The module will furthermore cover understanding of water management in and around buildings, artificial light and basics of architectural acoustics. This module will increase understanding of contemporary questions of sustainability, climate design and energy and water efficiency in buildings.

• A thorough understanding of heat balance in buildings.
• The ability to conduct design related heat loss and heat gain calculations based on envelope design with focus on the material glass in relationship to daylight.
• Ability to evaluate passive solar design and passive ventilation.
• Continued ability to quantitatively evaluate daylight design
• Understanding of basic artificial light quantification.
• Understanding of basic building water management, including rain, potable and waste water.
• Basic understanding of architectural acoustics.

Student Performance Criterion/a Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
Lecture, ~42% (3 contact hours)
Lab ~58% (4 contact hours)

10% SUN / SHADE / GLASS / VENTILATION/ COOLING
10% ACTIVE SOLAR / PASSIVE SOLAR / SOLAR THERMAL
10% WATER Management in and around buildings
10% ARTIFICIAL LIGHT
10% Introduction to Acoustics

Prerequisites:
Completion of the Arch 341

Textbooks/Learning Resources:
Heating, Cooling, Lighting: Design Methods for Architects; THIRD Edition; Norbert Lechner; John Wiley & Sons, Inc.; 2009
Mechanical and Electrical Equipment for Buildings; Benjamin Stein and John S. Reynolds; John Wiley & Sons; 2010

Offered (semester and year):
Fall semester each year, Required for Third Year, most recent 2011

Faculty Assigned (last two years):
2011: Ulrike Passe

Before that ARCH 357/458
**Number and Title of Course (Credits):** Arch 342S, Building Science and Technology III (5 Credits total for course, divided equally into 3 modules).

**Course Description:**
This course is the third semester of a multi-year sequence covering the subjects of architectural building technologies and it is intended to provide in-depth exploration of new topics and applied understanding of previous topics. Structural description: The module focuses on sizing and designing relatively common specific structural design elements (beams, trusses, slabs, and columns). These “section-active” elements are designed, computed, and have their structural behavior diagrammed and analyzed.

**Course Goals and Objectives:**
The learning objective for the semester is to understand the structural behavior of particular “Section-Active” structural elements and how their behavior can be seen as an interconnected relationship of its cross-sectional & longitudinal shape, material, and layout. Students will learn to design and analyze structural performance in beams, columns, & slabs and to recognize the relationship between the macro and micro scaled components of a structural system. There will be regular lectures, homework, and design-based labs based on the content as well as comprehensive research/analysis of precedents and studio projects.

**Student Performance Criterion/Addressed (list number and title):**
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. (primary focus)
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (primary focus). 
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (secondary focus).
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse (secondary focus).

**Topical Outline (include percentage of time in course spent in each subject area):**
Beams Longitudinal Spanning behavior, Translational Equilibrium and connections, 10%
Shear and Moment Diagrams, 15%
Beam—Design, Sizing, & Cross-Sectional Behavior, 15%
Trusses—performance, behavior, method of joints & sections: 15%
Slabs—Design and Structural Behavior: 15%
Columns—Design and Sizing: 15%
Foundation Types, Soil Behavior & Retaining Walls: 15%

**Prerequisites:**
Completion of ARCH 341

**Textbooks/Learning Resources:**
Book #1: Design-Tech: Building Science for Architects; Jason Alread & Thomas Leslie; Architectural Press, 2007 (from previous semesters)
Book #2: Structure Systems (Tragsysteme), Heino Engel, Hatje Cantz, 2009

**Offered (semester and year):**
Fall 2011 & Fall 2012

**Faculty Assigned (last two years):**
Rob Whitehead
Number and Title of Course (Credits): Arch 343M: Building Science and Technology IV credits

Course Description: Materials and Assemblies Module (one of three modules offered in Arch 342) This module will allow students to explore material selection and construction assembly design as it relates to the performance of the building envelope. The design of the envelope systems: waterproofing, dampproofing, vapor barriers and roofing will be explored as well as integration of the envelope with interior finishes, exterior barrier and drainage plane systems, and curtainwall. As in previous modules, students will examine constructed building assemblies and details to assess the suitability of various building materials, building code compliance, and user serviceability and maintenance with respect to initial and long-term building costs. MasterSpec will be used as a means of understanding the properties and performance characteristics of systems and system components.

Course Goals and Objectives: Materials and Assemblies Module only
Increased understanding of how a commercial multi-story building envelope functions.
Familiarity with how materials are organized, detailed and crafted into a cavity drainage or barrier wall-cladding system.
Increased understanding of storefront and curtainwall systems.
Increased understanding how specifications are used to ensure building quality and control costs.
Increased understanding of multi-story building constructability in the context of comprehensive design.
Ability to critically evaluate the success of a designed detail.

Student Performance Criterion/a Addressed (list number and title):
B.6 Comprehensive Design (Secondary)
B.10 Building Envelope Systems (Primary)
B.11 Building Service Systems (Secondary)
B.12 Building Materials and Assemblies (Primary – commercial/multi-story)

Topical Outline (include percentage of time in course spent in each subject area): Materials and Assemblies 5-Week Module only
The building envelope – barrier and drainage systems/pressure equalized walls (10%)
Specifying material performance – MasterSpec (20%)
Low-slope roofs – EPDM, PVC, TPO, Metal; Roof Tour (10%)
Glass & glazing, storefront and curtainwall systems (20%)
Cladding materials – masonry, metals, architectural precast; cladding commissioning (20%)
Designing and development of a successful wall section (20%)

Prerequisites:
Arch 342

Textbooks/Learning Resources:
Fundamentals of Building Construction: Materials and Assemblies; Edward Allen and Joseph Iano, John Wiley & Sons; 2008
Architectural Graphic Standards: Student Edition; Ramsey & Sleeper; John Wiley and Sons; 2008
International Building Code; International Conference of Building Officials; 2012

Offered (semester and year):
Spring semester each year; first implemented Spring 2012

Faculty Assigned (last two years):
2012: Bruce Bassler
Number and Title of Course (Credits): Arch 343E: Building Science and Technology III; 5 credits

Course Description:
Limit 25± words or Catalog description
This module will provide understanding of active environmental control systems based on maximized use of environmental forces and passive controls and their impact on the design of buildings and architectural expression/form. Based on the understanding of building heat transfer this module will focus on the active production and distribution of heating and cooling energy within larger buildings and on indoor air quality through advanced geometrical and calculated analysis and performance evaluation. The module will furthermore cover basic understanding of electrical systems in buildings. This module will increase understanding of contemporary questions of sustainability, climate design and energy and water efficiency in buildings.

Course Goals and Objectives:
Environmental Systems: Understanding the principles of environmental systems’ design of active heating and cooling with considerations of indoor air quality and energy conservation including the use of appropriate performance assessment calculations, tools and rules of thumb. With regards to Building Envelope Systems this module will apply your knowledge of the importance of building envelope load calculations on sizing of HVAC systems and their fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Student Performance Criterion/a Addressed (list number and title):
A.5. Investigative Skills:
A.7. Use of Precedents:
B.8 Environmental Systems: Primary Focus
B.11. Building Service Systems: Primary Focus
B.10. Building Envelope Systems:
B.12. Building Materials and Assemblies:

Topical Outline (include percentage of time in course spent in each subject area):
Lecture, ~42% (3 contact hours)
Lab ~58% (4 contact hours)

10% Internally loaded buildings
20% Active HVAC: Thermal loads of large buildings:
20% Active HVAC: Cooling systems / refrigeration cycle / heat pump & equipment / Absorption
20% Active HVAC: Distribution principles and systems, air systems / Displacement Ventilation Active HVAC: Water distribution principles and systems, water systems, piping principles and systems / Hybrid
10% Active HVAC: Duct calculation and sizing, handouts on duct sizing etc.
10% Geo-Coupled / Co-generation / Coordination of all parts / Hybrid systems
10% Active HVAC Coordination of passive solar, day-lighting, artificial light and active HVAC systems integration.

Prerequisites: Completion of Arch 342

Textbooks/Learning Resources:
Heating, Cooling, Lighting: Design Methods for Architects; THIRD Edition; Norbert Lechner; John Wiley & Sons, Inc.; 2009
Mechanical and Electrical Equipment for Buildings; Benjamin Stein and John S. Reynolds; John Wiley & Sons; 2010

Offered (semester and year):
Spring semester each year, Required for Third Year, most recent 2012

Faculty Assigned (last two years):
2012: Ulrike Passe
Before that ARCH 357/458
Number and Title of Course (Credits): Arch 343S, Building Science and Technology IV (5 Credits total for course, divided equally into 3 modules).

Course Description:
This course is the fourth semester of a multi-year sequence covering the subjects of architectural building technologies. This module will take several components and structural systems from previous semester and apply this knowledge towards a more holistic and integrated view of structural systems for buildings including a direct integration with design studio.

Course Goals and Objectives:
Through a series of design exercises, students will develop and assess selection criteria for different systems (concrete-based structural systems (pre-cast & cast-in-place), steel framing (beams, girders, and trusses), and hybrid systems). Using their design studio project, students will document overall layout with conventional drawing methodologies, size necessary components of this system (using rules of thumb), and identify critical relationships with other building component systems. Design topics related to non-seismic lateral stability are covered (frames, high-rise stability systems, & multi-story layouts) with particular solutions integrated into design studio projects.

Student Performance Criterion/a Addressed (list number and title):
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems (primary focus).
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (primary focus).
A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design (secondary focus).
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (secondary focus).
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse (secondary focus).

Topical Outline (include percentage of time in course spent in each subject area):
Existing Building Structural Analysis, 10%
Design Studio Integration Layout, 35%
Concrete Structural Systems (Pre-cast, Cast in Place), 20%
Steel Structural Integration, 20%
Non-Seismic Lateral Structural Behavior, 15%

Prerequisites:
Completion of ARCH 342

Textbooks/Learning Resources:

Offered (semester and year):
Fall 2011 & Fall 2012

Faculty Assigned (last two years):
Rob Whitehead
Number and Title of Course (Credits): Arch 401: Design V; 6 credits

Course Description:
From the Catalog: A rigorous examination of how buildings participate sustainably in socio-political and environmental systems. Student projects consider in a comprehensive proposal how issues of physical site, socio-economic context, programming, structure, form, materiality, and building systems are interconnected through the design process and within the built environment. Projects typically focus on a smaller scale urban public building that is closely connected to its physical, environmental, and social context.

Course Goals and Objectives:
Fall 2011 Syllabus: This studio is designed to be a bridge between your previous design studios that have had very specific foci and your future work as architects addressing the full spectrum of issues engaged in design projects. In this studio we will begin to consider comprehensively how issues of physical site, socio-economic, historic and cultural context, program, structure, form, materiality, building systems, etc. are interconnected through the design process and ultimately in the built environment.

Project programming is a critical component of this process that occurs at multiple scales. During this semester we will examine this aspect of design in terms of spatial requirements, client/user definition and needs, and contextual relationships.

The semester’s final expectations extend far past the initial programming exercises. During this semester, the first of two “comprehensive” studios, you will find that the final expectations for your work will be the most rigorous and extensive that you have had to date. You will be expected to think AND produce in a reiterative creative manner that tests your ideas and advances your projects at regular intervals. No longer is design exploration alone sufficient—you will be expected to start integrating the art and science of architectural exploration into a clearly realized building project.

Student Performance Criterion/a Addressed (list number and title):
A.2 Design Thinking Skills (Secondary focus)
A.3 Visual Communication Skills (Secondary focus)
A.4 Technical Documentation Skills
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
B.1 Pre-Design (Primary Focus)
B.6 Comprehensive Design (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design site analysis, programming, & field trip, 25%
Project design and development, 75%

Prerequisites: Arch 302: Design IV

Textbooks/Learning Resources: None specifically required for Arch 401 course
Book #1 if required for your course: title, author, publisher, date
Book #2 if required for your course: etc.
Course Readings for your course: Author #1, Author #2, Author #3, etc. (Author’s names only; not full bibliographic entry for these. The objective is for the team to understand the resource base for the course.)

Offered (semester and year): Fall semester each year; most recently 2010 & 2011

Faculty Assigned (last two years):
2011: Rob Whitehead, coordinator; G. Palermo, co-coordinator; N. Anderson, L. Omidvar, Z. Qureshi
2010: Rob Whitehead, coordinator; D. Naegele, co-coordinator; L. Omidvar, G. Palermo, J. Ramsey
Number and Title of Course (Credits): Arch 402: Design VI; 6 credits

Course Description:
Advanced forum for architectural research and/or design. Choice of thematic studios or student initiated research and design. Experimentation and innovation are encouraged. DSN S 446 or DSN S 546, for 6 cr. each time taken, can be substituted for this class and be taken up to a maximum of 12 credits.

Course Goals and Objectives:
During the spring of 4th year, undergraduate students can select from up to 10+ design studio options offered across the college. Lead faculty may be from any department. The studios are vertically integrated with 4th and 5th year undergraduate and 2nd and 3rd year graduate students. All of the options are offered as interdisciplinary studios. Most often, there are typically varying proportions landscape architecture, architecture, graphics and interior design students comprising the majority of participants in these studios. Approximately 50% of the undergraduate 402 students elect the Rome option. Descriptions of recent option studios offered by architecture faculty follow this general introduction.

Student Performance Criterion/a Addressed (list number and title):
While specific learning objectives vary by option, they share in common critical thinking, design and advanced graphic communication expectations:
A.2: Design thinking Skills (primary)
A.5: Investigative Skills (primary)
A.3: Visual Communication Skills
A.11: Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Varies by option

Prerequisites: Arch 401: Design V

Textbooks/Learning Resources: Varies by option

Offered (semester and year): Spring semester each year

Faculty Assigned (last two years):
Spring 2010: Alread, Anderson. Bassler, Campbell, Cardinal-Pett, Engelbrecht (Rome), Muecke, (Rome), Nordmeyer, Paxson, Squire
Spring 2011: Alread, Anderson. Bassler, Bermann (Rome), Campbell, Cardinal-Pett, Engelbrecht, Lewis (Rome), Nordmeyer, Paxson, Subasinghe,
Course Description:
This studio provides an investigation into issues of urbanism at various scales within the city of Rome as a case study. Design proposals focus on three archaeological sites in the historical urban center. Students work in teams on three sequenced projects in which they are challenged to thoroughly understand the preexisting conditions to help inform and construct new relationships — spatial, social, and programmatic — between the complex, layered historical city and the necessarily evolving contemporary city.

Course Goals and Objectives:
From the Spring 2012 Syllabus: Three sites have been selected as the context of your project; each of them combines very significant buildings, important monuments, fine public spaces, but mostly, a very strong and complex relationship between architectural typology and urban morphology. This relationship reflects the complexity of the development of social urban life, in which people, as well as artifacts, are subject to similar kinds of consequences as a result of historical events. Today none of these sites can be considered a single entity. Each is an incomplete fragment of the city, losing over time its original use, its architectural character and, in the end, its basic identity, as well as the memory of what it once was.

These three sites will host three linked parts of a larger cultural/public program called Casa della Città (literally the House of the City): a center for documentation, research, diffusion and popular expression of the culture of the city of Rome. The three projects add up to a larger project that is still open-ended, suggesting the impossibility of ever "containing" the city in a casa, even one made up of many case. The idea of the link between parts is an attempt to recover/propose a new urban/architectural identity for a part of the historical city by means of multiple different scale interventions. This urban and design strategy, comparable to a microsurgery operation, is based on a careful framing of each architectural problem at different scale to fulfill the requirements of the program. Each of these three projects should be a "social condenser", which activates and enhances social interaction, including and especially the unexpected encounter and the friction of unlikely adjacencies, superimpositions, intersections and collisions. In fact these are the conditions, which characterize urban life. The Casa della Città embraces and promotes them among its "inhabitants."

Student Performance Criteria Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design site study, analysis, programming, & field trips, 40%
Project design and development, 60%

Prerequisites: Arch 401: Design V

Textbooks/Learning Resources:
Other courses that support this one (all courses taught in Rome and special to Rome curriculum)
- Arch 429: Topics in Italian Architecture and Urbanism;
- Arch 431: Analytical Drawing;
- Arch 486: Film/Urb/Life: Architecture in its Social and Urban Context; in addition, - Dr. Ferruccio Trabalzi, series of 3 walks comparing ancient and contemporary sites in Rome; - ISU/University of Rome “Roma Tre” Workshop: Between Archaeology and Architecture (3-day charrette in which ISU and University of Rome students worked in cross-cultural teams)

Offered (semester and year):
Spring 2012

Faculty Assigned (last two years):
2012: Karen Bermann, co-coordinator; Cal Lewis, co-coordinator, Francesco Mancini (Rome-based)
2011: Mark Engelbrecht, co-coordinator; Mikesch Muecke, co-coordinator; Francesco Mancini (Rome-based)
Number and Title of Course (Credits): Arch 4/602; 4/604; DsnS 446/546: Interdisciplinary Studio (6cr)

Course Description: From the Catalog: Advanced interdisciplinary design projects. Choice of thematic studios. Experimentation and innovation are encouraged. This class can be substituted for Arch.404 Design VIII. It is repeatable up to a maximum of 12 credits.

Course Goals and Objectives:
The original intention of these required options was to provide studio options which would provide atypical or quite different learning and experience possibilities for our students - contributing to our potential to provide diverse skills and learning to new cohorts of architects, and thus greater diversity within the profession. This section/option of this interdisciplinary studio requirement may be considered a 'service learning' or 'community design' project studio. It is meant to be somewhat comprehensive in both breadth and depth of the subject matter and the scope of the design effort. Typically students have the opportunity to work with an Indigenous (American Indian/Native American/First Nation) community. Projects vary and students help to determine the scope of work. For the last two years students have worked on the design of a new tribal college (which will become one of the 1994 Land Grants) for the Southern Cheyenne and Arapaho Nations in Oklahoma. These projects are typically strongly focused on site and sustainability issues in addition to obvious cultural and socio-political issues. Students work individually and collaboratively in teams. This course requires students to acknowledge and come to grips with multiple value systems and epistemologies that potentially shape their work. When working with groups from "other backgrounds" with "different" cultural viewpoints, students may be challenged personally. Students are challenged to bring forward all their skills, talent, and knowledge to benefit the whole. While students may focus on different aspects and/or scales of the project they are encouraged to take advantage of the linkages of skills and knowledge and design work of all of the students who are together in this class. Co-teaching and mentoring peers and developing balanced leadership roles where each student has a voice and a role to play increases effectiveness in designing for others.

Objectives:
- To be both receptive and respectful as well as critical while reviewing various user/client goals and desires and to begin to learn to negotiate this complex aspect of practice.
- To develop ideas & conceptual positions in a project or projects over the course of the semester; finding opportunities to refine, change, & redirect issues as they are housed in the spatial & material qualities of the ritual(s)/activity(s), the story(s), the policy(s), the building(s), the site/landscape(s).
- To be able to speak, critique and offer suggestions and question about your own work and the work of other students and even other architects, landscape architects, planners etc.
- To work together to determine goals and objectives and criteria - perhaps a holistic vision or plan concept within which the individual work of the semester may proceed.
- To be able to conduct independent research relative to specific user groups and conditions and to be able to apply that research appropriately during the development of your design.
- To design a place and/or a structure of inhabitation and/or a detail thereof with a functional program respective of its context, geography, topography, 'zoning' and building codes and historical & cultural context(s). That is to accomplish sophisticated design proposals appropriate for a senior level studio.

Student Performance Criterion/a Addressed (list number and title):
A.1 Communication Skills, A.2 Design Thinking Skills (Secondary focus), A.3 Visual Communication Skills, A.5 Investigative Skills, A.6 Fundamental Design Skills, A.7 Use of Precedents, A.9 Historical Traditions and Global Culture (Primary Focus), A.10 Cultural Diversity (Primary Focus), B.1 Pre-Design, B.2 Accessibility, B.3 Sustainability (Primary Focus), B.4 Site Design, B.8 Environmental Systems, C.1 Collaboration (Primary Focus), C.2. Human Behavior, C.3 Client role in Architecture, C.9 Community and Social Responsibility (Secondary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design, site analysis, programming, & field trip, 25%; Project design & development, 65%; Project Doc. 10%.

Prerequisites: Graduate or senior standing in the College of Design and permission of instructor. Architecture students must have completed Arch 401: Design IV.


Offered (semester and year): Spring semester each year; most recently 2010 & 2011
Faculty Assigned (last two years): 2011 & 2012: Lynn Paxson
Number and Title of Course (Credits): Arch 4/602; 4/604; DsnS 546: Design VIII and Interdisciplinary Studio; 6 credits

Course Description: From the Catalog: Advanced forum for architectural research and/or design. Choice of thematic studios or student initiated research and design. Experimentation and innovation are encouraged. DSN S 446 or DSN S 546, for 6 cr. each time taken, can be substituted for this class and be taken up to a maximum of 12 credits.

Course Goals and Objectives: Spring 2012 Interventions in the Informal Andean City Syllabus: This studio investigates urban informality in the context of the Andes. We will study the urban history and contemporary issues of the major cities that constitute the Andean ecological and cultural region such as Bogota, Medellin, Quito, La Paz, and Santiago. In addition to research and analysis work, students will develop two design proposals: one that addresses urban history in the region and one that addresses a specific issue or problem that they identify through design research. Students will be encouraged to work at multiple scales, with some final projects taking on issues of infrastructure, some proposing landscape systems, others developing site-specific building proposals and interior modifications to existing buildings. Proposals for street furniture, for example, would be as welcome as system of urban agriculture.

We will partner with a non-profit NGO based in Bogota, Columbia, the Fundación Juligon, a group of young professional designers and engineers from multiple disciplines who volunteer their time and expertise to provide design services to individuals and communities in the informal settlements on Bogota's periphery. Bogota presents some very interesting case studies in urban interventions more generally--most notably its new, innovative transportation infrastructure. We will maintain an on-going online conversation with Juligon designers. The foundation members will give expert witness to the issues the students will be studying and responding to. We will Skype with representatives from the foundation once a month but each of you will be free to communicate with members individually at any time about your particular research questions and design proposals.

In addition to design research and project development, each of you will take on a committee assignment that helps support the collective effort of the studio: Fundación Juligon Liaison; Fundación Juligon Fund Raising; Documentation: Photography and Videography; Documentation: Librarians; Public Relations: Writers/Bloggers; Public Relations: Web Interface Production; Public Relations: Graphic Design

Student Performance Criterion/a Addressed (list number and title):
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.5 Investigative Skills
A.7 Use of Precedents
A.10 Cultural Diversity (Secondary focus)
B.3 Sustainability (Secondary focus)
A.9 Historical Traditions and Global Culture (Primary Focus)
C.9 Community and Social Responsibility (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Background Research 25%
Historical Research (Design research and precedent analysis) 25%
Project design and development 50%

Prerequisites: Arch 403: Design V
Textbooks/Learning Resources: No required textbook. Required readings: David Harvery, Mike Davis, Marwan Ghandour, Rogelio Perez Perdomo, Teolinda Bolivar, John Beardsley, Christian Worthmann, Charles Mann

Offered (semester and year): Spring semester 2012

Faculty Assigned (Spring 2012): Clare Cardinal-Pett
Number and Title of Course (Credits): Arch 4/602; 4/604; DsnS 546 – Carbon-neutral Design (6 credits)

Course Description:
Advanced interdisciplinary design project: a studio course based on the concept of sustainability (responsible use and redevelopment).

Course Goals and Objectives:
The main focus is synthesizing sustainable urbanism (Community and Regional Planning and Landscape Architecture), sustainable space production (Architecture and Interior Design) together via carbon neutral designs to make design proposals for “The sustainable Home: A Habitat for Humanity design competition.” It further focuses on exploiting natural building materials with the least embodied energy for design-build projects. The studio is based on the premise of sustainability with a strong main focus of using local, regional-natural building materials, and skill-based construction techniques as the generator bias for the architectural craft.

Student Performance Criterion/Addressed:
The student performance criterion is based on course's primary objective of developing an understanding on holistic use of natural building materials and reintroduction of vernacular construction techniques to the contemporary design-build arena; each student need to acquire a higher degree of environmental awareness through minimized carbon foot-print and reduced embodied energy use. This will be evaluated through dual tasks: design innovation and natural materials lab.

a. Design task (B.6)
   Student teams will work on submitting comprehensive design entrees for “The sustainable Home: A Habitat for Humanity design competition” (competition details will be announced in ACSA website).
   The design proposals will consider proposing an alternative ideology to typical Habitat for Humanity projects through their take on low-cost sustainability approach via natural materials and skill-based construction methods.

b. Natural materials lab (A.5, A.7)
   Students are required to spend time working with natural materials, both on and off campus, experimenting with chosen innovative building element from “The sustainable Home” design. This further requires mastering the existing research-base on responsible use and redevelopment of natural materials and alternative materials for construction in order to formulate appropriate design solutions for the competition entry.

Topical Outline (include percentage of time in course spent in each subject area):
1. Design task( - 80%
2. Natural materials lab - 20%

Prerequisites:
Admission to a graduate program in the College of Design and permission of instructor.

