University of Minnesota
College of Design
School of Architecture

Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation

Master of Architecture  [Pre-Professional Degree + 59 credits]
[Standard Professional Degree + 90 cr]

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

Chartered in 1851, seven years before the Minnesota territory became a state, the University of Minnesota has risen from its humble beginnings to become one of America’s pre-eminent research universities. The main Twin Cities campus of the University is really two campuses approximately three miles distant from each other. Twelve of the nineteen collegiate units of the Twin Cities campus are located on a site just east of downtown Minneapolis. Overlooking the banks of the Mississippi, the Weisman Art Museum serves as the gateway to this metropolitan campus.

The Saint Paul Campus, by contrast, adjoins a quiet residential area and the state fairgrounds, and is considerably smaller in terms of its enrollment (approximately 3,500 students). It is the home for the disciplines most often associated with a land grant university—agriculture, forestry, home economics, biological sciences, and veterinary medicine. There are co-ordinate campuses in Duluth, Morris, and Crookston.

At present, the College of Design (CDes) is split between the two campuses and housed in two buildings: Rapson Hall, located on the East Bank of the Minneapolis, and McNeal Hall on the Saint Paul Campus. Along with larger units like the College of Liberal Arts and the Institute of Technology, the classrooms and studios of the School of Architecture and Department of Landscape Architecture in College of Design enjoy the more urban location of the two campuses.

Today, after more than 150 years of contributions to higher education, Minnesota is one of the largest and most respected land grant universities in the country. Approximately 59,000 students are enrolled statewide; of these, 45,000 are pursuing degrees at the Twin Cities campus. System wide, 3,500 international students represent about 130 different countries. Minority enrollment (Asian or Pacific Islander, African American, Hispanic, and American Indian or Alaskan) accounts for approximately 11% of all students.

The Twin Cities campus ranks among the top three public research universities in the nation; only the University of California, Berkeley and the University of Michigan achieve similar results in sponsored funding.

In 1997, former president Mark Yudof began several initiatives – five interdisciplinary areas were selected for investment and development: digital technology, molecular and cellular biology, medical sciences, new media, and design. Another initiative was the improvement of the University’s physical facilities. On the Twin Cities campus alone, more than 20 capital improvement projects were completed between 1997-2003. From the School of Architecture’s perspective, the most important of these was the construction of an addition, completed in 2001, more than doubling Rapson Hall for the former College of Architecture and Landscape Architecture.

The most far-reaching change to the University’s academic life was implemented in 1996 when the Board of Regents adopted standards for the conversion of the academic calendar from quarters to semesters. Every department was required to convert its curriculum and degree requirements to their semester-based equivalents by 1999. The process was time-consuming and comprehensive, and it involved decisions from content and credit hours to course numbering.

Under former President Brunicks, an ambitious strategic positioning process was launched in 2005. Extensive and holistic, it examined every operation and function of the institution. The following statement, “Why Strategic Positioning” conveys the essence of this new direction:
WHY STRATEGIC POSITIONING

The goal of strategic positioning is to make the University of Minnesota one of the top three public research universities in the world within a decade.

We must invest in core strengths of the University: Minnesota’s economy and quality of life are directly linked to the quality of its only research university.

The changes we make now and in the future will benefit the University’s students, faculty, stakeholders and the entire state by strengthening the quality of its education, research and public service.

In today’s competitive world, standing still means falling behind. We must:

• Keep the state’s only research university strong and of the highest quality as global competition for resources, high-ability students and top faculty grows.

• Respond to declining state funding. The University must make wise, but sometimes difficult choices in the face of declining state support. Dollars saved through academic redesign and administrative reform can be reinvested in improved education, research and outreach.

• Respond to changing demographics that will change the numbers, diversity, age and needs of the student population.

The University strategic positioning offered opportunities for the School of Architecture, most significantly with the changes at the college level, as the College of Architecture and Landscape Architecture was transformed to the College of Design in 2006.

Beginning in the fall of 2013, President Eric W. Kaler launched a strategic planning initiative to guide the development of the University’s overarching vision and mission. It is being led by Provost Karen Hanson to chart a bold, inspirational, and aspirational path for the University over the next 5 to 10 years. A Strategic Planning Work Group is now engaged in consulting with many stakeholder groups on campus.

President Kaler’s current initiatives and priorities focus on making certain that the University of Minnesota fulfills its 21st-century land-grant mission as an excellent public research university that is operated efficiently and effectively, and that is accessible to qualified Minnesotans of all economic backgrounds.

• Students First—Teaching and Learning: Combine up-to-date, engaging teaching with a high-touch and high-tech learning experience that attracts diverse, qualified students and faculty

• Discovery—Research and Innovation: Pursue new knowledge to advance human health and our economy

• Stewardship—Funding and ROI: Advance Operational Excellence and a renewed partnership with the state to limit tuition increases and maximize the public’s return on investment

• Champion Our University—Impact and Reputation: Participate in relevant, vital public engagement and advocacy to solve our communities’ most vexing problems and compete globally

About the School of Architecture

Architecture is a social art. As professionals, architects develop a constructive balance and creative synthesis in the discourse between the individual and the community, between private interests and the common good, and between the natural, the social, and the technological. This requires a comprehensive education with a thorough understanding of the cultural, political, economic, ecological, and technological forces that shape our built environment.
As a top ranked professional program, the University of Minnesota provides this comprehensive education. We offer distinctive study opportunities, a strong academic and practicing faculty, and excellent facilities within the context of a top research university and a vibrant metropolitan area.

The School of Architecture’s mission is to educate professional architects and to advance architectural knowledge and creative practice through design-centered teaching and research. To support this mission, it maintains a strong faculty composed of academics and practicing architects, fostering a dynamic dialogue between architecture’s identity as a discipline and a profession.

As a discipline, architecture draws heavily from the thought and ideas of the arts, the humanities, and the social and natural sciences to guide its theoretical explorations and practice. However, more than an amalgam of other fields, architecture is a discipline in its own right, with its own modes of thought, knowledge base, and operation. The complex task of planning and creating environments of cultural, sustainable and technological integrity demands distinct modes of thinking and reasoning. The design process thus fuses imagination and logic, creative exploration and systematic inquiry.

As a profession, architecture has a responsibility to serve society. The profession’s ethical obligations form an arc that encompasses a respect for our inheritance from the past, a commitment to improve the quality of life in the present, and a dedication to producing a sustainable environment for the future.

A description of the activities and initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service.

Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.

The College of Design, with its three departments and nine programs, is a very well respected unit within the University of Minnesota. Both its scholarly research and its academic programs are promoted and featured at the University level. Many of its faculty members sit on University committees and play central roles in the development of its strategic plans. Conversely, the College of Design and the School of Architecture benefit tremendously from the resources provided by being located in a Research 1 University with a diverse array of academic departments. Included below are several examples of the School’s, College’s, and University’s mutually beneficial relationship.

School of Architecture and College of Design faculty members have been asked to participate in strategic planning efforts for both the University President’s strategic planning efforts and those of the Office of the Vice President for Research. Tom Fisher, Renee Cheng, and Marc Swackhamer have all been asked to chair committees or subcommittees and several other faculty from Architecture and other departments have been asked to contribute in other ways. These strategic planning efforts are significant as they will determine the overall mission of the University and will help determine how budgetary resources will be allocated in coming years. Many of the recommendations emerging from these discussions will involve new allocations of space and new types of building resources. The School of Architecture will play a central role in consulting with the University on these new initiatives, among others.

The College of Design was invited in 2013 to design, create programming for, and manage a space in the University’s newly renovated Northrop Auditorium for interdisciplinary innovation called the Traveler’s Innovation Lab. This exciting new space was designed by Marc Swackhamer and M.Arch Graduate students to accommodate new forms of collaborative design research between the College and other disciplines, the community, and industry. It is a visible centerpiece in an important new facility at the University that emphasizes the institution’s push for greater interdisciplinary research and community connectivity.

The Office of Information Technology (OIT) has allocated significant funding to support the College’s Virtual Reality Design Lab (VRDL). The VRDL, located in the public courtyard of Rapson Hall, launched in March 2012. It is run by faculty and staff in the College of Design, and is a continuation of the Digital Design Consortium, a 6 year partnership between the College of Design and Computer Science and Engineering, made possible by a gift from Ted and Linda Johnson. As this facility has grown in prominence, gaining recognition as one of the largest and most sophisticated Virtual Reality facilities in the country, it has benefitted tremendously from ongoing funding from the University.

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Additionally, OIT has provided the School with resources to pilot a new program on the innovative delivery of academic services. The College of Design is one of the first units to pilot this program and has demonstrated a long track record of eagerly participating in similar new initiatives by the University.

As the University of Minnesota is in the planning stages of what will be a multi-billion dollar campaign, the School of Architecture and College of Design are uniquely suited to play a key role in not only the overall effort, generally, but a in the successful kick-off of a University-wide campaign. A number of College prospects currently figure into the potential lead-gift planning for the larger effort. Further, as the current realities of state disinvestment in higher-education across the country take hold, more and more of the burden falls on tuition from our students. The College and University are determined to push back that trend by increasing efforts to attain private support.

As a College, we reorganized our development and advancement effort just over three years ago. Since then, annual gifts production has more than doubled and our number of donors has increased nearly 50%. Our effort in the College, and University as a whole, continues on a robust upward trend and the College is increasingly seen as a key player in the conversation around philanthropy at the University.

Academically, the School of Architecture has developed a reputation and served as a model for innovative approaches to curriculum development and teaching methodology. Architecture faculty are regularly asked to speak with other University programs and with K-12 schools on the unique ways of learning developed and promoted in design school. For example, Professor John Comazzi has, for eight years, worked with local elementary schools on projects like design camps, development of design-based curriculum, and the design of new learning environments.

As an example of how the School of Architecture contributes to the undergraduate learning environment of the University, the School of Architecture’s Bachelors of Design in Architecture (B.D.A.) Program has recently been recognized as one of the University’s top three undergraduate programs. This fall, it will be the subject of a new documentary piece that will be featured prominently on the University’s website, with interviews of the program’s former Director, Sharon Roe, current Director, Gayla Lindt, faculty, and students.

In the graduate program, Professor Ozayr Saloojee’s Design Duluth coursework in the Masters of Architecture program is an exemplar of actively engaged teaching and learning. Students from multiple disciplines participate in this course as it interfaces with community leaders in the Duluth metro area. The coursework positively represents the University of Minnesota to the public and has been rewarded for its innovative approaches by grant-funding agencies, recently earning a Bush Foundation grant amounting to almost $200,000. The coursework is innovative for its approaches to examining urban issues through the lens of Architecture and Design to benefit the community and change political and economic policy. Dean Tom Fisher has cited this studio work for how it positively represents the future of design: that which is community-based, interdisciplinary, and strategic. He says that there is no better example of how a struggling former industrial city can reimagine itself and recognize new possibilities for its future than through the strategies developed in Professor Saloojee’s studio.

Finally, as an example of how the College of Design’s and School of Architecture’s Research Centers positively reflect on the University, the Metropolitan Design Center, which is currently directed by Professor Mic Johnson, has been involved with Twin Cities Community Development, like new planning efforts in the area of Prospect Park near the University’s Twin Cities campus, responsible highway redevelopment, and new approaches to light-rail development. This work has been prominently displayed in public exhibitions at the University and in downtown Minneapolis and in local media outlets.

A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.

As a vehicle for describing the School of Architecture’s Masters of Architecture program, we have included below the vision and mission statements of the College, the School, and the Program. These serve to frame how we approach student development that is both disciplinarily specific and well rounded.
Vision and Mission of the College of Design

Vision:

Through a unique commitment to creativity and advancing technologies, the College of Design at the University of Minnesota leads, innovates and educates in the full range of design fields by researching ongoing and emerging issues, exploring new knowledge, and addressing and solving real-world problems; all while adhering to socially responsible, sustainable, and collaborative design thinking.

Mission:

As one of the most comprehensive design colleges in the country, the College of Design will be the recognized leader in advancing transformative thinking and practice, and reinventing our disciplines and professions for a new century.

In order to prepare our students to confront the real challenges of our time, every College of Design graduate from the University of Minnesota will:

- Be able to apply design thinking as a way to address issues big and small confronting the local and world community
- Understand and be prepared for the social, environmental, and economic ramifications of each problem they address and every decision they make in their work
- Not only be able to conceive unique ideas, but be capable of implementing those ideas through actionable plans, projects, or strategies.

New Head’s Vision for the future of the School of Architecture

The School of Architecture underwent a transition in leadership in 2014. Professor Renee Cheng, who was promoted to Associate Dean for Research and Outreach in the College of Design, stepped down as School Head. Associate Professor Marc Swackhamer, who had been the Director of the M.Arch Program, was hired by the Dean as the new School Head. Below is a description of his vision for the future of the School.

Introduction:

The School of Architecture has undergone tremendous change under exceptional leadership over the past decade. We offer programs that did not exist even five years ago. We have developed new curricula, hired new faculty, and witnessed a dynamically changing student demographic. We are preparing students for a profession that has undergone unprecedented transformation. What the school thirsts for now is clarity and stability. While we must always accommodate disciplinary fluctuation, we must also allow time for changes to mature so that we can accurately assess their effectiveness. As a school, we need space to reflect on the changes we have made and to stabilize our identity.

This vision for the future of the school is comprised of three parts: empowering, connecting, and communicating. First, we must empower students with the freedom to assume more authorship of their own educational arcs. Second, we must enrich our cultural and disciplinary connections (while recognizing that fundamental architecture design skills are as important and irreplaceable as ever). Third, we must communicate the assets of our program clearly and effectively so that those outside the region understand who we are and how we are unique. If achieved, this vision will clarify and stabilize our school without eroding the remarkable, transformative progress it has undergone over the past decade.

Underlying this vision and these three goals is a single word connecting us all to architecture: passion. When asked why one would pursue a career in architecture, a simple answer is “passion.” Architects cultivate a lifelong love for the discipline. It is much more than just a job. It is a life of curiosity, a life of asking questions, and a life of pursuing beauty. As a school of architecture, we must imbue our students with a passion for the discipline by building a culture of self-learning,
discovery, curiosity, and growth. The three goals described above represent one map for foregrounding this culture of passion.

Three goals:

1. Empowering

“We have to teach students how to be entrepreneurial. Not in the sense of making money, but how to do the kind of work they want to do. How to pursue the kind of life practice and professional practice they want to pursue. There needs to be a place where people are guided through a process of inventing their own lives.”

- from Arch Daily interview with Michael Rotundi

Increasingly, we are witnessing a democratization of knowledge, through new communication tools, social media, and online resources. Current students are smart and savvy, knowledgeable about the profession, and passionate about what they want to study. In both our undergraduate and graduate programs, we have put structures in place that enable students to create personalized educational paths. I would like clarify these structures to further empower students to influence our curricula and take authorship of their educations.

Fostering the ability of students to approach problems with curiosity and to learn for themselves the best methods for tackling difficult problems is the cornerstone of a college education. In a recent article titled “The Purpose of Education,” Noam Chomsky states that there are two approaches to education in American Universities. One states that students are like empty vessels filled with water. He says “This is what we call ‘teaching to the test.’ You pour water into the vessel and the vessel returns water. But it’s a pretty leaky vessel, as all of us who went through school experienced, since you could memorize something for an exam that you had no interest in to pass an exam and a week later you forgot what the course was about.”

The other model, he describes as “laying out a string along which the student progresses in his or her own way under his or her own initiative, maybe moving the string, maybe deciding to go somewhere else, maybe raising questions. Laying out the string means imposing some degree of structure.” Noam Chomsky believes that this latter model is a more effective way of learning. Granted, architecture is a discipline requiring both modes of learning. There are certain skills and bodies of knowledge that students simply must learn and memorize while in school. However, real innovation, fundamental change in the profession will emerge from leaders who can tackle disciplinary and societal problems in new, creative, previously unrecognized ways. For this type of innovation, students will need to cultivate independent thinking, self-learning, and synthetic problem-solving skills. We must support both educational models in our programs if we want to produce the future leaders of our field.

The following three efforts will help empower both students and faculty in the school:

- Develop clear moments in program curricula that are “Directed” and others that are “Emergent”
- Empower students to take more control over their educational arcs
- Empower all faculty (governing and adjunct) to have more agency over curricular decisions

2. Connecting

“Think of the role that disciplines play at most any university in the world. Disciplines shape our departments, our courses, our majors, our students, our faculty, our tenure systems, and our viewpoints. Disciplines even shape our values. And yet, there is so much more. There are the commonalities among, the spaces between, and the connections across.”

“The more diverse the ingredients we assemble, the greater the potential for novel insights.”

- Andrew Nelson at TEDxUOregon
In order to tackle the weighty problems facing the discipline of architecture and society as a whole, it is pivotal that we strengthen our connections with other disciplines, both within the College of Design and across the University. We have seen the benefits that these connections yield during events like catalyst week and through interdisciplinary courses between landscape architecture and architecture taught by Professors Saloojee and Comazzi. Collaborations between biology and architecture have resulted in Bio-inspired Design studios where students have gone on to place in international competitions. Collaborations between computer science and architecture have led to the development of the College of Design’s Digital Design Consortium, the Virtual Reality Lab developed by Lee Anderson, and award winning research projects. In the B.D.A. program, collaborations like the one between ceramics and architecture continue to produce beautiful, innovative student work. All of this work has enriched the cultural landscape of the School and ultimately benefitted our students tremendously.

Further, we must strengthen connections with the communities around us, outside the University. Synthetic thinking skills and the ability to organize complexity, expertise that architecture school cultivates effectively, position architects to contribute to solving tough societal problems. Spearheaded by Dean Tom Fisher, a number of faculty members and students are leading an effort to pursue Public Interest Design as an important line of research. This work is invaluable for several reasons. First, it addresses the University of Minnesota’s responsibilities as a land-grant institution, which mandate openness, accessibility, and service to people. Second, it is simply the right thing do—an ethical way for us to spend time, money, and resources. Third, it connects the University and the School to its surrounding community in a meaningful way. Students in our program are particularly passionate about this type of work and would like to engage in more of it—from our work in Haiti and Mississippi, to work in local communities.

Other types of connections have also broadened student experiences. Study abroad efforts in Japan, China, Turkey, Spain, Italy, the Netherlands, Mexico, and Brazil have not only proved valuable to students and faculty, but have strengthened our connections with academics and students in those parts of the world. They have, in fact, significantly changed the demographic of our student population.

We might increase our support of these types of connections through three parallel efforts:

- **Develop new support** of interdisciplinary and public interest design initiatives through course releases, funding, and time. Institute a Google-like “twenty percent” policy.
- **Engage faculty with existing support** of interdisciplinary and public interest initiatives at the College and University levels.
- Develop a robust program for international exchange and an internal support program for helping our international feel more welcome in the School.

3. Communicating

The effective communication and marketing of our program is essential. This is not a superficial endeavor. Rather, it is an opportunity for us to clearly articulate who we are as a program, faculty, and student body. Plainly, this clarity improves the perception of our program to prospective students, faculty candidates, other programs, and the practice community. However, it also improves our ability, internally, to check curricular and pedagogical decisions against a clearly outlined vision.

Additionally, communication is not something that should be left exclusively to people outside of our school. While the College of Design communication staff’s efforts have been effective and yielded tremendous dividends, those best able to tell the story of our program are our own faculty, staff, and students.

We must improve our communication and marketing efforts. Over the past ten years, there has been an understandable focus on the internal operation of the program: developing new curricula,
piloting new programs, and launching new courses. Now, we need to explain to the outside world how these changes distinguish and define us.

Three distinct efforts will help our school achieve its communications goals:

• More clearly and effectively communicate the strengths of our program to a wider, external audience.
• Maintain communication that is up-to-date and relevant.
• Establish a stronger line of internal communication among faculty, among students, and between faculty and students.

Mission of the Masters of Architecture Program

Building design excellence is our core value. In the Masters of Architecture Program at the University of Minnesota, we imbue students with the tools, inquisitive spirit, and intellectual disposition to develop thoughtful and innovative architecture. We emphasize building design as the lens through which students synthetically merge technology, history of the built environment, theoretical considerations, sustainability concerns, and a wide array of research agenda. We enthusiastically embrace topics of study peripheral to architecture (like related design disciplines, engineering, sciences, and humanities) in the service of developing exceptional young architects.

The Master of Architecture Program prepares students for the practice and discipline of architecture as a speculative, analytic, and investigative endeavor. Through rigorous methods of inquiry developed in the design studio, lectures and seminars, students acquire the breadth of knowledge required of the professional architect: the techniques and processes of representation, communication and analysis; the history and theory of making architecture and urban form for human use; and the technology, systems, processes and economics of construction and practice. This professional degree program is fully accredited by the National Architectural Accrediting Board (NAAB).

At Minnesota, we believe architects develop a constructive balance with the many and diverse elements at play across the social spectrum. These include the individual and the community; private interests and the common good; the natural and the built environment; and others. This requires a comprehensive education with a thorough understanding of the cultural, economic and technological forces that shape our built environment.

We Build On Tradition

Architecture is its own mode of thought with a unique and particular way of examining our environment and for finding solutions to make life more livable. Today design plays an expansive role in society and long-established architectural principles are more important than ever. The design studio has evolved as the pre-eminent tool to teach design and explore design thinking.

We Embrace Challenges

In a world that faces complex and urgent issues involving globalization, climate change and new technologies, our goal is to produce graduates who have the will and passion to engage these challenges. We have created a curriculum that instills in our students the confidence to grapple with large, messy problems and impassion them to ask the big questions and probe the specific ways to examine solutions. Throughout the 3-year program, students are pushed to think about and expand the definition of traditional architectural practice by including factors such as sustainability, research, cultural diversity and community outreach.
We Expect Change

Traditional systems of higher education, those determined by old notions of disciplines or driven by the utility of specialized knowledge, often fail when confronted with the dynamic character of changes triggered by globalization and new technologies. Expanding the role of architecture to encompass challenging urgent issues is important, but there are times when this is not enough. Sometimes the very role of architecture needs to be challenged. In these times, completely new ways of thinking must be encouraged.
I.1.2. Learning Culture and Social Equity

A copy of all policies related to learning culture (including the Studio Culture Policy)1.

(See Part I.4 and additional policies available in the Team Room.)

Evidence faculty, students, and staff have access to policies and understand the purposes for which they were established.

The School enjoys a healthy studio culture and operates with studio policies governing studio culture, studio ethics, green studio policies, outlines of student and faculty workload expectations and clear guidelines for achieving respectful and equitable studio environment workable for all. These can be found in the “Academic Policies for Design and Drawing Studios” in the Faculty Handbook. (See Faculty Handbook available in the Team Room.) These policies were developed in 2002-2003 by the then Director of Design, Renee Cheng. It was adopted by the studio faculty and governing faculty. The Studio Culture Policy, along with the Graduate Student Handbook, has been distributed to incoming and returning students and faculty and is located on the School’s website here (also available in the Team Room):

http://design.umn.edu/current_students/info/forms_policy.html

The GD1 studio sets up expectations and establishes community values ranging from level of engagement to work management. GD1 syllabus clearly states the honor agreement for “pencils down” on the night before reviews. Establishing the tenor of strong studio culture from the first semester is critical to ensuring inculcation into the values of the program.

Additionally, on April 16, 2014, the School of Architecture and the Minnesota AIAS hosted an exclusive screening of the film “Archiculture” (http://www.archiculturefilm.com/), followed by a panel discussion with faculty and student representatives on the topic of studio culture. This event was well attended by both undergraduate and graduate students and opened up a frank and robust conversation about time management, strategies for balancing school life and social life, the role peers play in the studio setting, and other important issues related to studio culture. At this meeting, the Studio Culture Policy was handed out, again, in hard-copy format, for all students to review.

Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness

Several formal and informal mechanisms are in place to reinforce and implement the learning culture policies of the School.

For example, faculty routinely provide guidance on time management and expectations. Several strategies and mechanisms for this are suggested in the Academic Policies document. Studio interim and final deadlines are tracked and communicated so that non-studio courses can work around deadlines, and resources are aligned to provide services to support the reviews. In concordance with the Academic Policies, instructors with students in the same year level meet regularly to coordinate workload – this is especially important in the fall when the studio and non-studio courses are consistent by student cohort. The Head routinely gathers feedback on student perceived workload (through casual contact with students in her class and Grad Student Advisory) and provides feedback to faculty, calling additional coordination meetings as needed.

Time management for both faculty and students is mapped during curriculum development and meets standards set forth in the Academic Policies. The drastic change in pacing between fall and spring semesters presents unique challenges. While this unique curriculum offers great opportunity for student flexibility, it also demands a higher level of attention to workload and general expectations on the part of both students and faculty.

1 For additional information on the development and assessment of studio culture, see Toward an Evolution of Studio Culture, published by the American Institute of Architecture Students, 2008.
Social events are crucial to maintaining a strong community and reinforcing the ethical principles the School has outlined in the Studio Culture Policy document. The School places significant resources to introduce new members to the community through recruiting events that connect current students with prospective students. Through the process of reflecting on their experiences in written profiles on the web or in panels during open house, students become more aware of their roles and expectations for the program. Some of the annual community building events are listed below:

- **Orientation Weekend** for new grad students hosted on the Marcel Breuer-designed campus of St. John’s University in Collegeville, MN. Here students engage in “Design Thinking” and “Collaboration” workshops in advance of graduate studios, usually in mid-August.

- **Architecture and Landscape Graduate Student Reception** (co-sponsored by AIA and MASLA) occurs at the end of the first day of fall semester studio, hosted at the Weisman Art Museum (through 2012 - since then it has been replaced by all-school barbecue hosted by the School and the AIAS in 2014).

- **First day of studio all-school kick-off meeting and information session**, every fall semester, on the first Wednesday of the term.

- **All-school Architecture barbecue** on first day of fall studio (new for 2014).

- **High-recruit graduate student information weekend** - the School of Architecture funds travel for all high-recruit graduate students to visit the University to participate in informational sessions and social events. Many faculty and current graduate students, as well as local practitioners participate in hosting the students. This helps build camaraderie among students before they have even decided to attend the University. Students have reported that there are no other programs like this in the country.

- **Catalyst weekend** end-of-workshop event - Catalyst week occurs the week before Spring Break every March. It is a week of intensive workshops with visiting academics where students drop off all their other coursework and focus on a big, team-based project. To celebrate the end of catalyst week, the School holds a reception for students and outside guests. This is an opportunity for students to reflect on an intensive week of work and to speculate on how the work will come to bear on their other interests.

Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.

The School of Architecture employs a number of mechanisms to insure that faculty, staff, and students have opportunities to participate in the development of the learning environment of the program. These range from committees where faculty debate and discuss curriculum, to ad hoc task forces that address unique academic situations as they arise, to student advisory boards, to student surveys, to the use of external University resources designed to help individual units with these types of issues. Below are summaries of these efforts.

**Curriculum Committees** - The School of Architecture convenes a number of curriculum committees on a regular basis (typically, every 2 weeks). These consist of an Undergraduate Curriculum Committee (subdivided into B.S. and B.D.A. Committees) and a Graduate Curriculum Committee, which covers the M.Arch and M.S. Programs. We consider these committees to be where substantive discussions about course content and program direction happen. Each committee is comprised of 8 to 12 people: full time faculty members, adjunct faculty members, and student representatives.

**Curriculum Task Forces** - When the School encounters a pressing issue that needs to be addressed, but that falls outside the charge of the curriculum committees, ad hoc task forces are convened to quickly and effectively resolve the issue. For example, in the spring of 2013, the School realized that it needed to do a better job curating its offering of M.Arch spring elective studios. Therefore, a task force was convened to look at a series of potential strategies for selecting and then organizing these offerings. This task force presented its recommendations to the Graduate Curriculum Committee, and then to the faculty at large, which then voted to implement its current strategy (which is organized around scale and topic...
areas). Now, M.Arch students go into each spring semester with a stronger understanding of what studio courses will be offered.

**Faculty Retreats + Meetings** - The School’s full-time faculty typically convene three times per year for retreats (fall, winter, and spring). In these meetings, substantive issues related to the school’s learning environment are discussed. These topics include, but are not limited to: the School’s vision and mission statements, strategic planning, new initiatives for student involvement and communication, new approaches to curricular development, faculty hiring, the lecture series, and social programming for the semester. In addition, the faculty regularly meet every month to track the overall course, curricular, scheduling, and student activities in the School.

**Adjuncts committee involvement** - Our School is dedicated to soliciting the input of its valuable and talented adjunct faculty members. We have a rich history of exceptional adjunct faculty teaching in our program and rely heavily on their expertise. For this reason, we value their feedback and input concerning our learning environment. Adjunct faculty participate in all of our curriculum committees, and new this year, will be invited to every other faculty meeting. This way, they are more connected to the School and have a more substantive role in program development.

**Student Advisory Board** - Student voices play a vital role in the development of learning policies and studio culture in the School of Architecture. In the M.Arch program, two student representatives from each of the three student cohorts (GD1, GD2, and GD3) sit on a student advisory board that meets with the Director of the M.Arch Program and the School Head once per month. In these meetings, the representatives discuss emerging issues of concern for each cohort. Scheduling issues, problems with particular courses, and other student stresses are directly discussed and subsequently addressed through these important meetings.

**GRIP survey** - Throughout the 2013/14 academic year, the Head of the School, along with the Director of the M.Arch Program and a Graduate M.Arch student representative, drafted a survey to be taken by students in the Graduate Program. The survey, called the “GRIP” survey (which stands for Graduate Review and Improvement Process) was administered in the spring of 2014. About 50 of our graduate students took the survey, which gave us a strong baseline of data to identify important issues in the School. The survey itself, along with a report summarizing its findings and the School’s conclusions, will be available in the Team Room. A follow up meeting with graduate students is scheduled for the fall of 2014. Here, we plan to identify the most pressing issues and work with students to find effective solutions.

**University Resources** - The School draws upon University resources, such as the Center for Teaching and Learning, for assistance with improving its approaches to various pedagogical imperatives. Faculty liaisons work with representatives from these centers to implement new teaching methods and to assess teaching effectiveness through the careful analysis of student metrics. Lessons learned here have proven invaluable for improving the overall learning culture of the School. We now offer courses in our curriculum, for example, that are listed as “Writing Intensive.” These courses meet our University’s Liberal Education requirements, which are required of all undergraduate students, and they improve the overall effectiveness of coursework for all students, grad and undergrad.

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**Evidence institution has established policies and procedures for grievances related to harassment and discrimination.**

The University of Minnesota’s Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies.

The EOAA Office envisions a University community that is equitable—one that values the diversity of its workforce and student body and is free from discrimination and harassment. It advises individuals and departments about perceived, existing and potential discrimination, harassment, retaliation and potential violations of the policy against nepotism through consultation and investigation.

It also provides educational programming on issues related to harassment, discrimination, bullying, religious discrimination and the hiring process. Further, the EOAA Office is responsible for recommending changes and making revisions to relevant University policies and procedures.
An updated listing of the Office’s Policies and Directives can be found at this link:

https://diversity.umn.edu/eoaa/policiesanddirectives

Evidence that institution has established policies for academic integrity (e.g., cheating, plagiarism).

The Office for Student Conduct and Academic Integrity (OSCAI) has been entrusted with the responsibility of upholding the University of Minnesota Board of Regents Student Conduct Code (effective January 1, 2013) and administering the student discipline procedures.

The mission of the office is to administer student discipline procedures that use educational and developmental strategies in resolving matters arising from alleged violations of the student conduct code in a fair and expedient manner.

The Office for Student Conduct and Academic Integrity is ever mindful of the values embraced by the citizens of the state of Minnesota and of the vision of the Board of Regents who adopted a Statement of Standards in 1970 to safeguard the rights, opportunities, and welfare of students, faculty, staff and guests of the University community. To this day, the office strives to uphold the ideals of this original statement while the University continually evolves and changes.

An updated list of student conduct information can be found here:

http://www.oscai.umn.edu/conduct/student/index.html

Within the School of Architecture, the Graduate Student Handbook addresses academic misconduct in its section on Academic Policies, beginning on page 8. (See the Graduate Student Handbook, available in the Team Room.)

In a case where a student is not meeting academic standards or where there is suspicion of academic misconduct, the DGS has the discretion to ask the Academic Standards Committee to review the case and make a recommendation for action or dismissal.

Evidence that program has plan to maintain or increase the diversity of faculty, staff, and students.

University Statement on Non-Discrimination:

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. The College of Design, and the School of Architecture are bound by these University policies and practices, and fully support their objectives. Each college at the University of Minnesota has an equal opportunity officer responsible for coordinating the equal opportunity efforts at that level. The equal opportunity officer receives training to properly prepare for the duties. College of Design’s equal opportunity director is Jan Batt, Director of Human Resources.

Office of Equal Opportunity and Affirmative Action
274 McNamara Alumni Center
200 Oak Street SE
Minneapolis, MN 55455

https://diversity.umn.edu/eoaa/policiesanddirectives

As one of the top 20 public research universities in the nation, with a large urban campus, the University of Minnesota is committed to fostering a diverse student body and faculty. Students at the University of Minnesota come from all 50 states, and over 100 countries. The largest of the four campuses of the University of Minnesota system, the Twin Cities campus, comprises 19 colleges and 226 graduate degree programs and over 17,000 graduate students. 4,390 degrees were awarded in 2013/14. Among those, Architecture is one of 9 professional degree programs, including School of Dentistry, Law School, Carlson School of Management, Medical School, College of Pharmacy, School of Public Health, College of Veterinary Medicine, College of Education and Human Development.
Architecture students in the College of Design are part of a culturally diverse and academically rigorous educational environment. For students from all backgrounds, the College of Design offers a premium education at an affordable price. Since 2008, the Graduate Program has employed a flat tuition rate for all students to encourage applications from outside Minnesota.

Through an intensive 2012 recruiting trip by the School of Architecture’s former Head, Renee Cheng, and Director of Graduate Recruitment and Admissions, Terence Rafferty, the School has increased its enrollment of international students substantially. Visits have been made to the following programs:

- Tokyo University of Science
- Tianjin University
- Tongji University, Shanghai
- Tsinghua, Beijing
- Nanjing
- Zhejiang, Hangzhou
- Chongqing
- Guangzhou

To date, these visits have yielded several new initiatives, opportunities, and connections in China. For example, Professor Arthur Chen led a study abroad trip to Chongqing in 2012-13 for 5 students who completed their Masters Final Project based on their travels and a participated in the production of a new book on urban design issues in China. In May of 2013, Professors Blaine Brownell and Marc Swackhamer conducted a Biomimicry Workshop at Tianjin University with 3rd and 4th year undergraduate architecture students. Professor Renee Cheng led a 2013 M-term class to Southeastern University in China. Seven students and one professor traveled from China to join seven students and two faculty in Minnesota, then all of them traveled back to China to complete their studies in the areas of building case studies, details, and innovative materials. In spring of 2014, Professor Andrea Johnson traveled with eight students to New York and China for an M-term class on the topic of Art Space, meeting with students from Tianjin and Southeastern Universities. This initial 2012 China visit also led to visiting scholar, Professor Bo Yan from Chongqing, conducting a year-long research project in the School of Architecture. Other scholars from Tsinghua and Tianjin are attending in 2014/15.

Most importantly, this increased focus on China, Japan, and South Korea has led to an increase in international applicants, in both the undergraduate and graduate programs. This new student population has drastically increased the diversity of our program. However, it has also presented the School with new challenges. For example, some of our international students struggle with acclimating to a new language and culture (both “culture” of the U.S. and of the School of Architecture). To address, the School is implementing a new International Student Orientation Workshop in the fall of 2014. Organized by Professors Lisa Hsieh and Blaine Brownell, this program will help students learn more about life in the U.S., in the Twin Cities, and in the School. It will serve as a support network and reference tool for students who are struggling with their new environments. Over the coming years, we hope to grow this program into a more robust, semester-long set of targeted workshops with guest speakers and experts from across the University.

In terms of increasing the diversity of its U.S. students, the University’s Office of Admissions allocates significant time and resources to the recruitment of students of color. Their strategic enrollment management efforts are built on a multi-year, multi-channel strategy that focuses on building relationships with students beginning in the freshman year of high school, and showcasing the benefits of attending the University. Ensuring that the University’s freshman class reflects the diversity of the state of Minnesota is a top priority.

The Office of Admissions employs a dedicated team of staff members who visit high schools with high enrollments of students of color frequently throughout the academic year. In addition, this same team takes the lead on coordinating Admissions’ involvement at community events, and these same team members serve as the personal University of Minnesota representatives to individual students and their families.
Collaborations with the University’s student cultural centers, ethnic studies programs and the University’s individual colleges have been key to connecting prospective students with faculty, staff, and students of color and showcasing the opportunities for students at the U of M.

Specific efforts include the following:

- Admissions staff members participate in a series of community events and collaborate closely with organizations like College Possible, Upward Bound, and Girls in Action.
- Admissions hosts a series of special recruitment events and receptions for prospective and admitted students of color and their families throughout the year (like Experience Minnesota, an annual, high-profile open house for multicultural students and their families).
- Admitted student celebrations are held at area high schools where key University staff members address questions and celebrate student accomplishments.
- Admissions staff members visit and participate in events at Minnesota high schools to ensure that students know their admissions counselors and are connected with information about academic and extracurricular programs of interest.
- Admissions and collegiate transfer specialists visit and recruit students from Minnesota community colleges with high populations of students of color.
- The Office of Admissions contacts prospective students of color directly, beginning in their sophomore year of high school, to support students’ college planning and encourage students to visit campus.
- Personalized print and electronic communications to students and their families are sent regularly.
- Prospective high school senior students of color receive personal phone calls from admissions team members.
- Admissions sends communications to prospective students to showcase campus cultural Living Learning opportunities.

With respect to faculty diversity, position descriptions and selection criteria are screened by the University of Minnesota’s Office of Equal Opportunity and Affirmative Action to ensure compliance with the University’s affirmative action goals and regulations. The chart below illustrates the School of Architecture’s full-time faculty profiles in the academic year 2014/15.
### TABLE 1-01 STATISTICAL FACULTY REPORT

#### Full-Time Instructional Faculty Compared to the Time of the Last Visit (full academic year)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Professor</th>
<th>Professor</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Associate Professor</th>
<th>Associate Professor</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>TOTAL</td>
<td>Male</td>
<td>Female</td>
<td>TOTAL</td>
<td>Male</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nonresident aliens</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>14</strong></td>
<td><strong>34</strong></td>
<td><strong>20</strong></td>
<td><strong>14</strong></td>
<td><strong>34</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

As reported in the 2013 ARS

| Ethnicity                      | Professor | Professor | Professor | Associate Professor | Associate Professor | Associate Professor | Instructor |
|                                | Male      | Female    | TOTAL     | Male                 | Female             | TOTAL             | Male      |
| American Indian or Alaska Native | 4         | 1         | 5         | 4                   | 1                  | 5                 | 2         |
| Asian                           | 1         | 1         | 2         | 1                   | 1                  | 2                 | 1         |
| Native Hawaiian or other Pacific Islander | 1         | 1         | 2         | 1                   | 1                  | 2                 | 1         |
| Black or African American       | 2         | 2         | 4         | 2                   | 2                  | 4                 | 2         |
| Hispanic/Latino                 | 2         | 2         | 4         | 2                   | 2                  | 4                 | 2         |
| White                           | 2         | 2         | 4         | 2                   | 2                  | 4                 | 2         |
| Two or more races               | 2         | 2         | 4         | 2                   | 2                  | 4                 | 2         |
| Nonresident aliens              | 2         | 3         | 5         | 2                   | 3                  | 5                 | 2         |
| Race and ethnicity unknown      | 3         | 2         | 5         | 3                   | 2                  | 5                 | 2         |
| **TOTAL**                       | **15**    | **10**    | **25**    | **15**               | **10**             | **25**            | **15**    |

As reported for the academic year in which the last visit took place 2009

#### Faculty Promotions 2009-10 2010-11 2011-12 2012-13 2013-14

<table>
<thead>
<tr>
<th>Faculty in the accredited program</th>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in the institution</td>
<td>90</td>
<td>61</td>
</tr>
</tbody>
</table>

#### Faculty Receiving Tenure 2009-10 2010-11 2011-12 2012-13 2013-14

<table>
<thead>
<tr>
<th>Faculty in the accredited program</th>
<th>Assistant to Associate Professor</th>
<th>Associate to Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in the institution</td>
<td>151</td>
<td>133</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Faculty receiving 1st time licenses</th>
<th>Faculty renewing licenses</th>
<th>Foreign-educated</th>
<th>Foreign-licensed</th>
<th>Broadly Experienced Architects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in the accredited program</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Faculty in the institution</td>
<td>151</td>
<td>133</td>
<td>124</td>
<td>132</td>
</tr>
</tbody>
</table>
I.1.3. Responses to the Five Perspectives

A narrative description of the program’s response to each of the five perspectives.

A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.

A cross-reference to the five perspectives and the role they play in long-term planning (See I.1.4) and self-assessment (see I.1.5).

A. Architectural Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

A1. Faculty, staff, and students make unique contributions to the institution in the area of scholarship:

The School of Architecture makes institutional contributions of scholarship at both College and University levels. These contributions are represented by the leadership of scholarship-based strategic initiatives and organizations, as well as multi-disciplinary research collaborations with faculty, staff, and students in other academic units. At the University level, Renee Cheng is one of 30 members serving on the Provost’s Strategic Planning Workgroup, which is actively devising a new strategic plan with the goal to address “the grand challenges of a diverse and changing world,” to be implemented in 2014-15. Tom Fisher serves on the Strategic Planning Issue Team for Grand Challenges Research, which has been charged with identifying ways the University may apply its research toward solving grand societal challenges. Fisher also serves as one of twelve members of the Executive Steering Committee for the Office of the Vice President for Research, which identifies faculty and administrative leadership for supporting goals, reviews specific action plans, establishes success measures and supports and publicly promotes the strategic plan. Four Cornerstone groups lead the plan’s tactical implementation and assemble work teams to assist with reviewing the supporting goals, defining clear action plans and developing success measures. Of these, Marc Swackhamer and Laura Bloomberg (Associate Dean, Humphrey School of Public Affairs) co-chair the group charged with “promoting a culture of serendipity” by identifying ways to foster new approaches to pressing research problems.

School of Architecture faculty Katherine Solomonson and Greg Donofrio are two members of a four-member advisory board for the Design, Architecture, and Culture Quadrant, a collaboration funded by the Andrew W. Mellon Foundation to cultivate interdisciplinary scholarship, focusing on sustainable development, design practices, uses of public space, and historic preservation. This Quadrant fosters the research, development, publication, and dissemination of critical work on the built environment examining how architectural and design practices are inscribed with cultural and social meaning. Donofrio was also selected, in addition to Ritu Bhatt, as a residential fellow of the University’s Institute for Advanced Study (2012 and 2009, respectively), an interdisciplinary intellectual community in which fellows work intensively on their own research and creative projects and meet regularly to discuss their work and exchange ideas.

School faculty, staff and students also regularly participate in research endeavors with members of other University colleges and departments. Examples include an NSF Grant for virtual reality infrastructure development led by collaborators Lee Anderson and Victoria Interrante (Computer Science), a zero-energy campus design project initiated by Mary Guzowski, Richard Strong, and Loren Abraham with Lance Neckar (Landscape Architecture) and Barry Lehman (Landscape Architecture); an Institute for Advanced Study research collaborative on heritage preservation led by Greg Donofrio with faculty from Anthropology, History, and American Studies; and a material research collaboration between Blaine Brownell and Gary Meyer (Computer Science) supported by a Grant-in-Aid fund.
A2. Faculty, staff, and students make unique contributions to the institution in the area of community engagement:

Community engagement plays an important role in activities in both the School of Architecture and College of Design. “Urban and rural outreach” is one of the key initiatives at the College level in which School of Architecture personnel participate—particularly in research units such as the Metropolitan Design Center and Center for Rural Design. The Center for Sustainable Building Research regularly leads community-focused activities in the areas of carbon neutral design, design for community resilience, and public interest design, at both local and regional levels. Thomas Fisher is a passionate and widely published advocate of public interest design, and has supported several PID-related efforts with the participation and leadership of School of Architecture faculty, staff, and students.

School of Architecture faculty also lead exciting community engagement initiatives at the University level. In July 2014, Ozayr Saloojee was selected as the University’s new Arts, Design, and Humanities Chair. In partnership with a team of collaborators, Saloojee has begun a two year project entitled “Resilient Communities / Worlds of Matter,” which brings together a creatively intense and intellectually rigorous group of interdisciplinary faculty, researchers, artists and designers in tandem with community stakeholders in the Twin Cities, Duluth, Minnesota and in the communities of the Iron Range. Saloojee’s project involves multidisciplinary teaching, community workshops, art engagement projects, as well as a multi-media exhibition and two public symposia.

A3. Faculty, staff, and students make unique contributions to the institution in the area of service:

School of Architecture faculty are active in the governance in the College and the University. The College constitution, adopted in 2008, is currently being rewritten to accommodate changes at the University level. School of Architecture faculty are serving on a committee to rewrite this document. Numerous other College and University committees are populated with Architecture faculty. School of Architecture faculty regularly participate in College and University committees with varying contributions of time investment and impact.

Examples of faculty service on College committees include: College Awards Committee (Arthur Chen), College Curriculum Committee (Lee Anderson, Greg Donofrio, Mary Guzowski, Ozayr Saloojee, Marc Swackhamer), College Design Minor Committee (Lee Anderson, Ozayr Saloojee), College Exhibitions and Collections Committee (Brownell), College Faculty Consultative Committee (John Comazzi, Marc Swackhamer), College Faculty Leave Committee (Arthur Chen, John Comazzi, Greg Donofrio), College Promotion and Tenure Committee (Mary Guzowski), College Space Committee (Mary Guzowski), College Study/Internship Abroad Scholarship Committee (Blaine Brownell, Greg Donofrio), and the College Technology Committee (Lee Anderson).

Examples of faculty service on University committees include: University Architecture Design and Culture Quadrant Program Committee (Kate Solomonson), Provost’s Women’s Faculty Cabinet (Julia Robinson), University Campus Writing Board (John Comazzi, Greg Donofrio), University Committee for Undergraduate Education (Lee Anderson), University Council of Undergraduate Deans (Kate Solomonson), University Global Seminar Review Committee (Blaine Brownell), University Learning Abroad Center Advisory Council (Kate Solomonson), University McKnight Advisory Committee (Renee Cheng), University Public Art on Campus Committee (Andrzej Piotrowski), University Senate (Cynthia Jara, Julia Robinson), University Senate Committee on Disabilities (Julia Robinson), University Senate Finance and Planning Committee (Renee Cheng), University Sustainable Curriculum Subcommittee (Mary Guzowski), University Sustainable Education Network (Mary Guzowski), University Sustainability Undergraduate Minor Committee (Mary Guzowski), University Systemwide Strategic Sustainability Committee (Mary Guzowski), University Teaching Evaluation Advisory Group (Julia Robinson), and the University Workgroup for Strategic Planning (Renee Cheng).

A4. Faculty, staff, and students make unique contributions to the institution in the area of teaching:

In addition to her service on the Provost’s Strategic Planning Workgroup, Renee Cheng is also a member of the Grand Challenges Curriculum team, which has been developing strategies for improving the University curriculum in order to address society’s fundamental challenges.
John Comazzi serves on the Campus Writing Board for the University. This committee reviews proposals for Writing Intensive course across the university and also reviews Writing Enrichment Curriculum Programs (WEC) for departments across the university. The University of Minnesota’s Writing-Enriched Curriculum (WEC) Project provides a process for meaningfully infusing writing and writing instruction into all undergraduate curricula. The WEC project, supported by the Office of Undergraduate Education, is the first of its kind, and colleges and universities around the world have begun to develop site-specific WEC programs.

Several faculty maintain joint appointments in other departments in which they make important contributions: John Comazzi (Landscape Architecture), Gail Dubrow (Architecture, Landscape Architecture, the Humphrey School, and the Department of History in the College of Liberal Arts), Ozayr Saloojee (Religious Studies, Consortium for the Study of the Asias), and Kate Solomonson (Architecture, Art History, and American Studies). Several faculty (Blaine Brownell, Lisa Hsieh, Julia Robinson, Leon Satkowski, and Kate Solomonson) offer coursework that fulfills University-wide Council on Liberal Education requirements, thus enhancing the accessibility and influence of the School of Architecture curriculum for students across the institution.

A5. Program’s commitment to the holistic, practical, and liberal arts-based education of architects:

The Masters of Architecture Program is committed to both the practical training of architects in its core curriculum, which is delivered in the fall, and to the possibilities for architectural thinking to impact the world outside of architecture in its elective curriculum, which is delivered in the spring. We have developed a curriculum that is both “directed” (disciplinary knowledge is delivered through coursework determined by the faculty) and “emergent” (students are empowered to participate in the development of open-ended coursework where they can explore their own passions). This dual nature of our curriculum allows us to deliver practical knowledge that prepares our students to productively enter the field of architecture while also allowing them to holistically understand how their skills might fit into a larger context and contribute to solving problems bigger than architecture itself. We encourage students to take elective courses outside the School and the College, and we actively recruit students for our three-year program, who hold degrees outside of architecture. All of this contributes to a student body that is engaged with the world, concerned with human-centered issues, and is highly motivated by ethical agendas.

A6. Program’s commitment to providing opportunities to engage in the development of new knowledge:

Research is a central activity for all full-time faculty in the School of Architecture. Often, that research involves student contribution through course work, independent studies, research assistantships, and even funded internships. We work hard to make students aware of faculty research. This fall, we are instituting a new effort to introduce students to faculty research on a weekly basis through our "design-at-noon" lecture series. By focusing on faculty work at these lectures, students can become more aware of the breadth of research with which faculty are engaged in the School and College. New partnerships can emerge. The College also holds “research slams,” which are quick “Pecha Kucha” style research presentations where 10 or 12 research projects are introduced in an hour, and the college gives a mini-grant of around $1,000 to support the further development of that research. Many faculty members in the school receive external and internal funding for their research, which can support one or more graduate students to serve as research assistants. Our faculty have been particularly successful with being awarded “Imagine Grants,” which are $5,000 grants given to support faculty research by the University. (See list below.) These often serve as seed grants to support the development of larger grant proposals. Finally, our M.S. in Research Practice degree is an opportunity for students to engage with both architecture firms and faculty members in the development of a collectively determined research project. Through this program, students accrue IDP hours, are paid for their internship with a firm, and receive academic credit toward the degree, all while developing new research knowledge.

Some recent research in the School, which has supported opportunities for students to engage in the development of new knowledge through research assistantships or course work, has included: the installation and ongoing development of the Virtual Reality Design Lab in Rapson Courtyard (Lee Anderson), material fabrication research for new prototype wall systems (Marc Swackhamer), integrated
project delivery (IPD) case study research (Renee Cheng), design/build of a prototype school building in Tanzania (John Comazzi), the Design Duluth project for community resiliency (Ozayr Saloojee), and a book on the new connections between architecture and the natural sciences, called Hypernatural: Architecture’s New Relationship with Nature (Blaine Brownell and Marc Swackhamer, Princeton Architectural Press, 2015).

Imagine Fund Grants

2014-2015

- Blaine Brownell, Architectural Innovators in China
- Arthur Chen, Typological Study of Swahili Public Squares
- Renee Cheng, Building Stories: Telling Tales about architectural design and construction
- Greg Donofrio, “A Right to Establish a Home” Exhibition
- Lisa Hsieh, ArchiteXt: The Readable, Playable and Edible Architecture of Japanese New Wave
- Andrea Johnson, Poetic Facades
- Ozayr Saloojee, The Great Lakes Cultural Atlas Project
- Marc Swackhamer, Variable Vacuum Forming: Part 3: Extending the Research

2013-2014

- Blaine Brownell, Architectural Frontiers in China
- Renee Cheng, Architecture in Modern China: Lost Art or Strong Tradition?
- Greg Donofrio, Market Forces: The History Behind the Infrastructure of What We Eat
- Benjamin Ibarra-Sevilla, Stonecutting Indigenous Artistry: the Sixteenth-Century Ribbed Vaults of the Mixteca, Mexico
- Lance LaVine, Analysis of Architectural Design Constructs 1927-Present
- Ozayr Saloojee, Constructing Muslim Space and Image in Cape Town (1794-1868)
- Marc Swackhamer, Var Vac Wall System: an Installation in the School of Architecture

2012-2013

- Blaine Brownell, Material Futures in Architecture
- Renee Cheng, Innovation in Architecture: Case Studies of Federal Projects in Great Lakes Region
- John Comazzi, Design for Integrated Learning
- Thomas Fisher, The Journal of the Pandemic Year
- Benjamin Ibarra-Sevilla, Sixteenth-Century Ribbed Vaults in Virtual Reality
- Andrzej Piotrowski, Daylight in Architecture Constantinople
- Sharon Roe, Mapping Contemporary Architecture
- Ozayr Saloojee, Publication of Book on Eliel Saarinen’s Christ Church Lutheran
- Marc Swackhamer, Hexwall: Polymorphic Wall System

2011-2012

- Ritu Bhatt, Everyday Aesthetics and Cognition: A study of Tibetan Mandalas
- Arthur Chen, Request Research Assistantship for the Study of Typology of Public Squares in Zanzibar Stone Town
- John Comazzi, The Architecture Photography of Balthazar Korab
- Benjamin Ibarra-Sevilla, The Intercontinental Transmission of Building Technology in the Sixteenth Century
- Lance LaVine, Simple Pleasures: A critical Analysis of architectural design constructs 1927-present
- Ozayr Saloojee, Architecture and Docile Agency: Identity and Ritual in Cape Town’s Historic Muslim Communities and Township Mosques
2010-2011

- Arthur Chen, Study the Typology of Public Squares in Zanzibar Stone Town
- Renee Cheng, Contextualizing Innovation: Architectural Practice in the Past, Present, and Future
- John Comazzi, Balthazar Korab: Architecture, Photography and the Human Condition
- Greg Donofrio, Planning the American Food Landscape: A History Behind the Infrastructure of What we Eat
- Thomas Fisher, Photography for Salmela Architect II
- Andrzej Piotrowski, Publication of the Architecture of Thought Book – Part 2
- Julia William Robinson, Contemporary Dutch Housing and Urbanism
- Ozayr Saloojee, Eliel and Eero Saarinen’s Christ Church Lutheran – Traveling Photography Exhibition
- Katherine Solomonson, Cass Gilbert in the West: Shaping a National Landscape
- Marc Swackhamer, “OSWALL” (Open Source Wall Application) – Phase 2
- Leslie Van Duzer, The Art and Science of Deception and Misperception

2009-2010

- Ritu Bhatt, Everyday Aesthetics and Cognition: An Exploration of Tibetan Buddhist Spatial Practices
- Blaine Brownell, Matter in the Floating World
- Leon Satkowski, Minnesota Buildings and Landscapes: Field Research for Book
- Ozayr Saloojee, (in)Formal Architecture: Race, Identity and Belonging in South Africa’s Minority Communities
- Julia William Robinson, What is so Extraordinary about Dutch Housing and Urbanism? An American Perspective
- Andrzej Piotrowski, Publication of the Architecture of Thought Book
- Lance LaVine, Place-empathetic Architecture
- Benjamin Ibarra-Sevilla, Studies in Fabrorum Geometry: Stone Cutting and Its application in Architecture
- John Comazzi, Balthazar Korab: Architect of Photography – A Traveling Exhibition
- Renee Cheng, Next Generation Practice: Documenting Innovation in Architectural and Design Practices
- J. Stephen Weeks, Building the Extra-Ordinary Ordinary
- Leslie Van Duzer, Beautiful Misconceptions
- Marc Swackhamer, Open Source Wall Application
- Cynthia Jara, Archival Travel for the Forest Hills Experiment

B. Architectural Education and Students

That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

B1. Students are prepared to live and work in a global community where diversity, distinctiveness, self-worth, and dignity are nurtured and respected:

In pursuit of a fully inclusive community, the College of Design and School of Architecture at the University of Minnesota are committed to supporting diverse people and ways of knowing. We seek to understand and meet the needs of all types of people to create culturally and socially responsive
prototypes, projects, and environments. As such, we first look to foster such inquiry and responsiveness by welcoming, affirming, and empowering all students, faculty, and staff.

In addition, we welcome people who are innovative thinkers, people who are creative, and people who are willing to challenge the status quo. Through this commitment to diverse people and ways of knowing, we seek to increase diversity within our professions and advocate for true social change via our teaching, research, and outreach. Especially because of the professions we represent, we understand that change is oftentimes an iterative process that requires brainstorming, experimentation, prototyping, successes, and failures. With this understanding in mind, we pledge to continually engage the process of enhancing diversity, and to learn from each other as we do so.

The University of Minnesota places a high value on global competence, which is defined as follows within the institution: “Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.” Within our own population, we have witnessed a recent increase in international faculty and students. Our two most recent tenure-track hires are Lisa Hsieh (Taiwan) and Daniela Sandler (Brazil), and we have hosted research fellows from several universities in China. We also have a bigger international cohort of students than before—the last few years have seen ¼ to ⅓ of our incoming M.Arch students coming from Asian countries, mostly China, South Korea, and India—as well as students from Iran and Iraq. These students bring a welcome diversity and global perspective to many conversations around urban, environmental, cultural, housing, and other pressing issues. Professor Hsieh has launched a newly devised International Workshop to assist our incoming international students in transitioning to life in Minnesota and working within our unique studio culture.

B2. Students are prepared to emerge as leaders in the academic setting and the profession:

The students in the School of Architecture are notably “activist” and set high standards for themselves, their classmates, their faculty and their program. The faculty and administration understand that our students are both a valuable resource and essential collaborators. There are numerous opportunities for students to contribute their energy as individuals and their collective voice to curriculum and programs within the School. Some self-assessment activities described in 1.5 are generated by student input.

Examples of student opportunities for academic and professional achievement include the following: T/here, a design and research journal published annually, which is completely run by students. Initiated in 2004, T/here began with a request by twelve architecture students to faculty advisor Thomas Fisher for an opportunity to combine several previous publications into a single peer-reviewed journal. Another opportunity is the Graduate Student Advisory Group, which consists of six representatives (two per cohort) elected by students, who consult with the Head and report to their classmates, as well as serve on faculty governance subcommittees. The Graduate Curriculum Committee invites three additional graduate student representatives (one per cohort) to participate in governance related to curricular planning and approvals. The Head convenes regular forums for both GD1 and GD2 students to provide targeted feedback for particular curricular initiatives, such as modifications in the technology sequence or study abroad opportunities. International students are also invited to attend an International Student Workshop, which is designed to facilitate these students’ acclimation to the particularities of U.S.- and University of Minnesota-based learning contexts.

