

Name of Institution: Arizona State University
Name of Academic Unit: Herberger Institute for Design and the Arts

Interim Progress Report

Master of Architecture

Track I (Pre-professional degree + 56 graduate credit hours)

Track II (Undergraduate degree + 99 graduate credit hours)

Please provide contact information for the following individuals:

Program Administrator: Catherine Spellman

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Craig Barton, Director, The Design School

Provost: Dr. Robert Page

President of the Institution: Dr. Michael Crow

Individual submitting the Interim Program Report: Catherine Spellman

Name of individual to whom questions should be directed: Craig Barton

Year of the Previous Visit: 2012

Current Term of Accreditation: 6 years

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2011

NOTES:

1. All sections should be in Ariel 10 pt. type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report

a. Conditions

I. 1.4 Long Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

2012 Team Response: The narrative describing *Long Range Planning* was found in the APR on p. 33 and is further developed in the Curricular Diagrams following the text however the team found the information inadequate.

The program has undergone significant change which began in 2006. The initial focus was to increase collaboration between Architecture and Landscape Architecture, and to create greater opportunities for international studies. In 2009, due to economic conditions in the university, the College of Design was merged with the College of the Arts to create the Herberger Institute for Design and the Arts. The architecture program is one of six programs of the Design School, which resides within the Herberger Institute.

The Design School has developed curricular changes to increase the types of Masters Degrees offered, and particularly to provide opportunities for multidisciplinary collaboration and to undertake double majors.

The team was unable to determine that the Herberger Institute has a long range plan in place. The Design School has worked to develop long-range initiatives, but, without the context of long term goals at the institute level, it is difficult for the architecture program to establish multi-year objectives for continuous improvement.

The current program director is stepping down and a search is concluding for the selection of a new director. This may create opportunities for strategic and long-range planning initiatives.

2014 Program Response:

Since the team's visit in 2012, the Herberger Institute for Design and the Arts (HIDA) appointed Craig Barton, Director of The Design School, Dean Kwang-Wu Kim resigned. Prof. Michael Underhill served as Interim Dean during AY13-14 while the university searched for a new Dean. In July 2014 Steven Tepper was appointed as Dean. At the request of the university president, the Dean has initiated an Institute-wide strategic planning process.

In AY 13-14 Director Barton began a school-wide long-range planning process. Program coordinators were asked to work with their faculties to update the strategic plan for their program and to develop long-range goals for their respective programs to be incorporated into the school's strategic plan. As part of the planning process the Architecture faculty is meeting regularly and in an annual retreat to review the status of program priorities, and goals.

In developing an updated plan the director asked each unit to provide a concise mission and vision statement, report on the status of the following issues and to outline program priorities and goals in response to mission, vision, program status, potential for growth and distinction.

Programs were asked to report on the status of the following topics:

*Curriculum (including on-line curricula);
Program Enrollment;
Teaching and research collaborations;
Outreach/engagement;*

Program Resources:
Faculty;
Facilities;
Equipment; and
Program Goals & Priorities

The Architecture program submitted its draft strategic plan last fall. A copy of this draft is appended to this document. Using the draft strategic plans along with draft plans developed by the other programs, the Director is working with Dean Tepper to develop a plan for the program and school which will be incorporated in the institute's plan.

I. 2.4 Human Resources & Human Resource Development: Faculty & Staff: *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.*

- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Students: *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*

An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

2012 Team Response: The narrative describing *Human Resources and H.R. Development for Faculty and Staff* is found in the APR on pp.49–53. Although the program has adequate support for some of the requirements, the team found the following items to be inadequate.

- Faculty: The faculty is engaged with the students and there is a high level of respect. Two vacant faculty positions remain unfilled, placing a strain on existing faculty, but searches may be initiated when the new director is in position.
- A concern exists that advancement opportunities are not available. An expectation of 12 months performance has been established for the Program Coordinators, yet they are compensated on a nine month basis plus stipend.

- An IDP Coordinator has been appointed and has attended training sessions, however, students identified a lack of communication on IDP information.
- Staff: Although they support the Design School very well, staff for the Design School is not adequate. The merger has left the school with seven staff to do the work that previously was handled by ten. Some staff members are working weekends to meet the increased demands of their position.

2014 Program Response:

The program made two tenure-track hires in AY13-14 to address the open faculty positions. The director is working with the new dean to secure additional positions for the program.

The concern about advancement and compensation appears to conflate two separate issues; “advancement” e.g. promotion and the ability for interested faculty to build successful dossiers/cases and a question about compensation mechanisms for faculty, like program coordinators who hold administrative assignments. Academic opportunities for tenured faculty are available at the School. Two faculty members have applied and advanced in rank from Associate Professor to Professor, since the team’s visit in 2012. The director has worked to address concerns about compensation by establishing a research fund for each coordinator. These funds can be used to support research activity. Maintaining an active research profile is critical to being able to construct a successful case for promotion.

The IDP coordinator is now able to communicate directly with students in the program and regularly shares information about IDP.

Understaffing of academic and administrative units is a pervasive problem throughout the university. In response to the particular challenges at The Design School, the school has retained 5 student workers who support TDS staff and the school’s operation.

b. Criterion II.1 (Student Performance Criteria)

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

2012 Team Assessment: The team found elements of accessible design throughout projects reviewed, however, evidence of a comprehensive approach to accessibility was not found in a single design solution.

2014 Program Response:

The elements of accessible design for individuals with physical, sensory and cognitive disabilities is being specifically addressed in course lectures and with a new course assignment titled “Accessible Design” within the required MARCH course ATE 556 Building Development. Students are expected to incorporate their knowledge of accessible design in the comprehensive design studio ADE522 Advanced Architectural Design II. Students will document their project development in terms of design, technology, accessibility, life-safety and outline specifications in a Project Manual. The outcome of this curricular revision will provide students with a greater ability to integrate their knowledge of these areas in their studio projects. Both ATE 556 and ADE 522 are taught in the second semester of the MARCH two year program.

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

2012 Team Assessment: Some components of life-safety systems were found in student work but the team was unable to find examples of code review and analysis and a consistent approach to life safety systems was lacking in student coursework ADE 522 *Advanced Architectural Studio II* as indicated in the Course Matrix.

2014 Program Response:

Components of life-safety systems, code review, and analysis are being specifically addressed with a new course assignment titled "Life-Safety Systems" within the required MARCH course ADE522 Advanced Architectural Design II. Students show evidence of their knowledge of life-safety systems in the studio project that they develop as part of this course. Students document their project development in terms of design, technology, accessibility, life-safety and outline specifications in a Project Manual. The outcome of this curricular revision provides students with a greater ability to integrate their knowledge of these areas in their studio projects.

2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

A. Program Autonomy: The restructuring to create the Herberger Institute for Design and the Arts has created a measurable loss of identity and autonomy that will be hard to regain. The Design School has lost control of its website which was its interface and outreach with the general public, the profession and potential students. The Herberger Institute Research Center which was housed in the Design School was relocated to the Herberger Institute facilities and has subsequently ceased to function. The Design School is left without research staff support with its attendant grant writing expertise and ultimately, this relocation will diminished the programs standing in the research community.

2014 Program Response:

The university is in the midst of a "campaign" to increase research funding and expenditures. All academic units are participating in this endeavor. In an effort to better support research activities among the schools in the Herberger Institute, the Dean created a new associate dean position specifically to assist faculty in developing research proposals and has provided some funding to support preliminary research activities. The Associate Dean for Research assists faculty in the preparation of grants, oversees these funds which are available to all Herberger faculty on a competitive basis. Program faculty have successfully utilized this resource and have secured both seed and long term project funding.

B. Outreach: The Council of Design Excellence was a major force for community outreach to professionals, developers and community leaders from the Design School. With the creation of the Herberger Institute, the Council was relocated from the Design School to the Herberger Institute, resulting in a significant reduction in capability for community outreach by the School.

2014 Program Response:

The school director has worked with the Herberger Institute's Dean's office to return the Council to school. As an entity, the Council is now overseen by the school. The director is negotiating with the newly appointed Dean to secure additional funding for staff to support the Council and its activities. The current plan is to launch the Council in the fall of 2015.

- C. Outline Specifications:** The team could not find any evidence of an ability to write outline specification as required in the student performance criteria.

2014 Program Response:

The 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 is being addressed in ADE 521 Advanced Architectural Design I. In ADE522 Advanced Architectural Design II students are required to write an outline specification for the comprehensive design project they develop in the studio. Students will document their project development in terms of design, technology, accessibility, life-safety and outline specifications in a Project Manual. The outcome of this curricular revision provides students with a greater ability to integrate their knowledge of these areas in their studio projects.

- D. Intern Development Program:** The program has appointed an IDP Education Coordinator, however, student awareness of the IDP requirements remains unclear. NAAB Conditions require clear communication of the requirements of IDP to all students at an appropriate time in the professional program. The team, in discussions with the student body, did not find evidence of this communication.