Textbooks/Learning Resources:
   iii. Box, Hal (2008) Think Like an Architect, Austin, University of Texas Press

Offered (semester and year):
Spring 2012

Faculty Assigned (last two years):
Chamila Subasinghe
Number and Title of Course (Credits): Arch 4/602; 4/604; Dsn S 546: Healthcare Option Studio; 6 Credits

Course Description:

DSN S 546. Interdisciplinary Design Studio. (0-12) Cr. 4-6. Repeatable, maximum of 18 credits. Prereq: Graduate or senior standing in the College of Design and permission of instructor
Advanced interdisciplinary design projects.

Design Studies 546 is an option studio with the focus of healthcare design. In this interdisciplinary option studio we will focus on the expanding field of healthcare design. Students in this option studio will spend approximately one-third of the semester researching healthcare precedents and learning about this area of specialization. The remainder of the semester will be spent on a design problem associated with a given site. Students will practice various forms of digital analysis, communication and documentation.

Course Goals and Objectives:
1. Specialization: Design option studios allow students to develop areas of specialty. This healthcare-focused studio will address healthcare design and will provide an experience base for a professional specialty in this area.
2. Collaboration: Design option studios are interdisciplinary. In this studio you will work closely with students in architecture, interior design, landscape architecture and industrial design.
3. Communication: Students will practice communication in multiple realms -- creating ever more professional materials to communicate design and work with clients. We have a relationship with HDR and they will
4. Documentation: Students will continue to develop their documentation skills by creating construction documents including schedules, specifications and details.
5. Creativity: One of the primary tenants of design is that of creativity. Sometimes it is easy to forget that at the upper level and when learning such a But, indeed, creativity must prevail so new ideas and new directions can be discovered.
6. Technology: We will use Revit and other software applications. Understanding technological needs of clients. Communication technology.

Student Performance Criterion/a Addressed (list number and title):
A.11 Applied Research (Secondary focus)
A.4. Technical Documentation (Secondary focus)
B.6 Comprehensive Design (Primary Focus)
C.1. Collaboration (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design site analysis, programming, & field trip, 25%
Project design and development, 25%
Construction Documentation, 35%
Final Presentation and Competition. 15%

Prerequisites: Arch 401; Design V

Textbooks/Learning Resources:
None specifically required for Dsn Studies 546 course. 11 lectures given by specialists in the healthcare industry.

Offered (semester and year):
Spring semester each year; most recently 2011 & 2012

Faculty Assigned (last two years):
2012; Cameron Campbell, co-coordinator with Jihyun Song from Interior Design
2011; Jihyun Song (only an Interior Design course)
Number and Title of Course (CreditsArch): Arch 4/602; 4/604; Design Studies 546: Bridge Studio Cedar Rapids 2012, 6 cr.

Course Description:
Interdisciplinary upper level studio addressing urban revitalization of a flood-devastated neighborhood. Students work in partnership with local non-profit and citizen organizations as well as local design firms.

Course Goals and Objectives:
The non-profit organization Matthew 25, a partner in Block-by-Block, has led many recovery efforts in this part of Cedar Rapids including the re-building of 24 residential blocks on the West side of the Cedar River. They are now taking on a new phase of work by creating the Ellis Boulevard Urban Village and its associated urban farm. This six-block project will serve as a model for Cedar Rapids and other urban contexts by creating alternative uses for new open space, models for urban economic development, alternative strategies for flood management, and prototypes for sustainable energy, stormwater, and housing infrastructure. The ISU Bridge Studio will be developing design ideas for this broad range of work, providing new ideas and implementable strategies for neighborhood-based flood recovery as well as a sustainable future.

This is an upper level studio and the projects we develop will be driven by student interest in partnership with neighborhood needs. There is potential for a range of types and scales of projects that require varying degrees of design development. The primary focus of the studio is the six-block Ellis Boulevard Urban Village area but the larger Northwest Neighborhood area can and should be considered as part of the scope of our work. Teamwork is strongly encouraged for all phases of work. Projects will focus on the develop of research-based soft infrastructure as a driver for revitalization.

Student Performance Criterion/a Addressed (list number and title):
C.6. Leadership (primary)
C.9. Community and Social Responsibility (primary)
C.1. Collaboration (secondary)
A.11. Applied Research (secondary)

Topical Outline (include percentage of time in course spent in each subject area):
Integration of the criteria listed above is a critical component of this upper level studio.
Urban farm design: 30%
Soft infrastructure project development: 45%
Soft infrastructure project representation and presentation: 25%

Prerequisites:
Complete Arch 401 (architecture undergraduates), Senior standing (other disciplines undergraduates), Completed Arch 601 (architecture grad students)

Textbooks/Learning Resources:
Various readings, graphic materials, planning reports, and website links posted on Blackboard.

Offered (semester and year):

Faculty Assigned (last two years):
Nadia M. Anderson
Number and Title of Course (Credits): Arch 4/602; 4/604; Design Studies 546: CODA A Design Inquiry

“When we find a mound in the woods, six feet long and three feet wide, raised to a pyramidal shape by means of a spade, we become serious and something in us says: someone was buried here. That is architecture.”  Adolf Loos, “Architecture.”

“Like Laudomia, every city has at its side another city whose inhabitants are called by the same names: it is the Laudomia of the dead, the cemetery. But Laudomia’s special faculty is that of being not only double, but triple; it comprehends, in short, a third Laudomia, the city of the unborn.”  Italo Calvino, “Invisible Cities.”

Friends: This note serves as both a greeting and brief introduction to what I am certain will prove a very worthwhile time together in the coming Spring Term. As I mentioned in my brief presentation earlier in the autumn, the focus of this studio is two-fold. First, the structure of the offering will attempt to provide a suitable space for individual reflections on approaches to design that may, or may not, seem personally resonant. Secondly, the more traditional task of the studio is to provide design concepts for the expansion and enhancement of the Iowa State University Cemetery, including, for the first time, an appropriate accommodation of deceased alumni.

Of course, we expect that these two foci will become intertwined over the course of the term.

You may also recall that my presentation also carefully noted the “experimental” nature of CODA, so this outline must be taken as a set of preliminary ideas, subject to change as our conversations and the work develop.

However, our starting conception for the work together best involves two related strands that I think might yield interesting results. After the first three weeks of the studio session involving presentations, visits and information gathering relative to the major project, each student will be required, either individually or in collaboration, to determine a tentative direction, scope and schedule for the work on the cemetery. This arrangement will provide the guidance for the strand of studio work associated with the basic project design. This work phase concludes on February 1.

The second strand of the CODA effort, however, expresses itself through a string of Wednesday seminars. These seminars, or guided conversations, are each to be led by one of the CODA students (assigned on our first Friday meeting) and intend to illumine issues of special interest to that sponsor relative to design, and, if appropriate, the common project. Materials important to the conversation will be shared with the larger group prior to the particular seminar, and guests will be welcome. These sessions will be held between two and four in the afternoon in our studio (CoD 226), and attendance and participation will be required.

As I have prepared for the CODA experience, I’ve come away with some important realizations. The first of these is an ever growing appreciation for the complexity, indeed richness, of this project as a field for design inquiry, and, secondly, that the success of the adventure will largely depend on our ability to work together as a community of scholars. Finally, in the spirit of free inquiry, we must be ready to approach the work of the semester with a personal and collective flexibility. This latter point is simply your due, and responsibility, as a group of distinguished senior students.

“When I’m about to leave for school, something passes over me which makes me feel terribly wealthy. It makes me feel as though I am about to go on a pirate ship and have another venture with humans.”  Louis I. Kahn, 1973.

Offered (semester and year):
DS 546 is offered every spring. The CODA option studio was offered in Spring 2012

Faculty Assigned (last two years):
Mark Engelbrecht
Number and Title of Course (Credits): 4/602; 4/603; Dsn S 546: Toys! (4-6 credits)

Course Description: Interdisciplinary Design Studio. Dual-listed with Dsn S 446 and Arch 404. Catalogue Description: Advanced forum for architectural research and/or design. Choice of thematic studios or student initiated research and design. Experimentation and innovation are encouraged. Dsn S 446/546, for 6 cr. each time taken, can be substituted for this class and be taken up to a maximum of 12 credits.

Course Goals and Objectives:
In this advanced and fluid interdisciplinary design studio students expand the development of conceptual, technical, and creative methods acquired in their respective disciplines and apply them to toy design at various scales, categories and environments, and to the critical examination of the creative process of play and its impact in everyday life. Emphasis is placed on historical and cross-cultural typologies and uses of toys and play for education, entertainment, and recreation. Students are expected to design and fabricate unique creations, events and happenings that engage the public in imaginative play, socialization and creativity. This studio is geared to execute design/build commissions.

The principal task of the course is not only to garner awareness and appreciation (beyond commercial interest) that toys and play exist to generate and satisfy desires which are deemed important in the governing of life and culture—from the need for knowledge and skill on one hand to the need for pleasure and wonderment on the other—but to demonstrate via participatory public processes spanning an array of creative fields the substantive nature of their work from a threefold vantage point: ONE: aesthetics (how the importance, validity or significance of the things we care about can be translated into or perceived through material form, physical or mental act, visual image or volitional agency, etc.); TWO: culture (how the importance, validity and significance of the things we care most deeply about often gets “incorporated” into various sets of cultural references, and the degree to which we can control and/or manage these); and THREE: social (how the importance, validity and significance of the things we care about “seek” coherence with the current state of social relations taking place on a global scale).

Student Performance Criterion/Addressed (list number and title):
A.5. Investigative Skills
A.7. Use of Precedents
A.10. Cultural Diversity: (primary focus)
C.1. Collaboration
C.2. Human Behavior
C.9. Community and Social Responsibility (primary focus)

Topical Outline (include percentage of time in course spent in each subject area):
Precedent research 12.5%
Project execution 87.5%

Prerequisites:
Prereq: Arch 401 (if 446), Arch 403 (if 546); or admission to a graduate program in the College of Design and permission of instructor.

Textbooks/Learning Resources:
Inventing Kindergarten, Norman Brosterman,
Charles and Ray Eames: Designers of the Twentieth Century, Pat Kirkham
The Films of Charles and Ray Eames, Lucia Eames DBA Eames Office (6 DVD video set)
Conversation Pieces: Community + Communication in Modern Art, Grant H. Kester
Participation: Documents of Contemporary Art, Claire Bishop, editor
Relational Aesthetics, Nicolas Bourriaud

Offered (semester and year): Spring semester each year, 2010-2013

Faculty Assigned (last two years): Mitchell Squire, Associate Professor (exclusive)
ARCH 403/603 Comprehensive Studio

Course Description:

ARCH 403. Architectural Design VII. (1-15) Cr. 6. F. Prereq: ARCH 402 A rigorous examination of architecture's relationship with culture and technology. Studio projects stress the interpretation and integration of contextual and historical considerations, as well as structural, environmental, and communication systems, in a comprehensive design proposal.

ARCH 603. Comprehensive Design. (0-12) Cr. 6. F. Prereq: ARCH 601 Rigorous examination of architecture's relationship with culture and technology. Studio projects stress the interpretation of contextual and historical considerations, as well as structural, environmental, mechanical, electrical and plumbing systems, in a comprehensive design proposal. This course fulfills the Graduate College Creative Component Requirement.

Course Goals and Objectives:

This studio’s exploration is intended to exercise student's abilities to integrate diverse objective and technical requirements into coherent designs. Therefore, the studio demands well-disciplined work and stringent standards for attendance, presentation, and process. We intend for students to develop your design work along physical and conceptual lines this semester. Student work should be conceptually rigorous and technically fluent, a difficult goal involving integration and iteration in addition to inspiration and rhetoric. Students will be constantly nudged toward solutions of clarity and depth rather than ones of flash and effect.

Student Performance Criterion/a Addressed (list number and title):

Primary:
B6. Comprehensive Design
B8. Environmental Systems

Secondary:
B9. Structural Systems
B11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):

Pre-Design: 10%
Schematic Design: 20%
Design Development: 40%
Technical Integration: 20%
Visual Communication: 10%

Prerequisites:

ARCH 401/602; Technology sequence undergrad/grad

Textbooks/Learning Resources:
None

Offered (semester and year):
Fall, 2011; Fall, 2012

Faculty Assigned (last two years):
Fall ‘11: T. Leslie, M Squire, C Lewis, J Alread P Rhodes, C Subasinghe
Fall ‘10: T. Leslie, M Squire, C Lewis, J Alread,
Number and Title of Course (Credits): Arch 404: Design VIII; 6 credits

Course Description:
Advanced forum for architectural research and/or design. Choice of thematic studios or student initiated research and design. Experimentation and innovation are encouraged. DSN S 446 or DSN S 546, for 6 cr. each time taken, can be substituted for this class and be taken up to a maximum of 12 credits.

Course Goals and Objectives:
During the spring of 5th year, undergraduate students can select from up to 10+ design studio options offered across the college. Lead faculty may be from any department. The studios are vertically integrated with 4th and 5th year undergraduate and 2nd and 3rd year graduate students. All of the options are offered as interdisciplinary studios. Most often, there are typically varying proportions landscape architecture, architecture, graphics and interior design students comprising the majority of participants in these studios. Descriptions of recent option studios offered by architecture faculty follow the general introduction to Arch 402.

Student Performance Criterion/a Addressed (list number and title):
While specific learning objectives vary by option, they share in common critical thinking, design and advanced graphic communication expectations:
A.2: Design thinking Skills (primary)
A.5: Investigative Skills (primary)
A.3: Visual Communication Skills
A.11: Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Varies by option

Prerequisites: Arch 403: Design VII

Textbooks/Learning Resources: Varies by option

Offered (semester and year): Spring semester each year

Faculty Assigned (last two years):
Spring 2010: Alread, Anderson, Bassler, Campbell, Cardinal-Pett, Engelbrecht (Rome), Muecke, (Rome), Nordmeyer, Paxson, Squire
Spring 2011: Alread, Anderson, Bassler, Bermann (Rome), Campbell, Cardinal-Pett, Engelbrecht, Lewis (Rome), Nordmeyer, Paxson, Subasinghe,
Number and Title of Course (Credits): Arch. 426: History of American Indian Architecture and Place-making; 3 credits. (Cross-listed with AM IN, DSN S).

Course Description: From the Catalog: “History, theory, and principles of Native American/American Indian architecture, landscape architecture and planning considering relationships to the culture, visual arts, site, and surroundings. Credit counts toward fulfillment of Studies in Architecture and Culture. Non-major graduate credit. A maximum of 6 credits of ARCH 426 may be applied to degree program. Meets U.S. Diversity Requirement.”

Course Goals and Objectives: This class is an introductory survey class on the 'history' of Native American or Indigenous architecture and land use practices (North America). The focus of this class is the built/constructed environment/artifact, approached as a reflection of a larger set of cultural, social, environmental, technological and ‘religious’ factors. It introduces an alternative view, and broadens and diversifies students’ understanding of the contributions and potential range of architectural, environmental and cultural models they represent. Students begin to consider possible applications of this material to ‘mainstream’ contemporary culture and design. Students begin to understand a long standing but little understood, used, or accepted architectural and cultural precedent. This class also provides opportunities to examine alternate epistemologies and value systems and discuss their impact on the created environment. The course is broadly structured around geography, geographical locations shifted with the takeover of North America by 'Europeans'/"the white man", but this approach still coincides with particular tribal groups, and equally importantly with environmental and climatic conditions.

Objectives:
• An understanding of the built/constructed environment/artifact as a reflection of a larger set of cultural, social, environmental, technological and ‘religious’ factors. An awareness of architecture, landscape architecture & planning as critical cultural, material, and spatial practices.
• An understanding of the rich diversity of indigenous cultures of the Americas both historically and contemporarily. (A non-western alternative)
• An awareness of a long standing but little understood, used, or accepted architectural and cultural precedent, through an introduction to a portion of the history of the global built environment as well as its current or contemporary expression(s).
• An introduction to an alternative view to broaden and diversify student understanding of the contributions and potential range of architectural, environmental and cultural models they represent and to provide opportunities to examine alternate epistemologies and value systems and discuss their impact on the created environment.
• An awareness of certain aspects of environmental, green, energy conscious, or sustainable issues in the design of the built/constructed environment/artifact.
• An awareness of contemporary issues of globalization, as they impact indigenous cultures here and abroad.
• An ability to frame and pursue an independent line of inquiry (independent research).*
• An ability to communicate ideas appropriately - primarily in oral and written formats and secondarily in graphic formats.


Topical Outline (include percentage of time in course spent in each subject area):
Prerequisites: Arch 221 & 222; upper division standing or permission of instructor.


Offered (semester and year): Fall semester each year; most recently 2010 & 2011

Faculty Assigned (last two years): 2010 & 2011: Lynn Paxson
Number and Title of Course (Credits): Arch 427/527, History, Theory and Criticism of Chinese Architecture, 3 credits.

Course Description:
Survey of the history and theoretical concept of Chinese built environment with emphasis on the morphology of built form and its relationship to art, landscape design and urban structure.

Course Goals and Objectives:
1. To study the origin and development of the Chinese symbiotic concept concerning built environments.
2. To document the manifestation of this concept with major Chinese architectural, landscape and urban Design.
3. To investigate the functional and aesthetic continuum of Chinese art, architecture, landscape design and urban structure.
4. To compare the Chinese integrated prototype with permutational models of other related cultures in East Asia.
5. To synthesize and apply cultural, historical and theoretical knowledge.

Student Performance Criterion/a Addressed (list number and title):
2. Solution of Problem: a) Contextual orientation: geographical, climatic, cultural and anthropological settings; Chinese influences on world architecture and Western influences on Chinese architecture; relationship between the mainstream Chinese architecture and the ethnic architecture of Chinese minorities. b) Development sequence: morphology of architectural expression-functional and aesthetic solutions. c) Conclusion and ramification: impact of past on present; future projection and external connections.
3. Presentation: a) Preparedness and poignancy, b) Thematic cohesiveness and strength, c) Data research, application, interpretation and documentation, d) Graphic illustration and/or modeling.

Topical Outline (include percentage of time in course spent in each subject area):
2. Ideological premises of Chinese architecture, landscape design and urban planning (10%).
3. Morphology of Chinese built forms and underlying political/economical forces (60%): a) Neolithic Period, b) Bronze Age (Formative Period), c) Early Classic Period, d) Classic Period, e) Late Classic Period, f) Modern Period.
4. Architectural diffusion and permutation: Chinese influences on world architecture and Western influences on Chinese architecture (10%).

Prerequisites: Junior Classification

Textbooks/Learning Resources:

Offered (semester and year): Fall Semester, every year

Faculty Assigned (last two years): Paul Shao
Number and Title of Course (Credits): Arch 429: Seminar 3 credits

Course Description:
From the Catalog: ARCH 429: Topics in Italian Architecture and Urbanism
History, theory and principles of Italian architecture and urban design considering relationships to the culture, visual arts, site, and surroundings.

Course Goals and Objectives:
This seminar addresses the collaborative and multi-disciplinary process of shaping the cultural and physical setting, the art of making places in Rome. The course explores this process through the analysis of specific neighborhoods in relation to their Architecture, Urban and Social context. In particular the course focuses the attention on buildings as an integral element of the urban fabric and an expression of the Zeitgeist of its inhabitants. A series of films will be screened related closely to the various neighborhoods; they will open a small window to the social and anthropological aspects of each specific neighborhood and at the same time introduce us to the classical (Visconti/De Sica/Antonioni/Pasolini) and contemporary (Ozpetec/Luchetti/Moretti/Virzi) film culture of Italy.
The objective of the course is to understand Rome’s relevant urban expansion, its cohesive architecture and social aspects from the late 1800s to the present day. This will provide a deeper understanding of the relation between site, ideology and form.

Outcome:
Analysis of the urban form (boundaries, landmarks, sub-areas, nodes/piazza, path, architectural typologies etc)
Analysis of the social form (history, demography, society, economy, cultural identity, genius loci etc).
Analysis of the Zeitgeist (spirit of the time) of the significance of the urban environment in the film
Learning how social and economical factors determine an urban utopia and architectural form
Understanding the spatial manifestations of ideology
Becoming familiar with the basic principles of design, urban design, mapping and research
Principles of urban design and their application to residential and public areas, Urban History and Theory

Student Performance Criterion/a Addressed (list number and title):
A.2 Design Thinking Skills (Secondary focus), A.3 Visual Communication Skills (Secondary focus)
A.5 Investigative Skills, A.7 Use of Precedents

Topical Outline (include percentage of time in course spent in each subject area):
• Site visit and analysis after a first research 30%
• Study of maps, plans and relevant text books 10%
• Group discussions with/out instructor 5 %
• Filming, interviews and editing of the shot videos 25%
• Designing the poster and drafting the text, i.e. final paper 30%

Prerequisites: Arch 221/222: History of Western Architecture

Textbooks/Learning Resources:

Offered (semester and year):
Spring semester since 2009

Faculty Assigned (last two years):
Pia Schneider, MArch SciArch, Dipl. Arch ETH, Assistant Professor
Number and Title of Course (Credits): Arch 431: Rome Analytical Drawing (3 credits)

Course Description: (from the catalog)
Exploration of 2- and 3-dimensional representations. Emphasis on on-site freehand sketching, perspective and orthographic drawing, rendering of shadows and textures, and use of diverse media.

Course Goals and Objectives:
This course
1. Builds skills to draw quickly and accurately in a range of media
2. Utilizes drawing as a way of studying space, material, light, and form in architecture
3. Utilizes drawing as a way of studying sites in Rome and beyond
4. Builds skills to instantly communicate design ideas and help empower timely, effective design dialogue

Student Performance Criterion/a Addressed (list number and title):
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternate outcomes against relevant criteria and standards (Secondary).
A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process (Primary).
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects (Primary).
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 (Secondary).

Topical Outline (include percentage of time in course spent in each subject area):
Lectures: 20%
Drawing: 80%

Prerequisites:

Textbooks/Learning Resources:
Other courses that support this one
- Arch 402: Design Studio
- Arch 429: Topics in Italian Architecture and Urbanism

Offered (semester and year):
Spring every year

Faculty Assigned (last two years):
2012: Karen Bermann, Cal Lewis, Francesco Mancini (Rome-based)
2011: Mark Engelbrecht, Mikesch Muecke, Francesco Mancini (Rome-based)
Number and Title of Course (Credits): Arch 433: File to Fabrication: The History, Theory, and Practice of Product Design

Course Description:
Exploration of the computer as a design and manufacturing tool. Emphasis on fabrication techniques and rapid prototyping including laser-cutting, 3-D printing and CNC routing.

Course Goals and Objectives:
This course will employ ideas from industrial, mechanical, and technical construction techniques to develop designs within a digital environment and then output those designs using various manufacturing tools. We will also explore the changes that continue to transform our profession as we adjust to drawings that no longer represent but produce the objects we design. Using parametric design techniques you will create designs and output objects using computers through iterative techniques of dynamic modifiers. Through precedents the course will also analyze several recent projects being constructed around the world on varying scales and discuss the success of the relational programs, constructed spaces, and conceptual ideas.

Student Performance Criterion/Addressed (list number and title):
A.2. Design Thinking Skills (Primary Focus)
A.5. Investigative Skills
A.6. Fundamental Design Skills (Secondary focus)
B.3. Sustainability
B.12. Building Materials and Assemblies (Primary Focus)
C.2. Human Behavior (Secondary focus)

Topical Outline (include percentage of time in course spent in each subject area):
The semester is organized around three projects, each of which has two options/categories. Students can either develop their own projects (open category, ideally connected to their studio or another design class) OR they can choose the assigned option (closed category). In the first case the student defines the scope of his/her project in consultation with the instructor. This is recommended if the student has already substantial experience in digital design. Or the student can take the assignment from the closed category and develop his/her design along the parameters set up by the instructor. Each assignment will teach the student about different output tools and techniques. For the first project the students will use the laser cutter, and learn fundamentals of Rhino 3D and/or SolidWorks (25%). For the second project students use the 3D printer and the vacuum former (30%). For the last project students will work on the CNC router and create a larger-scale object, usually a piece of furniture (45%). If the student already has experience with a particular piece of software she/he can use that instead of learning another program, in this case Rhino 3D and/or SolidWorks.

Prerequisites:
Arch 230
Arch 301

Textbooks/Learning Resources:
None specifically required for Arch 401 course. Relevant information is supplied through websites, server access, and online pdfs.

Offered (semester and year):
Fall and Spring most years, most recently Spring 2012

Faculty Assigned (last two years):
2012: Mikesch Muecke
2011: Mikesch Muecke
2010: Mikesch Muecke
Number and Title of Course (Credits): Arch 434. Computer-aided Architectural and Environmental Design. 3 credits.

Course Description:
Emphasis on application of the computer as a design tool, topical applications and computer graphic methods, development of computer software for architectural and environmental problem solving. Non-major graduate credit.

Course Goals and Objectives:
This is an upper level CAD course requiring some familiarity with the operation of the Autodesk environment. The reason is that it is extremely valuable to develop skills of interacting and interface between two software packages. Three modules are included in this course.