B3. Students are prepared to understand the breadth of professional opportunities:

The College of Design facilitates an annual program that helps students grow professionally by matching them with a mentor in their field of study. The Mentor Program provides an opportunity for students to learn from current professionals and for mentors to help the future professionals in their field. Mentors are matched with students one to one and assist them with career exploration, networking, project critiques, and skill building, based on student needs and interests. Together, mentoring pairs discuss the goals of the students and help with career exploration, networking, and professional skill building. The time commitment is approximately one to two hours per month, from November through April, and is determined by the mentor and student during initial meetings.
The School of Architecture hosts an annual Design, Architecture Networking and Portfolio Event, an opportunity for architecture students to begin making connections with professionals and ask questions from a variety of experienced architects. Students can hear advice around the topics of applying for jobs and preparing for an interview, as well as advice and suggestions about working in the industry. Students are asked to bring their portfolio and/or work samples to share with employers. This experience provides a great way to connect with professionals whether students are beginning the job search or want to start meeting people in the architecture profession. In 2014, the Design, Architecture Networking and Portfolio Event received the Program Extraordinaire Award from the University of Minnesota Alumni Association. For 2014, 20 Architecture firms attended with 41 professionals representing those firms. 95 students attended (46 M.Arch).

Career and Internship Services offers vital assistance to all College of Design (CDes) students and Masters of Architecture (M.Arch) students. The office endeavors to engage students in meaningful career development activities that help them maximize their life experience. Career and Internship Services helps undergraduate and graduate students as well as recent graduates: make informed career decisions, seize opportunities for building the skills required for success in life and career, and obtain information as well as the skills related to job, internship and graduate school planning. Typical M.Arch career coaching topics include resume and cover letter review, interview skills practice and coaching, job/internship search strategy meetings, salary negotiation consultation. Career and Internship Services maintains a collaboration with the Masters of Architecture program as well as ongoing communication with relevant industry and professional contacts. Career and Internship Services also maintains a platform—GoldPASS (goldpass.umn.edu)—a free job hosting and search site that connects students and alumni with employers, volunteer organizations and internships across the country.

B4. Students are prepared to make thoughtful, deliberate, informed choices:

In his application for the position of department head, Marc Swackhamer presented a vision for the School consisting of three parts: empowering, connecting, and communicating. His plan to empower students with the freedom to assume more authorship of their own educational trajectories includes the addition of open-ended courses in which faculty and Master of Architecture students collaborate to develop specific areas of research inquiry, in addition to elevating the opportunities of the Master of Architecture student representatives for input in School governance. These initiatives reinforce other strategies to develop student leadership capabilities—including decision-based learning exercises taught in ARCH 5621 Professional Practice (Cheng/James, 2008-present), ARCH 5650 Building Stories (Cheng, 2008-present), and courses in the newly-formed M.S. in Architecture—Research Practices degree program, which provides students with the chance to lead research projects under the guidance of a School faculty member and leading practitioner at a local firm.

B5. Students are prepared to develop the habit of lifelong learning:

One of the core student learning outcomes at the University of Minnesota is to “have acquired skills for effective citizenship and lifelong learning.” Although this is one of a list of outcomes developed for undergraduate students, this objective also guides the development of curricula, courses, syllabi, and learning activities at the graduate level in the School of Architecture—as recommended by the Provost’s Council for Enhancing Student Learning.

C. Architectural Education and the Regulatory Environment

That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

C1. Students are provided with a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments:

The path to licensure, Intern Development Program, and regulatory environments are topics covered at several points in ARCH 5621 Professional Practice (Cheng/James). Additionally, the School's IDP
Architect Licensing Advisor (formerly known as IDP faculty coordinator), Jim Lutz, attends the NCARB national conference for IDP accompanied by a student representative. In the past two years, Professor Lutz has been invited to present on the School’s new Master of Science in Architecture—Research Practices degree, a licensure-oriented program that involves a number of our Master of Architecture students considering the pursuit of a concurrent M.S. degree. NCARB members also present annually to students at an AIAS-sponsored event.

C2. Students are provided with an understanding of the role of the registration board for the jurisdiction in which it is located:

Meg Parsons, the Minnesota State IDP Coordinator, presents once annually to students in ARCH5621 Professional Practice and to the AIAS group.

C3. Students are provided with the information needed to enroll in the Intern Development Program (IDP):

As the IDP Architect Licensing Advisor, Professor Jim Lutz holds an introductory workshop with incoming students—in addition to regular meetings—to discuss the Intern Development Program and related updates as the program changes.

D. Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

D1. Students are prepared to practice in a global economy:

The mechanisms needed to prepare students to engage in the current state of practice are different than those needed to prepare them for a changing, global professional context. To address current practice, the School of Architecture engages the local professional community on a wide range of levels. To anticipate future professional roles and responsibilities, the School innovates in the academic content of the professional practice and research streams with its Consortium of Research Practices, a forum of research-focused architecture and construction firms, which provide internships to M.Arch and M.S. students as a means of developing specific practice-related research interests. In addition, Professional Practice includes several lectures covering information related to international contracts and international project collaborations.

D2. Students are prepared to recognize the positive impact of design on the environment:

Sustainable design permeates the Master of Architecture curriculum, based on a broad faculty commitment to environmental responsibility, the active and regular curricular involvement of instructors who are research fellows at the Center for Sustainable Building Research, and the presence of the closely-related Master of Science in Architecture—Sustainable Design degree.

ARCH 5516—Luminous and Thermal Design has provided a firm grounding in sustainable theory and practice through an exploration of environmental systems in architecture; however, we are currently in the process for revising our technology sequence. (Please see section I.1.5, program strengths and program challenges, for details.)

D3. Students are prepared to understand the diverse and collaborative roles assumed by architects in practice:

The School of Architecture has a long-standing relationship with the local professional community that is mutually beneficial to our students and to the profession. There are several ways that local practitioners and firms consistently engage with our academic community:

• Attend lecture series or symposia (15 visiting speakers in 2013-14; estimated total attendance 1,050; 10-15 professionals per talk)
• Attend design reviews or thesis reviews as critic (3-12 professionals per midterm and final jury – well over 150 per semester)
• Participate as mentor in mentor program (119 students matched with mentors)
• Firm participation in career fair (typically 25-35 firms)
• Teaching (design studio, design workshop or drawing class – approximately 30 people)
• Professional practice course participation in students’ firm interview and case study (20 firms in 2014)

The majority of our students have professional office experience for at least a summer. Recent poll taken of the GD2 and GD3 student group showed:

• 1/4 more than 2 years of professional experience
• 1/2 about 1 year
• 1/4 no professional experience (some of these had experience in construction or engineering)

Of the students that are employed during the school year, most work less than 10 hours per week. (75% are at firms, 50% as TA/RA). Students in the required Professional Practice course have two exercises that bring them to firms for interviews and case study documentation on the financial, management and philosophy of the offices.

Participation in the AIA Minnesota annual convention among students is high as a result of a reduced registration rate and numerous free keynote events with high-profile speakers. Annual events such as Search for Shelter offer opportunities for students to participate in community-based charrettes, working side by side with professionals. The School is fortunate that many of the principals of local and regional firms and leaders of the professional community are alumni of the school. They have an allegiance and provide strong support to the School with their time and scholarship donations. Additionally, prominent individuals and firms teach in the comprehensive design studio.

D4. Students are prepared to understand the diverse and collaborative roles and responsibilities of related disciplines:

The School of Architecture’s home within the College of Design provides immediate visibility of, and access to, other related disciplines including landscape architecture, interior design, product design, graphic design, and apparel design. Courses such as ARCH 5110 Architecture as Catalyst (various instructors) and ARCH 8255 Graduate Architectural Design V (Saloojee/deBritto) combine students from various disciplines in purposefully collaborative projects. ARCH 5621 Professional Practice (Cheng/James) also has a series of lectures focused on collaboration between disciplines on the design team.

D5. Students are prepared to respect client expectations:

Several of the design studios mentioned above have community members as “clients” who attend reviews and use the material produced by the students to advance discussion in their communities. Professional Practice also covers this topic—please see section E5.

D6. Students are prepared to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities:

In 2013, the University of Minnesota Chapter of the American Institute of Architecture Students (AIAS) was awarded the first ever AIAS Freedom by Design Award. This award was granted based on the chapter’s successful proposal for enhancing the lives of local community members lacking the basic freedom to move around their homes.

D7. Students are prepared to contribute to the growth and development of the profession:

One of the best examples of student leadership opportunities connected to the profession is AIAS Minnesota, one of the most active chapters in the country. They hosted Forum 2009, and they also have one of only 38 Freedom by Design groups nationally, as well as participating actively in AIA events. The president of the chapter sits on the AIA Minnesota Board and the chapter elects an AIAS faculty mentor.
each year (Jim Lutz). The organization is predominantly undergraduate, but there has been a recent increase of graduate student engagement.
E. Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

E1. Students are prepared to be active, engaged citizens:

The Twin Cities metropolitan area with its historic, industrial, and high-tech context, its social and ethnic mix of population, and its natural and cultural amenities, provides a living laboratory for relevant issues and projects. Studio projects commonly locate themselves in the local or regional context. In many cases, siting is not simply the choice of a physical location, but a complex social and environmental situation. Two examples of the fall 2014 ARCH 8255 studio project topics include: examination of brownfield sites along the St. Croix River near Duluth (Saloojee/deBritto, 2013 and 2014) and numerous explorations in dense urban sites in downtown Minneapolis (Mic Johnson, 2004-14).

E2. Students are prepared to be responsive to the needs of a changing world:

Outside the region, the third fall 2014 ARCH 8255 studio topic explores the rapid housing boom and related environmental degradation in China—taught in collaboration with faculty at Tianjin University and Minneapolis firm RSP Architects (Brownell, 2014). Brownell also focused a past ARCH 8255 topic on the redevelopment of the Tokyo waterfront (Brownell, 2011), and led students from this studio to Japan during a subsequent January Term study abroad course. The School regularly offers study abroad opportunities in three formats: semester-long, half-semester module, and winter/summer term (January/May) classes. Half semester-long courses to Italy, Turkey and the Netherlands are offered in the spring, in addition to Public Interest Design modules to Haiti and the Philippines (Jim Lutz). January and May-term courses regularly travel to geographically varied destinations such as Africa, Brazil, Chile, China, Finland, Italy, and Japan. The School of Architecture also regularly provides students with opportunities to document protected UNESCO world heritage sites and collaborate with local practitioners on heritage preservation techniques (Arthur Chen).

E3. Students are prepared to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice:

In addition to Professional Practice, environmental, social, and economic issues are frequently addressed in both required and elective design studios (see the examples given for ARCH 8255 in E1 and E2, above). The design studio curriculum also has the benefit of the regular involvement of active practitioners and Center for Sustainable Building Research fellows, further reinforcing the emphasis on these topics in the architecture curriculum. Events such as Public Interest Design Week (see below) and the AIAS Freedom by Design initiative further elevate awareness of these issues for students. In 2013, the University of Minnesota American Institute of Architecture Students (AIAS) Freedom by Design program received the very first AIAS National Freedom by Design Honor Award, which recognizes chapters that make efforts to achieve the mission of AIAS to enrich communities in a spirit of collaboration; show an exemplary level of engagement from students with the client, architect, contractor and community; and have a clear understanding of the practical impact of architecture and design. See also sections D2 (environment), B1 (society), and D1 (economics).

E4. Students are prepared to understand the ethical implications of their decisions:

The Professional Practice class has a session on ethics that incorporates the research expertise of Dean and Professor Thomas Fisher, the author of Ethics for Architects: 50 Dilemmas of Professional Practice (Princeton Architectural Press, 2006) and Architectural Design and Ethics (Routledge, 2008). Fisher is also a guest lecturer on that topic and related areas. Scenarios/dilemmas are posed to students in Professional Practice, and written responses are recorded in class documentation.
E5. Students are prepared to reconcile differences between the architect’s obligation to his/her client and the public:

In Professional Practice, students evaluate ethics scenarios and case study examples from the local architecture office of VJAA (Vincent James Associates Architects), whose firm partners are co-instructors in the class. Students also regularly address this topic in client-focused design studios—particularly the Master Final Project studio in the final semester of the M.Arch degree program.

E6. Students are prepared to nurture a climate of civic engagement, including a commitment to professional and public service and leadership:

On July 28, 2014, the AIAS Minnesota Chapter was recognized as the top Architecture student group in the country, and received the 2014 AIAS Chapter Honor Award at the AIAS Grassroots Leadership Conference in Washington, DC. “The chapter provides its members with numerous opportunities for leadership, professional development, social, and personal growth,” said AIAS Vice President and Honor Awards Chair Jennifer Taylor in an AIAS Minnesota press release. “The jury was also impressed with how the chapter continues to grow in membership numbers as well as opportunities for involvement on the local and national level.” With over 130 members, the chapter is the largest chapter in the Midwest, and grew its membership by 10% during the 2013-14 school year. The chapter dramatically increased the number of engagement events during this period, and hosted the successful 2014 AIAS Midwest Spring Quad Conference entitled “Bridging” in April 2014. The chapter raised over $35,000 at this conference, and received financial and volunteer support from nearly 25 local firms and organizations.

The public interest is a topic of continued concern within the College of Design, which hosted the first-ever Public Interest Design Week in March 19-24, 2013 in cooperation with PublicInterestDesign.org. In addition to keynotes by New York Times architecture critic Michael Kimmelman and D-Rev: Design Revolution CEO Krista Donaldson, the inaugural Public Interest Design Week featured a variety events such as Shelter: connect, the Affordable Housing Design Forum, the Design Corps training program, SEED Awards for Excellence in Public Interest Design, and Structures for Inclusion (SFI). Public Interest Design remains a topic of significant student and faculty interest, motivating the development of a Certificate in Public Interest Design. Among the first such certificate programs in the nation, the 12-credit, interdisciplinary Certificate gives students the opportunity to explore the potential for 'great design for the greater good' through their work.
I.1.4. Long Range Planning

A description of the process by which the program identifies its objectives for continuous improvement.

Over the past several years, the faculty and students of the School of Architecture have met to assess the School’s programs as they stand and explore possibilities for the future. In large and small groups under a variety of circumstances, these ongoing discussions have considered how the School can amplify its existing strengths, develop new initiatives, establish partnerships beyond College of Design, address ongoing concerns, and above all, support and prepare students for a changing profession by building a stronger community of inquiry, learning, and creative practice.

Since the last accreditation, School faculty have conducted a regular and frequent strategic planning process, in coordination with School staff and students. This process is tightly coordinated with College strategic objectives to position all of the degree programs, tracks, and research and outreach centers nationally or internationally, and prepare for the dramatic demographic, economic, technological, and pedagogical changes that loom on the horizon of higher education.

With this in mind, the School conducts an annual critical evaluation of its degrees, tracks, scholarship, research, outreach and center activities, in terms of where they excel in comparison to the competition, why that matters in terms of where our field and the world is headed, and how the College might best promote that comparative advantage to prospective students or funders. These evaluations are evidence based and work from the outside in – analyzing market needs, constituent input, and larger societal change – as well as from the inside out, identifying perceived strengths.

The questions each unit or program must address include:

A. Competitive Advantage:
   1. Who are your primary competitors among similar units locally, regionally, nationally and/or internationally? In which degree or other programs?
   2. What sets your unit apart from each of those competitors and on what basis can we make that claim in each case?
   3. What do your competitors do well that we might learn from or benchmark ourselves against?
   4. Who is (are) your primary audience(s) or stakeholders for your unit’s teaching, research, and/or outreach? What kinds of support or other value do they add to your unit’s values?

B. Strategic Direction
   1. What are the one or two greatest strengths of your unit or between your unit and others?
   2. What do we need to do to make your strengths nationally/internationally viable and visible?
   3. How do those strengths align with the economic, social, ecological, and demographic changes happening in the world over the next several decades?
   4. Are there other areas of opportunity in which your unit could become a national/international leader?
   5. What would you do less of or do without in order to focus more resources on the greatest strengths of your unit?
   6. How would investment in these areas of strength expand resources, increase quality, and grow the reputation of your unit?

C. Tactical Evaluation
   1. How should the curriculum, research and outreach programs or other procedures change in order to enhance the strength of your unit and facilitate its strategic focus?
2. How can we make our curriculum or processes more flexible in order to accommodate a wider variety of students? Is this a tactic that ‘works’ for all programs or just for some? What are the kinds of costs of greater flexibility (such as asynchronous and distance learning) and who bears them?

3. What needs to occur to expand the funding for your unit’s research and outreach?

4. What requirements or obstacles do you see getting in the way of acting on the changes that would take your unit to a new level?

5. What partnerships with others – other units in the college, across the university, the community, or in other institutions – would help your unit achieve its goals?

6. How would you state, in one sentence, the brand for each degree, track, or center?

The goal of this effort is to prepare for the increasingly national and international competition for the best students and the most research funding. The process is also intended to solicit ideas about where we can improve and what we haven’t yet thought of, based on changing circumstances and information we gather about competitors.

The School's Strategic Plan is organized around these goals:

- **Academic Programs.** Reinforce excellence in design-centered education by fostering effective teaching; curricular clarity and interconnection; specialization and experimentation.

- **Research.** Promote inquiry by fostering innovative research, scholarship, and creative work.

- **Faculty, Staff, and Student Development.** Support and develop the strengths of our diverse faculty, staff, and student body.

- **Community.** Cultivate an inclusive, sustaining, and collegial community united in common values while affirming diversity.

- **Outreach.** Build upon our long-standing tradition of creative partnerships, collaboration, and service beyond the School and University.

- **Resources.** Ensure that the School has the resources, both financial and physical, that it needs to attain its goals and sustain its mission.

- **Sustaining Practices.**

As we pursue these goals, we will sustain our commitment to the following:

- Recognizing and enhancing the vital role of the architectural profession in the design and care of the physical environment.

- Promoting design excellence, high standards, and leadership in practice, through professional education.

- Supporting academic inquiry and social responsibility within both the discipline and the profession of architecture.

- Ensuring that students are prepared to meet the challenges of a changing profession within our global society.

- Facilitating interconnections between: architecture and other disciplines, research and teaching, academics and practice, the university and the community, the local and the global.

- Cultivating diversity in the broadest sense (e.g., ideological, ethnic, gender, cultural).

- Developing an inclusive, stimulating, respectful, and supportive environment for faculty, staff, and students.

- Accepting and embracing change by defining and expanding the terrain for innovation.
Since our last accreditation, the School has created Strategic Plans for 2010, 2011, and 2013. (See Strategic Plans available in the Team Room.) This semester, the College has requested revised plans from all units, and we will be submitting our new Strategic Plan in December 2014.

A description of the data and information sources used to inform the development of these objectives.

The School employs a variety of processes and tools for the purposes of self-assessment and goal development within the graduate programs:

- **Graduate Review & Improvement Process (GRIP):** a student-centered and action-oriented process for programmatic review and improvement. Students and faculty, with the help of an evaluation consultant, become co-creators of a review process that is meaningful to the School’s needs. This approach captures the distinctive measures of quality in different disciplines and encourages ongoing improvement. GRIP is conducted in collaboration with the Graduate School and the College of Education and Human Development. (See the GRIP survey in the Team Room.)

- **Student Advisory Group:** Each year, the Master of Architecture students are invited to select two class representatives per cohort (e.g., GDI, GDII, or GDIII level students). These representatives consult regularly with the Head and Director of the M.Arch program, and collaborate with them on the curation of the spring semester studio modules as well as the determination of the Open Studio, a self-directed module held annually in the spring. They also discuss significant topics with their classmates for administrative feedback, and they also serve on faculty governance subcommittees.

- **Graduate Curriculum Committee:** This committee serves as a critical forum for the shaping of teaching and professional preparation in the School. It is composed of directors of graduate-level degree programs, an at-large faculty member, an at-large adjunct faculty member, and three graduate student representatives (one per cohort; in addition to those listed above). The committee regularly evaluates the curriculum and develops strategies to address problem areas, updates the program in keeping with changing requirements, and takes advantage of new curricular opportunities as they arise. The committee also reviews course proposals and initiates program changes when needed.

- **Digital Curriculum Committee:** This School-wide committee provides a forum for the discussion on the use of digital tools within the School, and a framework for recommending and implementing continued and new directions, both within and beyond the curriculum. It is composed of directors and representatives from the M.Arch, B.S., and B.D.A. programs, at-large tenured and new faculty members, an at-large adjunct faculty member, and a full-time employee of the fabrication lab. The committee regularly reviews issues and trends within the profession, as well as curricula at peer institutions, to evaluate and determine short and long-term strategies within the school. The committee provides recommendations to the head of the school, and assists in implementing program changes.

- **Student Rating of Teaching surveys:** this is a required tool for assessing instructional performance. The information collected from the six core items in the SRT provides a vehicle for direct, anonymous feedback which instructors use to improve curricular content and delivery. These items are also used for faculty pay, promotion and tenure decisions. In addition to the core items, Student Senate developed a set of nine SRT Student Release items to provide future students with information about instructors and courses. In collaboration with Student Senate and its advocacy efforts to bring this to fruition, the University’s Office of Measurement Services (OMS) created a website to provide an opportunity for students to easily access the information.

- **Capital Planning Committee—Architecture sub group (see below).**
A description of the role of long-range planning in other programmatic and institutional planning initiatives.

The University of Minnesota is nearing completion of a new Strategic Plan, which is the result of a multi-phase effort focused on global Grand Challenges. Five University-wide issue teams, in which Architecture faculty were represented, contributed to this plan: Grand Challenges Curriculum, Grand Challenges Research, Reject Complacency, Reciprocal Engagement and Leverage Location, and Recruiting and Retaining Field-Shaping Teachers and Researchers. Following the conclusion of the University’s Strategic Plan, the College will work on its own strategic planning effort to align with the University. This will be a mandated effort, as the University wants each college and entity to be working towards the same goal.

The School has also joined the College and University to plan the launch of a multi-billion dollar fundraising campaign, and Architecture is strongly represented within the College’s Capital Planning Committee. As the current realities of state disinvestment in higher education across the country take hold, more and more of the burden falls on tuition from our students. The College and University are determined to reverse this trend by increasing efforts to attain private support. The School’s future strategic planning efforts will be closely connected with this campaign, as it has the potential to facilitate the attainment of departmental goals as well as the generation of new opportunities. We look forward to sharing our new strategic plan with you during your visit.

A description of the role the five perspectives play in long-range planning.

A. Architectural Education and the Academic Community

That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

In our research and outreach, we see urgent societal needs and emerging intellectual trends that can be addressed to advance the quality of the School and College while fulfilling the University’s Land Grant mission. Some of the issues are already being addressed, while others may require new faculty to bring specific expertise.

- New views of recent modern architectural history and theory
- Online learning medium applied to design
- Data-mining and infrastructure in the design of the built environment
- Building Information Modeling (BIM) and other digital media
- Research methods for design practice (mentioned above as “expertise in balancing design with research”)
- Resources needed:
  - Marketing and promotion is a critical need for our program. We need support for website development, publication materials, advertisement and publicity. This is the most critical need to advance our School.
  - Time for faculty to administer our M.S. grad and B.D.A. undergrad programs
  - Faculty led symposium, invite guest and possible faculty hires to provide expertise in expanding areas not within current faculty expertise.
  - Support for faculty development to expand or shift their expertise to address emerging research and needs in the curriculum.
Priorities for new faculty hires have been discussed as sustainable design, history, technology and metropolitan design.

B. Architectural Education and Students

*That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

Following the restructuring of our graduate curriculum and our successful accreditation evaluation, we formed a task force to study the future of the program. Recommendations from the task force are incorporated here. We create value in our M.Arch program through:

- Strengthening the concurrent degree option for current Master of Science programs in Sustainable Design, Heritage Preservation, Metropolitan Design and Research Practices (M.S.-S.D., M.S.-H.P., M.S.-M.S., M.S.-R.P. respectively)
- Increasing fellowship funds and funded research opportunities.
- Creating new certificate level specialties such as Public Interest Design (PID).
- Expanding interdisciplinary opportunities in closely allied areas such as Landscape Architecture, as well as areas not traditionally paired with architecture such as Carlson Business School.
- Deepening our teaching of design-based research and research-based design, including strengthening ties with the Center for Sustainable Building Research and Metropolitan Design Center, creating funded research opportunities.
- Leading the national discussion on “licensure upon graduation,” through our M.S.-R.P. program. This is an opportunity for national brand identity.

In order to expand beyond our regional reputation, we must:

- Recruit effectively for M.Arch, M.S. degrees, clearly explaining our additional value and comparative advantages. This is the most critical of our goals to advance the School.
- Expand research and career opportunities for M.S. students through guided internship or other means.
- Study how the CDes Ph.D in Design could include an Architecture track.
- Study the impact and appeal of certificate programs.
- Strengthen our core pedagogy in design, maintaining our national reputation as a school strong in training students who think holistically about complex issues.
- Continue to develop and promote the M.S.-R.P. and the related consortium of firms that support structured research internships.
- Make time for faculty to develop M.S.-R.P. guided internship leading to licensure upon graduation.
- Make staff personnel time for career placement related to internship and also graduate advising (currently underserved).
- Deliver more fellowships and scholarships for graduate and undergraduate students.

C. Architectural Education and the Regulatory Environment

*That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is
located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

The School actively monitors changes in the continuously transforming regulatory environment. Jim Lutz, the IDP architect licensing coordinator, maintains a frequent dialogue with personnel at NCARB, NAAB, AIA, and AIAS—and regularly attends local, regional, and national meetings of these organizations—in order to forecast upcoming changes and report them to School faculty, students, and staff. This currency allows us to be nimble, making our own curricular modifications and adjustments in student advising as needed.

We also keep students abreast of regulatory changes in Professional Practice and graduate design studios, which involve a number of active, licensed practitioners. The School Centers also keep regular tabs on emerging regulatory issues based on their particular fields of interest (for example, Center for Sustainable Building Research research fellows are vigilant about changes in the International Green Construction Code (IgCC), and remain actively involved in related national and regional organizations such as the U.S. Green Building Council and Minnesota GreenStar).

D. Architectural Education and the Profession

That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

Though the profession is rapidly changing, core design skills remain vitally important, while leadership and innovation are highly prized. Expertise in informing design with research is likely to be an increasing need in the future. Based on a 2010 AIA Minnesota Recovery Task Force report, a 2009 Carlson Business School analysis of the American architectural profession, discussions at the national level of American Institute of Architects (AIA Large Firm Roundtable, Board Knowledge, etc), RIBA report on the Future of Practice and prominent industry analyst Jim Cramer, it’s clear that many in the building industry believe that there will be a reduction of architectural firm employees who perform traditional professional duties - i.e. designing what a building looks like. Most also agree there is likely to be a sharp increase in new or hybrid design areas offering consultation in the production of a building. Emerging specialty roles include Building Information Model (BIM) managers, sustainable design consultants, construction management, and experts in the tax credits gained by historic preservation. Beyond the bounds of the building industry, design thinking is recognized as valuable in collaborative settings to address complex and dynamic problems facing society.

The ideal professional graduate described by many architects would possess expertise in general design skills/thinking, digital tools, sustainable design practices, and construction logic. However, these must be matched with knowledge of innovative practices that can help a firm develop enhanced digital and/or sustainable design services.

E. Architectural Education and the Public Good

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

As discussed in section A above, the School's Strategic Plan parallels the University's pursuit of solutions to Grand Challenges. Some of the pressing social and environmental issues we have addressed include the following:

- Urban settlement in developing countries are different from historical models
• Globalization and international practices affecting practice
• China and India as an emerging markets
• International Student Workshops that provide tools for more effective cultural acclimation for our growing body of international students
• Closer collaboration with our centers (in particular, the Center for Sustainable Building Research and Center for Metropolitan Design) in research, teaching and outreach
• New programs that can serve as leading academic models in this area (e.g., Certificate in Public Interest Design, currently under development)
I.1.5. Program Self Assessment

**Description of Self Assessment Process:**

Our typical self-assessment processes are similar to many of our peer institutions and serve two goals: they provide feedback to the school, and they help to set goals or values upon which success will be measured.

The School uses both formal and informal feedback channels to assess its performance. Listed below are the formal channels through which we receive much of our most useful and important data. However, informal conversations with individual students and small student groups are also essential to developing and maintaining a relationship of understanding and trust between the faculty and students. All of our program directors maintain an open-door policy with students to hear their feedback and concerns. In addition, our Director of Graduate Admissions, Terry Rafferty, and our Graduate Student Advisor, Nicole Kennedy, meet regularly with students to advise them on course scheduling and other matters. In addition, the Director of the M.Arch program regularly calls special meetings with small groups of students or entire student cohorts to address particular and specific concerns that they have. We also do not underestimate the value of informal hallway conversations. The program directors regularly walk through studios and drop into reviews to keep tabs on how students are doing.

Formal feedback procedures include the following:

**Curriculum - Excellence in graduate professional education and student performance are measured by:**

- Design Studios mid-reviews and final reviews with invited local and national guests
- Design Reviews at end of semester, invited visitors and CTL
- Student evaluations written by studio faculty
- Exit interviews by studio faculty
- External Professional Portfolio Reviews (for employment and scholarships)
- Awards (such as Design Excellence), Publications and Competitive Scholarship
- Graduate Student Advisory Group
- Success of students in gaining internships and employment
- Success of students in gaining faculty appointments or research fellowships
- Success of students in completing IDP and ARE
- Alumni and Employer Satisfaction
- 2014 GRIP (Graduate Review and Improvement Process) Survey – The School of Architecture was competitively chosen to participate in the Graduate Review and Improvement Process
- Discussion of student work at faculty meetings, especially Masters Final Project work at the final Spring retreat in May
- Discussion of student work in Graduate Curriculum Committee meetings and meetings of Topics Sub-Committees

**Faculty Effectiveness - Excellence in graduate professional education and faculty performance are measured by:**

- College Advisory Group feedback
- Annual Progress Reports
- Annual reviews with Head
- Awards, publications and peer-reviewed scholarship
• External peer review for probationary faculty
• Faculty course evaluations by students
• Professional practice
• Research funding
• Student Advisory Board (comprised of two elected student officials from each of three student cohorts)
• Student surveys (like the GRIP survey mentioned above and Digital Curriculum survey to go out to students in the fall of 2014)
• Panel discussions (like the faculty and student panel discussion that followed the screening of the film "Archiculture" in spring 2014.)

Review, Reappointment, Promotion, and Tenure: tenured and tenure-track faculty are measured by excellence in:
• Teaching, Research (scholarly and creative practice), Service and Outreach (as described in the 7.12 document available in the Team Room)

While the School has a robust process for student grievances (see both Student and Faculty Handbooks for resolution processes in the Team Room), emphasis is placed on communication to proactively address issues before they reach the point of crisis. The success of this approach has been consistently apparent since the School’s last accreditation review. In spite of the numerous, radical and sometimes confusing changes to their study programs, students have been extremely supportive and understanding. The School’s efforts to solicit student feedback across a variety of forums and topics have created a situation where students are collaboratively contributing to the curriculum development.

### Description of Results of Self-Assessment:

The School continually revisits and adjusts its Vision and Mission as a way to address changes in the discipline while remaining steadfast in its commitment to the legacy and strengths of the program. The School’s Vision and Mission serve as a metric against which faculty weigh the performance of curricula, courses, and students. Likewise, the School’s Vision and Mission statements are informed by input of faculty and students in the self-assessment procedures described above. Before discussing the strengths, weaknesses, and future initiatives of the School, we must first state its Vision and Mission statements. (See section I.1.1 for the School’s Mission and Vision Statement.)

Beyond precipitating adjustments to the School’s Vision and Mission statements, self-assessment allows the School to better understand its strengths and weaknesses. They are as follows.

### Program Strengths

• Minnesota architecture students are particularly passionate about issues of social equity and the environment, and have a strong sense of ethics in their approaches to work more generally
• Location in the Twin Cities provides a vibrant community for design learning
• Relationship with the strong practice community in the Twin Cities
• Impressive record of publication, writing, and research from full-time faculty (book publications, research awards, keynote speakers, conference presentations, and grants) (refer to section I.1.3 of this APR for an expanded discussion on faculty accomplishments.)
• Strong cohort of adjunct faculty, many of whom are nationally recognized practitioners, teaching in the program
• Contrasting pace between fall and spring semesters in M.Arch Program (depth versus breadth)
• Balancing of both required courses and elective courses (core disciplinary skills versus skills specific to individual student passions)

• Spring Catalyst Program, which brings faculty from all over the world to teach one-week workshop with School of Architecture faculty

• Recent changes in M.Arch program to further clarify differences between fall and spring semesters (idea of a “directed” curriculum in the fall versus an “emergent” curriculum in the spring)

• Continual reassessment of M.Arch curriculum with respect to emerging topics and changes in the discipline

• Delivery of “soft skills” (design thinking, critical thinking, iterative process methodology, self-learning, inquiry)

• Effectively demonstrating the relationship between design and research

• Environmental Technology coursework recognized nationally with awards

• Strength of half-semester study abroad program in Istanbul (led by Professor Ozayr Saloojee) where residential space has been established and local faculty are teaching in program

• Diverse M-Term study abroad opportunities for students (in China, Japan, South America, Italy, Portugal, Spain, and Denmark)

• Students ability to “dual major” in both M.Arch program and one of four M.S. programs (Sustainable Design, Historic Conservation and Preservation, Metropolitan Design, Research Practice)

• Efforts of new M.S. in Research Practice to engage students with faculty and practice-oriented research and grant licensure upon graduation - one of first programs in the country to do this

• Increased number of international students in the M.Arch Program (refer to I.1.2 and I.1.3 in this APR)

• Faculty actively engaged with governance and strategic planning at the College and University level

• Faculty actively engaged with AIA and other professional organizations

• Faculty actively engaged with National academic community (ACSA, ARCC, ACADIA)

• Many students are provided with fellowships, scholarships, TA, and RA positions to offset cost of tuition. The following are statistics from our Director of Graduate Admissions and apply to the M.Arch class of 2013:
  o 28% of students received $30K - $107K
  o 20% of students received $20K - $30K
  o 22% of students received $10K - $20K
  o almost 50% received more than $20K in aid (in the form of assistantships, fellowships, and block grants)
Table 1-02: Money Allocated for Graduate Positions

<table>
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<th>2009-10</th>
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<th>2011-12</th>
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<td>15</td>
<td>10</td>
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<td>29950</td>
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<td>Fellowship $</td>
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<td>148,400</td>
<td>173,401</td>
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</tr>
</tbody>
</table>

- Highly active student organizations (AIAS - which won a 2014 AIAS National Chapter Award, Greenlight, (H)ere Journal)
- Three faculty members recognized by Design Intelligence as Most Admired Educators, Tom Fisher (2011), Renee Cheng (2010/11), and Adam Marcus (2012)
- Two expansions of student workshop / fabrication lab in past five years
- World-recognized Virtual Reality facility and research design lab, led by Professor Lee Anderson

Program Challenges

- Building technology sequence instability (but with a plan for moving forward and clarifying the sequence)

  In 2008, the School of Architecture’s Masters of Architecture program made significant changes to its curricular structure. It created a distinct shift from the fall semester to the spring semester where required, semester-long content was delivered in the fall and elective, half-semester content was delivered in the spring. This new curricular structure went on to win a National ACSA Education Honor Award. However, since making that change in 2008, several building technology sequence courses remained in the spring. This caused several problems. First, as we moved to a program that allowed all B.S. students into the second year, many students were missing an important Environmental Technology course that was taught in spring of the first year. Second, it rendered our curriculum unclear to students and didn’t allow them to maximize their elective offerings in the spring. We were saying that spring was where students could “guide their own education” through elective choices, but we weren’t offering them very many electives.

  Therefore, we have worked to transition all of our required building technology courses out of the spring semester. To do this, we have piloted new building technology course options over the past few years. These have been determined to not work the way we had anticipated. For example, in the fall of 2013, we piloted a combined studio / environmental technology / comprehensive building design course. While the student work that emerged from this effort was generally strong, the faculty teaching the course determined that too much content was delivered and the students were spread too thin.

  Currently, we have no regular course in place for teaching environmental technology. We are tracking students who have received this content (current 3rd year M.Arch students received it in spring of 2013) and students who have not (current 1st and 2nd year students). We are taking steps to study new short term and long-term options to address this shortcoming in our building tech sequence through an Ad Hoc Environmental Technology Committee (see “Building Technology Sequence - Ad Hoc Environmental Technology Committee” below, under “Program Initiatives”).

- Currently no required history course in the M.Arch Program (but with a plan for implementing one)

  As our M.Arch Program moved to a three-year program with advanced standing for all B.S. students (where they enter into the 2nd year), the time and place where we were delivering history
content was lost. Previously, all students without a B.S. degree, who we called “3+” students, took a set of summer courses before they entered the program. One of these summer courses was a survey history course taught by Professor Leon Satkowski. Now that all B.S. students enter into the 2nd year of the program, we no longer need a summer “catch up” program. The first year of our 3-year M.Arch program is viewed as the “catch up” time for non-architecture students.

In the first year of the M.Arch Program, however, we have not incorporated a new history course to replace the one that was lost when we eliminated the summer “3+” program. We are taking steps to rectify this situation (see “History Sequence - Ad Hoc History Committee” below, under “Program Initiatives”)

• School did not have a two-year path through the three-year program for B.S. students.

The School of Architecture was experiencing a significant drop in enrollment. We understood this to be a result of students’ increasing desire to minimize the time and cost commitments to their educations. The School’s M.Arch program was exclusively a 3-year degree (with 1-2 exceptions per year). For this reason, the school switched to allowing all B.S. degree students to enter into the 2nd year of the School’s 3-year degree program. (See 2-year program initiative below).

• Need a more holistic plan for addressing diverse needs of international students through specifically catered courses and programs (see “International Student Orientation Workshop” below, under “Program Initiatives” below).

• Untenable university financial system that disincentivizes saving money by individual units (the university sweeps this money away on an annual basis).

• College constitution is outdated (committee is convening to update constitution).

• Outdated bylaws in the School of Architecture (committee is convening to update bylaws).

• External communications - lack of website updates and consistent communication with practitioners, alumni, peer institutions, current and prospective students, and public more generally (see “Communications Committee” below, under “Program Initiatives” below).

• W.L. Hall Workshop has expanded twice in last five years, but is still not large enough to accommodate expanding Product Design program while still effectively serving Architecture and Landscape Architecture (see “Maker Space Expansion to Rapson Hall” under “Program Initiatives” below).

• School continually fights for space with the University within its own building - needs to maintain more control over how space in Rapson Hall is allocated.

Institutional Requirements for Self-Assessment:

This academic year (2014/15), the School of Architecture’s Graduate Degree Programs are undergoing an internal Academic Program Review. This APR and the School’s NAAB visit in the spring will serve to supplement, but not replace, this important process.

Academic program review at the University of Minnesota is one component of a broader academic quality assessment cycle, with primary outcomes including:

• objective assessment of the health and vitality of our academic programs;

• recommendations that lead to programmatic improvement, from maintaining strengths to remedying weaknesses;

• an alignment with institutional priorities and values.

Additional potential benefits provided by program review include:

• opportunities for our faculty and staff to engage with and learn about programs outside their unit, leading to an increase in cross-collegiate and cross-disciplinary collaborations;
opportunities for outside constituents to learn about the strengths of our programs, leading to enhanced external visibility and reputation of the University of Minnesota.

To achieve these outcomes, the University works to create a collaborative and comprehensive academic program review process that provides an opportunity for program faculty to consider their academic goals and create a plan for reaching them.

Program Initiatives

- **Building Technology Sequence - Ad Hoc Environmental Technology Committee**
  
  To address the lack of an Environmental Technology required course in the M.Arch program, we have convened an Ad Hoc Environmental Technology Committee. Led by Professor Mary Guzowski, this committee has been charged with the following:

  *The Ad Hoc ET Committee will address both short term and long term needs. In the short term, the program must offer a required environmental technology course in the fall semester of 2015, so that current GD1 and GD2 M.Arch students receive this content before they graduate. In the long term, there is the opportunity to rethink the M.Arch technology curriculum comprehensively, in order to prepare students more thoroughly for future disciplinary challenges and opportunities.*

  *Ideally, both of these needs could be met with one solution. However, the reality may not be so easy. Thus, the ad hoc committee will develop proposals for both short-term and long-term solutions to these needs. Short-term proposals will be achievable next year; long-term proposals will include several options for faculty discussion. (Options like the number of courses, studio integration, etc.)*

  **Criteria**

  - *Requirements met within fall semester*
  - *8 maximum credits*
  - *Satisfies NAAB requirements for sustainability and environmental systems*
  - *Coordinated with B.S. program ET curriculum*

  We will report on this committee’s deliberations and findings during the School’s NAAB visit in 2015. We fully anticipate having resolution at that point.

- **History Sequence - Ad Hoc History Committee**

  Similar to the Environmental Tech Committee discussed above, the School has asked the History and Theory faculty to convene an Ad Hoc History Committee to study the possibility of adding a new required history course to the M.Arch Curriculum. This fall, a committee led by Professor Kate Solomonson will determine course content, faculty personnel who will teach this course, and placement of course in the curriculum. Likely, the course will be taught in spring of the first year of the M.Arch program for the first year and then it will move to fall of the first year in subsequent years, switching places with a first year theory course. As with the Ad Hoc Environmental Technology Committee’s work, we will report on the outcome of the Ad Hoc History Committee’s work during the School’s NAAB visit in 2015.

- **Two year path through three year program for B.S. students**

  The School of Architecture has instituted a degree path whereby students with a B.S. degree are automatically enrolled in the 2nd year of the M.Arch Program. This has made the School more competitive with peer institutions and has served to stabilize and diversify enrollment.

- **Spring studio curation committee - led by students**

  As part of the School’s Vision of empowerment for its students, spring semester will be dedicated to topics that are driven, in a “bottom-up” way, by student interests. A curation strategy for spring
courses will be developed by a student-led curation committee. This committee will work with the Director of the M.Arch Program to identify course topics about which students feel especially passionate. In addition, an “open-ended” spring studio workshop will be developed in which students and a faculty member team up to tackle an open-ended problem that they decide upon at the beginning of the class. The faculty member, in this scenario, is not there so much to be an instructor, but more to be advisor and collaborator with the students. We plan to pilot this course in spring of 2015.

• GRIP survey follow-up meeting with M.Arch students

In fall of 2014, M.Arch student Christina Stark will convene M.Arch students to discuss the results of the GRIP (Graduate Review and Improvement Process run by Minnesota Evaluation Studies Institute (MESI), UMN) survey. This will start as an informal discussion that will then lead to recommended action items for the School to consider and implement. (See GRIP survey available in the Team Room.)

• International Student Orientation Workshop

New this year, we have implemented an International Student Orientation workshop, which will be led by Professor Lisa Hsieh. This workshop:
  - welcomes international graduate students to UMN Architecture;
  - supports their acclimation to the new environment and culture; and
  - facilitates effective and active learning in the U.S. academic setting.

Discussion centers on studio culture at UMN School of Architecture, addressing three areas in particular:
  - Communication – speaking, listening, reading, and writing in English;
  - Design – re: design concept, logic, process, and critical thinking;
  - Social – in and outside of studio/class.

The workshop also covers some common mistakes by international students (e.g. plagiarism), and provide useful resources for learning (e.g. Writing Center, art supply stores info, etc.). The discussion will end with a Q & A session.

• Digital Assistant (DA) program

As part of a multi-faceted effort to boost students’ understanding of emerging digital tools, the School of Architecture instituted a “Digital Assistant” program in 2012. Through this program, qualified and interested M.Arch students enroll in a training program over the summer, where they learn basic and advanced digital production skills, from AutoCAD, Revit, and Rhinoceros to laser cutting, CNC routing, and 3D printing. Then, over the academic year, these Digital Assistants are compensated for up to 10 hours of work. They can serve as tutors for other graduate and undergraduate students and can provide assistance to instructors through in-class tutorials and workshops.

• Digital resources website, tutorials, links, etc.

Related to the DA program, the School of Architecture also started a digital resources website. This website serves as a library resource for tutorials produced both at the school and at other schools as well as reference material and important links for plug-ins and updates. The website, for reference, is located here: https://sites.google.com/a/umn.edu/digitalresources/home

• Architectural Advisory Council (with local practitioners)

In fall of 2014, the Head of the School of Architecture will start a new Advisory Council to advise the school and its faculty on pedagogical, curricular, and recruiting matters. This Council will be comprised of local practitioners who have demonstrated interest and experience with teaching in the school. The council will consist of a diverse array of approximately eight local practitioners from both large and small firms.
M.S.-R.P.

The Masters of Science in Architecture with a concentration in Research Practices (M.S.-R.P.) addresses two goals: providing a structured path to licensure totaling seven years and integrating research with practice. The proposal takes advantage of many of NCARB’s recent changes to IDP and ARE as well as leveraging the historically strong connection between practice and academy in our Minneapolis/St. Paul community.

Most critically, we believe that by offering this model, we nudge the profession towards true culture change, one that expects all our students can be licensed upon graduation, regardless of their final career choices. This change extends to architectural firms and the building industry, transforming the culture to one of sharing knowledge in the effort to collaboratively tackle the serious “wicked problems” affecting the built environment.

Communications Committee

One issue the School has identified as a challenge is the clarity and consistency with which it communicates with the practice and academic communities. To address this problem, the School of Architecture, in fall of 2014, is supporting a student-led communications committee that will be tasked with updating the School’s website on a more regular, consistent basis, developing new initiatives to communicate more effectively with students at peer institutions, and producing electronic publications annually that showcase student and faculty work at the school.

IPD Architect Licensing Advisor position

Please refer to section I.1.3 C1 for a description of this.

Directors structure - directors of M.S. Programs, B.S., B.D.A., M.Arch

The School of Architecture is a complex unit within the University of Minnesota. It consists of two distinct undergraduate programs and five graduate programs. Up until 2012, all of these programs were overseen by just two directors: the Director of Graduate Studies and the Director of Undergraduate Studies. This left much of the internal operations of the programs to be overseen by the Department Head. Therefore, in 2012, the School implemented its current Directors structure in which each of its seven individual structures has a Director who oversees the operations of the program. The Directors are each compensated with course release, a research assistant, and paid salary over the summer to coordinate their program’s operations.

Graduate, B.D.A., B.S. Student Advisory Boards

Student representatives from all of our undergraduate and graduate programs are elected by their peers to sit on a Student Advisory Board that meets with the Head as well as with the Directors of each program. These advisory boards identify problems in classes, curriculum, facilities, scheduling, and studio culture and work with faculty to determine the best solutions.

Studio Culture Film screening and panel discussion

The School of Architecture takes pride in its focus on a healthy studio environment. We ask a lot of our students, but recognize that students have personal activities, jobs, and friends outside of school. In order to ensure that studio culture remains healthy in our program, we held an exclusive screening of the film “Archiculture” in the spring of 2014. The screening was co-sponsored by the School and AIAS. It was followed by a panel discussion with three faculty members and three students as well as a question-and-answer session with the audience. The event brought many important issues into focus and helped the school craft a follow-up GRIP survey. (See GRIP report available in the Team Room.)

Masters Final Project fall workshops

One of the strongest, most meaningful experiences graduate students have while in school is their thesis project (which we call “Masters Final Project” or “MFP”). Students have come to realize the weight and importance of this event and have requested more preparatory work in advance of their
final spring semester to plan for their projects. Through many tests of different structures and formats, the faculty have concluded, generally, that a conventional “thesis prep” course does little to improve the quality of students’ final projects. This year, we are instead implementing a series of MFP workshops in the fall semester. These workshops will be lead by MFP instructors and will guide students through some of the challenges they will face in their final semester and will help them develop effective problem statements as well as clear structures / schedules for completing their work in the spring.

- Bell Museum expansion

Currently, the College of Design is divided across the two campuses of Minneapolis and St. Paul. Across the street from the School of Architecture’s Rapson Hall is the Bell Museum of Natural History, which has received approval to build a new facility. Once the Bell Museum moves, in about five years, the College will be given this building to consolidate the College onto a single campus. At that point, there will likely be a re-shuffling of units within the College to allow for more opportunities for interdisciplinary collaboration.

- “Maker Lab” expansion to Rapson Hall

In addition to exploring the Bell Museum renovation, the College of Design is studying the possibility of collaborating with the College of Science and Engineering to build a new “Maker Lab” between Rapson Hall and the Mechanical Engineering Building. Both Colleges enthusiastically support this new space, which would include a workshop with open worktables, a new digital fabrication lab, a cafe, classroom spaces, and offices for the College’s new Product Design Program. The workshop would be three stories tall, supporting the construction of large-scale mock-ups and prototypes (in other words, an indoor building yard, which is something the School has desired for a long time). It is being viewed by the Colleges as an open space, accessible to all University of Minnesota students and even to the outside community as well as local industry. Fund raising to support the construction of this new space will happen concurrently with a larger capital campaign to raise money for the Bell Museum renovation.
### TABLE 1-03 FACULTY CREDENTIAL MATRIX

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Summary of expertise, recent research, or experience</th>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brownell, Blaine</td>
<td>Research considers emergent materials and applications with three particular areas of focus: technology, sustainability, and Japanese architecture. His work is informed by a wide range of sources, given the fact that new materials arise within the field.</td>
<td>5541 Material Strategies</td>
<td></td>
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<tr>
<td>Chen, Arthur</td>
<td>Heritage Conservation and urbanism. Architectural Thinking, making and drawing. Arthur Chen received his Ph.D from Harvard College. A registered architect, her professional experience includes work for Pei, Cobb, Fried and Partners and Richard Meier.</td>
<td>5674 Historic Conservation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheng, Renee</td>
<td>Renee Cheng is a graduate of Harvard's GSD and Harvard College. A registered architect, her professional experience includes work for Pei, Cobb, Fried and Partners and Richard Meier.</td>
<td>5621 Procurement</td>
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<tr>
<td>Conway, William</td>
<td>Issues of public and private space. Professional Practice.</td>
<td>5731 Territorial Cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dittmar, Gunter</td>
<td>M.Arch from Yale Univ. Taught at Texas and California before 8253 GD II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donofrio, Greg</td>
<td>Research explores the history, economics, and feasibility of historic preservation in the United States. He also has strong academic interests in food system planning and issues.</td>
<td>5671 Historic Preservation</td>
<td></td>
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</tr>
<tr>
<td>Dozier, James</td>
<td>His expertise includes knowledge of 3D Studio MAX, 3D Studio VIZ, and AutoCAD 2002 releases, and a variety of graphics programs.</td>
<td>5361 3D</td>
<td>5381 Intro to Computer Aided Arch Design</td>
<td></td>
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<tr>
<td>Elliot, Meghan</td>
<td>Meghan Elliott, P.E., Associate AIA, established Preservation Design Works (PDW) to provide a new process for redeveloping historic building preservation. Has a Master of Architecture and Master of Science in Civil Engineering from the University of California at Berkeley as a National Science Research Fellow.</td>
<td>5672 Historic Building Conservation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher, Thomas</td>
<td>He has lectured or judged at over 40 different schools of architecture.</td>
<td>5411 Intro to Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foege, Monica</td>
<td>BA Fine Arts, MA painting with Honors, St. Cloud State, MFA</td>
<td>5521 Watercolor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ganzer, Robert</td>
<td>Principal and co-founder, CityDeskStudios, received an M.Arch from U of M, brings a holistic design sensibility and understanding of the built environment.</td>
<td>8253 GD II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grover, Todd</td>
<td>She teaches and conducts research related to daylighting, environmental technology, and sustainable design. Mary has a Masters of Architecture from the University of Washington. Mary has been an active member of the AIA and involved in design and sustainable design projects. Mary has been a speaker at numerous conferences and workshops on sustainable design.</td>
<td>5550 The Art of Daylighting Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guzowski, Mary</td>
<td>She teaches and conducts research related to daylighting, environmental technology, and sustainable design. Mary has a Masters of Architecture from the University of Washington.</td>
<td>5550 The Art of Daylighting Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James, Vincent</td>
<td>Founding principal of VIAA. Practiced in New York, DC, and Chicago.</td>
<td>5621 Pro Practice</td>
<td></td>
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</tr>
<tr>
<td>Madison, Nat</td>
<td>Licensed, AIA, M.Arch U of MN, 6 years of teaching.</td>
<td>8253 GD II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandyke, Jeff</td>
<td>AIA, LEED, AP Principal Cunningham Group Architects.</td>
<td>8253 GD II</td>
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</tbody>
</table>

### PART I

#### 1.2. Resources

##### 1.2.1. Human Resources & Human Resource Development

- Faculty/Staff Matrix of courses, specific credentials, experiences, and research that supports higher assignments. An updated faculty matrix updated for the current academic year is available in the Team Room.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Specialization</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pierce, Doug</td>
<td>Sustainable Design Theory Practice. B Arch Kansas State.</td>
<td>8561 Sustainable Design</td>
<td></td>
</tr>
<tr>
<td>Piotrowski, Andrzej</td>
<td>architectural emphasis on epistemology of design with emphasis on theoretical, historical, and educational aspects of representation in architecture.</td>
<td>8253 GD II</td>
<td></td>
</tr>
<tr>
<td>Roe, Sharon</td>
<td>specializing in the design of highly technical buildings. She is a researcher and has focused on developing and integrating methods of architectural design into the curriculum.</td>
<td>5515 Tech</td>
<td></td>
</tr>
<tr>
<td>San Martin, igacio</td>
<td>Dayton Hudson Professor of Architecture, Chair of Urban</td>
<td>8255 GD III</td>
<td></td>
</tr>
<tr>
<td>Satkowski, Leon</td>
<td>A specialist in the history of Renaissance and Baroque architecture.</td>
<td>5425 Baroque</td>
<td></td>
</tr>
<tr>
<td>Solomonson, Katherine</td>
<td>teaching and scholarship address issues concerning the complex role of the built environment and the processes involved.</td>
<td>5532 Modern</td>
<td></td>
</tr>
<tr>
<td>Strong, Richard</td>
<td>conducting primary research in the realm of Sustainable Building practices. He is involved in sustainable practices at a university.</td>
<td>8567 Site and Water Sustainable Design</td>
<td></td>
</tr>
<tr>
<td>Swackhamer, Marc</td>
<td>Department Head. Examines the relationship between performance and ornament as specifically developed through digital production and fabrication techniques.</td>
<td>8251 GD I</td>
<td></td>
</tr>
</tbody>
</table>