2014 Program Response:

Student awareness of the Intern Development Program requirements are addressed in three venues of the MARCH program. The program holds an educational session in the second semester to review the requirements of IDP with students before they participate in the 1 credit hour internship ARP 584 Summer Professional Practice. IDP is again addressed in the 2 credit hour course ARP 584 Professional Practice and Management. The link to <http://www.ncarb.org/en/Experience-Through-Internships.aspx> is posted on The Design School Architecture website.

3. Changes or Planned Changes in the Program

Such as

- Faculty retirement/succession planning
- Administration changes (dean, department chair, provost)
- Changes in enrollment (increases, decreases, new external pressures)
- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

4. Identity & Self-Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The history of the Arizona State University dates to 1885 when the first teachers college was founded in the present location of the campus in a rather modest building. Since then, the campus has grown to its present size of over 70,440 students (Fall 2011 headcount) on four campuses, with over 58,000 (Fall 2011 headcount) on the 800-acre Tempe campus where our program is located. The University is

currently engaged in a comprehensive 2020 master plan with projected growth on all campuses exceeding 100,000 students--including a new 15,000 student Capital Center campus in central Phoenix (<http://www.asu.edu/cdp/>).

Arizona State University, located in the Phoenix metropolitan area, has emerged as a leading national and international research and teaching institution with a primary focus on Maricopa County, which is Arizona's dominant population center and the fastest growing large county in the country. This rapidly growing, multi-campus public research university offers programs ranging from the baccalaureate through the doctorate for approximately 70,000 full-time and part-time students through ASU Tempe campus; ASU West campus in northwest Phoenix; a major educational center in downtown Phoenix; ASU East Polytechnic campus, located at the Williams Campus (formerly Williams Air Force Base) in southeast Mesa; and other instructional, research, and public service sites throughout Maricopa County.

Arizona State University is part of a university system governed by the Arizona Board of Regents. The board consists of ten appointed members, including two student members, with the elected governor and the state superintendent of public instruction as ex-officio members. The term of each member (except the student members) is eight years. Students serve two year staggered terms, the first year as a non-voting member.

The regents select and appoint the president of the University, who is the liaison between the Arizona Board of Regents and the institution. The President is aided in the administrative work of the institution by the executive vice president and provost of the University, as well as other provosts, vice presidents, deans, directors, department chairs, faculty, and other officers.

Arizona State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Programs in the various colleges, schools, divisions, and departments are accredited by, or affiliated with, national bodies as described in the Academic Accreditation, Academic Affiliation and Academic membership tables published on page 702-708 of the 2004/05 Arizona State University General Catalog. The academic units develop and implement the teaching, research, and service programs of the University, aided by the University libraries, museum, and other services.

The faculty and students of the University play an important role in educational policy, with campus Academic Senates, joint University committees and boards, and the student associations serving the needs of the institution.

Dr. Michael Crow is the President of the University and Dr. Elizabeth Capaldi is Executive Vice President and Provost of the University.

Arizona State University is one university in many places. ASU-Tempe campus and ASU-West campus are separately accredited by the Higher Learning Commission, and by the professional accrediting agencies. Arizona State University East campus is recognized by the Higher Learning Commission as a full-service campus and is accredited under the Tempe campus.

The Tempe campus of ASU is situated on over 800 acres in a setting of desert trees and subtropical plantings. ASU's best-known landmark is the Gammage Center for the Performing Arts, designed by Frank Lloyd Wright. Several significant buildings, including Antoine Predock's Performing Arts Center and University Museum, Scogin Elam and Bray's Law Library Addition, ISTB II by Richard + Bauer, Lattie Coor Building by Jones Studio, and the Architecture facility designed by Alan Chimicoff and the Hillier Group, are distinctive in their own right. The University recently completed a significant number of new facilities including over 1 million sf. of new research facilities. New facilities include the 800,000 sf, four phase, Arizona Bio Design Institute by Gould Evans/Lord Aeck Sargent, a 175,000 sf Interdisciplinary Science and Technology Building One by Perkins and Will/Dick and Fritsche, a 1,928 bed freshman academic village by Machado Silvetti/Gould Evans, a 140,000 sf. home for the ASU Foundation and the Office of the President by Architekton/Gould Evans, and a new central campus co-generation and chiller

by Machado/ Silveti/Gould Evans. Our faculty and administration has had much influence on the architectural and urban development of the University. Wellington Reiter, the former Dean of our schools when they were known as the College of Design, led the effort to develop the new Capital Center campus. In 2004, Ron McCoy stepped down from his position as Director of the School of Architecture within the College of Design in order to assume the position of the University Architect. In this role he was responsible for the implementation and oversight of all the building and design projects within the University. In 2008 Ron McCoy left the University to become the Campus Architect at Princeton University.

The degree granting programs on the Tempe Campus of the University are:

Business, Engineering, Graduate, Law, Letters and Sciences, Letters and Sciences, Liberal Arts and Sciences, Teachers, Nursing, Sustainability, Honors, The Bio-Design Institute and The Herberger Institute for Design and The Arts (HIDA).

The colleges and institutes are made up of schools, divisions, academic departments, and centers of research and service with more than fifty specific units of instruction. The Design School is housed in HIDA. HIDA is composed of six schools (from largest to smallest): The Design School, School of Art, School of Music, School of Theater and Film, School of Arts Media and Engineering, and the School of Dance.

ASU offers baccalaureate degree programs in more than 100 areas of interest, master's degrees in about 100 majors, as well as nearly 50 doctoral degrees such as Juris Doctor, Doctor of Education, Doctor of Musical Arts, Doctor of Audiology, Doctor of Nursing Science and Doctor of Philosophy degrees. ASU is a Research Extensive University. Underlying the range of research conducted at ASU is the competitively funded external support received in the form of sponsored project grants and contracts that provide research opportunities for our faculty, researchers, graduate students, and undergraduates. In the fiscal year 2006, over \$202 million sponsored project expenditures were supported through external grants and contracts. This places ASU 81st highest among the 630 US colleges and universities. Reporting positive research expenditures in surveys conducted by the National Science Foundation. The Carnegie Foundation classifies ASU for the Advancement of Teaching in the group of doctorate-granting institutions with the "highest level of research activity."

The University's libraries hold over 3.8 million volumes ranking as the 36th largest research library in the United States and Canada, according to criteria established by the Association of Research Libraries. The Design School Library contains over 50,000 items including: books, periodicals, tape recordings, DVDs, films, microfilm, and portfolio materials in the areas of urban planning, environmental design, and architecture. The archives of several prominent architects, such as Will Bruder, are also housed here. It is located in the Design South building. ASU is affiliated with the Pacific Athletic Conference (PAC-12). ASU is also a participating member of

Western Interstate Commission for Higher Education (WICHE), established to allow reciprocity for students in designated professional programs that are not available locally in each of the cooperating states.

History and Description of the School

The founding Dean of the College of Architecture and Environmental Design, James Elmore, began teaching at Arizona State University in 1949. A two-year technical program was developed upon the suggestion of the National Architectural Accrediting Board and the first classes were offered in 1949-50 academic year. During the 1950s, the program grew from a two-year program to three then to four with a Bachelor of Science degree, and finally to five with the Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. At this point the School of Architecture was a part of the College of Engineering and Applied Sciences. It became independent as College of Architecture in July 1, 1964, and was later renamed as the College of Architecture and Environmental Design in 1983. In 2005, The College of Architecture and Environmental Design was renamed The College of Design and housed three academic units: The School of Architecture + Landscape Architecture, The School of Design (Industrial Design, Interior

Design, Graphic Design), and The School of Planning. Also during this time three new college initiatives were launched: The Master of Real Estate Development (MRED), The Phoenix Urban Research Lab (PURL), and the Stardust Center for Affordable Homes and the Family. In 2009, The College of Design merged with The Herberger College of The Arts forming the Herberger Institute for Design and The Arts. During the merger MRED moved to the Business School and Planning moved to The School of Geographical Sciences. The School of Design Innovation was established in 2009. In 2010, The School of Design Innovation was disestablished, and the faculty unanimously voted to merge with the School of Architecture + Landscape Architecture creating what is now The Design School. The Design School currently provides undergraduate and graduate education for professional, research, and academic careers in architecture, industrial design, interior design, landscape architecture, visual communication design (graphic design), environmental systems design, urban design and healthcare design.

The School has eight distinct academic programs:

Architecture
Environmental Systems Design
Industrial Design
Interior Design
Landscape
Architecture Urban
Design
Visual Communication Design
Design Research

The officers of the Herberger Institute for Design and The Arts are: Dean + Director Dr. Kwang-Wu Kim, Executive Dean Michael Underhill, Associate Dean Dr. Heather Landes. The officers of The Design School are: Director Darren Petrucci (professor of architecture and urban design); Assistant Director Joe Ewan (associate professor of landscape architecture), Assistant Director Lauren McDermott (associate professor of industrial design). Additionally, each program has a faculty member who serves as a Program Coordinator. Associate Professor Tom Hartman is the Program Coordinator for the Architecture Program.