• The first module introduces the notion of multimedia and the use of Adobe Premier Pro for image scanning, manipulation, processing, and combining various medium into a short animation movie as a beginning.
• The second module covers 3D Studio MAX modeling in great detail. We will use this module to establish knowledge on dynamic modeling techniques and concepts of rendering in order to move on to the higher level of realistic rendering.
• The third module covers lighting, surface rendering and fundamental animation in 3D MAX.
• Methods of applying techniques in 3D MAX to render Revit models will be explored.

The purpose of this course is to introduce the entire notion from image scanning to retouching (PhotoShop) for generating the first representation, then mapping this representation to 2D surfaces for rendering, and finally generate a motion representation from surface modeling to 3D animation. The goal is to explore techniques of coloring, lighting, and concepts of animation. Furthermore, the integration between ACAD, PhotoShop, and 3DS MAX provides a new vision of applying computation to design presentation and to stimulate a broader sense of designing. Hopefully, after equipped with the basic skills of animation, advanced methodologies can be further developed and applied into the design processes.

Student Performance Criterion/Addressed (list number and title):
A.1. Communication Skills (Secondary focus); A.2. Design Thinking Skills;
A.3. Visual Communication Skills (Primary Focus)
A.7. Use of Precedents (Secondary focus)
B.4. Site Design (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Premier Pro exercise: 15%
3D MAX 2011 modeling, Mental Ray rendering exercise: 70%
3D MAX 2011 animation exercise: 15%

Prerequisites: Arch 334: Computer Applications in Architecture, 3 credits.

Textbooks/Learning Resources:
• Homework examples are shown on the class Web page:
  http://www.public.iastate.edu/~cschan/434/index.html
• System online help and the Autodesk company 3D MAX Webpage.
• Video example on vimeo Web: http://vimeo.com/

Offered (semester and year): Fall semester each year, most recently 2010 and 2011.

Faculty Assigned (last two years): Chiu-Shui Chan, Professor

Number and Title of Course (Credits): Arch 436: Advanced Media; 3 Credits
Course Description: ARCH 436. Advanced Design Media; (2-2) Cr. 3. Repeatable. F.SS. Prereq: ARCH 230

Special topics in design media applications.

Architecture 436 is designed to change every year to adjust to the rapidly evolving world of media in design. The class is a combination of lecture, lab, studio with both assignments and projects. It is designed to take advantage of the tools available to designers and allow students to explore subject matter of particular interest through the media(s) explored.

Course Goals and Objectives:
Spring 2012 we will be exploring time-based media as well as parametric modeling and will culminate with an exhibition. We will begin the semester using time-lapse photography to analyze motion, movement or change. It could be anything from light to people, foliage to mechanical devices. Whichever you choose, you will document it through camera/video. You will produce an experimental video that portrays this scenario. During the second phase, you will work with Revit and Grasshopper to translate this study into a 3D model that can be “flexed”. Finally, students will use the media created to formulate a final visual exhibition that combines the exercises and generated a visual experience.

Student Performance Criterion/a Addressed (list number and title):
Include all that are covered wholly or partially. Indicate no more than two primary foci and no more than two secondary foci of the course [only these four (max) will be used in the matrix].
A.2 Design Thinking Skills (Primary focus)
A.3 Visual Communication Skills (Primary focus)
A.5. Investigative Skills (Secondary focus)
A.6. Fundamental Design Skills (Secondary focus)

Topical Outline (include percentage of time in course spent in each subject area):
Analytical Media, 33%
Production Media, 33%
Presentation Media, 33%

Prerequisites:
Arch 230; Design Communication

Textbooks/Learning Resources:
None specifically required, however, many tutorials are referenced or provided.

Offered (semester and year):
Spring semester each year

Faculty Assigned (last two years):
2012; Cameron Campbell
2011; Cameron Campbell
Number and Title of Course (Credits): Arch 445M: Building Science and Technology III; 3 credits

Course Description:
From the Catalog. Technical topics which ground architectural design decisions and concepts in the physical world and the human perception thereof and have environmental sustainability as an emphasis. Synthesis of material, environmental, structural and systems design and related design modeling and simulation.

Course Goals and Objectives: Materials and Assemblies Module only
To raise student awareness of the variety of ways in which a building detail can be developed and develop an understanding of the impact the architect’s design has on constructability, maintenance, long-term performance and cost.
To provide opportunities to assess and redesign building details that have proved to be unsuccessful in their constructed condition – case studies.
To provide an understanding of building construction costs and opportunities architects have to reduce costs while increasing building quality and long-term performance.

Student Performance Criterion/a Addressed (list number and title):
B.6. Comprehensive Design (Secondary)
B.7 Financial Considerations (Primary)
B.12. Building Materials and Assemblies (Primary)

Topical Outline (include percentage of time in course spent in each subject area):
Assessing lifetime performance of the designed detail – constructability, maintenance, cost (25%)
Cost estimating (10%)
Diagnosing building problems and alternative detailing (25%)
Case study buildings (40%)

Prerequisites:
Arch 343

Textbooks/Learning Resources:
Fundamentals of Building Construction: Materials and Assemblies; Edward Allen and Joseph Iano, John Wiley & Sons; 2008
Architectural Graphic Standards: Student Edition; Ramsey & Sleeper; John Wiley and Sons; 2008
International Building Code; International Conference of Building Officials; 2012

Offered (semester and year):
Fall semester each year; first implemented Fall 2012

Faculty Assigned (last two years):
2012: Bruce Bassler
Number and Title of Course (Credits): Arch 445E: Building Science and Technology III; 3 credits

Course Description:
Limit 25± words or Catalog description
Technical topics which ground architectural design decisions and concepts in the physical world and the human perception thereof and have environmental sustainability as an emphasis. Synthesis of material, environmental, structural and passive and active HVAC systems design, design modeling and simulation.

Course Goals and Objectives:
Design based load evaluations for and integrated approach to active and passive environmental control systems: Understanding the principles of environmental systems' design of active heating and cooling with considerations of indoor air quality and energy conservation including the use of appropriate performance assessment calculations, tools and rules of thumb. Building Envelope Systems: apply knowledge of the importance of building envelope load calculations on sizing of HVAC systems and their fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Student Performance Criterion/a Addressed (list number and title):
A.5. Investigative Skills:
A.7. Use of Precedents:
B.8 Environmental Systems: Primary Focus
B.11. Building Service Systems: Primary Focus
B.10. Building Envelope Systems:
B.12. Building Materials and Assemblies:

Topical Outline (include percentage of time in course spent in each subject area):
Lecture, 50% (2 contact hours)
Lab ~50% (2 contact hours)

Prerequisites:
Completion of Arch 343

Textbooks/Learning Resources:
Heating, Cooling, Lighting: Design Methods for Architects; THIRD Edition; Norbert Lechner; John Wiley & Sons, Inc.; 2009
Mechanical and Electrical Equipment for Buildings; Benjamin Stein and John S. Reynolds; John Wiley & Sons; 2010
Autodesk Ecotect and Vasari, Daysim and Radiance

Offered (semester and year):
Fall semester each year, Required for Fourth Year, first time taught fall 2012

Faculty Assigned (last two years):
2012: Ulrike Passe
**Number and Title of Course (Credits):** Arch 445S, Building Science and Technology V (3 Credits total for course, divided equally into 3 modules).

**Course Description:**
This course is the fifth and final semester of a multi-year sequence covering the subjects of architectural building technologies. This module will cover certain advanced structural system considerations, forms, and behaviors. Catalog description: Technical topics which ground architectural design decisions and concepts in the physical world and the human perception thereof and have environmental sustainability as an emphasis. Synthesis of material, environmental, structural and systems design and related design modeling and simulation.

**Course Goals and Objectives:**
This module will learn about the form, behaviors, and relative efficiencies, and sustainable strategies of certain advanced long-span structural systems. Initially, the course will focus on both vector-active and surface-active options for systems (including truss variations, pneumatics, shells, etc). Students will analyze and/or calculate aspects of the lateral behavior of high-rise structures and will learn about basic seismic behavior for all buildings. Students will research, evaluate, and present a comprehensive independent study of certain structural assembly precedents (and their specific material/assembly profiles) as a means of looking at the relationship between structures and sustainability (including weight to strength measurements, life-cycle, embedded energy, and overall resource management considerations).

**Student Performance Criterion/a Addressed (list number and title):**
B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems (primary focus).
A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (primary focus).
B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency (secondary focus).
A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (secondary focus).
B.12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse (secondary focus).

**Topical Outline (include percentage of time in course spent in each subject area):**
Non-Seismic Lateral Structural Behavior in High-Rises, 10%
Seismic Behavior and Calculations, 20%
Sustainable Precedent Research & Presentation, 30%
Long Span Truss Systems, 20%
Alternate Long Span Systems (Pneumatics, shells, folded plates), 20%

**Prerequisites:**
Completion of ARCH 343

**Textbooks/Learning Resources:**

**Offered (semester and year):**
Fall 2013

**Faculty Assigned (last two years):**
Rob Whitehead
Number and Title of Course (Credits): Arch 482/ 582: Professional Practice (3 credits)

Course Description:
From Catalog- Emphasis on the circumstances and opportunities of the professional practice of architecture: practice as profession, process, organization, business, and evolving models of practice.

Course Goals and Objectives:
Paraphrased from Syllabus- The spirit of the course is to provide an introduction to many of the complex issues that need to be faced in the professional practice of architecture by understanding its history, evolution, professional infrastructure, human resources, ethics, business practices, delivery methods, and expanding influences, particularly as they apply to the design and construction of excellent architecture. Roles and responsibilities in practice will evolve; as a result, this course points out many resources and references that will continue to be of value throughout a professional career. The course begins to provide a framework for asking questions, for finding answers, and for mapping each individual student’s ever-evolving path through the profession. It also intends to provide the foundation and stimulation for each student to influence the evolution of the professional practice of architecture, an institution constantly in the process of undergoing change.

Student Performance Criteria Addressed (list number and title):
A.1. Communication Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture (Secondary)
C.4. Project Management (Primary)
C.5. Practice Management (Primary)
C.6. Leadership
C.7. Legal responsibilities (Secondary)
C.8. Ethics and Professional Judgement
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Essay exams from the assigned readings and lectures by the instructor and guest speakers (40%)
Case Study Report of the practice issues impacting a specific example of excellent architecture (40%)
Class preparation, assignment completion, and participation in class discussions (20%)

Prerequisites:
Arch 482- Arch 202 Design Studio; Arch 582- Graduate standing

Textbooks/Learning Resources:

Nineteen supplementary texts are on reserve in the Design Reading Room at the College of Design


Offered (semester and year):
Fall 2011

Faculty Assigned (last two years):
Cal Lewis- Fall 2010, Fall 2011
Iowa State University; Architecture Program Report; September 2012

Number and Title of Course (Credits): Arch 486: Seminar 3 credits

Course Description:
From the Catalog: ARCH 486: Design: Made in Italy, An investigation of the history of Italian design in its contemporary form as part of International study abroad program in Rome. An investigation of the 20th century roots of modern Italian design and its contemporary form. Lectures and seminar presentations highlight major Italian designers and internationally significant design in the 20th century. Focus is on innovative design that exhibits a synthesis of formal and social functions.

Course Goals and Objectives:
The course explores the history of design “Made in Italy” ranging from Architecture, Interior, Graphic and Furniture design to Lighting, Industrial and Product design as a basis for understanding the contemporary design environment today. Classical and curiosities, from the Fiat 500 and the Vespa to the Moka Express Bialetti, the Olivetti MP1, the Superleggera chair by Gio Ponti, Castiglioni’s or the Brera lamp will be presented in their historical, socio-economic and cultural context. A lecture series introduces the mayor Italian Art and Design movements in the XXth century such as the Futurism, the Memphis group, the Rationalism, the Radical design movement to latest contemporary Italian Design manifestations displayed at the Salone del mobile 2011. The objective of the course is to understand Italy’s relevant history and design culture, its cohesive industrial production and social aspects from the beginning of the 20th cent to the present day. This will provide a deeper understanding of the relationship between design, society and culture.

Learning& Curriculum objectives:
Becoming familiar with the basic principles of the ideation, production, distribution and sale in design.
Learning how social and economical factors determine the success or failure of a design product
Understanding the formal manifestations of ideology in design
Principles of innovative design and their application to Design History and Theory
Analysis of the Zeitgeist and the significance of the contemporary social and cultural environment

Student Performance Criterion/a Addressed (list number and title):
A.2 Design Thinking Skills (Secondary focus), A.3 Visual Communication Skills (Secondary focus)
A.5 Investigative Skills, A.7 Use of Precedents

Topical Outline (include percentage of time in course spent in each subject area):
- Researching a classical (ADI award winning) product “Made in Italy” 20%
- Writing a paper 15%
- Group presentation of a design movement or major designer 15%
- Quizzes 10%
- Drawing and Re-designing an object of daily use with construction details 30%

Textbooks/Learning Resources:
“Italy, the new domestic landscape” Emilio Ambasz, 1972
“Il modo Italiano”, Giampiero Bosoni, Skira 2006
“Design directory Italy”, Neumann Claudia, Universe 1999
“Disegno e Disegn, revetti e creatività italiana”, Sette Alessandra, Edizione Fondazione Valore Italia 2009
Various Articles from the Italian periodicals “Domus” and “Abitare”

Offered (semester and year):
Spring semester 2009/2012

Faculty Assigned (last two years):
Pia Schneider, MArch SciArch, Dipl. Arch ETH, Collaborator Assistant Professor
Number and Title of Course (Credits): Arch 505 Studio & Media I: Mapping, Programming & Building

Course Description:
An introduction to comprehensive architectural design projects that focuses on three interrelated design skills: mapping, programming and building. Projects establish a framework for designing buildings that considers multiple factors such as environmental forces, construction methods, building codes, urban regulations, social relationships, and cultural values.

Course Goals and Objectives:
The design process is a dynamic interaction between mapping, programming and building, which become progressively more integrated within the production of the architectural project. Since these three activities are developed through various representations, acquiring skills within representation media is essential for their development. Accordingly, the objective of this course is to understand and develop the tools of mapping, programming and building; develop student’s skills in representation; and acquire an understanding of the production of an architectural project as a foundational base for further design education. This semester project will address the railroad corridor that passes through Ames, Iowa. Throughout the semester students individually develop the program and design of an architectural intervention/s along this corridor. The project will include four phases; the first three emphasize the activities of mapping, programming and building respectively. The fourth phase focuses on the design production that integrates the three activities in order to develop a comprehensive architectural project.

Student Performance Criterion/a Addressed (list number and title):
A.2. Design Thinking Skills
A.3. Visual Communication Skills (primary focus)
A.5. Investigative Skills (primary focus)
B.2. Accessibility; B.3. Sustainability; B.4. Site Design
B.9. Structural Systems (secondary focus)
B.12. Building Materials and Assemblies (secondary focus)
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
1. Mapping (25%) is about making places legible. It entails surveying, perceiving, analyzing and documenting places through textual, numeric and visual representations. Mapping is reductive in nature, which requires awareness as well as decision making capacities to guide and control the reduction process. Mapping is the intellectual component of design.
2. Programming (25%) is the ephemeral dimension of spaces. It is about the functional and non-tangible activities that may happen in space. Programming is the social component of design that introduces qualitative and functional spatial characteristics.
3. Building (25%) is about making physical boundaries. Building is the physical manifestation of mapping and programming which has the characteristics of the material world.
4. Comprehensive project development (25%) comprehensive design development of architectural intervention that includes integration of multiple scale models, drawings, and digital rendering.

Prerequisites:
Admission into the M Arch program. Co-requisite Arch 541 and Arch 595.

Textbooks/Learning Resources:
Short readings that addresses each phase are assigned at the beginning of each phase.

Offered (semester and year):
Fall semester, every year

Faculty Assigned (last two years):
Marwan Ghandour
Course Description:
From the Catalog: Small-scale architectural design projects that investigate design representation through analogue and digital means. The projects explore different representation strategies to help students develop an understanding of the particular modes of architectural representation that advance the designer's knowledge of space as a complex interaction between materials with inherent physical characteristics, mobile socializing bodies, and changing environmental cycles.

Course Goals and Objectives:
In this studio the goals for the students are to develop skills and knowledge of design tools, such as text manipulation, model building, freehand drawing, digital simulation, and other communication methods. This will be accomplished through three independent projects that emphasize open-ended, multi-faceted, individual design experimentation. Materiality and representation are the two themes of this design experimentation. Design thinking is largely shaped by the objects of representation, which triggers the need for the designer to command representation skills and understand their impact on the design product. Ultimately, learning building design in this studio focuses on an understanding of the particular capacities and limitation of the different means of representation. It is through the ability to manipulate the process of representation that unpredictable insights into the design products can be generated. These cumulative insights are the means to advance the projects from one stage to another, which will be the focus of the design discourse throughout the semester.

Student Performance Criterion/a Addressed (list number and title):
A.1. Communication Skills: Ability to read, write, speak and listen effectively.
A.2. Design Thinking Skills (Secondary Focus)
A.3. Visual Communication Skills (Primary Focus)
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
A.6. Fundamental Design Skills (Primary Focus)
A.7. Use of Precedents (Secondary Focus)
A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design site analysis & field trip (25%)
Project design and development (75%)

Prerequisites:
ARCH 505: Architecture Design and Media I (5)

Textbooks/Learning Resources:
None specifically required for ARCH 506 course, but I bring a large cache of books into studio and have students use them throughout the semester as a resource.

Offered (semester and year):
Spring semester each year.

Faculty Assigned (last two years):
2012: Mikesch Muecke.
Number and Title of Course (Credits): Arch 507, Architectural Design and Media III, 5 credits.

Course Description:
Design projects that emphasize the multi-faceted role of the architectural detail in the design process through first, understanding the historical specificity of building construction and detailing; second, utilizing working drawing as a mode of communication; and third, designing with details. The term-long project will consider a set of working drawings of past buildings as a site for design intervention.

Course Goals and Objectives:
The studio challenges students to critically observe, uncover, understand, represent, and eventually alter existing historic structures. The course emphasizes the importance of understanding of specific historical building construction and detailing methodologies, alongside relevant cultural and social circumstances that affected these choices—this is done not only for the edification of understanding important structures, but to serve as a starting point for helping students make informed decisions about their proposed interventions. The studio integrates research and design objectives by studying historic buildings of Iowa (including nationally renowned, mid-century modern buildings by I.M. Pei, Mies Van Der Rohe, and both Saarinens) and ultimately demands certain design modifications be proposed for each assigned building.

Initially, each student completes a set of drawings documenting their assigned building (in its original state) and a research paper outlining their observations, questions, and critiques that emerge from this research. Based on this research, students are asked to articulate a set of needs that the building has not met, propose a design modification of the building/environment at any time in its history (after completion) that addresses these problems, and document this new design intervention in a manner consistent with the historical era in which it was proposed.

Student Performance Criterion/a Addressed (list number and title):
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (primary focus).
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects (main secondary focus).
A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards (main secondary focus).
A.1. Communication Skills:
A.3. Visual Communication Skills:
A.6. Fundamental Design Skills:
B.12. Building Materials and Assemblies:

Topical Outline (include percentage of time in course spent in each subject area):
Research, Analysis, and Documentation of Historic Structure, 30%
Assessment and Documentation of Design Needs (outline program), 15%
New Design Intervention, 40%
In-depth design development of one aspect of project (“detailing”), 15%

Prerequisites: Completion of ARCH 505 & 506

Textbooks/Learning Resources: None

Offered (semester and year):
Summer 2011, Summer 2012

Faculty Assigned (last two years):
Tom Leslie, Summer 2011
Rob Whitehead, Summer 2012
Number and Title of Course (Credits): Arch 519 / Arch 598: Middle Eastern Cities; 3 credits.

Course Description:
Introduction to basic academic writings on Middle Eastern cities in addition to other contemporary cultural productions of the region. Study of various aspects of Middle Eastern life and the built environments that this life produces.

Course Goals and Objectives:
Acquire knowledge of the development of modernity in the built environment in a non-western context. Develop an interdisciplinary research methodology to study space, its material production and underlying social dynamics. Engage advanced academic writings to develop and enhance critical and analytical skills.


Topical Outline (include percentage of time in course spent in each subject area):
The course constitutes of seven two-weeks chapters. The first chapter is an overview of the history of the Middle East followed by five chapters that will focus on five cities respectively: Cairo, Jerusalem, Istanbul, Aleppo and Beirut. After the five city-chapters, the final chapter will consist of two sessions of student research presentations.

Prerequisites: Graduate or senior classification.

Textbooks/Learning Resources: sample readings of first two chapters (see syllabus for full list).

Chapter 1, Overview.

Chapter 2, Cairo.

Offered (semester and year): Spring Semester each year, most recently 2010, 2011.

Faculty Assigned (last two years): Marwan Ghandour
Number and Title of Course (Credits):
Arch 528A: Craft and Crafty Action: On the Relationship Between Creativity and Mischief (3 credits)

Course Description: Catalog description: Topical studies in architecture and culture

Course Goals and Objectives:
Exploration of the relationship between creativity and mischief based on trickster mythology culled from ancient and contemporary sources and from a diversity of cultures—Hermes (Greek), Coyote (Native American), Loki (Norse), Eshu (West African), Raven (Tsimshian), Thlókunyan (Zulu), Brer Rabbit (African American). The position held is that the origins, liveliness, and durability of cultures require that there be space for figures whose function is to uncover and disrupt the very things on which cultures are based. UNDERSTANDING: gain understanding of the playful and disruptive side of human imagination and how it is a necessary and constructive agent in the creation/sustaining of a healthy culture; and how “craft” is a technical condition spanning not only the handling of material but also cultural circumstance, accomplished by forming theoretical structures of “trickster intelligence” gleaned from the mythology.

APPRECIATION: develop appreciation of historic and contemporary individuals, works, and techniques that confirm the relationship between creativity and mischief. Accomplished by juxtaposing a theoretical structure of “trickster intelligence” against lives, practices and works of creative individuals: including Michelangelo, Bramante, Brunelleschi, Picasso, Duchamp, Cage, Ginsberg, Warhol and Frederick Douglass. The challenge is to test whether the discipline of architecture’s concept of “craft” can be broadened to include the technical mastery of instincts, appetites and desires of the sort by which cultures are made.

ABILITY: exercise ability to critically analyze and articulate various ‘craft’ dimensions of disciplines, practices and creative works to reveal their deeper cultural significance. This is accomplished through in-class written exercises (in response to professorial elicited debate), presentations of texts, and the culminating assignment of an extensive research paper on the life and practice of a key creative figure—contemporary or historic—residing within the discipline of architecture or functioning within another.

Student Performance Criterion/Addressed (list number and title):
A.1. Communication Skills;
A.2. Design Thinking Skills: (primary focus)
A.5. Investigative Skills;
A.10. Cultural Diversity: (primary focus)
C.2. Human Behavior: (secondary focus)
C.8. Ethics and Professional Judgment: (secondary focus)
C.9. Community and Social Responsibility:

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical Structure: 25%
Historic and Contemporary Practices / Individuals: 25%
Analysis, Research, Presentation: 50%

Prerequisites: NA

Textbooks/Learning Resources:

Offered (semester and year): Fall semester each year, 2004-2011

Faculty Assigned (last two years): Mitchell Squire, Associate Professor (exclusive)
**Number and Title of Course:** ARCH 528A: Le Corbusier and Louis I. Kahn; 3 credit hours

**Course Description:**
A close study of two major exponents of Modern architecture in the 20th Century, the course reviews the late 19th origins of modern architecture and its reliance on ‘the engineered building’ as paradigm; moves to brief archi-biographical sketches of Le Corbusier and Louis I. Kahn; then examines strategies and iterations comparable in and fundamental to the work of Le Corbusier and Kahn. What did they do? How did they do what they did?

**Course Goals and Objectives:**
In the work of Le Corbusier and Louis Kahn distinctly different manifestations of the persistent concerns of architecture are evident offering for consideration both the answers that have influenced generations of architects and questions for architecture today: What are the great themes and initiatives of the present and forthcoming ages? How should we live? What role will architecture play in our lives? How do today’s technology and materials affect the architecture that we conceive? What role do media play in the manifestation of a legitimate 21st Century architecture?

The intention of this course is only partially art historical. Through critical review of Le Corbusier and Louis I. Kahn, the student might reach an understanding of a personal, viable theoretical position in architecture today: what to do, not simply how to do what is currently being done.

This course offers the following:
1) particular and extensive knowledge of two of the most influential architects of the 20th Century; 2) ‘knowledge in depth’ as opposed to ‘breadth’; 3) ways of analyzing or thinking about buildings and interiors; 4) a sense that history is an accessible resource that offers strategies for resolving contemporary design problems and generating new designs; 5) a respect for and participation in tradition; 6) a critical vocabulary applicable to both historical and contemporary design; 7) awareness of history as both medium and creative act; 8) an investigation of ‘representation’ (drawing, painting, writing, photography, film, architecture) in both documenting and creating the built environment; 9) an in-depth study of particular qualities of architecture: light; monumentality; grids; glass; space; technology; structure; hierarchy; geometric form.