Spring 2013

<p>| Abraham, Loren | Architect, author, industrial designer, educator and researcher. Loren Abraham has over 30 years of experience in the building and construction industry. | 5516 Towards a Net Zero       |              |
| Am, Lucas      | Principal of ALM Design Studio, a design practice focused on using sustainable methods of construction and energy conservation. Involved in University of Minnesota's effort for 2009 Solar Decathlon Competition. | 5590 Towards a Net Zero       |              |
| Amel, Eric     | 25 years of firm experience. AIA Minnesota Honor Award to the University of Minnesota Wall of Discovery, Busan Convention Center, and Septon Commons at Saint John’s University. In 2005, he received the prestigious Ralph Rapson Traveling Study Fellowship. MArch, U of M | 8254 Tech Elective            |              |
| Anderson, Lee  | With an undergraduate degree from Sophia University in Tokyo, and a M Arch from the University of Minnesota, Lee Anderson has been developing architectural software for over 15 years. | 5382 Computer Aided Arch Design |              |
| Brownell, Blaine | research considers emergent materials and applications with three particular areas of focus: technology, sustainability, and Japanese architecture. His work is informed by a wide range of sources, given the fact that new materials arise within the field. | 8565 Materials and Performance |              |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Contributions</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheng, Renee</td>
<td>Renee Cheng is a graduate of Harvard’s GSD and Harvard College. A registered architect, her professional experience includes work for Pei, Cobb, Freed and Partners and Richard 565.1 Building Stories 565.1 Building Stories</td>
<td></td>
</tr>
<tr>
<td>Comazzi, John</td>
<td>Research and scholarship focus on: architecture photography, design theory and criticism, design-build, and active learning environments for PK-12 education. Author of the first monograph on the life and career of Balthazar Korab. 5650 PID Tanzania</td>
<td></td>
</tr>
<tr>
<td>Conway, William</td>
<td>Issues of public and private space. Professional Practice. Relationship of legislation and politics to design. 8254 Tech Applications in Design</td>
<td></td>
</tr>
<tr>
<td>Dittmar, Gunter</td>
<td>M.Arch from Yale Univ. Taught at Texas and California before joining the U of MN. Taught for over 40 years in the School. 5452 Design Order Form Meaning</td>
<td></td>
</tr>
<tr>
<td>Donofrio, Greg</td>
<td>His research explores the history, economics, and feasibility of historic preservation in the United States. He also has strong academic interests in food system planning and issues. 5676 Economics of Heritage Preservation</td>
<td></td>
</tr>
<tr>
<td>Dozier, James</td>
<td>His expertise includes knowledge of 3D Studio MAX, 3D Studio VIZ, and AutoCAD 2002 releases, and a variety of 5361 #3D Design 5611 Design in the Digital Age</td>
<td></td>
</tr>
<tr>
<td>Gales, Elizabeth</td>
<td>Historian at Hess, Roise and Company, a historical consulting firm. Work in the preservation field has included completion of research and fieldwork related to architectural surveys, Section 106 compliance, National Register applications, historic tax credit applications, and historic documentation studies (HAER/MHPR). 5673 Historic Building and Research Conservation</td>
<td></td>
</tr>
<tr>
<td>Ganser, Robert</td>
<td>Principal and co-founder, CityDeskStudios, received an M.Arch from U of M. Brings a holistic design sensibility and an eye for precision to his projects in studio. 8254 Tech Applications in Design</td>
<td></td>
</tr>
<tr>
<td>Garrett, James</td>
<td>Visual artist and published writer trained as an architect. Holds a Bachelor of Arts Degree in Architecture with an emphasis in Sustainable Materials and Methods of 5241 Principles of Design Programming 5650 Community-Based Eco Design Studio</td>
<td></td>
</tr>
<tr>
<td>Grover, Todd</td>
<td>Partner at MacDonald and Mack Architects, historic preservation. The preservation of the recent past, trying to heighten the awareness and understanding of significant buildings that have not reached the 50 year threshold. Sustainability and historic preservation. 5673 Historic Building and Research Conservation</td>
<td></td>
</tr>
<tr>
<td>Guzowski, Mary</td>
<td>Teaches and conducts research related to daylighting, environmental technology, and sustainable design. Mary has a Masters of Architecture from the University of Washington 5516 Tech II</td>
<td></td>
</tr>
<tr>
<td>Haggans, Michael</td>
<td>Since 1981, Michael has worked on the faculty challenges of colleges and universities. He is now an independent scholar researching the future of higher education. A licensed architect, he earned his Master of Architecture degree from the State University of New York-Buffalo. He has led 5651 Building Stories 5750 Planning and Design of the University</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Background</td>
<td>Course Code</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Handeen, Daniel</td>
<td>Work focuses on developing tools for life cycle assessment of building materials and assemblies, including Athena EcoCalculator, Green Globes Ecocaculator, and MN Sustainable Housing Initiative. Managed Solar Decathlon. Researcher in Center for Sustainable Building</td>
<td>5550 Multi Family Net Zero</td>
</tr>
<tr>
<td>Jara, Cynthia</td>
<td>B.A. in History, Carlton College, University of Minnesota. Licensed Architect in New York State and has served on the Board of Directors of the Association of Collegiate Schools of Architecture (ACSA). Scholarly work focuses on the relationship between principles of theory and</td>
<td>5721 Case Studies in Urban Design</td>
</tr>
<tr>
<td>Lutz, James</td>
<td>Registered architect and lecturer at the School of Architecture where he teaches classes in building technology and sustainability. He holds a Master of Architecture degree from Syracuse University and a Bachelor of Arts in</td>
<td>5670 Preservation and Sustainability</td>
</tr>
<tr>
<td>Mack, Robert</td>
<td>Registered principal with Macdonald &amp; Mack Architects, Ltd., a firm that specializes in preservation projects on a nationwide basis. Mack also has published numerous articles on the technology of preservation, especially masonry preservation.</td>
<td>5670 Preservation and Sustainability</td>
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<tr>
<td>Marcus, Adam</td>
<td>M. Arch Columbia, BA Arch Studies, Registered Arch. LEED 8299 MFP</td>
<td>8254 Tech Applications in Design</td>
</tr>
<tr>
<td>Pechaty, Victor</td>
<td>B Arch U of MN, MS Advanced Design Columbia, Taught design since 2009. Registered Architect.</td>
<td>8254 Tech Applications in Design</td>
</tr>
<tr>
<td>Poul Bertlesen</td>
<td>Registered architect, has written journal articles, chapters and reports on architectural theory, design methods, sociocultural factors, and architectural pedagogy. New Book: &quot;What's So Special about Dutch Housing and Urbanism.&quot;</td>
<td>5651 Building Stories</td>
</tr>
<tr>
<td>Robinson, Julia</td>
<td>Registered architect, has written journal articles, chapters and reports on architectural theory, design methods, sociocultural factors, and architectural pedagogy. New Book: &quot;What's So Special about Dutch Housing and Urbanism.&quot;</td>
<td>5241 Principles of Design Programming</td>
</tr>
<tr>
<td>Roe, Sharon</td>
<td>Specializing in the design of highly technical buildings. Her 25 years of teaching and research have centered on developing and integrating methods of architectural design into the</td>
<td>5521 Concrete</td>
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<tr>
<td>Faculty Name</td>
<td>Title and Background</td>
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<tr>
<td>San Martin, Ignacio</td>
<td>Dayyan Hudson Professor of Architecture, Chair of Urban Design and Director of the Metropolitan Design Center (MDC). Brings University faculty and students together to collaborate with municipalities and non-profit organizations.</td>
<td></td>
</tr>
<tr>
<td>Satkowski, Leon</td>
<td>A specialist in the history of Renaissance and Baroque architecture, Leon Satkowski holds a B.Arch. from Cornell University and from Harvard University a M.A. and Ph.D. in art history.</td>
<td></td>
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<tr>
<td>Solomonson</td>
<td>Teaching and scholarship address issues concerning the complex roles built environments and the processes involved in shaping them play in the production of values, identity, and social relations.</td>
<td></td>
</tr>
<tr>
<td>Swackhamer, Marc</td>
<td>Department Head. Examines the relationship between performance and ornament as specifically developed through digital production and fabrication techniques.</td>
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<tr>
<td>Tollefson, Lee</td>
<td>MFA, has over 41 years of design experience and his design work on buildings has been recognized regionally and nationally with numerous AIA Design Awards.</td>
<td></td>
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<tr>
<td>Tozer, William</td>
<td>Dr. William Tozer has architecture degrees from New Zealand, Australia and the UK and is a British qualified Architect. He has taught at architecture schools in the UK and US and writes prolifically on architecture.</td>
<td></td>
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<tr>
<td>Weber, William</td>
<td>Research focuses on the integration of sustainability and architecture through applied research, exploring and developing tools to evaluate and compare the often disparate aesthetic, economic, and environmental goals.</td>
<td></td>
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<tr>
<td>Wbons, Jennifer</td>
<td>Teaching experience at U of MN, Harvard, Illinois Inst. of Tech, MIT, Tulane, U of Texas-Austin, U of VA, U of Wash-Seattle, John G Williams Distinguished Professor of Architecture, IDEB Fellow, Grad Diploma in Design – Arch Association, London, FWA.</td>
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<th>Fall 2013</th>
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<tr>
<td>Chen, Arthur</td>
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<td>Cheng, Renee</td>
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<td>Name</td>
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<td>Donofrio, Greg</td>
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<td>Ebbighausen, Nina</td>
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<td>Johnson, Mic</td>
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<td>James, Vincent</td>
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<td>Potrowski, Andrzei</td>
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<td>Swackhamer, Marc</td>
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<td>Tozer, William</td>
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<td>William Conway</td>
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<td>Yoos, Jennifer</td>
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<td>Anderson, Lee</td>
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<tr>
<td>Name</td>
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<tr>
<td>Poul Berthelson</td>
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<td>Brownell, Blaine</td>
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<td>Beaubin, Kendra</td>
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<td>Chen, Aurther</td>
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<td>Camazzi, John</td>
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<td>Ottmar, Gunter</td>
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<td>Gales, Elizabeth</td>
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<td>Garrett, James</td>
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**PART I**

Submitted: September 28, 2014
Revised: April 10, 2015

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University of Minnesota
Architecture Program Report
September 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Qualifications</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grover, Todd</td>
<td>Partner at Macdonald and Mack Architects, historic preservation. The preservation of the recent past, trying to heighten the awareness and understanding of significant buildings that have not reached the 50 year threshold. Sustainability and historic preservation.</td>
<td>5673 Historic Property Research and Documentation</td>
</tr>
<tr>
<td>Guzowski, Mary</td>
<td>Teaches and conducts research related to daylighting, environmental technology, and sustainable design. Mary has a Masters of Architecture from the University of Washington.</td>
<td>5539 Daylighting</td>
</tr>
<tr>
<td>Lazor, Charlie</td>
<td>Has taught at universities in Design, furniture design, etc.</td>
<td>5250 Big Ideas, Big Empty Buildings</td>
</tr>
<tr>
<td>Hadzimerovic, Dzenita</td>
<td>Dzenita received her Master of Architecture degree from the University of Minnesota and her Bachelor of Arts in Mathematics and Studio Art from the College of St. Catherine. She has practiced with VIAA since 2000.</td>
<td>5250 Typology Museum</td>
</tr>
<tr>
<td>Hsieh, Lisa</td>
<td>Hsieh obtained her M.A. from Princeton University, M.Arch from the University of Michigan, M.A. (in mathematics) from Indiana University, and B.S. from National Taiwan University.</td>
<td>5250 Into Play</td>
</tr>
<tr>
<td>Jara, Cynthia</td>
<td>M.A. in History, Carleton College, MA and Master California University Licensed Architect in New York State and has served on the Board of Directors of the Association of Collegiate Schools of Architecture (ACSA). Scholarly work focuses on the relationship between principles of theory and</td>
<td>5721 Case Studies in Urban Design</td>
</tr>
<tr>
<td>Johnson, Mic</td>
<td>M.A., over 35 year career in design leadership roles. Acting Director of Metropolitan Design Center at U of M.</td>
<td>5250 Urban Arch: Tower</td>
</tr>
<tr>
<td>Lauqe, Julianne</td>
<td>Professor in Practice, BS in Mech Engr., MS in Mech Engr., LEED AP BD+C.</td>
<td>8563 Energy and Indoor Quality Issues</td>
</tr>
<tr>
<td>Lintdt, Gayla</td>
<td>M.Arch U of M, teaching in the department since 2007. Outstanding teaching award. First prize in adjunct faculty research slam.</td>
<td>8299 – MFP</td>
</tr>
<tr>
<td>Lutz, James</td>
<td>Registered architect and lecturer in the school of Architecture where he teaches classes in building technology and sustainability. He holds a Master of Architecture degree.</td>
<td>5450 PID</td>
</tr>
<tr>
<td>Potrowski, Andrzej</td>
<td>Educated and is registered as architect in Poland. Scholarship focuses on epistemology of design with emphasis on theoretical, historical, and educational aspects of representation in architecture.</td>
<td>5301 Conceptual Drawing</td>
</tr>
<tr>
<td>Robinson, Julia</td>
<td>Registered architect, has written journal articles, chapters and reports on architectural theory, design methods, sociocultural factors, and architectural pedagogy. New Book: What’s So Special about Dutch Housing and Urbanism.</td>
<td>5750 Design for Density</td>
</tr>
<tr>
<td>Name</td>
<td>Degree and Experience</td>
<td>Courses</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rybak, R.T.</td>
<td>BA in Political Science and Communications, Professor in Practice, School of Arch, U of MN, Mayor of Minneapolis - former.</td>
<td>5750 Mayor 101</td>
</tr>
<tr>
<td>Satkowski, Leon</td>
<td>A specialist in the history of Renaissance and Baroque architecture, Leon Satkowski holds a B.Arch. from Cornell</td>
<td>54 24 Renaissance 5441 MN: Arch and Landscapes</td>
</tr>
<tr>
<td>Tozer, William</td>
<td>See above</td>
<td>82/99 MFP</td>
</tr>
<tr>
<td>Wheeler, James</td>
<td>M.Arch U of Minnesota, Community Design Studio Crit at Mississippi State Univ. Gulf Coast Community Design Studio, Biloxi MS.</td>
<td>5750 Duluth Futures</td>
</tr>
</tbody>
</table>

### Fall 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Details</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Lee</td>
<td>With an undergraduate degree from Sophia University in Tokyo, and a M.Arch from the University of Minnesota, Lee Anderson has been developing architectural software for architectural design. His most recent program Upfront ®, is available for the Macintosh and Windows.</td>
<td>5350 Intro to VR 5350 Intermediate VR 5381 Computer Aided Arch Design</td>
</tr>
<tr>
<td>Brownell, Blaine</td>
<td>Research considers emergent materials and applications with three particular areas of focus: technology, sustainability, and Japanese architecture. His work is informed by a wide range of sources, given the fact that new materials arise within the full spectrum of material categories and are often initially associated with fields outside of building construction.</td>
<td>82/55 - GD III Studio</td>
</tr>
<tr>
<td>Chen, Arthur</td>
<td>Heritage conservation and urbanism: Architectural thinking, making and drawing. Arthur Chen received his Ph.D from Georgia Institute of Technology. Currently directs the Center for World Heritage Studies</td>
<td>56 74 Historic Conservation</td>
</tr>
<tr>
<td>Cheng, Renee</td>
<td>Renee Cheng is a graduate of Harvard's GSD and Harvard College. A registered architect, her professional experience includes work for Pei, Cobb, Freed and Partners and Richard Meier and Partners before founding Cheng Olson Design.</td>
<td>56 21 Propractice</td>
</tr>
<tr>
<td>Davis, Kirk</td>
<td>Engineer</td>
<td>55 61 Tech 2 55 62 Tech 2</td>
</tr>
<tr>
<td>Delwiche, Ben</td>
<td>M.Arch U of Minnesota, Licensed Architect, AIA, VA 208-2010.</td>
<td>5350 Intro to BIM</td>
</tr>
<tr>
<td>Donofrio, Greg</td>
<td>His research explores the history, economics, and feasibility of historic preservation in the United States. He also has strong academic interests in food system planning and issues generally related to social equity and public health in rural and urban environments.</td>
<td>56 09 Research Topics 56 71 Historic Preservation</td>
</tr>
</tbody>
</table>
Elliot, Meghan

Meghan has been an Associate for Design Works (PVN) to provide a new process for redeveloping historic building preservation. She has a Master of Architecture and Master of Science in Civil Engineering from the University of California at Berkeley as a National Science Research Fellow.

5672 Historic Preservation

Fisher, Thomas

Thomas has lectured or juried at over 40 different schools of architecture and 60 professional societies, and has published 35 book chapters and over 250 articles in various magazines and journals.

5450 Ideas that Changed Arch

Fogg, Monica

BA Fine Arts, MA painting with Honors, St. Cloud State, MFA Visual studies with honors, Clemson Univ. Has taught art from 1990 to present.

5321 Watercolor

Grover, Todd

Partner at MacDonald and Mack Architects, historic preservation. The preservation of the recent past, trying to heighten the awareness and understanding of significant buildings that have not reached the 50 year threshold.

5672 Historic Preservation

Johnson, Mic

FAIA, over 35 year career in design leadership roles. Acting Director of Metropolitan Design Center at U of M.

8255 GD III

James, Vincent

Founding principal of VJA, Practiced Mpls and New York, FAIA, Held academic position at Harvard. Fabric Visiting Chair, Tulane, MArch from U of WI. Has been guest lecturer at over 25 schools of Architecture.

5621 Propractice

LaVine, Lance

Registered Architect. Expert in the reduction of energy consumption through architectural design. His concern for technology is seen in published work such as “What is architectural about technology?” Professor LaVine teaches lecture courses in technology as well as studio courses.

5411 Introduction to Theory

Lazor, Charlie

See above

8251 - GD I

Mandyck, Jeffrey

AIA, LEED AP, Principal Cunningham Group Architects.

8253 GD II

Natson, Mat

See above

8253 - GD II

Pierce, Doug


8561 MS Sustainable

Piotrowski, Andrae

Educated and is registered as architect in Poland. Scholarship focuses on epistemology of design with emphasis on theoretical, historical, and educational aspects of representation in architecture.

8253 GD II

Rose, Sharon

Specializing in the design of highly technical buildings. Her 25 years of teaching and research have centered on developing and integrating methods of architectural design into the rapidly expanding digital environment.

5562 Tech II 8251 GD I

Rybak, RT

See above

5750 - Mayer 101
<table>
<thead>
<tr>
<th>Name</th>
<th>Research Focus</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saloojee, Ozayr</td>
<td>Focus on questions of tradition and modernity in Islamic Art and Architecture, and how these provocations intersect and cross with the Abrahamic traditions of Christianity and Judaism.</td>
<td>5350 Design Duluth, 8255 GD III</td>
</tr>
<tr>
<td>Sandler, Daniela</td>
<td>Urban history in the School of Architecture. Her teaching and research interests include modern and contemporary architecture and urbanism in Latin America and Europe, particularly Brazil and Germany; visual and cultural studies; critical theory; social inequality in space; history and theories of architectural and urban preservation; food and design; and history and memory in the built environment.</td>
<td>5410 Architecture, Cities and Food Culture</td>
</tr>
<tr>
<td>Satkowski, Leon</td>
<td>A specialist in the history of Renaissance and Baroque architecture, Leon Satkowski holds a BArch. from Cornell University and from Harvard University a M.A. and Ph.D. in art history.</td>
<td>5425 Baroque Architecture</td>
</tr>
<tr>
<td>Solomonson, Katherine</td>
<td>Teaching and scholarship address issues concerning the complex roles built environments (and the processes involved in shaping them) play in the production of values, identities, and social relations.</td>
<td>5432 Modern Architecture, 5410 Cities</td>
</tr>
<tr>
<td>Strong, Richard</td>
<td>Conducted primary research in the field of Sustainable Building practices. He is involved in sustainable practices at a site, campus and city scale.</td>
<td>8257 MS Sustainable</td>
</tr>
<tr>
<td>Swackhamer, Marc</td>
<td>Department Head, examines the relationship between performance and ornament as specifically developed through digital production and fabrication techniques.</td>
<td>8251 GD I</td>
</tr>
<tr>
<td>William Conway</td>
<td>Issues of public and private space. Professional Practice. Relationship of legislation and politics to design.</td>
<td>5731 Territorial Cities</td>
</tr>
<tr>
<td>Yoos, Jennifer</td>
<td>Teaching experience at U of MN, Harvard, Illinois Inst. of Tech, MIL, Tulane, U of Texas-Austin, U of VA, U of Wash-Seattle, John G Williams Distinguished Prof-U of Arkansas; LOEB Fellowship, Grad Diploma in Design - Arch Association, London, FAA</td>
<td>8253 GD II</td>
</tr>
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</table>

### Spring 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Focus</th>
<th>Course Numbers</th>
</tr>
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<tbody>
<tr>
<td>Anderson, Lee</td>
<td>With an undergraduate degree from Sophia University in Tokyo, and a M.Arch from the University of Minnesota, Lee Anderson has been developing architectural software for architectural design. His most recent program Upfront *, is available for the Macintosh and Windows.</td>
<td>5381 Computer Aided Architecture Design, 5611 Design in the Digital Age</td>
</tr>
<tr>
<td>Name</td>
<td>Research considerations</td>
<td>Course Code</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Brownell, Blaine</td>
<td>Emergent materials and applications with three particular areas of focus: technology, sustainability, and Japanese architecture. His work is informed by a wide range of sources, given the fact that new materials arise within the full spectrum of material categories and are often initially associated with fields outside of building construction.</td>
<td>5250 Hypernatural</td>
</tr>
<tr>
<td>Cheng, Renee</td>
<td>Renée Cheng is a graduate of Harvard's GSD and Harvard College. A registered architect, her professional experience includes work for Pei, Cobb, Freed and Partners and Richard Meier and Partners before founding Cheng*Olson Design.</td>
<td>5651 - Coordination of Building Stories</td>
</tr>
<tr>
<td>Conway, William</td>
<td>Issues of public and private space. Professional Practice. Relationship of legislation and politics to design.</td>
<td>5711</td>
</tr>
<tr>
<td>Comazzi, John</td>
<td>See above</td>
<td>8299 MFP</td>
</tr>
<tr>
<td>Delwiche, Benjamin</td>
<td>MARCH U of Minnesota, Licensed Architect, AIA, FAIA. 2010.</td>
<td>5350 Intro to BIM</td>
</tr>
<tr>
<td>Gales, Elizabeth</td>
<td>Historian at Hess, Roise and Company, a historical consulting firm. Work in the preservation field has included: completion of research and fieldwork related to architectural surveys, Section 106 compliance, National Register applications, historic tax credit applications, and historic documentation studies (HAER/MHPR).</td>
<td>5673 Historic Preservation</td>
</tr>
<tr>
<td>Garrett, James</td>
<td>Visual artist and published writer–trained as an architect. Holds a Bachelor of Arts Degree in Architecture with an emphasis in Sustainable Materials and Methods of Construction from the University of California (Berkeley, CA) and a Master of Architecture from Parsons School of Design (New York City, NY).</td>
<td>5250 &quot;Metro Transit Studio&quot;</td>
</tr>
<tr>
<td>Graves, Richard</td>
<td>Partner at MacDona and MacK Architects, historic preservation. The preservation of the recent past, trying to heighten the awareness and understanding of significant buildings that have not reached the 50 year threshold. Sustainability and historic preservation.</td>
<td>5750 Urgent &amp; Hopeful Future of Regenerative Design</td>
</tr>
<tr>
<td>Grover, Todd</td>
<td>5673 Historic Preservation</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title/Details</td>
<td>Course Topics</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Guzowski, Mary</td>
<td>teaches and conducts research related to daylighting, environmental technology, and sustainable design. Mary has a Masters of Architecture from the University of Washington in Seattle and a Bachelors of Arts in Fine Arts from Kalamazoo College in Kalamazoo, Michigan.</td>
<td>5539 Daylighting</td>
</tr>
<tr>
<td>Haggans, Michael</td>
<td>See above</td>
<td>5750 Planning and Design of Universities</td>
</tr>
<tr>
<td>Hsieh, Lisa</td>
<td>obtained her M.A. from Princeton University, M.Arch from the University of Michigan, M.A. (in mathematics) from Indiana University, and B.S. from National Taiwan University.</td>
<td>5250</td>
</tr>
<tr>
<td>James, Vincent</td>
<td>See above</td>
<td>5750 The Elevated City: Urban Studies</td>
</tr>
<tr>
<td>Jara, Cynthia</td>
<td>holds a Masters of Architecture from Princeton University, Princeton, and Bachelors of Arts in Fine Arts from Kalamazoo College in Kalamazoo, Michigan. Scholarly work focuses on the relationship between principles of theory and the design process.</td>
<td>5721</td>
</tr>
<tr>
<td>Johnson, Andrea</td>
<td>Andrea Johnson is an architect and educator, whose work focuses on relationships of text and visual arts with spatial practices. She earned her MArch from Columbia University and B.A. from Stanford University in Urban Studies and Poetry.</td>
<td>8250 Open Studio</td>
</tr>
<tr>
<td>Knutson, Nathan</td>
<td>M.Arch. Univ. of Minnesota</td>
<td>5950.1 Building Stories: Design as Drivers of Progress</td>
</tr>
<tr>
<td>Laue, Julianne</td>
<td>Professor in Practice, BS in Mech Engg., MS in Mech Engg., LEED AP BD+C.</td>
<td>5963 Sustainable Architecture</td>
</tr>
<tr>
<td>Leao, Charlie</td>
<td>Has taught at many universities in Design, furniture design, etc.</td>
<td>5250 Education Design for Artistic Learners</td>
</tr>
<tr>
<td>Lutz, James</td>
<td>Registered architect and Lecturer in the School of Architecture where he teaches classes in building technology and sustainability. He holds a Master of Architecture degree from Syracuse University and a Bachelor of Arts in Architecture from the University of California, Berkeley.</td>
<td>5450 PID</td>
</tr>
<tr>
<td>MacCloud, Julie</td>
<td>M.Arch. U of Minnesota</td>
<td>5901 - Building Stories: Design as Drivers of Progress</td>
</tr>
<tr>
<td>Potowski, Andrzej</td>
<td>Educated and is registered as architect in Poland. Scholarship focuses on epistemology of design with emphasis on theoretical, historical, and educational aspects of representation in architecture.</td>
<td>5301 Conceptual Drawing</td>
</tr>
<tr>
<td>Roe, Sharon</td>
<td>See above</td>
<td>5521 Concrete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5523 Steel and Glass</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Information</td>
<td>Office Location</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Rybak, R.T.</td>
<td>BA in Political Science and Communications, Professor in Practice, School of Arch, U of MN, Mayor of Minneapolis - former</td>
<td>5750 Mayor 101</td>
</tr>
<tr>
<td>Sandler, Daniela</td>
<td>See above</td>
<td>5410 A Global &amp; Cultural History</td>
</tr>
<tr>
<td>Satkowski, Leon</td>
<td>A specialist in the history of Renaissance and Baroque architecture, Leon Satkowski holds a B.Arch. from Cornell University and from Harvard University a M.A. and Ph.D. in art history.</td>
<td>5423 Gothic</td>
</tr>
<tr>
<td>Weber, William</td>
<td>See above</td>
<td>5750 Urban Studio</td>
</tr>
<tr>
<td>Yos, Jennifer</td>
<td>See above</td>
<td>5700 The Elevated City: Urban Studies 8299 MFP</td>
</tr>
</tbody>
</table>
A resume for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.

Please see Part IV.2 for faculty resumes. (See complete faculty curriculum vitaeas, available in the Team Room.)

A description of the institution’s policies and procedures relative to EEO/AA for faculty, staff, and students.

Please see https://diversity.umn.edu/eoaa/affirmativeactionplan for a complete description. (See also I.1.2.)

A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives

(See Part I.1.2 for diversity initiatives.)

A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.

There are numerous ways for faculty to maintain current knowledge and experience in professional practice and licensure. The School as a whole places great emphasis on the relationship of academia to practice. A number of our full-time faculty and almost all of our adjunct faculty are in practice. Our design studios projects often engage current projects and client groups locally.

James Lutz, AIA, is our School IDP Coordinator, liaison with the MN AIA Chapter and AIAS advisor. He has also been instrumental in developing our MS in Research Practices degree, providing a structured path to licensure totally seven years from the start of the college and integrating research with practice. This program takes advantage of many of NCARB’s recent changes to IDP and ARE as well as leveraging the historically strong connection between practice and academy in our Minneapolis/St. Paul community. With this program, students work closely with a faculty/practitioner combination.

Among the full-time faculty at least 10 maintain licensure and several are LEED certified. The School’s travel-study courses also contribute to faculty development. All full time faculty receive annual funds to support travel devoted to conferences in which papers have been selected, to professional meetings and events nationally and internationally as part of continuing education.

A number of faculty are supported annually to attend the ACSA, the Society of Architectural Historians, the AIA, The Congress for New Urbanism, among others. Faculty also participate in the AIA, MN convention.

The table below enumerates some of the most substantial engagement opportunities for faculty, including leadership positions, competitive research grants, academic publications and others. Support for professional meetings, academic meetings and skills workshops are treated similarly in terms of aid: faculty use their development funds first and if additional funds are needed, the Head helps to find alterative funding sources. See following section for description of resources available. Please see Part IV.2 for all faculty resumes. (See complete faculty curriculum vitaeas, available in the Team Room.)

**TABLE 1-04 ABBREVIATED LIST OF FACULTY ENGAGEMENTS**

<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>DATE</th>
<th>PROFESSIONAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renee Cheng</td>
<td>2009</td>
<td>AIA Minnesota President</td>
</tr>
<tr>
<td>Renee Cheng</td>
<td>2009</td>
<td>AIA Latrobe Prize Finalist, competitively selected as finalist for $100,000 Latrobe research prize</td>
</tr>
<tr>
<td>Renee Cheng</td>
<td>2013- present</td>
<td>Principal Investigator: $150,000 Grant sponsored by US General Services Administration (GSA) for case studies of three high performing buildings with contractual performance metrics.</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Role/Activity</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blaine Brownell</td>
<td>2010-2013</td>
<td><em>Journal of Architectural Education</em> (JAE), Editorial Board</td>
</tr>
<tr>
<td>Cynthia Jara</td>
<td>1996-2011</td>
<td>National Architectural Accrediting Board Visiting Team List</td>
</tr>
<tr>
<td>Julia Robinson</td>
<td>2013-2015</td>
<td>$500,000 National Science Foundation grant for “MRI: Development of an Instrument that Monitors Behavior”, Co-PI with N Papanikolopoulos (PI), A. Banerjee, T Hadjiyanni, K Lim, &amp; G Bernstein</td>
</tr>
<tr>
<td>Katherine Solomonson</td>
<td>2005-present</td>
<td>Editor, Architecture, Landscape and American Culture, a book series published by the University of Minnesota Press</td>
</tr>
<tr>
<td>Katherine Solomonson</td>
<td>2013</td>
<td>Society of Architectural Historians Nominating Committee member</td>
</tr>
<tr>
<td>Mary Guzowski</td>
<td>2010-present</td>
<td>$255,545 grant for “Zero+ Campus Design Project,” Office of the Provost, University of Minnesota, with R. Strong, (P.I., 2013-date), M. Guzowski (Co-P.I.), J. Carmody (Advisor), L. Neckar (P.I., 2010-2012), and B. Lehrman and L. Abraham</td>
</tr>
<tr>
<td>Mary Guzowski</td>
<td>2008-09, 2011-12</td>
<td>$150,000 grant for “Carbon Neutral Design Project,” <em>American Institute of Architects</em> (AIA), with J. Wasley, T. Meyer Boake, M. Guzowski, and J. Quale</td>
</tr>
<tr>
<td>Mary Guzowski</td>
<td>2009-present</td>
<td>Advisory Committee Member, Green Building Education Task Force, Second Nature/U.S. Green Building Council, Guidelines for Design Education</td>
</tr>
<tr>
<td>Marc Swackhamer</td>
<td>2007-present</td>
<td>Association of Computer Aided Design in Architecture (ACADIA) various positions: elected member of Board of Directors, Treasurer, Chair of Awards Committee, Member of Awards Committee</td>
</tr>
<tr>
<td>Marc Swackhamer</td>
<td>2012-2013</td>
<td>Var Vac” project - design of new wall system in School of Architecture main office</td>
</tr>
<tr>
<td>Ozayr Saloojee</td>
<td>2011</td>
<td>Fundraising for UofM Istanbul Initiative ($125,000) + Promised matching funds (Total: $300,000)</td>
</tr>
<tr>
<td>Greg Donofrio</td>
<td>2013</td>
<td>Minnesota Historical Society/UMN Heritage Partnership Grant ($49,000), Phylis Messenger, Lead Investigator with co-PIs Greg Donofrio, Katherine Hayes, and Kevin Murphy</td>
</tr>
<tr>
<td>Greg Donofrio</td>
<td>2013</td>
<td>National Council for Preservation Education (NCPE) ad hoc committee on program recertification</td>
</tr>
<tr>
<td>Greg Donofrio</td>
<td>2012-present</td>
<td>CLA Urban Studies Advisory Committee, by request of CLA Dean James Parente</td>
</tr>
<tr>
<td>John Comazzi</td>
<td>2012-2013</td>
<td>“Design Lab for Educators,” Funded by the College of Design - Faculty Research and Outreach Grants and the College</td>
</tr>
</tbody>
</table>
Faculty benefit from the following resources:

- Newly hired tenure-track faculty receive 1 month summer salary, $5,000 in start up funds and 2 semesters of support from a Graduate Research assistant.

- Each year, all full time tenure-track faculty receive $2,000 in development funds to use for research activities including travel & conferences.

- Each year all full time lecturers (non-research teaching positions) receive $1,000 per year in development funds to support their teaching.

- Faculty who serve in curricular administrative roles and degree program directors receive discretionary funds, between $2,000 and $4,000, based on the size of the program to develop and improve the degree program they are in charge of.

- Faculty Program directors serving programs with more than 100 students enrolled also receive the support of one graduate research assistant a year so that their faculty research is not impaired by the additional administrative duties.

- The above are resources funded by the school. Other grants, such as Grants in Aid, can be applied for at the University level. Usually one or two of our faculty are awarded $25,000 grant in aid research awards each year through this application process. (See I.1.3 for list of faculty that received Imagine Fund grants.)
Evidence of the school’s facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

### TABLE 1-05 FACULTY SABBATICALS AND LEAVES

<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>SEMESTER OR YEAR</th>
<th>DESCRIPTION OF LEAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lance LaVine</td>
<td>Fall 2011</td>
<td>1 Course Release</td>
</tr>
<tr>
<td>Lance LaVine</td>
<td>Fall 2014</td>
<td>Begin Phased Retirement (50% until Spring 2016)</td>
</tr>
<tr>
<td>Renee Cheng</td>
<td>Spring 2010</td>
<td>Sabbatical</td>
</tr>
<tr>
<td>Andrzej Piotrowski</td>
<td>Spring 2013</td>
<td>Single Semester Leave</td>
</tr>
<tr>
<td>Julia Robinson</td>
<td>Spring 2010</td>
<td>Sabbatical</td>
</tr>
<tr>
<td>Blaine Brownell</td>
<td>Fall 2013</td>
<td>Single Semester Leave</td>
</tr>
<tr>
<td>John Comazzi</td>
<td>Fall 2011</td>
<td>1 Course Release for Promotion Prep</td>
</tr>
<tr>
<td>John Comazzi</td>
<td>Fall 2009</td>
<td>Single Semester Leave</td>
</tr>
<tr>
<td>Cynthia Jara</td>
<td>Fall 2013</td>
<td>Single Semester Leave</td>
</tr>
<tr>
<td>Ozayr Saloojee</td>
<td>Spring 2011</td>
<td>1 Course Release for Promotion Prep</td>
</tr>
<tr>
<td>Ozayr Saloojee</td>
<td>Fall 2008</td>
<td>Single Semester Leave</td>
</tr>
<tr>
<td>Katherine Solomonson</td>
<td>Fall 2010/Spring 2011</td>
<td>Sabbatical</td>
</tr>
<tr>
<td>Marc Swackhamer</td>
<td>Fall 2010</td>
<td>1 Course Release for Promotion Prep</td>
</tr>
<tr>
<td>Greg Donofrio</td>
<td>Spring 2012</td>
<td>1 Course Release for IAS grant buyout</td>
</tr>
<tr>
<td>Greg Donofrio</td>
<td>Spring 2014</td>
<td>1 Course Release for Promotion Prep</td>
</tr>
<tr>
<td>Benjamin Ibarra Sevilla</td>
<td>Spring 2013</td>
<td>1 Course Release for Promotion Prep</td>
</tr>
<tr>
<td>Gunter Dittmar</td>
<td>2010-2011</td>
<td>Time Reduced to 67% for first of 4 year phased retirement</td>
</tr>
<tr>
<td>Gunter Dittmar</td>
<td>2011-2012</td>
<td>Time Reduced to 50% for second of 4 year phased retirement</td>
</tr>
<tr>
<td>Gunter Dittmar</td>
<td>2012-2013</td>
<td>Time Reduced to 50% for third of 4 year phased retirement</td>
</tr>
<tr>
<td>Gunter Dittmar</td>
<td>2013-2014</td>
<td>Time Reduced to 25% for final year of 4 year phased retirement</td>
</tr>
</tbody>
</table>

A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

(See “Standards for Promotion and Tenure” and “Supplement to the Standards for Promotion and Tenure,” available in the Team Room.)
A list of visiting lecturers and critics brought to the school since the previous site visit.

2009 Spring

- Edwin Chan, Partner, Gehry Partners, LLP, Los Angeles, “Next @FOGA.com”
- Michael Speaks, Professor and Dean, College of Design, University of Kentucky, “Design Thinking”
- Dawn Finley and Mark Wamble, Partners, Interloop Architecture, Houston, TX, “A Certain Distance”

Catalyst Lectures
- Andrea Ponsi, Italy, “Cityscapes: Drawing Analogies”

Spring 2010

Catalyst Lectures
- Andreas Vogler and Arturo Vittori of Architecture and Vision, “From Pyramids to Spacecraft”
- Ariel Apte Carter, Graphic Designer, and Sandy Parsley, HR Director HGA Architects, “Positioning Yourself in the Future Profession”
- Margaret M. Vogel-Martin, Advanced Research Specialist, 3M Display and Graphics Lab, “Architectural Core Daylighting”

Fall 2010

Global Practices:
- Kaori Ito, Professor, Urban Planning and Design at Tokyo University of Science, Japan, “Tokyo: Small Urban Spaces in the World’s Largest Urban Area”
- Hannetjie Du Preez, Heritage Practitioner, author and editor, Senior Manager of Cultural Affairs, Western Cape Provincial, South Africa, “Challenges Facing Heritage Conservation Practices in Democratic South Africa”
- Gustavo F. Araoz, President, International Council on Monuments and Sites (ICOMOS) and fellow, US/ICOMOS, USA, “Challenges Inherent in World Heritage”
- Mieke Bosse, Principal architect, SCALA Architecten, Den Haag, Netherlands, “Houses in Cities in the Netherlands”
- Mauricio Rocha Iturbide, Principal, Taller de Arquitectura, Mexico City, Mexico, “Processes in Architecture”
- Kim Herforth Nielson, Principal architect, MAA, IRBA, 3XN, Denmark, “How Architecture Shapes Behavior”
- Paco Burgos and Gines Garrido, Architects, Burgos & Garrido Arquitectos Asociados, Madrid Spain, “Soft Infrastructures”

Spring 2011

Catalyst Lectures:
- Gloria Mark, Department of Informatics, University of California, Irvine, “When the Unimaginable Becomes Routine: How ITC’s Enable Resilience in Environmental Crisis”
• John Cuningham, Cuningham Group, Minneapolis, “Local and International Urban Design: 10 Principles of Public Spaces”

• Enrique Rabasa-Diaz, Polytechnic University of Madrid, “Efficient and Causeless Solutions in the History of Stereotomy”

• Bryan Stacey, ARUP, New York, “Lighting Design on a World Stage and Emerging Trends in Daylighting”

• Gil Akos and Ronnie Parsons, Studio Mode, NY, “Advanced Digital Model and Digital Fabrication”

Fall 2011

• Tom Leader, Tom Leader Studio, Berkeley, Sheila Kennedy and Frano Violich, Kennedy & Violich Architecture, Ltd., Boston, “Next Generation Parks”

• Ross Chapin, Ross Chapin, Architecture, Seattle, “Pocket Neighborhoods: Creating Small Scale Community in a Large Scale World”

Global Practices:

• Yoshiharu Tsukamoto, Co-founder, Atelier Bow-Wow, Tokyo, Japan, “Current Work”

• Kerem Erginoglu and Hasan Calislar, Co-founders, Erginoglu & Calislar Architects, Istanbul, Turkey, “Context and Intuition: Modern, Public, Local Space”

• Daniel Lopez and Renata R. Elizando, Independent Architects, Oaxaca Mexico, “Emerging Practices in Mexican Architecture”

• Phillip Block, Assistant Professor Structural Engineering Institute for Technology in Architecture, ETH Zurich, Switzerland, “Current Work”

• Juan Ignacio del Cueto, National University of Mexico, Mexico City, Mexico, “The Work of Felix Candela”

Spring 2012


• Peter Cavaluzzi, FAIA, EE&K, a Perkins Eastman Company, “Large-Scale Architecture”

Catalyst Lectures:

• Hilary Dana Williams, Drake University, “Localizing, Visualizing + Translating”

• Andrew Kudless, Matsys, “Bodies in Formation”

• Lucy Dunne, U of MN College of Design, “Smart Clothing: Building Intelligence and Interactivity into Everyday Artifacts”

• Ken Tracy, Yogiaman Tracy Design, “Sampling Devices”


Fall 2012

• Bill Chilton, FAIA, RIBA, Principal, Pickard Chilton Architects, “Rendezvous with the U”

Global Practices:

• Lola Elisabeth Sheppard, Partner, Lateral Office, Toronto, “Architecture’s Expanded Territory”

• Rahul Mehrrotra, Principal, RMA Architects, Boston/India, Professor and Chair, GSD Harvard, “Working in Mumbai: The Works of RMA Architects”
• Eyal Weizam, Professor of Spatial and Visual Cultures, Goldsmiths, University of London, “Contested Terrain: A Lecture with Eyal Weizman”

• Ziad Jamaieddine, Principal, L.E.FT, New York, “Recent & Not So Recent Works”

• Lindsey Bremner, Director of Architectural Research, University of Westminster, London “Filter_Funnel”

• Hisoshi Abe, Principal, Atelier Hitoshi Abe, Chair, Department of Architecture and Urban Design, UCLA, Los Angeles, “Recent Works”

Spring 2013

• Fuensanta Nieto and Enrique Sobejano, Principals, Nieto Sobejano, Madrid, Spain, “Architecture of Nieto Sobejano”

Catalyst Lectures:

• Nathan Miller, Director of Computational Design, CASE, “Design Thinking in an Automated World”

• Daniel Friedman, Dean and Professor, College of Built Environment, University of Washington, “Auto Erotica”

• Kiel Mo, Assistant Professor, Harvard Graduate School of Design, Billie Faircloth, Research Director, Kieran Timberlake, Moderator: Daniel Friedman, Dean and Professor, College of Built Environment, University of Washington, “Discussion on Convergent Practices”

• Karen Lewis, Implement/Assistant Professor of Architecture, Ohio State University, “Spatializing Systems”

• Barry Kudrowitz, Assistant Professor of Product Design, University of Minnesota, “The Importance of Play and Humor in Creative Design”

Fall 2013

• Neeraj Bhatia, Director, The Open Workshop & Infranet Lab, “Soft Territories”

• Christian Unverzagt, Assistant Professor, University of Michigan, Founder M1DTW (Detroit), “Fabricating Desire”

• Craig Dykers, Principal, Snohetta (New York), “The Psychology of Space and the Moving Body”

• David Gissen, Associate Professor of Arch, California College of the Arts, “The Architectural Reconstruction of Urban Nature”

• Keller Esterling, Professor of Architecture, Yale University, Founder, Principal, Keller Esterling Architecture, “Extrastatecraft”

Spring 2014

• Maureen Cummins, Book Artist, “Books that House History: The Archival Exploration of Maureen Cummins”

• Martina Decker & Peter Yeadon, Founding Partners, DeckerYeadon, “Sense and Semblance”

• Michael Schumacker, Adjunct Professor, Digital Media NYU/Poly, “Room Pieces”

• Barry Kudrowitz, Assistant Professor, Product Design, University of Minnesota, “Creative Methods in Modernist Cuisine”

• Randy Ewoldt, Assistant Professor, University of Illinois at Urbana-Champaign, “Design with Squishy Materials”

• Lucy Dunne, Associate Professor, University of Minnesota, “Designing Interaction and Response”
• Marcin Jakubowski, Founder of Open Source Ecology, “Marcin Jakubowski Talk”

Fall 2014

• Sarah Whiting, Dean and William Ward Watkin Professor of Architecture, Rice School of Architecture, “Engaging Autonomy”
• Ken Tadashi Oshima, Associate Professor of Architecture, University of Washington, “Rereading MA: Japanese Space/Time”
• Tamar Zinger, Associate Professor, Irwin S. Chanin School of Architecture, Cooper Union, “Architecture in Play: Intimations of Modernism in Architectural Toys”
• Sunil Bald, Assistant Professor Adjunct, Yale School of Architecture and Studio SUMO, “Typecasting”
• John McMorrow, Associate Professor of Architecture, University of Michigan, “Possible Worlds: Architecture Between Speculation and Proposition”

A list of public exhibitions brought to the school since the previous site visit.

2009–2010


2010–2011

• March 16–May 10, 2010 “Preserving Early Christian Thessalonike,” organized by the Center for World Heritage Studies at the College of Design, organized by the Harvard Divinity School in May 2007
• August 18–October 16, 2010, “Time Frames and Other Stories,” Architecture and Landscape Architecture Library
• January 24–March 6, 2011, “small architecture BIG LANDSCAPES,” HGA Gallery

2011–2012

• September 24–October 21, 2012, “Pickard Chilton Designing Relationships,” HGA Gallery
• October 29–December 15, 2012, “Circumstantial Evidence – Italy through the Lens of Balthazar Korab,” HGA Gallery
• January 17–March 11, 2012, “Smarter Living: The 2,000 Watt Society,” HGA Gallery
• September 6–October 22, 20011, “The Architecture of Erginoğlu & Çalışlar, Istanbul, Turkey,” HGA Gallery

2012–2013

**2013-2014**

• August 24–October 13, 2013, “Mixtec Stonecutting Artistry: 16th Century Ribbed Vaults in Mixteca, Mexico,” HGA Gallery
### 2014–2015

- October 6, 2014–January 4, 2015, “Ralph Rapson’s Students: A Selection of Works by His Students,” HGA Gallery Link, Rapson Hall
- April 4–June 29, 2014, “100 Years of Student Drawings: Selections from the School of Architecture Drawing Archives,” Northrop Gallery

A description of the process by which applicants to the accredited degree program are evaluated for admission.

(See Part II.3 Evaluation of Preparatory/Pre-professional Education.)

A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.

Student support services is coordinated by the Director of Admissions and Graduate Student Services. Within the last two years, the department has added the position of student services advisor/graduate student support. Most of the resources are provided within the School with the notable exception of the Career Fair and Mentorship programs organized by College Student Services. Additionally, career placement support is provided by St. Paul Career Services. They provide information on resume writing, interviews and collect work opportunities to post on their “Gold Pass” jobs website. (See I.1.3, section B3: “Students are prepared to understand the breadth of professional opportunities.”)

Evidence of the school’s facilitation of student opportunities to participate in field trips and other off-campus activities.

The School offers a range of study abroad options. The School has sponsored half semester modules to Haiti, Venice and Oaxaca, Mexico over the past five years.

Other travel study programs are offered during our J-term and M-term sessions (trip announcements are in the appendix). Recent programs have been held in China, Japan, Turkey, Florence, Brazil, Ethiopia, Kiribati, and Athens & Nicosia. These opportunities encourage the student to seek an expanded field of knowledge and experience that enrich both the study and the practice of architecture.

Forthcoming travel study programs:
- Julia Robinson: China
- Mary Guzowski / Jim Lutz: Finland
- Arthur Chen: Africa, Venice (2 separate trips)
- Ozayr Saloojee: Turkey / Netherlands
- Blaine Brownell: China
- John Comazzi: Italy

Many of our design studios include short visits in the U.S related to the subject of their studios. Recent course-related field trips have included, GDII - Chicago, GDIII - Duluth, MN with site visits to Hibbing, Virginia, and Eveleth and GDIII - Seattle.
Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.

Students engage in a broad range of professional societies and organizations to augment their M.Arch education. Below is an abbreviated list of activities. (See also I.1.3 Response to the Five Perspectives, section E. “Architectural Education and the Public Good.”)

- **Conferences:**
  - Structures for Inclusion, New York, 2014
  - Public Interest Design, University of Minnesota, 2014 (See I.1.3, E6)
  - Digital Provocations, University of Minnesota, 2013
  - AIA Minnesota annual convention (See I.1.3, D3)

- **Campus-wide and Community activities:**
  - Mentor Program (See I.1.3, B3)
  - Career and Internship Services (See I.1.3, B3)
  - Search for Shelter

- **Professional Societies:**
  - AIAS (See I.1.3, D7, E6)
  - Greenlight

Evidence of the school’s facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

The UMN Master of Architecture program provides financial support every academic year for students to do research, to attend academic conferences and to participate in professional societies. Additionally, there are opportunities for students to work on faculty-led research. See below for selected evidence:

- School of Architecture has funded students to attend conferences - for example, Phil Bussey was funded to attend ACADIA (Assoc. for Computer Aided Design in Architecture) in 2013 in support of his research on faculty-led project Var-Vac Wall; the School supported M.S.-S.D. students attending the DOE competition last year in Boulder, Colorado
- Var-Vac Wall research grant supported the work of M.Arch student Phil Bussey on design, fabrication, and installation of award-winning digital fabrication installation in Rapson Hall
- Funding from the School of Architecture supported three M.Arch students (John Greene, Will Adams, and Alex Robinson) to work on redesign of front office for School’s Centennial celebration in 2013 with faculty members Marc Swackhamer and John Comazzi
- Funding from the College of Design supported the work of three M.Arch students (Abby Merlis, Paul Treml, and Vanessa Abin-Fuentes) to design and fabricate interior installation for the Traveler's Innovation Lab in newly renovated Northrop Auditorium - led by faculty member Marc Swackhamer, completed in summer 2014
- College of Design funding supported award-winning / sustainability design-build installations at the Minnesota State Fair, led by faculty member James Garrett, 2 years in a row - summer 2013 and 2014
- School funded M.Arch grad student Daniel Raznick to assist with design research and fabrication of “Chromograph” installation for Centennial Celebration, project that mapped out
history of the School in the form of a 3D sculpture - led by faculty member Adam Marcus in spring / summer of 2013

- Faculty member John Comazzi took 4 students to Tanzania to study the design of a new School in June 2012
- Faculty member James Lutz took students to Haiti to assist with redesign and planning of communities destroyed in hurricane in 2011 and 2012
- Ozayr Saloojee brought a total of 4 groups of students, between 2012 and 2014, to Duluth, Minnesota with site visits (varied per visit) to: Soudan Mine, Neutrino Observatory and High Energy Physics Lab, Hibbing, Virginia and Eveleth, Magnetation Mining Company, Hawksboats and LOLL Furniture, David Salmela office, Meteek and Co, MN-DOT, and meetings with Duluth City Hall, Parks and Trails, Duluth Public Works, Mayor’s Office, Duluth-Superior Port Authority
- John Comazzi and Christian Korab curated an exhibition on the architectural photography of Balthazar Korab that involved design and construction of special exhibit for opening in January 2010
- Arthur Chen took group of 7 students to China, all paid as China design fellows, December-January 2012-2013
- Faculty Member Renee Cheng took 7 students for M-term 2013 to China with partial support from the School
- Andrea Johnson took a group of 8 students to China, 3 of which were supported by China design fellows
- Several students have received Masters Final Project Block Grants for travel:
  - Amy Mennen (western-most five miles of US-Mexico border), 2014
  - Jessica Horstkotte (Detroit), 2014
  - Katherine Robertson (outside of Vancouver, British Columbia), 2014
  - Stephanie Hahn-Wagner (Seattle), 2014
  - Will Adams, John Greene and Daniel Raznick (shared award for Bakken region of North Dakota), 2014
  - Philip Bussey (Seoul), 2014
  - Madel Duenas (Jerusalem), 2014
  - Ross Determan (Cairo), 2012
  - Meggen Skilling (Shanghai), 2012
  - Thea Holmberg-Johnson, Dawn Keeler, Cody Stadler (domestic locations), 2012

(Additionally, see I.1.5 for list of research assistant, teaching assistant, fellowship, and block grant monies allocated.)

Evidence of support to attend meetings of student organizations and honorary societies

(See I.1.3 Response to the Five Perspectives.)
I.2.2. Administrative Structure & Governance

A description of the administrative structure for the program, the academic unit within which it is located, and the institution.

FIGURE 1-01 DESCRIPTION OF THE ADMINISTRATIVE STRUCTURE FOR THE PROGRAM
FIGURE 1-02 DESCRIPTION OF THE ADMINISTRATIVE STRUCTURE OF THE COLLEGE OF DESIGN

College of Design
Structure + Direct Reports
Organizational Chart
As of 6-16-14
Figure 1-03 Description of the Administrative Structure for the Institution

University of Minnesota Leadership

Administration

Board of Regents
President Eric Kaler
Executive Vice President and CFO Carol K. alive
Senior Vice President William Moravek
Chief of Staff Amy Moe
Chief Communications Officer/Government Relations Executive Director Diana Harvey

Submit: September 28, 2014
Revised: April 10, 2015

University of Minnesota
Driven to Discover™
A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.

See I.1.3 for descriptions of opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the Master of Architecture program.

See also II.2.3 for curriculum review and development processes and opportunities in the College of Design.
A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

A list of degree programs that are offered in the School of Architecture:

- Bachelor of Science in Architecture
- Bachelor of Design In Architecture
- M.S. in Architecture Sustainable Design
- M.S. in Architecture Heritage Conservation and Preservation
- M.S. in Architecture Metropolitan Design
- M.S. in Architecture Research Practices

Please visit http://arch.design.umn.edu/programs/ for more information.
I.2.3. Physical Resources

A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.

Ralph Rapson Hall consists of centrally scheduled classrooms, studio space (hot and cold seats), offices, research centers, workshop, imaging lab, computer labs, and library.

Graduate student design studios are all located in Rapson Hall on the renovated second floor of the former Architecture Building and the third floor of the Steven Holl addition. The large, open studios are each divided into four or five smaller studio clusters. Each graduate student is assigned a desk for his/her exclusive use. All of the studio desks have been replaced with "CDesK":

*The design, engineering, manufacture, and marketing of a unique furnishing solution by Kevin Groenke (W. L. Hall Workshop). The CDesK© CD provides Design and Manufacturing Specifications for a durable, mobile, versatile and adaptable workstation in educational and professional design environments. The unique “ladder-back” mounted shelves and accessories design allow the user to configure the workstation to suit the way they work and encourages interaction with the work environment.*

Students share side tables for large-scale work and storage. All studios in Rapson Hall are now technology enhanced and networked to the CDes computer server. All graduate students are required to purchase their own laptop computers.

The University provides centrally scheduled classrooms for our instructional use. The classrooms in Rapson Hall are used by others on campus, sometimes making it necessary for our faculty to use classrooms outside of the building. This makes it difficult at times because our faculty members need to be close to the other facilities in the building.

The School of Architecture faculty offices are located in two wings of Rapson Hall and part of the second floor above the west side of the building. The two wings and second floor area are linked by the department's lobby and reception space, a conference room, and supply and service area. Each member of the regular faculty and our full-time adjuncts has an individual office (140 sq. ft.). All offices are connected by Ethernet to the studios, digital media labs, and the visual resource collection, as well as the internet.

Within the School of Architecture, individual offices are assigned to the Office Administrator, Executive Assistant to the Head, the Director of Admissions and Graduate Student Services and the Student Services Advisory/Graduate Student Support staff. There is an Undergraduate Program Assistant and student worker that sits in an open area to greet visitors and students. There are two conference rooms located off the reception area. One is large enough for most committees and other small department meetings, the other, mostly used by Landscape Architecture, can be used by smaller groups; a larger CDes conference room on the second floor of Rapson Hall is also used for faculty meetings.

Mentioned elsewhere in this APR (and cross-referenced below) are current and proposed changes to the College's physical resources. The YMCA Building, or, as it is commonly called, the "Y" building, previously housed undergraduate BS studios. However, it was discovered in 2014 that this space had a mold problem in its lower floor. It has since been quarantined. The loss of this space has compressed studios in Rapson Hall and presented the School with a number of space challenges. This issue is explained further in section III.1.2 (page 111) of this APR. Potential future expansions of the College of Design / School of Architecture are under considerations in two areas: 1.) a new "Maker Space" between Rapson Hall and Mechanical Engineering and 2.) a relocation of the Design, Housing, and Apparel Department from the St. Paul Campus to the current Bell Museum, which sits on the Twin Cities Campus, across the street from Rapson Hall. These expansions are explained in greater detail in section I.1.5 (page 42) of this APR.
Figure 1-04 Ralph Rapson Hall Basement Floor

Ralph Rapson Hall Basement Floor  #112
April 2007
Figure 1-05 Rapson Hall First Floor

Ralph Rapson Hall First Floor  #112
April 2007

AREA_NAME
- Architecture, School of (6814 sf)
- Building Services (13784 sf)
- Design, College of Admin (17137 sf)
- Landscape Architecture (2332 sf)
- TC-General Purpose Classrooms (2596 sf)
- No Data (9 sf)
Ralph Rapson Hall Second Floor  #112
April 2007
Figure 1-07 Rapson Hall Third Floor

Ralph Rapson Hall Third Floor  #112
April 2007
W.L. Hall Workshop and Digital Fabrication Lab

FIGURE 1-08 RAPSON HALL W.L. HALL WORKSHOP AND DIGITAL FABRICATION LAB
A description of any changes to the physical facilities either under construction or proposed.

A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

**College of Design Computer Labs**

The College of Design provides students with state-of-the-art computer lab facilities on both campuses in Rapson Hall (Minneapolis) and McNeal Hall (St. Paul). The computer labs are managed by a full-time employee who supervises undergraduate and graduate level student staff (lab attendants), providing assistance during regular lab hours:

**TABLE 1-06 COMPUTER LAB HOURS 3-16**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Day(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 12:00 a.m.</td>
<td>Monday – Thursday</td>
</tr>
<tr>
<td>8:00 a.m. – 6:00 p.m.</td>
<td>Friday</td>
</tr>
<tr>
<td>10:00 a.m. – 6:00 p.m.</td>
<td>Saturday</td>
</tr>
<tr>
<td>12:00 p.m. – 12:00 a.m.</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

CDes graduate-level students have 24-hour access to the computer lab in Rapson Hall room 71 with their university ID card.

**Computing Capabilities**

Rapson Hall, which primarily serves architecture students, has three computer labs: room 71, a working lab; and rooms 33 and 35, teaching labs. Specifics on the computers available in each lab are shown below.

**TABLE 1-07 COMPUTER LAB SPECIFICATIONS**

<table>
<thead>
<tr>
<th>Number and Type of Computers</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Dell Precision T3400 PC workstations</td>
<td>Rapson 71</td>
</tr>
<tr>
<td>25 Dell Precision 390 PC workstations</td>
<td>Rapson 33</td>
</tr>
<tr>
<td>12 Dell Dimension 9150 PC workstations</td>
<td>Rapson 35</td>
</tr>
</tbody>
</table>

All of the Rapson Hall computers have 1 Gbps network connections and DVD-RW capabilities as well as USB connections for external storage. All computers are running Microsoft Windows XP Pro. The University provides NetFiles, a browser-accessible storage service (based on technology licensed from
Xythos) with 5 GB of capacity for each student. The College of Design provides network storage for specific classes based on faculty requests, which is accessible on each computer. Authentication and authorization for access to lab computers is via the University’s central Active Directory service.

Application Software

The computer labs in Rapson Hall have an extensive selection of application software customized for the needs of architecture students.

Adobe Creative Suite 3 Design Premium
Adobe Premiere Elements 4
ArcGIS 9.2
AutoCAD 2009
Revit 2009
3DS Max Design 2009
ECOTECT 5.6
Flamingo 2.0
Rhino 4.0
Fragstats
FSP Viewer
Google Earth 4
HydroCAD 8.5
Kerkythea 2008
Notepad++
Google SketchUp 6
Windows Movie Maker
Microsoft Office 2003

Printing and Plotting

Professional quality laser printing, plotting, and scanning equipment is available in the Rapson Hall computer lab facilities and includes the following equipment located in room 127:

- Two HP DesignJet 5500ps color plotters
- One HP T610 plotter
- Two Epson Expression 10000 XL 11x17É color flatbed scanners
- One GraphTec CS1000EV 8-bit continuous feed 36-inch scanner
- Two Canon C5180 color laser printers

Printing and plotting on this equipment is available for a nominal fee. Scanners are available for use free-of-charge. Hardware will be replaced on a cyclical basis. Plotters are due for replacement or upgrade next summer, and computers are due for replacement in 2 years.

W.L. Hall Workshop and Digital Fabrication Lab – 6200 ft²

http://design.umn.edu/workshop

The W. L. Hall Workshop and Digital Fabrication Lab provide equipment, facilities, support personnel and user instruction to eligible College of Design students for the execution of course related work and research. The Workshop provides a full complement of power and hand tools for the manipulation of wood and similar media; newly expanded metal working facilities will increase students' working knowledge of a broader range of materials employed in the built environment. Workshop staff provide user assistance, training and supervision while offering users an extensive knowledge of materials, tools, processes and safety. Orientations available to all users include an introduction to the facility while outlining equipment usage and safe shop practices. Extensive online resources provide additional information for Workshop users. The Workshop and Lab are open 75-80 hours per week during academic periods; professional shop technicians are present during all scheduled hours.
FACILITIES & EQUIPMENT:

Workshop – 2350 ft²

The Workshop provides a full complement of traditional woodworking and prototyping equipment.

(2) 10” SawStop table saw
(2) 17” bandsaw
(3) 14” bandsaw
(4) 9” bandsaw
12” jointer
20” planer
(2) 12” miter saw
(2) scroll saw
16” x 42” lathe
10” x 14” lathe
(3) 17” drill press
square chisel mortiser
37” dual drum sander
6” belt/12” disc sander
(2) 1” belt / 5” disc sander
6” edge sander
spindle sander
(10) workbenches
requisite hand and portable power tools

Metal Shop – 1050 ft² (increase from 500 ft² prior to September 2014)

The newly expanded metal working facilities includes a broad range of equipment.