Undergraduate Programs

The School houses the following baccalaureate degree programs offered by the faculty of the five Programs:

Architectural Studies, B.S.D.

Industrial Design, B.S.D.

Interior Design, B.S.D.

Landscape Architecture, B.S.L.A

Visual Communication Design (i.e. Graphic Design), B.S.D.

Housing and Urban Development, B.S.D., School of Planning

The Herberger Institute houses the following baccalaureate degree program with contributions from faculty in The Design School:

Bachelor of Arts in Design, B.A.D., Herberger Institute

Graduate Programs

Faculty in The Design School offer five master's degree programs and one Ph.D. through the Division of Graduate Studies:

MArch: A professional program leading to the NAAB accredited degree Master of Architecture (the two-year as well as three-plus-year programs).

MSBE: A research and application Master of Science degree with a major in the built environment

MUD: A two-year studio based program leading to a Master in Urban Design

MLA: (In progress) A two-year professional program leading to the LAAB accredited degree Master of Landscape Architecture (two year as well as 3+ year programs)

MSD: The Master of Science in Design degree with a major in design with concentrations in Industrial Design, Graphic Design and Interior Design.

NOTE: the School is currently planning three new studio based master degree programs in Industrial Design (MID), Interior Architecture (MIA), and Visual Communication Design (MSVD). The 3+ track of these two-year programs are planned for start in the summer of 2012. All three are expected to be accredited programs.

The Ph.D. in Design, Environment, and the Arts is a Herberger Institute wide interdisciplinary degree offered by faculty representing the Schools of Art, Arts Media + Engineering, Dance, Design, Music, and Theater and Film. Three areas of concentration are available: design; planning; and history, theory, and criticism. The director of the Ph.D. program is Prof. Michael Kroelinger from The Design School.

Program History

The program in architecture at Arizona State University has its roots in a two-year technical program offered in the College of Engineering in the 1949-50 academic year. The program evolved throughout the 1950s and eventually led to the establishment of the College of Architecture and Environmental Design. The first Bachelor of Architecture degree, which was a five-year degree, was conferred on a class of one in May, 1960.

The first advisory visit by the National Architectural Accrediting Board (NAAB) to ASU occurred in January 1961, and accreditation was granted effective in the fall of 1961. The initial accreditation has since been extended as a result of further visits in 1962, 1968, 1973, 1975, 1979, 1984, 1989, 1995, 2000, and 2005. In 1978, the College was organized into the departments of Architecture, Design Sciences, and Planning with Calvin Straub appointed the first chair of the Department of Architecture (1978-79). James Scalise succeeded him as acting Chair, and Roger Schluntz was appointed Chair in 1980. In 1985, the Board of Regents raised the program's status to that of "School of Architecture." The Chair's title was simultaneously changed to Director. Jack Peterson served as the Acting Director of the School for one year from 1988 to 1989. In 1989, Michael Underhill was appointed as Director of the School and served in that capacity through 1994. Jack Peterson served as Acting Director in the 1994-95 academic year. Ron McCoy served as Director from 1995 to 2004. Ron McCoy served as Interim Dean in 2003- 2004. Catherine Spellman was appointed Interim Director in the fall of 2004, and Max Underwood was appointed Interim Director for the spring of 2005. Darren Petrucci was appointed Director in the fall of 2005.

The organization of the program has also evolved throughout the years. The department developed its first graduate program in 1973. The original Master of Architecture degree was to be research-oriented and follow the five-year Bachelor of Architecture degree. In 1976, the Master of Architecture degree was changed to the Master of Environmental Planning (MEP) and was intended to focus on research and related efforts in (a) urban planning in arid regions, and (b) building design in arid regions. This degree was intended to serve the needs of all departments within the College of Architecture and Environmental

Design (CAED). In the spring of 1980, the faculty adopted a proposal to reorganize the professional program from a five-year Bachelor of Architecture format to an undergraduate degree program and the current two-year Master of Architecture as a first professional degree program. The Board of Regents approved the program in the fall of 1981. Students with previous architectural undergraduate degrees from other institutions were first accepted into the new Master of Architecture (MArch) program in the spring of 1982. The first Master of Architecture degree was conferred at winter commencement in 1983, and an additional five candidates were awarded with the degree in the spring of 1984. The five-year professional Bachelor of Architecture degree was phased out and the last class of Bachelor of Architecture students graduated in the spring of 1985. In 1986, the School of Architecture was granted permission by the Board of Regents to offer a research-based degree - the Master of Architecture (MArch) 4+2 Bachelor of Science/Master of Architecture structure. Thus, the current undergraduate degree is a Bachelor of Science in Design (BSD) with a major in Architectural Studies. In 2004, the faculty merged with the faculty of Landscape Architecture and changed the name to the School of Architecture and Landscape Architecture.

The largest number of professional degrees in architecture from ASU was granted in 1976 when eighty-eight Bachelor of Architecture (five-year program) degrees were conferred. That number was subsequently reduced to approximately fifty students each year. This number reflects space limitations and restrictions imposed on admission into the professional program.

With changing demographics and educational needs of the population in Arizona (and the society in general), a proposal for a new Master of Architecture degree track for those applicants who already hold an undergraduate degree in non-architecture fields was developed. The resulting program, organized as a seven-semester program of study, is the 3+ Master of Architecture. The Board of Regents approved the program in the fall of 1993, and the first students were admitted to the 3+ Program for the fall semester of 1994 with the first students graduated in the spring of 1997.

In the 1996-97 academic year the college enrolled the first class of students into the Ph.D. in Environmental Design and Planning Program. In 2010, as part of the merger of The College of Design and The College of The Arts, the Ph.D. program was expanded to include the entire Herberger Institute for Design and the Arts, and the degree was renamed Ph.D. in Design, the Environment, and the Arts. This program provides new opportunities for faculty, a new infusion of advanced students, and new opportunities such as the series of Institute-wide Ph.D. symposia. The school is committed to maximizing the opportunities of the Ph.D. program within the Institute. The majority of PhDs in the Institute-wide program are in The Design School. It is anticipated that with the new structure of the School a clear set of Ph.D. trajectories will be established that leverage the multi-disciplinary offerings of the School, especially in the area of design thinking. The Coordinator for the Institute's Ph.D. program is Professor Michael Kroelinger of The Design School.

In the fall of 2004, the School of Landscape Architecture, formerly residing in the School of Planning and Landscape Architecture was incorporated into the School of Architecture. The move was due in part to the desire of the landscape faculty to reside within a studio-based program instead of the research-based program of Planning within which it was previously housed. Previous to the merger of architecture and landscape architecture, faculty from both programs had a record of successful collaboration with one another and welcomed the opportunity to further share their interests in a structured, pedagogical environment. It should be noted that the desert environment is a strong presence in the architecture of the region, and merging the two disciplines within one School has produced opportunities to expand the disciplines in unique and challenging ways.

In the fall of 2005, the College of Architecture and Environmental Design under the leadership of Dean Wellington Reiter changed its name to the College of Design. During this time the School of Design, in the College, housing industrial design, interior design, and graphic design was disestablished and the three programs reestablished as the School of Industrial Design, the School of Interior Design, and the School of Visual Communication Design (graphic design). In addition to these three programs the College of Design housed The School of Architecture + Landscape Architecture, School of Planning, Master of Real

Estate Development, Phoenix Urban Research Lab, and the Stardust Center for Affordable Homes and the Family (moved to COD in 2007).

In the summer of 2008, Dean Reiter left the University, and in the spring of 2009 his administrative position was removed by the University and the College of Design was merged with the College of The Arts to form the Herberger Institute for Design and the Arts under the leadership of the former Dean of The College of The Arts, Dr. Kwang-Wu Kim. During the merger the School of Planning was moved to the School of Geographical Sciences, the Master of Real Estate Development was moved to the College of Business, and the Phoenix Urban Research Lab (PURL) and the Stardust Center for Affordable Homes and the Family became part of the School of Architecture + Landscape Architecture. Additionally, the three independent design schools (industrial, interior, visual communication design) were recombined into the School of Design Innovation.

In the spring of 2010, the School of Design Innovation was disbanded by the University and their faculty unanimously voted to merge their programs with the School of Architecture + Landscape Architecture. In the spring of 2011, the School of Architecture + Landscape Architecture under the leadership of Director Petrucci renamed itself as The Design School to better represent the comprehensive suite of design programs within the School.

Program Mission

The current mission statement of the Architecture Program (adopted in 1997 by the School faculty) is as follows:

The Architecture Program educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture.

The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.*

This statement emphasizes our role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of architecture. The emphasis on place, context, and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline reflects a growing commitment to architecture and appropriate technologies. The statement reaffirms our dedication and recognized excellence in teaching and to the knowledge and skills that are unique to the art of architecture. At the same time we have committed ourselves to experimentation and the challenges facing the future of architecture and education.