**Student Performance Criterion/a Addressed**
A.2 Design Thinking Skills; A.3 Visual Communication Skills; A.5 Investigative Skills; A.7 Use of Precedents (Primary Focus); A.8 Ordering Systems Skills; A.9 Historical Traditions and Global Culture (Primary Focus); A.10 Cultural Diversity; A.11 Applied Research; B.8 Environmental Systems (Secondary Focus); B.9. Structural Systems; B.10 Building Envelope Systems; B.11 Building Service Systems; B.12 Building Materials and Assemblies (Secondary Focus)

**Topical Outline**
Lectures and readings were addressed in the following topics. Products of the seminar varied, but included research papers and/or models developed as a approach to historical/cultural perspectives.

- Principles of Modern Movement Architecture; • Le Corbusier White (1905 – 1933); • Le Corbusier Gray (1934 – 1965); • Louis I. Kahn Thinking (1930 – 1960); • Louis I. Kahn Building (1960 – 1974+); • Authority in Architecture: Brutalism & Neo-Classicism; • Breaching Modernism: Ronchamp and Trenton Bath House; • Comparative Strategies-1: 3D Cartesian & Tartan Grids; • Comparative Strategies-2: Brise Soleil and Box-in-Box Parti; • Comparative Strategies-3: Promenade & En Filade; • Comparative Strategies-4: Urban Design—Street, Plaza, Place; • Comparative Strategies-5: What Will Replace the Missing Object? Projects & papers Due & Reviewed

**Prerequisites:** ARCH 221 & ARCH 221; junior standing

**Textbooks/Learning Resources**

**Offered:** Spring, 2012 and regularly prior to that

**Faculty Assigned:** Daniel Naegele, Ph.D.
Number and Title of Course: Arch 528A: The Space of Film: 3 credit hours

Course Description:
This course is a critical and analytical review of films and filmic images—from the 1920’s until the turn of the millennium—that explore or exude 'space' either in form or content or both. Not an exhaustive historical survey, rather it analyzes various types of space presented, re-presented, or intimated by the moving image.

Course Goals and Objectives
The purposes of this course are to heighten awareness of space in film; to attempt to ascertain the causes and effects of rendering such space; to bring this space and these notions of space to currency; and ultimately to offer this knowledge to the designer of environments—both real and imaginary—as a deeper understanding of contemporary conditions and as strategy for imagining and creating new spaces in such conditions.

How might film contain or evoke 'space'? How might awareness and knowledge of this space and the workings of film, of social theories and imagined conditions, inform the design of new space? Can virtual space—specifically the space of representation—be translated into 'real' space? Why would you want to do that? Why might you want to eschew that?

Why examine space through film? This course offers the following:
1) A way of thinking about films that encourages creative and synthetic activities; that is, a sense that film is a resource, that it offers strategies for creating new designs, that it is accessible, and that is an expression analogous to that of architecture and urban design. 2) An awareness of both film and space as mediums and an approach to analyzing and interrogating these media. 3) A critical vocabulary for accessing space and for understanding film; 4) An investigation of representation and its role in the making and promoting of environments; 5) An investigation of sequencing and of the spatio-temporal dimension in moving and ambiguous images; 6) Ways of employing film to analyze or think about buildings and interiors; 7) Strategies for the design of buildings, cities, analogous to those of videos and animated computer images.; 8) A sense of the passage of time as essential to the built environment.

Student Performance Criterion/a Addressed
A.1 Communication Skills; A.2 Design Thinking Skills (Secondary Focus); A.3 Visual Communication Skills (Primary Focus); A.5 Investigative Skills; A.7 Use of Precedents; A.8 Ordering Systems Skills; A.9 Historical Traditions and Global Culture (Primary Focus); A.10 Cultural Diversity; A.11 Applied Research (Secondary Focus)

Topical Outline
Approximately 80+% of the course time was spent on each of the 12 subject matters listed below. The remaining 16% was devoted to the making and viewing of student films.
• Le Corbusier & the Space of Film; • Montage & Collage; • Space in Motion: • Space of Altered Scale & Time; • Anticipated Space; • Psychological Space; • Existential Space; • Space of Observation; • Spaces of Passage; • Space of Sound; • Space of Representation; • Mentality-Altered Space. Term project films’ due & viewed in class.

Prerequisites: ARCH 221 & ARCH 222

Textbooks/Learning Resources:
Excerpts from writings of the following authors were used:
S. Eisenstein; Colin Rowe and Fred Koetter ; Marshall McLuhan; Kracauer, Benjamin, and Eisenstein; Daniel Naegele Dietrich Neumann; R. Buckminster Fuller; Jean-Paul Sartre ; Edmund Carpenter; Gilles Deleuze; Anthony Vidler; Le Corbusier; Dalibor Vesely; Jeremy Rifkin

Offered: Fall, 2011 Faculty Assigned: Daniel Naegele, Ph.D.
Number and Title of Course (Credits):
Arch 528A: Goodness and Beauty: Appreciated and Achieved, Avoided and Misunderstood (3 credits)

Course Description: Catalog description: Topical studies in architecture and culture

Course Goals and Objectives:
Engaging a polemical debate on the efficacy of beauty within the connected disciplines of architecture, landscape architecture, urban planning, art and design, exploring the relationship between beauty and justice, and how that relationship originates and is protected by institutions of education. Founded upon historical writings from a diverse set of thinkers attempting to explain their encounters with beauty—Homer, Plato, Marcel Proust, Simone Weil, and Iris Murdoch—as well as contemporary writers who have published treatises or manifestos calling for a cultural shift, from Adolph Loos to Neil Leach. The position held is that beauty is not “skin-deep” nor (despite its particularity) is it merely a condition in the “eye of the beholder” but rather a life-quickening, knowledge-yielding, and debate-inciting condition of the natural and artificial world, of which architects, artists and designers are held responsible and should master.

UNDERSTANDING: examine a finite set of philosophical structures that will assist understanding the relation of beauty (aesthetics) to goodness (justice/ethics/truth) in contemporary culture;

APPRECIATION formulate debate and discussions on perspectives on beauty posited by an array of authors including artists, critics, historians, architects, etc. as a way of gaining an appreciation of the discourse; and, thereby recognizing the impact of the debate on education and practice of architecture;

ABILITY: demonstrate willingness for self-reflection through an assessment, analysis and the creative proffer of a manifesto that argues the practical and theoretical degree to which the debate has surfaced to a point of concern in their own studio practice; AND demonstrate an ability to leverage the substance of the issues comprising the cultural debate in the creation of a work that spans disciplinary boundaries, thereby experiencing the practical relevancy of aesthetics and aesthetic experience in architecture

Student Performance Criterion/Addressed (list number and title):
A.1. Communication Skills:
A.2. Design Thinking Skills: (primary focus)
A.5. Investigative Skills:
A.10. Cultural Diversity: (primary focus)
C.2. Human Behavior: (secondary focus)
C.8. Ethics and Professional Judgment: (secondary focus)
C.9. Community and Social Responsibility:

Topical Outline (include percentage of time in course spent in each subject area):
Philosophical Structure: 25%
Historic and Contemporary Perspectives / Educational Situations: 25%
Reflection, Analysis, Creation: 50%

Prerequisites: NA

Textbooks/Learning Resources:
_Required Texts (Primary):_{

Offered (semester and year): Spring semester each year, 2005-2012

Faculty Assigned (last two years): Mitchell Squire, Associate Professor (exclusive)
Number and Title of Course (Credits): Arch 528A; Section 5, Historic Preservation; 3 Credits

Course Description:
A review of preservation theory and the important landmarks of the Historic Preservation movement in the United States, including federal programs, funding sources, preservation law, the process of listing historic structures on the National Register of Historic Places, and the formation of Historic Districts.

Course Goals and Objectives:
To develop an in-depth understanding of important issues related to the field of Historic Preservation.
To understand and interpret the criteria for listing historic buildings and sites on the National Register.
To gain insight regarding the role of government organizations, preservation groups, and the private sector in the historic preservation movement.

Student Performance Criterion/a Addressed:
A.1 Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.7 Use of Precedents (Primary Focus)
A.9 Historical Traditions and Global Culture (Primary Focus)
A.10 Cultural Diversity (Secondary focus)
A.11 Applied Research
B.2 Accessibility
B.3 Sustainability (Secondary focus)
B.4 Site Design
B.5 Life Safety
B.7 Financial Considerations
B.8 Environmental Systems
C.1 Collaboration
C.2 Human Behavior
C.3 Client Role in Architecture
C.7 Legal Responsibilities
C.9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Presentations and case studies (40%), seminar discussions of assigned readings (30%), and team field research (30%). Students identify specific topics and complete both team and independent research projects.

Grading Criteria
The individual’s contribution to the team project (25%)
Independent research and term paper (50%)
Seminar contribution (25%)

Prerequisites:
Open to Architecture students (and ISU students in any major) with senior or graduate standing.

Textbooks/Learning Resources:
A course reader
“Historic Preservation,” by Norman Tyler

Offered (semester and year):
Fall semester each year

Faculty Assigned (last two years):
Arvid Osterberg
Number and Title of Course (Credits): Arch 534: Advanced Computer-Aided Architectural Design

Course Description:  
Emphasis on concepts, algorithms, data structures, advanced modeling, rendering, animation, parametric modeling in BIM, motion design through MAX animation, and virtual reality applications in architectural design.

Course Goals and Objectives:  
The objectives of this course are to explore the methodologies used in creating a design. Design, in this regard, is defined as the exploration of all possible methods to create objects/artifacts/products, or even a system. Works will be done in the 3D Studio MAX 2011 and Revit 2012 to get some understanding of the nature of BIM in the profession. There are a number of good examples done in animation, motion, and parametric modeling in BIM which could be found through Internet. A few examples are given in the following, which would provide with inspirations for project developments.

- Examples of the 2D and 3D motion on building facade could be seen in kraftwork page.
- Examples of good animation could be found at: http://crackle.com/c/3-D_Animation
- Examples of good video production are shown at the URL: http://vimeo.com/7809605

The parametric modeling in BIM is just at the beginning stage in the academic and professional practices, but, it is our mission to explore the concepts first in order to lead the profession and the field as well.

Student Performance Criterion/a Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
This class is a combination of 90 minutes long of lecture and lab hands on exercises. Students are asked to do lab exercises after a demon and a lecture are given and continue to finish their home works.

10%: Module A: Course introduction: Motion in design.
   • Design methodologies: analogy, metaphor, deformation.
   • Concept of storyboard.
40%: Module B: MAX modeling – high-rise building, facade modeling tutorials. (First project due)
   • MAX material mapping and rendering.
   • MAX mental ray and daylight rendering.
   • MAX smoke, water and snow particle animation.
   • Premiere Pro Video processing. (Mid-term project due).
10%: Module C: Desktop Virtual Reality – Anaglyph, ChromaDepth 3D MAX stereoscopic image creation.
40%: Module D: BIM modeling building elements (third project due).
   • Revit building Envelope, Revit curtain systems,
   • Revit Interiors and circulation.
   • Revit views and visualization.
   • Family, and conceptual mass of parametric modeling. (Final project due)

Prerequisites: All majors are welcome.

Textbooks/Learning Resources:
4. Parametric modeling part will have a number of videos shown in class.

Offered (semester and year): Annually in the spring.

Faculty Assigned (last two years): Chiu-Shui Chan, Ph.D., Professor.
Number and Title of Course (Credits): Arch 541: Science and Technology for Architects 1; 5 credits

Course Description:
From the Catalog: Introduction to Human Factors, Descriptive Geometry, Basic Building Materials, and Small-Scale Building Envelopes. Theory and case studies, stressing the connectivity of technical issues to broader formal, social, and cultural spheres.

Course Goals and Objectives:
Fall 2011 Syllabus: This course begins the Sci-Tech sequence of introducing the science and technology of architecture. The course content is introductory, cross-disciplinary, and INTERACTIVE. The course consists of a series lectures and labs. The class will cover a broad range of topics (human factors, human comfort, climate consideration, site design, life safety, etc.) on the basic Health, Safety, and Welfare requirements of architectural design. The course presents integrated studies in three fundamental areas.

Outcomes and Objectives
After SCI-TECH I, you should be:
4. familiar with the science and resources outlining human ergonomic and anthropomorphic consideration
5. familiar with design factors related to solar, passive ventilation, and human comfort
6. learn basic architectural descriptive geometries (plan, section, elevation, isometrics, etc.) for incorporation into studio
7. familiar with site design factors and analytical methodologies
8. able to demonstrate understanding of life safety issues (circulation, stair design, fire safety) and an understanding of design factors for accessibility

Student Performance Criterion/a Addressed (list number and title):
Structural Segment
B.9 Structural Systems (Secondary focus)
B.11 Building Service Systems (Secondary focus)

Environment/Systems Segment
B.3 Sustainability (Primary Focus)
B.5 Site Design (Primary Focus)

B.8 Environmental Systems (Secondary focus)
B.11 Building Service Systems (Secondary focus)

Materials/Systems Segment
A.1 Communication Skills (Secondary focus)
B.2 Accessibility (Primary Focus)

B.5 Life Safety (Primary Focus)
B.11 Building Service Systems (Secondary focus)

Topical Outline (include percentage of time in course spent in each subject area):
Descriptive Geometry 15%
Human Factors in Design 15%
Climate and Energy 20%
Passive Environmental Systems 20%
Site Ecology 10%
Life Safety and Accessibility 20%

Prerequisites: Admission to the M. Arch. program and concurrent enrollment in ARCH 505 and 595.

Textbooks/Learning Resources:
Ching, Reid, Allen, Hosey

Offered (semester and year): Fall semester each year; most recently 2010 & 2011

Faculty Assigned (last two years):
2011: Jason Alread / Thomas Leslie; 2010: Rob Whitehead / Thomas Leslie
Number and Title of Course (Credits): Arch 542: Science and Technology for Architects 2; 5 credits

Course Description:
From the Catalog: Elementary Statics and Beam Theory, Basic Construction Materials, and Site and Building Circulation. Theory and case studies stressing the connectivity of technical issues to broader formal, social, and cultural spheres.

Course Goals and Objectives:
Spring 2012 Syllabus: Arch 542 will continue the explorations of Sci-Tech 1 extending basic knowledge of sustainable design principles and building technologies into the fields of structural design, material performance and behavior, and advanced descriptive geometry drawing methodologies. We will continue to gain practical knowledge of the technologies of architecture, relying on a combination of lectures, in-class discussions, homework, independent projects and ‘hands-on’ experiences in labs.

Outcomes and Objectives
After SCI-TECH 2, you should:
9. Become familiar with structural concepts of strength, stability, forces, and stresses.
10. Understand how forces inform decisions on form and material selection.
11. Understand information on four primary structural materials—steel, wood, masonry and concrete—as well as their architectural implications.
12. Understand basic calculation information on beam design (shape, span, and load relationships) and basic column and foundation theory.
13. Be able to integrate your knowledge of structural components into the design of a simple frame, including application of skills to studio project.
14. Demonstrate more advanced skills in descriptive geometry, particularly perspective projection and rendering.

Student Performance Criterion/a Addressed (list number and title):
Structural Segment
B.9 Structural Systems (Primary Focus)
Environment/Systems Segment
B.11 Building Service Systems (Secondary focus)
Materials/Systems Segment
A.1 Communication Skills (Secondary focus)
B.3 Sustainability (Secondary focus)
B.12 Building Materials and Assemblies (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Materials and Assemblies 25%
Descriptive Geometry 15%
Structural Design 50%
Relationship of Structural Design to Whole 10%

Prerequisites: ARCH 505, ARCH 541, ARCH 595 and concurrent enrollment in ARCH 506 and 596

Textbooks/Learning Resources:
Ching, Reid, Allen, Nervi, Leslie, Komendant

Offered (semester and year): Spring semester each year; most recently 2011 & 2012

Faculty Assigned (last two years):
2012: Rob Whitehead / Jason Alread
2011: Thomas Leslie / Jason Alread
Number and Title of Course (Credits): Arch 567; Preservation, Restoration, and Rehabilitation; (3 Credits)

Course Description:
Construction standards and procedures for preserving, restoring, reconstructing, and rehabilitating existing buildings, structures and sites following the guidelines of the National Park Service (NPS) and the National Trust for Historic Preservation (NTHP).

Course Goals and Objectives:
To learn methods for analyzing existing buildings from a variety of viewpoints including; preservation strategies and alternatives, aesthetic considerations, context, structural integrity, functional use, and building code compliance. To understand preservation philosophy, standards, and historic building materials and assemblies.

Student Performance Criterion/a Addressed (list number and title):
A.1 Communication Skills; A.4 Technical Documentation
A.5 Investigative Skills (Primary Focus)
A.7 Use of Precedents (Secondary focus)
A.11 Applied Research; B.2 Accessibility
B.3 Sustainability (Secondary focus)
B.4 Site Design
B.5 Life Safety
B.7 Financial Considerations
B.8 Environmental Systems
B.9 Structural Systems
B.10 Building Envelope Systems
B.11 Building Service Systems
B.12 Building Materials and Assemblies (Primary Focus)
C.1 Collaboration
C.7 Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Presentations and case studies (50%), discussions of assigned readings (20%), and on-site inspections and research (30%). The course includes seminar discussions, a field trip and on-site assessments of existing buildings and sites. Students complete independent research projects about the economic and architectural considerations for the preservation, restoration, and the adaptive reuse of existing buildings. Students learn about design and construction standards and procedures, cleaning and maintenance procedures, controlling unwanted moisture, respecting historic building materials, accessibility standards, fire and life safety standards, energy conservation standards, and other restoration procedures.

Grading Criteria
Project 1 (independent research, power point presentation, and term paper) (60%)
Project 2 (independent research and power point presentation (20%)
Participation and seminar contribution (20%)

Prerequisites:
Open to Architecture students (and ISU students in any major) with senior or graduate standing.

Textbooks/Learning Resources:
A set of readings consisting of 47 National Park Service "Preservation Briefs"
“The Secretary of the Interior's Standards for Rehabilitation,” National Park Service

Offered (semester and year):
Spring semester every year

Faculty Assigned (last two years):
Arvid Osterberg
Number and Title of Course (Credits): Arch 571; Design for All People; 3 Credits
(may also be taken as Gerontology 571)

Course Description:
A review of the principles and procedures of universal design and inclusive design that responds to the varying abilities of users. Students assess and analyze existing buildings and sites to understand concepts, standards and details of accessible design for all users (including people with disabilities and people with mobility restrictions).

Course Goals and Objectives:
To develop an in-depth understanding of important issues related to the field of accessibility standards and universal design.
To understand the principles of universal design, inclusive design, and design for the life span.
To understand the underlying intent, and the specific requirements of, the American's With Disabilities Act (ADA) and the ADA Standards for Accessible Design (ADASAD).
To learn about the role of planners, designers, housing specialists, government organizations, voluntary agencies, and the private sector in the accessible design movement.

Student Performance Criterion/Addressed (list number and title):
A.1 Communication Skills; A.4 Technical Documentation; A.5 Investigative Skills
A.7 Use of Precedents; A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
A.11 Applied Research (Secondary focus)
B.2 Accessibility (Primary Focus)
B.4 Site Design
B.5 Life Safety (Primary Focus)
B.11 Building Service Systems
C.1 Collaboration
C.2 Human Behavior (Secondary focus)
C.3 Client Role in Architecture
C.7 Legal Responsibilities
C.9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Presentations (25%), case study presentations (25%) seminar discussions (25%), and field research (25%). Students complete assigned readings about relevant issues, identify specific research topics, and complete both team and independent projects.

Grading Criteria
The individual's contribution to the team project (25%)
Independent research and term paper (50%)
Seminar contribution (25%)

Prerequisites:
Open to Architecture students (and ISU students in any major) with senior or graduate standing.

Textbooks/Learning Resources:
Selected readings

Offered (semester and year):
Fall semester each year

Faculty Assigned (last two years):
Arvid Osterberg
Number and Title of Course (Credits): Arch. 575: Contemporary Urban Design Theory; 3 credits (Cross-listed with DSN S).

Course Description: From the Catalog: "Current urban design theory and its application to urban problems. Credit counts toward fulfillment of Studies in Architecture and Culture requirements."

Course Goals and Objectives:
This 'seminar focus' on public space as one important part of urban design. Public spaces and places include a broad range of environment types from squares and plazas, to parks, malls, streets, gardens and wilderness areas. The very definition of both 'public' space and its contemporary cultural role is the subject of much discussion and debate. The topic of public places and spaces requires the attention of many disciplines and professions; therefore the materials for this class will come from a variety of disciplines. Over the last two decades scholarship concerning public space has emerged with increasing degrees of sophistication and depth across a number of disciplines, particularly within the fields of social science research and architectural theory. Public space, public behavior, and public life are all subjects of study that have received close scrutiny and have provoked heated debate in the United States and abroad. The importance of the quality of public open space is reinforced by current concerns with the "gentrification" of space, the "privatization of public space", the commercialization of public space (the "boutiquing of America") and over design and/or inappropriate design solutions ("the malling of America"). Current contemporary questions and dilemmas regarding difficult issues of ownership, access, control, management, safety, comfort and definition as well as competing user groups and uses will help frame our explorations in this class. We will consider how public life, public behavior, and public space have been defined, described and studied. We look at zoning and other legal and design issues in a variety of public space types both historically and presently. We also discuss historic, present, and future possibilities for the creation, design, management and maintenance of public spaces and the social and cultural conflicts that occur in space.

Objectives:
- Gain an awareness of the legal, physical, spatial and cultural conditions that define and determine public life and public space.
- Critically investigate the scholarship and designs of others and assess evidence.
- Demonstrate ability to critically engage in the consideration of programming, design, use maintenance and management issues of complex environments.
- Understand variations of interactions of people, place and context and that they change over time,
- Recognize the different needs of multiple clients, communities and society.

Student Performance Criterion(s) Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
80% Course directed exploration 20% Individually determined investigation.

Prerequisites:
Graduate or Senior classification


Offered (semester and year): Spring semester each year; most recently 2011 & 2012

Faculty Assigned (last two years):
2011, 2012: Lynn Paxson
Number and Title of Course (Credits): Arch 581: Service Learning; 5 credits

Course Description:
From the Catalog: Planning and execution of a project serving a community need. Learning occurs through both theory and active involvement in on-site work. Projects connect previous coursework to practical applications and community involvement.

Course Goals and Objectives:
Summer 2012 Syllabus: This is a course about successfully building things for the needs of the community using very modest means.

Arch 581 builds on the first year of architectural studies with a different format of coursework. In the previous semesters of studio, sci-tech and seminar we have focused on the integrative nature of cultural, technical and design decisions. During the course of the fall and spring semesters the classes have been primarily seminar and studio based with discussions, field trips, hands-on labs and outside assignments related to specific topic areas. During the summer we have the opportunity to shift the focus to more hands-on learning opportunities. Working on a fully realized project, we will force the decision making process to be both integrated and immediate. Aesthetic decisions, technical issues and material choices are automatically unified and incorporated with cultural forces, client desires and budget concerns. This is the environment that buildings are created in, the artificial separations between courses in the academic setting are gone. Applying the skills you’ve learned to this point will be critical to the outcome of the summer’s work. Both teamwork and individual work will be required for success.

Student Performance Criterion/a Addressed (list number and title):
B.7 Financial Considerations (Secondary focus)
C.3 Client Role in Architecture (Primary Focus)
C.4 Project Management (Secondary focus)
C.9 Community and Social Responsibility (Primary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Topical Research / Programming 20%
Field Survey 5%
Client Presentations & Prep 15%
Cost Estimating 10%
Site Construction 40%
Project Management 10%

Prerequisites: ARCH 506, 542 and 596.

Textbooks/Learning Resources:
No texts are required for the class, but specific research on the project is necessary. In 2012 resources included the IMBA Trail Building Manual & Technical Trail Feature Guidelines, US Forest Service Wetlands Trail Design and Construction, US Forest Service National Trail Drawings and Specifications, Iowa DNR Trail Design Requirements.

Offered (semester and year): Summer A semester each year; most recently 2011 & 2012

Faculty Assigned (last two years):
2012: Jason Alread
2011: Jason Alread
Number and Title of Course (Credits): Arch 595: Seminar on the Built Environment I: History, 5 credits.

Course Description:
Introduction to historical canons and traditions of architecture and urbanism. Discussion of the relationship between historical inquiry and contemporary practice. Develops skills in critical thinking, visual analysis, and research methods.