4’x4’ CNC plasma cutter
CNC vertical machining center
36” sheet metal shear
49” sheet metal brake
vertical bandsaw
horizontal bandsaw
turning lathe
sandblasting cabinet
dry cut circular saw
6” belt/12” disc sander
GMAW welder
GTAW welder
17” drill press
3 workbenches
vacuum former

Digital Fabrication Lab – 1250 ft²

Dedicated digital fabrication space was established in 2010 and expanded in 2014.

(7) ULS 6.150D 150-watt lasers
(4) Dimension sst1200es FDM 3D printers (2 pending)
CAMaster 4’x8’ CNC router with ATC
CAMaster 4’x4’ CNC router with ATC (pending)
NextEngine 3D scanner

Annex – 1300 ft² (increase from 600 ft² prior to Sept 2014)
The Annex is a dedicated workspace adjacent to the Workshop, which is accessible to eligible students 24 hours/day. Students can check out portable and hand-held tools and equipment to utilize in the Annex outside of the Workshop’s operating hours. The Annex also provides instructors and students a quiet area for informal gatherings.

- (16) workbenches
- matt board/glass cutter
- storeroom
- spray booth
- (2) 14” bandsaw
- (2) belt/disc sander
- drill press
- scrollsaw
- utility sink

**Materials Store** – 450 ft² (increased from 130 ft² in 2014)

The Workshop sells approximately $25,000 worth of commonly used materials annually to shop users for their convenience. Revenue generated is re-invested in shop and lab equipment and operations.

- MDF
- particleboard
- plywood
- plastic sheet
- chipboard
- basswood
dowels
fasteners
adhesive

**PERSONNEL & OPERATIONS:**

**Personnel**

During academic periods, the Workshop employs four professional staff and 12-20 student staff. Of the 4 professional technicians, 3 are Authorized Rhino Trainers and the lab is a RhinoFabStudio™. Personnel are members of the Society of Academic Workshops and The Furniture Society and active participants in numerous online and local communities of practice.

- 1.00 FTE/12mo: Managing Technician - oversees operations and provides user instruction and support
- 1.00 FTE/10mo: Digital Fabrication Specialist - provides advanced support for digital output
- 1.75 FTE/9mo: 2) Studio Technicians - provide user support in digital and analog output
- 2.50 FTE/9mo: 6-10) Student Technicians - provide user support in digital and analog output
- 2.50 FTE/9mo: 6-10) Student Laser/Sales Attendants - conduct materials sales and support laser cutting

In addition to providing direct supervision and assistance to shop users, Workshop personnel provide technical, design and production services to all units of the College of Design. One such project was the design and manufacture of 320 new studio workstations: the resulting design, the UMod desk, has since been adopted by 6 design schools in the US. Workshop personnel participate in interdisciplinary activities with other University of Minnesota academic programs and collaborate with artists and designers in the local community on projects that fall within the mission of the College and the University.

**Budget**

The Workshop’s personnel and operations are funded primarily through College of Design collegiate fees. Annual budget proposals are developed by shop personnel with the intent of continuing the high historical standards of equipment, materials, technical assistance and operating schedule.
TABLE 1-08 WORKSHOP/DigiFabLAB BUDGET TREND

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FY05</th>
<th>FY10</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional staff (salary + fringe)</td>
<td>95,000</td>
<td>134,000</td>
<td>211,500</td>
<td>209,500</td>
<td>234,500</td>
<td></td>
</tr>
<tr>
<td>Student staff</td>
<td>10,000</td>
<td>14,500</td>
<td>22,250</td>
<td>27,000</td>
<td>51,000</td>
<td></td>
</tr>
<tr>
<td>Supplies and Maintenance</td>
<td>8,800</td>
<td>19,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Capital Equipment</td>
<td>4000</td>
<td>5,000</td>
<td>6,000</td>
<td>6,000</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>Professional Development/Travel</td>
<td>1,000</td>
<td>2,500</td>
<td>5,000</td>
<td>6,000</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>118,800</td>
<td>175,000</td>
<td>254,750</td>
<td>258,500</td>
<td>316,500</td>
<td></td>
</tr>
</tbody>
</table>

STATE OF AFFAIRS

The College of Design has made considerable investments in fabrication resources in recent years to meet increasing needs and evolving technologies. The establishment of the Digital Fabrication Lab in 2010 provided a dedicated space for laser cutting, 3D printing, CNC machining and other emerging technologies and processes. The Fabrication Expansion project of 2014 has increased student workspace, provided a dedicated metal working area and increased space for digital fabrication equipment. The growing, but as yet undefined, Product Design program may require additional increases in fabrication capabilities in the coming years. Workshop/Lab personnel will monitor the development of the program and advocate for necessary facilities improvements.

TABLE 1-09 WORKSHOP/DigiFabLAB RECENT INVESTMENTS

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>ITEM</th>
<th>$</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of MN Provosts Compact</td>
<td>Digital Fabrication Laboratory</td>
<td>$435,000</td>
<td>2010</td>
</tr>
<tr>
<td>Stratsys in-kind donation</td>
<td>3D printer acquisition</td>
<td>$51,400</td>
<td>2010</td>
</tr>
<tr>
<td>U of MN Provosts Compact</td>
<td>Fabrication Expansion</td>
<td>$700,000</td>
<td>2014</td>
</tr>
<tr>
<td>Office of the Vice President for Research</td>
<td>Research Infrastructure Reinvestment</td>
<td>$250,000</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,436,400</td>
<td></td>
</tr>
</tbody>
</table>

Imaging Lab

Overview

Located in Ralph Rapson Hall, the Imaging Lab provides image production facilities to students, faculty and staff in the College of Design. The facilities include a photographic studio with specialized lighting and backgrounds, large format flat work scanners and film scanners. Additional equipment is available for checkout to registered students. The lab staff also provides technical support for college-sponsored lectures and events. Video recordings of lectures recorded by the lab are available for viewing on the college web server. As part of the CDes Academic Resources unit, the Imaging Lab supports all departments in the College of Design with a studio facility on each campus. The lab is open 7 days a week, approximately 65 hours.
Facilities & Equipment

The Imaging Lab studio occupies 1000 sq. ft. and is strategically located on the first floor of Rapson Hall next to the Digital Fabrication Lab. This arrangement allows students to produce projects in the shop then move to the Imaging Lab for documentation. There are three computer workstations for students to download digital photos taken in the lab. Items for in lab and checkout include:

- Digital Cameras
- Video Cameras
- Tripods
- Lighting & Stands
- Video Monitors
- LCD Data Projectors
- Screens & Laptops
- Audio Recorders
- Speakers & Audio Mixers

Staffing

The Imaging Lab is staffed by one full time professional employee, who serves as both the lab manager and coordinator of Academic Resources. The lab staff also provides technical assistance to the college for lectures and special events through pre-planning and documentation by video and audio recording. During the academic year, specially trained student lab attendants help with lab operations. Generally, 5 or 6 students work in the lab 10 to 12 hours per week.

Financing

Like many other areas in the college, the Imaging Lab staff and operations are funded through the college by collegiate fees. The budget allocation for 2014/15 is: $139,000.
I.2.4. Financial Resources

A brief narrative describing:
- Pending reductions or increases in enrollment and plans for addressing these changes.
- Pending reductions or increases in funding and plans for addressing these changes.
- Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables, if appropriate).
- Any other financial issues the program and/or the institution may be facing.

In the time since that last accreditation visit, the School adapted to many changes at the College and University level. The School has been on solid financial footing until this year; there are immediate and future challenges outlined at the end of this section.

Re: Past Years 2009-2013

Like many state institutions, the University of Minnesota has experienced numerous budget reductions in the past six years. Each time budget cuts occurred, our School took the approach of economizing and increasing efficiencies without effecting teaching service levels. Faculty members were largely immune to the fluctuation (with the exception of 2009 noted below), and levels of teaching assistant and research assistant support remained stable.

- 2009: the University of Minnesota cut all college budgets by about 5%. In addition, the College of Design needed to repair a budget deficit resulting from incorrect assumptions built into the formation of the new College. The corrective reduction affected all units within the College. This, in addition to the University-wide reduction, resulted in the most dramatic adjustment the school has experienced, a reduction of 8%, (or $335,000). The planning window for this reduction was extremely narrow, so very difficult decisions were made to eliminate one staff receptionist position and reduce one lecturer from full time to half time, in addition to numerous other reductions.

- 2010: the College restored much of the previous year’s cuts due to healthy tuition balances, and no reductions were made at the University level.

- 2011: the University again instituted a reduction to all colleges, this time for 3%. However, in this case the College of Design scaled back administrative costs to shield academic units from most of the reduction but did not fund the mandated increase in the fringe benefit rate. The overall result for the School was equivalent to a small reduction of 2.5%, which was managed with small reductions in numerous areas.

- 2012: this was the first year in which there were no cuts to the College or School’s overall budget. The college was able to build up a tuition reserve to cushion against future enrollment and tuition fluctuations. In addition, at the end of the school year, the College transferred an additional amount to academic units due to an end of year tuition surplus.

- 2013: budgets remained stable.

Current & Future Years

The current budget reflects multiple negative factors that contributed to deficit in the current School budget. The primary cause of the decline was an unexpected and unprecedented drop in both undergraduate and graduate enrollment across all units in the College. The College tapped all of its tuition reserve funds to make up the difference between the actual and expected tuition income. To rebuild the reserve, reductions were implemented across the College.

In addition to the enrollment drop affecting all units, the School was negatively impacted by a change at the University level, which was intended to simplify payroll accounting by unifying the fringe benefit rate for all adjunct and full time faculty. While the change was expected to be cost-neutral, the unintended consequence of this simplification was an additional $150,000 (or 3.5%) annual cost that the School was required to finance within its regular budget. A fringe adjustment allocation from the University passed to
the College and our School of $75,000 was not enough to neutralize the total of this ongoing cost increase. Details below outline the way that the simplification led to this amount. We believe there may be venues for appeal of this decision; any context that the accreditation team can provide to the Dean and Provost would help contextualize the very specific issues facing programs that benefit from extensive use of part-time faculty.

The current year is running smoothly without significant impact due to the use of some carry forward funds and some previous unused Cass Gilbert Teaching foundation funds. In future years, these funds will not be available and the fringe benefit new cost will contribute to the School projected deficit.

We have modeled future budgets for the next two years including some faculty retirements and faculty additions, pending approval of position reserve funds from the Dean. Models use a conservative assumption that enrollment and tuition income remain constant. If enrollment and tuition increase, the deficit may be erased. If enrollment and tuition decrease, the Head will be faced with the difficult decision to reduce staffing levels or teaching assistant positions.

Context budget information:

1. Fringe Benefits
   Recent change adversely affects programs with large number of part time adjunct faculty. Fringe benefits are calculated based on rates mandated by the University. In the past there was a large difference between full time regular faculty (33% fringe rate) and part time adjunct faculty (6% fringe). This reflected the vastly different level of actual benefits given to the different faculty types. For example, full time faculty receive a wide range of health and retirement benefits and part time adjuncts do not. In the effort to simplify the fringe rate to help payroll processes, the University determined that all faculty, full time or part time, would be budgeted at the same rate (33%). However, the actual benefits remain very different, but the fringe funds pay for the overall pool of funds at the University. In the School, part -time adjuncts who are practicing professionals teach between 40% and 50% of the courses in our degree programs. The University pledged to cushion the rate change with increased allocations. The amount received by our School was insufficient to cover this increase. Continuously for future years, our school will be paying an additional $150,000 for adjunct fringe benefit costs. There is no increase in actual benefits for the part-time adjunct faculty since the additional money goes to the general University fund.

2. Position Reserve
   The College policy is that for all faculty retirements, funds for salary savings are added into a “position reserve”. Funds are released from the reserve using a process of proposals from the Department Heads and approvals from the Dean and Associate Deans. There have been years when position reserve funds have been "frozen" to make up deficits and there is no guarantee that a new faculty member will replace retiring faculty in any given unit.

3. Internally Managed Growth (IMG)
   The University of Minnesota follows an IMG model where all colleges retain a percentage of tuition and pay a percentage “cost pool” for general good resources such as library and facilities. The University allows Colleges to decide their internal budget model. The College of Design has been moving towards an IMG model within the College.

   The College has been moving towards an equitable retention of tuition. This has benefited our School greatly since in the past; additional revenues created by changes in the curriculum were not captured by the School, creating a disincentive for revenue generation.
Program budgets:

- Current fiscal year report(s) showing revenue and expenses from all sources.
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.
TABLE 1-10 SCHOOL OF ARCHITECTURE REVENUE AND EXPENSE 5 YEAR REPORT

School of Architecture
College of Design, University of Minnesota
Revenue & Expense 5 Year Report

Revenue

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>O &amp; M allocation recurring (state &amp; tuition)</td>
<td>3,855,901</td>
<td>4,320,196</td>
<td>4,203,996</td>
<td>4,392,621</td>
<td>4,241,074</td>
</tr>
<tr>
<td>O &amp; M non-recurring</td>
<td>152,989</td>
<td>25,642</td>
<td>44,122</td>
<td>39,281</td>
<td>96,800</td>
</tr>
<tr>
<td>Graduate Block Grants Univ.</td>
<td>40,000</td>
<td>40,000</td>
<td>99,630</td>
<td>63,489</td>
<td>63,441</td>
</tr>
<tr>
<td>Faculty Research Grants</td>
<td>65,299</td>
<td>62,300</td>
<td>34,200</td>
<td>70,135</td>
<td>113,839</td>
</tr>
<tr>
<td>Study Abroad Admin Fees</td>
<td>0</td>
<td>0</td>
<td>93,630</td>
<td>73,715</td>
<td>20,000</td>
</tr>
<tr>
<td>Centennial Donations &amp; Ticket Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>120,638</td>
</tr>
<tr>
<td>Course Buyouts</td>
<td>0</td>
<td>25,181</td>
<td>41,800</td>
<td>10,000</td>
<td>18,200</td>
</tr>
<tr>
<td>Undergrad Research UROP</td>
<td>12,183</td>
<td>11,838</td>
<td>4,595</td>
<td>10,720</td>
<td>6,661</td>
</tr>
<tr>
<td>Student Fellowships Foundations</td>
<td>303,441</td>
<td>303,441</td>
<td>388,493</td>
<td>388,493</td>
<td>337,440</td>
</tr>
<tr>
<td>Cass Gilbert Teaching Foundation</td>
<td>54,946</td>
<td>36,142</td>
<td>234,410</td>
<td>131,477</td>
<td>31,941</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>4,484,759</strong></td>
<td><strong>4,918,370</strong></td>
<td><strong>5,124,961</strong></td>
<td><strong>5,116,216</strong></td>
<td><strong>5,053,534</strong></td>
</tr>
</tbody>
</table>

Expenses

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation &amp; Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Tenured, Lecturer &amp; Adjunct</td>
<td>2,900,603</td>
<td>2,960,091</td>
<td>3,021,855</td>
<td>3,099,048</td>
<td>3,208,134</td>
</tr>
<tr>
<td>Faculty Cass Gilbert Visiting</td>
<td>11,381</td>
<td>3,089</td>
<td>157,509</td>
<td>94,232</td>
<td>1,000</td>
</tr>
<tr>
<td>Staff</td>
<td>378,468</td>
<td>416,216</td>
<td>394,772</td>
<td>416,853</td>
<td>437,035</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>3,290,452</strong></td>
<td><strong>3,379,396</strong></td>
<td><strong>3,574,136</strong></td>
<td><strong>3,610,133</strong></td>
<td><strong>3,646,169</strong></td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistants TAs</td>
<td>612,332</td>
<td>711,661</td>
<td>666,335</td>
<td>647,200</td>
<td>634,047</td>
</tr>
<tr>
<td>Graduate Research Assistants RAs</td>
<td>112,265</td>
<td>112,265</td>
<td>119,433</td>
<td>119,433</td>
<td>60,100</td>
</tr>
<tr>
<td>Graduate Block Grants</td>
<td>58,487</td>
<td>36,200</td>
<td>72,331</td>
<td>58,566</td>
<td>30,633</td>
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<tr>
<td>Graduate Fellowship Awards</td>
<td>187,676</td>
<td>187,676</td>
<td>257,660</td>
<td>257,660</td>
<td>273,150</td>
</tr>
<tr>
<td>Undergraduate Scholarships</td>
<td>3,500</td>
<td>3,500</td>
<td>11,400</td>
<td>11,400</td>
<td>4,190</td>
</tr>
<tr>
<td>Undergraduate RAs</td>
<td>15,097</td>
<td>11,933</td>
<td>13,336</td>
<td>2,162</td>
<td>7,063</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>989,357</strong></td>
<td><strong>1,063,236</strong></td>
<td><strong>1,140,495</strong></td>
<td><strong>1,096,421</strong></td>
<td><strong>1,009,183</strong></td>
</tr>
<tr>
<td>Operations &amp; Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>52,042</td>
<td>65,224</td>
<td>80,140</td>
<td>127,845</td>
<td>80,006</td>
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<td>Centennial Celebration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>47,420</td>
<td>157,147</td>
</tr>
<tr>
<td>Dues &amp; Subscriptions</td>
<td>12,717</td>
<td>13,382</td>
<td>14,782</td>
<td>10,732</td>
<td>15,859</td>
</tr>
<tr>
<td>Conference Registrations</td>
<td>5,702</td>
<td>5,702</td>
<td>9,731</td>
<td>7,472</td>
<td>7,614</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>6,779</td>
<td>11,920</td>
<td>8,046</td>
<td>20,078</td>
<td>13,004</td>
</tr>
<tr>
<td>Guest Lecturers, Critics &amp; Catalyst</td>
<td>43,565</td>
<td>33,053</td>
<td>76,901</td>
<td>37,245</td>
<td>30,941</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>201,185</strong></td>
<td><strong>227,021</strong></td>
<td><strong>309,166</strong></td>
<td><strong>387,642</strong></td>
<td><strong>412,456</strong></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>4,480,994</strong></td>
<td><strong>4,669,654</strong></td>
<td><strong>5,023,796</strong></td>
<td><strong>5,094,196</strong></td>
<td><strong>5,067,808</strong></td>
</tr>
</tbody>
</table>

Notes:

**College Services:**
The College of Design funds the following services not outlined in the school budget above:
Accounting, HR, IT, Undergraduate Advising & Recruiting
Lab Administration, Development, Communication, Commencement

**Rapson Hall Library**
The Architecture library in the school is part of the University wide library system.

**Capital Improvements:**
Capital improvements including the addition & expansion of a Digital Fabrication Lab
and a Virtual Reality Lab have been funded through a combination of
National Grants, Foundation Funds and the University of Minnesota investment program.
TABLE 1-11 COMPARATIVE ANNUAL EXPENDITURES

Comparative Annual Expenditures
From school year 2013-14

<table>
<thead>
<tr>
<th></th>
<th>School of Architecture</th>
<th>Dept of Design, Housing, &amp; Apparel</th>
<th>Dept of Landscape Architecture</th>
<th>Humphrey School of Public Affairs</th>
<th>School of Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue (O&amp;M only)</td>
<td>4,742,903</td>
<td>7,068,530</td>
<td>1,861,193</td>
<td>6,298,267</td>
<td>20,419,774</td>
</tr>
<tr>
<td>Expense (O&amp;M only)</td>
<td>4,712,289</td>
<td>6,917,727</td>
<td>1,814,590</td>
<td>6,401,819</td>
<td>20,286,052</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>3,059,602</td>
<td>4,120,466</td>
<td>1,032,171</td>
<td>4,621,198</td>
<td>10,082,553</td>
</tr>
<tr>
<td>Non resident</td>
<td>3,750,523</td>
<td>2,978,986</td>
<td>1,009,701</td>
<td>3,567,701</td>
<td>22,698,442</td>
</tr>
<tr>
<td># Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduates</td>
<td>456</td>
<td>704</td>
<td>66</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate</td>
<td>130</td>
<td>88</td>
<td>66</td>
<td>588</td>
<td>900</td>
</tr>
<tr>
<td>Student Credit Hours SCH</td>
<td>12,935</td>
<td>15,186</td>
<td>3,618</td>
<td>3,969</td>
<td>22,540</td>
</tr>
<tr>
<td>Program Expenses per SCH</td>
<td>364</td>
<td>456</td>
<td>502</td>
<td>1,613</td>
<td>871</td>
</tr>
<tr>
<td>Annual Expense/Teaching/Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Student Grad/Undergrad</td>
<td>8,041</td>
<td>8,734</td>
<td>13,746.89</td>
<td>10,887.45</td>
<td>22,540.06</td>
</tr>
</tbody>
</table>

*Data on Grad/Undergrad differential expense per student is not available.

Capital Investments are made at the College Level. College of Design Capital Expenditures per student = $206 per year
Data on other UM colleges not available due to significantly differing structures.
### TABLE 1-12 SCHOOL OF ARCHITECTURE CURRENT & FORECASTED REVENUE AND EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O &amp; M allocation recurring (state &amp; tuition)*</td>
<td>4,184,267</td>
<td>4,206,030</td>
<td>4,411,560</td>
</tr>
<tr>
<td>Compensation increase Univ funding</td>
<td>105,448</td>
<td>108,084</td>
<td>117,708</td>
</tr>
<tr>
<td>O &amp; M non-recurring (phased retirements)</td>
<td>144,201</td>
<td>75,598</td>
<td>77,488</td>
</tr>
<tr>
<td>Position Reserve, New Faculty pending approval</td>
<td>0</td>
<td>95,069</td>
<td>97,446</td>
</tr>
<tr>
<td>Graduate Block Grants Univ.**</td>
<td>23,893</td>
<td>63,000</td>
<td>63,000</td>
</tr>
<tr>
<td>Faculty Research Grants</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
</tr>
<tr>
<td>Study Abroad Admin Fees</td>
<td>24,000</td>
<td>24,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Foundations Student Fellowships (+8% annually)</td>
<td>350,000</td>
<td>378,000</td>
<td>408,240</td>
</tr>
<tr>
<td>Foundation Cass Gilbert Teaching***</td>
<td>199,900</td>
<td>124,200</td>
<td>134,136</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>5,101,709</td>
<td>5,143,981</td>
<td>5,403,577</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compensation &amp; Benefits (+2.5% annually)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty T/TT Regular</td>
<td>2,126,259</td>
<td>2,274,484</td>
<td>2,428,792</td>
</tr>
<tr>
<td>Cass Gilbert Visiting Professor</td>
<td>87,852</td>
<td>90,048</td>
<td>92,300</td>
</tr>
<tr>
<td>Fac. Directors PT summer</td>
<td>47,856</td>
<td>49,052</td>
<td>50,279</td>
</tr>
<tr>
<td>Adjuncts PT (salary &amp; new fringe)</td>
<td>795,000</td>
<td>789,875</td>
<td>784,622</td>
</tr>
<tr>
<td>BDA section leaders</td>
<td>20,436</td>
<td>20,947</td>
<td>21,471</td>
</tr>
<tr>
<td>Lecturers Teaching</td>
<td>253,346</td>
<td>259,679</td>
<td>266,171</td>
</tr>
<tr>
<td>Summer SessionTeaching</td>
<td>56,328</td>
<td>57,737</td>
<td>59,180</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>420,611</td>
<td>431,126</td>
<td>441,904</td>
</tr>
<tr>
<td><strong>Operations &amp; Events</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin - copier, supplies, printing, postage &amp; maintenance</td>
<td>87,222</td>
<td>67,222</td>
<td>67,222</td>
</tr>
<tr>
<td>Dept Head’s Discretionary</td>
<td>40,000</td>
<td>40,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Program Directors’ Discretionary</td>
<td>18124</td>
<td>18124</td>
<td>18124</td>
</tr>
<tr>
<td>Faculty Development ($2000 each)</td>
<td>44,000</td>
<td>46,000</td>
<td>48,000</td>
</tr>
<tr>
<td>Recruiting Graduate</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Accreditation/Memberships</td>
<td>13,000</td>
<td>13,000</td>
<td>13,000</td>
</tr>
<tr>
<td>Catalyst Week (Cass Gilbert funded)</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Lecture series (Cass Gilbert funded)</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Master Final Project Reviewers</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistants TAs</td>
<td>634,922</td>
<td>634,795</td>
<td>650,665</td>
</tr>
<tr>
<td>Graduate Research Assistants RAs</td>
<td>76,850</td>
<td>78,771</td>
<td>80,741</td>
</tr>
<tr>
<td>Graduate Fellowship Awards</td>
<td>273,150</td>
<td>299,229</td>
<td>327,499</td>
</tr>
<tr>
<td>Block Grant Grad</td>
<td>23,893</td>
<td>63,000</td>
<td>63,000</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>5,088,849</td>
<td>5,303,090</td>
<td>5,522,969</td>
</tr>
</tbody>
</table>

**Notes:**
*Down 2% next year due to 2 year tuition retention
**2014 unusually low, will rebound
***2013 had carry forward funds
I.2.5. **Information Resources**

A description of the institutional context and administrative structure of the library and visual resources.

An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:

- Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.
- Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.
- Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).
- Demonstrates sufficient funding to enable continuous collection growth.
- Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

**College of Design - Architecture & Landscape Architecture Library**

The Architecture & Landscape Architecture Library (A&LA Library) is a beautiful day-lit space with resources dedicated to architecture, landscape architecture, design, and planning. The A&LA Library ensures that students have access to the latest publications and journals in the fields of architecture and design. The A&LA Library collection of approximately 50,000 volumes is a branch library and housed within the College of Design. The Library is part of a combined library system of over 40 libraries with a 7 million volume collection (print and electronic), almost 110,000 serial subscriptions, along with the University Archives and Special Collections. The University Libraries are among the university’s and the state’s greatest intellectual assets, with over 2.3 million annual visitors, and is the top loaning library among 123 North American libraries as an interlibrary loan system which extends internationally. Library staff handle over 129,000 reference questions and 1,500 workshops annually. The A&LA Library supports the graduate and undergraduate curricula for the Architecture and Landscape Architecture departments in the College of Design and provides services to faculty, students, and staff from the University of Minnesota, professionals in architecture and landscape architecture, the general public in the Twin Cities community and Minnesota, and as possible to the global researcher.

The Twin Cities Libraries collections budget across the 13 branches totals about $15.2 million. The A&LA Library is allocated an annual amount of $75,000 of state funding.

**Table 1-13 Collection Budget for Architecture & Landscape Architecture**

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th>Number of Volumes</th>
<th>Budget Last Year (13/14)</th>
<th>Budget This Year (14/15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Approx. 50,000</td>
<td>$35,000.00</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Periodical Subscriptions</td>
<td>180</td>
<td>$28,200.00</td>
<td>$26,200.00</td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos*</td>
<td>65+ overall film collection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall budget decreases represent the amounts for serials that were transferred from the subject fund to central funds. Overall, collection support remains steady and is not decreasing, and the subject
funds do not fully represent the total amount dedicated to the subject collection. Demand Driven Acquisition purchases of subject materials are not included in the collection budget figures charted above. Central or Arts and Humanities and Social Sciences packages may support architecture even though they are not paid with the specific subject funds.

Facilities

A&LA study space seats for over 50 researchers at a time
6 computer workstations
1 scanner
1 seminar room

The A&LA Library is located on the second level of the Ralph Rapson Building, designed by Steven Holl. The 6-year old facility has 8,256 square feet and provides aesthetically designed study and work space.

Collection Highlights

History of Architecture
Landscape ecology
Contemporary architecture
Sustainable architecture
Urban Planning
World Heritage Preservation

Books, Journals, Media

The collection consists of printed books and eBooks, bound journals and electronic journal subscriptions, access to an interdisciplinary multimedia collection and other printed and electronic resources. It primarily supports needs of the curriculum and research areas in each department and in the research centers of the College of Design. The collection includes supplemental resources in the areas of professional practice and regional interests. Interdisciplinary collections and resources are housed at the Wilson Library on the West Bank of the Minneapolis campus, and in the Magrath Library on the St. Paul campus. Through the university's Document Delivery Service, users have access to materials from any university location. Materials can be borrowed and articles obtained from other institutions through the Interlibrary Loan service.

Visual Resources Collections

The Digital Content Library (DCL) is a resource for digital content (mainly images) production for teaching and research. Services such as creating image collections or transferring image formats are available to all College of Design faculty, students, and staff by consultation. Architecture and design related content is available for download as part of the Digital Content Library and through the College of Liberal Arts. Images are available for educational use consistent with the fair use provisions of U.S. copyright law.

Chair Collection

A designer chair collection was assembled through gifts and donations to create an aesthetic, intellectual gathering place.

- Cross Check Lounge Chair by Frank Gehry
- Rapid Rocker by Ralph Rapson
- Red-Blue Chair by Gerrit Rietveld Eames
- Molded Plywood Chairs by Charles and Ray Eames
- Cantilever Chair by Ludwig Mies van der Rohe
- Diamond Chairs by Bertoia
- Platform Bench and Lounge Table by Nelson
Library Hours

MON-SUN: hours vary

Open up to 65 hrs per week

Library Services

Reference assistance
Research instruction for classes by request
Book Reserve
E-reserve
Computer facilities

The library provides circulation, class reserves, reference services, and library instruction with two full-time staff and six to eight part-time student assistants. The library is open 65 hours a week including weekends and evenings. Two full time staff are available for reference during weekday business hours. Besides person-to-person reference transactions, the library staff answers reference questions from remote locations, via e-mail or telephone.

The architecture faculty and students actively use the A&LA Library as an essential part of their research and study. Working with faculty members each semester, the librarian conducts library instruction sessions emphasizing resources specific to the class topic. Library instruction is designed to integrate course content into the learning of basic and advanced research techniques. In addition to structured library instruction, the librarian leads several library orientation sessions for new and transferred students. Individual assistance in the use of library resources is available from the library staff during the library’s open hours.

The circulation activity and daily use of the Architecture and Landscape Architecture library is one of the highest among the branch libraries in the University Libraries system.

Library Staff

Deborah K. Ultan Boudewyns
Head Arts, Architecture & Landscape Architecture Librarian
612-624-1638; ultan004@umn.edu

Chris Schlief
Library Operations
612-624-0238; c-schl@umn.edu

The head librarian has managed academic art and architecture library collections and worked with faculty on their research and with their classes for almost 25 years, and at the University of Minnesota since 2000. In 2006, she was the President for the Art Libraries Society of North America (ARLIS/NA), the renowned association for art and art-related information professionals. She publishes consistently in library and art journals and books. Bi-annually, she curates exhibitions in the A&LA library that in some way thematically join conversations, study, and programs in the College of Design.

The library assistant has worked with library operations for over 20 years. She not only provides support to accessing materials but with reference services.
I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions.

### TABLE 1-14 COMPARATIVE DATA FOR STUDENTS

#### Comparative Data for Students

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Full Time Male</th>
<th>Full Time Female</th>
<th>Part Time Male</th>
<th>Part Time Female</th>
<th>Grand Total Male</th>
<th>Grand Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>86</td>
<td>57</td>
<td>80</td>
<td>0</td>
<td>86</td>
<td>57</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>47</td>
<td>125</td>
<td>0</td>
<td>78</td>
<td>47</td>
</tr>
</tbody>
</table>

#### Qualifications of Students Admitted

<table>
<thead>
<tr>
<th>Test</th>
<th>As Reported in the 2013 ARS</th>
<th>As Reported for the academic year in which the last visit took place 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Reading</td>
<td>25th percentile score: 150</td>
<td>25th percentile score: 150</td>
</tr>
<tr>
<td>Mathematics</td>
<td>75th percentile score: 165</td>
<td>75th percentile score: 165</td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25th percentile ACT score</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>75th percentile ACT score</td>
<td>165</td>
<td>165</td>
</tr>
</tbody>
</table>

#### Time to Graduation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>As Reported in the 2013 ARS</th>
<th>As Reported for the academic year in which the last visit took place 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Time to Completion</td>
<td>6 semesters</td>
<td>6 semesters</td>
</tr>
<tr>
<td>Percentage of students who completed in normal time</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students who completed in 150% of normal time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1-15 Comparative Data for Faculty

#### Part I: Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Professor - Male</th>
<th>Professor - Female</th>
<th>Professor - TOTAL</th>
<th>Assoc. Professor - Male</th>
<th>Assoc. Professor - Female</th>
<th>Assoc. Professor - TOTAL</th>
<th>Assis. Professor - Male</th>
<th>Assis. Professor - Female</th>
<th>Assis. Professor - TOTAL</th>
<th>Instructor - Male</th>
<th>Instructor - Female</th>
<th>Instructor - TOTAL</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>As reported in the 2013 ARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
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<td>8</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
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<td>6</td>
<td>2</td>
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<td>20</td>
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<td>8</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Nonresident alien</td>
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<td>4</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
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<td>3</td>
<td>8</td>
<td>6</td>
<td>6</td>
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<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>As reported for the academic year in which the last visit took place 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
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<td></td>
<td>10</td>
</tr>
<tr>
<td>White</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>7</td>
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</tr>
<tr>
<td>Two or more races</td>
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<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Nonresident alien</td>
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<td>5</td>
<td>5</td>
<td>5</td>
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<td>7</td>
<td>2</td>
<td>9</td>
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<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
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<td>5</td>
<td>5</td>
<td>5</td>
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#### II. Faculty Promotions 2009-10 2010-11 2011-12 2012-13 2013-14

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#### III. Faculty Receiving Tenure 2009-10 2010-11 2011-12 2012-13 2013-14

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I.3.2. Annual Reports

A statement, signed by the official within the institution responsible for preparing and submitting statistical data, that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

(In addition to being submitted electronically, Annual Reports will be available in the Team Room.)

FIGURE 1-X STATEMENT OF RESPONSIBILITY

To Whom It May Concern:

Constance Severson, Executive Assistant to the Htd., is responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Constance Severson
Executive Assistant
### I.3.3. Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program.

- His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.
- His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

(See Part I.2.1 for matrix of faculty credentials and Part IV.2 for faculty resumes)
I.4. Policy Review

A list of the documents to be placed in the Team Room:

- School of Architecture Studio Culture Policy
- Studio Culture Policy
- 2014 Graduate Review and Improvement Process (GRIP) Report
- Faculty Handbook
  - Strategic Plans for 2010, 2011, and 2013
  - Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Standards for Promotion and Tenure
  - Supplement to the Standards for Promotion and Tenure
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum
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II.1.1. Student Performance Criteria

A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

Building design excellence is our core value. In the Masters of Architecture Program at the University of Minnesota, we imbue students with the tools, inquisitive spirit, and intellectual disposition to develop thoughtful and innovative architecture. We emphasize building design as the lens through which students synthetically merge technology, history of the built environment, theoretical considerations, sustainability concerns, and a wide array of research agenda. We enthusiastically embrace topics of study peripheral to architecture (like related design disciplines, engineering, sciences, and humanities) in the service of developing exceptional young architects.

The M. Arch curriculum is divided into two distinct hemispheres: one in the fall and one in the spring. Fall semester can be described as addressing the disciplinary core of architecture while the spring semester as addressing the periphery of architecture. Topics in the fall are those that architecture students have always been required to learn. The fall semesters of GD1, GD2, and GD3 cover almost all the NAAB requirements. Topics in the spring are new, emerging, experimental, and sometimes tangential to architecture. Where the fall is foundational and relatively consistent, the spring focuses on the cutting edge of the discipline and is much more variable. We have compared the fall / spring split as analogous to the difference between aerobic and anaerobic training as forms of exercise. The first is repetitive, deliberate, and designed to build endurance gradually through slow, continuous use. The other is singular, happens in bursts, and is designed to build nimbleness and adaptability. Both forms of exercise are valuable for any athlete. Similarly, we view fall as long, slow, and deliberate; spring as short, quick, and varied. Fall classes are full-semester, for example, while spring classes are generally half-semester. Fall classes are consistent, relatively, from year to year, whereas spring classes change depending on changes in technology, changes in the field, and emerging issues at the perimeter of the discipline. Thus, the goal of the M. Arch curriculum structure is to build students who are both well-grounded in the disciplinary foundations of architecture but also aware of emerging trends and potential changes in practice.

(See II.2.2 Professional Degrees and Curriculum for degree programs and track.)

A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.
### TABLE 2.01 SPC MATRIX FOR M.ARCH REQUIRED COURSES ORGANIZED BY COURSE

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<th>Course Title</th>
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<td>(F15) Environmental Technology</td>
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<td>(S13) Technical Applications in Design</td>
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**Key:**

- **A.1** Ability
- **A.2** Understanding
- **B.8** Capstone Experience
- **C.6** Primary course used to demonstrate min. NAAB (B.S.)
- **A.11** Primary course used to demonstrate min. NAAB (M.Arch)
# Table 2.02 SPC Matrix for M.Arch Required Courses Organized Chronologically by SPC

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<td>ARCH 8254 (S13)</td>
<td>Technical Applications in Design</td>
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**Key**
- **Bullet**: primary course used to demonstrate min. NAAB (B.S.)
- **Plus**: primary course used to demonstrate min. NAAB (M.Arch)
II.2. Curricular Framework

II.2.1. Regional Accreditation

A copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

The University of Minnesota Twin Cities and the Crookston, Duluth, and Morris coordinate campuses are accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Founded in 1895, the HLC is one of six regional accrediting associations in the U.S. Through its commissions, HLC accredits educational institutions in the 19-state North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North and South Dakota, Nebraska, Ohio, Oklahoma, New Mexico, Wisconsin, West Virginia, and Wyoming. The Higher Learning Commission is recognized by the U.S. Secretary of Education and the Council on Higher Education Accreditation (CHEA). (http://www.chea.org/search/actionInst.asp?CheaID=201134)

Below is a screen shot from the website of the HLC of the North Central Association of Colleges and Schools, indicating the University of Minnesota’s accreditation status. (http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1409/)
II.2.2. Professional Degrees and Curriculum

1. Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

2. An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

3. A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

4. A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

The UMN School of Architecture offers a professional Master of Architecture degree (accredited) that features two tracks: a 90-credit three-year program for those without an undergraduate degree in architecture; and a 58-credit two-year program for those with an undergraduate major in architecture that is non-professional. The two-year program is also known as “advanced standing.”

**MASTER OF ARCHITECTURE (M.Arch)**

3-Year Track (for students without an undergraduate degree in architecture)

The Master of Architecture degree is a first professional degree. Courses for the 3-year track are organized within the following five categories: General Studies, Required Professional Courses, Required Courses, Professional Electives and Non-Professional Electives.

<table>
<thead>
<tr>
<th>General Studies</th>
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<tr>
<td>Required Professional Courses</td>
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<td>Arch 8251 - Grad Arch Design</td>
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</tr>
<tr>
<td>Arch 8253 - Grad Arch Design</td>
<td>9 cr</td>
</tr>
<tr>
<td>Arch 8255 - Grad Arch Design</td>
<td>6 cr</td>
</tr>
<tr>
<td>Arch 5621 - Professional Practice</td>
<td>3 cr</td>
</tr>
<tr>
<td>Arch 5561 - Tech A1 Statics</td>
<td>2 cr</td>
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<tr>
<td>Arch 5562 - Tech A2 Materials</td>
<td>2 cr</td>
</tr>
<tr>
<td>Arch 5563 - Tech B1 Envelope</td>
<td>2 cr</td>
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<tr>
<td>Arch 5564 - Tech B2 Sizing</td>
<td>2 cr</td>
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<tr>
<td>Arch xxxx – Tech C</td>
<td>x cr</td>
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<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>Arch 5110 – Catalyst</td>
<td>1 cr</td>
</tr>
<tr>
<td>Arch 5411 - Principles of Design Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>Arch 8299 - Masters Final Project</td>
<td>10 cr</td>
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</table>

<table>
<thead>
<tr>
<th>Professional Electives*</th>
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</thead>
<tbody>
<tr>
<td>5250 – Topics in Design</td>
<td>4 cr</td>
</tr>
<tr>
<td>5301 – Conceptual Drawing</td>
<td>3 cr</td>
</tr>
<tr>
<td>5321 – Watercolor</td>
<td>3 cr</td>
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<tr>
<td>5350 – Intro to BIM Revit</td>
<td>3 cr</td>
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<tr>
<td>5350 – Special Topics BIM Revit</td>
<td>3 cr</td>
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<tr>
<td>5381 – Intro to Computer Aided Design</td>
<td>3 cr</td>
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<tr>
<td>5432 – Modern Arch History</td>
<td>3 cr</td>
</tr>
<tr>
<td>5425 – Baroque Arch History</td>
<td>3 cr</td>
</tr>
<tr>
<td>5441 – Minnesota: Arch &amp; Landscapes</td>
<td>3 cr</td>
</tr>
<tr>
<td>5450 – Topics in Architectural Theory</td>
<td>3 cr</td>
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</table>
5452 – Renaissance Arch History \hspace{2em} 3 cr
5550 – Building Performance Simulation \hspace{2em} 3 cr
5609 – Development of Research \hspace{2em} 3 cr
5611 – Design in the Digital Age \hspace{2em} 3 cr
5611 – Building Stories \hspace{2em} 3 cr
5670 – Preservation & Sustainability \hspace{2em} 3 cr
5671 – Historic Preservation \hspace{2em} 3 cr
5672 – Historic Building Conservation \hspace{2em} 3 cr
5673 – Historic Building Research \hspace{2em} 3 cr
5711 – Urban Studies \hspace{2em} 3 cr
5674 – World Heritage Conservation \hspace{2em} 3 cr
5721 – Case Studies in Urban Design \hspace{2em} 3 cr
5731 – Territorial City \hspace{2em} 3 cr
5750 – Topics in Urban Design \hspace{2em} 3 cr
8361 – Sustainable Design Theory \hspace{2em} 3 cr
8363 – Energy & Indoor Env. Quality \hspace{2em} 3 cr
8565 – Materials Performance \hspace{2em} 3 cr
8567 – Site & Water \hspace{2em} 3 cr

5. All of the above electives satisfy requirements for our professional degree.

Non-Professional Electives
# TABLE 2-03 THREE-YEAR PROGRAM PLAN

<table>
<thead>
<tr>
<th>FALL “A”</th>
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<td>Project Module (4) ARCH___</td>
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<td>ARCH 5110 (1) Catalyst</td>
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<tr>
<td>ARCH 5621 (3) Professional Practice in Architecture</td>
<td>Elective (3) ARCH___</td>
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<tr>
<td>Arch 8253 (9) Graduate Architectural Design</td>
<td>Elective (3) ARCH___</td>
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<td></td>
<td>ARCH 5110 (1) Catalyst</td>
<td>15</td>
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<td>Elective (3) ARCH___</td>
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<tr>
<td>ARCH 8255 (6) Graduate Architectural Design</td>
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**TOTAL CREDITS REQUIRED = 90**

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Student signature: ___________________________  Architecture department signature: ___________________________

2-Year Track (for students with non-professional undergraduate degrees in architecture)

Courses for the 2-year track are organized within the following five categories: General Studies, Required Professional Courses, Required Courses, Professional Electives and Non-Professional Electives.

Required Professional Courses
Arch 8253 - Grad Arch Design 9 cr
Arch 8255 - Grad Arch Design 6 cr  Comprehensive Studio
Arch 5621 - Professional Practice 3 cr
Arch 5563 - Tech B1 Envelope 2 cr
Arch 5564 - Tech B2 Sizing 2 cr
Arch xxxx – Tech C x cr

Required Courses
Arch 5110 – Catalyst 1 cr
Arch 5411 - Principles of Design Theory 3 cr
Arch 8299 - Masters Final Project 10 cr

Professional Electives*
5250 – Topics in Design 4 cr
5301 – Conceptual Drawing 3 cr
5321 – Watercolor 3 cr
5350 – Intro to BIM Revit 3 cr
5350 – Special Topics BIM Revit 3 cr
5381 – Intro to Computer Aided Design 3 cr
5432 – Modern Arch History 3 cr
5425 – Baroque Arch History 3 cr
5441 – Minnesota: Arch & Landscapes 3 cr
5450 – Topics in Architectural Theory 3 cr
5452 – Renaissance Arch History 3 cr
5550 – Building Performance Simulation 3 cr
5609 – Development of Research 3 cr
5611 – Design in the Digital Age 3 cr
5651 – Building Stories 3 cr
5670 – Preservation & Sustainability 3 cr
5671 – Historic Preservation 3 cr
5672 – Historic Building Conservation 3 cr
5673 – Historic Building Research 3 cr
5711 – Urban Studies 3 cr
5674 – World Heritage Conservation 3 cr
5721 – Case Studies in Urban Design 3 cr
5731 – Territorial City 3 cr
5750 – Topics in Urban Design 3 cr
8361 – Sustainable Design Theory 3 cr
8363 – Energy & Indoor Env. Quality 3 cr
8565 – Materials Performance 3 cr
8567 – Site & Water 3 cr

* All of the above electives satisfy requirements for our professional degree.

Non-Professional Electives
### Figure 2-03 Two-Year Program Plan

**Student:**
- **ID#**
- **Undergrad:**

**Master of Architecture**

**Plan C Program Plan**

<table>
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<td>Graduate Architectural Design</td>
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**TOTAL CREDITS REQUIRED = 59**

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**TOTAL CREDITS REQUIRED = 59**

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Student signature  
Architecture department signature

**Submitted:** September 28, 2014  
**Revised:** April 10, 2015
II.2.3. Curriculum Review and Development

The APR must include a description of the composition of the program’s curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

Policy on Approval of Course and Curriculum Proposals for CDes

It is the policy of the Faculty of the College of Design that all proposals for new courses, modification or termination of existing courses, and proposals for new curricula, modification or termination of existing curricula shall be approved by the Faculty Assembly prior to becoming effective, and shall conform to the regulations, processes and criteria defined as follows:

All proposals for new courses or changes to existing courses offered by units of College of Design shall be approved by majority vote of the College of Design Faculty Assembly before being offered to students for registration, except as follows:

Proposals for housekeeping changes to existing courses may be approved by majority vote of the College of Design Curriculum Committee and offered to students for registration without bringing them before the Faculty Assembly for action. Housekeeping changes shall be presented to the Faculty Assembly for information as soon as practicable after committee approval. Housekeeping changes shall be limited to:

- A change in credit number of not more than one credit, with supporting justification.
- Changes in course numbers that conform to University standards for course numbering.
- Changes in course title consistent with the course description.
- Minor editorial changes in wording of course descriptions that do not substantially affect scope or subject matter.
- In emergency situations, course proposals may be approved for a one-time only offering by majority vote of the Curriculum Committee, or if the nature of the emergency does not permit a timely vote of the committee for such action, the approval of the Chair of the Curriculum Committee after consultation with the Chair of the Faculty Assembly or Vice-Chair if the Assembly Chair is not available. Emergency approvals shall be followed by full consideration and approval according to the provisions of this policy before the course receiving the emergency approval are offered to students subsequent to the emergency offering. Use of this emergency provision is reserved to circumstances beyond the control of the offering department or school, as determined by the Chair of the Curriculum Committee in consultation with the Chair or Vice-Chair of the Faculty Assembly.
- College approval of proposals for new courses of instruction and for the modification or termination of existing courses of instruction shall consider the following issues:
  - Course proposals submitted for approval must have one designated faculty member accountable for the course. For courses offered at the 5000 or 8000 level, that faculty member must be registered as graduate faculty.
  - Interdisciplinary instruction and learning.
  - Courses should not be redundant unless specifically justified.
  - The nature of the prerequisites.
  - The role of the course in the program curriculum.
  - Justification for the number of credits.
  - The course description, objectives, course outline, course assignments and evaluation (grading) procedures and standards, resource materials (e.g., text and readings) and any
supplementary information. This information should be in conformance with University standards and regulations, including those for course syllabi.

- The method by which students will evaluate the course and its instruction.

College approval of proposals for all new program curricula and for the modification or termination of any existing program curricula shall be conditioned upon such proposals meeting the Regents’ policies, University policies, and College of Design policies governing programs and curricula. All such proposals shall be approved by a majority vote of the Faculty Assembly prior to effectiveness of such curricula. The Curriculum Committee shall review all such proposals for conformance to the policies described above, and make recommendations to the Faculty Assembly in a timely manner in the form of a motion regarding approval.

The College of Design Curriculum Committee shall review all course proposals covered by this policy for conformance to the policy, and make recommendations to the Faculty Assembly for action regarding each proposal, except as otherwise provided herein. Recommendations shall be consistent with majority vote of the Curriculum Committee and forwarded to the Faculty Assembly in a timely manner. The recommendations shall be in the form of a motion, and may be to approve or not approve.

The Curriculum Committee is authorized to adopt policies and regulations as needed to facilitate its function as specifications of the College of Design Constitution, Bylaws, and established policies, including, but not limited to: A calendar of deadlines and meeting dates, forms for submitting course and curriculum proposals for review, and standards guiding the processing of proposals for courses and curricula by the committee.

Meetings of the Curriculum Committee shall be called by the Chair of the Committee, and follow an agenda published in advance of the meeting by the Chair. The College of Design Bylaws regarding a quorum being silent, and therefore subject to interpretation, as to application to the Curriculum Committee it is here established that a quorum for meetings of the Curriculum Committee at which a vote is taken is defined as 51% of its voting membership.

Proposals for new, changed, or discontinued courses or programs may be presented to the Faculty Assembly via a secure electronic vote. Faculty shall have the option of casting a Yes, No, Abstain, or Table vote. Any individual item receiving at least five Table votes shall be held for discussion at the next full meeting of the Assembly.

Approved by the College of Design Curriculum Committee: 25 November 2008
Adopted by the College of Design faculty assembly: 11 December 2008
Revised by the College of Design Curriculum Committee: 26 April 2011
Adopted by the College of Design faculty assembly: 16 May 2011
Revised by the College of Design Curriculum Committee:
Adopted by the College of Design faculty assembly:
NEW COURSE PROPOSAL REVIEW
For faculty discussion and vote

EXISTING

Each semester (as needed)
Option One: NEW COURSE PROPOSAL REVIEW

Subcommittee Curriculum Review
(each semester as needed)
• Full review of each course proposal by each Subcommittee.
• Subcommittee vote

Undergraduate or Graduate Curriculum Committee Review
(each semester as needed)
• Full review of all course proposals; presented by Chairs of each Subcommittee.
• Curriculum Committee vote

Governing Faculty Review
(each semester)
• Full review by faculty; presented by Chairs of Subcommittees and DUGS/DGS.
• Faculty vote

College Curriculum Committee Review
(each semester as needed)
• Final Review
• Week 7 of review period

NOTES: Option One

1. Advantages:
   • Extensive oversight (4 levels of review)
   • Multiple perspectives from each level of review

2. Disadvantages:
   • Time requirements
   • Current lack of clarity on goals and criteria for each level of review
   • Redundancy
   • Lack of overall strategic planning

3. Other Issues:
   • Topic Courses: Topic courses currently reviewed at all levels (College only requires Head approval)
   • M-Term: reviewed by Head, DUGS/DGS, Design Director
   • Catalyst: reviewed by Head, DGS, Design Director

PROPOSED

Each semester (as needed)
Option Two: NEW COURSE PROPOSAL REVIEW

Subcommittee Strategic Curriculum Planning (no course proposal reviews)
• Annual or semi-annual strategic curricula planning related to subcommittee topic
• No formal course reviews; advisory to Curriculum Committees as needed

Undergraduate or Graduate Curriculum Committee Review
(each semester as needed)
• Fall review of all course proposals
• Curriculum Committee vote

Governing Faculty Review
(each semester)
• Informational presentation of new course proposals by DUGS/DGS
• Comments and discussion
• No faculty vote

College Curriculum Committee Review
(each semester as needed)
• Final Review
• Week 7 of review period

NOTES: Option Two

1. Advantages:
   • Simplified procedure (2 levels of review)
   • Adds strategic planning for curricula related to topics for each Subcommittee

2. Disadvantages:
   • Removes Subcommittee from the course review process; less faculty participation
   • May need Subcommittee feedback related to areas of expertise

3. Other Issues:
   • Topic Courses (new): Only reviewed by Committee if the course will be formally adopted; one-time only topic courses reviewed by Head, DUGS/DGS, Design Director
   • M-Term (keep existing): reviewed by Head, DUGS/DGS, Design Director
   • Catalyst (keep existing): reviewed by Head, DGS, Design Director

Figure 2-04 NEW COURSE PROPOSAL REVIEW
NEW COURSE PROPOSAL REVIEW: Goals, Criteria and Supporting Materials
For Faculty Review

1. Goals of the Course Review
   - Broader Curricular Goals and Objectives: Does the course support broader School of Architecture program and curriculum goals and objectives?
   - Content: Does the course support subcommittee goals and objectives?
   - Feedback to Faculty: What comments and suggestions would be useful in supporting the course development?

2. Review Criteria
   - Review Criteria:
     - Academic quality: Is this course a good addition to the curriculum? consider the quality and appropriateness of course content, objectives, schedule, outcomes, etc.?
     - Feasibility: Are course goals achievable within the semester or half-semester timeframe?
     - Innovation/change: Does the course contribute to preparing students to lead future practice?
     - Logistics: Are there course fees, shop resources, software, or other resources that are needed?
     - Relationship to other courses: Is the course connected to other courses and if so, in what ways?
     - Long-term curricular goals: Is the course new or a complement to past or future offerings?
   - Review options: 1) approve, 2) approve with conditions (describe the explicit conditions to be met for approval), and 3) not approved

3. Submission Materials
   The following materials will be available online:
   - School of Architecture Form (see Patrick Doble’s revised online form)
   - College Form(s) (select the appropriate online form)
     - 3 College Forms including; 1) Housekeeping (for topic courses), 2) New Course, and 3) Course Change (Credit Change, Cross Listing, and Dropping Courses)
   - Draft Syllabus (draft proposal; it is not necessary to submit a fully developed syllabus)
     - Course Number
     - Title (Title should be descriptive of the course content and identify subcommittee area(s))
     - 30 characters maximum including spacing: UMN requirement
     - Faculty Name(s)
     - Course Description (brief)
     - Objectives
     - Tentative Weekly Schedule (overview of topics, projects, schedule)
     - Evaluation Standards and Workload (grade distribution for course projects, papers, other outcomes)
     - Draft Reading List and/or other Supporting Materials
     - Other information as appropriate to the course
   - Example Syllabi: Example syllabi will be available online (courses that have been approved).

4. Proposed Review Schedule
   Proposed two-week review period between committee review to allow for revisions and second review (as needed)
   - Week 1 of Review Period: Graduate Curriculum Committee (vote)
   - Week 2 of Review Period: Governing Faculty (for discussion and comment)
   - Week 5 of Review Period: College Curriculum Committee (vote)
II.3. Evaluation of Preparatory/Pre-professional Education

A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record. (See Part II.1. for SPC matrix of preparatory or pre-professional education courses required.)

The admissions process of the Master of Architecture program – including those applicants for advanced standing – incorporates a thorough review of preparatory/pre-professional education of all applicants. (See also I.2.1.) Each applicant is required to submit the following:

- Complete academic transcript from each undergraduate institution attended
- GRE scores
- Portfolio of art/design/architecture work
- 3 Letters of recommendation
- Two short essays on topics selected from 3 options
- TOEFL scores for those with English as a second language

The Faculty Admissions Committee reviews the academic history and portfolio of each applicant. Candidates with a four-year pre-professional degree in architecture are eligible for advanced standing. The applicant’s academic history and portfolio are evaluated by the Faculty Admissions Committee with assistance by the Director of Graduate Studies, the Director of Graduate Admissions and relevant faculty from the curricular areas for which the applicant is seeking waived/advanced placement credit. Course descriptions and completed work for professional credit are evaluated for course content, credit equivalency, performance, and grade achieved. Particular attention is paid to the portfolio evaluating for design thinking and process. Courses with a grade of B or higher are eligible to be waived for advanced standing. Each student receives an individualized program of study based on the above evaluation.

A review of academic performance is undertaken for each professional/graduate student every semester after grades are submitted. The University of Minnesota requires all graduate students to earn minimally a cumulative GPA of 2.80 or they will not receive a degree. Moreover any grade below C- may not count toward a graduate degree and the course must be repeated. Each semester when grades are submitted, the Director of Graduate Studies will require a meeting with any student whose term GPA falls below 3.0.

Each semester graduate advisors meet individually with every professional/graduate student mid-way during the semester to find out how students are doing and to address any issues or concerns of the students. This advising appointment also serves to help the student plan their subsequent semester of course work.
II.4. Public Information

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available.

II.4.1. Statement on NAAB-Accredited Degrees

Information is posted and discussed in professional practice course in two lectures on the context of professional education. Text below is on School of Architecture website http://arch.design.umn.edu/about/

ACCREDITATION & LICENSURE

Accreditation:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

2009 Visiting Team Report for School of Architecture

Licensure for Architect:

In the state of Minnesota and in most other states an applicant for examination for registration as an architect must have a professional degree from an architectural program accredited by the NAAB and also a National Council of Architectural Registration Boards (NCARB) certificate showing compliance with the Intern Development Program (IDP) training requirements.
II.4.2. Access to NAAB Conditions and Procedures

Public access is located on the School of Architecture website http://arch.design.umn.edu/about/. See the screenshot below for location of the link to the NAAB Conditions and Procedures.
II.4.3. **Access to Career Development Information**

Please visit [http://arch.design.umn.edu/about/](http://arch.design.umn.edu/about/), and select “Students” from the pull down menu at the upper right corner of the home page. Select “Career Center” for a link to the Career & Internship Services page ([http://www.careerhelp.umn.edu/majorinfo/arch.html](http://www.careerhelp.umn.edu/majorinfo/arch.html)). See screenshots below.
II.4.4. Public Access to APRs and VTRs

Please visit http://arch.design.umn.edu/about/ for public access to the APR and VTR. See the screenshot that calls out the location of the link.
II.4.5. ARE Pass Rates

Public Access to the University of Minnesota Masters of Architecture ARE Pass Rates is available at the website http://arch.design.umn.edu/about/. See the screenshots below.
This page is left blank intentionally.
Part Three. Progress Since Last Site Visit

III.1. Summary of Responses to the Team Findings [2009]

III.1.1. Responses to Conditions Not Met

3. Public Information

Comment from previous VTR [2009]: Although the university and college have transitioned to a fully digital bulletin, which includes the exact language required by NAAB, the current Master of Architecture Program brochure does not.

Response from Program [2014]: Public information is now clearly marked with NAAB language.

13.9. Non-Western Traditions

Comment from previous VTR [2009]: After review of all the required coursework identified in the APR and Team Room Student Performance Criteria matrices, the team determined that coursework on this subject and content area was not found to adequately address multicultural issues and perspectives commensurate with twenty-first century global experience. The school continues to house content in this area exclusively within elective coursework.