**(The mission statement is currently under revision to reflect the new comprehensive disciplinary offerings and collaborative structure of the school.)*

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The mission statement of the School emphasizes the shaping of collaborations, and the architecture program emphasizes a professional education within a liberal arts and sciences research oriented academic community. Toward this end our faculty and students are actively engaged in research and scholarship that is consistently recognized for excellence at a local, national, and international level. Additionally, much of the research and teaching done through The Design School directly deals with the idea that designers have the tools to affect positive change from the local to the global. To understand the

challenges that are presented to us today, our students are engaged in learning that expands the boundaries of their discipline and introduces them to larger concepts, questions, and problems that demand a complex level of thinking and cultural engagement. Additionally, the faculty, staff, and students of both our accredited graduate and undergraduate programs are deeply embedded in the life of both the institution and the community. Community engagement is not a category that we check off, but part of the ethos of our School and a part of everything we do.

The School

During the past five years, the School has made consistent efforts to encourage practice and scholarship through the refinement, integration, and collaboration within the curriculum. The Design School now offers the most comprehensive and collaborative design education in the Nation. In addition to our seven degree-offering programs, we established six significant areas where cross-disciplinary design education is emphasized. (See Curricular Diagrams attached at the end of section (1.1). These include: a university-wide course entitled *Design Thinking*; a combined curriculum of architecture and landscape architecture in freshman and sophomore years; a required annual cross-disciplinary competition called *Clusters* in the spring of the Junior year; a collaborative cross-disciplinary year-long capstone in the undergraduate called *Bundles*; a cross-disciplinary international studio in the second year of the graduate program; and a collaborative transdisciplinary capstone studio for Masters students called the *Applied Research Collaborative*. Additionally, the School has and continues to develop new required cross-disciplinary courses that provide proficiency in sustainability, research methods, storytelling, and entrepreneurship. Currently, all graduate students in the School take the course called Sustainability in the Built Environment. The other three proficiencies (storytelling, research methods, and entrepreneurship) will be offered in 2013 when the three new graduate programs in industrial design, interior architecture, and visual communication design begin. To substantiate this vision, we have recruited new faculty who have broadened the scope of research, practice, and scholarship. Notable success in the area of applied research and professional experience for students and faculty has been achieved through the *Integral Studio (IS)*, a faculty directed studio for students in the upper division and graduate programs. Notable success in the area of transdisciplinary design has been achieved in the *Cluster*, *Bundle*, and *International Studios*.

Over the past five years, the Architecture Program has benefited from and contributed to the disciplines represented within the School. In The Design School the disciplines are: architecture, landscape architecture, urban design, environmental systems design, interior design, industrial design, and visual communications design. In the fall of 2005, the faculty decided to have landscape architecture program and architecture program integrate at key points in the education of our undergraduates. Our landscape architecture and architecture students now share their freshman and sophomore years. In the graduate program, the first two semesters of the 3+ program begin in the summer each year and joins the architecture and landscape architecture students together for both of those semesters. In the undergraduate program we engage in cross and transdisciplinary education in a number of ways. In the spring of 2008, a cross-disciplinary experience called Clusters was initiated, and in the fall of 2011 a collaborative cross-disciplinary capstone year called Bundles was established.

The benefits and contributions of an educational pedagogy of shared design knowledge and research is disseminated both formally and informally in the education of our architectural design students. It is evidenced in the following ways within our program:

- The shared foundation course APH/ALA100 Introduction to Architecture and Environmental Design.

Lectures in this course convey the breadth of environmental design and establish the shared heritage within the design disciplines. Students also have the opportunity to establish relationships with other students within the School and Institute (who may be outside of their declared major), as well as those outside of the School and Institute, as this is an extremely popular University general studies course.

- The shared foundation studios, ALA 121 / ALA 122: Design Fundamentals. ALA 121/122 Design Fundamentals Studio and ALA 122/124 Lecture teach the fundamentals of design relative to the fields of architecture and landscape architecture. The course is composed of two complimentary learning environments, lecture, and studio/lab. The lecture component introduces the basic concepts, framework, and methodologies that will be employed in the studio/lab assignments.
- The shared second year studios ALA 221 / ALA 222: Design Fundamentals II. Students are introduced to the fundamentals of physical design as well as the tools to facilitate the design process, including drawing methods, documentation strategies, research techniques, and an array of computer programs.
- APH 421: First Concepts. What is...the writing, philosophy, and culture of architecture. This course was designed specifically to introduce our undergraduate students to ideas, issues, terms, and polemics of the 20th and 21st century that emerge from architecture, art, philosophy, and cultural studies. The idea was to actively address what we perceived was a lacuna in the pre-professional education of architecture students and give them a broad introduction to concepts that they would learn within the context of a liberal arts education. This course attempts to give students going through a pre-professional degree program access to the ideas and movements that shape Western thinking and culture in the 20th and 21st century and encourage critical thinking, applied design thinking problems, and argument through design and writing. It is intended to better prepare them for graduate school.
- APH 515 What is Architecture? In an effort to make the study of architecture and landscape architecture at ASU a more holistic enterprise, Professors Hejduk and Montemayor are actively collaborating at key points within their fall graduate theory courses with shared lectures and student projects. Students come together in the classroom and in the field to listen to lectures that breakdown the boundaries between the disciplines and finds shared issues, projects, and contexts that necessitate the shared education of architecture and landscape architecture students.
- Shared coursework for professional electives.

Qualifying electives offered within the School satisfy the required professional electives in Architecture Program. This requirement assures exposure to the academic and professional issues of related disciplines.

- Required Graduate Proficiency Courses.

The School is developing a suite of design proficiency courses that are and will be required of ALL of our graduate students (no matter the discipline).

These courses include:

Designing Sustainability

(currently Sustainability in the Built Environment)

This course provides students with awareness and understanding of sustainable issues and practice at all scales of design from products to regions. This course is part of the current curriculum taught to architecture, landscape architecture, and MSBE students. Its content is currently being modified to include industrial design, interiors, and graphic design.

Research Methods

This course provides students with awareness and understanding of the various and complex research methods employed by designers from multiple fields and scales. Students will gain research abilities relative to their own discipline in this course and be encouraged to make intersections with other disciplinary research methods.

Entrepreneurship in Design

This course will replace Architectural Management II and provide students with awareness, understanding, and ability of professional ethics, standards of care, and management, as well as alternative practices, multidisciplinary practice, and collaboration.

Interdisciplinary design studios

Interdisciplinary design studios are offered to expand the students' exposure to various design goals, objectives, and methodologies. The following are Interdisciplinary Studios experiences:

Design Fundamentals I & II

The first four semesters (first and second year) of the undergraduate BSD & BSLA programs provide students with a balanced curriculum of architecture and landscape architecture. Content between these two disciplines is taught in a combined manner so that students have an awareness, understanding, and early ability to conceive of and design integrated buildings and landscapes. Graduate students are engaged as the primary Teaching Assistants for all the sections of Design Fundamentals I & II. This introduces our graduate students to teaching and creates an excellent teaching environment where the undergraduate students form positive relationships graduate students and gives them a comfortable forum within which to ask questions about the successive years of their professional education.

Clusters

During the first two weeks of the fifth semester of the undergraduate program (spring junior year), students are divided into transdisciplinary teams comprised of students in architecture, industrial design, interior design, landscape architecture, and visual communication. Each team of five students is given a "wicked problem" (a problem too complex for a single solution), and asked to produce a potential design solution that leverages all scales and disciplines of their team. Faculty and local design professionals judge the projects.

Bundles

The final year of the undergraduate program is taught as a year-long capstone studio in conjunction with all of the disciplines in the School. Three studios, each of a different discipline, are "bundled" together to share critical moments throughout the semester. Students are expected to work within their respective disciplines while engaging, learning, and collaborating with students in allied disciplines. Bundles provide students (and faculty) with the opportunity to create more integrated design processes and proposals that engage multiple scales of the built environment.

International Traveling Studios

The first semester of the two-year architecture graduate program focuses on local conditions, the second semester travels nationally, and, in the third semester, all students in the School travel for two weeks somewhere outside the United States (travel expenses and lodging are built into their differential tuition). Students have options to choose which of the currently five studio offerings best suits their interests. Additionally, one studio spends the fall semester in Buenos Aires, Argentina as part of our abroad program. International Traveling Studios are transdisciplinary with student participation from other design disciplines, and disciplines outside the School.

- Symposia and Lecture Series

The Institute sponsors symposia through its individual schools and the Ph.D. program. The symposia are meant to provide leadership from our faculty in important areas of scholarship and discourse within the disciplines. The symposia provide valuable opportunities for exchange among faculty of the Institute as well as providing faculty and students with fresh perspectives on their disciplines. For the past three years, the Master of Science in Design students have conducted a multidisciplinary symposium entitled Exposed. This event brings together professionals and students around the notion of transdisciplinary design, alternative practices, and innovative thinking. The Exposed Spring 2010 Conference included key note presentation by Michael Graves, Bruce Mau, and Dan Formosa. Additionally, The Design School has its own lecture series each semester open to the entire University and special lectures are often

sponsored by the Rio-Salado Foundation (a branch of the local AIA) and include the professional community.