Course Goals and Objectives:
From syllabus: The study of architectural history is not only an investigation of events and objects from the past, but the creation of narratives about this past that frame and inform our contemporary understanding of architecture. For more than one hundred years, architectural historians have tried to construct a master narrative that could explain and encapsulate the development of architecture from prehistory to the present. Recently many of these texts have come under attack as symbols of a male, white, western worldview that must necessarily be corrected, amended, expanded and for some people erased. This class is a study of these texts and an opportunity to look at them as ‘artifacts’ of their own time and as a foundational basis of architectural practice today, however one feels about their inherent value. We will read some of the classic texts of architectural history as well as work that explicitly and implicitly challenges their dominance. Students are expected to complete a weekly set of readings and attend all seminar sessions. Once during the semester, each student will be responsible for preparing a 10-minute response to the weekly readings that will be shared with the group and four questions for in-class discussion. Students will also write 1-page responses to the reading assignment 3 times during the semester; students can choose any 3 weeks except the week you lead discussion. Students will submit an annotated bibliography by mid-semester. This will be developed into a 12-15 page research paper by the end of the semester utilizing primary and secondary source materials with proper citations. Grades will be determined by attendance, writing assignments, in-class participation and presentations (40%), the annotated bibliography (20%) and the research paper (40%).

Student Performance Criterion/a Addressed (list number and title):
A.1. Communication Skills: Ability to read, write, speak and listen effectively. (Primary Focus)
A.9. Historical Traditions and Global Culture
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes. (Secondary Focus)

Topical Outline (include percentage of time in course spent in each subject area):
Historical Traditions and Global Culture: 60%
Communication Skills: 25%
Investigative Skills: 15%

Prerequisites:
Admission to the professional program.

Textbooks/Learning Resources:
Reyner Banham, Theory and Design in the First Machine Age (1960)
Siegfried Giedion, Space, Time, and Architecture (1941)

Offered (semester and year):
Fall 2010
Fall 2011

Faculty Assigned (last two years):
Kimberly Elman Zarecor
Clare Cardinal-Pett
ARCH 596. Seminar on the Built Environment II: Landscape and Society. (5-0) Cr. 5. S.

Catalog: Introduction to landscape as artifact and multi-disciplinary knowledge-base for design thinking. Literatures and methods of environmental psychology, cultural geography, landscape and architectural history and theory, site and circulation design as intersection of built infrastructural, natural, and social systems. Emphasis on sensory perception, and human movement; investigations of climate, environmental condition and values toward consumption and sustainability in everyday experience of the built environment.

Course Goals and Objectives:
LANDSCAPE & SOCIETY is an introduction to the architecture of open space. The purpose of this course is to understand the spatial language of open spaces: particularly how design shapes circulation and enhances social activity outside, inside, and in between.

In addition to appreciating what distinguishes a commons, a plaza, an urban room, an enclosed courtyard, cloister, a colonnade, corridor or through-room-circulation, students in ARCH 596 investigate why an architect would employ one of these strategies, and what kind of a difference it can make.

Through multi-disciplinary readings on landscape design and the history of circulation at the urban, neighborhood, building and unit scale, lectures, videos, field trips and projects, this seminar introduces and invites discussion of 4 centuries of open space conventions of the built environment. By the end of the semester and completion of three projects, students should be able to recognize, describe, and evaluate multiple circulation design strategies, and be comfortable representing open spaces as a continuous path of movement and a stage for human activity.

Student Performance Criterion/a Addressed (list number and title):
Primary foci: A.5. Investigative Skills; C.2. Human Behavior:

Topical Outline (include percentage of time in course spent in each subject area):
Project 1. 50% of course, 35% of grade. Design Café: A new threshold between CoD & Campus:
Using spatial concepts we have studied thus far: the vernacular commons, an urban room, or thru-room circulation—enhance the pedestrian experience of the social/physical space between the College of Design and campus. Use tools of observation and representation of spatial and behavioral mapping; articulate in words and in suggestive imagery (photo-collage and sketch overlays) an alternative to the existing configuration of sidewalks, grass and enclosed Design Café.

Project 2. 30% of course, 30% of grade. Landscapes of Renewal & Regeneration
Select an open space design that represents renewal & regeneration: Habitat (the regeneration and management of urban landscapes), Heritage (the conservation of historic built environments and their capacity to inform sustainable contemporary design), or Climate (passive design strategies; design and planning for climate change).

Project 3. 20% of course, 30% of grade. Define & represent the spatial and social connections of an apartment building in its urban context.

Prerequisites:
Prereq: ARCH 505, ARCH 541, ARCH 595 and concurrent enrollment in ARCH 506 and ARCH 542 (however other graduate students have enrolled this year)

Textbooks/Learning Resources:
• Figure in a landscape a conversation with J.B. Jackson / (Santa Monica CA: Direct Cinema)2008.
• The Nolli Map and Urban Theory” by Jim Tice see: http://nolli.uoregon.edu/urbanTheory.html
• “Vernacular Space” J.B. Jackson, Texas Architect, March-April 1985
• Translations from Drawing to Building & Essays Robin Evans (Cambridge: The MIT Press) 1997

Offered (semester and year): Spring 2006-2012

Faculty Assigned (last two years): Jamie Horwitz 2011
Arch 597 Seminar on the Built Environment III: Urbanism Theory: 3 credits

Course Description:
From the Catalog: Multidisciplinary overview of contemporary theories concerned with the production of the built environment. Particular attention to urbanism as a discourse that relates social interactions and power structures to material space.

Course Goals and Objectives:
At the beginning of the 20th century, 16 cities had populations over one million and 7% of the world's population lived in urban areas. As of 2010, at least 500 cities have populations over one million and the 10 largest of these have populations exceeding 10 million. 50% of the world's population now lives in urban areas; the vast majority in the so-called developing world. 2% of the world's population controls 50% of its wealth and the bottom 50% of the population controls barely 1%. This imbalance is embodied in the built environment but it also holds the seeds for potential change.

Design theory is about the systems, methods, principles that designers use to create the built environment. Theory is critical to practice in that it generates the framework through which the designer operates. Typical practice supports the constructs of the socio-economic structures or theories of our society. Designers can challenge the status quo by shifting its theoretical approach and mode of practice. Urbanism moves beyond the individual building or space and looks at the built environment as a network of systems, some physical and some not. Urbanism investigates the systems that shape the built environment including social, economic, political, and ecological forces.

The main goals of this course are for students to become familiar with these ideas and be able to articulately converse about both these theoretical principles conceptually and how they are applied in the built environment. Another primary goal is for students to understand how these ideas can be applied in their own design work by examining at how others have done this and through direct application in class. The course also uses a Team Based Learning (TBL) framework to build individual and team learning and develop collaborative and leadership skills.

Student Performance Criteria/Addressed (list number and title):
A9. Historical Traditions and Global Culture; A10. Cultural Diversity (secondary); C1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
15% Foundation texts (Henri Lefebvre and David Harvey), definitions
75% Theoretical frameworks for the city and related design applications: The Entrepreneurial City, The Informal City, The Infrastructural City, the Global City
10% Application exercises and field trip

Prerequisites:
Senior or graduate standing. Course required for 2nd year MArch I students, elective for all others.

Textbooks/Learning Resources:
Readings online via Blackboard include excerpts from the following texts; • Henri Lefebvre in Kofman and Lebas, Writings on Cities: Henri Lefebvre, 1996; • David Harvey, The Urbanization of Capital, 1985; • Daskalakis, Walheim and Young, eds., stalking Detroit, 2001; • de Baan, Declerck and Patteeuw, eds., Visionary Power: Producing the Contemporary City, 2007; • Yasser Elsheshtawy, Dubai: Behind an Urban Spectacle, 2010; • Chase, Crawford and Kaliski, eds., Everyday Urbanism, 1999; • Mostafavi and Dougherty, eds., Ecological Urbanism, 2010; • Shannon and Smets, eds., The Landscape of Contemporary Infrastructure, 2010; • Burdett and Sudjic, eds., The Endless City, 2007; • Copjec and Sorkin, eds., Giving Ground: The Politics of Propinquity, 1999.

Students participate in interactive, online discussions through the Blackboard system. Students work in teams to create maps that apply the theories discussed to analysis of a specific urban context.

Offered (semester and year): Fall, 2011 (and previous fall semesters)

Faculty Assigned (last two years): Nadia M. Anderson
Number and Title of Course (Credits): Arch 598/529/528A Reencountering The Other Americas (3-0)

Course Description:
This seminar is an interdisciplinary, thematic investigation of contemporary Latin American urbanism. Readings include selections from environmental history, archaeology, anthropology, sociology, cultural theory and literature. Weekly reading discussions, a weekly reading blog post, one class presentation, and a research paper.

Course Goals and Objectives:
Understanding difference in contemporary Latin American cities demands an appreciation for their complex origins and the authority of myth in current affairs. Special attention will be placed on the construction of cultural narratives in the context of multi-ethnic urban landscapes.

Student Performance Criterion/a Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
Critical reading discussion/blog posts 50%
Research Paper 50%

Prerequisites: Architecture 222 or 597.

Textbooks/Learning Resources:
An Environmental History of Latin America, Shawn Miller (chapters 1,2,6) -2007
"The Right to the City," David Harvey in New Left Review -2008
Interview with David Harvey from Sustainable Cities.dk -2008
"Citizenship and the Right to the Global City," Mark Purcell -2003
COHRE Bulletin on Housing Rights and the Right to the City in Latin America -2008
"Urban Policies and the Right to the City," Habitat International Coalition white paper -2005
"Mapping Tenochtitlan," Barbara Mundy in Imago Mundi -1998
"Hybridity in New World Baroque Theory," Cesar Augusto Salgado 1999
"Globalization, Cyberhybrityd, and Fifth World Mestizaje," Marilyn Grace Miller 2004
"The Indian Jerusalem," Jaime Lara in City, Temple, Stage -2004
"Between Cultures, Public Space in Tijuana," Lawrence Herzog in Places -1993
"La Casa Alamense: The Mexican Hacienda as Urban Dwelling," John Messina -2005

Offered (semester and year): Spring 2011  Faculty Assigned (last two years): Clare Cardinal-Pett
Number and Title of Course (Credits): 598/528A: Architectural Orphans - International Architecture and Urbanism in a Shifted Context; 3 credits

Course Description:
From the Catalog: A research seminar which considers a topic within contemporary discourses on the built environment outside of Europe and North America. The topic will be studied from multiple perspectives highlighting the historical and theoretical relationships between architecture, global cultures, geography, landscape, and urban planning. Credit counts toward fulfillment of Studies in Architecture and Culture requirements.

Course Goals and Objectives:
Spring 2012 Syllabus: The creation of a contemporary present is tempered by attitudes towards the legacy of the past. Over time, the social, cultural, and political contexts of the world have experienced great shifts in their fundamental definitions. These major shifts have generally resulted in new approaches in the contemporary context, distinct from the past. Despite these changes, the legacy of the past continues to persist, including its manifested expression in the physical built environment. The "orphaned" architecture of the past, - an architecture which has been separated from its original political, social, and cultural context - is a physical reminder of history that is both difficult to ignore and an invaluable resource for contemporary understanding.

This seminar course will discuss how the engagement (and dis-engagement) of the physical presence of historical built environments can illuminate how current attitudes are being shaped and redefined in global societies. In particular it will illuminate how they are coming to terms with their pasts. Specifically, the research seminar will provide an analysis and exploration of various "orphaned" environments and demonstrate how their contemporary status illustrates evolving attitudes to the present and past in their respective geographies.

Relevant theoretical readings and specific case studies will serve as a means of anchoring the discussion, with the intention to provide new insight into the development of contemporary international culture. The course is designed to welcome the confluence of the students' research interests and the seminar topics. Course structure will include student presentations, as well as lectures, discussions, and selected film and video screenings. Students will be responsible for producing a term paper, as well as regularly sharing their research progress.

Student Performance Criterion/a Addressed (list number and title):
A.1 Communication Skills
A.2 Design Thinking Skills (Secondary Focus)
A.5 Investigative Skills
A.7 Use of Precedents
A.9 Historical Traditions and Global Culture (Primary Focus)
A.10 Cultural Diversity (Primary Focus)
A.11 Applied Research (Secondary Focus)
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Lecture: 50%, Discussion: 40%, Student Research Development and Presentations: 10%

Prerequisites: Arch 221, 222, or senior classification or graduate standing

Textbooks/Learning Resources:
Required Course Readings: Joseph R. Allen, Dušan Bjelic and Obrad Savic; Katherine Carl, Aaron Levy, and Srdjan Jovanovic-Weiss; Shelly Errington; Mary Fulbrook; Stefan Ghenciulescu, Constantin Goagea, Kai Vockler; William J. Glover; Vesna Goldsworthy; Beatriz Jaguaribe; Min Soo Kang; Brian Ladd; Gregory Marinic and Ziad Qureshi; Rana Mitter; Garth Myers; William Neill; Thierry Nlandu; Ian Talbot; Maria Todorova; Veljko Vujčić; Catherine Wanner; Geoffrey C. Ward

Offered (semester and year): Spring Semester 2012

Faculty Assigned (last two years): 2012: Ziad Qureshi
Number and Title of Course (Credits): Arch 598/528A, Non-western approaches to sustainability

Course Description:
From the Catalog: A research seminar which considers a topic within contemporary discourses on the built environment outside of Europe and North America. The topic will be studied from multiple perspectives highlighting the historical and theoretical relationships between architecture, global cultures, geography, landscape, and urban planning. Credit counts toward fulfillment of Studies in Architecture and Culture requirements.

Course Goals and Objectives:
A seminar course that investigates discursive fields of history and theory related to responsible redevelopment and use (sustainability) of urban space in the non-western regions. It develops further discourse on pragmatics of understanding place vs. space relationship through individual designer-philosophy’s point of view. Understanding of sustainability as a mindset of periods and people is fundamental to this journey into minds of prominent philosophers and designers of a particular movement. The course enables critical evaluation of parallel and simultaneous urban development approaches and spatial practices of Asia, Middle East, Africa and Latin America. Decoding of period methods for sustainable place and space generation through syntactical methods aims critical discourse-development among students as indicated below:

Knowledge: identify and diagram sites and monuments related to specific urban design approaches and principles in the non-Western regions, demonstrate critical discourse on alternative or parallel practices of buildings, ideas, and architects that portray critical approaches to sustainability, analyze using formal and technical vocabulary, the defining characteristics of sites and buildings.

Comprehension: distinguish significant developments in approaches and models to Sustainable-Urbanism, recognize the importance of cultural heritage and its role in national identity.

Application: apply evidence for the transmission of urban models and design across time and cultures, build a chronological framework for understanding the development of urban design models and individual building design and construction/engineering techniques for sustainability.

Analysis: analyze axial connectivity (local and global) of cities of landmark urban design approaches using syntactical tools, interpret spatial pattern-user habitat relationships of landmark architectural responses using syntactical methods.

Synthesis: draw conclusions from syntactical analysis to propose potential solutions for spatial issues of milestone urban design approaches.

Evaluation: evaluate options and apply critical discourse to theory in sustainable urbanism.

Student Performance Criterion/a Addressed (list number and title):
Research paper-seminars
Critical understanding of the spatial patterns that characterize non-western spatial practices through parallel and divergent traditions of architecture and urban design in terms of their socio-cultural factors (A 9 and A10).

Sustainability mapping
Syntactical analysis of places/spaces for sustainability via mapping physical connectivity (A11 and B3)

Topical Outline (include percentage of time in course spent in each subject area):
- Research report: 50%; • “Architecture” vs. “city” seminars: 20%; • Bi weekly quizzes: 20%; • In-class discussions and attendance: 10%

Prerequisites: senior or graduate standing

Textbooks/Learning Resources:

Offered: Spring Semester 2012 Faculty Assigned: 2012: Cham Subasinghe
ARCH 601. Sustainable Building Design (6 credits)

Course Description:
Design projects that are developed through integrative design strategies that explore the relationship between buildings and environmental forces to produce design projects that are efficient and non-wasteful with energy, water, material and other resources. Projects will include investigations of the impact of solar energy, airflow, building materials, passive and active systems and wall sections on spatial quality and form making and validate decisions quantitatively through energy modeling and performance simulation.

Course Goals and Objectives:
This studio course will lead to architectural design projects of manageable scale that explore the relationships among architecture and cultural landscapes and biological issues. You will work individually at first and then in small teams of three. An emphasis is placed on a regional site in Iowa, and its socio-economic conditions, which is representative of similar situations throughout the State of Iowa, the Midwest and the US on the whole mirroring the development of the US American Society in its global context. The projects will stress interdisciplinary research, engagement with local stakeholders and contemporary phenomena. Special focus will be on the issues of sustainability in Architecture, Urban Planning and Landscape Architecture. Assignments will require the participants to refine a building program based on site research, precedent analysis and to transfer it into a proposal for construction. Intensive engagement with a wide range of issues and critical thinking are expected at every stage of the project development.

The successful completion of this studio should lead you to the ability to develop an urban response to the challenge of sustainable and net zero energy building design. This will include a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria. All of this should be done in a reflective and critical manner.

Student Performance Criterion/Addressed (list number and title):
Primary foci: B. 3. Sustainability; C. 1. Collaboration:
Secondary foci: B.1. Pre-Design; B. 4. Site Design:

Topical Outline (include percentage of time in course spent in each subject area):
Site and Parti (Pre-Design and Site analysis) 27%; Field trip and precedent studies. 6%; Preliminary Design (Sustainable Design) 20%; Detailing 3%; Design Development 20%; Energy performance analysis: 16%; Detail Documentation 3 %; Representation 6%

Prerequisites: ARCH 507; ARCH 542; ARCH 596; Advanced standing

Textbooks/Learning Resources:
Books: The following two books are required readings for this studio: 1) Gerhard Hausladen, Michael de Saldanha and Petra Liedl; Climateskin: concepts for building skin that can do more with less energy; Basel, Boston: Birkhaeuser 2008.. 2) Varis Bokalders and Maria Block; Whole building handbook: how to design healthy, efficient and sustainable buildings; London, Sterling VA Earthscan 2010.

The following two books are recommended: 1) Gerhard Hausladen et al; Climate design: solutions for buildings that can do more with less technology; Basel Switzerland, Birkhaeuser: 2005. 2) Andrea Deplazes (ed) Constructing Architecture: materials, processes, structures: a handbook; Basel ; Boston : Birkhäuser ; London : Springer [distributor], 2005.

Software

Offered (semester and year):
With the current course description offered every fall since 2010.

Faculty Assigned (last two years): Fall ’11 and ’10: Ulrike Passe; Clare Cardinal-Pett
**Number and Title of Course (Credits):** Arch 602: 6 credits

**Course Description:**
Design projects that explore the relationships between architectural, cultural, and environmental landscapes. Emphasis on regional sites, socio-economic conditions, and sustainable design and planning practices at multiple scales. Projects stress engagement with local circumstances and stakeholders; systemic interconnections and strategies; and the application of interdisciplinary research.

**Course Goals and Objectives:**
During the spring of 2nd year, graduate students can select from up to 10+ design studio options offered across the college. Lead faculty may be from any department. The studios are vertically integrated with 4th and 5th year undergraduate and 2nd and 3rd year graduate students. All of the options are offered as interdisciplinary studios. Most often, there are typically varying proportions landscape architecture, architecture, graphics and interior design students comprising the majority of participants in these studios. In particular, graduate students in this semester are guided toward options with urban framing. Descriptions of recent option studios offered by architecture faculty follow the general introduction to Arch 402.

**Student Performance Criteria/Addressed (list number and title):**
While specific learning objectives vary by option, they share in common critical thinking, design and advanced graphic communication expectations:
A.2: Design thinking Skills (primary)
A.5: Investigative Skills (primary)
A.3: Visual Communication Skills
A.11: Applied Research

**Topical Outline (include percentage of time in course spent in each subject area):**
Varies by option

**Prerequisites:** Arch 403: Design VII

**Textbooks/Learning Resources:** Varies by option

**Offered (semester and year):** Spring semester each year

**Faculty Assigned (last two years):**
Spring 2010: Alread, Anderson. Bassler, Campbell, Cardinal-Pett, Engelbrecht (Rome), Muecke, (Rome), Nordmeyer, Paxson, Squire
Number and Title of Course (Credits): Arch 603 Comprehensive Design; 6 credits

Course Description:
Rigorous examination of architecture's relationship with culture and technology. Studio projects stress the interpretation of contextual and historical considerations, as well as structural, environmental, mechanical, electrical and plumbing systems, in a comprehensive design proposal. This course fulfills the Graduate College Creative Component Requirement.

See particulars at Arch 403/603 for this course.

Faculty Assigned:
Graduate Sections were directed by J. Alread and T. Leslie for Spring 2011 and 2012.

Number and Title of Course (Credits): Arch 604 Advanced Design; 6 credits

Course Description:
Design studio selected by the students, which may include but is not limited to: independent design study, interdisciplinary design studio, study abroad, and design build. DSN S 546 for 6 cr. may be substituted for this course.

Course Goals and Objectives:
During the spring of 3rd year, graduate students can select from up to 10+ design studio options offered across the college. Lead faculty may be from any department. The studios are vertically integrated with 4th and 5th year undergraduate and 2nd and 3rd year graduate students. All of the options are offered as interdisciplinary studios. Most often, there are typically varying proportions landscape architecture, architecture, graphics and interior design students comprising the majority of participants in these studios. In particular, graduate students in this semester are guided toward options with urban framing. Descriptions of recent option studios offered by architecture faculty follow the general introduction to Arch 402.

Student Performance Criterion/a Addressed (list number and title):
While specific learning objectives vary by option, they share in common critical thinking, design and advanced graphic communication expectations:
A.2: Design thinking Skills (primary)
A.5: Investigative Skills (primary)
A.3: Visual Communication Skills
A.11: Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites: Arch 602

Textbooks/Learning Resources: Varies by option

Offered (semester and year): Spring semester each year

Faculty Assigned (last two years):
Course Description: ARCH 643. Science and Technology for Architects III. (2-2) Cr. 3. F. Prereq: ARCH 507, ARCH 542, ARCH 596, ARCH 581 and concurrent enrollment in ARCH 601 or or Graduate classification and concurrent enrollment in ARCH 601

Third in a four-course series in building science and technologies. Structural Elements and Systems, and Building Services. Theory and case studies stressing the connectivity of technical issues to broader formal, social and cultural spheres.

Course Goals and Objectives:

After SCI-TECH III, you should be:

15. familiar with all typical structural elements and their synergetic relationships in building frames
16. familiar with types of long span structures and their various benefits and drawbacks
17. able to design a simple building structure using moment-based beam design, kl/r column methods, area-based foundation calculations and general lateral bracing principles
18. familiar with various components of interior environments and human responses to them
19. familiar with types and materials for advanced building enclosures

Student Performance Criterion/Addressed (list number and title):

Topical Outline (include percentage of time in course spent in each subject area):
Describe and list here


Prerequisites:
ARCH 542

Textbooks/Learning Resources:
Alread/Leslie, Design-Tech: Building Science for Architects

Offered (semester and year):
Fall, 2011

Faculty Assigned (last two years):
T. Leslie, J. Alread , R. Whitehead
Number and Title of Course (Credits): Arch 644; SCI-TECH IV; 3 credits

Course Description:
Fourth of a four-course series in building science and technologies. Building Enclosures, Interior Construction and Sensory Qualities, Fabrication and Construction. Theory and case studies stressing the connectivity of technical issues to broader formal, social and cultural spheres. Summative Student Project.

Course Goals and Objectives:
After SCI-TECH IV, students should:

20. Become familiar with the design and layout of building systems within a construction – and be able to make decisions about the appropriate organization for different building types.
21. Understand the integrated quality of building systems in relation to one another.
22. Explore more advanced building components and assemblies.
23. Understand the construction documentation process, including technical documentation, detailing, specifications and budget.

Student Performance Criterion/addressed (list number and title):
Include all that are covered wholly or partially. Indicate no more than two primary foci and no more than two secondary foci of the course [only these four (max) will be used in the matrix].

Primary: B.7 Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
B.11. Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Secondary: B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
C.4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisites:
ARCH 643.