Response from Program [2014]: Until recently, our non-western history offerings have always been rich and diverse but offered only electives. We have on-going discussions regarding the role of required history courses in the curriculum and recently completed a faculty search in this expertise area. This new faculty member, Daniela Sandler, has developed a new course in discussion with our other history faculty. ARCH 5412: Architecture—A Global and Cultural History examines the history of architecture from a global perspective, addressing a variety of traditions and geographical locations, and following their interconnections and exchanges. It is intended to fulfill both A.9 Historical Traditions and Global Culture and A.10 Cultural Diversity Student Performance Criteria, and will be required for first-year M.Arch students in Fall 2015. In addition, professor Sandler is currently teaching an elective pilot version of this course (ARCH 5410: Topics in Architectural History) this semester (Spring 2014), and all current first and second-year M.Arch students were strongly urged to take the class.
III.1.2. Responses to Causes of Concern

1. **Academic advising**

Comment from previous VTR [2009]: The new curriculum is administratively and logistically complex and will require special attention and resources to achieve its full potential. Currently, a single individual entering phased retirement shoulders responsibility for all graduate students. Successful transition to this curriculum presupposes increased academic advising by faculty and staff.

Response from Program [2014]: Revised policy since last NAAB visit is that each student is required to meet at least once per year with our staff advisor and/or director of graduate studies. Since the visit, we have added one staff person who has approximately half of his time devoted to advising. We have received feedback from our students that annual advising keeps them on track for graduation.

We are in the third year of a robust director structure with faculty leadership for the M.Arch, M.S.-heritage, M.S.-metropolitan design and M.S.-sustainable design. Since we see increasing numbers of dual degree students, the graduate directors coordinate their work closely with twice per month meetings of the graduate curriculum and regular directors meetings.

We conducted, with the help of the University, a Graduate Review and Improvement Process (GRIP) run by Minnesota Evaluation Studies Institute (MESI), UMN. (See survey and results available in the Team Room.) This specifically asked about the advising process. Surveys revealed that basic needs are met, we believe there is room for improvement; see Studio Culture concern response below for follow up to survey.

2. **Needed Studio Breakout Space/Equipment**

Comment from previous VTR [2009]: Central University-controlled scheduling for seminar rooms has caused shortage of studio breakout space. That said the school also needs more equipment. The currently inventory of equipment in the computer labs and shop are limited. The size of the student body requires more print plotters and laser cutters.

Response from Program [2014]: Space continues to be an issue and we are working with our Dean to help ensure our needs are met with central University scheduling policies. The College space committee was disbanded but we have requested its revival to address ongoing and evolving space needs. An upcoming shift in our B.S. studio sequence will create temporary additional space for three years starting in 2014-15. In summer 2014, known environmental problems (mold) in the “Y” building escalated to the point where the lower level studios are quarantined. Moving undergraduate B.S. studios out of that space into Rapson Hall has led to some compression in the regular studio. This has made the phasing in of the new B.S. studio sequence more challenging.

2009 expansion supported by the Provost included Virtual Reality (VR) array in the courtyard and Fablab; both have been effectively integrated into the curriculum.

3. **Studio Culture**

Comment from previous VTR [2009]: While the studio culture requirement is met, students’ knowledge of the written policy in place is mixed if not low. The school should uniformly disseminate the studio culture policy so that all students can read it, understand it, and contribute to its development. Some students report that the new spring semester format exacerbates the stress of studio, resulting in burn out. This condition deserves the school’s close and continuous attention.

Response from Program [2014]: The graduate student advisory group (in place at the time of the last visit) has been assisting in this conversation. New since the visit, each spring studio kick-off event has a discussion of studio culture and written policy. The film “Archiculture” will be aired in Spring 2014 and we plan a listening session on studio culture for both undergrad and grad (See more information in I.1.2).
We have continued initiatives around collaboration and teamwork and implemented processes for creating student teams in the courses where teamwork is emphasized. We have noted some improvement but it also seems to depend on the chemistry of class personalities.

Stress in the spring is monitored through advisors and continuous communication with the advisory group.

The GRIP survey, mentioned in item 1 above, has provided helpful feedback and identified areas of improvement particularly related to work-life balance. (See GRIP survey and results, available in the Team Room.)

In the spring of 2014, AIAS hosted a screening of the film “Archiculture” with a panel of faculty following the event. The current studio culture document was distributed at this event. Studio culture was a lively discussion and continues with the discussion of the GRIP survey results later this semester regarding studio culture and advising concerns. The studio culture document will be handed out and discussed again at this event.

4. Diversity

Comment from previous VTR [2009]: The student body remains less diverse than peer institutions and needs to improve in this area in terms of scholarship offerings and support. The largely homogeneous demographic profile of Minneapolis and Minnesota underscores the need for focused and intensified recruitment efforts to offset the clear lack of diversity in the school’s student population. The administration must direct its considerable creative energies to this important issue, with measurable results.

Response from Program [2014]: While the general demographic homogeneity of our region remains our largest challenge, our increased recruiting efforts and fellowship strategies have already made measurable improvements in the School. (See also I.1.2 above.) As noted in the statistics below, we have improved our minority student population from 7-9% to 12-16% in the past 5 years. It should be mentioned that our minority representation on the faculty is above university averages, and among the students, we are well above the general Minnesota population.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2005</td>
<td>7%</td>
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<td>2006</td>
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<td>2011</td>
<td>12%</td>
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<tr>
<td>2012</td>
<td>16%</td>
</tr>
</tbody>
</table>

5. Curricular Revision

Comment from previous VTR [2009]: About a decade ago, following national trends, the School of Architecture reformulated its five-year undergraduate professional degree, created discrete undergraduate and graduate components. In its wisdom, the faculty directed the first two years of the old curriculum to the undergraduate level, and the last three to the graduate level, resulting in the current four-plus-three program. Over time, the faculty continued to develop and adapt this unique three-year program despite clear national trends toward the four-plus-two format. The new curriculum, implemented in the spring of 2008, takes as given this four-plus-three legacy, although some members of the faculty see curricular revision as an ideal opportunity to revisit the underlying assumptions. The absence of a collegial framework for the exploration of these questions puts the good efforts, innovation, excitement, and achievements of the new curriculum at risk.
Response from Program [2014]: Starting with the students entering fall 2012, we are standardizing the entry point for all students with a pre-professional degree, waiving 30 credits from the 90 credit program (essentially allowing placement to our current second year). Note: admissions standards will be adapted to include a documentation of waived credits and how they relate to NAAB criteria.

We have made changes in the undergrad B.S. degree program to better support the 4+2 path, and we have adjusted the graduate technology course coordination and comprehensive studio.

We created a M.S. in Research Practice that allows licensure upon graduation for qualified students. (See I.1.3. Responses to the Five Perspectives.)

Process for discussions include ad-hoc task forces, undergraduate and graduate program director meetings and curriculum committee meetings. Student representatives are included on the task force and curriculum committee. There are two areas of particular concern: building tech and history. Both content streams have been affected by the admission path changes in undergraduate and graduate programs. Ongoing discussions have been productive. (See more information in I.1.2 Learning Culture and Social Equity.)

6. **New curriculum**

Comment from previous VTR [2009]: The new curriculum is innovative and dynamic, but its complexity and logistical conflicts threaten its vitality and effectiveness. The spring format, which divides the 15-week semester into two seven-week “Modules” bracketing a one week “Catalyst” exercise, disadvantages and even excludes students with semester-long course obligations, as well as those with obligations as teaching or research assistants outside the program. The new professional curriculum also needs more flexibility to ensure that all students meet general education requirements.

Response from Program [2014]: In the years since the VTR, many discussions and small adjustments have addressed these concerns. Recently, directors’ retreat and faculty retreat centered around larger adjustments that greatly clarify the strengths of the new curriculum and its relationship to our own undergraduate programs and M.S. programs.

One of the most significant changes will be the clarification between the NAAB required courses (which will all be in the fall semesters) and what our faculty consider “core” required courses (which will be more flexible in fall or spring). See response to concern 5 above for how changes and phasing relates to the standardization of the entry point to the professional program for pre-professional and non pre-professional degree holders.

Additionally the new Head of the School has put in place processes for identifying the spring courses in a student-led curating process. (See I.1.2 Program Initiatives.)
III.2. Summary of Responses to Changes in the NAAB Conditions

The NAAB changes most impactful on our program are in the student performance criteria. (See SPC matrices in II.1.1.) Listed below are the topic areas that have been addressed. It should be noted that some of the changes occurred not only to NAAB changes but also to changes in the admissions path referenced in section. (See I.1.5 and II.2.2 for discussion of 2 year program track.)

1. Sustainable Design was changed from understanding to ability level.

In the previous visit, the team noted that Arch 5516 Thermal and Lighting exceeded the level of understanding on the topic of sustainable design. In addition, the program maintains an overall high level of sustainable design discourse in design studios due to overall faculty expertise and the overlap with the longest established M.S. in Architecture with a Sustainable Design track. While we were extremely pleased with outcomes of the Thermal and Light class, the intensive nature of the class and its placement in the very first year of the M.Arch curriculum were difficult to manage. When the admission path changed to create a clear advanced placement for those with B.S. background, the placement, content and audience for this class changed.

We continue to leverage our faculty expertise strength and widespread design dialogue around sustainable design issues. At the time of the visit, the comprehensive studio, Arch 8255, meets the B.3 Sustainable Design criteria, in addition to a planned new course in the environmental technology sequence. Over the past two years, an ad hoc Environmental Technology curriculum committee has been exploring a number of possible options for other ways that sustainable design is supported in the curriculum. A new, short-term strategy will be in place at the time of the NAAB visit in spring 2015, with other long-term and more comprehensive solutions in place for discussion. These other options include:

- Making the (currently) elective Arch 8561 Sustainable Design Theory and Practice a required, case study and analysis-based, design course
- Developing a new version of Arch 5516 that meets the B.8 requirement (Environmental Systems criteria), and prepares students to address the requirement B.3 (Sustainability) in comprehensive studio (Arch 8255)
- Creating a set of electives from which students must choose to take one, also known as “selectives”. Since many of our spring modules meet B.3, this may be a relatively easy option but would limit the full freedom of choice we seek to create in spring semester.

2. A.9 Historical Traditions and Global (see Section III.1 for previously unmet criteria in Non-western Traditions)

The NAAB changes combined previous criteria in western, non-western, national and regional traditions. We have always had a strong set of elective offerings in our history sequence, including global traditions, but did not have a single, dedicated and required class. Studios and some technical classes such as structures have continued to incorporate historical traditions through the use of precedent analysis. The new admissions sequence (where all B.S. students enter the second year of the three year program and all non-architecture majors enter into year one of the sequence) has eliminated what we previously referred to as the “3+ Summer Program.” The required history course offered as part of this 3+ summer sequence, therefore, has also been eliminated. While faculty have noted that some of the students in the 3 year program have a strong background in undergraduate history in architecture, we realize we need to adjust our curriculum to accommodate the loss of the required summer history course. B.S. students receive instruction in requirement A.9 (Historical Traditions) and A.10 (Cultural Diversity) in Arch 3412 Architectural History since 1750. However, since the elimination of the 3+ program 2 years ago, M.Arch students have had to receive this material in other ways. Many of the students admitted to our M.Arch program had previous experience in these topic areas from other institutions and programs. Others have received experience in Graduate Studios 1, 2, and 3 (Arch 8251, 53, and 55). That said, we recognize we need
to address criterias A.9 and A.10 in more deliberate and structured ways. Currently there are several options under discussion:

- Developing a new required graduate class history course offered in fall or spring of first year. This will be piloted in the spring of 2015 through an offering developed by an ad hoc Architectural History committee. In the future, it may be moved to the fall, switching places with Arch 5411 Theory.

- Developing an array of History "Selectives" (students can choose from a number of offerings, but must pick at least one to take while in the program) that specifically target students without undergraduate history courses. These would most likely take place in spring semester.

- Developing a clear curricular structure where students systematically explore precedents in studio. Most studios already conduct case studies as an essential part of their research phase. This effort might define that phase more explicitly and build historical instruction into every required studio offering.

3. Comprehensive design criteria previously met with GD2 fall studio (Arch 8255) and Tech Applications spring module has shifted to GD2 and GD3 fall studio.

By changing the Technical Application module to a semester long studio later in the curriculum, we have allowed students to have more time in between the two studios and for their skills to mature. We continue to believe that the comprehensive design criteria are best met with more than one studio so that students have multiple opportunities to integrate the range of design and technical skills needed in future practice. Additionally, this move has opened spring semester so that students have more time in their schedules for spring elective offerings - this remains a central goal of our innovative curricular structure.

4. C.9 (Community and Social Responsibility) is a new criterion, but the subject matter had always been a strong part of the Professional Practice course (Arch 5621).

No changes to the class have been needed but clarity on how the topic is addressed is new.

5. B.7 (Financial Considerations) is similar to former 13.25 Construction Cost Control, which had been previously covered in the Technical Applications module in spring semester of year 2 in the M.Arch Program.

This material is more appropriate to the Professional Practice class (Arch 5621), which contains a lesson devoted to the "flow of money".
Part Four: Supplemental Information

1. Course Descriptions
Arch 3281 BS Studio 1 (6 Credits)

Required Undergraduate

Course Description (limit 25 words):
Architectural Design Studio 1 is the first of the sequence of Bachelor of Science in Architecture studios, and foregrounds material practices as a core conceptual foundation.

Course Goals & Objectives:
- Students will gain an understanding of perceptual, experiential, and technical properties of materials and their assemblies
- Research and apply historical and precedent knowledge
- Demonstrate how construction, structure, and materials are used to organize a building
- Demonstrate how conventions of representation are used
- Construct detailed scale models
- Integrate theoretical issues in design projects

Student Performance Criterion(a) addressed:
- A.6 Fundamental Design Skills
- A.8 Ordering Systems Skills
- C.1 Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
- Project 1: Elements of Architecture (10%)
- Project 2: Precedent Studies (20%)
- Project 3: Design (55%)
- Participation and Improvement (10%)
- Sketchbook (5%)

Prerequisites:
- BS program major in architecture

Textbooks/Learning Resources:
- Rhinoceros version 5
- Sketchbook, trace paper, architectural scales

Offered (semester and year):
- Fall 2012-2014

Faculty assigned, Fall 2012: Andrew Dull - P/T, Daniel Clark - P/T, Martha McQuade - P/T
Faculty assigned, Fall 2013: Andrea Johnson - F/T, Daniel Clark - P/T, Martha McQuade - P/T
Faculty assigned, Fall 2014: Andrea Johnson - F/T, Aaron Amosson - P/T, Jody McGuire - P/T, Mark Tambornino - P/T, Kristen Paulsen - P/T
Arch 3412 Architectural History Since 1750 (3 Credits)
Required Undergraduate

Course Description (limit 25 words): Explores the ways selected buildings, landscapes, and cities have been designed and reshaped during three centuries of dynamic change. Central to the course are questions concerning the interplay between the built environment, architectural theory, and shifting cultural, social, political, and economic conditions.

Course Goals & Objectives: Through this course, student will acquire a knowledge of significant concepts, theories, and buildings, a working vocabulary of architectural terminology, and a framework for continued learning. The process students will develop the ability to:

- Identify, describe, analyze and write critically about the significance of various styles and types of structures and sites
- Relate the above to significant movements, buildings, and theories in the history of European and U.S. architecture
- Understand the impact of changing social, cultural, political, technological, economic, and ecological factors on the built environment.
- Analyze and apply the methods of historical inquiry, including the ability to locate, evaluate, and engage appropriate primary and secondary sources

Student Performance Criterion(a) addressed:

- A.9 Historical Traditions and Global Culture
- A.10 Cultural Diversity

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

Prerequisites:
BS program major in architecture

Textbooks/Learning Resources:

Additional readings: As noted in the course schedule, additional readings will be available as pdf files on the course website or via the links indicated. Watch for announcements of additions or changes.

PowerPoint presentations. The PowerPoint presentations are your key to updates, announcements and the contents of each lecture, as well as other materials that help to guide your learning. They include slides, marked in red, for the "rapid writings" you'll do in class; and they also include a study sheet listing the structures and sites you will be expected to identify in quizzes and exams. The PowerPoints will be posted on the course website at the end of each week.

Course website. This course has a Moodle website. The website will include the syllabus, handouts, announcements, readings, and other resources, including each week's PowerPoint presentations.

Offered (semester and year):
Spring 2013-2015

Faculty assigned, Spring 2013, 2014, 2015
Kate Solomonson
Arch 4511 Materials and Methods (3 Credits)
Required Undergraduate

Course Description (limit 25 words):

Course Goals & Objectives:

√ demonstrate an understanding of the weight and resistance of materials
√ demonstrate how construction/structure organizes a building
√ demonstrate an understanding of the terminology related to building and construction
√ draw framing diagrams
√ draw key construction details
√ research and apply lessons learned from precedent studies
√ construct detailed scale models with the structure precisely articulated
√ articulate the theoretical issues introduced through the readings and discuss how they informed the design work.

Student Performance Criterion(a) addressed:

B.12 Building Materials and Assemblies
A.4 Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
understanding materials 50%
understanding systems and assemblies 50%

Prerequisites:
BS program major in architecture

Textbooks/Learning Resources:
other materials distributed as needed through course website

Offered (semester and year):
Fall 2012-2014

Faculty assigned, Fall 2012
Jim Lutz - F/T

Faculty assigned, Fall 2013
Daniel Handeen - P/T

Faculty assigned, Fall 2014
Daniel Handeen - P/T
Arch 4521 Environmental Technology I (3 Credits)
Required Undergraduate

Course Description (limit 25 words):
This course addresses human comfort and experience in the context of energy and environmental technology considerations in architecture. Topics include thermal, luminous, and acoustic phenomena as they relate to architecture.

Course Goals & Objectives: The objectives of this course are to:
● Introduce students to the concepts, principles, and science of environmental technology in architecture
● Introduce students to the experiential and perceptual issues related to these topics
● Introduce tools for the calculation of basic building loads, and rules of thumb for the integration of basic strategies into design
● Introduce students to the relationship between environmental technology, architecture, ecology, and design
● Expose students to the ecological impacts and sustainability implications of energy use in buildings

Student Performance Criterion(a) addressed:

B.3 Sustainability
B.8 Environmental Systems

Topical Outline (include percentage of time in course spent in each subject area):
Paper: Critical response to Thermal Delight in Architecture (10%)
Project 1: Thermally Responsive Building (20%)
Project 2: Lighting Responsive Room/Wall (20%)
Homework (20%)
Tests (30%)

Prerequisites:
BS program major in architecture

Textbooks/Learning Resources:
Lisa Heschong, Thermal Delight in Architecture
Additional articles and books on reserve in library

Offered (semester and year):
Spring 2013-2015

Faculty assigned, Spring 2013, 2014, 2015
Patrick Smith - P/T
Arch 4571 introduction to Architectural Structures (3 Credits)
Required Undergraduate

Course Description (limit 25 words):
Introduction to the methods and techniques necessary to find effective and efficient structural forms based on the fundamental elements of structural mechanics.

Course Goals & Objectives: In this course, students will become familiar with:
- Elements of structural design: loads, materiality, strength, equilibrium, stability, serviceability, and reliability
- Relationships between external and internal forces: tension, compression, shear, bending, moments, stress, and strain
- Shear and moment diagrams and calculations
- Graphical and quantitative form finding methods and analysis

Student Performance Criterion(a) addressed:

B.9 Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
In-class problems (14.2%)
Homework (28.9%)
Bridge project (11.5%)
Quizzes (26.7%)
Final exam (16.7%)
Participation (2%)

Prerequisites:
BS program major in architecture

Textbooks/Learning Resources:
Additional supplementary texts supplied by instructor

Offered (semester and year):
Fall 2012-2014

Faculty assigned, Fall 2012, 2013, 2014
Susi Strothman - P/T
Arch 5110 Architecture as Catalyst (1 Credit)

Required Masters

Course Description (limit 25 words):
This course is one-week, pass/fail workshop co-taught by full-time faculty member with a guest instructor from another institution, organization, and/or discipline.

Course Goals & Objectives: The primary goal of each catalyst is to raise the level of discourse about design and to provoke leaps in perception of what design can be. The catalysts serve as intense, rigorous, transformative and creative breaks. Catalyst participants report back to their peer groups ideally having learned new ways of thinking, novel techniques, or simply having had an intense immersive experience creating an atmosphere akin to a retreat.

Each catalyst is led by a member of the governing faculty, and may be designed to advance a faculty member’s research agenda or experiment with a curricular innovation. Catalysts are taught by, or in collaboration with, visiting teachers or practitioners; their visitor status adds to the intensity and experimental nature of the work. Together, the instructors collaborate to meet the primary goal of catalyst: to expose students to themes and skill-sets that may not be addressed in the regular studio sequence.

Student Performance Criterion(a) addressed:

C.1 Collaboration

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

Catalyst project: 100%
(assignments vary with each section)

Prerequisites:
none

Textbooks/Learning Resources:
Class resources such as the syllabus, assignment prompts, readings, and lecture presentations (Powerpoints) are available online.

Offered (semester and year):
Spring 2009-2015

Faculty assigned, Spring 2014: Jim Lutz - F/T, Lucy Dunne - P/T, Blaine Brownell - F/T, Barry Kudrowitz - P/T, Andrea Johnson - F/T
Faculty assigned, Spring 2013: Barry Kudrowitz - P/T, Marc Swackhamer - F/T, Jennifer Yoos - P/T, Adam Marcus - P/T

Submitted: September 28, 2014
Revised: April 10, 2015
Arch 5250 Advanced Topics in Design (4 Credits)
Elective Masters

Course Description (limit 25 words):
Advanced Topics in Design course offerings are typically taught during spring semester and as modules (7 weeks). Offerings change every year and specific courses are decided by the Graduate Program Curriculum Committee.

Course Goals & Objectives:
Individual course goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites:
None

Textbooks/Learning Resources:
Varies by instructor/theme

Offered (semester and year):
Spring 2014, 2015


Faculty assigned, Spring 2015: Charles Lazor –P/T, Blaine Brownell – F/T, James Garrett – P/T, Molly Reichert -P/T
Arch 5301 Conceptual Drawing (3 Credits)

**Elective Masters**

**Course Description (limit 25 words):**
Drawing as a way of analyzing, exploring, and generating design ideas. Projection systems, diagramming, mapping. Different modes of visual perception.

**Course Goals & Objectives:**
- Explore how different modes of drawing relate to conceptual thinking;
- Learn to identify design ideas in existing architecture and images;
- Improve general drawing skills;

**Student Performance Criterion(a) addressed:**
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.4 Technical Documentation
- A.7 Use of Precedents

**Topical Outline (include percentage of time in course spent in each subject area):**
- Drawing and diagramming 50%
- Discussing students work 40%
- Lectures 10%

**Prerequisites:**
none

**Textbooks/Learning Resources:** NA

**Offered (semester and year):**
Spring 2014, Spring 2015

**Faculty assigned, 2014, 2015**
Andrzej Piotrowski – F/T
Arch 5321 Architecture in Watercolor (3 Credits)

Elective Masters

Course Description (limit 25 words): Practical and conceptual skills in the use of watercolor. Students explore watercolor (its transparency, fluidity and luminosity) and learn skills related to rendering of space and form. Students strengthen visual acuity and manual dexterity through lectures, demonstrations, studio work and critiques.

Course Goals & Objectives:

1. Have mastered a body of knowledge and a mode of inquiry, having developed versatility in and responsiveness to watercolor. They will know and understand methods and use of the medium, including: brush use & care, character & use of pigments & papers, depiction of light, depiction of form, glazing, sequencing.

2. Students will have developed skills in visual communication, becoming aware of principles of design, basics of color and application of such toward creative and effective rendering.

3. Understand the role of creativity, innovation, discovery, and expression, having exercised visual thinking and the ability to capture an idea with efficiency & depth, and become sensitive to developing a personal aesthetic.

Student Performance Criterion(a) addressed:

N/A

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

5% participation in discussions & attendance
2% progress & improvement as shown by final portfolio.
8% quizzes on assigned reading.
16% weekly E & E (exercises and explorations)
55% specific weekly projects.
14% final project.

Prerequisites:
none

Textbooks/Learning Resources:

Offered (semester and year):
Fall 2013, 2014

Faculty assigned, Fall 2013, 2014
Monica Fogg - P/T
Arch 5350 Topics in Architectural Representation (3 Credits)
Elective Masters

Course Description: Selected topics in drawing, media literacy, and visual communications

Course Goals & Objectives: Individual goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed: Varies by course

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

Prerequisites: None

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Spring 2013, 2015
Fall 2013, 2014

Faculty assigned, Spring 2013
Jennifer Yoos - P/T

Faculty assigned, Fall 2013
Ozayr Saloojee - F/T
Mary Guzowski - F/T

Faculty assigned, Fall 2014
Alex Terzich - P/T
Ben Delwiche - P/T
Lee Anderson - F/T
Andrea Johnson - F/T
Molly Reichert - P/T
Ozayr Saloojee - F/T

Faculty assigned, Spring 2015
Ben Delwiche - P/T
Arch 5410 Topics in Architectural History (3 Credits)

Elective Masters

Course Description (limit 25 words):
Advanced study in architectural history. Readings, research, seminar reports.

Course Goals & Objectives: Varies by course

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites:
Varies by course

Textbooks/Learning Resources:
Varies by course

Offered (semester and year):
Spring 2013, Fall 2013, Fall 2014, Spring 2015

Faculty assigned:
Katherine Solomonson – F/T, Spring/Fall 2013
Daniela Sandler - F/T, Fall 2014, Spring 2015
Arch 5411 Principles of Design Theory (3 Credits)

Course Description (limit 25 words):
Principles of design and their instrumentation. How and why architecture theory is generated. Types and significance of formal analysis. Theoretical positions and modes of criticism.

Course Goals & Objectives:

- To examine, through readings and class discussion, selected writings by some of the seminal theorists of architecture whose work proves instrumental in shaping the character of thought and practice.
- To help you develop your own ideas about the nature of architecture, its practice and the elements that comprise it.
- To compare and contrast the range of ideas that have been advanced over time and how they have informed the practice of architecture and criticism.
- To expand your understanding of the built environment and help you contextualize your own work outside your current frames of reference.
- To help you make better decisions about your own work and to clarify the reasons for them.
- To help you understand architecture’s larger cultural, social, economic, and environmental responsibilities.
- To help you participate in and contribute to future thinking about the field.

Student Performance Criterion(a) addressed:

A.1 Communication
A.5 Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Origins of Theory, Manifestos & Criticism 10%
Education & Criticism 10%
Representation 15%
Program: Site & Context 15%
Landscape & Urbanism 20%
Materials 20%
Digital Aptitudes 10%

Prerequisites:
None

Textbooks/Learning Resources
No required textbook, but a list of required readings is available in the course syllabus.

Offered (semester and year):
Fall of each year

Faculty assigned, 2012
Tom Fisher – F/T

Faculty assigned, 2013
John Comazzi – F/T

Faculty assigned, 2014
Lance LaVine – F/T
Arch 5412 Architecture: A Global and Cultural History (3 Credits)
Elective Masters (to be required with program change)

Course Description (limit 25 words):
This course examines the history of architecture from a global perspective, addressing a variety of traditions and geographical locations, and following their interconnections and exchanges.

Course Goals & Objectives: Students will be asked to examine these issues critically through a combination of seminar discussions and research assignments; readings will cover not only historical content, but also theory. The goal is not simply for students to be exposed to diverse historical and global traditions, but also to analyze them in a sensitive, ethical, and rigorous way.

Student Performance Criterion(a) addressed:

A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Participation: 10%
Presentation: 10%
Abstract and Bibliography: 5%
Research Paper Draft: 10%
Research Paper: 25%
Reflection Paper: 10%
Collective Map and Text: 15%
Revised/Public Version of Map and Text: 15%

Prerequisites:
None

Textbooks/Learning Resources:
Class resources such as the syllabus, assignment prompts, readings, and lecture presentations (Powerpoints) will be available online on Moodle.

Offered (semester and year):
Fall 2015
(offered Spring 2015 as ARCH 5410: Topics in Architectural History)

Faculty assigned, 2015
Daniela Sandler– F/T

Submitted: September 28, 2014
Revised: April 10, 2015
Arch 5424 Renaissance Architecture (3 Credits)
Elective Masters

Course Description (limit 25 words):
History of architecture and urban design in Italy, from 1400 to 1600. Emphasizes major figures (Brunelleschi, Alberti, Bramante, Palladio) and evolution of major cities.

Course Goals & Objectives: See syllabus

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
Paper Outline
Mid-Term Exam
Completed Paper
Final Exam

Prerequisites: None

Textbooks/Learning Resources:
L. Heydenreich, Architecture in Italy, 1400-1500
C. Rowe and L. Satkowski, Italian Architecture of the 16th Century
J. S. Ackerman, The Architecture of Michelangelo
J. S. Ackerman, Palladio
R. King, Brunelleschi’s Dome

Offered (semester and year):
Spring 2014

Faculty assigned, Spring 2014
Leon Satkowski – F/T
Arch 5425 Baroque (3 Credits)
Elective Masters

Course Description (limit 25 words): Architecture and urban design in Italy, from 1600 to 1750. Emphasizes major figures (Bernini, Borromini, Cortona, Guarini) and evolution of major cities (Rome, Turin).

Course Goals & Objectives: See syllabus

Student Performance Criterion(a) addressed: N/A

Topical Outline (include percentage of time in course spent in each subject area):
Mid-Term Exam 30%
Term Paper 40%
Final Exam 30%

Prerequisities: None

Textbooks/Learning Resources:
Anthony Blunt, Borromini
Rudolf Wittkower, Art and Architecture in Italy, 1600-1750
Course packet supplied by instructor

Offered (semester and year):
Fall 2012, 2014

Faculty assigned, 2012, 2014
Leon Satkowski – F/T
Arch 5432 Modern Architecture (3 Credits)
Elective Masters

Course Description: Architecture and urban design in Europe and the United States, from early 19th century to World War II.

Course Goals & Objectives: Through lectures, discussions, films, readings, and fieldwork, students will gain a broad familiarity with major movements, theories, architects, and buildings during a period of considerable change, as well as a deeper understanding of specific issues and examples.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
In-class writing assignments 10%
Two essays 40%
Term project 50%

Prerequisites: None

Textbooks/Learning Resources:
William Curtis, Modern Architecture Since 1900
Alan Colquhoun, Modern Architecture

Offered (semester and year):
Fall 2012

Faculty assigned, Fall 2012
Kate Solomonson
Arch 5434/4432 Contemporary Architecture (3 Credits)

Elective Masters

Course Description:
Developments, theories, movements, and trends in architecture and urban design, from World War II to present.

Course Goals & Objectives:
- First, establishing familiarity with a canon of well-known architects of the period
- Second, examining the work of a number of historians on the period
- Third, understanding of architectural history as a design tool

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
- major intentional, award-winning architects 15%
- regional and typological case studies 30%
- survey of seminal historical works 15%
- survey of alternate critical approaches 30%
- architect case studies 10%

Prerequisites:

Textbooks/Learning Resources: (only required listed, course includes other articles and books)


Offered (semester and year):
Fall of each year

Faculty assigned, 2013

William Tozer – P/T
Arch 5441 Minnesota Architecture and Landscapes (3 Credits)
Elective Masters

Course Description:
History of major architectural monuments, urban phenomena, and landscape forms of Minnesota. Interrelationships between architecture, geography, and people.

Course Goals & Objectives: Using Minnesota's buildings, cities, and landscapes as primary sources, students learn to accurately describe a building and analyze it from various historical points of view. Students learn not just the existence of changes in architectural styles, patronage, or building types, but also why these changes occurred and their impact on individuals.

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites: None

Textbooks/Learning Resources:
Norman K. Risjord, A Popular History of Minnesota
Roger G. Kennedy, Historic Homes of Minnesota
Larry Millett, Lost Twin Cities
John Fraser Hart and Susy Svatek Ziegler, Landscapes of Minnesota

Offered (semester and year):
Spring 2014

Faculty assigned, 2013
Leon Satkowski – F/T
Arch 5450 Topics in Architectural Theory (3 Credits)
Elective Masters

Course Description (limit 25 words): Selected topics in architectural theory and criticism

Course Goals & Objectives: Individual goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed:

N/A

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

Prerequisites: Varies by course

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Fall 2013, Spring 2014, Fall 2014, Spring 2015

Faculty assigned, Fall 2013
Tom Fisher – F/T
Lance LaVine – F/T

Faculty assigned, Fall 2014
Tom Fisher - F/T

Faculty assigned, Spring 2014, 2015
Jim Lutz – F/T
Arch 5452 Architecture: Design, Form, Order, and Meaning (4 Credits)

Elective Masters

Course Description:
Explores fundamental and constituent elements of architectural form and order; their inherent tectonic, phenomenal, experiential, and symbolic characteristics.

Course Goals & Objectives:
- to bridge the gap between theory and design, between thought, meaning and physical form
- to become familiar with, and gain in-depth understanding of, some of the foremost philosophical and theoretical viewpoints and approaches in contemporary architecture
- to analyze how these paradigms and premises inform and become manifest in a respective canon of architectural form and order and define its potential meaning
- to personally engage in a particular philosophical/theoretical viewpoint and approach through an exploratory design/analysis process in order to understand its architectural and design implications, not merely intellectually, but physically
- to explore design as a form of inquiry and particular way of thinking and reasoning
- to explore and evolve potentially useful analytic tools, techniques and modes of representation to make explicit and “visible” underlying concepts and embodied meaning.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
- Information gathering, documentation and presentation (the “what”) 25%
- Analytical decomposition of conceptual aspects (the “how”) 25%
- Exploratory analysis of philosophical/theoretical premises (the “why and how”) 25%
- Conclusions, final presentation, review and display 25%

Prerequisites: None

Textbooks/Learning Resources:
- Martin Heidegger, "Building Dwelling Thinking" in Poetry, Language and Thought
- Michel Foucault, "Of Other Spaces: Utopias and Heterotopias" in Rethinking Architecture

Offered (semester and year):
- Spring 2013, 2014

Faculty assigned, 2013, 2014
- Gunter Dittmar – F/T
Arch 5516 Luminous and Thermal Design (6 Credits)

Required Masters*

Course Description:
Ecological design concepts and principles of daylighting, thermal, energy, and systems integration. Addresses the primary architectural and technological implications of lighting and thermal to inform design and ecological thinking and to support sustainable design decision-making.

Course Goals & Objectives:

- Promote Ecological and Holistic Systems Thinking
- Explore Formal, Aesthetic and Experiential Design Opportunities
- Integrate Appropriate Design and Technology Applications
- Develop Methods of Design and Performance Assessment and Testing

Student Performance Criterion(a) addressed: (See syllabus for explanations of application of SPC)

- A.6 Fundamental Design
- B.3 Sustainability
- B.8 Environmental Systems
- B.11 Building Service Systems

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

1. Site, Bioclimate, and Passive Design 15%
2. Daylighting Design: Program and Quantitative Assessment 15%
3. Thermal Design: Baseline Analysis and Passive Studies 15%
4. Envelope Optimization and Thermal Analysis 15%
5. Integrated Design Across Scales: Building, Room, Envelope, and Details 20%
6. Mechanical and Renewable Energy Systems Integration 20%

Prerequisites: None

Textbooks/Learning Resources:

1. Texts: Three books are used as the main texts:

2. Select Readings: Readings are assigned with the course exercises and available on the Moodle course website (see ARCH 5516 assignments for details).

3. Reference Books: An extensive list of reference books and materials are available through reserve at the College of Design Library (see ARCH 5516 syllabus for details).

4. Software: Software has varied but has included: Integrated Environmental Solutions (IES VE) and Ecotect.

Offered (semester and year):

Spring 2013*

Faculty assigned, Spring 2013

Mary Guzowski – F/T
Loren Abraham – P/T
Ian McLellan - P/T

*Last offered S2013; course content is shifting to ARCH 5550 beginning F2015 as part of planned program changes.
Arch 5539 Daylighting and Architecture Design (4 Credits)

Elective Masters

Course Description:
Ecological design approaches to daylighting to enhance relationship to place. Students explore how formal, aesthetic, and experiential aspects of daylighting foster a more ecological and healing approach to architectural design.

Course Goals & Objectives:
1. Provide fundamental concepts, principles, strategies, design methods, and tools for an ecological, place-based, and time-oriented approach to daylighting design.
2. Use hands-on design explorations to apply these concepts, principles, and methods.
3. Familiarize students with the potential of daylighting in order to use it creatively in the design process.
4. Enable students to develop their own daylighting design process, methods, and theory.

Student Performance Criterion(a) addressed:
N/A

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

1. Light in Place and Time 10%
2. Art of Light and Shadow 10%
3. Light, Space, and Form 25%
4. Sections and Windows of Opportunity 10%
5. Luminous Envelopes and Shady Aesthetics 10%
6. Structured and Material Light 35%

Prerequisites: none

Textbooks/Learning Resources:

1. Texts: Three books are used as the main texts:
2. Select Readings: The course readings address a variety of issues related to place, light, and the building envelope that support the investigation of the class exercises. Readings are assigned with the course exercises and available on the Moodle course website (see ARCH 5539 assignments for details).
3. Reference Books: An extensive list of reference books and materials are available through reserve at the College of Design Library (see ARCH 5539 syllabus for details).
4. Software: Rhino and Diva for Rhino (available in computer lab).

Offered (semester and year):
Spring 2014, 2015

Faculty assigned, 2014, 2015
Mary Guzowski – F/T
Arch 5550 Topics in Technology (3 Credits)
Elective Masters

Course Description (limit 25 words):
Selected topics in architecture technology, e.g., construction, environmental management, energy performance, lighting, materials.

Course Goals & Objectives: Varies by course

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites: Varies by course

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Fall 2012, Spring 2013, Fall 2013, Spring 2014

Faculty assigned, Fall 2012: Mary Guzowski – F/T, Benjamin Ibarra-Sevilla -F/T, Loren Abraham - P/T
Faculty assigned, Spring 2013: Daniel Handeen - P/T, Lucas Alm - P/T, William Weber - P/T
Faculty assigned, Summer 2013: Blaine Brownell - F/T, James Garrett Jr - P/T
Faculty assigned, Fall 2013: Rick Carter - P/T
Faculty assigned, Summer 2014: Brownell - F/T
Arch 5550 Environmental Technology:
Integrative Ecological Design for Responsive Architecture (3 Credits)
Elective Masters (current students required to take in lieu of 5516)

Course Description (limit 25 words):
This course is full semester technology course taught integrally and in parallel with Arch 8255 GD3 Studio.

Course Goals & Objectives: This course introduces the ecological design concepts and principles of daylighting, thermal, energy, and building systems integration. The course will provide students with an understanding of the primary architectural and technological implications of lighting and thermal to inform design and ecological thinking and to support sustainable design decision-making. An integrated approach to the course topics will be explored from a variety of perspectives in order to: promote ecological and holistic systems thinking; understand and apply design analysis to meet environmental building needs; enable daylighting, thermal, and systems integration in design; integrate appropriate design and technology applications; and develop methods of design and performance assessment and testing.

Student Performance Criterion(a) addressed:

B.3 Sustainability
B.8 Environmental Systems

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

- Bioclimatic site assessment: 20%
- Illustrated environmental program: 20%
- Façade and room: 20%
- Conceptual building system design: 40%

Prerequisites: None

Textbooks/Learning Resources:

Computer Modeling Software:
- UMI: Urban Model Interface: energy, solar envelope, daylight at the urban scale
- Diva (Radiance and Grasshopper): daylighting, thermal, envelope, comfort, and energy simulations
- DAYSIM and Radiance: daylighting and comfort
- Sefaira Concept: energy and thermal schematic design
- VE Gaia and Climate Consultant: bioclimatic, energy, and carbon assessment

Offered (semester and year):
Fall 2015

Faculty assigned, 2015
Arch 5561 Building Tech 1 (Structures) (2 Credits)

Required Masters

Course Description (limit 25 words): This course explores the basics of structural building design through loading, forces, statics, basic member analysis, materials, and structural systems.

Course Goals & Objectives: The goal is to equip designers with a structural toolbox by establishing an understanding of structures and their integral role in building design. While the course is founded on engineering, it is not intended as an advanced engineering or analysis course. Rather, it is aimed at developing a conceptual understanding of structural behavior that will guide professionals in their practice of building design.

Student Performance Criterion(a) addressed:

B.9   Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
Class participation and activities (10%)
Assignments (30%)
Quizzes (20%)
Final exam (40%)

Prerequisites:
None

Textbooks/Learning Resources:

Offered (semester and year):
Fall 2013, 2014

Faculty assigned, Fall 2013
Susi Strothman - P/T

Faculty assigned, Fall 2014
Ryan Hopeman - P/T
Kirk Davis - P/T
Arch 5562: Materials and Methods of Construction (2 Credits)

Required Masters

Course Description (limit 25 words):
This course examines selected construction practices and projects since WW2 but will focus on practices of the past twenty years.

Course Goals & Objectives:

- To understand the general rules and fixed knowledge about making buildings.
- To choose materials and construction systems as relevant and appropriate to current practices.
- To apply our knowledge of building systems and structures to the design of a building.

Student Performance Criterion(a) addressed:

A.7 Use of Precedents
B.12 Building Materials and Assemblies

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

- Concrete 2 5%
- Wood 20%
- Steel 25%
- Masonry 20%
- Foundations 10%

Assignments:

- Development of Design Conditions/ Precedent 40%
- Development of Design Conditions/ Studio Project 45%
- Exams (pop quizzes) 15%

Prerequisites:
None

Textbooks/Learning Resources:

Offered (semester and year):
Fall of each year

Faculty assigned, 2013
Sharon Roe – F/T
Arch 5563 Advanced Building Technology: Building Tech 3 (2 Credits)

Required Masters

Course Description (limit 25 words):
Logic of integrating building systems. Improving understanding of/thinking critically about integration principles, theories, practice, and application. Identifying/working through problems project architect must address.

Course Goals & Objectives:

• To move to a better understanding of the variables in design—how each decision changes the total effect. We will examine how each design decision affects every other design decision.

• To learn to recognize your design goals and problems, to gather relevant data and information to solve those problems, to check your assumptions, to follow out the implications of your design decisions, and to consider all relevant points of view to design issues. In general, you will learn to evaluate your thinking as designers for its clarity, accuracy, precision, relevance, significance, and logic.

Student Performance Criterion(a) addressed:

B.10 Building Envelope Systems
B.11 Building Service Systems

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Envelope Systems</td>
<td>25%</td>
</tr>
<tr>
<td>Plumbing and Mechanical Systems</td>
<td>20%</td>
</tr>
<tr>
<td>Circulation Systems (review of Structural Systems)</td>
<td>20%</td>
</tr>
<tr>
<td>Integration Strategies</td>
<td>35%</td>
</tr>
</tbody>
</table>

Assignments:

Exercise 01: Construction Site Project 30%
Exercise 02: Studio Precedent 60%
Exams (pop quizzes) 10%

Prerequisites:
Arch 5562 or equivalent

Textbooks/Learning Resources:

Offered (semester and year):
Fall 2014

Faculty assigned, 2014
Sharon Roe – F/T
Arch 5564 Tech 4: Building Structural Systems (2 Credits)

Required Masters

Course Description (limit 25 words):
Expands on the fundamentals of structural analysis and design covered in ARCH 5561 by undertaking a comprehensive study of structural building systems.

Course Goals & Objectives:

1. Understand basic structural behavior in buildings
2. Understand the basics of mechanics and statics in building structures
3. Gain knowledge of common structural building materials
4. Learn about structural design tools such as rules of thumbs, moment and shear diagrams
5. Be aware of the connection between spatial order and structure in architecture

Student Performance Criterion(a) addressed:

B.9 Structural Systems

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and activities</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Project</td>
<td>50%</td>
</tr>
</tbody>
</table>

Prerequisites: Arch 5561 or equivalent

Textbooks/Learning Resources:

(See syllabus for complete list of recommended books.)

Offered (semester and year):
Fall 2014

Faculty assigned
Ryan Hopeman - P/T (2014)
Kirk Davis- P/T (2014)
Arch 5609 Development and Implementation of Research (3 Credits)
Elective Masters

Course Description (limit 25 words):
Bridge gaps among architectural research, design, practice. Forum to independently develop research topics/implement research methods related to architectural scholarship/practice, aided by classmates, instructor, guest lecturers.

Course Goals & Objectives:

- Identify architectural research topics and refine the scope of research questions
- Frame research questions and objectives within broader context of profession and area of specialization
- Identify and critically evaluate related literature and precedents using appropriate citation standards
- Practice dissemination of research through oral presentation and written composition

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites: None

Textbooks/Learning Resources:


Offered (semester and year):
Fall 2013, 2014

Faculty assigned, 2013, 2014
Gregory Donofrio – F/T
5611 Design in the Digital Age (3 Credits)

Elective Masters

Course Description (limit 25 words):
Introduction to design, design process. Developing/understanding ways of seeing, thinking, and acting as a designer. Changes in design being wrought by digital technology.

Course Goals & Objectives:

- Course covers a variety of topics related to how digital tools are changing both in the process and product of design.
- Our class will explore 3D modeling, visualization, analysis, information management, communication, presentation, and design’s relationship to the manufacturing process.

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

- Weekly/biweekly assignments: 60%
- Midterm: 20%
- Final exam: 20%

Prerequisites: graduate student or upper level undergrad student

Textbooks/Learning Resources: Assigned reading and research via web. Class handouts.

Offered (semester and year):

Faculty assigned, 2013
Jim Dozier - F/T

Faculty assigned, 2014, 2015
Lee Anderson – F/T
Arch 5621 Professional Practice (3 Credits)
Required Masters

Course Description (limit 25 words):
Legal, ethical, business, and practical requirements of architectural practice. Contemporary and historical models of contract formation, business principles, accounting, project management, design services, and marketing.

Course Goals & Objectives:

- To make clear the connection between design and the building production industry now and in the future.
- To understand new relationship between architectural design and research and new roles for architects in multidisciplinary teams.
- Study case examples to show how design choices are made in the context of present economic, ethical and contractual forces and how these might project forward to the future.
- Cover issues related to design and construction documentation, sequence, coordination, and communication, as well as financial and legal responsibilities and how such concerns impact the design.

Student Performance Criterion(a) addressed:

A.1 Communication
A.4 Technical Documentation
A.11 Applied Research
B.7 Financial Considerations
C.1 Collaboration
C.3 Client Role in Architecture
C.4 Project Management
C.5 Practice Management
C.6 Leadership
C.7 Legal Responsibilities
C.8 Ethics and Professional Judgment
C.9 Community and Social Responsibility

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

- Context: Local Firm Interview 15%
- Research: Research-based Practice Futures 15%
- Practice Exercises: Section Synthesis 24%
- Practice Exercise: Twitter/Convention 6%
- Practice Exercises: Mini-case Study 35%

Prerequisites:
Second year graduate student

Textbooks/Learning Resources: moodle class website

Offered (semester and year):
Fall 2012, 2013, 2014

Faculty assigned, 2012, 2013, 2014
Renee Cheng – F/T
Arch 5650 Topics in Architectural Practice (3 Credits)
Elective Masters

Course Description (limit 25 words):
Topics in architectural practice, methods of design production, marketing, operation, and relationships among clients, architecture, and society.

Course Goals & Objectives: Individual goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed:

N/A

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

Prerequisites: Varies by course

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Spring 2014

Faculty assigned, 2013
Ben Delwiche – F/T
Arch 5651 Building Stories (3 Credits)
Elective Masters

Course Description (limit 25 words):
Professional practice education by means of case study analysis.

Course Goals & Objectives:
- Acquire practice knowledge through case studies analysis and professional practice simulation,
- Understand practice knowledge through decision-making processes to resolve cases at critical moments
- Work collaboratively with peers and practicing professionals to learn about the dynamics of practice.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
Cook Case Analysis: Content & Presentation 25%
Bertelsen Case Analysis: Content & Presentation 25%
Notebook: Content & Presentation 40% Class participation 10%

Prerequisites: None

Textbooks/Learning Resources: Class moodle site

Offered (semester and year):
Spring 2013

Faculty assigned, Spring 2013: Renee Cheng – F/T, Poul Bertelsen – P/T, Nathan Knutson - P/T, Julie MacLeod - P/T
Faculty assigned, Spring 2014: Renee Cheng – F/T, Poul Bertelsen – P/T, John Cook – P/T
Faculty assigned, Spring 2015: Nathan Knutson - P/T, Julie MacLeod - P/T
Arch 5670 Topics in Historic Preservation (3 Credits)
Elective Masters

Course Description (limit 25 words):
Selected topics in the theory, philosophy, research, and methods of architectural historic preservation.

Course Goals & Objectives: Varies by course

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites: None

Textbooks/Learning Resources:
Varies by course

Offered (semester and year):
Spring 2013, 2014

Faculty assigned, 2013
Jim Lutz - F/T
Bob Mack - P/T

Faculty assigned, 2014
Philip Waugh - P/T
Arthur Chen - F/T
Angela Wolf-Scott - P/T
Arch 5671 Historic Preservation (3 Credits)
Elective Masters

Course Description (limit 25 words):
Philosophy, theory, origins of historic preservation. Historic archaeology/research, descriptive analysis, documentation of historic buildings. Government's role in historic preservation, preservation standards/guidelines, preservation/building codes, preservation advocacy.

Course Goals & Objectives:

- Know the history of the preservation movement in the United States and the broader historical context in which it developed.
- Understand changes that have taken place over time in the objectives, theories, and methods of the historic preservation movement.
- Learn contemporary preservation terms, practices, and laws.
- Critically evaluate and debate current preservation norms, objectives, and policies through written assignments and class discussions.
- Independently frame and research a final paper on a preservation-related topic, making use secondary source materials.

Student Performance Criterion(a) addressed:

N/A

Topical Outline (include percentage of time in course spent in each subject area):
Attendance: 10%
Quizzes: 15%
Building Description: 15%
“What is Historic?”: 15%
Section 106: 15%
Literature Review Paper Proposal: 5%
Graduate Student
Class Presentations (Factored into Final Paper Grade)
Final Research Paper: 25%

Prerequisites: ARCH 3412

Textbooks/Learning Resources:

Additional readings as indicated throughout the syllabus. These readings will be available for download through the university library website, or on Moodle, as indicated in the notes for each week.

Offered (semester and year):
Fall 2012-2014

Faculty assigned, 2012-2014
Gregory Donofrio – F/T
Arch 5672 Historic Building Conservation (3 Credits)
Elective Masters

Course Description (limit 25 words):
Historic building materials, systems, and methods of conservation. Research on historic building materials and techniques using primary and secondary resources.

Course Goals & Objectives:
The course is designed to give students a familiarity with historic building materials and systems, causes of their deterioration, and appropriate methods for their conservation. In addition, students will learn recording techniques including measured drawings and large-format-photography.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
Research Plan 5%
Draft Paper 10%
Research Paper 25%
Draft Recommendations 10%
Presentation to Class 15%
Final Recommendations 25%
Quizzes 10%

Prerequisites: ARCH 3412, 5671

Textbooks/Learning Resources:
Thomas C. Jester, Twentieth-Century Building Materials: History and Conservation
Preservation briefs and other articles supplied by instructors

Offered (semester and year):
Fall 2012, 2013

Faculty assigned, 2012, 2013
Todd Grover – F/T
Megan Elliot - P/T
Arch 5673 Historic Property Research and Documentation (3 Credits)
Elective Masters

Course Description (limit 25 words):
Methods of historic property research using primary and secondary sources to assessment historical significance. Descriptive analysis and documentation using architectural taxonomy, measured drawing, large-format photography.

Course Goals & Objectives:

- Understand architectural terms and styles to prepare writing description of historic properties
- Learn to conduct primary research for historic properties to construct statement of historical significance
- Conduct an architectural/historic survey of multiple properties
- Document historic properties through measured drawings and photography

Student Performance Criterion(a) addressed:

N/A

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Research Strategy Outline</td>
<td>10%</td>
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<tr>
<td>Drawing Documentation Exercise</td>
<td>20%</td>
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<tr>
<td>Draft Narrative Statement of Significance</td>
<td>10%</td>
</tr>
<tr>
<td>Draft Narrative Description</td>
<td>10%</td>
</tr>
<tr>
<td>NRHP Determination of Eligibility Report</td>
<td>15%</td>
</tr>
<tr>
<td>Architectural/Historic Survey Fieldwork and Final Product</td>
<td>30%</td>
</tr>
</tbody>
</table>

Prerequisites: ARCH 3412, ARCH 3641, ARCH 4/5671, or upper-level architectural history class, with instructor permission

Textbooks/Learning Resources:

Offered (semester and year):
Spring, 2013-2015

Faculty assigned, 2013, 2014, 2015
Elizabeth Gales—P/T
Todd Grover—P/T
Arch 5674 World Heritage Conservation (3 Credits)

Elective Masters

Course Description:
Investigations of design and planning for the conservation of historic buildings and cultural heritage sites and their management for public use.

Course Goals & Objectives:
- Understanding of design interventions from a conservationist's perspectives
- Evaluation of the Outstanding Universal Values of cultural heritage
- Documentation of significance of cultural heritage sites and landscapes
- Identification of architectural and cultural elements contributing to that significance
- Determination of appropriate design approaches and conservation strategies
- Evaluation of alteration/addition interventions, management and conservation plans

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
- Exercises 20%
- Mid-term project 20%
- Class participation 10%
- Final project/paper 50%

Prerequisites:
History of art, architecture, or instructor permission

Textbooks/Learning Resources:
UNESCO, Operational Guidelines for the Implementation of World Heritage Conservation
Nicholas Price et al, Historical and Philosophical Issues in the Conservation of Cultural Heritage
Jukka Jokilehto, History of Architectural Conservation

Offered (semester and year):
Fall 2012-2014

Faculty assigned, 2012-2014
Arthur Chen – F/T
Arch 5711 Theories and Principles of Urban Design (3 Credits)

Elective Masters

Course Description:
Evolution of contemporary city. Dynamics that created contemporary urban spatial patterns. Planning/design theories that have guided public interventions in built environment. Thematic texts, classroom discussions.

Course Goals & Objectives: Students use readings by authors who define the public realm in diverse and challenging ways to develop new positions on the changing nature of the public realm, and through that work manifest individual, independent thinking about the role of the public realm as the central tenet of urban design.

Student Performance Criterion(a) addressed:

N/A

Topical Outline (include percentage of time in course spent in each subject area):
In-Class Discussions 30%
Weekly Memos 30%
Illustrated Research Paper 40%

Prerequisites: None

Textbooks/Learning Resources: Required readings are supplied on the course Moodle site.

Offered (semester and year):
Spring 2013-2015

Faculty assigned
Ignacio San Martin - F/T, Spring 2013
William Conway - F/T, Spring 2014, 2015
Arch 5721 Case Studies in Urban Design (3 Credits)

Elective Masters

Course Description:
Evolution of contemporary city. Dynamics that created contemporary urban spatial patterns. Planning/design theories that have guided public interventions in built environment. Thematic texts, classroom discussions.

Course Goals & Objectives:
- Familiarity with specific projects which are regarded as important in the study and practice of urban design
- An appreciation for the value of research using the case study method
- Competency in evaluating design projects critically with respect to compatibility with the urban context
- Familiarity with the work of specific architects and design approaches, logic or theoretical constructs
- The degree to which specific projects promote sustainable and livable cities

Student Performance Criterion[a] addressed:

N/A

Topical Outline (include percentage of time in course spent in each subject area):
Case Study I  40%
Case Study II  45%
Participation  15%

Prerequisites:  None

Textbooks/Learning Resources:
Wayne Attoe, "The Role of the Critic," Companion to Contemporary Architectural Thought
Robert Yin, Case Study Research Design Method
Jean Baudrillard, "The Beaubourg-effect: Implosion and Deterrence" in Rethinking Architecture
Kenneth Frampton, The Architecture of Glenn Murcutt

Offered (semester and year):
Spring 2014-2015

Faculty assigned, 2013, 2014, 2015
Cynthia Jara – F/T
Arch 5731 Territorial City (3 Credits)
Elective Masters

Course Description (limit 25 words):
This seminar offers an opportunity to define, research, and test urban design issues that affect the Minneapolis–St. Paul metropolitan area.

Course Goals & Objectives:
The primary goal of the course is to deepen understanding of the forces affecting change in contemporary cities. Students achieve this goal through three related actions:
1. Reading assigned course material and discussing it in class meetings.
2. The production of weekly one-page memos in which students analyze and critique the work of assigned authors.
3. Working in small teams and referencing course readings, students are asked to identify a specific issue that poses a unique urban challenge to the twin cities metropolitan area. Teams are tasked: to define the issue, to describe the nature of the urban challenge and to describe how their proposed research will be executed.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
A. 1. 40%
A. 2. 20%
A. 3. 15%
A. 5. 15%
A. 10. 10%

Prerequisites: None

Textbooks/Learning Resources:
Readings supplied by instructor on Moodle site.

Offered (semester and year):
Fall 2012-2013

Faculty assigned, 2012, 2013
William Conway – F/T
Arch 5750 Topics in Urban Design (4 Credits)
Elective Masters

Course Description (limit 25 words): Special topics in the theory and practice of urban design.

Course Goals & Objectives: Individual goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed:
N/A

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

Prerequisites: Varies by course

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Spring 2013, 2014, Fall 2014, Spring 2015

Faculty assigned, 2013
Michael Haggans, P/T

Faculty assigned, 2014
Arthur Chen - F/T
Julia Robinson – F/T
R.T Rybak - P/T
James Wheeler - P/T

Faculty assigned, Fall 2014
R.T. Rybak - P/T

Faculty assigned, Spring 2015
R.T. Rybak - P/T
William Weber - P/T
Vincent James/Jennifer Yoos/Andrew Blauvelt - P/T
Arch 5993 Directed Study (1-4 Credits)
Elective Masters

Course Description: Guided individual reading or study

Course Goals & Objectives: Individual goals and objectives are determined by instructor around the topics theme.

Student Performance Criterion(a) addressed:

N/A

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

Prerequisites: Varies by course

Textbooks/Learning Resources: Varies by course

Offered (semester and year):
Spring 2014

Faculty assigned, 2013
John Comazzi – F/T
Jim Lutz – F/T
Tom Fisher – F/T
Patrick Huelman – F/T
Andrea Johnson – F/T
Arch 8251 Graduate Design I (9 Credits)

**Required Masters**

**Course Description (limit 25 words):** Design projects focus on fundamental issues of space/form/light/materiality in relation to human habitation. Design as a process of exploration/inquiry. Modes/media of representation, their critical impact.