- Integral Studios

The Integral Studio is a faculty led research design studio offered as a multidisciplinary option for senior architecture and landscape architecture students.

The Institute

- The Herberger Institute Research Center

The Herberger Center acts as a catalyst within the Institute for research, publications, and service learning. This center provides vital links between Design School faculty research and other research initiatives in the University. Research Partnerships include the Global Institute for Sustainability, Global Resolve, Engineering, LightWorks, Bio-Design, and Construction, to name a few.

- Interdisciplinary Ph.D. in Design, Environment, and the Arts.

The Ph.D. program, initiated in 1996, extends the advanced level of research within the Herberger Institute for Design and the Arts through a curriculum that is fundamentally interdisciplinary. Faculty and students of the Institute benefit from research and publications generated through the program and from the presence of scholars and research assistants.

- X Square

The Design School, in collaboration with the School of Art, developed a transdisciplinary student design/build competition that teams students from Design with those from the Arts to conceive of and implement a project that activates the courtyard between The Design School and The School of Art. This program is now in its third year and has resulted in structures built by the winning teams for less than \$20,000. The two schools fund the competition equally.

- Digital Culture

The Design School was instrumental in helping the Herberger Institute develop the new Digital Culture program in collaboration with the School of Arts, Media + Engineering (AME). The curriculum of this new undergraduate degree program is formed by a collection of 56 different courses from many different schools in the University. Of the other participating schools, Design is third after AME and Engineering in course content and offerings. Funding from the Digital Culture endowment gave the Architecture Program the ability to hire two new Lecturer positions with expertise in digital design and fabrication.

- Arcadia Residential Community

First-year students in the Herberger Institute for Design and the Arts reside in the Arcadia residential community that provides academic support and an opportunity to live with other students who share the same passion, appreciation, and dedication to arts and design. Research shows that students who live on campus their first year experience greater academic success. They tend to transition more easily to university life, remain in school at higher rates than students who live off-campus, graduate faster, be more involved in co-curricular activities, and be more connected to the university community. The community is an academic and residential program specifically designed for students who are pursuing a major in architecture, art, dance, design studies, film, graphic design, housing and community development, industrial design, interior design, landscape architecture, music, or theatre.

The University

- The Master of Real Estate Development (MRED) Program

The MRED program was initially born out of the former College of Design as a transdisciplinary Masters programs that brings together: Business, Construction, Law, and Design. Now located in the W.P Carey School of Business, The Design School contributes to and collaborates with the program through teaching design thinking to MRED Students and through a collaborative synthesis project between Design School, Master of Urban Design Students, and MRED students. In this studio environment students from both disciplines work in teams to develop a particular part of the Phoenix metropolitan area.

- The Del E. Webb School of Construction

The School recently began conversations with the Construction School in the School of Sustainable Engineering and the Built Environment to create a collaborative program that brings together architecture, landscape architecture, interior design, construction, and engineering into a year-long undergraduate capstone studio experience that parallels the Industrial Design Program's Innovation Space. In this studio, student groups of four (one from each discipline) work together in the research, design, and synthetic development of a project within the City of Phoenix. This Innovation Environment studio will be implemented in the fall of 2012 with faculty from each respective discipline.

Many of our students take advanced coursework in the Construction School and graduate students from the construction management program often take our course ATE 500: Research Methods. Professors Ryc Loope and Filiz Ozel have served on thesis committees of the students in the MS in Construction program.

- Other Affiliated Disciplines

Engineering and fine arts are other related disciplines within the University with which architecture has close affiliations. In recognition of this, the School developed Option B in the BSD curriculum: a program of study that allows the student to develop a minor in engineering and prepares the student for advanced standing in the MS in Engineering degree.

- Joint MArch/MBA degree

The School offers the Master of Business Administration/Master of Architecture concurrent degree program, offered through a cooperative arrangement with the W.P. Carey School of Business. This program, allows adequately prepared students to obtain both degrees in approximately three years of study.

- Center for Nanotechnology in Society

The Center for Nanotechnology in Society at Arizona State University (CNS-ASU) is a Nano-scale Science and Engineering Center (NSEC), funded by the National Science Foundation (NSF) in October 2005 as one of two centers in a broader network to investigate the societal dimensions of emerging nanotechnologies. The Center's four-fold mission is to: 1) research the societal aspects of nanotechnologies; 2) train a community of scholars with new insight into the societal dimensions of nanoscale science & engineering (NSE); 3) engage a variety of publics and NSE researchers in dialogues about the goals and implications of NSE; and 4) partner with NSE laboratories to introduce greater reflexivity in the R&D process. The Design School is a partner with CNS and a number of our faculty actively do research with the Center and received funding through the Center. Additionally, a few of our faculty act as advisors to both Masters and Doctoral level students in CNS.

Recently, we partnered with CNS to work on their Thematic Research Cluster entitled

TRC2 Urban Design, Materials, and the Built Environment (Nano and the City). Its goal is to investigate the nano-enabled city of the future and address the links among NSE, the built environment, social structures and sustainability. The TRC will map out the diversity in problem perceptions, future visions, value-laden sustainability appraisals, and related implementation strategies across various stakeholder groups. Deliberative research will be conducted with various urban communities including public policymakers, business people, engineers, interest groups representatives and citizens from the Phoenix metropolitan area. Deliberative and visioning approaches that CNS-ASU has previously pioneered will be used to identify points of consensus as well as contest that might foster or hamper progress towards a sustainable coevolution of NSE, the built environment, and societal needs. With the objective of better understanding, from a systemic perspective, supply and demand, the TRC will create a Nanotechnologies in City Environments (NICE) database. It will allow researchers to search, view and comment on urban nanotechnologies with a particular view toward their functionality, nano-scale mechanism, potential benefits and hazards, and related urban sustainability issues.

This collaboration resulted thus far in a series of lectures that we co-sponsored in the 2010- 2011 academic year by key national thinkers and designers dealing with the question of the relationship of nanotechnology to the city.

- Barrett Honors College

The Design School has a strong and mutually beneficial relationship with the Barrett Honors College. The Barrett Honors College is rated one of the top honors colleges in the United States and attracts some of the best students from around the country. Barrett students have the unique advantage of experiencing a small, intellectually and socially vibrant environment while having access to the vast resources of the major research university at ASU. Barrett students simultaneously benefit from being with others of the same intellectual preparation and commitment and enjoy the advantages of a university environment actively engaged in exploring all areas of human interest and concern.

All students who enter ASU through Barrett, The Honors College also enroll in a disciplinary college or academic unit. Their education is the result of the integration of all colleges at ASU, including Barrett, that cultivate the talents and interests of Barrett students and endeavor to meet their changing needs as they develop academically and socially

Approximately 70 of our undergraduates are currently in the Honors College, with approximately 25 in the architecture program where they are given the opportunity to expand the challenges and rewards of their education at ASU. Students in this program have special advisors from each of our disciplines to assist in programs of study and personally advise and nurture them throughout their undergraduate education. Honors students receive priority at pre-registration. The Institute students all live together on designated floors within the Barrett Honors College All honors students do a two semester Honors Thesis project of their own devising. Architecture and Landscape Architecture students present their theses with the graduate independent final project students. Because of the intellectual rigor of the Honors students, the opportunity to work alongside the Masters students creates a supportive environment that encourages the students to pursue their graduate degrees.

- International Programs Office

During the past six years, the School has successfully delivered a one semester abroad program for 6th year graduate students in the City of Buenos Aires. Associate Professor Claudio Vekstein directs this initiative and spends the first semester of the second year of the MArch with fifteen students in Latin America. This program is directly aligned with the University's Latin American Initiative. Additionally, with the more recent hire of Assistant Professor Gabriel Diaz-Montemayor in the Landscape Architecture Program (he is both an architect and landscape architect in Mexico) the School increased its contribution to the Latin American Initiative. Professor Montemayor's research and design work is on border issues between the US and Mexico.

- Summer Sessions (study abroad)

Each year the School offers a travel program sponsored by ASU Summer Sessions. This program attracts students from The Design School, the University, and from other schools in the country. Students receive credit for coursework in Elements of Urban Form and Analytical Architectural Drawing. Typically 20-30 students and 2-4 faculty members participate each summer. Cities recently visited include Rome, Basel, Florence, Venice, Barcelona, Madrid, Paris, Athens, and several sites in Portugal.

- Stardust Center for Affordable Homes and the Family

Established five years ago, this outreach program began in the University and became part of the School of Architecture + Landscape Architecture and now The Design School in 2008. Stardust takes an interdisciplinary approach to the issues of low income housing in the Phoenix area including research into community based non-profits, governmental funding and regulations, construction, and design. Initially directed by Michael Pyatok, one of the nation's leading authorities on affordable housing, and now Kurt Creager, a nationally recognized housing and public policy authority. Members of the center provide theoretical as well as practical assistance to the Valley's housing effort. Faculty and graduate students from the School often interface with and are directly involved in the project within the Center.