Textbooks/Learning Resources:
Alread/Leslie, Design-Tech: Building Science for Architects

Offered (semester and year):
Spring, 2012

Faculty Assigned (last two years):
T. Leslie
IV.3: Faculty Resumes
Name: Jason Alread, AIA, LEED AP, Associate Professor and Director of Graduate Education (Arch)

Courses Taught (’10-’11; ’11-’12):
Arch 603 Fall ’10;
DsnS 446/546 Spring ’11; Arch 644 Spring ’11
Arch 581 Summer ’11
Arch 603 Fall ’11; Arch 541 Fall ’11
DsnS 446/546 Spring ’12; Arch 644 Spring ’12
Arch 581 Summer ’12

Educational Credentials (include dates):
Master of Architecture, Yale University, 1991
Bachelor of Design (Architecture), University of Florida, 1988

Teaching Experience:
Iowa State, Director of Graduate Education, Jul. 2010 to present
Iowa State, tenured associate professor, Aug 2008 to present
Iowa State, tenure-track assistant professor, Aug. 2002 to 2008
Iowa State, lecturer, various part time Aug. 1998 to 2002
Drake University, adjunct faculty part time, Aug 2002 to 2004

Professional Experience:
Individual practice, 2000 to 2002, Aug 2010 to present
Substance Architecture, Principal, 2004 to 2010
Herman Miller, 2000 to 2002
Herbert Lewis Kruse Blunck Architecture, Associate, 1993 to 2000

Licenses/Registration:
Iowa, NCARB Certificate
LEED AP
CSI Construction Documents Technologist certification

Selected Publications and Recent Research:
Design-Tech: An Integrated Approach to Building Science and Technology
Jason Alread, AIA, LEED AP and Thomas Leslie, AIA
“Ethical Dilemmas and Difficult Collaborations” The Politics of Making
3rd Annual Architectural Humanities Research Association Conference
Jasper Winery, Des Moines, IA Substance Architecture: Principal in Charge / Project Architect
2009 Design Honor Award, AIA Iowa Chapter
USGBC National Education Awards – Honorable Mention, 2009
Sci-Tech: A Technology Sequence for Generation Green
ACSA Creative Achievement Award, Design Science, 2008
Substance Studio, Des Moines, IA Substance Architecture: Principal in Charge / Project Architect
2008 Sustainability Award, AIA Iowa Chapter
2007 Design Honor Award, AIA Iowa Chapter
2006 Design Honor Award and Best of Show Award, 33rd Annual IIDA Awards
2006 AIA Iowa Allied Member Excellence in Craft Merit Award

Professional Memberships:
American Institute of Architects
Board Member, Central Iowa Trail Association
US Green Building Council
Cherokee Nation Tribal Citizenship
Name: Nadia M. Anderson, Assistant Professor

Courses Taught ('10-'11; '11-'12):
- Design Studies 546, Spring 2012
- Architecture 597, Fall 2011
- Architecture 401, Fall 2011
- Design Studies 546, Spring 2011
- Architecture 597, Fall 2010

Educational Credentials (include dates):
- Master of Architecture, University of Pennsylvania, 1994
- Bachelor of Arts, Yale University, 1988

Teaching Experience:
- Iowa State University, Assistant Professor, 2009 - Present
- Iowa State University, Lecturer (full-time), 2005 - 2009
- Illinois Institute of Technology, Adjunct Assistant Professor (part-time), 2001

Professional Experience:
- Waagner-Biro SGT, Vienna, Austria, 2003-2005
- Morgante-Wilson Architects, Chicago, IL, 1996-1999
- Rugo Raffensperger Architects, Chicago, IL 1994-1996
- Taisei Corporation, Tokyo, Japan, 1993 (summer)
- Fairmount Park Commission, Philadelphia, PA, 1992 (summer)
- Gregg and Weiss Architects, New Haven, CT, 1986-1988 (full- and part-time)

Licenses/Registration:
- Illinois 001.017755

Selected Publications and Recent Research:
- Interdisciplinary Design Education, Research and Engagement Strategic Initiative, Co-PI, lead for Community Design Lab portion of the initiative. Initiative between Colleges of Design and Engineering and Extension to create a community design lab, industry-based partnerships, K-12 design programs, and alternative education models ($1.5 million).
- "Affordable Housing & Disaster Resilience, Cedar Rapids, Iowa," Project competitively selected by the Association of Collegiate Schools of Architecture to receive research and publication support from a National Endowment for the Arts grant. Published on ACSA website; posters exhibited at various professional and academic venues.
- "Social Infrastructure as a Means to Achieve the Right to the City," Design Activism and Social Change, Proceedings of the 2011 Design History Society International Conference, Barcelona, Spain, September 7-10, 2011. Published under Creative Commons license after double blind peer review by Fundació Història del Disseny, Barcelona, Spain.

Professional Memberships:
- Member, Iowa Women in Architecture
- Member, Association for Community Design
- Member, Environmental Design Research Association
- Board Member, Community Housing Initiatives
Name: Bruce Bassler, RA, NCARB, Associate Professor

Courses Taught ('10-'11; '11-'12):

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 240</td>
<td>Fall '10</td>
<td>Arch 448</td>
<td>Spring '11</td>
</tr>
<tr>
<td>Arch 301</td>
<td>Fall '10</td>
<td>DsnS 546</td>
<td>Spring '11</td>
</tr>
<tr>
<td>Arch 245</td>
<td>Fall '11</td>
<td>Arch 343</td>
<td>Spring '12</td>
</tr>
<tr>
<td>Arch 301</td>
<td>Fall '11</td>
<td>Arch 341</td>
<td>Spring '12</td>
</tr>
<tr>
<td>Arch 342</td>
<td>Fall '11</td>
<td>Arch 404</td>
<td>Spring '12</td>
</tr>
<tr>
<td>Arch 445</td>
<td>Fall '12</td>
<td>Arch 490</td>
<td>Spring '12</td>
</tr>
</tbody>
</table>

Educational Credentials (include dates):
Master of Architecture and Urban Design, Texas A & M University, 1975
Bachelor of Science in Architecture, Iowa State University, 1972

Teaching Experience:
Iowa State, tenured associate professor, Aug. 1991 to present
Iowa State, tenure-track assistant professor, Aug 1985 – 1991
Kansas State, adjunct assistant professor, part-time 1980 - 1985

Professional Experience:
Bassler Building Diagnostics and Consulting, 1985 to present
B. L. Bassler & Schnackenberg, 1980 – 1985
Bassler Design Build, 1980 – 1985
The Design Studio, 1976 – 1978
Wood Associates Architects, 1974
Kirk Gross Company, 1972 - 1974

Licenses/Registration:
Iowa, Kansas (inactive), NCARB Certificate

Selected Publications and Recent Research:
Friendship Haven, Construction Detailing/Material Performance, Fort Dodge, Iowa, 2011
Fire Station 17, Construction Detailing/Window Performance, West Des Moines, Iowa, 2011
Swenson/Steward House, Construction Detailing/Mold, Sioux Falls, South Dakota, 2011
Rockledge Apartments, Material Performance/Construction Detailing, Lincoln, Nebraska 2010
Pharmacist Mutual Insurance, Window & Cladding/Construction Detailing, Algona, Iowa 2010
From Residence, Building Envelope Detailing/Construction, West Des Moines, Iowa 2010
Hillside School, Cladding Design/Construction Detailing, West Des Moines, Iowa 2009
Tate Alternative High School, Cladding Design/Construction Detailing, Iowa City, Iowa 2009
North Central Junior High School, Cladding Design/Construction Detailing, Iowa City, Iowa 2009
Marion County Law Enforcement Facility, Building Env. Design/Const. Detailing, Knoxville, Iowa 2009
Personal Injury American Packaging, Explosion Repair/Construction Detailing, Story City, Iowa 2008
King’s Point Apartments, Retaining Wall Design/Subsidence, West Des Moines, Iowa 2008
Okoboji Condominiums, Building Code Compliance, Lake Okoboji, Iowa, 2008


Professional Memberships:
Iowa Architectural Examining Board, Vice President
NCARB IDP Educational Coordinator
Name: Karen Bermann, Associate Professor and Director, CoD Core

Courses Taught (’10-’11; ’11-’12):
Arch 402 Rome Spring ’12
Arch 431 Rome Spring ’12
Design Studies 302 Fall ’11
Design Studies 102 Fall ’11 (lecture component)
Arch 201 Fall ’10
Arch 102 Fall ’10
Arch 528d Fall ’10

Educational Credentials (include dates):
Master of Fine Arts, San Francisco Art Institute, 1991
Bachelor of Architecture, The Cooper Union, 1983

Teaching Experience:
Iowa State, College of Design, Interim Director of Core, Fall 2011
Iowa State, tenured associate professor, Aug. 2003 to present
Iowa State, tenure-track assistant professor, Aug. 1997 to Aug. 2003
University of Rome “Roma Tre” workshop instructor, Spring 2006 (with Francesco Mancini)
University of California at Berkeley Department of Architecture, part-time instructor, Spring 1992
California College of the Arts, 1991-2, part-time instructor

Professional Experience:
New City Design, NYC. Residential and commercial construction. 1983-5
Architectural designer/Project consultant, 320 E. 4th St., NYC. Low-income housing renovation. 1984
Housing activist/construction worker/collective member, 519 East 11th Street Housing Development Fund Corporation, NYC. Sweat equity tenement rehabilitation. 1974-1983

Licenses/Registration:

Selected Publications and Recent Research:

Name: Anson Call, Associate Professor of Graphic Design

Courses Taught ('10-'11; '11-'12):
Arch 432 Fall ’11
Arch 432 Fall ’10

Educational Credentials (include dates):
BFA, Utah State University, 2000
MFA, Utah State University, 2003

Teaching Experience:
Utah State University, Teaching Assistant, 2000-2003
Iowa State University, Tenure Track, Assistant Professor, 2003-2009
Iowa State University, Tenured, Associate Professor, Aug, 2009-present

Professional Experience:
Firefly Productions, 2000-2003
Digital Media Academy, Summers 2005, 2007

Licenses/Registration:
N/A

Selected Publications and Recent Research:

IDMAa, International Digital Media Arts Association. Savannah, GA. Presented a paper titled, Lessons Learned from an Extracurricular Game Development Com- petition, which detailed the Motorola funded Game Competition outcomes. Co-authors Chris Johnson, University of Wisconsin and Steve Herrnstadt, Iowa State University.


Smithsonian Folklife Festival, Washington DC. Participated with faculty team in the design and build of the Iowa State University entry into the Smithsonian festival.

Motorola Foundation, Innovation Generation - $50,200 Department of Computer Science, College of Design. Primary Investigators Anson Call and Chris Johnson (Computer Science). An Iowa State University game development competition.

Professional Memberships:
EISTA 2006-2009 (Education and Information Systems: Technologies and Applications), Paper Submission Reviewer
Name: Cameron Campbell, Associate Professor

Courses Taught (’10-'11; ’11-'12):

- Fall 2010: Arch 437, Arch 201
- Spring 2011: Arch 202, Arch 436
- Fall 2011: Arch 201, Arch 230
- Spring 2012: Dsn S 546.7, Arch 436

Educational Credentials (include dates):
- Master of Architecture, Iowa State University, 2003
- Bachelor of Architecture, Iowa State University, 1997

Teaching Experience:
- Iowa State University, tenured professor, Aug 2008 to present
- Iowa State University, tenure-track professor, Aug 2003 to Aug 2008
- Iowa State University, Lecturer, Aug 2002-Aug 2003
- Iowa State University, temporary assistant professor, Aug 1999-Aug 2002

Professional Experience:
- Integrated Studio, 1998-Present

Licenses/Registration:
- Iowa #5473, February 2003 to present

Selected Publications and Recent Research:


Name: Clare Cardinal-Pett, Associate Professor

Courses Taught ('10-'11; '11-'12):
- Fall '10: Arch 601: Net/Zero studio w/ U. Passe and M. Engler; Arch 420: Latin American urbanism
- Spring '11: Arch 202: Studio; Arch 528A/598: Built Environment IV: Non-Western
- Fall '11: Arch 601: Net/Zero studio w/ U. Passe; Arch 595: Built Environment I: History
- Spring '11: Dsn S 546: Option Studio: Interventions in the Informal Andean City

Educational Credentials (include dates):
- BA Art History, Hollins University 1975
- M Arch, University of Utah 1981

Teaching Experience:
- Iowa State University, tenured associate professor, Aug 1996 to present
- Iowa State University, tenure-track assistant professor, 1991-1996
- Iowa State University, adjunct assistant professor, 1983-1991

Professional Experience:
- Intern, J. A. pett, 78-79
- Intern, Zabriskie/Pett, 76-77
- Apprenticeship, Paolo Soleri, 1973

Licenses/Registration:
- N/A

Selected Publications and Recent Research:


Professional Memberships:

In addition to organizations, include board positions, editorships here
Name: Chiu-Shui Chan, Ph.D. Associate AIA, Professor

Courses Taught ('10-'11; '11-'12):
DsnS 235X, Fall '11
Arch 334 Spring '10; Fall '10; Spring, '11; Fall '11; Spring '12
Arch 434 Fall '10; Fall '11
Arch 534 Spring '10; Spring '11; Spring '12

Educational Credentials (include dates):
Master of Architecture, University of Minnesota, 1982.
Bachelor of Science, Chinese Culture University, Taiwan, 1974.

Teaching Experience:
Wuhan University, Wuhan, China, Lecture Professor of College of Urban Design, 2011 – present.
Tianjin University, Tianjin, China, Visiting Professor at School of Architecture, 2011-present.
Southeast University, Nanjing, China, Visiting Professor at School of Architecture, 2006-present.
Iowa State, Professor of Virtual Reality Applications Center and HCI Graduate Program, 2003-present.
Iowa State, Professor of Architecture, 2003-present.
Iowa State, Associate Graduate Faculty, 1990-1994; Graduate Faculty, 1994-present.
National Chengkung University, Taiwan, Affiliate Professor at School of Architecture, Fall 1997; Fall 2005.
YunLin University of Science & Technology, Taiwan, Visiting Professor at Digital Media Design, Fall 2005.
Chiaotung University, Taiwan, Visiting Professor at Graduate School of Arch, Fall 1997; Spring 2005.
Iowa State, Associate Professor with tenure, 1995-2003.
Iowa State, Adjunct Assistant Professor, 1989-1992; Assistant Professor, 1992-1995.

Professional Experience:
Ames Lab associate, Department of Energy, 2004-present.
Editorial Board member of “Journal of Architectural Engineering Technology” (JAET), 2011-present.
Grant proposal, journal and conference paper reviewer for Design Studies, Environment and Planning B; CAAD Future, DCC, EISTA, ICETC, SMC, CAVR, CAADRIA G-CAD, and ACADIA.

Licenses/Registration:
Member, Association for Computer-Aided Design in Architecture (ACADIA). September 1990-present.

Selected Publications and Recent Research: (Past Ten Years)

Professional Memberships:
Consultant International Board member of "PortaFolio". Fall 2000-2006.
Mark C. Engelbrecht, FAIA, Emeritus Design Dean and Professor

After graduating from the Department of Architecture at Iowa State University, Engelbrecht proceeded to graduate studies at Columbia University in New York as a Lydia Roberts Fellow, taking his M.Arch. Degree in 1964. Returning to Iowa, he was a founding principal of what became Engelbrecht and Griffin Architects, P.C. (EGA) with offices in Des Moines and Newburyport, Mass. from 1967 to 2000. The firm is known for designing the Maucker Union at the University of Northern Iowa, named one of Iowa's top 50 buildings of the 20th Century by the AIA of Iowa in 2000.

Engelbrecht joined the faculty of the Iowa State University Department of Architecture as a Lecturer in 1969, became a full professor in 1984 and served as Dean of the College of Design from 1994 to 2009. As dean, he oversaw the development of the Core Design Program, uniting all first-year students in a common curriculum, and successful fund-raising efforts to construct the Kocimski Auditorium and the LEED Platinum certified King Pavilion.

Engelbrecht integrated community-based projects into studio instruction through the PLaCE (Partnering Landscape and Community Enhancement) initiative and established two collegiate outreach centers - Town/Craft in Perry and the ISU Design West Studio in Sioux City. Internationally, Engelbrecht developed the Rome Program into a fully licensed branch of Iowa State University in Italy, which has hosted 1800 students and several faculty members since 1991. He also completed an agreement between the College and Lanzhou Jiatong Technical University for Chinese transfer students.

Engelbrecht is a Fellow of the American Institute of Architects, serves on the ISU Foundation Board of Governors, an emeritus trustee of the Octagon Center for the Arts in Ames and has received the AIA Iowa Medal of Honor, ISU Order of the Knoll Faculty Staff Award, and the Christian Petersen Design Award.
Name: Pete Evans, AIA, Lecturer

Courses Taught ('10-'11; '11-'12):
Arch 230 Fall '10
Desn S 232X Spring '11
Desn S 232 Spring '12

Educational Credentials (include dates):
Bachelor of Architecture, Iowa State University, 1995

Teaching Experience:
Iowa State, part-time lecturer, 2009 to present
Iowa State, part-time lecturer, 2001-2004

Professional Experience:
RDG Planning and Design, 2007-2009
Baldwin White Architects, 2001-2007
Mechdyne Corporation, 2000-2001
Herbert Lewis Kruse Blunk 1994-1995

Licenses/Registration:
Iowa, NCARB Certificate

Selected Publications and Recent Research:
2010 BIM Survey Report, co-author, Summer 2010
"Reflections of a First-Time TAP Conference Presenter;"
TAP Edges, Summer 2008
"What is Next After Green", AIA This Week, Face of the AIA, Young Architects, July 2007 "Perspective on Form and Format: Project in Review;"
p. 8-12, Architosh Toshletter, February 23 2006, v2 n2
"Architectural Consilience;"
p.77-81, 2002 IVLA Fall Conference 2002 selected readings
ArchitectureWeek, April 24 2002, tools 1-1,2

Professional Memberships:
American Institute of Architects
Architosh, Associate Editor, 2004-Present
Name: Marwan Ghandour, Professor and Associate Dean

Courses Taught ('10-'11; '11-'12):
- **Fall 2010**: Arch 505, Architectural Design & Media I: Mapping, Programming, Building.
- **Spring 2011**: Arch 519/Arch 598-s2, Middle Eastern Cities
- **Fall 2011**: Arch 505, Architectural Design & Media I: Mapping, Programming, Building.

Educational Credentials (include dates):
- 1988 Columbia University, NY
  - Master of Science in Architecture & Building Design (M S Arch B D)
- 1986 American University of Beirut, LEBANON
  - Bachelor of Architecture (B Arch)

Teaching Experience:
- 2003-present Iowa State University, Department of Architecture
  - Professor of Architecture with tenure; since 2009
  - Associate Professor of Architecture; 2003-2009
  - Director of Graduate Education; 2007-2010
  - Associate Dean for Academic Programs, College of Design; since 2010
- 1988-2003 American University of Beirut, Department of Architecture and Design
  - Senior Lecturer of Architecture

Professional Experience:
- 1992-present Bawader Architects; Beirut, Lebanon. Institutional building design and urban design projects in Beirut, Lebanon.
- 1990-1992 Freelance architectural practice

Licenses/Registration:
- Professional Registration no 14314, Order of Engineers and Architects, Lebanon.

Selected Publications and Recent Research:
- 2007 Mona Fawaz and Marwan Ghandour, eds., The Reconstruction of Haret Hreik: Design Options for Improving the Livability of the Neighborhood (Beirut: AUB Reconstruction Unit, 2007).

Professional Memberships:
Name:  Peter P. Goché, AIA, Senior Lecturer

Courses Taught (‘10-‘11; ‘11-‘12):

Arch 301 Fall ‘10  
Arch 302 Spring ‘11  
Arch 301 Fall ‘11  
Arch 201 Spring ‘12

Educational Credentials (include dates):

Master of Architecture, Iowa State University, 2005  
Bachelor of Architecture, Iowa State University, 1991

Teaching Experience:

Iowa State University, Full-time Lecturer, Department of Architecture, Jul. 2006 to present  
Drake University, Adjunct professor, Department of Art and Science, Jul. 2003 – May 2006  
Iowa State University, Part-time Lecturer, Department of Architecture, Jul. 2001 – May 2003

Professional Experience:

Sole Proprietor, Goché Inclusions LLC, 1999 to present  
HLKB Architecture, 1991-1999

Licenses/Registration:

State of Iowa Registration No. 3748, 1996

Selected Publications and Recent Research:

AIA Board of Knowledge Committee. Guidelines for the spatial regeneration of Iowa. Summary: Marwan Ghandour and Peter Goché, recipients of the AIA RFP Research Program, studied the mapping and analysis process of Iowa conducted in correlation with Iowa’s different representations, complemented by the historical and political conditions that produced these representations.

The Council of Educators in Landscape Architecture 2010 Annual Conference (Champaign, IL) 2012.  
The 2nd International Conference on Constructed Environments, (Chicago, IL) 2011.  
The 26th Annual National Conference on the Beginning Design Student, (Lincoln, NE) 2011.  
The Council of Educators in Landscape Architecture 2011 Annual Conference (Los Ageles, CA) 2011.  
The 99th ACSA Annual Meeting (Montreal, Quebec, Canada) 2011.  
The 2nd Annual Iowa Diversities Symposium (Des Moines, Iowa) 2010.  
The Council of Educators in Landscape Architecture Annual Conference, (Maastricht, Netherlands) 2010.  
The 98th Association of Collegiate Schools of Architecture Annual Conference. (New Orleans, LA) 2010.  
20 Big Ideas for 2010 and Beyond Conference sponsored by the Des Moines Art Center, 2009.  
The 97th Association of Collegiate Schools of Architecture Annual Conference, (Portland, OR) 2009.  
The 40thAnnual Meeting of the Environmental Design Research Association, (Kansas City, MO) 2009.  
The 33rd European Studies Conference, (University of Nebraska-Omaha) 2008.  
The American Institute of Architects National Convention, (Boston, MA) 2008.  
The Ideal Objects: World Cultures Conference sponsored by the Des Moines Art Center, 2008.  
The 32nd European Studies Conference, (University of Nebraska-Omaha) 2007.

Professional Memberships:

American Institute of Architects
Name:  Timothy R. Hickman, AIA, Lecturer

Courses Taught ('10-'11; '11-'12):
Arch 403 Fall ‘11

Educational Credentials (include dates):
Master of Architecture, Yale University, 2000
Bachelor of Architecture, Iowa State University, 1985

Teaching Experience:
Ecole d’Arts Americaine, Fontainebleau, France, assistant professor, summer ’99 and ‘00

Professional Experience:
Partner, Substance Architecture, 2005 to present
Associate, Herbert Lewis Kruse Blunck Architecture, 2000-2004
Herbert Lewis Kruse Blunck Architecture, 1993-1997
Baldwin White Architects PC, 1991-1993
Charles Herbert and Associates, 1985-1987

Licenses/Registration:
Iowa, Nebraska architectural registration
NCARB Certificate
LEED ap

Selected Publications and Recent Research:
Multimodal Facility, University of Northern Iowa, AIA Central States Merit Award, 2011, Iowa Architect, 11:272
University of Iowa Melrose Parking Extension, Central States Merit Award, 2009, Iowa Architect 09:265
Substance Studio, AIA Iowa Honor Award, 2007, IIBA Design Excellence Award and Best of Competition Award,
Pappajohn Higher Education Center, AIA Central States Honor Award, 2005, AIA Iowa Honor Award, 2005, Iowa
  Architect, 05:253, Contract, February 2006
University of Iowa Blank Honors Center, AIA Central States Honor Award, 2005, AIA Iowa Honor Award, 2005,
  Iowa Architect, 05:253
University of Iowa Newton Road Parking, AIA National Honor Award, 2002, The Chicago Athenaeum Design
  Award, 2002, AIA Central States Honor Award, 2000, AIA Iowa Honor Award, 2000, I.D. Magazine, August
University of Nebraska Department of Architecture Lecture, 2001, Gestures and Matrices: Current Work
Center Street Park and Ride, AIA National Honor Award, 2000, AIA Central States Honor Award, 2000, AIA Iowa
  Retrospecta, Yale University School of Architecture, 1998, 2000

Professional Memberships:
American Institute of Architects
IIBA
Name: Jamie Horwitz Ph.D., Associate Professor of Industrial Design

Courses Taught ('10-'11; '11-'12):
Arch 596 Spring ’12
Arch 271 Fall ’11
Ind Design Fall ’11
Arch 583 Spring ’11
Arch 598 Spring ’11
Arch 271 Fall ’10
DsnS 102 Fall ’10

Educational Credentials (include dates):
PhD Environmental Psychology, Graduate Center of CUNY 1986
EdM Environmental Studies, Harvard University 1978
BFA Painting, Kansas City Art Institute

Teaching Experience:
Associate Professor Department of Architecture, Iowa State University, Ames IA
Frederick Lindley Morgan Chair of Architectural Design, Hite Institute of Fine Arts, U of Louisville, KY
Visiting Critic, Interdisciplinary Graduate Program, School of the Art Institute, Chicago IL
Visiting Associate Professor, Department of Architecture, U of California, Berkeley CA
Visiting Lecturer, Science, Technology & Society Program, MIT, Cambridge MA

Professional Experience:
Scholar in Residence, Goody Clancy Architects & Planners, Boston MA 2005
Contract design research, Columbus Indiana Children’s Museum, 2002
Contract design research: Engelbrecht Griffin Architects, Life Care Services, Des Moines 1988—2000
Contract Design Research, Iowa Jewish Life Center, Des Moines IA 1998

Selected Publications and Recent Research:

g. Co-PI Solar Decathlon 2009/2007. DOE funded ($100,000 grant/$750,000 project cost). I contributed the target market concept in original proposal, the market research and translation to criteria in written narrative for all deliverables and prepare of final competition scripts.