**Course Goals & Objectives (bulleted list):**
- To establish awareness of design habits and presumptions, introduce new ways of generating ideas, and explore various ways of transforming concepts into material architecture.
- To explore programming as a conceptual issue, the phase of design that determines not only the physical functioning but also cultural, political, and social consequences of design decisions.
- To explore various modes of visual representation and test them as conceptual, spatial, analytical, and critical tools.
- To demonstrate that building technology issues (structural systems, materiality, and energy concerns) are integral to the processes of conceptualization and development of design ideas.
- To define architecture within its material surroundings as well as historical, social, cultural, and environmental relationships.

**Student Performance Criterion/a addressed:**
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- A.10 Cultural Diversity
- B.2 Accessibility
- B.4 Site Design
- B.10 Building Envelope Systems
- B.12 Building Materials and Assemblies
- C.1 Collaboration

**Topical Outline (include percentage of time in course spent in each subject area):**
- 15% Conceptual exercises and readings problematizing the studio-specific issues
- 20% In-depth study of a precedent relevant to the studio-specific issues
- 25% Site explorations and critical programming
- 40% Design

**Prerequisites:** none

**Textbooks/Learning Resources:** provided by instructor

**Offered (semester and year):** Fall of each year

**Faculty assigned, Fall 2012:** Sharon Roe - F/T, Nat Madson - P/T, Adam Marcus - P/T

**Faculty assigned, Fall 2013:** Marc Swackhamer - F/T, Sharon Roe - F/T, Nina Ebbighausen – P/T

**Faculty assigned, Fall 2014:** Sharon Roe - F/T, Charlie Lazor - P/T
Arch 8253 Graduate Design II (9 Credits)

*Required Masters*

**Course Description (limit 25 words):** Arch 8253 focuses on ways in which architects structure their conceptual work with emphasis on bringing discipline to conceiving, exploring, researching, and developing architectural ideas.

**Course Goals & Objectives:**

- Focus on the in-depth exploration of architectural issues through designing buildings and public spaces;
- Critically engage with different forces that shape/inform architecture;
- Explore various media, tools and techniques of representation, and the critical issues they raise;
- Establish connections between processes of researching, generating ideas and developing material architecture.

**Student Performance Criterion(a) addressed:**

- A.2 Design Thinking
- A.3 Visual Communication
- A.5 Investigative Skills
- A.6 Fundamental Design
- A.7 Use of Precedents
- A.8 Ordering Systems
- A.10 Cultural Diversity
- B.1 Pre-Design
- B.2 Accessibility
- B.4 Site Design
- B.5 Life Safety
- B.9 Structural Systems
- B.11 Building Service Systems
- B.12 Building Materials and Assemblies
- C.2 Human Behavior

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

- **Design process:** establishing awareness of students’ design habits and presumptions, exploration of new ways of generating ideas, and various ways of transforming concepts into material architecture. 50%
- **Programming and ADA:** exploration of programming as a conceptual issue, the phase of design that determines not only the physical functioning but also cultural, political, and social consequences of design decisions. Application of Universal Design and Life Safety principles. 10%
- **Representation:** exploration of various modes of visual representation and testing them as conceptual, analytical, and critical tools. 10%
- **Technology:** exploration of building technology issues (especially structural systems but also materiality, and energy concerns) and how they are integral to the processes of conceptualization and development of design ideas. 20%
- **Site and urban issues:** exploration of architecture within its material surroundings as well as historical, social, cultural, and environmental relationships. 10%

**Prerequisites:** Arch 8251 (Graduate Design 1)

**Textbooks/Learning Resources:** vary by section

**Offered (semester and year):** Fall of each year

**Faculty assigned, Fall 2012:** Gunter Dittmar - F/T, Bob Ganser/Christian Dean - P/T, Jeffrey Mandyck - P/T, Andrzej Piotrowski - F/T

**Faculty assigned, Fall 2013:** Kendra Beaubien – Adjunct, Jeffrey Mandyck – Adjunct, Andrzej Piotrowski – F/T, Jennifer Yoos – F/T

**Faculty assigned, Fall 2014:** Andrzej Piotrowski – F/T, Jeffrey Mandyck - P/T, Jennifer Yoos – P/T, Nat Madson
8254 Technical Applications in Design (4 credits)

Required Masters

Course Description (limit 25 words):
Students in this course develop the technical resolution of a schematic project from a previous studio. Explorations include integrated development of the material, environmental and technical qualities of the site and building.

Course Goals & Objectives:
To explore the design potential inherent in technical development of a design project. Course work will test design concepts by developing details, integration of building systems, structural bay, enclosure, cost considerations and regulatory compliance. Exercises are intended to encourage students to expand projects from previous studio semesters to a high degree of technical competence.

Student Performance Criterion(a) addressed:

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<tbody>
<tr>
<td>A.4</td>
<td>Technical Documentation</td>
</tr>
<tr>
<td>B.6</td>
<td>Comprehensive Design</td>
</tr>
<tr>
<td>B.11</td>
<td>Building Service Systems</td>
</tr>
</tbody>
</table>

Topical Outline (include percentage of time in course spent in each subject area):
Mid-term evaluation 15%
Final evaluation 85%

Prerequisites:
M.ARCH, ARCH 8253, or permission of Director of Graduate Studies

Textbooks/Learning Resources:
Required Reading:
Orton, Andrew, *The Way We Build Now; form, scale and technique*, VNR, London, 1988

Offered (semester and year):
Spring 2013

Faculty assigned, 2013
Robert Ganser - P/T, William Conway - F/T, Eric Amel - P/T, Victor Pechaty - P/T
Arch 8255 Graduate Design III (6 Credits)

Required Masters

Course Description: The penultimate design studio in the Master of Architecture program, addressing multiple forms of research and analysis that are integrated into a comprehensive building design process.

Course Goals & Objectives: The objective of this course is to explore the design potential inherent in the technical development of a design project. Course work will test and articulate design concepts through the development of details, carefully considered building systems, responses to structure and enclosure, and the thoughtful development and integration of sustainability, environmental systems, accessibility, and site design. Students in this course are expected to:

- Develop a comprehensive architectural project
- Demonstrate a critical position of conceptual, developmental, and comprehensive design
- Articulate a compelling critical and creative argument
- Develop and refine self-guided and independent design thinking
- Develop and refine collaborative work skills
- Demonstrate a clear synthesis of skills and knowledge from previous core design studios
- Demonstrate competent ability in visual and graphic representation

Student Performance Criterion(a) addressed:

A.2 Design Thinking
A.3 Visual Communication
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.8 Ordering Systems
A.9 Historical Traditions/Global Culture
B.1 Pre-design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design
B.8 Environmental Systems
B.9 Structural Systems
B.10 Building Envelope Systems
B.11 Building Service Systems
B.12 Building Materials and Assemblies

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

Presentation/Communication Skills: 10%
Collaborative Research: 15%
Design and Design Development: 45%
Technical and Comprehensive Integration: 30%

Prerequisites:
Arch 8251 (Graduate Design 1); Arch 8253 (Graduate Design 2)

Textbooks/Learning Resources:
Varies by class section (see syllabi)

Offered (semester and year):
Fall of each year

Faculty assigned, Fall 2012: Ignacio San martin - F/T, Marc Swackhamer - F/T, William Conway - F/T, Ozayr Saloojee - F/T

Faculty assigned, Fall 2013: Mary Guzowski – F/T, Mic Johnson – F/T, Ozayr Saloojee – F/T

Faculty assigned, Fall 2014: Blaine Brownell - F/T, Ozayr Saloojee - F/T, Mic Johnson - F/T
Arch 8299 Masters Final Project (10 Credits)

Course Description:
Students propose and develop an individual project with instructor guidance as a demonstration of architectural knowledge, design-research ability, critical thinking and communication skills.

Course Goals & Objectives:
- To measure the student’s knowledge in the field architecture, the ability to conduct research leading to a design proposition, and the ability to think critically and to communicate architecture’s discipline visually and verbally.
- To develop and demonstrate a clearly stated intention and appropriate strategy for investigation
- To develop and demonstrate consistent research and/or design effort
- To develop project ideas conceptually and technically and/or to conclusive research depth
- To develop a project relevant to the discipline of architecture and its future

Student Performance Criterion(a) addressed:
Because of the unique nature of Arch 8299, individual students will address a broad range of Student Performance Criteria. Regardless of individual project scope and character, however, all students will address the following:

A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):
20 % — Developing a proposal for design inquiry
60 % — Investigating, iteratively developing and developing a design proposition
20 % — Presenting progress and/or final design proposition

Prerequisites:
There are no enforced prerequisites for Arch 8299, however it is the conclusive course in the M.Arch studio sequence.

Textbooks/Learning Resources:
Arch 8299 is student-led, individual project work. Each student compiles his/her own list of sources, which vary broadly by project topics/goals.

Offered (semester and year):
Spring term, annually

Faculty assigned, Spring 2013: Adam Marcus – P/T, Arthur Chen – F/T, Jennifer Yoos - P/T, William Tozer - P/T
Faculty assigned, Spring 2014: Gayla Lindt – F/T, John Comazzi – F/T, William Tozer
Faculty assigned, Spring 2015: John Comazzi - F/T, Lisa Hsieh – F/T, Jennifer Yoos – P/T
Arch 8561 Sustainable Design Theory and Practice (3 Credits)  
Elective Masters

Course Description (limit 25 words):  
This course considers an expanded role for architecture by embracing a much needed whole systems,  
ecologically-based perspective that reconfigures the fundamental scope of design within social and ecological  
communities.

Course Goals & Objectives:
- Knowledge of sustainability theory and its connection to design practice.
- Design context, strategies, and tools for evaluating sustainable design theory and practice.
- Lessons from exemplary precedents and fieldwork.
- An opportunity for students to actively engage in developing sustainable design solutions working with local  
  professionals and client advisors on real building and sites.
- A framework for students to develop their own sustainable design theory and principles for practice.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
- Class participation 25%
- Research and pattern assignment 15%
- Team project 60%

Prerequisites:
None

Textbooks/Learning Resources:
Readings provided on the course Moodle site.

Offered (semester and year):
Every fall semester

Faculty assigned, 2012: Doug Pierce —P/T
Faculty assigned, 2013: Doug Pierce —P/T
Faculty assigned, 2014: Doug Pierce —P/T
Faculty assigned, 2015: Doug Pierce—P/T
Arch 8563 Energy and Indoor Environmental Quality Issues in Sustainable Design (3 Credits)
Elective Masters

Course Description (limit 25 words):
Energy/IEQ aspects of sustainable design related to global environmental issues. Energy/IEQ strategies, methods, and tools as applied to sustainable building design. Research projects, case studies.

Course Goals & Objectives:
- Students will explore energy, technology and systems in architecture to reduce energy and improve IEQ and develop an operative knowledge of the role of energy and IEQ in the formation in architecture
- Students will acquire an understanding and application of the thermodynamic, physiological, and ecological principles that taken for granted in buildings and building design
- Students will gain the ability to develop a coherent climate and energy strategy that is integral to the formation and construction of a building

Student Performance Criterion(a) addressed: N/A

Topical Outline (include percentage of time in course spent in each subject area):
Energy (65%)
IEQ (35%)

Prerequisites:
None

Textbooks/Learning Resources:


Computer Tools: Climate Consultant | Sefaira | Comfen | Sketch-Up | Energy Profile Tool (EnerSys Analytics)

Offered (semester and year):
Every spring semester

Faculty assigned, 2012: Jay Johnson –P/T
Faculty assigned, 2013: Jay Johnson –P/T
Faculty assigned, 2014: Julianne Laue –P/T
Faculty assigned, 2015: Julianne Laue –P/T
Arch 8565 Materials Performance in Sustainable Building (3 Credits)
Elective Masters

Course Description:
Building-material properties, resource conservation, fabrication/construction processes in production of high performance sustainable building designs.

Course Goals & Objectives:
- Develop knowledge about how material selection fits within the context of a whole building design process
- Develop knowledge about material resource and energy flows, as well as ways to evaluate sustainable product certification methods—the interaction between manufacturing conservation, recycling/reuse and waste—as fundamental to the design process
- Develop evaluation and assessment (decision making) processes for material life-cycles; construction use and maintenance; manufacturing and fabrication; material acquisition/preparation/reuse; and recycling and disposal
- Develop knowledge about ecolabeling and LCA assessment tools and their function with other strategies (Athena, LEED, and B3) that improve energy efficiency, conserve materials resources and reduce waste during construction, building operations and deconstruction

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
Mock Debate on PVC Avoidance (5%)
Material Comparison (10%)
Do-it-Yourself Ecolabel (15%)
Material Assembly (15%)
(Un)Common Design Project (40%)
Readings and Class Participation (15%)

Prerequisites:
None

Textbooks/Learning Resources:
BEES: Life Cycle Assessment protocols for product comparison
Athena EcoCalculator: Life Cycle Assessment protocols for building assemblies
Athena Impact Estimator: Life Cycle Assessment protocols for buildings

Offered (semester and year):
Every spring semester

Faculty assigned, 2012: Blaine Brownell – F/T
Faculty assigned, 2013: Blaine Brownell – F/T
Faculty assigned, 2014: Blaine Brownell – F/T
Faculty assigned, 2015: Richard Strong – P/T (CSBR)
Arch 8567 Site and Water Issues in Sustainable Design (3 Credits)
Elective Masters

Course Description:
Provide students with knowledge of urban ecology, urban water cycle/budgets, site design and water conservation strategies, methods and tools.

Course Goals & Objectives:
- Students will acquire a rudimentary knowledge of urban ecology and natural flows of energy, water, and nutrients.
- Students will understand site and water issues at the global, national, state, community and project scale.
- Students will come to understand the urban water cycles and water balance on a site scale and be able to start design more sustainable sites and buildings with this knowledge.
- Students will be able to identify, apply and evaluate site and water design strategies and tools of a variety of sites with different water and climate regimes.

Student Performance Criterion(a) addressed:
N/A

Topical Outline (include percentage of time in course spent in each subject area):
Research/Reading peer review articles
Team Design Assignments w/ students other than architects
Project Presentations
Co-teaching/presentation
3 Field Trips

Prerequisites: None

Textbooks/Learning Resources:
GIS, Water Calculators, Soils resources, historical maps

Offered (semester and year):
Fall annually

Faculty assigned, 2012-2014
Peter MacDonagh – P/T
Richard Strong – P/T
2. Faculty Resumes
Loren Abraham  
Adjunct Assistant Professor

**Courses Taught In Academic Year 2012-2013 and Year 2013-2014:**  
Whole Building Analysis  
Optimizing the Building/Landscape Interface, Interdisciplinary Graduate level course  
Zero+ Design, Graduate Design Studio  
ARCH 5516 Environmental Tech II: Integrated Thermal and Luminous Design  
ARCH 5513 Environmental Technology I - Thermal Design in Architecture  
ARCH 8284 Studio: Eco-Affordable Dwelling  
ARCH 8561 Sustainable Design Theory and Practice

**Educational Credentials:**  
Bachelor of Arts-Architecture/Landscape Architecture, University of Minnesota, 1977  
Business Administration, Northeast Metro University, 1988  
Architectural Technology, Southeast Technical Institute, 1972

**Teaching Experience:**  
Workshop Instructor, Passive Solar Industries Council, 1994-96  
Sustainable Technology Curriculum Committee, University of Virginia, Architecture School, 1995-96  
FEMP Training Instructor, Department of Energy/FEMP, 1997-98  
Continuing Education Instructor, American Institute of Architects, 2006-2010  
Public Education Workshop Instructor, MRES, 2007-2012  
Adjunct Assistant Professor, University of Minnesota, 2005-present  
Salovich Research Fellow, University of Minnesota, College of Design, 2010-2013

**Professional Experience:**  
RSP Architects, Minneapolis Minnesota, 1982-1983  
KKE Architects, Minneapolis Minnesota, 1983-1984  
Andersen Corporation, Bayport, MN, 1984-1994  
William McDounough + Partners, Charlottesville, VA, 1994-1997  
Daybreak Technology, LLC, Charlottesville, VA, 1997-2001  
Abraham + Associates Architects, Minneapolis, 2001-present

**Licenses/Registration:**  
Licensed Architect, Minnesota, 1990-present, registration no. 20882  
LEED Accredited Professional, USGBC/Green Building Certification Institute, 2005-present  
LEED AP BD+C, Primary Specialty, Green Building Certification Institute, 2011-present  
Certification as Industrial Designer, Industrial Designers Society of America, US, 1992  
Certified Value Analysis/Value Engineering Professional, US, 1989

**Selected Publications and Recent Research:**  

Lucas Alm
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4150/5550  Topics in Architecture - Solar Decathlon
ARCH 4283 Undergraduate Architecture Studio III - UMore Park
ARCH 3250 Design Workshop - 100-Mile House
ARCH 4150/5650 Habitat Net-Zero House Seminar
ARCH 5650 Habitat Net-Zero House Studio
ARCH 4150/5650 Northside Net-Zero Seminar
ARCH 5650 Northside Net-Zero Studio
ARCH 5550 Multifamily Net-Zero Studio

Educational Credentials:
Bachelor of Arts, Lewis and Clark College, 1994
Master of Architecture Degree, University of Minnesota, 2000

Teaching Experience:
Adjunct Assistant Professor, University of Minnesota, 2001-present

Professional Experience:
Mulfinger, Susanka, Mahady and Partners, Minneapolis, 1997
Julie Snow Architects, Minneapolis, 1999-2001
Metropeligo, Minneapolis, 2001
Alchemy Architects, St. Paul, 2001-2003
Level Design Build, Minneapolis, 2003-2006
ALM Design Studio, St. Paul, 2007-present

Licenses/Registration:
Registered Architect, State of Minnesota

Selected Publications and Recent Research:

Professional Memberships:
AIA
Eric Amel  
Adjunct Assistant Professor  

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 8254 Technical Applications in Design  

Educational Credentials:  
M.Arch, Architecture, University of Minnesota, 1987 – 1994  
Bachelor of Science (B.S.), Natural Sciences, Mathematics, Art, Saint John's University, Collegeville, 1983-1987  

Teaching Experience:  
Adjunct Assistant Professor, University of Minnesota, 2005-present  

Professional Experience:  
Meyer Scherer & Rockcastle, Minneapolis, 2012-present  
HGA, Minneapolis, 2001-2012  
The Leonard Parker Associates, Minneapolis, 1997-2001  
RRTL Architects, Saint Paul, Minnesota, 1987-1997  

Licenses/Registration:  
Minnesota State Board of Architecture, Engineering, Land Surveying, Landscape Architecture, Geoscience and Interior Design, License 48813  

Selected Publications and Recent Research:  

Professional Memberships:  
AIA
Lee Anderson  
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 3611/5611 Design in the Digital Age  
ARCH 3250 Introduction to Virtual Reality  
ARCH 4382/5382 Advanced Computer Aids for Design  
ARCH 5350 Grad Design Studio Developing Future Clinics using VR with the Mayo Center for Innovation

Educational Credentials:
M. Arch., University of Minnesota, 1981  
BS, Mathematics/Asian Studies, Sophia University, Tokyo, Japan, 1973

Teaching Experience:
Assistant Professor, University of Minnesota, 1990-1996  
Associate Professor, University of Minnesota, 1996-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:
November 14, 2013. Invited presenter AIA Minnesota Annual Convention (with Amy Douma and Eric Keleny) "Virtual Reality for Architectural Design.”  
October 2, 2013. Invited presenter (with Amy Douma and Russ Williams) Chicago health conference “The Emerging Role of Virtual Reality Technology in Healthcare Design”  
October 2006. Invited presenter and panelist at the Networks & Neighborhoods in Cyberspace Symposium, University of Minnesota.  
October 2006. Invited keynote speaker at NTNU (Trondheim, Norway) Building Information Management conference.  

Professional Memberships:
Acadia
Kendra Beaubien  
Adjunct Instructor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:

Educational Credentials:  
M.Arch, Architecture, Economics, University of Minnesota  
Drawing, Printmaking, Scuola Internazionale di Grafica

Teaching Experience:  
Graduate Instructor in Mathematics and Architecture, University of Minnesota, 2000-2003  
Adjunct Faculty, University of Minnesota, 2013-present

Professional Experience:  
HGA, 2005-2013  
Cermak Rhoades Architects, 2003-2005  
Research Assistant - Vernacular Housing, People's Science Institute, Dehra Dun, India, 2000  
SALA Architects, 1999-2000

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Poul Bertelsen
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:

Educational Credentials:
Danish equivalent of a B.Arch., Aalborg Polytechnic College, Denmark, 1965
Graduate Studies in Missiology and Third World Subjects, Selly Oak Colleges, Birmingham, U.K., 1969
Graduate School of Architecture, Ohio State University, Columbus, Ohio, 1972

Teaching Experience:
Professor in Practice, University of Minnesota

Professional Experience:
MSAADA Architects, 1980-present
Evangelical Lutheran Church in Tanzania & Danish Mission Society (DMS), 6 years
Darin & Armstrong, General Contractors, Detroit, Michigan, 1 year
Danish Branch of the Sudan United Mission, 1 year
Jydsk Arkitektkontor, 1 year

Licenses/Registration:
Registered Architect under the “Architects Register of Denmark” in 1988

Selected Publications and Recent Research:
2012, Design & Dignity, Kirk House Publishers, Minneapolis, MN.

Professional Memberships:
International Associate of the American Institute of Architects, Minnesota and Minneapolis Chapters
Blaine Brownell
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 3150 Topics in Technology, “Architecture in Transformation”
ARCH 4150/5550 May Term in Japan
ARCH 5110 Architecture as Catalyst, “Materials as Sensors”
ARCH 5541 Material Strategies
ARCH 5993 Directed Study, “3M LightGuide—Daylighting Research and Optimization”
ARCH 8565 Material Performance in Sustainable Building
ARCH 5110 Architecture as Catalyst, “Stimulus Package”
ARCH 5993: Directed Study, “Materials LCA in Design”
ARCH 8565 Material Performance in Sustainable Building

Educational Credentials:
Master of Architecture, Rice University, Houston, Texas, 1998
Bachelor of Arts in Architecture + Certificate in East Asian Studies, Princeton University, New Jersey, 1992

Teaching Experience:
Fulbright Fellow, Visiting Senior Researcher, Tokyo University of Science, Noda, Japan, 2006–2007
Visiting Professor in Sustainable Design, University of Michigan, Ann Arbor, Michigan, 2007–2008
Assistant Professor, University of Minnesota School of Architecture, Minneapolis, Minnesota, 2008–2013
Co-Director, Master of Science in Architecture–Sustainable Design Program, UMN, 2010–present
Associate Professor, UMN, 2013–present

Professional Experience:
Kajima Kensetsu, Tokyo, Japan, 1991
Takenaka Komuten, Nagoya, Japan, 1997
Willis Bricker + Cannady Architects, Houston, Texas, 1998–1999
Transstudio, Saint Paul, Minnesota, 2006–present

Licenses/Registration:
Registered Architect, 2003; NCARB, Washington, DC, State of Washington

Selected Publications and Recent Research:
(See complete CV for full list of recent publications.)

Professional Memberships: Advanced Materials Council; AIA; Fulbright Academy of Science & Technology; Journal of Architectural Education, Editorial Board (2010–2013); (NCARB); National Institute of Building Sciences (NIBS); Vision 2020 Sustainability Council (2014), Materials + Products Chair
Rick Carter
Adjunct Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5550 Topics in Technology

Educational Credentials:
Bachelor of Architecture, University of Minnesota, 1981
Sustainable Design, University of Minnesota, Master of Science, 2014

Teaching Experience:
Adjunct Professor, University of Minnesota’s College of Design, 1997-present

Professional Experience:

Licenses/Registration:
American Institute of Architects, Illinois, 001.016947, expires 11/30/14
American Institute of Architects, Michigan, 1301053792, expires 10/31/15
American Institute of Architects, Minnesota, 19074, expires 6/30/16
Certified Interior Designer, Illinois, C00268, expires 6/30/16

Selected Publications and Recent Research:
2014, Regional Indicators Initiative, http://regionalindicatorsmn.uli.org/
2012, “Plugload and Minnesota Sustainable Building 2030”, Center for Energy and Environment Blog

Professional Memberships:
AIA Minnesota
USGBC – Minnesota Chapter
Regional Indicators Initiative, ULI MN; Statewide, MN
Arthur Chen
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5674/4674 World Heritage Conservation
ARCH 4194H Honor Thesis/Capstone Project
ARCH 5670 Field Study: World Heritage of Gondar, Ethiopia
ARCH 5670 Topic in Preservation: World Heritage Cities
ARCH 5750 Topic in Urban Design Studio
ARCH 4150 Topic in Architecture: World Heritage Conservation
ARCH 5674 World Heritage Conservation
ARCH 8299 Master's Final Project
Special Teaching Assignment: Design Workshop at Chongqing University, China
ARCH 3301 Drawing for Design in Architecture

Educational Credentials:
Ph.D., Architecture, Georgia Institute of Technology, 1993
M.Arch. North Carolina State University, 1983
B.Arch., Tamkang University, 1976

Teaching Experience:
Associate Professor with tenure appointment, University of Minnesota, 2001-present
Director of the Center for World Heritage Studies
Director of Study Abroad Program - Lisbon, Barcelona & Venice

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:
2012, Operational Manual for the Database of Public Squares in Lamu by UNESCO
2012, Operational Manual for Heritage inventory Conservations in Kiribati by UNESCO
2011, Operational Manual for the Database of Public Squares in Zanzibar Stone Town, UNESCO and the state party
2010, The Inventory of Squares in Stone Town, UNESCO/WHC and Stone Town Conservation and Development Authority, Zanzibar
2009, The Baku Inventory Project, Paris: UNESCO
2006, Projects for Sant'Eufemia Island, Co-editor & author, Venezia: Venice Lagoon Foundation

Professional Memberships:
Member of Editorial Board, Journal of Architectural and Planning Research (JAPR)
Associate Editor, Journal of Culture at Heritage Management and Sustainable Development
Member of ICOMOS
Renee Cheng  
Professor and Associate Dean

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5621 Professional Practice
ARCH 5650 Building Stories (there are multiple sections/topics under this one number, typically have run two sections in the spring)

Educational Credentials:
M.Arch, Harvard University Graduate School of Design, 1989
A.B., Harvard College, Psychology Concentration, Cum Laude, 1985

Teaching Experience:
Teaching Fellow, Harvard University, 1985–89
Adjunct Assistant Professor, University of Michigan, 1993–95
Cass Gilbert Visiting Professor, University of Minnesota, Twin Cities, 1998
Associate Professor, University of Arizona, 2001
Assistant Professor, University of Arizona, 1996–2001
Associate Professor, University of Minnesota, Twin Cities Campus, 2002–2008
Professor, University of Minnesota, Twin Cities Campus, 2008–present

Professional Experience:
William Rawn Associates, Boston, Massachusetts, 1988
Pei, Cobb, Freed & Partners, New York, New York, 1989
Oliver Cope, Architect, New York, New York, 1989–90
Cheng - Olson Design, Minneapolis, Minnesota, 1992–present

Licenses/Registration:
Minnesota Licensed Architect #44732
National Council of Architectural Registration Boards (NCARB) Certificate #45755, Certified since 1995

Selected Publications and Recent Research:
2013 – present, Principal Investigator: $150,000 Grant sponsored by US General Services Administration (GSA) for case studies of three high performing buildings with contractual performance metrics
2011 – 2013, Principal Investigator: $150,000 Grant sponsored by US General Services Administration (GSA) for case studies of 11 GSA collaborative contracted projects
2011 – 2012, Co-Principal Investigator: $10,000 Grant sponsored by HGA Architects for use of Immersive Virtual Reality to study patient room design
2010 – 2012, Principal Investigator: $25,000 (2010) $40,000 (2011) Grant sponsored by AIA national and AIA Minnesota for IPD case studies, interactive pdf, primary source research on 5 case studies

Professional Memberships:
Association of Collegiate Schools of Architecture (ACSA); American Institute of Architects (AIA); American Institute of Architects, Minnesota (AIA-MN)
John Comazzi  
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 5650 Topics in Architectural Practice – Public Interest Design Studio: Tanzania  
ARCH 4283 Studio 3 Undergraduate Core Design Studio  
ARCH 3282 Studio 2 Undergraduate Core Design Studio  
ARCH 5411 Principles of Design Theory  
ARCH 2281 Design Fundamentals-2, Undergrad Pre-architecture studio + lecture  
ARCH 5110 Catalyst – Mapping Perceptions and Changing Viewpoints  
ARCH 5110 Catalyst – Architecture & Graphic Design (with Hilary Dana Williams)  
ARCH 8299 Masters Final Project – Thesis Studio  
ARCH 4150 Topics in Architecture: Architecture, Landscape, and Urban Form of Florence Italy, May

Educational Credentials:  
B.S. in Architecture, University of Virginia: School of Architecture, 1993  
Master of Science in Architectural History and Theory, University of Michigan: Taubman College of Architecture and Urban Planning, 1999

Teaching Experience:  
Adjunct-Lecturer in Architecture, University of Michigan, 1999-2001  
Lecturer in Architecture, University of Minnesota, 2001-2006  
Assistant Professor of Architecture, University of Minnesota, 2006-2012  
Adjunct Assistant Professor of Landscape Architecture, University of Minnesota, 2009-present  
Associate Professor of Architecture, University of Minnesota, 2012-present

Professional Experience:  
Lessard Architectural Group, Vienna, Virginia, 1994-1995  
CHK Architects and Planners, Silver Spring, MD, 1995-96  
Cooper Carry and Associates, Alexandria, VA, 1996  
University of Michigan, College of Architecture and Urban Planning – Design Build Workshop, 1999  
David W. Osler, Architect, Ann Arbor, MI, 1999-2000  
PLY Architecture + Design, Ann Arbor, M, 2000-2002  
Wilkins + Comazzi design, LLC, Ann Arbor, MI, 2002-2006  
design-CRED, Minneapolis, MN, 2006-present

Selected Publications and Recent Research:  
The Miller House: A Model for Collaborative Design, (a formal proposal has been reviewed and I have received a letter of commitment from Princeton Architectural Press; currently in contract negotiations).  

Professional Memberships: Association of Architecture Organizations (AAO); Association of Collegiate Schools of Architecture; Architecture and Design Education Network (ADEN, co-Chair); Docomomo (Documentation and Conservation of the Modern Movement)
William F. Conway, FAIA
Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5750 -plex, six, twelve, twenty-four
ARCH 5750 Surface, Void, Distance
ARCH 4701 Introduction to Urban Form and Theory
ARCH 8255 Surface Strategies
ARCH 5731 Territorial City
ARCH 8254 Technical Applications in Design

Educational Credentials:
Bachelor of Arts in Architecture, North Dakota State University, 1986
Master of Architecture, Yale University, 1989

Teaching Experience:
Assistant & Associate Professor, Iowa State University, 1990-1999
Associate Professor & Professor, University of Minnesota, 1999-present

Professional Experience:
Conway+Schulte Architects, 1990-2014

Licenses/Registration:
State of Minnesota, No. 40311, 2000–present
State of Iowa, No. 04010, 1998–present
State of Wisconsin, No. 8242, 1996–present
NCARB Certificate, No. 49953, 1998–present

Selected Publications and Recent Research:
2011 Everyday Spaces of Healthcare
2010 AIA Institute Honor Award for Regional and Urban Design
MacArthur Park Master Plan
2010 Silver Award, Association of Licensed Architects
Boomerang House
2009 Gold Award, Association of Licensed Architects
MacArthur Park Master Plan
2009 Design Citation, Boston Society of Architects/AIA, New York AIA
MacArthur Park Master Plan

Professional Memberships:
Fellowship of the American Institute of Architects, 2010
American Institute of Architects, 1999
John Cook
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5651 Building Stories

Educational Credentials:
Bachelor of Architecture, University of Minnesota, 1983

Teaching Experience:
Adjunct Professor, University of Minnesota, 2009-2014

Professional Experience:
MSR Architects, Minneapolis, 1983-1997
HGA Architects, Minneapolis, 1997-present

Licenses/Registration:
Registered Architect, Minnesota, #18099
NCARB

Selected Publications and Recent Research:
2012, Architect Magazine/ArchitectMagazine.com, Lakewood Mausoleum, Katie Gerfen, November (cover + 10-page spread; online: article, slide show and video)
ICCFA (International Cemetery, Cremation and Funeral Association) Magazine, Lakewood Mausoleum, Susan Loving (Cover + 10-page spread)
2012, StarTribune, The good (after) life Minneapolis, Frank Jossi, April 12.

Professional Memberships:
AIA
Christian Dean  
Professor in Practice  

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  

Educational Credentials:  
M.Arch, University of Minnesota-Twin Cities, 1994-1996  
Architecture, University of Michigan, 1986-1990  

Teaching Experience:  

Professional Experience:  
Christian Dean Architecture, LLC, 2013-present  
CITYDESKSTUDIO, INC., 2004-2013  

Licenses/Registration:  

Selected Publications and Recent Research:  

Professional Memberships:  
American Institute of Architects
Benjamin Delwiche  
Adjunct Instructor  

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 3150 Introduction to BIM and Revit  
ARCH 5350 Introduction to BIM and Revit  

Educational Credentials:  
Master of Architecture, University of Minnesota, 2010  
Bachelor of Science in Architecture, University of Minnesota, 2006  

Teaching Experience:  
Teaching Assistant, University of Minnesota, 2008-2010  
Adjunct Instructor, University of Minnesota, 2013-2014  

Professional Experience:  
Kodet Architectural Group, Minneapolis, 2006-2012  
UrbanWorks Architecture, Minneapolis, 2012-2013  
Kaas Wilson Architects, Minneapolis, 2013-present  

Licenses/Registration:  
Licensed Architect in the State of Minnesota, 2013-present  

Selected Publications and Recent Research:  

Professional Memberships:  
AIA Minnesota Chapter
Greg Donofrio  
Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5671 Historic Preservation  
ARCH 5676 Economics of Historic Preservation  
ARCH 5609 Development and Implementation of Research  
ARCH 3641 Introduction to Heritage Preservation

Educational Credentials:
Bachelor of Arts, Vassar College, 1998  
Master of Arts in Historic Preservation Planning, Cornell University—College of Architecture, Art, and Planning, 2001  
Ph.D. City and Regional Planning, Cornell University—College of Architecture, Art, and Planning, 2009

Teaching Experience:
Visiting Lecturer, Cornell University, 2007  
Residential Fellow, University of Minnesota Institute for Advanced Study, 2012  
Assistant Professor, University of Minnesota, School of Architecture, College of Design, 2009-present  
Director, Master of Science in Architecture—Heritage Conservation & Preservation Program, 2010-present  
Affiliate Faculty, Humphrey School of Public Affairs, 2013-present

Professional Experience:
Preservation Design Works (PVN), Minneapolis, MN, 2012-present

Selected Publications and Recent Research:

Professional Memberships:
Association for Preservation Technology International (APT); Society for American City and Regional Planning History (SACRPH); Society of Architectural Historians (SAH); National Council for Preservation Education (NCPE)
Gail Dubrow
Professor

Courses Taught in Academic Year 2012-2013 and Year 2013-2014:

Educational Credentials:
Ph. D. in Urban Planning, University of California Los Angeles, 1991
Graduate Certificate in Architecture and Urban Design, University of California Los Angeles, 1984
Bachelor of Architecture, University of Oregon, 1980
Master of Arts in English, University of Oregon, 1979
Bachelor of Arts in English, University of Oregon, 1976

Teaching Experience:
Acting Director and Visiting Instructor, Women’s Studies Program, University of Oregon, 1980-1981
Visiting Instructor, Women’s Studies Program, University of Maryland at College Park, 1982
Adjunct Instructor, Women’s Studies Program and Policy Center, George Washington University, Washington, DC, 1982, 1983
Lecturer, Women Studies Interdisciplinary Program, California State University, Northridge, 1983-1987, 1988-1989
Lecturer, Women Studies Program, California State University, Long Beach, 1983-1984
Professor of Architecture, Landscape Architecture, Urban Design & Planning, University of Washington, 2002-2005
Adjunct Professor of History and Women Studies, College of Arts & Sciences, University of Washington, 2002-2005
Associate Professor, University of Washington, 1993-2002
Assistant Professor, University of Washington, 1989-1993
Affiliate Faculty in American Studies, Art History
Core Faculty, Asian American Studies Program
Professor of Architecture, Landscape Architecture, Public Affairs and Planning, and History, University of Minnesota, 2005-present
Associate Dean for Academic Affairs, College of Design, University of Minnesota, 2014-present

Professional Experience:
Director, Preservation Planning and Design Program, College of Architecture and Urban Planning, University of Washington, 1990-2005
Associate Dean for Research and Computing, University of Washington, 1999-2001
Associate Dean for Academic Affairs, University of Washington, 2001-2003
American Council on Education Fellow, University of Washington, 2003-2004
Associate Dean for Academic Programs, The Graduate School, University of Washington, 2004-2005
Vice Provost and Dean of the Graduate School, University of Minnesota, 2005-2009
Director, Consortium on Fostering Interdisciplinary Inquiry, 2007-10

Licenses/Registration:

Selected Publications and Recent Research:
In-progress, Japanism Revisited: The Japanesque in American Society and Culture, 1865-1924.
In-progress, Preserving Cultural Diversity in America.

Professional Memberships:
Member of the Program Committee, Society for American City and Regional Planning History; Member of the Board, Vernacular Architecture Forum; Chair, Papers Committee; Member, Abbott Lowell Cummings Prize Committee
Nina Ebbighausen
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8251 Graduate Design I

Educational Credentials:
Bachelor of Architecture, Syracuse University School of Architecture, Syracuse, NY, 1993

Teaching Experience:
Lecturer, University of Minnesota, 1999-2004
Studio Coordinator, University of Minnesota, 2002
Adjunct Assistant Professor, University of Minnesota, 2006-2013
Visiting Architecture Critic, University of Minnesota in Oaxaca, Mexico, 2008

Professional Experience:
David Webster and Associates, New York, NY, 1994
Kodet Architectural Group, Minneapolis, MN, 1995-1999
Architectural Alliance, Minneapolis, MN, 1999-present

Selected Publications and Recent Research:
2011, “Sensory Architecture: A Body of Knowledge” Research and Presenter: University of Minnesota School of Architecture, Minneapolis, MN.
2009, “Sensory Architecture: A Body of Knowledge” Research and Presenter: University of Minnesota School of Architecture, Minneapolis, MN.

Professional Memberships:
Minnesota Board of AELS/AGID licensure (licensed architect), MN Licensure 40969
National Council of Architectural Registration Boards, registered 2001-present
American Institute of Architects (AIA), 1997-present
Construction Documents Technician (CDT) Certification, Construction Specs Institute, 1998
Leadership in Energy and Environmental Design (LEED) Accredited Professional, 2006
Thomas Fisher  
Professor  
Dean, College of Design

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4150 / 5450 Ideas that Changed Architecture  
ARCH 5411 Principles of Design Theory  
DES 1000 Design at Minnesota

Educational Credentials:  
Bachelors degree, Architecture: Cornell University  
Masters degree, Intellectual History: Case Western Reserve University

Teaching Experience:  
University of Minnesota:  
“Temporal and Spatial Design, the Art of Complexity”  
“Wisdom, Sustainability, and Change”  
“Architecture and Ethics”  
“Waste (Not), Alternatives to a Throwaway Culture”  
“Architecture and Utopia”  
“Architectural Criticism”  
“Architecture and the History of Ideas”  
University of Massachusetts: “Seminar on Architectural Criticism”  
Trinity College: “Architecture and American Culture”

Professional Experience:  
Editor and Editorial Director: Progressive Architecture, Building Renovation magazines  
Director, Project Management: Jeter Cook & Jepson Architects  
State Historic Architect: Connecticut State Historic Preservation Office

Licenses/Registration:  
Selected Publications and Recent Research:  
Design that Eludes the Eye, University of Minnesota Press (forthcoming)  
Designing to Avoid Disaster: The Nature of Fracture-Critical Design, Routledge  
The Invisible Element of Place, David Salmela Architect, University of Minnesota Press  
Ethics for Architects, Dilemmas of Professional Practice, Princeton Architectural Press  
Designing for Designers: Lessons Learned from Schools of Architecture, Fairchild Publications  
Lake/Flato Architects, Rockport Press  
Salmela Architect, University of Minnesota Press  
In the Scheme of Things: Alternative Views of the Practice of Architecture, University of Minnesota Press  
“Whose Right? What’s Wrong” Public Interest Design Manual  
“Architecture and the Good” Handbook of Architectural Design and Practice  
“Cities and Survival” Now Urbanism  
“Variability in Fracture-Critical Systems” Variability in Human Performance  
Articles: Over 350 since 1982

Professional Memberships:  
Assoc. AIA, ULI, ACSA
Monica Fogg
Lecturer

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4321 Architecture in Watercolor
ARCH 5321 Architecture in Watercolor
DES 2101 Design and Visual Presentation
GDES 1311 Foundations: Drawing and Design in Two and Three Dimensions
GDES 1312 Foundations: Color and Design in Two and Three Dimensions
DES 1905 Freshman Seminar - Building Vision
DES 1904 Freshman Seminar - Drawing Calm in Chaos: Twin Cities to Tokyo
DES 1904 Freshman Seminar - Impressionism Paris & France

Educational Credentials:
BA fine arts, with honors, Principia College, 1974
MA painting, with honors, St, Cloud State University, 1986
MFA visual studies, with honors, Clemson University, 1990

Teaching Experience:
Lecturer, Art Center of Minnesota, 1980-1988
Lecturer, Art Center of Edina, 1980-1988
Lecturer, University of Minnesota College of Architecture, 1980-1988
Lecturer, St, Cloud State University, 1984-1987
Lecturer, St, Paul College of Associated Arts (College of Visual Arts), 1986-1989
Teaching Assistant, Clemson University, 1988-1989
Gallery Assistant, Clemson University, 1989-1990
Lecturer, University of Minnesota Compleat Scholar Program, 1997-2001
Lecturer, St, Catherine University, 2004-present
Lecturer, University of Minnesota College of Design, 2001-present

Professional Experience:
Fogg Studio, Artist, Designer, Fabricator, Manager, 1974-present
Guthrie Theater, contract work, 1990-1994
Children's Theater Company, contract work, 1990-1994
Dayton's, contract work, 1990-1994
Guthrie Theater, Assistant Lead Scenic Artist, 1994-1997
Guthrie Theater, Lead Scenic Artist, 1997-2000
HSC Scenic Services, Project Manager, 2000
HSC Scenic Services, Production Manager, 2001

Licenses/Registration:

Selected Publications and Recent Research:
2004-2008, Dunn County Historical Society
2002-2013, Lorie Line Music
2003, Minnesota Historical Society: "Going Places" exhibit
2001, Minnesota Historical Society: Lindberg exhibit
1999, Joffrey Ballet
1993, Warner Brothers: Grumpy Old Men, scenic
1992, Disney/Buena Vista: Mighty Ducks, scenic artist
1999-2007, TnT Productions: art direction & fabrication

Professional Memberships:
Elizabeth Gales
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5673 Historic Property Research and Documentation

Educational Credentials:
B.A. History, Texas Lutheran University
Master of Historic Preservation (M.H.P.), University of Georgia

Teaching Experience:
Adjunct Assistant Professor, School of Architecture, College of Design, University of Minnesota, 2012-2014

Professional Experience:
Hess, Roise and Company, Minneapolis, MN, 2002-present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Robert (Bob) Ganser
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:

Educational Credentials:
Master of Architecture, University of Minnesota, 1995-1997
Bachelor of Arts, Architecture, University of Minnesota, 1988-1994
Study Abroad, Pre-Architecture, Syracuse University, Florence, Italy, 1991

Teaching Experience:
Adjunct Assistant Professor, University of Minnesota, 2006-present

Professional Experience:
CityDeskStudio Architecture, 2005-present
Julie Snow Architects, Inc., 1999-2005
HGA, 1997-1999
Research Assistant, University of Minnesota, 1994-1995

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
James Garrett Jr., AIA
Adjunct Instructor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
(Un)Common Design: MN state fair exhibition design+build studio
ARCH 5250: MILLENNIAL LIVE+WORK: design studio
Gen-Y Eco House design+build studio: MN state fair exhibition
ARCH 5241, 5650, 5550: Gen-Y Eco Home | Frogtown Farm Park Structure design studio

Educational Credentials:
M. Arch, Parsons School of Design, New York, NY, 2004
B.A. Architecture, University of California, Berkeley, CA, 1995

Teaching Experience:
Adjunct Instructor, University of Minnesota School of Architecture, 2013, 2014

Professional Experience:
Wold Architects and Engineers - St. Paul, MN, 1995-1996
4RM+ULA - St. Paul, MN, 2002-present

Licenses/Registration:
Registered Architect: New York #034551
Registered Architect: Minnesota #51235

Selected Publications and Recent Research:
University of Minnesota CDES Innovation Lab Fellow (2014)

Professional Memberships:
National Council of American Registration Boards (NCARB)
Assembly of Architects, Vice President/Member, 1994-present
American Institute of Architects (AIA), Associate Member - 2006-2010, Member, 2010-present
Metropolitan Council, Livable Communities Advisory Committee Member, 2012-present
UC-Berkeley Alumni Association, MN Chapter President, 2012-present
Todd Grover, AIA
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4/5672 Historic Building Conservation
ARCH 5673 Historic Research and Documentation

Educational Credentials:
Bachelor of Arts in Architecture, University of Minnesota, 1990-1995
Master of Architecture, University of Minnesota, 1995-1997
Master of Science in Historic Preservation, University of Oregon, 1997-1999

Teaching Experience:
Graduate Teaching Fellow, School of Architecture and Allied Arts at the University of Oregon, 1997 -1998
Graduate Teaching Fellow, School of Architecture and Allied Arts at the University of Oregon, 1998
Adjunct Assistant Professor, College of Design, School of Architecture, U of M, 2004-Present

Professional Experience:
International Council of Monuments and Sites Intern Exchange, 1998
MacDonald & Mack Architects, Ltd., Minneapolis, MN, 1995-present

Licenses/Registration:
Architect AIA/Minnesota, Iowa, and NCARB Certified

Selected Publications and Recent Research:
Lectures:
2013, “Modernism Revisited,” Breakfast with a Preservationist
2011, Minnesota Historical Society Statewide Conference, “Preserving the Recent Past in Minnesota”
2010, Minnesota Historical Society Statewide Conference, “Preserving the Recent Past in Minnesota”
2010, “Minnesota Modern,” National Trust for Historic Preservation, Part of the National Trust for Historic Preservation’s Modern Module Program
2008, “Sustainability and Historic Preservation,” Breakfast with a Preservationist
2008, The Architecture of Minneapolis, University of Minnesota Public Health Group
2004, “Preserving a Modern,” Breakfast with a Preservationist
Tours:
Lustron Walking Tour, 2008-2010, A tour to discover the unique Lustron Houses in South Minneapolis.

Professional Memberships:
Docomomo US/MN, President
Association for Preservation Technology, Technical Committee for Modern Heritage
Minnesota Society of Architectural Historians, former Vice President
American Institute of Architects Historic Resources Committee, MN
CARAIG Neighborhood, Design Review Board
Preservation Alliance of Minnesota, easement inspector
Mary Guzowski  
Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
- ARCH 4283 Undergraduate Studio III: Site & Architectural Design
- ARCH 3250 The Art of Daylighting Design: Exquisite Rooms
- ARCH 5539 Daylighting Design
- ARCH 5514 Luminous and Thermal Design
- ARCH 8255 GDIII Pilot Studio
- ARCH 5350 GDIII Pilot Studio Seminar
- ARCH 5993 Directed Study

Educational Credentials:
- Bachelor of Arts, Kalamazoo College, 1982
- Master of Architecture, University of Washington, 1990

Teaching Experience:
- Professor, School of Architecture, College of Design, University of Minnesota, 2011-present
- Director of Graduate Studies, School of Architecture, College of Design, University of Minnesota, 2010-2012
- Associate Professor Chair, 1998-2011
- Director, Daylighting Lab, School of Architecture, College of Design, University of Minnesota, 1998-2011
- Assistant Professor, Department of Architecture, CALA, University of Minnesota, 1992-1998
- Director, Daylighting Lab, Department of Architecture, CALA, University of Minnesota, 1992-1998
- Assistant Professor, School of Architecture and Urban Planning, University of Wisconsin, 1990-1992

Professional Experience:
- Department of Architecture, University of Washington, Seattle, WA, 1987-1990
- University Landscape Architect, University of Washington, Seattle, WA, 1988-1989
- Roger Williams Architects, Seattle, WA, 1989-1990

Selected Publications and Recent Research:

Professional Memberships: American Solar Energy Society (ASES); Board 2010-201; International Society of Solar Energy (ISES); Midwest Renewable Energy Association (MREA); Minnesota Renewable Energy Society (MRES); Society of Building Science Educators (SBSE); President: 1995-1997; U.S. Green Building Council (USGBC)
Dzenita Hadziomerovic
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5250
ARCH 3250

Educational Credentials:
Master of Architecture, University of Minnesota School of Architecture, Minneapolis, MN, 2000
Bachelor of Arts, Saint Catherine University, Saint Paul, MN, 1998

Teaching Experience:
Adjunct Instructor, University of Minnesota, 2010-2013
Adjunct Assistant Professor, University of Minnesota, 2013-2014

Professional Experience:
VJAA, Minneapolis, 2000-2014

Licenses/Registration:
LEED AP

Selected Publications and Recent Research:

Professional Memberships:
Michael Haggans  
Visiting Scholar

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:

Educational Credentials:  
State University of New York at Buffalo  
University of Kansas

Teaching Experience:  
Visiting Professor, Center for 21st Century Universities, Georgia Tech, 2013-present  
Visiting Scholar, University of Minnesota, 2011-present  
Visiting Scholar, North Carolina State University, 2010-2011  
Scholar-in-Residence, University of Kansas, 2009-2010

Professional Experience:  
Washington University Medical Center Campus Renewal, St. Louis, 2013-present  
Flad Architects, 20002-2009  
Group Vice President, HOK, St. Louis, 1991-2000  
Associate Vice President - Facilities, The University of Arizona, 1985-1990

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Daniel Handeen
Lecturer

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5550 Multi Family Net Zero

Educational Credentials:
M. Arch, University of MN, 2007
MS-SD, University of MN, current

Teaching Experience:
Lecturer, University of MN, 2011-present

Professional Experience:
Center for Sustainable Building Research, Minnesota, 2006-present

Licenses/Registration:
LEED-AP

Selected Publications and Recent Research:

Professional Memberships:
Lisa Hsieh
Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 1281 Design Fundamentals I
ARCH 3250 BDA Workshops (Wearable Architecture; Little Free Libraries)
ARCH 5250 Advanced Design Studio (Into Play)

Educational Credentials:
Bachelor of Science in Mathematics, National Taiwan University, 1994
Master of Arts in Mathematics, Indiana University, 1995
Master of Architecture, University of Michigan, 2008
Master of Arts in History and Theory of Architecture, Princeton University, 2008
Ph.D. in History and Theory of Architecture, Princeton University, 2013

Teaching Experience:
Associate Instructor, Indiana University, Department of Mathematics, 1995–1996
Assistant Instructor, SANAA Studio, Princeton University, School of Architecture, Spring 2006
Baumer Visiting Studio Professor, Ohio State University, the Knowlton School of Architecture, 2008–2009
Assistant Professor, University of Minnesota, School of Architecture, 2013–present

Professional Experience:
Morphosis, Los Angeles, March–April, 2000
Hodgetts + Fung, Los Angeles, May–July, 2000
Mancini-Duffy, San Francisco & New York City, 2000–2005
Butterfly (ar­ch) Studio, Minneapolis/Taipei/New York City, 2003–present.

Selected Publications and Recent Research:

Professional Memberships:
Vincent Jams, FAIA
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5621 Professional Practice

Educational Credentials:
Master of Architecture, University of Wisconsin-Milwaukee, 1978

Teaching Experience:
Cass Gilbert Professor in Practice, School of Architecture, University of Minnesota, 2008-present
Visiting Professor, Massachusetts Institute of Technology, Spring 2014
Morgenstern Chair and Visiting Professor, Illinois Institute of Technology, Fall 2012
John G. Williams Distinguished Professor, University of Arkansas, Fayetteville, Fall 2012
Adjunct Full Professor, Harvard University Graduate School of Design, Spring 2003-2006
Adjunct Associate Professor, Harvard University Graduate School of Design, Spring 2001-2003
Visiting Critic; Harvard University Graduate School of Design, Spring 2000
Adjunct Associate Professor, School of Architecture, University of Minnesota, 1999-2000
Favrot Visiting Chair in Architecture, Tulane University, 1998-1999
Adjunct Faculty, School of Architecture, University of Minnesota, 1993-1998
Adjunct Faculty, Department of Architecture, University of Wisconsin-Milwaukee, 1980-1983

Licenses/Registration:
Fellow, American Institute of Architects, 2005
Architect Licensure Arizona, Colorado, Florida, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Ohio, and Wisconsin
NCARB Certification

Selected Publications and Recent Research:
2012, T42 House, p. 44, 45, 53.

Professional Memberships:
AIA
Cynthia Jara  
Associate Professor

Courses Taught in Academic Year 2012-2013 and Year 2013-2014:
ARCH 4194 Thesis Capstone Project  
ARCH 4701 Introduction to Urban Form and Theory  
ARCH 4284 Undergraduate Architecture Studio IV  
ARCH 5721 Urban Case Studies  
ARCH 4283 Undergraduate Architecture Studio III

Educational Credentials:
Bachelor of Arts cum laude in History, Carleton College, 1971  
M.A. in Curriculum and Teaching, Columbia University, 1972  
Master of Architecture, Columbia University, 1977

Teaching Experience:
Instructor of Architecture, Columbia University, 1981-85  
Adjunct Lecturer, New York University, 1982-85  
Assistant Professor in Architecture, University of Minnesota 1983-97  
Associate Professor in Architecture, University of Minnesota 1997-Present

Professional Experience:
Columbia University, Center for Advanced Research in Urban and Environmental Affairs, New York, 1977-79  
I.M. Pei & Partners, New York, 1978-82  

Licenses/Registration:  
New York State, Architectural License #016418-1

Selected Publications and Recent Research:  

Professional Memberships:  
ACSA  
Columbia University GSAPP Alumni
Andrea Johnson
Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5350 Graduate Architectural Design V
ARCH 5450 Topics in Architectural Theory
ARCH 2281 Design Fundamentals II
ARCH 5630 Practicum: Advanced Issues in Practice
ARCH 5110 Architecture As Catalyst
ARCH 3281 Undergraduate Architecture Studio I
ARCH 3510 Undergraduate Architecture Studio V
ARCH 3522 History of New York City Architecture

Educational Credentials:
M. Arch, Columbia University School of Architecture, 2008
BA Urban Studies Stanford University, 2004

Teaching Experience:
Assistant Professor, University of Minnesota, 2013-present
Adjunct Assistant Professor, City University of New York, 2012-2013

Professional Experience:
Andrea J. Johnson Architect, 2012-present
Skidmore, Owings & Merrill, New York, 2008-2013
Skidmore, Owings & Merrill, Shanghai, 2005

Licenses/Registration:
RA, State of New York
LEED AP BD+C
OSHA 10 Hour Construction

Selected Publications and Recent Research:
Recent Projects:
House Renovation and Addition, Grand Marais, MN
Loft Renovation, Minneapolis, MN
Apartment Combination and Renovation, New York, NY
Custom Stair, New York, NY
Northern Spark Installation, Minneapolis, MN
Weisman Art Museum Installation, Minneapolis, MN

Recent Research:
"Poetic Facades," Imagine Fund Grant, University of Minnesota ($5,000)
"Architects in the Artist's Studio," Grant-in-Aid of Research, Artistry & Scholarship, University of Minnesota ($20,000)

Professional Memberships:
AIA Minnesota
Mic Johnson, FAIA
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5250 Advanced Topics in Design
ARCH 8255 Graduate Architectural Design

Educational Credentials:
Bachelor of Architecture, University of Oregon

Teaching Experience:
Adjunct Professor of Architecture, School of Architecture, University of Oregon, 1981, 1984, 1994-1998
Adjunct Professor of Architecture, Portland State University, Portland, Oregon, 1993-1994
Visiting Lecturer, Konkuk University, Seoul, South Korea, 2007
Professor-in-Practice, School of Architecture, College of Design, University of Minnesota, 2003-present
Visiting Lecturer and Critic, School of Architecture, College of Design, University of Minnesota, 2003-present
Interim Director, Metropolitan Design Center, January 2014-present

Professional Experience:
Skidmore, Owings & Merrill, Portland, 1979-1983
SERA Architects, Portland, 1983-1985
Ellerbe Becket, Minneapolis, 1985-1990
Yost Grube Hall Johnson, Portland, 1990-1993
Ellerbe Becket, Minneapolis and Los Angeles, 1993-1998
Ellerbe Becket, Minneapolis, 1998-2002
RSP Architects, Minneapolis, 2002-2005
AECOM / Ellerbe Becket, Minneapolis, 2006-2013
Architecture Field Office, Minneapolis, 2013-present

Licenses/Registration:
Registered Architect, Minnesota, Ohio, Oregon
Certified, National Council of Architectural Registration Boards

Selected Publications and Recent Research:
Research Undertaken by Metropolitan Design Center, 2014-present
- Minneapolis Downtown East Freeway Lid
- City of St. Paul - Minnesota State Capitol Freeway Lid
- Prospect Park Development Framework
- Twin Cities World’s Fair Proposal

Professional Memberships:
Fellow, American Institute of Architects
Member, American Institute of Architects Minnesota
Member, Lambda Alpha International Minnesota Chapter
Nathan Knutson  
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 5621 Professional Practice in Architecture  
ARCH 5651 Architecture Building Stories

Educational Credentials:  
M.Arch, University of Minnesota, 1994  
B.A, Philosophy, St. Olaf College, 1989

Teaching Experience:  
Adjunct Associate Professor, Professor in Practice, University of Minnesota, 2010-present

Professional Experience:  
VJAA, Inc., Minneapolis, Minnesota, 1995-present  
James/Snow Architects, Inc., Minneapolis, Minnesota, 1994-1995

Licenses/Registration:  
Registered Architect, State of Minnesota

Selected Publications and Recent Research:  

Professional Memberships:  
American Institute of Architects (AIA)
Julianne Laue  
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 8563 Energy and Indoor Environmental Quality

Educational Credentials:  
Bachelor of Science Mechanical Engineering, Bradley University, 1995  
Master of Science Mechanical Engineering, Bradley University, 1999

Teaching Experience:  
Professor in Practice, University of Minnesota, 2013

Professional Experience:  
CITGO Petroleum Corporation, 1994  
Caterpillar, Inc, 1995-1997  
Department of Energy - Industrial Assessment Center, 1995-1998  
AECOM (CTE Engineers), 1998-2000  
Dunham Associates, 2000-2005  
DLR Group, 2005-2013  
Mortenson Construction, 2013-present

Licenses/Registration:  
Mechanical Engineer - Minnesota, Oklahoma, Nevada  
ASHRAE Building Energy Modeling Professional (BEMP)  
LEED AP BD+C

Selected Publications and Recent Research:  
2009, Buildings Magazine  
2011, American School & University  
2014, Consulting Specifying Engineer

Professional Memberships:  
ASHRAE  
IBPSA  
USGBC
Lance LaVine
Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 1701 Introduction to the Designed Environment
ARCH 4250 Topics: Architectures in Tension
Undergraduate design, a theory elective, and a materials and construction elective in Oaxaca Mexico

Educational Credentials:
Bachelor of Architecture, University of Minnesota, 1968
Master of Architecture, University of Pennsylvania, 1970
Master of City Planning, University of Pennsylvania, 1970

Teaching Experience:
Lecturer, CDS, University of Minnesota, 1972-75
Assistant Professor, SALA, University of Minnesota, 1975-80
Visiting Lecturer, Tainjin University, Tainjin, Peoples Republic of China, 1981
Visiting Lecturer, Humberside School of Architecture, Kingston Upon Hull, England, 1985
Associate Professor, CALA, University of Minnesota, 1980-1991
Full Professor, University of Minnesota, 1991-present
Coordinator of Oaxaca Mexico Program, University of Minnesota. 1998-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:
2014, *Architectures in Tension*, TBA
2006, *Identity and the City*, Editor, La Casa de la Ciudad, Oaxaca, MX

Professional Memberships:
Charles Lazor  
Professor in Practice  

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 8251 Grad Design 1  
ARCH 5250 Advanced Topics in Design, Big Ideas, Big Empty Buildings  

Educational Credentials:  
BA Political Science, Williams College, 1987  
M.Arch, Yale School of Architecture, 1993  

Teaching Experience:  
Cass Gilbert Professor in Practice, University of Minnesota, 2005-present  
Max Fish Chair Visiting Professor, University of Michigan, 2005  
Visiting Critic, Arizona State University, 2002  

Professional Experience:  
Founded Lazor Office, Minneapolis, MN, 2003  
Co-Founded Blu Dot Design, Minneapolis, MN, 1997  

Licenses/Registration:  

Selected Publications and Recent Research:  
2010, Pre Fab, Taschen.  
2009, Modern Pre Fab Houses, DAAD.  
2006, Pre Fab 2, Prentice Hall.  
2005, Pre Fab, Conran/Octapus.  