- Lightworks Energy MetaPlan

In addition to the long-standing resource allocation planning activities at ASU, the University has initiated a process that integrates plans from each of the Colleges and Departments into a hiring 'MetaPlan.' The purpose of the MetaPlan is to provide strategic context for new hires and to ensure plans are coordinated and harmonized to capture maximum benefit for the University community. The MetaPlan provides a strategic framework for defining energy priorities for ASU, identifies opportunities for enhancing reputation, attracting students, providing community outreach, and capturing sponsored research. Design School professors Harvey Bryan and Agami Reddy from The Design School are heading up the Energy Efficient Culture component of the MetaPlan.

- Sponsored Research

The School consistently partners with faculty in other units throughout the University in sponsored research projects. (Please see faculty resumes in Volume II of this report)

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The current trajectory of The Design School will be fully formed in 2014 (see curricular diagrams). Initiatives currently underway include:

- Three new graduate programs: Master of Industrial Design (MID), Master of Interior Architecture (MIA), Master of Visual Communication Design (MVCD). These programs were approved for planning by the Arizona Board of Regents in the spring of 2011 and recruiting for the summer 3+ tracks began in the fall of 2011.
- Syllabi for the four transformed shared graduate proficiency courses (taken by all graduate students) including: Designing Sustainability, Research Methods, and Entrepreneurship in Design, will be completed by the fall of 2012. (See Architectural Education and The Academy)

- Expansion of International Traveling Studios from five to nine with greater definition relative to 'wicked problems' will begin in the fall of 2014. Transdisciplinary collaborative studios in: Biomimicry, Urbanism, and Healthcare will be continued each year. (These began in the fall of 2011).
- Innovation Environment: Undergraduate capstone studio. Building off of the School's nationally recognized InnovationSpace (a collaborative year-long studio bringing together students in Industrial Design, Visual Communication Design, Engineering, and Business), the School is developing InnovationEnvironment bringing together students in architecture, landscape architecture, interior design, construction, and engineering into a collaborative environment that promotes innovative thinking in the process of designing for the built environment. This program will employ the highly developed collaborative curriculum of the school with current technologies such as building information modeling, cost estimating, and energy simulation.
- New Bachelor of Science in Environmental Design: As part of the School's academic plan for 2012, a new BSD in Environmental Design is being developed to capture those strong students who do not make the milestone, increase retention, and provide students with a rigorous path toward an accredited graduate degree in architecture, industrial design, interior design, visual communication design, or a research path in the Master of Science in Design. This new bachelor's degree will leverage existing course work in the undergraduate programs and create new core courses that synthesize the degree program offerings. Students will be able to use up to nine credit hours in their senior year toward their graduate studies. Additionally, it is anticipated that the BSD in Environmental Design will be an attractive minor for students in the Schools of Sustainability, Business, and Engineering, as well as the Honors College.
- Foundation Semester: The School is engaged in a dialogue to transform the first semester of the undergraduate program into a school-wide foundation curriculum that leverages the best practices of each program. This semester will be taught collaboratively by faculty with expertise in each of the School's core disciplines providing students with a more comprehensive experience in design thinking and making, as well as greater awareness and understanding of the multiple design disciplines and curricular trajectories available.
- New University Course "Design Thinking": In the fall of 2011, The Design School created a new university-wide introductory course in design thinking. The course is undergoing a trial period with students in the Barrett Honors College with the expectation that it will be offered as an on-line course for all freshmen in the University. The Provost's office helped to fund the development of the course

d. Program Self-Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Strengths

The Design School in the Herberger Institute for Design and the Arts at ASU continues to advance as the most comprehensive and collaborative design school in the nation. Many of the School's programs enjoy a well-deserved reputation of excellence. The new administrative framework for the School (one Director/one budget) has created a less hierarchical, more

horizontal structure allowing for greater transdisciplinary collaborative opportunities to occur. This meta-curriculum clearly differentiates the School both nationally and internationally. The meta-curriculum combined with the very collegial nature of the faculty has established a culture of collaboration that is fast becoming the norm rather than the exception. Over the past six years the School has more than doubled its graduate programs in both offerings and students. Significantly, in 2005, the Master of Science in Building Design had only 3-4 students per year admitted to the program. Given the acclaimed history of the program (and the trend toward greater sustainable practice) a concerted effort was made to rebuild the program. Toward this end a more transparent graduate curriculum was created between the architecture program and the MSBD. This resulted in more architecture students applying for a concurrent degree in MSBD, and a 300% increase in students in the first year. Additionally, new Master of Urban Design Program and Master of Landscape Architecture Program were created and their curricula were developed in parallel to the MArch. The MSBD was renamed the MS in the Built Environment to be more inclusive and attract urban design and landscape architecture students to the concurrent degree option. Currently, over 30% of the School's graduate students are graduating with two concurrent degrees. With the three new studio based programs approved (industrial, interior, visual communication design), it is anticipated that the graduate programs will double again by 2014. Based upon the current trend, it is expected that the number of concurrent degree students will also double. This growth brings with it significant increases in differential tuition providing much needed funding for new clinical faculty, equipment, capital improvements, lectures, publications, and events. Current examples include: all graduate students travel nationally and internationally, all student work published in the School's INFOlios, four new digital fabrication machines (multi-axis mill, large CNC router, water jet cutter, and large laser cutter), digital mediation of all graduate studio spaces, new studio desks, 20" flat screen monitors on all graduate studio desks, conversion of large lobby space (aka Red Square) into a significant new review/exhibit/presentation space, and a new mediated seminar room.

In 2006, Professor and Director Darren Petrucci created the Applied Research Collaborative (ARC) graduate capstone studio. The studio is designed as a testing ground for developing a highly collaborative transdisciplinary design environment that leverages design thinking toward the redefinition of complex or wicked problems. The studio is co-taught with the school's Clinical Psychologist Professor Wil Heywood, and Faculty Associate and alum Phil Horton. The role of the studio in the greater context of the School is to test, evolve, and develop new pedagogical structures for developing the meta-curriculum of The Design School and define its mission to 'shape collaborations' (to teach students to be leaders of collaborations), 'synthesize complexity' (to teach students to leverage their qualitative and quantitative skills to embrace complex problems), 'catalyze transformation for public good' (to teach students to redefine problems rather than simply solve problems through the filter of what is best for the greater good). The mechanism for this approach is the development of the students' emotional intelligence. In 2008, the studio won the prestigious NCARB Prize for its adaptive reuse of ASU's Nursing Building into the new Global Institute of Sustainability. The studio has engaged in complex problems such as wellness in third world cultures and immigration. Many of the School's metacurricular moments have been informed by the experiences of the ARC.

See Curricular Diagrams for mandatory Meta-Curricular collaborative moments: Design Thinking, Clusters, Bundles, International Studios, & Applied Research Collaborative.

The architecture program benefits enormously from being nested within the context of the Phoenix metropolitan area ASU, and The Design School. The City of Phoenix is now the fifth largest city in the country and the center of what was (until the economic downturn) the fastest growing large county in the country. It is also situated in the sublime beauty of the Sonoran Desert.

The University President, Dr. Michael Crow, has articulated a clear role for the

University, one that includes eight design imperatives for the New American University (www.asu.edu/president/library/index.html):

- Leveraging Place
- Societal Transformation
- ASU as Entrepreneur
- Use-Inspired Research
- A focus on the Individual
- Intellectual Fusion
- Social Embeddedness
- Global Engagement

The President has challenged all units to engage these imperatives. The School is in a position to be capable, engaged, and successful in each of these elements. The School is also in an excellent position because President Crow values and privileges our disciplines, primarily for our training as problem solvers and for our studio-based educational model.

The President's urban initiatives have resulted in funding for the creation of the Phoenix Urban Research Laboratory (PURL) and the Stardust Center. Combined with the new Master of Urban Design Program and the School's collaboration in delivering the Master of Real Estate Development Program in the Business School, The Design School is uniquely positioned to have a significant impact on the local urban context. Evidence of this is found in the schools participation in tricity/ university initiative: The Discovery Triangle. This large-scale urban initiative is a collaborative effort between public and private stakeholders and experts for the redevelopment of a 25 square mile area between the cities of Phoenix, Tempe, and Scottsdale. The Design School is charged with synthesizing the subject matter expertise toward developing design proposals that demonstrate potential futures for this metropolitan area.

Several University initiatives outside the School are providing learning and research opportunities for our faculty and students. The recently established Global Institute of Sustainability (GIOS) has direct impact on the School as a whole. GIOS recognizes five of The Design School faculty as Senior Sustainability Scientists (Professors Boradkar, Bryan, Petrucci, Reddy, and White). These faculty members teach courses in the School of Sustainability, and have been either PIs or co-PIs on significant grants with faculty in GIOS. In 2008 Professor Agami Reddy was hired as the School's first joint appointment with GIOS's School of Sustainability. Professor and Coordinator of The Design School's MSBE Program, Harvey Bryan, is actively involved in both GIOS through his research on sustainability, climate responsive design, and heat island effects, and also in ASU's MetaPlan and LightWorks.