Professional Memberships:
Journal of Housing for the Elderly, Editorial Board
International Association for the Study of People and Their Surroundings (IAPS)
Association of the Collegiate Schools of Architecture (ACSA)
Name: Jungwoo Ji, Lecturer

Courses Taught ('10-'11; '11-'12):
Arch 301 Fall '11
Arch 202 Spring '12

Educational Credentials (include dates):
Master of Architecture, Cornell University, 2009
Master of Engineering, Architectural Planning Major, Korea University, 1997
Bachelor of Engineering, Department of Architectural Engineering, Korea University, 1995

Teaching Experience:
Iowa State University, Full-time Lecturer, Aug. 2011 to present
Seoul National University, Workshop Tutor, Jan. 2008

Professional Experience:
Studio eu concept, 2006 to present
Supermass Studio, 2011
Perkins Eastman, 2011
Ehrenkrantz Eckstut & Kuhn Architects, 2005-2011
Perkins Eastman, 2003-2005
NBBJ, 2002
JAD (Samsung Joong Ang Design Co. Ltd.), 1997-2000

Licenses/Registration:
Architectural Engineer, Korea (inactive)

Selected Publications and Recent Research:

AT*10; Alternative Territories - Ten Emerging Korean Architects, Jungwoo Ji, Coordinator, Editor, Interviewer and one of Ten Architects (Seoul: A&C Publish, 2010)

“Diagram as Design Tool”, Preface and three works were introduced, ‘Diagram’, (Seoul: Damdi Publishing, 2009)
Public Architecture Volume 1, 2 and 3, Three works were introduced (Seoul: Damdi Publishing, 2009)


Study on the Design Trends and Elements of Urban Commercial Building in 1990s, Master's Thesis of Graduate School, Korea University, Aug. 1997

Professional Memberships:
Name: Samantha Krukowski, PhD, Adjunct Assistant Professor

Courses Taught ('10-'11; '11-'12):

DsnS 102 Spring '10
Arch 302 Spring '10
DsnS 345x Summer '10
DsnS 102 Fall '10
Arch 201 Fall '10
DsnS 102 Spring '11
Arch 302 Spring '11
DsnS 345x Summer '11
DsnS 102 Fall '11
Arch 201 Fall '11
DsnS 102 Spring '12
Arch 202 Spring '12
DsnS 345x Summer '12
DsnS 102 Fall '12
Arch 505 Fall '12

Educational Credentials (include dates):

PhD, Art History, University of Texas at Austin, 1999
Master of Architecture, University of Texas at Austin, 1997
Master of Arts, Art History, Washington University in St. Louis, 1992
Bachelor of Arts cum laude, Political Science, Barnard College/Columbia University, 1988

Teaching Experience:

Iowa State University, adjunct assistant professor, 2010 to present
University of Texas at Austin, tenure-track assistant professor, 2001 to 2009
University of Texas at Austin, adjunct assistant professor, 2000 to 2001
University of Texas at Austin, full-time lecturer, 2000
Washington University in St. Louis, part-time lecturer, 1992 to 1993
Webster University, part-time lecturer, 1992

Professional Experience:

Logo, Branding and Design Development, various companies, 2009
Design Consultant, PulsePoint Group, 2008 to present
Co-Founder, Austin Museum of Digital Art, 1997
Editorial Director, Pro-Art Gallery, 1989 to 1991

Licenses/Registration: n/a

Selected Publications and Recent Research:

Playa Dust, edited volume about Burning Man (editor), in process
"Rhyme Blue", in Proceedings of the National Conference on the Beginning Design Student, Apr. 2011
Solo Exhibition, B&K Projects, Copenhagen, 2009

Professional Memberships:

College Art Association; Association of Collegiate Schools of Architecture
Name: Tom Leslie, Pickard Chilton Professor

Courses Taught ('10-'11; '11-'12):

ARCH 302 Third Year Housing Studio
ARCH 403/603, Comprehensive Design Studio
ARCH 541/643, ARCH 542/644, Graduate SCI-TECH sequence

Educational Credentials (include dates):
B.S. in Architectural Studies, University of Illinois at Urbana-Champaign, 1989
Summer Program in Architecture, Tongji University, Shanghai, PRC, 1988
M. Arch., Columbia University Graduate School of Architecture, Planning, and Preservation, 1992

Teaching Experience:
Iowa State University Department of Architecture, 2000-present (Assistant Prof., 2000-2006; Associate Prof., 2006-2011; Full Prof., 2011-present)

Professional Experience:
Skidmore, Owings, and Merrill, Chicago, 1990

Licenses/Registration: Licensed Architect in Iowa

Selected Publications and Recent Research:

Recently Published Books and Book Chapters:

Recently Published Journal Articles:

Professional Memberships:
American Institute of Architects; Construction History Society of America (Secretary); Building Technology Educators’ Society (Management Committee); Editorial Advisory Board, Construction History Society of Architectural Historians; American Historical Association; Association for Preservation Technology
Calvin F. Lewis FAIA- Professor, Architecture; AIA Iowa Medal of Honor

Cal Lewis began his architectural career in Des Moines, IA at Charles Herbert and Associates following his graduation from Iowa State University in 1970, where he balanced his architectural education with All Big-8 recognition in varsity football. For over thirty years he made key contributions to the collaborative design process that drove the firm’s award-winning work, including landmark projects like the adaptive-reuse of Meredith Corporation, which received a “Best of Design” award from TIME magazine, while Metropolitan Home featured him as one of the top young architects in the country. The project’s success led to a major addition, which created an iconic entry into the City and received a prestigious national AIA Honor Award in Architecture, as well as an AIA Iowa “Building of the Decade” award. Both phases of the project played very early and influential leadership roles in energy conservation, sustainability and urban revitalization.

In 1987 Cal was a founding principal of Herbert Lewis Kruse Blunck Architecture (HLKB), the evolution of the Herbert firm. In 2001 the firm was honored with the coveted National AIA Firm Award, the highest recognition given to an architecture firm. During his time with the firm, they received an unprecedented 200 plus awards for design excellence at the state, regional, and national levels. Projects he led have been honored with over seventy of those awards; an incredible fifteen of them were at the national level, including three AIA Honor Awards, the profession’s highest national design recognition. During his leadership, HLKB received an extraordinary seven National AIA Honor Awards in six years, the second most in the country over that period. In 1995 he was elevated to Fellowship in Design by the National AIA, a status shared by only 3% of the profession, and he is one of the very select group of professionals chosen to serve as a special national design consultant for the Federal GSA Design Excellence Program.

Throughout his professional career, Cal maintained his devotion to design education, briefly serving his alma mater as a visiting adjunct professor and chairing the program’s Architecture Advisory Council for nearly twenty years. Based on his thirty years of critical architectural practice, he was asked to return to the academy in 2000 to lead the department as professor and chair. During his ten-year tenure as chair, the department rose to national prominence and became consistently recognized as one of the top fifteen programs in the country. DesignIntelligence ranked the program for seven years in a row through 2010, ranging from 7th to 14th. The receipt of the highly competitive 2009 National NCARB Grand Prize and the 12th place finish in the prestigious 2009 Solar Decathlon international competition clearly reinforced the program’s elite national status.

Professor Lewis has received over fifty invitations to lecture and serve on award juries throughout the nation and in China. Projects he led have been widely published in the full compliment of national architectural media, including a cover article in Architecture, when it was the profession’s official publication. In 2009 AIA Iowa bestowed Cal with their Medal of Honor, a rare honor that represents the architecture profession’s highest individual achievement. As an academic leader and respected design collaborator, Professor Calvin F. Lewis FAIA continues to explore, expand, and enrich the essential and integral interrelationship between architectural practice and the academy.
Name: Maria Silvina Lopez Barrera, Assoc. AIA; Lecturer

Courses Taught ('10-'11; '11-'12):

DsnS 102 Fall ’11  
DsnS 102 Spring ’12  
Des 340x Spring ’12

Educational Credentials (include dates):

Master of Architecture, Iowa State University, 2010.  
Professional Degree in Architecture, College of Architecture, University of the Republic (UdelaR), Montevideo, Uruguay, 2008.

Teaching Experience:

Iowa State University, part-time Lecturer, Aug. 2011 to present.  
Iowa State University, Teaching Assistant, Fall ’09 and Fall ’10.

Professional Experience:

GLOM-Goldberg, Lopez & Magnone Architects, Uruguay, 2008 to present.  
Jose Luis Olivera & Ellen Cardozo Architects, Rocha, Uruguay, Summer 2011.  

Licenses/Registration:

Architect Professional Registration in Uruguay.

Selected Publications and Recent Research:


Professional Memberships:

American Institute of Architects, Associate member.  
Iowa Women in Architecture.  
Uruguayan Society of Architects.  
Member, Education and Program Committee, Iowa Women in Architecture, Spring 2012.
Name: Patience Lueth, Ph. D.; Lecturer

Courses Taught ('10-'11; '11-'12):
DsnS 102. Spring ‘12
DsnS 102, Fall ‘11
DsnS 102, Spring ‘11
Arch 201, Fall ‘10

Educational Credentials (include dates):
PhD: Doctoral in Educational Leadership and Policy Studies, Iowa State University, 2008
Master of Science in Architectural Studies, Iowa State University, 2003
Bachelor of Architecture, Iowa State University, 2001
Pre Entry Science Certificate, University of Botswana, 1995

Teaching Experience:
Iowa State, Lecturer, full-time and part-time, Aug 2007- present
Iowa State, Program Assistant, Aug. 2005-May 2006
Iowa State, Graduate Assistant, Aug. 2003-May 2004
Iowa State, Multicultural Liaison Officer, Aug. 2002-May 2003
Iowa State, Lecturer, Aug. 2001-May 2002

Professional Experience:
Shive-Hattery Landscape and Engineering, in collaboration with Landscape Architecture Extension ISU, 2005
Iowa State University Department of Residence, 1999-2001
Civic Center Architecture Department, Gaborone, Botswana, 1998

Selected Publications and Recent Research:
Iowa State University, “Guidelines for the spatial interface of Iowa State University,” 2009: Collaborating investigator for a local sustainability project.
“Learner-Centered Assessment in First-Year Design Studios: Improving Teaching and Learning in a Potential Learner-Centered Environment,” Presentation of a scholarly paper, but also published in the conference proceedings of the 2005 Annual Association for Institutional Research (AIR) Forum, June 1, 2005, San Diego, CA
Name: Maria Violet Miller; Lecturer

Courses Taught ('10-'11; '11-'12):

Fall 2011
(22.5 Contact Hours/Week)
IND D 231, Introduction to Industrial Design (3)
ARCH 301, Sec MIL Architectural Design III (6)
IND D 332, Design Research Methods (3)

Spring 2012
(20.5 Contact Hours/Week)
DSN 102, Design Studio I (4)
DES 240X, Design with Color (2)
IND D 590X, Color, Trends and Forecasts (3)

Educational Credentials (include dates):

1996 MArch III, University of Houston.
1990 Bachelor of Arts in English, York University, Canada.

Teaching Experience:

2008-2012, Iowa State University
2007-2008, Prince Sultan University, KSA

Professional Experience:

Maria Miller’s professional background is in multi-family housing and transportation design. Over the years, she has been a strong advocate for light rail and participated on several campaigns while in Austin, TX. Her strong interest in urban design & transportation later led her to Aguirre Corporation, a firm specializing in transportation projects. There, she worked on projects for Capital Metro Transit and the Central Texas Regional Mobility Authority, leading a Context Sensitive Design project for a proposed Austin toll road.

Her recent 301 Architecture studio explored new community, landscape, transportation and transportation hub solutions for the River Market District in Kansas City. This studio culminated with an invitation for students to present their work before the Mid-American Regional Council in a Special Forum. Passionate about bridging the practice and education divide, Ms. Miller also leads a student ARE Study Group.

Licenses/Registration:

Intern Development Program (IDP) requirements completed.
Eligible for National Council Architectural Record Board Certification (NCARB).

Selected Publications and Recent Research:

Ms. Miller is currently researching the influence of trends and forecasting and its impact on architecture and design.

Past Peer Reviewed Publications:


Name: Mikesch Muecke, Ph.D.; Associate Professor

Courses Taught ('10-'11; '11-'12):
Arch 201 Fall '12
Des 240x Summer '12
Arch 506 Spring '12
Arch 433 Spring '12
Des 340x Spring '12
Arch 201 Fall '11
Arch 433 Fall '11
Hon 321Q Fall '11
Arch 402-IT Spring '11
Arch 431-IT Spring '11
Arch 201 Fall '10
Arch 433 Fall '10

Educational Credentials (include dates):
Ph.D. in History and Theory of Architecture, Princeton University, 1999
Master of Architecture, Princeton University, 1995
Master of Architecture, University of Florida, 1991
Bachelor of Design in Architecture, University of Florida, 1989

Teaching Experience:
Iowa State, tenured associate professor, August 2003 to present
Iowa State, tenure-track assistant professor, August 1997-2003
Iowa State, adjunct assistant professor, January 1995-1997
Princeton, teaching assistant, September 1992-1994
Iowa State, adjunct assistant professor, August 1991-1992

Professional Experience:
Self-employed design-build work, Gainesville, FL and , 1996-2012
Aachen Designers, Gainesville, FL, 1988
Renovation of a 1880s watermill in Entrup, Germany, 1982-1985

Licenses/Registration:
None

Selected Publications and Recent Research:
“One More Thing!” An Intersection of Columbo’s Spatial Practices with Contemporary Design Methods in Architecture, April 14, 2012, National Popular Culture Association/American Culture Association Conference in Boston, MA.
Member of the core group for the 2009 Solar Decathlon (brought in $100,000.00) to support design and construction of ISU’s entry to the international competition. Helped construct the house and take it down after the competition in Washington DC.

Professional Memberships:
Member, NCBDS, National Conference on the Beginning Design Student, 2012
Member, IASTE, International Association for the Study of Traditional Environments, 2012
Webguru and member, SESAH, Southeast Society of Architectural Historians, 1998-present
Member, PCAACA, Popular Culture Association/American Culture Association, 2008-present
Member, NTHP, National Trust for Historic Preservation, 2011-present
Name: Daniel Naegele, Ph.D.; Associate Professor

Courses Taught ('10-'11; '11-'12):
Arch. 401 & Arch. 528-A, F-'10
Arch. 302 & Arch. 528-A, S-'11
Arch 201 & Arch. 528-A, F-'11
Arch. 302 & Arch 528-A, S-'12

Educational Credentials (include dates):
1988-1990 Master of Environmental Design YALE UNIVERSITY
1986-1987 Graduate Diploma. History & Theory Programme ARCHITECTURAL ASSOCIATION
1971-1977 Bachelor of Architecture UNIVERSITY OF CINCINNATI

Teaching Experience:
Aug. '01 to present IOWA STATE UNIVERSITY, Ames
Associate Professor, Department of Architecture
Aug. '96 to Aug. '01 UNIVERSITY OF MISSOURI, Columbia
Assistant Professor, Department of Environmental Design

Professional Experience:
8/82 - 9/86 Daniel Naegele, Architect, Denver, Colorado & Phoenix, Arizona
4/81 - 7/82 Fentress Bradburn, Architects, Denver, Colorado
9/78 - 4/81 Skidmore, Owings and Merrill, Denver, Colorado
3/76 - 6/76 Don Jacobs, Don Edson, Architects, LaJolla, California

Licenses/Registration:

Selected Publications and Recent Research:
August 2010 "Streets are for People," in English and Korean, proceedings, Social Sustainability of Historical Districts Hanoi
June 2009 "Encontrando rostros," Ra 11 (Revista De Arquitectura) (June, 2009) pp15-24; pp127-130 (full-text in Spanish and in English)
February 2009 "Le Corbusier and the Arrival of Psychically Innovative Space," (Atlanta, 2009)
January 2009 "A Green Roof for a Glass House" ∆OMEΣ (Domes) International Review of Architecture (Jan, 2009) pp128-141. (full text in Greek & English)
June 2007 "Las puertas y ventanas de Duchamp," Ra 9 (Revista De Arquitectura) (June, 2007) pp43-60; pp83-88 (full-text in Spanish and in English)
January 2007 "In a Mediated Manner: Le Corbusier's Villa Savoye at Poissy" ∆OMEΣ (Domes) International Review of Architecture (Jan, 2007) pp82-93. (full text in Greek & English)

Recent Research:
The Letters of Colin Rowe; The Saarinens and the Move Toward Modernism; Five Architectural Photographers; Le Corbusier: What Good is Bad Photography

Professional Memberships:
Walter Burley Griffin Society of America; Frank Lloyd Wright Building Conservancy; Des Moines Art Center; Des Moines Science Center; Terrace Hill Society; Cedar Rock Foundation
Name: Kevin Nordmeyer, AIA, LEED BD+C.; Lecturer

Courses Taught ('10-'11; '11-'12):
Spring 2011 - Design Studies 546 – Option Studio – Net Zero Design

Educational Credentials (include dates):
1990 Master of Architecture – Iowa State University (AIA Certificate of Merit)
1987 Bachelors of Art in Architecture – Iowa State University (with distinction)

Teaching Experience:
Iowa State University
Lecturer – Option Studios

Professional Experience:
1989 - 1991 Thorson Brom Broshar Snyder Architects
1996 - 2009 RDG Planning & Design – Partner
2009 – 2011 Director, Iowa Energy Center – Iowa State University
2011 – Pres. BNIM Architects – Associate Principal

Licenses/Registration:
Iowa
1993 - present

Selected Publications and Recent Research:
Principal Investigator - Benchmarking for Energy Efficiency Improvements in Public Buildings in Iowa, October 2010 - March 2012 - $495,173

Co-Principal Investigator, National Science Foundation EPSCoR – Harnessing Energy Flows in the Biosphere - Dr. Robert Brown, PI - July 2011 - July 2016 - $20,000,000

(the above were during time as Director of the Iowa Energy Center)

Professional Memberships:
American Institute of Architects
United States Green Building Council

Recent past boards / commissions:
2009 – 2011 Iowa Power Fund
2009 Governors Green Jobs Taskforce
2009 – 2011 State of Iowa Energy Council
2000 – 2009 Iowa Environmental Council Board
2007 USGBC Iowa Chapter Founding Chair
2000 AIA Iowa President
200 – 2003 ISU Department of Architecture – Professional Advisory Board
Name: LaDan Omidvar, AIA, LEED AP; Lecturer

Courses Taught ('10-'11; '11-'12):
- Arch 302 Spring '12
- DSN 102 Spring '12
- Arch 401 Fall '11
- DSN 102 Fall '11
- Arch 401 Fall '10

Educational Credentials (include dates):
- Master of Architecture, Iowa State University (ISU), 1996
- Masters in Community and Regional Planning, ISU, 1985
- B.A. in Architecture, ISU, 1982

Teaching Experience:
- Iowa State University, Lecturer, August 2010 to present
- Iowa State University, part time Lecturer, Fall 2007 and Spring 2008

Professional Experience:
- Brooks Borg Skiles AE, 1996 - 2010
- Environmental Design Group Ltd., 1987-1994

Licenses/Registration:
- State of Iowa

Selected Publications and Recent Research:

Professional Memberships:
- American Institute of Architects
- AIA Iowa Board of Directors, 2002-2005
- Iowa Women in Architecture, 2010 to present
Name: Dr. Arvid E. Osterberg, Professor

Courses Taught ('10-'11; '11-'12):
- Dsn S 102 & Arch 567 Spring '12
- Arch 571/Geron 571 & Arch 528A Fall '11
- Dsn S 102 & Arch 567 Spring '11
- Arch 571/Geron 571 & Arch 528A Fall '10

Educational Credentials (include dates):
- Doctor of Architecture (w/ certificate in Gerontology), University of Michigan, Ann Arbor, 1980
- Master of Architecture, University of Illinois, Champaign-Urbana, 1972
- Bachelor of Architecture, University of Illinois, Champaign-Urbana, 1969

Teaching Experience:
- Iowa State University, tenured Professor, 1995 to present
- Iowa State University, tenured Associate Professor, 1981 to 1995
- Iowa State University, Assistant Professor, 1977-1981
- Iowa State University, Professor in charge of the Master of Science in Architectural Studies Program, 1995-2009
- Iowa State University, Professor in charge of the Architecture Technology Laboratory, 1995-2006
- University of Michigan, Lecturer, College of Architecture and Urban Planning 1974-1977
- University of Illinois, Lecturer in Graduate Program, Department of Architecture 1972-1974

Professional Experience:
- Office of the University Architect, University of Illinois, Urbana, Illinois (1/2 time position) 1968-1969

Licenses/Registration:
- Licensed Architect, State of Illinois (active, 1972-present)

Selected Publications and Recent Research:
- "Accessibility research for "Facilities Planning and Management" at Iowa State University (principal investigator and project director) 1998-present
  Completed 25 "Architectural Conservation Assessments" for historic buildings and museums in 9 states
  Research for Ann Smeltzer Charitable Trust Cultural and Environmental Institute (with others)
  2004-2006
- "Iowa Access Project 6: On-line Housing and Finance Services" funded by the Iowa Finance Authority, (investigator) (1998)
- "ISU Residence Halls Facilities Condition Audit" funded by "Department of Residence", A comprehensive review of the physical conditions, mechanical systems, aesthetic appeal, and compliance with building and fire codes of 22 residence hall buildings.(co-principal investigator) 1995-1997
- "ISU/ADA (Americans with Disabilities Act) Residence Halls Project" regarding compliance of Residence Halls, funded by the "Department of Residence" at ISU (principal investigator) 1994-1996

Professional Memberships:
- National Trust for Historic Preservation; Iowa Preservation Alliance; American Association of Housing Educators; American Society on Aging; American Solar Energy Society; Association of Preservation Technology; Colorado Historical Society; Environmental Design Research Association; Gerontological Society
- Iowa Program for Assistive Technology (Environmental Work Group)
- Iowa Wind Energy Association
Name: Gregory Palermo, FAIA, Professor and Chair

Courses Taught ('10-'11; '11-'12):
Arch 401 Fall '11
Arch 401 Fall '10

Educational Credentials (include dates):
Master of Architecture and Urban Design, Washington University, 1976
Bachelor of Architecture, Carnegie Mellon, 1969

Teaching Experience:
Iowa State, Interim Chair of Architecture, July 2012-present
Iowa State, Interim Director of Architecture, July 2010-2012
Iowa State, tenured professor, Aug. 2001 to present
Iowa State, tenure-track associate professor, Aug. 1995 to 2001
Iowa State, adjunct associate professor, variously part- and full-time, Jan 1992-May 1995
Washington University, 1974-1991, part-time Lecturer and Adjunct

Professional Experience:
Architects Wells Woodburn O'Neil, 1991-1993
Stone Maracini Patterson, 1989-1991
Eugene Mackey, Architects, 1987-1991
Hellmuth Obata and Kassabaum, 1980-1987

Licenses/Registration:
Missouri, Iowa, NCARB Certificate, New York (inactive), California (retired)

Selected Publications and Recent Research:


Association of Collegiate Schools of Architecture (ACSA), Distinguished Professor Award, 2008.
American Institute of Architects, Iowa Chapter Educator Award, 2007
Iowa State University, Miller Fellowship, 2003-2004; Principal Investigator; Co-PI's John Cunnally (Art. Hist.), Michael Martin (Landscape Arch.), Susan Bradbury (Community and Regional Planning), Gary Tartakov (Art Hist.); $24,191 grant. $25,000 College matching funds. Grant awarded for development of the College of Design’s new entering students foundation Core theory course “Design Cultures”.

Professional Memberships:
American Institute of Architects
Chair, AIA College of Fellows Jury, 2012; jury member 2010 & 2011
Member, Accreditation Appeal Panel, National Architectural Accrediting Board, 2011
Member, Practice Analysis Steering Committee, National Council of Architecture Registration Boards, 2010-2012
Member, Intern Development Advisory Committee, AIA-NCARB, 2010-2011
AIA Iowa Board of Directors, 2010-present
Regional Director, Association of Collegiate Schools of Architecture Board, 2009-2012
Iowa Architectural Foundation Board, 2009-present
AIA Upjohn Jury, 2007. Reviewed proposals for research grants; awarded a total of $75K to 4 teams.
Name: Ulrike Passe. Assistant Professor of Architecture, Director of CBER

Courses Taught ('10-'11; ’11-'12):
ARCH 576 DE: Berlin Summer Academy: Urban Design for a low carbon life style Summer 12
ARCH 341: Building Science and Technology I Module #3 (Env) Spring 2012
ARCH 343: Building Science and Technology IV Module #2 (Env) Spring 2012
ARCH 245: Building Science and Technology I Module #1 (Env) Fall 2011
ARCH 342: Building Science and Technology III Module #3 (Env) Fall 2011
ARCH 601: Sustainable Design Graduate Net zero Energy studio Fall 2011
ARCH 576 DE: Berlin Summer Academy: Architecture for a low carbon life style: Summer 11
ARCH 341X: Building Science and Technology II (new B.ARCH tech seq) Spring 11
ARCH 245X: Building Science and Technology I (new B.ARCH tech seq) Fall 10
ARCH 458: Environmental Systems and Controls Fall 10
ARCH 601: Sustainable Design Graduate Net zero Energy studio Fall 2010

Educational Credentials (include dates):
Technical University Berlin Germany; Diplom-Ingenieur in Architecture (M.Arch equiv.) 1990

Teaching Experience:
iowa State University, IPRT, Director Center for Building Energy Research (CBER) 2008-present
iowa State University, Ames, IA, Assistant Professor 2007-present
iowa State University, Ames, IA, Lecturer 2006 -2007
University of Applied Sciences, Potsdam, Germany, academic/research faculty 2004 – 2005
University of Kentucky; Architecture Study-Abroad Program in Berlin fall of 2002 and fall 2004
Technical University Berlin, Germany, academic/research faculty 1993-99

Professional Experience:
Marina Stankovic Architect; Berlin, Germany 1991 - 1993
Stirling & Wilford Architects, London, UK; Berlin, Germany 1989 - 1990

Licenses/Registration:
Berlin, German, professional licensed, ARCHITEKT # 06879 since 1993

Selected Publications and Recent Research:
NSF-EPSCoR (investigator): Harnessing Energies from the Biosphere to establish research infrastructure in the energy utilization platform, Performance tracking and design prediction research, energy efficiency US. DOE 2009 Solar Decathlon, Principal Investigator Iowa State team.