Professional Memberships:
Gayla Lindt
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8299 Masters Final Project
HSEM 3201 Undergrad Honors Seminar – Sic Degrees of Interdisciplinary Connection
ARCH 4150 Topics in Arch – Developing a Professional Narrative
ARCH 4194H Undergraduate Thesis Capstone
ARCH 3250 BDA Studio - The Architecture of Dr. Seuss

Educational Credentials:
M.Arch, University of Minnesota, 1995
Bachelor of Arts, College of St. Benedict, 1985

Teaching Experience:
Adjunct Instructor, University of Minnesota, 2007-2011
Adjunct Assistant Professor, University of Minnesota, 2011-present
Teaching Assistant, University of Minnesota, 1991-1993

Professional Experience:
CityDeskStudio, Inc., Minneapolis, MN, 2008-2009
Design Center for American Urban Landscape, College of Architecture and Landscape Architecture, University of Minnesota, 1993-1996
Assistant Director of Public Information, College of St. Benedict, St. Joseph, MN, 1986-1987

Licenses/Registration:

Selected Publications and Recent Research:
Quietly There: Eliel Saarinen’s Christ Church Lutheran, Restructuring, rewriting and editing this manuscript by Ozayr Saloojee.
A Million Hands: the Global Inheritance of Topkapi Palace, authored with Ozayr Saloojee.
The Local and Global City: M.Arch Case Studies on Urban Engagement, this manuscript authored with Ozayr Saloojee, summarizes the intentions, processes and design outcomes of 12 recent student projects through four urban lenses.

Professional Memberships:
Jim Lutz
Lecturer, Co-Director MS Sustainable Design Program, IDP Educator Coordinator

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8254 Technical Applications in Design
ARCH 5670 Preservation and Sustainability
ARCH 5250 Advanced Topics in Design: Haiti Studio
ARCH 5650 Topics in Architectural Practice: Haiti Seminar
ARCH 4511 Materials and Methods
ARCH 3993 Directed Study (Undergraduate)
ARCH 5993 Directed Study (Graduate)
ARCH 8255 Graduate Architectural Design III Studio

Educational Credentials:
Bachelor of Arts in Architecture, University of California, Berkeley
Master of Architecture, Syracuse University

Teaching Experience:
Adjunct Instructor, California State University, Fresno, 1998
Rhodes College, Memphis, TN, 2000-2002
Adjunct Instructor, University of Memphis, 2000-2002
Assistant Professor, University of Memphis, 2002-2008
Lecturer, University of Minnesota, 2008-present

Professional Experience:
G.L. McDonald, Fresno, CA, 1980-1984
Lutz Seng Boudreau Inc., Fresno, CA, 1985-1999

Licenses/Registration:
Registered Architect California C-23193

Selected Publications and Recent Research:
2014, Center 18: Music in Architecture/Architecture in Music, "Along Parallel Lines", The University of Texas at Austin
2012, ACSA: Proceedings of the 100th Annual Meeting, "Learning from Disaster," (co-author)
2012, ARCC/EAAE International Conference: Proceedings, "Learning from Disaster," (co-author)

Professional Memberships:
American Institute of Architects - Minneapolis Chapter
Association of Collegiate Schools of Architecture
Nat Madson  
Adjunct Instructor  

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 8251 Graduate Architectural Design I  
ARCH 3250 Design Workshop - Cinematic Constructions  
ARCH 8253 Graduate Architectural Design III  

Educational Credentials:  
Master of Architecture, University of Minnesota, 2007  
Bachelor of Science in Architecture, University of Minnesota, 2004  

Teaching Experience:  
Adjunct Instructor, University of Minnesota, 2009, 2011-2014  

Professional Experience:  
VJAA, Minneapolis, 2007-2013  
HGA, Minneapolis, 2013-present  

 Licenses/Registration:  
Registered Architect / License #510907  

Selected Publications and Recent Research:  

Professional Memberships:  
AIA
Jeffery Mandyck
Adjunct Assistant Professor

Courses Taught in Academic Year 2012-2013 and Year 2013-2014:
ARCH 8253 Graduate Design II
ARCH 8254 Technical Applications in Design

Educational Credentials:
Master of Architecture, Washington University in St, Louis, 2006
Bachelor of Science in Design, Arizona State University, 1992

Teaching Experience:
Teaching Assistant, Washington University in St. Louis, 2004-2006
Adjunct Assistant Professor, University of Minnesota, College of Design, 2008-present

Professional Experience:
Cuningham Group Architecture, Inc., 1994-2004
Meyer, Scherer & Rockcastle Ltd., 2006-2012
Cuningham Group Architecture, Inc., 2012-present

Licenses/Registration:
Architect / Minnesota
NCARB
LEED AP

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects (AIA)
NCARB
Society for College and University Planning (SCUP)
American Library Association (ALA)
Adam Marcus
Cass Gilbert Design Fellow / Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
Summer Digital Skills workshop (DIVA for Rhino, Rhino + Grasshopper)
ARCH 3250 Undergraduate BDA Design Studio, “Modular Variations”
ARCH 8299 Graduate Masters Final Project Studio
ARCH 5110 Graduate Architecture as Catalyst Studio
ARCH 8251 Graduate Design I Studio, “Food and Architecture”
ARCH 5101 Summer M.Arch 3+ Program Design Studio, “Part / Whole”

Educational Credentials:
Master of Architecture, Columbia University, Graduate School of Architecture, Planning & Preservation, 2005

Teaching Experience:
Assistant Professor of Architecture, California College of the Arts, 2013–present
Cass Gilbert Design Fellow / Assistant Professor, University of Minnesota, 2011–2013
Adjunct Assistant Professor, Barnard + Columbia College, Department of Architecture, 2009–2011
Studio Instructor, Columbia University, Graduate School of Architecture, Planning & Preservation, 2005-2006
Teaching Assistant, Columbia University, Graduate School of Architecture, Planning & Preservation, 2004-2005

Professional Experience:
Variable Projects, Oakland, CA, 2011–present
Futures North, Minneapolis, MN, 2013–present
Ear Studio, New York, NY, 2004
Archi-Tectonics, New York, NY, 2003

Licenses/Registration:
Registered Architect, State of New York (License #034114)
Certification, National Council of Architectural Registration Boards (Certificate #71251)
LEED Accredited Professional, United States Green Building Council

Selected Publications and Recent Research:
2013, University of Minnesota School of Architecture, Minneapolis, MN. Centennial Chromagraph.

Professional Memberships:
American Institute of Architects (AIA); American Collegiate Schools of Architecture (ACSA); Association for Computer-Aided Design in Architecture (ACADIA)
Victor Pechaty
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8254 Technical Applications in Design

Educational Credentials:
B.Arch, University of Minnesota, 1991
Master of Science in Advanced Architectural Design, Columbia University, 1996

Teaching Experience:
Professor in Practice, University of Minnesota, 2009-present

Professional Experience:
HGA Architects and Engineers, Minneapolis, MN: 1990-1995; 2010-present
Kohn Pedersen Fox, New York, NY, 1998-2001
Rozeboom Miller Architects, Minneapolis, MN, 2001-2005
BKV Group, Minneapolis, MN, 2006-2010

Licenses/Registration:
State of Minnesota License # 22936

Selected Publications and Recent Research:

Professional Memberships:
AIA
Douglas Pierce  
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014: 
Sustainable Design Theory and Practice

Educational Credentials:  
Bachelors in Architecture, Kansas State University College of Architecture and Design, 1985

Teaching Experience:  
Professor in Practice, University of Minnesota College of Design, School of Architecture, 2006-present  
Professor in Practice, Minneapolis College of Art & Design, 2008-present  
Adjunct Faculty, Arts Institute International Minnesota, 2003-2005  
Internal LEED Credentialing Faculty, Perkins+Will, 2009-present  
Advanced Sustainable Design Training, Perkins+Will, 2009-present

Professional Experience:  
Perkins+Will, Minneapolis, MN, 1997-present

Licenses/Registration:  
Licensed Architect, Missouri  
Leadership in Energy and Environmental Design (LEED) Accredited Professional, 2004  
Sustainable Materials Rating Technology (SMaRT) Accredited Professional, 2011  
Leadership in Energy and Environmental Design (LEED) Fellow, 2013

Selected Publications and Recent Research:  
Consensus Standard  
2014, Perkins+Will Blog Post + Whitepaper: “Fixing the Toxic Loopholes in LEED V4 and EPD’s” 
Full Whitepaper published online: “Expanding LEED V4 Material Health Transparency” 
2012, “FSC+Better? What is the Wood Certification Gap?” Trim Tab Magazine  
2010, “Regenerative Design,” Architecture Minnesota 
2009, “From the Bauhaus to the Greenhaus,” Architecture Minnesota 

Professional Memberships:  
(Founder) US Green Building Council, Minnesota Chapter; (Board) US Green Building Council, Minnesota Chapter (2010 -2011); (Board) National Leadership Standards Campaign (2010 – present); (Chair) AIA Minnesota Committee on the Environment (2002 – present); Institute for Market Transformation to Sustainability (MTS); (Co-Chair) SMART Sustainable Building Materials Committee (2005 - present); MTS Executive Committee (2009 – Present); (Chair) Safe+Resilient Buildings, Communities + Infrastructure Standard (2014 – Present); (Board Chair) Cleanwater Action of Minnesota (Chair 2007- 2013 / Board 2003 - Present)
Andrzej Piotrowski
Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5301 Conceptual Drawing
ARCH 8253 Graduate Design
ARCH 2301 Introduction to Architectural Drawing
ARCH 5101 Architectural Design Studies

Educational Credentials:
Magister Inzynier Architekt, Department of Architecture, The Warsaw Polytechnic, Warszawa, Poland, 1974-1979

Teaching Experience:
Assistant Professor, School of Architecture, University of Minnesota, 1988-1998
Associate Professor, School of Architecture, University of Minnesota, 1998-2012
Professor, School of Architecture, University of Minnesota, 2012-present

Professional Experience:
Kombinat Budowlany, Lublin, Poland, 1980-1981
BPBBO Miastoprojekt, Lublin, Poland, 1979-1980
SPIUI Inwestprojekt Lublin, Lublin, Poland, 1983-1987
Mulfinger, Susanka, and Mahady Architects, 1988-1989

Licenses/Registration:
Architectural License, Poland, 1981

Selected Publications and Recent Research:

Professional Memberships:
International Association for the Study of Traditional Environments
Julia W. Robinson  
Professor

**Courses Taught In Academic Year 2012-2013 and Year 2013-2014:**
ARCH 3282 Undergraduate Studio III  
ARCH 3711 Environmental Design and the Sociocultural Context  
ARCH 5241 Seminar Module: Principles of Design Programming  
ARCH 5550 Studio Module: Topics in Architectural Practice: Community-Based Eco-Design  
ARCH 5750 Community Design for Density

**Educational Credentials:**
Pre-major studies, University of Pennsylvania, 1965-66  
B. A., (Arch. Major), University of Minnesota, 1968  
Bachelor of Architecture, University of Minnesota (with distinction), 1971  
M.A. Anthropology, University of Minnesota, 1980  
Ph.D., Delft Technical University, the Netherlands, 2004

**Teaching Experience:**
Professor, University of Minnesota, 1994-present  
Associate Professor with Tenure, University of Minnesota, 1985-1994  
Assistant Professor, full-time, University of Minnesota, 1980-1985  
Assistant Professor, part-time, University of Minnesota, 1978-1980  
Lecturer, part-time, University of Minnesota, 1975-1978

**Professional Experience:**
Affiliated Faculty Member, Housing Program, 2011-present  
Affiliated Faculty Member: Program on Developmental Disabilities, 1987-present  
Director of Undergraduate Studies, Architecture, 2011-12  
Consulting & Professional Practice New Church Challenge Housing for Disabled Adults, Bryn Athyn, PA, 2011  
Chair, College Assembly, CDes, 2008-10, 1998-03  
Director of Graduate Studies, Architecture, 2002-03, 1991-96  
Affiliated Faculty Member: Center for Advanced Feminist Studies/ Women's Studies, 1986-2002  
Delft Technical University, Promovenda, 2000-2004  
Eindhoven Technical University, Visiting Professor, 1994  
Massachusetts Institute of Tech Visiting Scholar (Sabbatical Leave), 1988-1989

**Licenses/Registration:**
Registered Architect, Minnesota, 1982-present

**Selected Publications and Recent Research:**
Book manuscript in preparation: Dutch Complex Housing: A Typological Approach, anticipated 2016  
Dutch Complex Housing: Design for Density, HGA Gallery, Goldstein Museum of Design, anticipated 2015  
2013-2015 “MRI: Development of an Instrument that Monitors Behavior”, Co-PI with N. Papanikolopoulo (PI), A. Banerjee, T Hadjiyanni, K Lim, & G Bernstein, National Science Foundation ($500,000)

**Professional Memberships:**
College of Fellows, American Institute of Architects, 2014-present; American Institute of Architects (AIA), Minnesota Society (MSAIA), 1982-present; International Association for Person-Environment Studies (IAPS), 1984-present; American Anthropological Association (AAA), 1990-present; Environmental Design Research Association (EDRA), 1976-present
Sharon Roe  
Senior Lecture  
Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8251 Master's Final Project  
ARCH 8251 Graduate Design One  
ARCH 5515 Building Materials and Construction Systems  
ARCH 5572 Tech 2: Intro to Building Technology  
ARCH 5573 Tech 3: Advanced Building Technology  
ARCH 5521 Material Investigations: Concrete

Educational Credentials:
Bachelor of Arts, University of Minnesota, College of Liberal Arts, 1969  
Bachelor of Architecture, University of Minnesota, Institute of Technology, 1982  
Master of Architecture, University of California, Berkeley, 1992

Teaching Experience:
Adjunct, University of Minnesota, 1990-1992  
Assistant Professor, Mississippi State University, 1992-1993  
Assistant Professor, North Carolina State University, 1993-1997  
Senior Lecturer, University of Minnesota, 1997-present

Professional Experience:
Professional architect for various architectural firms in Minneapolis (HGA, BRW, Setter, Leech and Lindstrom), 1982-1989

Licenses/Registration:
Registered Architect, State of Minnesota, 1984-2009

Selected Publications and Recent Research:
"Illustrated Curriculum"  
Structured/Compiled/edited/illustrated the submission that received the national AIA award  
"Bachelor of Design in Architecture"  
Co-developed (with Renee Cheng) this new undergraduate program.  
"Theory Map" : Charting the course of architecture through the architects, illustrated by the buildings they have built. (an app)  
"Enhancement of Academic Programs Using Digital Technology ($70,000+): The IDEA Game" (developed but unfunded)

Professional Memberships:
Member, American Institute of Architects, 1984-1991, 2000-2009
R.T. Rybak
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 5750 Topics in Theory: Mayor 101: Great Minnesota Places

Educational Credentials:
BA in Political Science and Communication Minor: Urban Affairs, Boston College

Teaching Experience:
Professor in Practice, University of Minnesota, 2014

Professional Experience:
Executive Director, Generation Next, 2014-present
Mayor, City of Minneapolis, 2002 – 2013
Principal, R.T.Rybak Co. (Internet Consulting Company), 1998-2001
Vice President, Internet Broadcasting, 1996-1998
Publisher, Twin Cities Reader, 1994-1995
Development Director, Minneapolis Downtown Council, 1985-1986
Reporter, Minneapolis Star Tribune, 1979-1985
Editor, Sun Newspapers, 1978-1979

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Vice Chair, Democratic National Committee
Founding Board member, Mayo Clinic Destination Medical Center
Founding Board Member, Greater MSP
Founding Board Member, Itasca Group
Founding Board Member, Regional Council of Mayors
Founding Board Member, Generation Next
Senior Advisor, Municipal Practice at Living Cities
Ozayr Saloojee
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8255/LA8206 Design Duluth, 3rd year M.Arch Design Studio
ARCH 3312 Rome: Drawing (-in) the Eternal City
ARCH 3250/3282 Istanbul Design Studio
ARCH 3722 Istanbul: The City in Visual Culture
ARCH 5350/LA8401 Resilient Infrastructures: Graduate Research Seminar

Educational Credentials:
M.Arch (Post Professional) with Distinction, Theory/Culture Stream, Carleton University School of Architecture, Ottawa, Canada, 2001
B.Arch with High Distinction, Carleton University School of Architecture, Ottawa, Canada, 1999

Teaching Experience:
Adjunct Assistant Professor, Carleton University, School of Architecture, Ottawa, Canada, 1999-2005
Assistant Professor of Architecture, University of Minnesota, 2005-2012
Associate Professor of Architecture (Tenured, July 2012), University of Minnesota, 2012-present
University of Minnesota Imagine Chair in the Arts, Design and Humanities, 2014-2016

Professional Experience:
Associate, Gulzar Haider Design Group, Ottawa, Canada, 1996-2004
Designer, Martin Conboy Lighting Design, Ottawa, Canada, 2004-2005

Selected Publications and Recent Research:
2013-present, Great Lakes Design Laboratory (Research Initiative). The project is currently in the funding phase through the University of Minnesota, New American Foundation and the Department of Defense.
2012-present, DesignDuluth, an interdisciplinary multi-year initiative, which calls for establishing economic and cultural conditions to attract 4,000 new residents to Duluth by 2020. The studio has become a long-term community outreach project (including studios, seminars,workshops) as well as a research group exploring issues of resiliency, risk and failure across large scale urban and water systems.
2011-present, Contested Terrains. This research agenda explores questions of identity and belonging in contested urban landscapes - it is currently focused on issues of political and spatial exclusion/inclusion in South Africa (specifically, the Muslim community of Strand, Cape Town).
2013, Quietly There: The Spatial Dimension of Liturgy in Eliel Saarinen’s Christ Church Lutheran, University of Minnesota Press (P. Martin, editor), currently in final revisions, expected at press in December 2014.
Leon Satkowski
Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 3411 Architectural History to 1750
ARCH 4423/5423 Gothic Architecture
ARCH 4424/5424 Renaissance Architecture
ARCH 4424/5425 Baroque Architecture
ARCH 4441/5441 Minnesota Architecture

Educational Credentials:
Bachelor of Architecture, Cornell University, 1970
M.A., Harvard University, 1972
Ph.D. Harvard University, 1977

Teaching Experience:
Visiting Assistant Professor of Architecture, Cornell University, spring 1981
Assistant Professor of Architecture, Syracuse University, 1977-81
Associate Professor of Architecture, Syracuse University, 1981-86
Associate Professor of Architecture, University of Minnesota, 1986-94
Professor of Architecture, University of Minnesota, July 1994-present

Professional Experience:
Warren Platner Associates, New Haven, CT, 1971-77, various times

Selected Publications and Recent Research:

Professional Memberships:
Society of Architectural Historians, U.S. chapter
Minnesota Chapter, Society of Architectural Historians
Katherine Solomonson  
Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4432/5432 Modern Architecture  
ARCH 3412 Architecture Since 1750  
ARCH 4150/5410 American Architecture

Educational Credentials:
Ph.D., History of Art, Stanford University, 1991  
B.A., History of Art, Stanford University, 1978

Teaching Experience:
Lecturer, Department of Art, Stanford University, 1991-93  
Assistant Professor, Department of Architecture, College of Architecture and Landscape Architecture, University of Minnesota, 1993-1999  
Adjunct Assistant Professor, Department of Art History; Graduate Faculty member, Comparative Studies in Discourse and Society, University of Minnesota, 1994-1999  
Associate Professor, Department/School of Architecture; Adjunct Associate Professor, Departments of Art History and American Studies, Graduate Faculty member, Comparative Studies in Discourse and Society, University of Minnesota, 1999-present

Professional Experience:
Co-Head, Department of Architecture, University of Minnesota, Twin Cities, 2001-2004  
Editor/co-editor, Architecture, Landscape and American Culture, University of Minnesota Press, Minneapolis, Minnesota, 2005-present (co-editor with Abigail Van Slyck since 2007)  
Associate Dean for Academic Affairs, College of Design (CDes), University of Minnesota, Twin Cities, 2006-2010

Licenses/Registration:

Selected Publications and Recent Research:
Constructing the Northwest, book project (in progress).  

Professional Memberships:
Society of Architectural Historians  
Vernacular Architecture Forum
Richard Strong
Adjunct Assistant Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8567 Sustainable Site and Water
DES 4160 Sustainable Communities

Educational Credentials:
Masters of Design Studies, Harvard University
Masters of Urban Planning, McGill University, Montreal, Quebec
Bachelor of Architecture, North Dakota State

Teaching Experience:
Adjunct Lecturer, Carleton College, 2004-2006
Adjunct Lecturer, The Art Institute International MN, Summer 2006
Adjunct Assistant Professor, University of MN, College of Design, Fall 2007-present
Adjunct Professor, Hamline University, Spring 2010-present
Adjunct Lecturer, Drake University, Fall 2010-present
Capstone Instructor, Boston Architectural, Spring 2013-present

Professional Experience:
Geston/Hanson, 1973-1974
Team 70 Architects, Minneapolis MN, 1976-1979
Hodne/Stageberg Partners, Minneapolis, MN, 1997-1981
BRW, Minneapolis MN, 1990-1991
Hennepin County, Minneapolis MN, 1991-1999
Carleton College, Northfield, MN, 2000-2006
University of MN Research Fellow, Center for Sustainable Building Research, College of Design, 2006-2007
University of MN Senior Research Fellow, Center for Sustainable Building Research, College of Design 2007-present

Licenses/Registration:
Registered Architect, Minnesota

Selected Publications and Recent Research:
2014, Journal of Sustainability
2006, Collaborations
1999, NACO Award
1990, Post Office Square

Professional Memberships:
USGBC
Susan C Strothman
Adjunct Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4571 Introduction to Architectural Structures
ARCH 5561/5517 Introduction to Architectural Structures
ARCH 5564 Architectural Structures

Educational Credentials:
MArch, University of Minnesota, 1999
BA, Saint Olaf College, 1988

Teaching Experience:
Adjunct Assistant Professor, University of Minnesota, 2001-2014

Professional Experience:
Yust Architectural Services, Saint Paul, MN, 2000-2008
Feyereisen Studios, Minneapolis, MN, 2004-2013
Castle Home Services, Minneapolis, MN, 2013-present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Marc Swackhamer  
Associate Professor  
Director of Graduate Studies

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:  
ARCH 8251 GD1 core design studio (coordinated and taught)  
ARCH 8251 GD1 Core Design Studio (coordinated and taught)  
ARCH 8253 GD2 Core Design Studio  
ARCH 8253 GD2 Core Design Studio  
ARCH 3282 Undergraduate Design Studio: “Program”

Educational Credentials:  
Bachelor of Architecture, School of Architecture and Interior Design, 1995  
Master of Architecture, Graduate School of Architecture, 1997

Teaching Experience:  
Department Head, University of Minnesota, July 2014-present  
Director of Masters of Architecture Program, University of Minnesota, May 2012-July 2014  
Director of Design, University of Minnesota, September 2011-May 2012  
Associate Professor of Architecture, University of Minnesota, August 2010-present  
Assistant Professor of Architecture, University of Minnesota, August 2004-August 2010

Professional Experience:  
HouMinn Practice L.L.C. - Vancouver / Houston / Minneapolis  
Principal / CFO (with partner Blair Satterfield), 1998 - present

Licenses/Registration:  
Selected Publications and Recent Research:  
2014, VarVac Wall and Hex Wall research: Professional Runner's Up in Core77's 2014 Design Awards ("Interiors and Exhibitions" category) - HouMinn Practice.  
2013, “Var-Vac: Breaking the Mold” accepted for publication in proceedings / presentation at ACADIA Conference 2013 at University of Waterloo in Cambridge, Ontario, Canada (HouMinn Practice)  
2011, Matter: Material Process in Architectural Production, by Borden, Gail Peter and Meredith, Michael.  
Invited to contribute essay “Built to Change: A Case for Disintegration and Obsolescence,” co-authored with Blair Satterfield.  
2009, “Images of Imagination” by Deanne Morrison - one of four projects featured in UMN News online publication - article also includes video interview.

Professional Memberships:  
Member of Awards Committee, ACADIA, 2012-present  
Chair of Awards Committee, ACADIA (appointed position), 2011-2012  
Treasurer for ACADIA (elected position), 2009-2011  
ACADIA, elected member of Board of Directors (2nd 2 year term), Fall 2008-Spring 2014  
Member of ACADIA (Association of Computer Aided Design in Architecture), Spring 2007-present
Lee Tollefson, FAIA
Adjunct Associate Professor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 4461 History of Native American Architecture
ARCH 5461 History of Native American Architecture

Educational Credentials:
Liberal Arts Studies, Gustavus Adolphus College, 1964-66
Bachelor of Architecture, University of Minnesota, 1970
Master of Architecture University of Pennsylvania, 1971
Louis Kahn Studio

Teaching Experience:
Adjunct Associate Professor, University of Minnesota, School of Architecture, 2006-present
Adjunct Associate Professor, College of Architecture & Landscape Architecture, 1980-2006
Adjunct Assistant Professor, CALA, University of Minnesota, 1977-80
Lecturer, CALA, University of Minnesota, 1973-77

Professional Experience:
RRTL Architects Principal, St. Paul, MN, 1985-present
Ralph Rapson Architects, Minneapolis, MN, 1971-1975
Frank Schlesinger Architects, Washington DC, 1970-1971
Ralph Rapson Architects, Minneapolis, MN, 1967-1970

Licenses/Registration:
NCARB # 40,220
Registrations: Minnesota, Ohio, Iowa, North Dakota, South Dakota, Montana

Selected Publications and Recent Research:
Articles on Designed Work
1997, L. Servadio, "Un villaggio per la comunita (A community village)," Cheisa Oggl- Architettura e Communacazione, Milano, Italy Vol. 23.

Professional Memberships:
Minnesota Society American Institute of Architects, 1974-present
Chair of AIA Minnesota Town Hall Forum, 2006-2009
AIA Minnesota Board of Directors, 2004-2007
President AIA Minnesota, 2005
AIA National Committee – MN Task Force, 1996
AIA National Committee – MN Task Force, 1981
Member Design Committee Saint John’s Abbey, 1987-present
Member President’s Distinguished Professor Mentor Program, University of Minnesota, 1994-95
William Webber
Lecturer
Senior Research Fellow

Courses Taught in Academic Year 2012-2013 and Year 2013-2014:
ARCH 8255 Graduate Architectural Design III
ARCH 5550 Design Module: Capacity. Fit. Measure - Sustainable Resilient Systems
ARCH 3250 BD Design Workshop: Beauty + Sustainability: Meaning and Synthesis in Community
ARCH 5516 Technology Two: Luminous and Thermal Design

Educational Credentials:
Masters of Architecture, CALA-University of Minnesota, 2002
Bachelor of Arts, University of Minnesota, 1997 (Major-Architecture, Minor-Studio Arts)

Teaching Experience:
Adjunct Assistant Professor/Lecturer, School of Architecture, College of Design (nee the Department of Architecture, CALA) University of Minnesota, 2002-present

Professional Experience:
Research Fellow, Center for Sustainable Building Research, University of Minnesota, 2002-2007
Senior Research Fellow, Center for Sustainable Building Research, College of Design, 2007-present
Interim Director, Center for Sustainable Building Research, College of Design, January-August 2014

Selected Publications and Recent Research:
B3 and SB 2030. Primary funding from the State of Minnesota Department of Administration and Department of Commerce Division of Energy Resources.
2014, EnergyScoreCards Minnesota Pilot Program. Project P.I. Project partners EnergyScoreCards, Minnesota Green Communities and Minnesota Housing, Primary funding Xcel Energy, and Department of Energy Resources, Minnesota State Commerce, additional funding from Minnesota Housing.
2011-present, South Quarter – Franklin Portland Gateway Technical Assistance and Research Support. Primary funding from Aeon.
2013, Park Row Apartments.Charrette. Primary funding from Southwest Minnesota Housing Partnership.
Project Partners Southwest Minnesota Housing Partnership.
2013, Minneapolis Health Housing Policy, Project Partners Minneapolis Department of Health and Community Planning and Economic Development – City of Minneapolis. Funding from the City of Minneapolis Department of Health.
2011, Health Outcomes and Green Renovation of Affordable Housing, Public Health Reports, Supplement 1 Volume 126. (co-author with Jill Breyssse, David Jacobs, et al.)

Professional Memberships:
James Wheeler  
Adjunct Instructor

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 3250 Exploring Uncertainty: Community Design + The Citizen Architect, Spring 2013  
ARCH 3250 Community Design + Build, May 2013  
ARCH 3250 Community Design: STITCH, Summer 2013  
ARCH 3711W Environmental Design and the Sociocultural Context, Fall 2013  
ARCH 3250 Community Design Practice 1, Spring 2014  
ARCH 5750 Topics in Urban Design: Duluth Futures, Spring 2014  
ARCH 3250 Community Design Practice 2, Spring 2014  
ARCH 3250 Community Design Practice: In the Field  
ARCH 3250 Community Design Practice: STITCH

Educational Credentials:  
M.Arch, University of Minnesota, 2004-2007  
Bachelors of Science, Architecture, University of Minnesota, 2000-2003

Teaching Experience:  
Community Design Studio Crit, Mississippi State University, 2008-2011  
Adjunct Assistant Professor, University of Minnesota, 2011-present

Professional Experience:  
Gulf Coast Community Design Studio, Biloxi, MS, 2007-2011  
Firm Ground Architects & Engineers, Inc., 2012-2013  
WCL Associates, St. Louis Park, MN, 2013  
Public Design Exchange, Minneapolis, MN, 2013-2014

Licenses/Registrations:  
Associate AIA

Selected Publications and Recent Research:  
2012-present, Historic Documentation of the Association for Community Design/National Association for Community Design Center Directors  
2010, “Palimpsestually Yours: Illuminating Absence in Sappho and the Urban Landscape,” Louisville Conference on Culture Since 1900 (Co-Authored by Ruth Williams, University of Cincinnati)

Professional Memberships:  
American Institute of Architects, Associate Member  
Association for Community Design, Member, Board of Directors  
SEED Network + Design Corps, Member, Board of Directors  
Architecture for Humanity- Minneapolis/St. Paul, Chapter Member
Jennifer Yoos, FAIA
Professor in Practice

Courses Taught In Academic Year 2012-2013 and Year 2013-2014:
ARCH 8253 Graduate Architectural Design III
ARCH 4150/ARCH 5350 Topics in Architecture - Skyway/Subway Cities
ARCH 5110 Architecture as Catalyst
ARCH 8299 Master's Final Project

Educational Credentials:
Loeb Fellowship, Harvard University, Graduate School of Design, 2002-2003
BArch, University of Minnesota, 1991

Teaching Experience:
Adjunct Faculty Member, School of Architecture, University of Minnesota, 1997-present
Adjunct Full Professor, University of Minnesota, 2011-present
Professor in Practice, University of Minnesota, 2005-2010
Adjunct Assistant Professor, University of Minnesota, 2001-2004
Visiting Juror, Harvard’s Graduate School of Design, Illinois Institute of Technology, Massachusetts Institute of Technology, Tulane University, University of Texas at Austin, University of Virginia, University of Washington-Seattle, 1998-2014
Visiting Fellow, Design Institute, University of Minnesota, 2002
John G. Williams Distinguished Professor, University of Arkansas, Fayetteville, 2012

Professional Experience:
Cuningham Hamilton Quiter, Minneapolis, Minnesota, 1992-1996
VJAA, Minneapolis, Minnesota, 1997-present

Licenses/Registration:
Architect Licensure Minnesota, NCARB Certification,
LEED Accredited Professional

Selected Publications and Recent Research:
2014, VJAA Office and Hostler Center Beirut; Venice Biennale, US Pavilion (Exhibition and Publication)
2014, Surreptitious Urbanisms; Keller Gallery, Massachusetts Institute of Technology (Exhibition and Publication)
“AIA Firm Award” National AIA Convention, Washington D.C.

Professional Memberships:
2013 Fellow, American Institute of Architects, College of Fellows, Category: Design; Member, American Institute of Architects; Member, Architectural Association
3. **Visiting Team Report (VTR)** from the previous visit and **Focused Evaluation Team Reports** from any subsequent Focused Evaluations.

Please see also [http://arch.design.umn.edu/about/](http://arch.design.umn.edu/about/) for the 2009 **Visiting Team Report** on the School of Architecture website.
July 21, 2009

Robert H. Bruininks, President
University of Minnesota
100 Church Street, SE
202 Morrill Hall
Minneapolis, MN 55455

Dear President Bruininks:

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the Directors reviewed the Visiting Team Report for the University of Minnesota, School of Architecture.

As a result, the professional architecture program:

    Master of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2009. The program is scheduled for its next accreditation visit in 2015.

Continuing accreditation is subject to the submission of Annual Reports. Annual Reports are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

    Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

    Part II (Narrative Report) is the narrative report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable Annual Report is not submitted to the NAAB by January 15, 2010, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the Annual Report process can be found in Section 10 of the NAAB Procedures for Accreditation, 2009 Edition.

Finally, under the terms of the 2009 Procedures for Accreditation, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 18) for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Douglas L. Steidl, FAIA
President

cc: Renee Cheng, AIA, Head
Stephen Parker, AIA, LEED AP, Visiting Team Chair
Visiting Team Members

Enclosed
University of Minnesota
Department of Architecture

Visiting Team Report

Master of Architecture
(Undergraduate degree plus 90 graduate credit hours)

The National Architectural Accrediting Board
8 April 2009

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

The School of Architecture in the College of Design at the University of Minnesota offers a premier professional graduate program, guided by a powerfully creative and resourceful faculty, situated in one of the world’s great universities, in a city renowned for its commitment to enlightened urbanism. AIA Gold Medal winner Ralph Rapson elevated the stature of one of the country’s oldest and most prestigious professional curricula, establishing its contemporary reputation for design excellence and fidelity to professional practice.

Graduate students describe the program in superlative terms, commending its promotion of design thinking, its intellectual rigor, its flexibility, and its openness to diverse artistic and critical perspectives. As one graduate Fulbright scholar noted, "studio culture is the heart of the whole establishment."

Encircling this powerful curriculum is a community of centers of research that greatly intensify design inquiry through projects of immediate value to the public. These centers engage our greatest and most challenging urban, cultural, social, and environmental problems with significant outcomes of immediate benefit to diverse local and national communities.

Among many noted strengths, the faculty and its curriculum demonstrate exceptional leadership in the areas of sustainable research, technology, and design. Nowhere in the curriculum is this commitment more convincingly demonstrated than the Luminous & Thermal Design Studio, which establishes zero carbon performance metrics, among other ambitious goals.

The college and school enjoy the efforts of two outstanding, nationally recognized administrative leaders—Dean Thomas Fisher and School of Architecture Head Renee Cheng. The provost noted their leadership throughout the university and community.

Clearly the passion and collaborative energy of this faculty, these students, and this administration account for one of the country’s most promising curricular initiatives, which seeks to apply innovative principles and pedagogies to the critical challenges facing our profession and public—climate change, urbanization, health, and social equity. Continuing success in this endeavor will require the steadfast commitment to continuing collaboration and collegiality.

2. Progress Since the Previous Site Visit

Criterion 12.11, Non-Western Traditions (2003): Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2003): This criterion is not met, despite opportunities to introduce non-western traditions within the curriculum. There is some exposure through special studio projects, and travel abroad, but the mainstream emphasis is minimal, fragmented, and superficial

2009 Visiting Team Assessment: This criterion remains not met. The school continues to house content in this area exclusively within elective coursework. Courses in this subject should be required in order to adequately address multicultural issues and perspectives commensurate with twenty-first century global experience.
Criterion 12.14, Accessibility (2003): Ability to design both site and building to accommodate individuals with varying physical abilities

Previous Team Report (2003): This criterion is not met. While there was evidence of efforts to teach awareness and understanding of accessibility issues in the foundation design studios, there was a failure in the systematic application in subsequent design projects, particularly with respect to the site.

2009 Visiting Team Assessment: This criterion is now adequately met as demonstrated by student projects illustrating the ability to accommodate individuals with varying physical abilities including in site design.

Criterion 12.27, Detailed Design Development (2003): Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

Previous Team Report (2003): This criterion is not met and requires additional focus throughout the studio curriculum. The recently launched Comprehensive Design Studio is positioned to develop design beyond schematic resolution.

2009 Visiting Team Assessment: This criterion is now adequately met. NAAB incorporated this criterion into SPC 13.28, Comprehensive Design. Student work in the Comprehensive Design Studio now adequately addresses this requirement for detailed design development ability.

Criterion 12.29, Comprehensive Design (2003): Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

Previous Team Report (2003): Evidence of comprehensive design in some studio projects and thesis projects was evident, but not for all students in the program. The recently launched Comprehensive Design Studio will resolve this deficiency.

2009 Visiting Team Assessment: This criterion is now adequately met to the ability level as demonstrated by student projects in the Comprehensive Design Studio.

Causes of Concern from the previous VTR dated March 12, 2003:

A. Communication

There remains great concern about the level and quality of communication among all members of the college and department communities. Communication problems are cited repeatedly in the previous NAAB Visiting Team Report (dated January 1997), as well as more recent documents including the Term Faculty Compact (dated December 2001), and Graduate Student Concerns document (dated January 2003). Issues regarding communication are the primary cause of other weaknesses in the program.

Over the past year, communication appears to have improved, but in general, communication gaps are severely hampering both the operations and impact of the department. This applies to communication among students, staff, faculty members, the administration, and alumni/ae. Opportunities are missed, potential linkages are overlooked, and the sharing of resources is not being maximized.
Despite the presence of four premier research centers, there is insufficient awareness of their work among other members of the department community. Substantial opportunities exist to integrate the knowledge of the centers into both the undergraduate and graduate curricula. Relatively few formal connections exist between the department and other departments in the college and throughout the campus.

Finally, despite the best efforts of the CALA Student Board, barriers persist between undergraduate and graduate students and even among the years within the two programs. The same is true regarding communication between the full-time and term faculty.

2009 Visiting Team Assessment: Although the college and school have made progress toward remedying these issues, problems persist under new circumstances for different reasons. On the matter of advising, please see further below in our causes for concern.

B. Advising and Curriculum Issues

Insufficient and inconsistent academic and career advising by department faculty and staff are apparent and a concern voiced by students of all levels. A related concern is the perceived inconsistencies among faculty member teaching styles and standards.

Despite a full 3-year program, opportunities and encouragement for students to pursue no departmental electives, directed studies, allied interests, minors, and areas of emphasis are limited. The students lack the support to develop parallel competencies, which could serve them well in their advanced studies and after graduation. The number of elective offerings is lacking. Courses in History, Art, Theory, and Criticism are especially underrepresented. Similarly, digital technologies need much stronger infrastructure in relation to teaching.

The M. Arch. thesis structure is in need of clarity relative to expectations, intent, and objectives. The delayed execution of the thesis book is of particular concern and represents a major problem facing the department. These two issues are critical considering that students do not take any other courses during their final thesis semester.

The team is also concerned about the stagnant course curriculum and materials, which have changed only marginally in the past 6 years.

Disconnections between full-time and term faculty members are detrimental to the program. Especially with the high number of term faculty members, there is a distinct need for clarity of communication structures, contract and hiring protocols and standards, and performance expectations.

Finally, the distinction between the B.A. and B.S. programs in Architecture was not clearly articulated or presented. This issue is directly related to the ongoing debate within the department regarding the duration of the M. Arch. program and the potential for distinguishing between the B.A. and B.S. degree holders. The current B.A. degree sets the standard for great advising and honors programming. The B.S. degree should aspire to these while maintaining the additional studio requirement that currently defines its popularity. Since the B.S. program is offered through CALA, the path to the professional degree M. Arch. program should become much clearer and more efficient. The national standard for a 4-year B.A. or B.S. degree followed by a 2-year M. Arch. should be seriously considered to attract a broader spectrum of student applications to the graduate program.
2009 Visiting Team Assessment: Although the college and school have made progress toward remedying these issues, problems persist under new circumstances for different reasons. On the matter of advising, please see further below in the causes for concern.

3. Conditions/Criteria Well Met

1.5 Architecture Education and Society
9. Information Resources
13.15 Sustainable Design
13.17 Site Conditions

4. Conditions/Criteria Not Met

3. Public Information
13.9 Non-Western Traditions

5. Causes of Concern

1. Academic Advising: The new curriculum is administratively and logistically complex and will require special attention and resources to achieve its full potential. Currently, a single individual entering phased retirement shoulders responsibility for all graduate students. Successful transition to this curriculum presupposes increased academic advising by faculty and staff.

2. Needed Studio Breakout Space/Equipment: Central university-controlled scheduling of seminar rooms has caused a critical shortage of studio breakout space. That said the school also needs more equipment. The current inventory of equipment in the computer labs and shop are limited. The size of the student body requires more print plotters and laser cutters.

3. Studio Culture: While the studio culture requirement is met, students’ knowledge of the written policy in place is mixed if not low. The school should uniformly disseminate the studio culture policy so that all students can read it, understand it, and contribute to its development. Some students report that the new spring semester format exacerbates the stress of studio, resulting in burn out. This condition deserves the school’s close and continuous attention.

4. Diversity: The student body remains less diverse than peer institutions and needs to improve in this area in terms of scholarship offerings and support. The largely homogeneous demographic profile of Minneapolis and Minnesota underscores the need for focused and intensified recruitment efforts to offset the clear lack of diversity in the school’s student population. The administration must direct its considerable creative energies to this important issue, with measurable results.

5. Curricular Revision: About a decade ago, following national trends, the Department of Architecture reformulated its five-year undergraduate professional degree, creating discrete undergraduate and graduate components. In its wisdom, the faculty directed the first two years of the old curriculum to the undergraduate level, and the last three to the graduate level, resulting in the current four-plus-three program. Over time the faculty continued to develop and adapt this unique three-year program despite clear national trends toward the four-plus-two format. The new curriculum, implemented in the spring of 2008, takes as given this four-plus-three legacy, although some members of the faculty see curricular revision as an ideal opportunity to revisit the underlying assumptions. The absence of a collegial...
framework for the exploration of this question puts the good efforts, innovation, excitement, and achievements of the new curriculum at risk.

6. **New Curriculum**: The new curriculum is innovative and dynamic, but its complexity and logistical conflicts threaten its vitality and effectiveness. The spring format, which divides the 15-week semester into two seven-week 'Modules' bracketing a one week 'Catalyst' exercise, disadvantages and even excludes students with semester-long course obligations, as well as those with obligations as teaching or research assistants outside the program. The new professional curriculum also needs more flexibility to ensure that all students meet general education requirements.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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The University of Minnesota is a premier public science and research university founded in 1851 on the land grant model. The leadership of the College of Design and the School of Architecture fully recognize the unique assets and opportunities of membership in a university community of this size and stature, and fully engage the political and intellectual life of the campus. The dean and unit head enjoy broad recognition and respect among members of the central administration, who readily acknowledge their leadership and credit them with elevating the value of the college and school within the university, city, and region, likewise with projecting their influence onto the national and world stage.

The university, college, and school enjoy a clearly defined relationship strengthened by a tradition of effective governance and central administrative support. The provost knows and understands architecture, supports the college and school, acknowledges the school’s fidelity to practice, and values the prominence of the college and school in the civic and cultural life of the Twin Cities. The current dean and senior faculty enjoy diverse and significant leadership roles within the university, notable among which are Andrzej Piotrowski, founding member of the University of Minnesota Digital Design Consortium; and Lee Anderson, 2006 University of Minnesota i-Fellow. Dean Thomas Fisher, who teaches the widely praised introductory graduate theory lecture, is actively engaged in the intellectual life of both college and university. The provost identifies Dean Fisher as among the university’s most respected, creative, and effective leaders, responsible for new interdisciplinary alliances with fourteen other colleges, particularly in the areas of health, public affairs, and business.

In 2006, the College of Architecture and Landscape Architecture merged in part with the College of Human Ecology, adding faculty and staff from the Department of Design, Housing, and Apparel to the Departments of Architecture and Landscape Architecture to form the new College of Design. Soon after, the Department of Architecture changed its name to the School of Architecture. The college faculty assembly recently drafted a new constitution, on the occasion of the college merger; most faculty members and students appear to be involved in the discourse on curricular priorities and strategic direction; more openness, involvement, and genuinely democratic and inclusive debate on the costs and
1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

Met          Not Met
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In numerous ways at multiple levels, students in the school are well supported by their peers, faculty, and administration. Students are well informed, actively involved in the life of the school and community, and fully engaged in the dialogue surrounding the professional curriculum. An elected representative of every graduate studio routinely meets with the unit head to discuss emerging issues and share feedback on curricular and institutional issues.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met          Not Met
[X]          [ ]

Active immersion into the School of Architecture by the local chapter of the AIA, participation in the program by local practicing architects as adjuncts and a large faculty core of licensed architects has provided positive role models of the profession, and highlighted the importance of registration and professional conduct. The student body demonstrates an obvious appreciation and understanding of the requirements of registration including the process of internship development (IDP) and continuing education beyond graduation; the students understand their responsibility for professional conduct. Discussion with the students indicated that most students had started an IDP file and expressed their intention to continue in the process to become a licensed architect. Alumni surveys and interviews suggest that graduates of the program actively seek and pass the ARE.
1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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Preparation for entry into the profession is demonstrated not only in the required professional practice course, but also by the rich involvement of experienced practitioners who serve as adjunct instructors on the faculty and as regular visiting critics. These architects represent a significant resource and a vital connection to the best practices of the local architecture community. Through its process of critical thinking and discourse, the program not only prepares students for future practice, it also prepares them to challenge the roles of current practice.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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This condition is well met.

Major projects in New Orleans, the Solar Decathlon, the zero carbon studio, and student engagement with the college’s diverse centers—such as Rural Design, Metropolitan Design, Sustainable Building Research, and Design in Health—provide rich opportunities for engagement with the community leadership and stakeholders. In these centers, students undertake sustained programs of research that have immediate benefit for local and national communities.

The metropolitan region of Minneapolis/St. Paul provides numerous opportunities for engagement throughout the communities of the more than three million residents involving complex regional issues such as transportation and transit and housing. Special
emphasis has been placed on urban brownfield reclamation and redevelopment opportunities with business industry and institutions.

Numerous foreign studies programs provide students with ample opportunities to explore urban and rural environments around the world. Notable programs include Malawi, Mexico, Turkey, and the Port Cities Program. The new 'Catalyst' programs, the seven-week 'Module', and foreign sites for thesis topic extend these opportunities.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

Met | Not Met
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The school employs diverse methods of self-assessment, including standardized university course evaluations; public design reviews; annual faculty performance reviews; and student exit interviews. Regular mid-term and final studio reviews invite criticism and feedback from faculty and professionals from outside the course, department, and college. A 2004 self-assessment led to the new four-course foundation design sequence for all degree paths, which included the addition of three building technology courses in the B.S program to create a more focused pre-professional track. The Faculty White Paper on Design & Technology (2007) proposed the integration approach to teaching design and technology by collaborative overlapping of studio design problems with building systems. The Architecture Alumni Survey provided input into the programs performance and the alumni’s trajectory and professional success after graduation. Finally, the ‘New Curriculum Strategy’, which received the AIA Education Honor Award in 2008, provides substantial evidence of the externally assessed merits and direction of the program.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met | Not Met
[ ]  | [X]

Although the university and college have transitioned to a fully digital bulletin, which includes the exact language required by NAAB, the current Master of Architecture Program brochure does not.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective
faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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The school follows university policies with relation to equitable hiring practices, for new faculty, students and staff. Recent hires of tenure track faculty have broadened the diversity of the faculty as have the promotion of two women faculty members to Full Professor. The student body remains less diverse than peer institutions and needs to improve in this area in terms of scholarship offerings and support. The largely homogeneous demographic profile of Minneapolis and Minnesota underscores the need for focused and intensified recruitment efforts to offset the clear lack of diversity in the school’s student population.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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The studio culture policy is currently located in the Faculty Handbook, which the school provides to each new faculty hire and to returning hires. This handbook addresses studio culture; and the department head further discusses the subject with each hire. Students and faculty alike confirmed a positive and respectful learning environment. While this condition is met, students' knowledge of the written policy in place is mixed if not low. The school should uniformly disseminate the studio culture policy so that all students can read it, understand it, and contribute to its development.

Some students report that the new spring semester format exacerbates the stress of studio, resulting in burn out. This condition deserves the school's close and continuous attention.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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The current administrative roster of the college and school provides sufficient support to faculty and students. School operations are appropriate for its mission and scope, with the exception of expressed concern for student advising. The new curriculum is administratively and logistically complex and will require special attention and resources to achieve its full potential. Currently, a single individual entering phased retirement shoulders responsibility for all graduate students.
Successful transition to this curriculum presupposes increased academic advising by faculty and staff.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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While human resource development is adequate, there is a clear need to provide additional resources for sabbatical leave, awards, research incentive funds, travel support, and professorships for a highly qualified and active faculty. Resources should be provided for faculty members at all levels and stages of their careers.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The new addition to Rapson Hall, designed by Steven Holl, provides the school with much needed space, including offices, galleries, a library, and studios. Awash with natural light and preserving the highest ideals of mid-century modernism, Rapson Hall provides an inspiring and stimulating setting for professional education. Notwithstanding, adjunct faculty members lack adequate office space and central university-control of scheduling of seminar rooms has created a shortage of studio breakout space when needed.

That said the school also needs more equipment. The current inventory of equipment in the computer labs and shop are limited. The size of the student body requires more print plotters and laser cutters.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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This condition is well met.

An award-winning architect designed the college's library facility with a contemporary vocabulary in a comfortable, human scale. The space is accessible, well lit, and supportive, with a substantial gallery programmed to exhibit work by faculty. The resources are voluminous and impressive, with more than 43,000 different catalog titles and 165 current periodicals. Electronic resources available through the university system triple these quantities. Generous checkout policies and book delivery services maximize access to materials spread over two campuses; inter-library loan policies provide access to resources not held in the university system. The Digital Content Library manages visual resources, which house more than 150,000 images for both the College of Design and the College of Liberal Arts. Students, faculty, and the general public enjoy access to this ever-growing resource.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The program has sufficient financial support to meet current needs however financial support remains disproportionate to the school's size and mission. Moreover, a legacy defect resulting from the merger of the College of Architecture and Landscape Architecture and the College of Human Ecology could restrict growth and compromise future program standing. The future aggregation of the other disciplines within the college must support current and future needs for more space and infrastructure to support the school's innovative curriculum, which relies on flexibility of space use.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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The administrative structure of both college and school is clear and autonomous, and the university is accredited by the North Central Association of Colleges and Schools (NCACS) as its regional accrediting agency according to the university web site information.
12. **Professional Degrees and Curriculum**

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

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The new curriculum is innovative and dynamic, and meets this condition's intent, but the new curriculum's complexity and logistical conflicts threaten its vitality and effectiveness. The spring format, which divides the 15-week semester into two seven-week 'Modules' bracketing a one week 'Catalyst' exercise, disadvantages and even excludes students with semester-long course obligations, as well as those with obligations as teaching or research assistants outside the program. The new professional curriculum needs more flexibility to ensure that all students continue to meet general education and elective requirements. This is item #6 in our causes for concerns.

13. **Student Performance Criteria**

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 **Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

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Course projects combine expository exercises with interpretation and argumentation. History papers exhibit appropriate standards of scholarship, style, and citation; numerous courses require paper abstracts, synopses, and visual/verbal presentations that summarize research papers, which instructors evaluate based on graded based on clarity, quality, and appearance.

13.2 **Critical Thinking Skills**

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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Courses exhibit manifest commitment to critical rigor, which registers in the quality of research papers, exams, and design projects.
13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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Numerous courses demonstrate freehand drawing proficiency, including sketches of structural systems. Computer work using the building information modeling application, Revit®, was very evident throughout the program work.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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Numerous courses feature humanities and social science topics and methodologies with ample opportunities for primary research, and incorporate rigorous research methods and resources.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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Strong formal analysis is a featured objective of Design Studio I. The curriculum investigates diverse and comprehensive formal and compositional theories, which is amply demonstrated in studio outcomes. Student work is free from any single dominant formal vocabulary or predisposition, suggesting broad, eclectic engagement with the consequences of different compositional methods, including digital and emergent form.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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The comprehensive studio work exhibits and demonstrates the ability to use architectural principles in the design of buildings, interior spaces, and sites.
13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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The new curriculum expressly promotes collaboration and team formation. The head estimates that 40 percent of the graduate experience is team-driven or collaborative. Participants in the student meeting verified this estimate, likewise the depth and intensity of course outcomes and studio projects.

13.8 Western Traditions

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

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Students largely satisfy this requirement at the undergraduate level, verified at admission. The school requires all students who lack this coursework to complete intensive summer coursework on this subject.

13.9 Non-Western Traditions

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

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After review of all the required coursework identified in the APR and Team Room Student Performance Criteria matrices, the team determined that coursework on this subject and content area was not found to adequately address multicultural issues and perspectives commensurate with twenty-first century global experience. The school continues to house content in this area exclusively within elective coursework.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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The summer intensive course, Architectural Design Studies, provides previous degree students with a compressed history survey course consisting of 12 lectures that provide adequate understanding of local and regional architectural heritage for 3-plus students.
Additionally, students have the opportunity in the list of architectural electives to deepen their knowledge through study of more extensive in depth topic focused courses.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met  Not Met
[X]   [ ]

Courses exhibit expressed analysis and application of architectural and urban precedents as illustrated in student studio projects.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met  Not Met
[X]   [ ]

Coursework and studio projects adequately covered a full range of human behavior, cultures, locations, and projects.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

Met  Not Met
[X]   [ ]

Research and studio projects adequately demonstrate student engagement and understanding of social, cultural, and economic diversity.

Numerous foreign studies programs provide students with ample opportunities to explore urban and rural environments around the world. Notable programs include Malawi, Mexico, Turkey, and the Port Cities Program.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met  Not Met
[X]   [ ]

Comprehensive studio projects illustrate the ability to accommodate individuals with varying physical abilities.
13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthy buildings and communities

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This criterion is well met.

Projects in the Building Technology II & III courses integrate innovative modeling exercises with environmental analysis and design. Additionally, the Solar Decathlon project earned the school national recognition. The Center for Sustainable Building Research greatly multiplies opportunities for student research and understanding this area.

13.16 Program Preparation

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

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Although studio and thesis projects exhibit the ability to research and develop programs, the attention to this subject in the curriculum is minimally met. Unfortunately, the best course on this subject, Principles of Design Programming, remains an elective.

13.17 Site Conditions

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

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This criterion is well met.

The Site and Bioclimatic Design Charrette found in Building Technology II exhibited the ability to respond to natural and built site characteristics. Additionally, Graduate Design Studio III demonstrated a particularly innovative student response to a broad range of artificial and natural ecologies. The AIA honored this studio with a 2009 national Education Honor Award.
13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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Analytical models and coursework in Building Technology III adequately exhibit student understanding of structural principles and systems.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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Evidence of understanding of environmental systems related to lighting, climate systems, and energy use integration was found in coursework and student projects in the Technology II: Luminous & Thermal Design course.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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Student work in Graduate Architectural Design I & II illustrates an understanding of basic life safety systems, including egress. However, some comprehensive design studio projects exhibited stair separation issues.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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Strong analytical analysis of building envelope assemblies and principals is a featured objective of the Technical Applications of Design Studio which is amply demonstrated in studio outcomes.
13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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Student work in Design Studio I demonstrates understanding of the spatial relationships, material use, and sections of building envelope systems, which are well-presented and understood throughout the curriculum.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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Several course curriculums' such as the Graduate Design Studios and the Building Technology II & III courses integrate analysis, design and detail of building systems, which is manifest in the comprehensive studio student projects to an ability level.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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The Technology I, Building Technologies and Construction Materials, coursework and projects demonstrate understanding of this criterion.