In 2005, the School expanded the Integral Studio (IS) from one offering to four faculty-led research studios, addressing issues of architecture, landscape architecture, and urbanism in the Phoenix metropolitan area. The studio is offered to architecture and landscape architecture students in the final semester of their undergraduate education. The Integral Studios have generated a number of effective projects from a wide range of faculty from both the architecture and landscape architecture (Griffiths, Hoffman, Montemayor, Meunier, McCown, Steele), Members of the community consistently refer to the beneficial work produced by IS, and the studio work has had a life beyond its curricular role. Professor Steele's work in collaboration with

the Stardust Center focused on healthy communities and worked with the disenfranchised Maryvale neighborhood in Phoenix. The work of her students won a national ASLA award. Professor Griffith's IS on digitally designed and fabricated eating pavilions won an international AA award. Professor McCown's IS studio collaborated with the City of Scottsdale to develop a peak oil report that helped the city shape and make decisions about their development plan. Professor Montemayor's collaboration with the University's Center for Latin Studies looked at the infrastructural challenges in Nogales, Mexico, and the students produced a series of infrastructural alternatives that have impacted the growth and infill of the city. Professor Meunier's IS produced examples of compact urban alternatives for the City of Phoenix that informed his book on Compact Urbanism. Professor Hoffman's IS leveraged his professional consulting on Form Based Zoning and collaborated with the City of Phoenix to illustrate alternative development patterns for the Evans Churchill District in downtown Phoenix. Each Integral Studio receives funding from the Rio Salado Foundation to hire students during the summer following the studio.

Challenges

The primary challenge moving forward is that the current Director is stepping down from his position at the end of the academic year. Director Petrucci guided the School through more structural and curricular changes in the last six years than the School has encountered since its inception in 1959. Although the faltering economy necessitated most of the recent structural changes, the Director's consistent and clear leadership married with an incredibly collegial and motivated faculty allowed the new School that emerged to be structurally stronger and one that embraces the richness and complexity that comes from the merging of multiple disciplines under one leadership. Financially, the School's focus on the expansion and growth of graduate programs has resulted in greater differential tuition that supports the inclusive and expansive curriculum.

Since 2005, the number of graduate students has tripled. The Design School currently has the largest student body in the Herberger Institute and its graduate programs make up almost half of all the graduate students in the Institute. One consequence of the increase in our graduate students (and the resulting increase in our differential funding) is that the Dean's office reverted a greater amount of our School's state funding during the most recent budget cuts. This reduces our ability to hire tenure-track faculty.

With three new graduate programs under review, the School hopes to fill out its graduate offerings in 2012, and provide unique opportunities for expanding the concurrent degree programs and provide more a collaborative trans-disciplinary courses at the graduate level. It is anticipated that the Dean and Provost will support the new expansion through additional state funding. The University's focus is currently on undergraduate expansion, and while the BSD in Architecture has had a steady decline in application since the economic recession, the School has increased its undergraduate teaching by 30% since 2005. It is anticipated the School's new undergraduate Bachelors of Science in Environmental Design will help both the Full Time Enrollment (FTE) of the School, as well as post-milestone retention. Additionally, we developed a new on-line course entitled "Design Thinking" and will be offering it to all undergraduates in the University by 2012. It is anticipated that success in both of these endeavors will bring additional state funding to the School.

Remarkably, not only has the School continued to function efficiently within the economic restraints of the past few years, but it also continues to thrive, grow, and develop new curricular models within these constraints. Our small but efficient staff allows us to continue to work at this pace, and our faculty members have stepped up to the challenge and assumed greater administrative responsibilities as assistant directors and program coordinators. This success can be attributed to a shared vision put forth by the Director to create the most comprehensive and collaborative design school in the country. While the success of this trajectory is evident within the School, the local professional community is beginning to see the prescience of this vision, and

the Director is being asked to present nationally about the transformation, it is not yet quite evident that the greater University administration sees the strength and meaning of these changes. Part of this lack of visibility can be attributed to relative newness of the School, and part may be explained by the fact that the Director's position was expanded to function as curricular guide, faculty evaluator, school promoter, fundraiser, and public intellectual. Thus, being asked to take on the responsibilities that a Dean would normally hold (and our previous College of Design Dean did hold) while also functioning as a School Director at the same time. While the de facto Dean/Director responsibilities of the School Director provides a more integrated leadership model (and ultimately resulted in the collegial integration of the faculty and development of new curriculum), the ability to be all things to everyone has created greater challenges for the position. Finding a new Director with the administrative experience of a Dean, and the stamina and curricular vision of a Director, remains the greatest challenge for the School if it is to continue to develop its meta-disciplinary curriculum and have greater impact locally and nationally.

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: This section is not required for programs submitting reports in 2013.)

- The Program has worked on establishing a Studio Culture policy.
- New course offerings in Sustainability as well as concurrent degree options in areas of sustainability and energy-efficient design strategies (Sustainability course, concurrent
- M-Arch and MSBE degrees) reflect the new category.
- Establishment of collaborative studios and collaborative studio experiences
- Establishment of the Applied Research Studio Option and opportunities for applied research in studios and support courses
- Revision of the History / Theory sequence

Supplemental Material

Instruction: Include the following as a list of individual URLs or provide instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).
Be sure to identify the changes/outcomes expected.
 - a. New/revised syllabi
 - b. Student work demonstrating the change
2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)
3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative biography or one-page CV)
4. Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These shall be presented in Word or Adobe PDF*
2. *Student work*
 - a. *Studio work shall be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers must be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them. Instructors' comments and grades shall be visible or available. Students' identities may be removed in order to comply with FERPA.*
 - b. *Classroom work shall be presented in digital form (PDF) after grading. Instructors' comments and grades shall be visible. Students' identities may be removed in order to comply with FERPA.*
 - c. *Presentations or other oral projects shall be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*

ADDENDUM

The Design School Strategic Planning
ARCHITECTURE 17 OCT 13
ROUGH DRAFT

MISSION / VISION

Develop concise statement of program's mission and vision as it relates to
Teaching — Research | Scholarship | Creative Practice — Outreach

MISSION / VISION

Rough Draft for Wednesday 09 October 13 Faculty Discussion

The Architecture Program in The Design School has as its major goal the resumption of its ranking within the top 20 of all architecture programs nationally, and within the top 10 of all architecture programs in public universities. In the longer term its goal is to achieve a ranking within the top 10 and the top 5 respectively.

To achieve that the Architecture Program needs to be positioned to consolidate its reputation as preparing graduates equipped to play leading roles in a rapidly evolving architectural practice that is both richly collaborative and also international in scope. The faculty needs to be supported and developed so that they will be acknowledged internationally for their design and pedagogical skills and for their innovative research and scholarly work.

The uniqueness of the Architecture Program will derive not only from the rigorousness of its address to the fundamentals of Architecture but also from its optimization of the potential of its context, within a multi-disciplinary Design School within the Herberger Institute for Design and the Arts, Arizona State University as a Research One innovative public institution, Greater Phoenix and the Southwest with its growing reputation as an attractive center of architectural design talent, and its wide-ranging international relationships.

NOTE to Mission/Vision Statement

In recent years the Architecture Program, like all units at Arizona State University, has suffered budget decreases caused by state and national economic decline, loss of full-time tenure, tenure-track, and lecturer positions, and loss of autonomy, and identity. Although its faculty has provided leadership within its contextual organizations the Architecture Program has lost its access to adequately supported and remunerated disciplinary leadership. The result has been a loss of morale. These issues must be addressed if the Architecture Program is to achieve its goal and its potential as an internationally recognized leader in architectural education. More Architecture tenure-track faculty positions are required* and the Architecture Program Leadership needs the stature and support systems of an academic department head.

*Suggestion: If the problem is a drop in Architecture's FTE --- resulting in the associated budget cuts and loss of our Architecture tenure track lines, then we suggest growth of a certain number of Architecture FTE = a growth in a certain associated number of Architecture tenure track lines.