Name: Lynn Paxson, Professor

Courses Taught ('10-‘11; ’11-‘12):
Arch. 301-Fall ’10, Fall ’11; Arch. 426-Fall ’10, Fall ’11 (cross listed in Design Studies & American Indian Studies-LAS College); DsnS/Arch. 546 Spring ’11,’12; Arch. 575 Spring ’11,’12; Arch. 404 S’10, S’11; Arch 490’s Fall ’10,’11. Spring ’11,’12; CDev. 590x1 & CDev. 590x2 S’11
Co-taught Contemporary Indigenous Architecture Univ. of NM F’10

Educational Credentials (include dates):
B.Env. Design (1978) College of Environmental Design, special honors (Valedictorian) and B.A. Psychology (1978) College of Arts and Sciences, University of Colorado, with distinction

Teaching Experience:
Iowa State Univ., full professor, Aug.’11-present, tenured asso. prof., Aug.’03-July’11, tenure-track asst. prof., Aug.’97-July ’03, variously visiting/temp./adjunct asst. prof., full-time, Jan.’91-May ’97
University of New Mexico, School of Architecture + Planning, Invited Visiting Professor F’10-S’13

Professional Experience:
ISD, Inc. NYC 1982-1984

Selected Publications and Recent Research:


Professional Memberships:
AICAE - (American Indian Council of Architects and Engineers) Education Liaison.
AISES – American Indian Science and Engineering Society – (Sequoya Fellow)
AIA –American Institute of Architects (Asso.), NOMA-National Organization of Minority Arch.’s
edra-Environmental Design Research Asso., IAPS-International Asso.People-Env’t Studies
**Name:** Ziad Qureshi, Lecturer

**Courses Taught ('10-'11; '11-'12):**
- DesS 102 Fall '11
- Arch 401 Fall '11
- Arch 302 Spring '12
- Arch 528A/598 Spring '12

**Educational Credentials (include dates):**
- Master in Design Studies, Harvard University Graduate School of Design, 2009
- Master of Architecture, Arizona State University, 2006
- Bachelor of Science in Architecture, University of Minnesota - Twin Cities, 2002

**Teaching Experience:**
- Iowa State University, Lecturer, July 2011 to present
- Universidad de Monterrey, Associate Professor of Architecture, November 2009 to June 2011
- Harvard University Graduate School of Design, Teaching Assistant, August 2007 to January 2008
- Arizona State University, Faculty Associate, December 2006 to May 2007
- Arizona State University, Research Assistant, September 2005 to December 2005

**Professional Experience:**
- Berkus Design Studio, 2006-2007
- Ralph Rapson and Associates Inc., 2003-2005
- Jack Edward Anderson Architects, 2003

**Selected Publications and Recent Research:**
- "Interstitial Occupancies: (re)Engaging Edge Conditions in Monterrey, co-author with Gregory Marinic, in *The Second International Conference on Spaces and Flows*, Prato, Italy (Forthcoming)
- "Flexible Identities: The Notion of Nation," Peer-selected Presenter at *ACSA: Local Identities / Global Challenges*, Association of Collegiate Schools of Architecture Fall Conference, Houston, Texas, October 2011

**Professional Memberships:**
- Member of the Association of Collegiate Schools of Architecture, Historic New England, the Minnesota Historical Society, the Popular Culture Association/American Cultural Association, the Society of Architectural Historians
- Committee Member, Advisory Committee for the Establishment for the Master in Architectural Design Program, Universidad Autonoma de Nuevo Leon (UANL), Mexico, 2010-2011
- Associate Editor, *d3: Dialogue*, New York, 2009-present
Name: Patrick Rhodes, Lecturer

Courses Taught:
- DSNS 102 Design Studio
- ARCH 202 Architectural Design II, Co-Coordinator
- ARCH 403 Architectural Design VII
- ARCH 404 Architectural Design VIII
- ARCH 490A Design Communications
- ARCH 490B Design
- DSNS 546/446 Interdisciplinary Design Studio (Anticipated)

Educational Credentials:
- Master of Architecture, Southern California Institute of Architecture, 1999
- Bachelor of Design, University of Florida, 1996

Teaching Experience:
- Lecturer, Iowa State University, 2011 – present
- Head, Design Department, Priestley School of Architecture and Construction, 2010 – 2011
- Assistant Professor, Tuskegee University, 2009 – 2010
- Visiting Professor, North Carolina State University, 2008 – 2009
- Sojourner Truth Visiting Professor, University of Michigan, spring 2008
- Assistant Professor of Architecture, Tulane University, 2006 – 2007
- Assistant Professor of Architecture, Kansas State University, 2005 – 2006

Professional Experience:
- Geoff Chick Associates Architects, Santa Rosa Beach, FL, 2011
- Blue Fin Architects, St. Thomas USVI, 2010
- Morphy Makofsky Structural Engineers, New Orleans, 2008
- Director, CITYbuild Consortium of Schools, New Orleans, 2007
- CHoPR Design, New Orleans, 2007
- Waring Architects, New Orleans, Studio Chief, 2006 – 2007
- Davis Design Development, Boston, Project Manager, 2004 – 2005
- Peter Ratcliffe Architects, Baltimore, Project Manager, 2003 – 2004
- John Cotton Architects, Los Angeles, 1999 – 2002
- NBBJ Sports and Entertainment Architecture, Los Angeles, 1999

Selected Publications, Awards and Honors:
- Smithsonian Folklife Festival, Washington DC, ISU Student Work, 2012 (Anticipated)
- International Architecture Biennale Rotterdam, House of Dance and Feathers, 2009 – 2010
- ACSA Collaborative Practice Award 2007
- Environmental Design Research Association (EDRA) PLACES Design Award 2007
- Smithsonian Cooper-Hewitt National Design Museum, Design for the Other 90%, 2007
- 10th International Biennale of Architecture Exhibition, Venice, Italy 2006
- Domus, Reinventare New Orleans, July 2007
- Design Like You Give a Damn, Metropolis Books, 2006
- Architectural Record, December 2006
- National Public Radio, 2006
- The New Yorker, 2006
- The Weather Channel, 2006
Name: Pia Katharina Schneider, Assistant Professor and Director of Rome Facility/Program

Courses Taught (‘10-’11; ‘11-’12):
Arch DSN 528 Spring ’10
Art ID 365/465 Fall ’10
Art ID 359 Fall ’10
Arch DSN 528 Spring ’11
Art ID 365/465 Fall ’10
Art ID 359 Fall ’10
Arch 486 Spring ’12

Educational Credentials (include dates):
Master of Architecture, SciArch, Southern Californian Institute of Architecture, Los Angeles, 1987
Diploma ETH, Swiss Federal Institute of Technology, Zurich 1984/1988 (BArch&MArch Degree)
Fellowship ETH- GSD School of Architecture Harvard, Cambridge MA 1985

Teaching Experience:
iowa State, Rome program, Collaborator Assistant Professor since 2011
iowa State, Rome program, Lecturer for Architecture, Jan. 2004 to 2011
iowa State, Rome program, Lecturer for Interior Design, Aug. 2000 to 2011
Penn State University, Rome program. Landscape / Urban studies 2004-2007
Various Urban courses for University of Illinois at Urbana Champaign Rome program and the
Pratt Institute NY Rome program. 2004-2007
Teaching Assistant for SciArch, Los Angeles 1986-88

Professional Experience:
Own design&consulting firm, Ecosturiore since 2000
Seste Studio, Rome 2002/2003
Ing. Greco, Rome 1991-7
Ron Mc Coy, Architect, Los Angeles 1990
Pereira Associates, Los Angeles 1988
De Feo Architect, Rome 1985
Paolo Portoghesi Architect, Rome 1985
Studio Jauch, Zuerich 1984

Licenses/Registration:
Member of the Italian Association of Architects (Ordine degli Architetti) 1995
Member of the SIA, Swiss Association of Engineers & Architects, SIA 1989

Selected Publications and Recent Research:
“Stable survey Elm” 2011, “Stable survey Braunwald” 2010, published for the Department of preservation and urban planning of the Kanton Glarus, Switzerland
“I colori della comunità” (the colors of the community), published in L’Architetto Italiano.
pp.50-57 Feb 2009

Professional Memberships and Awards:
Resident Director of the ISU Rome program, 2007 to present
Member and Award Winner of the Rome price of the Swiss Academy (ISR), Rome 1995-97
Name: Paul Shao, Ed. D., Professor

Courses Taught ('10-'11; '11-'12):
Arch 427/527 Chinese Architecture, History, Theory and Practice
Arch 576 China Study Abroad Program—Field Studies in Chinese Architecture
Arch 335/535 Three-Dimensional Design

Educational Credentials (include dates):
ED.D. University of Massachusetts 1979
M.F.A. University of Massachusetts 1970
M.A. University of Kansas 1966
B.F.A. China Art College 1965
B.B.A. Ohio University 1964

Teaching Experience:
1970-1971 Instructor of Architecture, Iowa State University
1971-1975 Assistant Professor of Architecture, Iowa State University
1975-1980 Associate Professor of Architecture, Iowa State University
1980-Present Professor of Architecture, Iowa State University

Professional Experience/Projects:
Projects completed:
The Robert D. Ray Asian Gardens, Des Moines, Iowa
The John Deere Chinese Pavilion, Des Moines, Iowa
The Wellmark Blue Cross and Blue Shield Character Garden, Des Moines, Iowa
The RDG Diversity Circle, Des Moines, Iowa
John Deere Credit World Headquarters Marble Deer commission, Johnston, Iowa
Botanical Center permanent marble sculptures exhibition, Des Moines, Iowa

Projects in development:
Peace and Friendship Garden
Iowa Giant Panda Research Park
Tenderness and Terror: Wonders of the Animal World, marble sculpture series

Selected Publications:
Asiatic Influences in Pre-Columbian American Art, Iowa State University Press, 1976
The Origin of Ancient American Culture, Iowa State University Press, 1983

Recent Research:

International Outreach/Academic Exchanges:
China Academy of Urban Planning and Design, Beijing
College of Architecture and Urban Planning, Beijing University of Technology, Beijing
College of Architecture and Art, Hefei University of Technology, Anhui
Anhui University of Architecture, Anhui
School of Architecture and Urban Planning, Lanzhou Jiaotong University, Gansu
Chengdu Research Base for Giant Panda Breeding, Sichuan

Professional Memberships:
1990 to present Chairman and President, Chinese Cultural Center of America
2004 and 2005 Chairman of the Board of Directors, Iowa Asian Alliance
Name: James Spiller, Associate AIA, Lecturer

Courses Taught:
Arch 201 Architectural Design I, Fall '10, Fall '11
Arch 202 Architectural Design II, Spring '11, Spring '12
Arch 490H Architecture Independent Studies Honors, Spring '12
DsnS 102 Design Studio, Spring '12
DsnS 241x Deconstructing Home: Spatial Drawing, Fall '11
DsnS 242x Illuminated Space: Drawing With Light, Fall '11
DsnS 240 Illuminated Lines, Spring '12

Educational Credentials:
Master of Architecture, School of the Art Institute of Chicago, 2009
B.A. Architecture, Washington University in St. Louis, 2007

Teaching Experience:
Iowa State, Lecturer, August 2010 - present
School of the Art Institute of Chicago, Early College Program, Instructor, January 2009 - July 2009
School of the Art Institute of Chicago, Teaching Assistant, 2007 – 2009
Washington University in St. Louis, Teaching Assistant, 2005 - 2007

Professional Experience:
Knowles Blunk Architecture, Des Moines, IA, 2011 - present
HLKB Architecture, Des Moines, IA, 2011
Bundy Young Sims & Potter Architects, Wichita Falls, TX, 2006
Frederic Schwartz Architects, New York City, NY, 2005

Selected Publications and Recent Research:
Smithsonian Folklife Festival, Washington DC, ISU Student Work, July 2012 (Anticipated)
AIA Iowa Citizen Architect, 2011

Professional Memberships:
American Institute of Architects, Associate Member, 2009 - present
Iowa Architectural Foundation, Architecture in Community Member, 2009-present
Name: Mitchell Squire, Associate Professor

Courses Taught ('10-'11; '11-'12):
Arch 403 Fall '10; '11
Arch 528A (Craft…) Fall '10; Fall '11
Arch 528A (Goodness…) Spring '11; Spring '12
Dsn S 546 (Toys!) Spring '10; Spring '11

Educational Credentials (include dates):
Master of Architecture, Iowa State University, 2001
Bachelor of Architecture, Iowa State University, 1994

Teaching Experience:
Iowa State University, tenured associate professor, July. 2007 to present
Grinnell College, Grinnell, Iowa, Visiting Professor Theater/Dance, Fall 2009 – Spring 2010
University of Michigan, Ann Arbor, Visiting Professor of Architecture, Jan 2009 – May 2009
Iowa State University, tenure-track assistant professor, July. 2001 – June 2007
University of Minnesota, Cass Gilbert Visiting Professor of Architecture, Jan. 2001 – May 2001
Iowa State University, temporary assistant professor, July 1997 – June 2001
Iowa State University, visiting professor, Jan., 1997 – May 1997

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:
(25 artists for tomorrow selected by the leading artists and curators of today),” p 77
(One-Person Exhibition) Mitchell Squire, no 'nother country. CUE Art Foundation, New York, NY 2011
Fishman, Elly. "Harvesting Narratives: Tales of Rural America and Race in the Work of Mitchell Squire."
On-Verge: Alternative Art Criticism on-line feature http://www.on-verge.org December 08, 2011
(Group Exhibition) Museum as Hub: Steffani Jemison and Jamal Cyrus: Alpha’s Bet is not Over Yet,
New Museum, New York, NY 2011
(One-Person Exhibition) Mitchell Squire, Wily Boy. UC Berkeley Dept of Architecture, Berkeley, CA., 2010
Camille Hanks Cosby Fellowship, Skowhegan School of Painting and Sculpture, 2010
Midwestern Voices and Visions Artist Fellowship, Joyce Foundation & Alliance of Artist Communities, 2010
(One-Person Exhibition) Mitchell Squire TOYZ. and other thoughtful objects for hours of play.
University of Michigan, Ann Arbor, MI, 2009
Creative Achievement Award, Association of Collegiate Schools of Architecture (ACSA), 2008
Mitchell Squire, A Bladder of Water and a Few Small Bisquits...
One-Person Exhibition) Mitchell Squire, Storied Toy: the Emotional and Imaginative Relationship Between a
Boy and His Toys (plus a few other things) University of Northern Iowa, Cedar Falls, IA., 2006
(One-Person Exhibition) Mitchell Squire Still Life with Peaches (and a little black boy atop a spotted pony)
Duke University, Des Moines, IA., 2005
New Faculty Teaching Award, Association of Collegiate Schools of Architecture (ACSA), 2005.
Mitchell Squire, “cultureWARE: implements of desire, or, EAT THIS!”
Published in Eating Architecture, eds. Paulette Singley and Jamie Horwitz. The MIT Press 2004.
Mitchell Squire, “Paris Done Burnt!” in White Papers, Black Marks: Architecture, Race, Culture, ed. Lesley

Professional Memberships: ACSA
Name: Chamila Subasinghe Ph.D. RIBA, Lecturer

Courses Taught ('11-'12):
Dsn S 102, ARCH 403 Fall ‘11
Dsn S 546, ARCH 598 Spring ‘12

Educational Credentials (include dates):
Doctor of Philosophy in Architecture and Urban Planning, Texas A&M University, 2011
Master of Science in Architecture, Texas A&M University, College Station, 2008
Master of Science in Architecture, University of Moratuwa, Sri Lanka, 2000
Bachelor of Science in Built Environment, University of Moratuwa, Sri Lanka, 1997

Teaching Experience:
Iowa State, Lecturer, Department of Architecture, Aug. 2011 to present
University of the Arts London and University of Moratuwa, Probationary Lecturer (equivalent to assistant professor), Aug. 2003 - July 2005

Professional Experience:
Principal: Design Dimensions; Colombo, Sri Lanka (2006 to present)
Architectural Engineer; Bo Jamhoor Trading & Contracting Cooperation W.L.L, State of Qatar, Jan., 2006 - Aug., 2006

Licenses/Registration:
RIBA (UK), AIA (SL)

Selected Publications and Recent Research:
Current Research
Ph.D. research, Syntactical analysis of three hurricane-prone spontaneous settlements in Bolivar Peninsula, Texas, since spring 2009.
Damage assessment of Bolivar Island, Texas after hurricane Ike: Co-investigator of a research funded by National Science Foundation, summer, 2010.
Revitalization of medieval Piazzas in Etruscan walled cities of Arezzo Province; funded by a grant through Italart Foundation, Italy: initial findings were presented to the mayor of Castiglion Fiorentino, spring 2010.

Publications: Book Chapters
SRD Aqua garden: an architectural option, first draft submitted, collaborative project between Norwegian Government and Ruhuna University Sri Lanka, fall 2009.

Peer-reviewed Journals
(Second draft under supervising author's review) “Meaning revitalized: harnessing the piazzas of Castiglion Fiorentino,” Journal of Landscape Architecture.

Professional Memberships:
Chartered Member, Royal Institute of British Architects, since 2003
Corporate Member, Sri Lanka Institute of Architects, since 2002
**Name:** Rob Whitehead, AIA, LEED AP, Assistant Professor

**Courses Taught ('10-'11; '11-'12):**
Fall ’10: Arch 401, Fall ’10; Arch 541, Fall ’10; Arch 245x, Fall ’10
Spring ’11: Arch 301, Spring ’11; Arch 341x, Spring ’11; Arch 542, Spring ’11
Fall ’11: Arch 401, Fall ’11; Arch 245, Fall ’11; Arch 341, Fall ’11
Spring ’12: Arch 302, Spring ’12; Arch 341, Spring ’12; Arch 343, Spring ’12
Summer ’12: Arch 507

**Educational Credentials (include dates):**
Master of Architecture, University of Texas at Austin, 1997
Bachelor of Architecture, Iowa State University, 1993

**Teaching Experience:**
Iowa State University, Assistant Professor, August 2012 to present
Iowa State University, Lecturer, 2007-2012
University of Texas at Austin, Teaching Assistant, 1996-1997

**Professional Experience:**
Whitehead Design Workshop, Principal Architect, 2007-Present
BNIM Architects, Des Moines Chapter, Architect, 2009

**Licenses/Registration:**
Leadership in Energy and Environmental Design (LEED) Accredited Professional, 2006

**Selected Publications and Recent Research:**

Award, 2011 BTES Building Technology Teaching Award-Emerging Faculty, Building Technology Educators Society


NCARB Grant for the Integration of Practice and Education in the Academy, 2009

“Practicing Structures,” with Professor Tom Leslie.


**Professional Memberships:**
Member, Building Technology Educators Society (BTES), 2009-present
Member, Construction History Society of America, 2008-2011
Founding Chair, AIA Iowa Diversity Task Force, 2006-2007
Advisory Board Member, Center on Sustainable Communities, (COSC), Des Moines, Iowa, 2006-2007
Name: Kimberly Elman Zarecor, Ph.D., Associate Professor and Director, B. Design Program

Courses Taught ('10-'11; '11-'12):
Arch 202: Spring 2011
Arch 222: Spring 2011, Spring 2012
Arch 321: Fall 2010, Spring 2012
Arch 595: Fall 2010
Des 250x: Spring 2012

Educational Credentials (include dates):
Ph.D. in Architecture (History and Theory), Columbia University, 2008
Master of Architecture, Columbia University, 1999
B.A. in Art History, University of Massachusetts, Amherst, 1996

Teaching Experience:
Iowa State, Director of Bachelor of Design Program, Jan. 2012 to present
Iowa State, Associate Professor of Architecture, Aug. 2011 to present
Iowa State, Assistant Professor of Architecture, Aug. 2005 to present
Columbia University, Instructor in Architecture, Sept.-Dec. 2004

Professional Experience:
Avery Art and Architectural Library, Columbia University, Research Assistant, March 1998-March 2001
Surber, Barber, Choate and Hertlein Architects, Atlanta, GA, June-Aug. 1997

Licenses/Registration:
n/a

Selected Publications and Recent Research:

Professional Memberships:
Association for Slavic, East European, and Eurasian Studies; Czechoslovak Studies Association (Webmaster, 2011-present); Historians of German & Central European Art & Architecture ; Society of Architectural Historians Steering Committee Member, Annual Czech Studies Workshop, 2008-present
IV.4A: Visiting Team Report (VTR) from the previous visit

This is the link to the Architecture Accreditation, Careers and Licensure page. This page includes links to the NAAB Transmittal letter stipulating the term of accreditation and the 2007 VTR in pdf format:

< http://www.design.iastate.edu/architecture/NAABfiles.php >
IV.4B: Visiting Team Report (VTR) from Focused Evaluation

This is the link to the Architecture Accreditation, Careers and Licensure page. This page includes links to the 2010 Focused Evaluation VTR in pdf format:

<http://www.design.iastate.edu/architecture/NAABfiles.php>
IV.5: Catalog and Portals
(or URL for retrieving online catalogs and related materials)

Catalog URLs

The University Catalog is on-line at the following address:
< http://catalog.iastate.edu/ >

The catalog section for the College of Design is at the following address:
< http://catalog.iastate.edu/collegeofdesign/ >

The catalog section for Architecture is at the following address:
< http://catalog.iastate.edu/collegeofdesign/architecture/ >

The College of Design website is a portal not only to the college, but also all of its academic programs:
< http://www.design.iastate.edu/ >

The Department of Architecture website includes a broad range of topics:
< http://www.design.iastate.edu/architecture/index.php >
IV.6: Response to Offsite Program Questionnaire

Department of Architecture students have the option of pursuing a semester-long international study program at the College of Design’s Study-Abroad Teaching Site (as defined on pg. 71 of the NAAB 2012 Procedures for Accreditation). The Dept. of Arch. does not have any Branch Campuses, Additional Sites or Online Learning Sites as defined by NAAB. The following is a response to the questionnaire:

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Iowa State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Degrees</td>
<td>B. Arch; M. Arch</td>
</tr>
<tr>
<td>Name of Person Completing Form</td>
<td>Gregory Palermo</td>
</tr>
<tr>
<td>Location of Study-Abroad Teaching Site</td>
<td>Rome, Italy</td>
</tr>
<tr>
<td>Distance from Main Campus</td>
<td>7 time zones</td>
</tr>
<tr>
<td>Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site</td>
<td>5</td>
</tr>
<tr>
<td>List All courses: number, title, credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arch 402 Studio: Rome Option 6 cr</td>
</tr>
<tr>
<td></td>
<td>Arch 431 Drawing 3 cr</td>
</tr>
<tr>
<td></td>
<td>Arch 529 Topics in Italian Architecture and Urbanism 3 cr</td>
</tr>
<tr>
<td></td>
<td>Arch 486 Design: Made in Italy 3 cr</td>
</tr>
<tr>
<td></td>
<td>Arch 490 – Independent Studies</td>
</tr>
<tr>
<td>Is attendance Required for Accredited Degree</td>
<td>No</td>
</tr>
<tr>
<td>Who has Administrative Responsibility at the Study-Abroad Teaching Site?</td>
<td>Pia Schneider, Director of the Program and Facility</td>
</tr>
<tr>
<td>To whom does this individual report?</td>
<td>Dean of the College of Design (CoD) Luis Rico-Gutierrez</td>
</tr>
<tr>
<td>Where are financial decisions made?</td>
<td>At the CoD in concert with Ms. Schneider</td>
</tr>
<tr>
<td>Who has responsibility for hiring faculty?</td>
<td>On-Site: Ms. Schneider with Dept of Arch and CoD input Dept of Arch assigns Rome faculty from main campus each year</td>
</tr>
<tr>
<td>Who has responsibility for rank, tenure and promotion at the branch campus?</td>
<td>The Study-Abroad Teaching Site is not a Branch Campus as defined by NAAB; P&amp;T not conducted here</td>
</tr>
<tr>
<td>Does the branch campus have its own curriculum committee?</td>
<td>No</td>
</tr>
<tr>
<td>Does the branch campus have its own grievance committee?</td>
<td>No</td>
</tr>
<tr>
<td>Does the branch campus have its own resources for faculty research and scholarship?</td>
<td>No</td>
</tr>
<tr>
<td>Does the branch campus have its own AIAS or NOMAS?</td>
<td>No</td>
</tr>
<tr>
<td>Does the branch campus maintain its own membership in ACSA?</td>
<td>No</td>
</tr>
</tbody>
</table>
This page is left blank intentionally.