13.25 Construction Cost Control

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

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Building economics and life-cycle costs are covered in Professional Practice in four lectures, one public panel, two exercises and a mini-class study. It is also covered in the comprehensive design studio and in the related technical development module. The professional practice course exercises demonstrate estimating skills utilizing building information management software tools.
13.26 Technical Documentation

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

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Coursework in the Technology I, Building Technologies, and Professional Practice demonstrates that the students have obtained the ability to make technically precise drawings. The evidence of the ability to write outline specifications was also met but should be improved. This material was presented in class lectures by staff and visiting architects but found only minimally presented.

13.27 Client Role in Architecture

Understanding of the *responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

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The team finds understanding of the responsibility of the architect to be met through the presentations provided by the Professional Practice class and in student papers.

13.28 Comprehensive Design

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

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The skill to produce a comprehensive design project is demonstrated in student projects in the required studio work and comprehensive design work developed in Technical Applications in Design and Design Studios II & III courses.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

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Verification of an understanding of the architect's administrative roles was found in course work from the required Professional Practice class in exercises and study and student papers.
13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met [X] Not Met [ ]

Evidence of basic understanding of the principals of practice was found in course work for the required Professional Practice class in exercises and student papers. Additionally, conversations with students acknowledged the benefit from the positive interaction in studio class work with the large facility core of licensed architects and adjunct faculty of local practicing architects.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met [X] Not Met [ ]

Evidence of demonstrating understanding of this criterion was found course work for the required Professional Practice class in course exercises and class study and student papers. The student body demonstrates an obvious appreciation and understanding of the requirements of registration including the process of internship development (IDP) and the mutual rights of interns and employers.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Met [X] Not Met [ ]

Evidence of demonstrating understanding of this criterion was found course work for the required Professional Practice class in course exercises and class study and student papers.
13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

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The student projects in the Technical Applications in Design Studio provided illustration of knowledge and application of legal responsibilities. Further evidence demonstrating understanding of this criterion was found course work for the required Professional Practice class in course exercises and class study and student papers.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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Primary evidence of demonstrating understanding of this criterion was found course work for the required Professional Practice class in course exercises and class study and student papers. Ethical debate was also part of course work in the Technical Applications of Design Studio and Principals of Design Theory course. Active immersion by the local chapter of the AIA and a participation in the program by local practicing architects as adjuncts and a large faculty core of licensed architects has provided positive role models of the profession, and highlighted professional conduct in practice and design.
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Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2009 University of Minnesota Architecture Program Report.

Chartered in 1851, seven years before the Minnesota territory became a state, the University of Minnesota has risen from its humble beginnings to become one of America's pre-eminent research universities. The main Twin Cities campus of the University is really two campuses approximately three miles distant from each other. Twelve of the nineteen collegiate units of the Twin Cities campus are located on a site just east of downtown Minneapolis. Overlooking the banks of the Mississippi, the Weisman Art Museum serves as the gateway to this metropolitan campus.

The Saint Paul Campus, by contrast, adjoins a quiet residential area and the state fairgrounds, and is considerably smaller in terms of its enrollment (approximately 3,500 students). It is the home for the disciplines most often associated with a land grant university—agriculture, forestry, home economics, biological sciences, and veterinary medicine. There are co-ordinate campuses in Duluth, Morris, and Crookston.

At present, the College of Design (CDes) is split between the two campuses; housed in two buildings: Rapson Hall, located on the East Bank of the Minneapolis, and McNeal Hall on the Saint Paul Campus. Along with larger units like the college of Liberal Arts and the Institute of Technology, the classrooms and studios of the School of Architecture and Department of Landscape Architecture in College of Design enjoy the more urban location of the two campuses.

Today, after more than 150 years of contributions to higher education, Minnesota is one of the largest and most respected land grant universities in the country. Approximately 59,000 students are enrolled statewide; of these, 45,000 are pursing degrees at the Twin Cities campus. System wide, 3,500 international students represent about 130 different countries. Minority enrollment (Asian or Pacific Islander, African American, Hispanic, and American Indian or Alaskan) accounts for approximately n% of all students.

The Twin Cities campus ranks among the top three public research universities in the nation; only the University of California, Berkeley and the University of Michigan achieve similar results in sponsored funding.

The University is governed by the Board of Regents, a 12-member body appointed by the State Legislature. The Regents are responsible for the governance of the University as a whole. Current members are: Chair Patricia Simmons, Vice Chair Clyde Allen, Anthony R. Baraga, Dallas Bohnsack, Linda Cohen, John Frobenius, Venora Hung, Steve Hunter, Dean Johnson, David Larson, David Metzen, Maureen Ramirez. The President of the University is Robert Brunicks, Provost is Tom Sullivan.

In 1997, former president Mark Yudof began several initiatives – five interdisciplinary areas were selected for investment and development: digital technology, molecular and cellular biology, medical sciences, new media, and design. Another initiative was the improvement of the University's physical facilities. On the Twin Cities campus alone more than 2.0 capital improvement projects were completed between 1997-2003. From the School of Architecture's perspective the most important of these was the construction of
an addition, completed in 2001, more than doubling Rapson Hall for the former College of Architecture and Landscape Architecture.

The most far-reaching change to the University's academic life was implemented in 1996 when the Board of Regents adopted standards for the conversion of the academic calendar from quarters to semesters. Every department was required to convert its curriculum and degree requirements to their semester-based equivalents by 1999. The process was time-consuming and comprehensive, and it involved decisions from content and credit hours to course numbering.

Under President Brunicks, an ambitious strategic positioning process was launched in 2005. Extensive and holistic, it examined every operation and function of the institution. The following statement, "Why Strategic Positioning" conveys the essence of this new direction:

WHY STRATEGIC POSITIONING

The goal of strategic positioning is to make the University of Minnesota one of the top three public research universities in the world within a decade.

We must invest in core strengths of the University: Minnesota's economy and quality of life are directly linked to the quality of its only research university.

The changes we make now and in the future will benefit the University's students, faculty, stakeholders and the entire state by strengthening the quality of its education, research and public service.

In today's competitive world, standing still means falling behind. We must:

- Keep the state's only research university strong and of the highest quality as global competition for resources, high-ability students and top faculty grows.

- Respond to declining state funding. The University must make wise, but sometimes difficult choices in the face of declining state support. Dollars saved through academic redesign and administrative reform can be reinvested in improved education, research and outreach.

- Respond to changing demographics that will change the numbers, diversity, age and needs of the student population.

Source: [http://www1.umn.edu/systemwide/strategic_positioning/why_sp.html](http://www1.umn.edu/systemwide/strategic_positioning/why_sp.html)

The University strategic positioning offered opportunities for the School of Architecture, most significantly with the changes at the college level, as the College of Architecture and Landscape Architecture was transformed to the College of Design in 2006. More information on specific impact of the new college and other strategic planning affects are described in section 2.0
2. Institutional Mission

The following text is taken from the 2009 University of Minnesota Architecture Program Report.

MISSION STATEMENT

Subd. 1. Mission. The University of Minnesota (University), founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery** - To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

- **Teaching and Learning** - To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multicultural world.

- **Outreach and Public Service** - To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

Subd. 2. Guiding Principles. In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- embodies the values of academic freedom, responsibility, integrity, and cooperation;

- provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;

- assists individuals, institutions, and communities in responding to a continuously changing world;

- is conscious of and responsive to the needs of the many communities it is committed to serving;

- creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and

- inspires, sets high expectations for, and empowers the individuals within its community.
3. Program History

The following text is taken from the 2009 University of Minnesota Architecture Program Report.

In 1877, the University of Minnesota awarded its first professional degree in architecture. Thirty-five years later, the University constituted a Department of Architecture within the College of Engineering and Architecture. Under the leadership of Frederick Mann (1913-1937) and Roy Jones (1937-1954), an era that saw the acceptance of the Ecole des Beaux-Arts and then of the Modern movement, Minnesota's reputation as one of the strongest architectural schools in the United States was established.

In 1954 the University of Minnesota appointed Ralph Rapson, who had studied at Cranbrook, worked with Eero Saarinen, and taught at the New Bauhaus in Chicago, as Head of what had by then become the School of Architecture. During his thirty years of leadership, the School acquired a reputation for graduates with outstanding skills in architectural drawing and design and a commitment to professional practice. In addition to Rapson's international reputation as an architect and an educator, esteem for the School was measured by the numerous faculty and students who became fellows in the AIA and who earned local and national design awards, the Rotch Traveling Fellowship, and American Academy in Rome Fellowships.

The School of Architecture took a visible step toward the independence accorded other professional schools when, in 1961, it moved into its own building. It became the School of Architecture and Landscape (SALA) in 1966; and in 1967-68 it began granting a degree in landscape architecture (in conjunction with the Department of Horticulture).

After Ralph Rapson retired in 1984, Harrison Fraker succeeded him as Head of SALA. Fraker maintained the school's commitment to design excellence while also strengthening its support architectural research and scholarship. Several new faculty appointments enhanced the school's capacities in building technology, architectural history, and computer-aided design, adding vigor to design studio instruction.

In 1989, there were significant modifications to SALA's administrative structure and governance. Up to this time, the school had retained its affiliation with the Institute of Technology (IT), where it was the smallest element in a large collegiate unit composed of scientific and engineering disciplines. As Head and the school's chief academic officer, Harrison Fraker reported to IT's Dean. But with a newly revitalized faculty and curriculum, the school was ready to assume a greater, more visible, and more independent leadership role within the University, the State, and the region. To this end, the School of Architecture and Landscape decided to separate from IT to form an independent college similar to other professional schools in the university, and to many peer schools elsewhere.

On July 1, 1989, SALA became a collegiate unit with a new name, the College of Architecture and Landscape Architecture (CALA). Harrison Fraker was appointed its first Dean, and Roger Clemence its Associate Dean, a position primarily concerned with faculty matters and academic affairs. The College established its own constitution and bylaws, a specificity statement on promotion and tenure, and a College Assembly. CALA has had two deans and one interim dean. In 1995, when Harrison Fraker left to become Dean of...
the College of Environmental Design at U.C. Berkeley, Professor Roger Clemence became Interim Dean while a national search was conducted through the winter and spring of 1996 for Fraker's replacement. In July, Tom Fisher, former editor or Progressive Architecture, became CALA's new dean.

When CALA was established, Architecture and Landscape Architecture became separate departments with their own heads and their own governance structures. From 1989 to 1991, Associate Professor Gunter Dittmar was appointed interim Head and a national search was conducted. In the summer of 1991, Professor Garth Rockcastle was appointed Head of Architecture by Dean Fraker for a three-year term and was re-appointed after an internal search for an additional three years. When he stepped down in 1997, Lee Anderson was appointed by Dean Tom Fisher to serve as interim head through Spring Semester 1999, during which the Department held discussions about alternative leadership and governance policies. Subsequently, in Fall 1999, William Conway became the Department's new Head following a national search.

During the 2000-2001 academic year the faculty explored new options for governance, with an emphasis on shared governance and leadership. The result was the appointment of four co-Heads with Garth Rockcastle, William Conway, Katherine Solomonson, and Stephen Weeks sharing the duties of Head—an arrangement that provided leadership for the 2001-2002 academic year while further options were evaluated. The department simplified its administrative structure by designating to two co-Heads: Katherine Solomonson, Head of Faculty and Academic Affairs, and Stephen Weeks, Head of Operations. In Fall 2002 the Department also created the position of Director of Design, served by Renee Cheng, to develop greater coherence and integration in the design curriculum. In 2004 the Department chose to return to a single Head model and after an internal search, Renee Cheng was appointed to the position of Head.

In 2006 the new College of Design was created by joining the former CALA with a department from the College of Human Ecology, Design, Housing and Apparel (DHA). In this new context, it was appropriate for the Department of Architecture to revert back to its previous name, School of Architecture. The Board of Regents approved this request in 2006.

PROGRAM CHANGES

For decades, the principal professional degree in architecture was the Bachelor of Architecture (B.Arch.), typically a five-year undergraduate degree providing a broad foundation required for architectural practice. More recently, many schools have developed Master of Architecture (M.Arch.) programs phased out the B.Arch. The degree program at the University of Minnesota had granted the BArch degree since 1887. It was a momentous decision in 1992 when faculty voted to move to a professional degree at the graduate level. The discussion focused on which type of program would best capture the School's traditional strengths and offer the most promising trajectory for the future. The three-year M.Arch. was established in 1998 as the only professional degree. The B.Arch was phased out with the last degrees granted in 1998. The undergraduate degree program of the Bachelor of Science with a major in Architecture (B.S.) was added in 1999, creating a degree housed within the CALA as an alternative to the established Bachelor of Arts with a major in Architecture (B.A.) housed in the College of Liberal Arts. These changes required major restructuring of both undergraduate degrees and creation of a new graduate level degree. Change was more difficult as a result of the concurrent University-wide shift from quarter to semesters mentioned above.

Some six years later, architecture as a discipline expanded into significant new areas of research and the knowledge base grew rapidly. Throughout the United States, numerous
architecture programs responded to the need for specialization by establishing research-oriented degree programs – and in 2004 the School created a new Masters of Science (M.S.) degrees in Architecture with two topic areas: Sustainable Design Track and Heritage Preservation Concentration.

Later in 2004, School faculty were ready to examine the delivery of both undergraduate and graduate programs along with support for the new M.S programs. Considering broadly the transformations in practice and society, it was evident that changes were needed in the demand for professionally trained architects. The School assessed that the traditional path to a mainstream practice would always have value, but there was likely to be a significant shift in market demands. While a traditional stream may be greatly reduced, there appeared to be a simultaneous increase in the value of “design thinking” in the “design economy”. Books like Daniel Pink’s A Whole New Mind, discussed the importance of open-ended creative thinking typically found in design training. While there are many vehicles for design education, architecture was seen to be uniquely positioned to address a wide range of scales, social/human dimensions, technical and philosophical issues.

Reflecting on these broader issues in the context of undergraduate architectural education, the faculty at the School valued two approaches: pre-professional and liberal arts based. Assessment in 2004 led to several undergraduate program changes; a new four-course foundation design sequence was created for all degree paths; three building technology courses were added to the B.S. to create a more focused pre-professional track; architecture requirements were reduced for the B.A. to allow for fully rounded liberal arts study; and Bachelor of Design in Architecture BDA was created as a broad interdisciplinary design-based education. The school believed that all three types of preparation are well suited to the traditional definition of the architect as “master builder.”

Notably, the BDA introduced a new course type to the program, the BDA Workshop, a 2-credit half semester course that would be offered in a “hot-seat” studio setting (shared desks with storage space). The flexibility and variety that this half semester format offered became a topic of interest as the graduate curricular discussions unfolded.

After the undergraduate programs were clarified and student advising and support systems were greatly improved with the new college system, focus shifted to the graduate program in 2005-6. These discussions evolved from an understanding of the need for new skills to address pressing issues of society and the profession. The faculty were also cognizant of the potential for expanding the range of roles for professionally trained architects. Ironically, to prepare graduates for this new and unfamiliar future, long-established architectural principles seemed more important than ever. Architecture and buildings needed to be understood from their social and historical context as well as aesthetic and technical issues. Teaching the maddeningly slow-to-learn process of design – resolving seemingly contradictory demands – was seen as essential. The School projected that successful professional program in the future would offer a fundamentally sound architectural education yet prepare graduates with design skills that might be applied to fields outside those traditionally defined as architecture. Two faculty members wrote in 2007 ACSA White Papers (prepared for the NAAB Accreditation Review Conference):

Architects in the 21st century will be expected take a leadership role in stewardship of our global environment. To accomplish this goal students of architecture should find, infused through their education, a philosophy that acknowledges the connected principles of ecology, social justice, and economics. This philosophy should be substantiated by providing future architects with the technical knowledge necessary for precise, expert, and wise architectural action.
-Mary Guzowski

Traditional systems of higher education, those determined by old notions of disciplines or driven by the utility of specialized knowledge, fail when confronted with the dynamic character of changes triggered by globalization and new technologies. A few years ago, the New York Times published an article exploring a growing trend—the fact that the most successful corporations employ people with advanced degrees in fields such as cultural or political studies because they are trained to understand difficult non-quantitative issues. These individuals were shown to be more productive than those who come with the specialized expertise of business or production. These apparent outsiders, the article suggested, come with intellectual attitude and skills that are essential for shaping the global economy and responding to change.

-Andrzej Plotrowski

These discussions and writings eventually led to the graduate program changes in place for the Fall 2008.

Since the previous site visit in 2003, curriculum development has been at the forefront of our aim to make continuous and incremental quality improvements to our program. A more in-depth discussion of the strides taken in curriculum development is provided in Section 1.5 Self Assessment. Additionally, Appendix A contains text, student work and brief descriptions illustrating major themes in the curriculum.

Current degrees at Minnesota: B.A., B.S., M.Arch, M.S.

- Professional degree in architecture awarded since 1977
- 1877-1997: B.Arch professional degree (5 year undergraduate degree)
- 1998-present: M.Arch professional degree (3 year graduate degree)

The current B.A. curriculum objectives were initiated in fall 1993 as part of the shift to the Master of Architecture as our primary professional program. All programs underwent significant revisions with the University-wide conversion to semesters in fall 1999.

- 1974 M.Arch created for students with undergrad degrees in fields other than architecture. Program ran parallel to B.Arch degree.
- 1993-1994: B.A. curriculum revision, adjustments for addition of M.Arch as sole professional degree
- 1999-2000: B.A. curriculum revision, adjustments for the addition of the B.S.
- 2000-2001: B.S. degree added, B.A. curriculum enriched with study abroad (Oaxaca program), honors seminars, studio teaching seminars
- 2005: formalization of summer intensive program to create 3+ path to M.Arch degree for students with non-architecture undergraduate degrees
- 2003-4: Analysis of undergrad programs leads to discussion on a broad design-based undergraduate program that would complement the B.S.
- 2004: Four-course design foundation formalized, Bachelor of Design in Architecture (BDA) created, B.S. enriched with more building technology and architectural electives, B.A. clarified as a liberal arts degree.
• 2004: creation of M.S. in Architecture. One track (Sustainable Design) and four concentrations (Heritage Preservation, Digital Design, Metropolitan Design, History/Theory/Culture) created.

• 2005 first class of M.S. students admitted to Sustainable Design track.
• 2008 first class of M.S. students admitted to Heritage Preservation concentration
• 2005-8: major revisions to the M.Arch program as discussed throughout this report.

4. Program Mission

The following text is taken from the 2009 University of Minnesota Architecture Program Report.

This section contains the School of Architecture’s strategic plan. It was first adopted by a vote of the faculty on December 2, 2002, and subsequently updated in September 2008.

STRATEGIC PLAN

Building a Community of Learning/Inquiry/Practice

Composed by Strategic Planning Committee, incorporating ideas and contributions from School of Architecture faculty, staff, and students.

PART 1. INTRODUCTION

The School of Architecture flourishes within a dynamic physical, social, and cultural context. As an academic unit within the College of Design, it benefits from the activity generated by the College’s research activities in its Center for Sustainable Building Research, the Metropolitan Design Center, the Center for Rural Design, as well as the Department of Landscape Architecture, Department of Design Housing and Apparel (DHA). As part of a major research university, the School also benefits from association with highly ranked colleges, departments, and programs outside the College of Design which conduct work related to architectural design and research, such as the Humphrey Institute, Civil Engineering, Computer Science, Cultural Studies, Geography, American Studies. And as part of a land-grant University, the School of Architecture receives support for the strong tradition of community and regional outreach and service that has long been at the core of its mission. Its Twin Cities location anchors the School in a thriving architecture and arts community, a complex and expansive metropolitan environment, and a region offering many economic and ecological assets and challenges.

Over the past several years the faculty and students of the School of Architecture have met to assess the School’s programs as they stand and explore possibilities for the future. In large and small groups under a variety of circumstances, these ongoing discussions have considered how the School can amplify its existing strengths, develop new initiatives, establish partnerships beyond College of Design, address ongoing concerns, and above all, support and prepare students for a changing profession by building a stronger community of inquiry, learning, and creative practice.

These discussions have occurred during a period of transition. The School of Architecture has seen growth and change in its faculty and its academic programs, an
increase in the number and diversity of its students, transformations in technology, the completion of its building addition, shifts in administrative structure and personnel, and the expansion and increased complexity of the College. In the context of the University, the School has dealt with administrative and structural changes, and a difficult fiscal climate. Regionally, the School operates within the context of explosive metropolitan growth and ecological vulnerability, shifting demographics, and increasing interconnectedness with a global economy—all of which have a considerable impact on architectural education and practice.

Within these changing conditions, the School of Architecture has maintained its ongoing mission, defined new goals, assessed the challenges and opportunities we face, and shaped new strategies to make the most of them.

COLLEGE OF DESIGN MISSION

Discussed in 2007-8, awaiting 2008-9 discussion and vote by the newly created faculty assembly.

The College of Design is a new, multidisciplinary college incorporating the departments of architecture, landscape architecture, and design, housing and apparel, and associated research and outreach units. The new college aspires to be an international and national leader in multidisciplinary research, creative production, teaching, and public engagement in a wide variety of design-related fields.

The School of Architecture’s Strategic Plan is consistent with the College of Design’s broader mission and goals.

SCHOOL OF ARCHITECTURE MISSION

The School of Architecture’s central mission is the education of professional architects and the advancement of architectural knowledge and creative practice through design-centered teaching and research. It addresses this mission through:

- The education of students at all levels through effective and innovative teaching.
- The pursuit of new knowledge through the production and publication of research.
- The creative design, planning, and construction of buildings and environments.
- Service to the School, the University, national organizations, and related fields.
- Service to and linkages with professional practice and communities beyond the university.

The School’s mission needs to be understood within the context of several significant factors: the University of Minnesota’s overall mission of research, teaching and service, and its status as a land-grant institution; the School’s role as the only accredited program of architecture in the state of Minnesota; and the composition of the School’s faculty of both academics and practicing members of the profession. All of these have a bearing on how we approach the dual nature of architecture as both a profession and a discipline.

The discipline. The School of Architecture recognizes that as a discipline, architecture draws heavily from the thought, ideas and findings of the other arts, the humanities, science, and engineering to guide its theoretical explorations, education, and practice. But, more than an amalgam of other fields, architecture is a discipline in its own right, with its own modes of thought, knowledge base, and operation. The complex task of planning and creating environments of cultural, historic, artistic and sustainable, technological integrity demands modes of thinking and reasoning that transcend the mere synthesis of
diverse sources of knowledge. As a holistic and heuristic process, it fuses imagination and logic, creative exploration and systematic inquiry.

**The profession.** The School also recognizes that as a profession, architecture has a responsibility to serve society. It requires a well-rounded, comprehensive education, and a thorough understanding of the natural, social, cultural, political, economic and technological forces that shape the environments within which we work. Above all, it requires the capacity to find a constructive balance and creative synthesis in the discourse between the individual and the community, between private economic interests and the public good, and between nature, technology, and humanity. Implicit in this is the ethical obligation to respect our heritage from the past (architectural, cultural, and environmental), to foster a better quality of life in the present, and to develop sustainable possibilities for the future.

**SUMMARY OF GOALS**

The Strategic Plan, outlined on the pages that follow, is organized around these goals:

- **Academic Programs.** Reinforce excellence in design-centered education by fostering effective teaching; curricular clarity and interconnection; specialization and experimentation.
- **Research.** Promote inquiry by fostering innovative research, scholarship, and creative work.
- **Faculty, Staff, and Student Development.** Support and develop the strengths of our diverse faculty, staff, and student body.
- **Community.** Cultivate an inclusive, sustaining, and collegial community united in common values while affirming diversity.
- **Outreach.** Build upon our long-standing tradition of creative partnerships, collaboration, and service beyond the School and University.
- **Resources.** Ensure that the School has the resources, both financial and physical, that it needs to attain its goals and sustain its mission.
- **Sustaining Practices**

As we pursue these goals, we will sustain our commitment to the following:

- Recognizing and enhancing the vital role of the architectural profession in the design and care of the physical environment.
- Promoting design excellence, high standards, and leadership in practice, through professional education.
- Supporting academic inquiry and social responsibility within both the discipline and the profession of architecture.
- Ensuring that students are prepared to meet the challenges of a changing profession within our global society.
- Facilitating interconnections between: architecture and other disciplines, research and teaching, academics and practice, the university and the
community, the local and the global.

- Cultivating diversity in the broadest sense (e.g., ideological, ethnic, gender, cultural).
- Developing an inclusive, stimulating, respectful, and supportive environment for faculty, staff, and students.
- Accepting and embracing change by defining and expanding the terrain for innovation.

PART 2. THE PLAN

The material that follows amplifies on the goals and values outlined above. Although this section is organized according to our goals, the values that sustain the School thread through each section.

1. ACADEMIC PROGRAMS

Reinforce excellence in design-centered education by fostering effective teaching; curricular balance, clarity and interconnection; specialization and experimentation.

TEACHING

- Recognize the centrality of effective teaching in achieving our mission.
- Promote excellence in teaching and take action where it is not occurring.
- Cultivate a challenging and supportive learning environment.
- Encourage and reward experimentation and innovation.

CLARITY, BALANCE, AND INTEGRATION

- Refine the objectives and requirements of the B.A., B.S., and M.Arch. Programs, and the knowledge areas and skills that students are expected to master in each.
- Re-examine and elucidate the relationship between graduate and undergraduate programs.
- Encourage and facilitate integration and collaboration across the curriculum.
- Enhance connections between research and teaching.
- Develop a School plan for digital media addressing present and future teaching, research, and communication needs of School faculty, students, and staff

INTERDISCIPLINARITY

- Sustain the School's tradition of interdisciplinarity.
- Strengthen links between the School's academic programs and the College's research centers (e.g., Design Center for American Urban Landscape, Design Institute, Center for Sustainable Building Research, Center for Rural Design).
- Encourage collaboration between Architecture's programs and other Schools and programs in College of Design and the University (e.g., Landscape Architecture, Geography, and Planning).
FLEXIBILITY, DIVERSITY, AND CHOICE

- Develop greater flexibility in course offerings and the times when they can be taken.
- Expand and diversify elective offerings in architecture and in related disciplines, especially in areas that enhance cultural diversity.
- Support varying points of view and modes of inquiry and design.
- Capitalize on the School's ability, through its use of Cass Gilbert funds, to invite distinguished guests who bring new dimensions to the program.

SPECIALIZATION

- Facilitate specialization, to contribute to the changing profession and discipline, and to prepare students for a range of career paths.
- Continue to develop and implement a Master of Science degree program that builds on the School's and College's current and emerging strengths in digital design, urban design, sustainable design, professional practice, and cultural criticism.
- Establish and conduct searches for new tenure-track or tenured positions to support development of these areas.
- Explore the viability of developing a Ph.D. program in Architecture.

2. RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Promote inquiry by fostering innovative and interdisciplinary research, scholarship, and creative work.

INTERCONNECTION

- Facilitate the integration of teaching, research, and creative work.
- Sustain student involvement in faculty research and creative work through seminars and research assistantships.
- Create new opportunities for faculty and student research, scholarship, and creative work through a variety of means, including the Master of Science program (see above).
- Continue to use case studies involving local environments, engaging professionals and community members in various kinds of projects.
- Promote connections between faculty research, scholarship, and creative work and the work of College of Design's centers for research and design.

RESOURCES

- Commit organizational effort and financial resources to support those areas that will attract, support, and retain the best faculty and the most diverse students.
- Improve and expand facilities and equipment for research, scholarship, and creative work.
• Enhance financial support for research, scholarship, and creative work, and for participation in conferences and related events for regular and term faculty, as well as for students.

• Encourage, promote, and expand our strong working relationship with University Libraries to strengthen the identity and effectiveness of the only dedicated architecture library in the region, for the use of the profession as well as the academy.

• Develop resources to fund publications and exhibitions arising from within the School.

**DISSEMINATION**

• Continue to seek and develop opportunities for the dissemination of faculty and student research within and beyond the university (see Outreach, below).

3. **FACULTY, STAFF, AND STUDENT DEVELOPMENT.**

Support and develop the strengths of our diverse faculty, staff, and student body.

**FACULTY DEVELOPMENT**

**ROLES, RESPONSIBILITIES, AND PROCEDURES**

• Clarify roles, responsibilities and expectations for all faculty members, and continue developing avenues for communicating them (e.g., through annual meeting; orientation; publications; teaching workshops; coordination of design studio and drawing courses).

• Pursue clear and fair procedures and standards for hiring, assignment, review, and promotion of term faculty, bringing our practices into alignment with the University's policies and personnel plan, while recognizing our School’s own distinctive culture.

• Assess faculty workload and establish guidelines that ensure equity while providing flexibility in the proportion of teaching, research and service.

• Refine hiring practices for term faculty by bringing positions into alignment with the University personnel plan, while recognizing our School's own distinctive culture; and by clarifying and improving hiring procedures.

**EXCELLENCE IN RESEARCH AND TEACHING**

• Offer opportunities for development of teaching and research through seminars, workshops, etc., and encourage use of existing resources on campus.

• Provide opportunities and support for development of new skills and knowledge, especially in digital technology.

• Augment financial support through faculty development funds, information about grants and fellowships, and funding for necessary equipment, training, and software.

**NEW TENURE-TRACK POSITIONS**

• Establish new tenure-track positions in designated areas of strength (see above)

• Continue to build up the School’s junior faculty.

• Continue to increase diversity among the regular faculty.
EVALUATION

- Follow our criteria and procedures for evaluating and rewarding performance in teaching, scholarship, and service, for both regular and term faculty.
- Follow our defined criteria and procedures for term faculty promotion.

STAFF DEVELOPMENT

- Roles, responsibilities, and procedures.
- Clarify responsibilities and expectations for all staff
- Maintain effective coordination.
- Encourage teamwork.
- Facilitate cross training.

CAREER AND SKILLS DEVELOPMENT

- Support participation in workshops and courses to develop skills and knowledge base.
- Encourage the pursuit of other educational opportunities within and outside the university.

PERFORMANCE EVALUATION

- Continue to implement, assess and refine criteria and procedures for evaluating and rewarding performance.

STUDENT DEVELOPMENT

ADVISING

- Distribute graduate program advising more broadly by formalizing faculty advising, and establishing advanced graduate students as mentors.
- Expand career services activities through advising, service learning, and internships at both the graduate and undergraduate levels.

STUDENT LIFE AND CULTURE

- Enrich student life and culture by continuing to support community-building efforts such as Design at Noon talks, and by encouraging new initiatives.
- Support student leadership positions and develop more effective student participation in School decision-making processes
- Maintain or establish funding of student efforts such as There, exhibitions, Greenlight, Search for Shelter, and Freedom by Design.
- Develop effective mechanisms through which student concerns can be conveyed, heard, and addressed.

RECRUITING

- Increase diversity in our student body by developing a recruiting plan that targets groups under-represented in the field of architecture.
- Facilitate recruitment of students from liberal arts backgrounds by strengthening programmatic connections with regional liberal arts colleges and by continuing to
develop the summer 3+ Program (for students without a background in architecture).
- Amplify marketing and communication efforts with redesign of admission materials and processes including web-based resources.
- Continue to improve campus visits by encouraging interviews with faculty, facilities tours, and time with graduate student "ambassadors."

ADMISSIONS AND SCHOLARSHIPS

- Clarify admissions procedures for the different "streams" entering our M.Arch. Programs (students from B.S. in Architecture programs, liberal arts programs, our accelerated program, and our summer 3+ program).
- Continue to expand scholarship support.

4. COMMUNITY

Cultivate an inclusive, sustaining, and collegial community united in common values while affirming diversity.

ADMINISTRATIVE STRUCTURE, GOVERNANCE AND DECISION-MAKING PROCESSES

- Clarify procedures and policies for School administration, deliberation, decision-making, implementation, and assessment to ensure fair process and accountability.
- Ensure appropriate representation and participation in deliberation and decision making for all faculty, staff, and students.
- Ensure open and effective communication, with respect for voices in all dimensions of the School: staff, students, term faculty, regular faculty.
- Establish a well-developed School governance document.
- Expand opportunities for student participation in School discussions, deliberations, committees, etc. relative to academic, physical, and social environment of the School and college.

DIVERSITY

- Foster a community that embraces diversity and respects differences in culture and point of view.
- Establish, disseminate, and enforce a code of conduct for School faculty, students, and staff.
- Celebrate the creative tension born of the varying perspectives of our diverse faculty (academic, research, and practicing), staff, and students.

COMMUNITY IDENTITY

- Enhance, develop, and/or resurrect practices that reinforce our identity as a community.
- Maintain and enhance annual beginning-of-the-year meetings.
- Expand and enrich orientations for new faculty and students.
- Magnify celebratory occasions such as awards ceremonies and receptions to welcome new faculty, staff, and students.
COMMUNICATION AND EXCHANGE

- Improve communication through development of an effective information distribution system (bulletin board, kiosk, listserv, CDE S Memo RS S feed, website) to inform faculty, staff, and students about activities, deliberations, and decisions.
- Expand opportunities to share research and exchange ideas within the School and college through workshops, lectures, informal presentations, exhibitions, and symposia.
- Provide social and bread-breaking spaces in Rapson Hall for interaction of faculty, staff, students, and visitors.

5. OUTREACH

Build upon our long-standing tradition of creative partnerships, collaboration, and service reaching beyond the School and University.

DISSEMINATION OF RESEARCH, TEACHING, AND CREATIVE WORK

- Recognize existing opportunities and develop new initiatives to communicate work within and beyond the university (lectures, informal talks, symposia, conferences, publications, exhibitions).
- Continually update School website to reflect ongoing activities and recent initiatives by the School and its faculty, staff, and students.
- Continue to encourage and support faculty, student, and staff involvement in conferences and other activities outside the University.

PROFESSIONAL PRACTICE

- Continue to capitalize fully on our location within a thriving community of outstanding practitioners by strengthening connections with practice.
- Continue to enhance practitioners' involvement in the program by the Professor in Practice advisors.
- Sustain our mentorship program, which counts among the largest in the University.
- Expand internship opportunities for students.
- Strengthen career-related advising to prepare students for diverse career paths.

COMMUNITY AND CIVIC ENGAGEMENT

- Sustain our long-standing tradition of community outreach in teaching and research.
- Explore additional educational opportunities offered by our location in the Twin Cities metropolitan area.
- Develop service learning opportunities.

INTERNATIONAL EXCHANGE

- Maintain and enhance current programs that facilitate international exchange and increase understanding of and engagement with architectural practice in a global context.
- Sustain and extend the School's commitment to international education by
sustaining and strengthening our study-abroad and exchange programs (the Port Cities, Netherlands, and Mexico Programs) and by exploring additional options.

- Encourage continued innovation in programs such as the Port Cities program, which provides students and faculty with the experience of working with local practitioners/educators in developing design research into common issues.
- Enhance courses currently offered at the Twin Cities campus by incorporating more material and discussion devoted to cross-cultural and global issues.

6. RESOURCES

Ensure that the School has the resources, both financial and physical, it needs to attain its goals and sustain its mission.

FINANCIAL EQUILIBRIUM

- Enhance financial equilibrium by managing growth in relation to resources.
- Develop an enrollment plan for both undergraduate and graduate programs informed by faculty teaching load, availability of space, and tuition revenues.
- Increase faculty compensation and pursue salary equity adjustments to establish parity with institutional peers.
- Facilitate appropriate allocation of College of Design resources to the School especially in proportion to tuition generated and per capita spending for students and faculty.

DIGITAL TECHNOLOGY RESOURCES

- Review current digital technology capability (hardware, software, protocols, capability) in relation to the School's technology needs (for teaching, research and administration) and work with College to achieve them.

SPACE FOR SCHOOL OPERATIONS, PROGRAMS, AND RESEARCH

- Establish and implement a plan that defines space needs for undergraduate and graduate programs in relation to design pedagogies and enrollments, projected growth, enrollment management. Effectively explain the space needs for studio teaching to University scheduling and room assignment entities.
- Assess and address space needs for faculty offices, research, and meetings so that all have appropriate spaces for their work.
- Define a vision for the College of Design buildings and grounds that expresses the School's and College's consistent values and aspirations.

5. Program Self Assessment

The following text is taken from the 2009 University of Minnesota Architecture Program Report.

Comments from previous site visits (most recently 2003) and our own self assessment processes have been key to improving the quality and effectiveness of our program. We measure our progress and assess goals for the future based on continuous feedback from students, faculty, program administrators, and professionals. We are particularly
cognizant of the changing demands of the profession, and the pressure for architects to reduce the negative impact of the built environment in the world.

Over the course of the past several years, we recognized the potential to achieve new and higher goals in architectural education while responding to the need to leverage the strengths of our program more effectively. This led to a thorough examination of the graduate curriculum beginning in 2005. Faculty members engaged in a myriad of strategies and venues that required self reflection and input from a wide range of stakeholders internally, locally and nationally. The outcome was a curriculum that has since won the 2008 American Institute of Architects (AIA) Education Honor Award, deemed worthy of recognition based on the "holistic goals of the program—collaboration with professionals, coordinated design studios, infusion of workshops, and focus on critical thinking." from: http://www.aia.org/aiarchitect/thisweek08/o314/o314n_edawards.cfm

1.5.1 PROGRAM STRENGTHS AND CHALLENGES

The following is an overview of the processes that led to development of the new curriculum. This curriculum—in an illustrated overview—is provided in Appendix A.

<table>
<thead>
<tr>
<th>MECHANISM</th>
<th>RESPONSIBILITY OF...</th>
<th>AUDIENCE</th>
<th>RECORDING</th>
<th>ACTIONS TAKEN</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni survey on line with interview invitation</td>
<td>College Alumni Director Lisa Hultberg</td>
<td>Alumni</td>
<td>On-line data</td>
<td>Tracking</td>
<td>Completed Sept 2006</td>
</tr>
<tr>
<td>Student exit interviews</td>
<td>School Director of Admissions and student services (Terry Rafferty)</td>
<td>Non-materializing students - all are tracked</td>
<td>Notes</td>
<td>Input to strategic planning for recruiting; plan for curriculum marketing potential</td>
<td>Annual</td>
</tr>
<tr>
<td>Student panels</td>
<td>Terry Rafferty</td>
<td>Prospective students</td>
<td>Verbal</td>
<td>Recruitment</td>
<td>Annual open house events</td>
</tr>
<tr>
<td>Design Review (described in text below)</td>
<td>Head with CTD if appropriate</td>
<td>Faculty, Students, Outside guests</td>
<td>Notes</td>
<td>Feedback to curricular dev't, CTD followup</td>
<td>Annually each spring</td>
</tr>
<tr>
<td>Faculty interviews 06</td>
<td>UMN HR organizational effectiveness consultant</td>
<td>Advisory to Head</td>
<td>Holistic verbal feedback</td>
<td>Shift in communication style &amp; methods of communication</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>Annual evaluation of Head</td>
<td>CDS HR director (Jan Fristl)</td>
<td>Advisory to Dean</td>
<td>Written annual review</td>
<td>Strategies developed for merging school and College agendas</td>
<td>Annual</td>
</tr>
<tr>
<td>Faculty annual review</td>
<td>Faculty Committee and Head</td>
<td>Advisory to Dean</td>
<td>Written evaluations</td>
<td>More increase</td>
<td>Annual</td>
</tr>
<tr>
<td>Curriculum generations</td>
<td>Head and faculty</td>
<td>blames</td>
<td>notes</td>
<td>feedback</td>
<td>See timeline</td>
</tr>
</tbody>
</table>

The recent alumni survey was first extensive survey done since a series of major changes during 1996-2006 time period. Profound changes (described in more detail in the 1.3 history and 2.0 progress) included the discontinuation of the B.Arch degree and introduction of the M.Arch degree, shift from quarter system to semesters system, introduction of the BS degree, change to the College of Design.

The Director of Admissions and Graduate Student Services, Terry Rafferty, has implemented a number of effective feedback venues since he arrived in 2004. Among those are panels of current students to directly give assessment to prospective students, exit interviews to track those students who were admitted and declined to enroll.

The School has a tradition of spring Design Review with outside guests, faculty and students discussing one slice of the curriculum. Spring 2008 Design Review was held with the usual audience in addition to Center for Teaching Consultants. It provided encouraging evidence that we have achieved several of our goals for the
spring modules – opening up new venues of work, taking advantage of the contrasting 
the pace of work between fall and spring, shifting responsibility of establishing trajectory 
within the program to the students. Overall the quality of the student work was excellent.

Faculty have also engaged in reflective and projective activity as an internal feedback 
process. Notably, the following list of the program’s strengths and opportunities was 
developed over the course of the Fall semester 2006 by an Ad-hoc Core Curriculum 
Committee and summarized in their report issued January 2007 (Appendix B)

**TABLE 1-2 ASSESSMENT OF STRENGTHS & OPPORTUNITIES**

<table>
<thead>
<tr>
<th>ASSESSED STRENGTHS</th>
<th>OPPORTUNITIES TO LEVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong sense of social good – the architecture of engagement – strong faculty and student values</td>
<td>A more diverse student body would provide wider range of views and approaches</td>
</tr>
<tr>
<td>Sustainable design breadth and depth especially related to connection to CSBR and MS-SD</td>
<td>Sustainable design can be broadened beyond building technology</td>
</tr>
<tr>
<td>Tradition of design teaching and reputation for strong design graduates</td>
<td>Diverse points of view among faculty should contribute to productive discussion, particularly on balance of design and technology</td>
</tr>
<tr>
<td>Connection to the profession including excellent adjunct faculty</td>
<td>Adjunct faculty range in their availability and interest in curricular discussions beyond their own courses, need a range opportunities</td>
</tr>
<tr>
<td>Location in Twin Cities creates vibrant energy</td>
<td>Variety of offerings from museums and events can be complementary to School events with advanced planning and communication</td>
</tr>
<tr>
<td>Some areas of curriculum well coordinated with attempt to overlap and connect exercises</td>
<td>Coordination can integrate material but demands integrative thinking and methods of working, need to provide support.</td>
</tr>
<tr>
<td>Resources available but limited at University, College and School</td>
<td>Resources should grows to reflect undergrad changes that have leveraged substantial financial gain for the College</td>
</tr>
<tr>
<td>Rapson Hall provides good communal spaces and studios, but University pressure to be efficient increasing</td>
<td>University recognizes design education as distinct from lab or humanities but needs to allow our space intensive teaching methods in design studios</td>
</tr>
</tbody>
</table>

Table based on Ad-hoc Core Curriculum Task Force Report, Jan 2007

The assessment of strengths and opportunities to leverage our particular program was placed in context to three forces acting upon the profession and larger society:
1. The built environment is responsible for nearly half the energy consumption in the world, architecture can play a substantial role in mitigating the negative impacts of climate change. Particular skills and ways of thinking about energy should be informed by good design decisions.

2. Data technologies have generally transformed communication globally and, particular to architecture, has changed practice in fundamental ways. Architectural education can reflect the trajectory of this change with new ways of thinking about data, form and technology.

3. Design thinking is increasingly recognized as valuable to fields other than those traditionally defined as design. Proving the value proposition of design is essential to creating a powerful voice for design in a wide range and scale of issues.

Through the process of identifying the program strengths in context with larger needs of the profession, the School has a dear set of goals for architectural education and a strategy for achieving it – build on tradition, embrace challenge and expect change. The School’s traditions are based on a long history of design teaching and ties with the profession. Challenge can come in many forms, but at this moment, issues arising from climate change and technological shifts must be engaged. Change comes from a flexible and agile set of electives that draw from the diversity and richness of our faculty and the community. In the new curriculum, for example, elements such as the 4 day catalyst workshops allow for a variety of short but memorable interchanges, capitalizing on our position within an actively engaged professional and arts community, our interdisciplinary College and Research I University. Table 1-3 provides an overview of curricular change based on assessment and analysis.

See table following page.
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ANALYSIS AND/OR NEED FOR IMPROVEMENT</th>
<th>ADDRESSED BY THESE CURRICULAR CHANGES OR ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design thinking taught in design studio is strong</td>
<td>Time-consuming and often out of proportion to credits</td>
<td>Change credits for some of the studio courses</td>
</tr>
<tr>
<td>Strong technology faculty using design in course work</td>
<td>Design-based tech competes for time with design studio</td>
<td>Three types of response (see appendix C: Task Force on Technology and Design):</td>
</tr>
<tr>
<td>Variety of approaches among faculty</td>
<td>Can appear contradictory, not enough elective offerings to leverage the variety</td>
<td>Allow spring to be diverse, agree on shared fall principals, create spring modules to increase number of elective options</td>
</tr>
<tr>
<td>Some areas coordinated Some not</td>
<td>Not all courses or faculty are well suited to coordination</td>
<td>Strategically target coordination only where critical and most beneficial</td>
</tr>
<tr>
<td>Comprehensive studio is strong and meets criteria</td>
<td>Placement of comp studio in the curriculum competes with study abroad or thesis prep</td>
<td>Technical development module builds from fall semester studio and compresses to one module</td>
</tr>
<tr>
<td>Thesis</td>
<td>Thesis process and outcome uneven, stressful for students and workload of faculty</td>
<td>Major changes to thesis prep (see appendix ___ thesis memo) and thesis advising</td>
</tr>
<tr>
<td>Study abroad is valued</td>
<td>Can be disruptive to curriculum flow, seems too heavily weighted</td>
<td>Increase M-term offerings, explore possible modular study abroad</td>
</tr>
<tr>
<td>3 yr time allows students to fully explore their trajectory in the curriculum and for substantial faculty contact with students</td>
<td>Length of time of program more costly and difficult to compare with 4+2 programs</td>
<td>Focus on providing &quot;value-added&quot; within the 3 year degree for students with a BS background thru dual degrees or possible practice track with internship opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong studio culture</td>
<td>Needs geographic and ethnic diversity</td>
<td>Increase recruiting, marketing of new curriculum, increase scholarship development</td>
</tr>
<tr>
<td>Activist/idealist students</td>
<td>Needs exposure to broad range of issues around architecture including global economic and policy</td>
<td>Keep ties with AFH, develop ties with Carlson School of Management. Shift in focus in pro-practice class</td>
</tr>
<tr>
<td>Most students expect to enter the profession as licensed architects</td>
<td>Need exposure to practices beyond this region</td>
<td>Explore possible IDP placement to national and intern'l firms</td>
</tr>
<tr>
<td>Close to 50% work in offices during school</td>
<td>Need to manage schedule and workload to achieve balance</td>
<td>Possible practice track. Monitor changes in IDP for 15 hours/week minimum duration</td>
</tr>
<tr>
<td>Approximately 40% work as teaching or research assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are hard working</td>
<td>Sometimes risk adverse</td>
<td>Catalyats encourage high risk high reward (see syllabus Arch190)</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>ANALYSIS AND/OR NEED FOR IMPROVEMENT</td>
<td>ADDRESSED BY THESE CURRICULAR CHANGES OR ACTIONS</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AIAS traditionally strong</td>
<td>AIAS traditionally undergrad only</td>
<td>Expand offerings to be attractive to grad, required AIAS or IDP membership part of pro-practice class</td>
</tr>
<tr>
<td>Students come from diverse educational preparations</td>
<td>Students with pre-professional background and those with liberal arts backgrounds both can feel misaligned with some course material</td>
<td>Establish strong studio community and curricular opportunities for a variety of levels to run in parallel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good relations between senior faculty and junior faculty</td>
<td>Some overload on junior faculty and some uneven loads on senior faculty</td>
<td>Three year workplan extends planning horizon, point system allows for transparency (see appendix F)</td>
</tr>
<tr>
<td>Recent hires push boundaries of interdisciplinary teaching, research and creative practice</td>
<td>Interconnection relies on good communication</td>
<td>Need for communication with University and professional community. Continue clear support for tenure cases of &quot;hybrid&quot; promotion packages</td>
</tr>
<tr>
<td>Excellent pool of adjunct faculty</td>
<td>Pace of work in offices can be unpredictable</td>
<td>Need for good communication and adjustment of planning horizons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College research centers offer extraordinary opportunities</td>
<td>Faculty often overstretched and need time</td>
<td>Workload planning and possible lighter loaded in spring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and student interest in digifab is high</td>
<td>Resources are insufficient for existing fabrication, no strategies exist to address this concern</td>
<td>Need for additional laser cutting and digifab equipment New materials library under development</td>
</tr>
</tbody>
</table>

The Curriculum Development Timeline on the following page is a graphic depiction of the variety of parallel and overlapping processes that led to the conception and early implementation of the new curriculum.
The graphic on the facing page shows a series of events feeding into a critical moment in late spring 2008, graphically highlighted in a vertical white bar. During a period of two weeks in April and May, faculty discussions led to near unanimous vote on 15 courses that comprised the changes needed to adopt the new curriculum. Design reviews of the spring modules were events for students, faculty and the Center for Teaching consultants. Two national presentations of the curriculum in late May allowed us to reflect back on the past year and project forward to the next.

Faculty discussions starting in 2005 fed into the work of three task forces (shown in the top horizontal bar). The first task force was led by a senior faculty member and broadly represented the faculty as a whole. Their report presented strengths and weakness of the program (listed in the table below), the group presented 6 possible models, designated as Models A-E. The second task force was comprised of our junior faculty (at that time, 4 people) charged by the governing faculty to develop one model. They worked in a "black box" process over the summer with input from Head and Director of Graduate Studies (DGS) and limited interaction with the broader group of faculty. The resulting model "T" was presented in the Fall 2008 and has been the framework for the new curriculum. The model has evolved and strengthened through testing and input from a variety of constituents.

Parallel to the faculty discussion, small faculty groups were interested in testing some of the principals of a new curriculum by introducing new material or new formats within the old curricular structure and existing classes (shown in the second horizontal bar). Some groups relied heavily on Center for Teaching resources during the development phases, others used CTL to measure outcomes.

University resources (shown in the third horizontal bar) were accessible for organizational change. There were two resource tapped, one related directly to curricular content and teaching techniques and the other supporting broader organizational change and processes to achieve it. Both types of support were helpful as faculty and students worked through change. The Center for Teaching team was comprised of 3 people with complementary expertise who were part of the "teaching through change" resources at the Center. An organizational expert was provided by the Human Resources Office for Organizational Effectiveness to mentor the Head to lead change and provided feedback through 8 individual faculty interviews and other more informal venues. The expert also facilitated some meetings to focus discussion on both the content and decision process of the curriculum change.

Both internal and external to the University, the School pursued multiple opportunities for discussion and presentation of both the curriculum and its development process (shown in the last horizontal bar). In addition to multiple presentations to students, adjunct and regular faculty, staff and administration, there were several high level external venues for presentation, discussion and feedback, most prominent of which were related to the successful blind-peer reviewed submission for AIA Education Honors Award.
The structural transformation between the old and new curricular structure is shown below.

**Curriculum Evolution**

1. **Grow + Shrink**
   - The first step in creating difference between fall and spring is to shift some credit hours from fall to spring. One large studio becomes two fall sessions, making the fall semester shorter.

2. **Distribute + Divide**
   - To avoid spreading students' attention over too many courses at any given time, studio courses are divided into studio sessions. Spring semester is divided into two modules, giving students more flexibility and choice.

3. **Combine + Mix**
   - Finally, modules in the spring are tightly linked. They can be combined in different ways to accommodate the particular requirements of various topic areas, for example, short (1-3 week), medium (4-6 week), and long (6-9 week) modules.

4. **Shrink + Combine**
   - To further reduce workload, credits are reallocated to ensure the fall semester is shorter.

5. **Reduce**
   - To further reduce workload, credits are reallocated to ensure the fall semester is shorter.

Fig 1-2 Storyboard of Curricular Change

### 1.5.2 Plan to Address Program Challenges

The School has placed highest priority in aggressively addressing several issues described below:

1. Continue to develop the new curriculum in both content and format shifts. In addition to the curricular development and teaching strategies, there are many logistical challenges offered by the new curriculum:
   - increased need for course planning and diverse offerings,
   - increased need for student advising as they choose elective paths,
   - adapting material to either the coordinated fall semester or the short half-semester module,
   - faculty workload planning to maximize opportunities for blocks of research time and well-timed elective offerings that might advance their research.
We have recently established processes that address these issues. Below shows changes in advising structure.

The pathways to and from the new curriculum need study and development. The connection to our own BS and BDA degrees to M.ARch, transition after graduation for all streams of students needs to be guided and tracked. Grad surveys, such as the one completed this fall, will support us in achieving this goal.

We value feedback from students currently in the program as well as alumni. Longitudinal tracking of graduates shows that they all mention a relatively high level of satisfaction (see appendix G). We cross reference their satisfaction level with information about when they graduated so that we know the curricula that they experienced while in school and can project the amount of practice experience that might be informing their survey rating. Our 2008 survey will provide a baseline for us to measure the effects of the new curriculum on recent graduates as they progress towards licensure. We are hoping that the particular strengths of the new curriculum as a design-based practice education will lead to licensed professionals that are not only satisfied with how their education prepared them for a changing practice, but have increased potential for leadership positions. We will remain intensively interested in the successes of graduates of the program as we track alumni for the next 5-10 years. Additional metrics are needed to assess the impact of the curriculum change.

The School needs to move from a regional program to one that has a national presence. More national level recruiting and promotion is needed.
2. Address new space allocation systems of the College and University. There has been increasing pressure from the University to use space effectively and in this climate it has been difficult to explain space needs inherent to studio teaching. Flexible meeting spaces for pin-up, discussion and projection has been reduced each year. Without this space, studio teaching will have to alter – becoming less fluid and responsive. Reverting back to a model of unvarying desk crits would be extremely detrimental to the School’s studio culture.

3. Financial allotment within the college does not appear to be proportional to size of student body, number of full time faculty or tuition income (see section 3.10). While recent gains in faculty salary have been beneficial to the program, there is still need for improvement. Ideally, resources would be more equitably dispensed – particularly with approximately $300K of new resources anticipated in fall 2009 achieved by additional tuition generated by a change to Freshman admitting for Architecture undergraduates. If resources were available, the new curriculum would have sufficient support for course development – currently expected to be absorbed into faculty workload. Additionally, programs such as study or work abroad would have support instead of funded by increasing fees and tuition. Lastly, we would use funds to attract high quality out of state and international students who current pay almost twice as much as in-state students.
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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

NAAB ACCREDITATION TEAM VISIT ITINERARY
University of Minnesota, School of Architecture

Accreditation Team:

Chair Stephen Parker AIA, representing NCARB
Rocco Gerd AIA, representing ACSA
Morris Brown MFA, AIA, representing the AIA
Melissa Schricker, representing AIAS

Wayne Drummond FAIA, observer
Daniel Friedman FAIA, observer

April 4 through April 8, 2009

Saturday—April 4, 2009

Arrival of Team Members

Team introductions and orientation

3:30 PM—Review of team room—team chair and program director

5:30 PM—Team Introductions, Hotel Team Meeting Room

6:30 PM—Dinner at Loring Pasta Bar: Team Only

7:30 PM—Team Orientation at Hotel Team Meeting Room.

Sunday—April 5

8:00 AM—Team breakfast with Renee Cheng, Head

9:00 AM—Overview of the team room by program head, Renee Cheng

10:00 AM—Initial review of exhibits and records

12:00 PM—Team lunch with SOA Head, Renee Cheng and Dean, Tom Fisher

1:15 PM - 3:30 PM—Tour of the facilities with Head, Renee Cheng

3:30 PM—Meeting with Librarian and library visit
4:00 PM—Continue to review of exhibits and records in Team Room

5:00 PM—Reception with Faculty, Administrators, Student Leaders

7:00 PM—Team only dinner at Spill of Wine

8:45 PM—Team debriefing session at Hotel Team Meeting Room

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Monday April 6

8:00 AM—Team breakfast with Head, Renee Cheng, DGS, DOD

9:00 AM—Entrance meeting with Dean, Tom Fisher

10:00 AM—Entrance meeting with Director of Graduate Studies, Steve Weeks: Director of Design, Gunter Dittmar, Presentation of Curriculum

11:00 AM—Entrance meeting with the Vice-Provost, Arlene Carney

12:00 PM—Team lunch with faculty only

1:15 PM—School-wide entrance meeting with the students Rapson Auditorium

2:15 PM—Observation of Studios

2:15 PM—Continue to review of exhibits and records

5:00 PM—Reception with Professional Advisory Group, Alumni, Architects, Rapson Hall Gallery

7:00 PM—Team only dinner at Kafe 421

8:30 PM—Debriefing session at Hotel Team Room

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Tuesday—April 7

8:00 AM—Team breakfast with program head, Renee Cheng
9:00AM -12:00 PM—Review of general studies, electives, and related programs

9:00 AM—Team meeting with Ignacio San Martin, MDC, Rapson 145A

9:30 AM—Team meeting with Lance Nechar, Landscape Architecture, Rapson 145A

10:00 AM—Team meeting with Becky Yust, Design Housing and Apparel, Rapson 145A

10:30 AM—Team meeting with John Carmody, at CSBR

11:00 AM—Team meeting with Kate Solomonson Associate Dean, Rapson 145A

11:30 AM—Team meeting with Marilyn Delong Associate Dean, Rapson 145A

12:00 PM—Team lunch with student representatives only

1:00 PM-5:00PM—Observations of lectures and seminars (schedule of courses to be added)

1:00-7:00 PM—Continue review of exhibits and records

7:00PM.—Team only dinner, Nye’s Polanaise Room

8:30PM—Accreditation deliberations and drafting the draft VTR

Wednesday—April 8

7:30 PM – Check out of hotel

8:00 AM—Team breakfast with the program head, Renee Cheng

9:00 PM—Exit meeting with the Dean Tom Fisher, Rapson 101E

10:00 PM—Exit meeting with the Vice Provost office, Arlene Carney, 238 Morrill Hall

11:15 PM—Exit meeting with the Faculty and Students, Rapson Hall Courtyard

12:15 PM – Team members depart to airport, lunch with remaining team members who have time before heading to the airport.
IV. Report Signatures

Respectfully submitted,

Stephen Parker, AIA, LEED® AP
Team Chair
Representing the NCARB

Rocco Coo, AIA, LEED® AP
Team member
Representing the ACSA

Melissa Schricker
Team member
Representing the AIAAS

Morris Brown, MFA, AIA
Team member
Representing the AIA

R. Wayne Drummond, FAIA
Observer

Daniel S. Friedman, FAIA
Observer
4. Catalog (or URL for retrieving online catalogs and related materials)

The University of Minnesota course catalog can be accessed from [https://webapps-prd.oit.umn.edu/pcas/viewCatalogSearchForm.do](https://webapps-prd.oit.umn.edu/pcas/viewCatalogSearchForm.do).
5. Response to the Offsite Program Questionnaire

Not Applicable
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