PROGRAM STATUS

Provide a concise description of the current status of the program, opportunities for development to meet expected changes in disciplinary practices and potential for growth of program enrollment as they pertain to Architecture Program is fully accredited by NAAB 2011 until 2016

Curriculum Undergraduate BSD Architectural Studies

Current curriculum attached

Student numbers approximate:

First year before milestone between	120 (f13) 300 (f08) students
Second—fourth years BSD Architecture Studies, 45 per year, total	135 students
Total BSD students 2nd year – 4th year between	235---435

undergrad.students

Curriculum Graduate MARCH, MARCH3+

Current curriculum attached

Student numbers approximate:

MARCH 3+ First year between 15 (fall 13) – 30 (fall 08) students	
MARCH 2 year between 45 (fall 13) – 75 (fall 08) students	
Total MARCH numbers both programs between f13---f08	105---180

grad.students

Total number of students in Architecture programs f13 –f08	335---615 students
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Curriculum current courses available to all TDS students

ALA 100	3 crd.	Intro Environmental Design
ALA 102	3 crd.	Landscapes & Sustainability
ALA 121	3 crd.	Design Fundamentals I
ANP 394	3 crd.	Digital Design and Culture
ANP 494	3	ST: Design by Algorithm
APH 300	3	World Architect I/West Culture
APH 313	3	History of Architecture I
APH 336	3	20th Century Arch I
APH 494	3	ST: Story of the American Home
APH 515	3	Current Issues and Topics
APH 598	3	ST: Intricacy in Arch & Urbanism
APH 598	3	ST: Intricacy in Architecture and Urbanism
APH 598	3	ST: Desert Cities: Architecture and Urbanism
APH 598	3	ST: Compact Urbanism and its Architecture
ANP 598	3	ST: Digital Fabrication
APH 314	3	History of Architecture II
APH 337	3	20th Century Architecture II
APH 494	3	ST: Latin American Arch & Public Interest Issues
APH 505	3	Foundation Theory Seminar
APH 598	3	ST: Great Practice: Eames
APH 598	3	ST: Aesthetics of Performability
APH 598	3	ST: Continuing Conversations: Enric Miralles
APH 598	3	ST: Visual Imagination
ATE 598	3	Sustainability of the Built Environment

Curriculum current courses available to all ASU students

ALA 100	3 crd.	Intro Environmental Design
ALA 102	3 crd.	Landscapes & Sustainability
APH 300	3	World Architect I/West Culture
APH 313	3	History of Architecture I
APH 336	3	20th Century Arch I
APH 314	3	History of Architecture II
APH 337	3	20th Century Architecture II

Curriculum prospective courses available to all ASU students

Note: In addition to the courses below that could be opened to all ASU students, I suggest that we as each fulltime tenured faculty to develop one general studies course for TDS, HIDA and ASU students with a capacity of 40 or more.

(variations on these courses could be developed for ASU students)

ALA 235	3 crd.	Intro Computer Modeling
ALA 121	3 crd.	Design Fundamentals I
ANP 394	3 crd.	Digital Design and Culture
APH 598	3	ST: Visual Imagination
ATE 598	3	Sustainability of the Built Environment
APH 421	3	First Concepts
APH 598	3	ST: Great Practice: Eames
APH 598	3	ST: Aesthetics of Performability
APH 494	3	ST: Latin American Arch & Public Interest Issues
APH 494	3	ST: Story of the American Home
APH 515	3	Current Issues and Topics
APH 598	3	ST: Intricacy in Arch & Urbanism
ANP 598	3	ST: Digital Fabrication

On---line course existing courses

ALA 100	3 crd.	Intro Environmental Design
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On---line course prospective courses

(will TDS or Dean pay for the HIDA online staff time to develop these courses?)

Many/all the above prospective courses could be developed as on---line courses.

Being developed by John Meunier:

- Experiencing World Architecture
- Great Cities of the World

Opportunities for new programs

- Community Design and Research Program
(CS suggestion, needs to be discussed with faculty)
- Assign one faculty to focus on developing a Community Design/Research Program
- Develop a structure to that would provide a continuous community based projects/research
- Consolidate the efforts of many over the past 10 years and put into a website to advertise the community engagement projects developed as part of design studios and faculty research
- Add distinguished Architecture program alumni stories and works to our website

Teaching | Research Collaborations

- w/ other TDS programs
- w/ other university programs
- w/ potential partners in practice or industry

Outreach Community

Also see Opportunities for New Programs

For many years faculty in architecture have work with community organizations and local municipalities to research and/or provide design proposals that address urban and architectural problems and/or opportunities. This work has been conducted in numerous design studios with undergraduate and graduate students and as part of independent faculty research. In some cases the work has been supported with a grant or municipal funding. Often the work has been conducted without a funding source.

Faculty in architecture support community design work/research as an important contribution to the community and the development of teaching and research within the academy. A more organized effort in the area of community outreach would benefit the development of the architecture program.

(Question is a community design center or lab model, verses constructing a grass roots social network, so the Architecture program becomes a clearing house for connecting faculty/professionals/clients/students – think kick---starter for all AZ based community projects. Funded by a 1% connection fee)

Outreach Professional

The architecture program has enjoyed the support and involvement of a very active and talented professional community. In recent years the strong connection between the local professional community and architecture program has weakened in part due to economic strains and the many structural changes affecting the program. A renewed relationship with the professional community will benefit the program. Ideas:

- Re---establish Council for Design Excellence (TDS)
- Create a Professional Advisory Committee (for Architecture)
- Invite local professionals to participate on faculty search committees
- Develop a series of ASU---AIA co---sponsored events
 - Continuing studies
 - Lectures/exhibitions
 - Architecture tours
 - Community design services
 - Student internship programs
(organized internship experiences vs. placing students in offices)
 - Annual celebratory event like Beaux Arts Ball
 - Fund raising organization (vs Architecture program kick---starter campaigns)

Enrollment

Undergraduate/ SHC | FTE

(Comparison 2008/2013 from HIDA enrollment numbers)

Architectural Studies BSD	2008/117 students	2013/319 students
Graduate / SHC FTE	2008/120 students	2013/132

Faculty full---time tenure/tenure track

Bryan, Griffiths, Hartman, Hejduk, Meunier, Ozel, Petrucci, Reddy, Rotondi, Spellman, Underhill, Underwood, Vekstein, Zygas

Faculty full---time instructors and visiting instructors

Brickey, Horton, Murff, Burnette, Rowen, Rocchi

Faculty faculty associates

(fall 13) Webster, Johnson, Suchart, Salenger, Labonte, DeBartolo, Addison

PROGRAM RESOURCES

Provide concise analysis of program's current resources

Personnel

Facilities

Equipment

PROGRAM GOALS & PRIORITIES

Provide concise description of program's prioritized goals and plans for growth | development, desired resources and impact/outcomes of additional resources

Prioritized goals and plans for growth | development:

1. Assemble faculty (design work, critical thinking, and educators)

- **increase FTE** (and new Architecture tenure track lines) THIS SHOULD BE #1
- **recruit new Architecture faculty** (tenure track, instructors, and visitors) that can contribute to and expand the teaching/research focus of TDS

- Current faculty—focus teaching/research efforts on a few issues/topics common to group
 - Excellence in architectural design
 - Strong engagement in local context:
 - Urban environment and sustainability
 - Culture and society
 - Tectonics and materials
 - Community engagement

2. Construct programs to increase quality and FTE

- Undergraduate HIDA & ASU
 - Develop a series of general studies courses
 - To expand understanding and appreciation of architectural design
 - To increase FTE
 - Develop minor in architectural studies

- Undergraduate TDS Architecture
 - Develop an inclusive program of study that opens BSD in Architectural Studies to all ASU students with a 3.0 GPA—simultaneous benefit of increasing FTE
 - Identify each studio year with subject area: design thinking, culture, humanities, etc.
 - Consider the possibility early admissions (after 3rd year) to the MARCH program—simultaneous benefit of retaining best students and increasing numbers in Masters Programs

- Graduate TDS Architecture (solidify program along these points)
 - Professional education rigorous within discipline with areas of focus (Built around faculty strengths/interests):
 - (environmental justice)**
 - Phoenix context, desert cities, arid climate, urbanism, culture
 - (sustainable resilient aesthetics)**
 - Tectonics and poetics
 - (social justice)**
 - Public space and community engagement
 - Collaboration and cross---disciplinary degrees
 - (global practice)**
 - International experience
- Research
 - Develop TDS outreach program that connects faculty interest/research to ASU initiatives and opportunities in local/national communities
 - TDS outreach program will need dedicated faculty or research person to work on building relationships and making connections
 - TDS outreach program may include:
 - Community Design
 - Faculty / professional partnerships
 - Collaborative and cross---disciplinary work

3. Provide

Physical setting, organizational structure that support educational, research and scholarly activities

Need info and ideas here.

Notes from faculty:

Establish a funded Architecture Coordinator position with 12 month funding. SHOULD BE #2

Insure that the digital lab staff + equipment support increases

Insure that the HIDA online lab staff + equipment support increases

We should identify weaknesses in our current faculty array of expertise. For example we now only have one historian, no one in methods, materials and construction, no focused expertise in the latest digital developments, very few scholars/researchers qualified to chair PhD committees and/or publish internationally.

Our faculty array is haphazard and accidental, not planned.

To support the case for an adequately funded and supported disciplinary leader we need to point out the size and complexity of the architecture programs and their history of being led by an Architectural School Director, with a full staff, for the last 30 years.

The Herberger Center was never simply a grant support organization to help faculty obtain funding, it did far more, from providing support for junior faculty to pursue their scholarship/research during the summers, organizing symposia around faculty areas of expertise and then publishing the proceedings, setting up exhibits and publishing the catalog, etc.