

PART 3 : Progress Since the Last Visit

3.1 Summary of Responses to the Team Findings

NAAB Accreditation Review Responses to Deficiencies [2007]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: The SALA Curriculum committee has made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

BSD is comprised of 120 credit hours, 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a COD history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we made changed 3 COD professional electives into general ASU electives.

MARCH is comprised of 56 credit hours, 38 credit hours are required courses in the MARCH program and 18 credit hours are electives. Of the 18 elective credit hours, 12 credit hours are COD professional electives and 6 credit hours are ASU electives approved for graduate level studies.

To accomplish this distribution of credit hours: we cancelled ANP698 Final Project Seminar, merged AAD 551 Architectural Management 1 with AAD 552 Architectural Management 2, and made 3 credit hours of COD professional electives into 3 credit hours of ASU electives approved for graduate level studies.

13.7 Collaborative Skills

Program Response: The School has developed two studios that specifically engage collaboration, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 undergraduate studios are called the **Integral Studios**. So named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in Building Design. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within the College of Design, these include; Visual Communication, Planning, Industrial Design, and Interior Design. In the spring of 2007 five Integral Studios were offered each with a mix of BSD and BSLA students.

The 622 **The Applied Research Collaborative**, is a new Thesis option for Master of Architecture Students, Master of Science in Building Design and Master of Design Students within the College. These students include architecture students, energy design students, visual communication students, industrial design students, planning students and interior design students. The studio is broken into teams each working on a different project that applies use inspired research, developed within the greater University, toward a specific design solution. Faculty from respective schools and departments operate as consultants to the students. Additionally, Dr. Will Hayward (a clinical psychologist professor in the College) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out 'Non-Western' material, but incorporate it as a major part in the history of the world.

Thus, in APH 313 and APH 314 'Western' and 'Non-Western' material is taught. Students are not only aware of the world's diverse cultures, but demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every 'lecture' there is time for a discussion about some of the larger issues of the day's material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 Intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architecture in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach 'Western' and 'Non-Western' as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world's cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi's *Memoirs of Sinan the Architect*¹ with a section from Palladio's *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

As one can see, we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: The School is integrating D-Profiler (a 3-D BIM construction cost estimating software) into the fifth year Comprehensive Design studio. This technology will provide a powerful tool for students to determine approximate Building and construction cost estimates for their designs. Students will develop and better intuition regarding site design, construction, environmental systems, and energy optimization. Life-cycle costs are covered in ATE 553 Building Systems II along with building simulation energy analysis.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in professional practice Management course. The course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort, i.e. owner, contractor, construction manager, architect, consultants and governmental regulators. Lectures regarding Professionalism and the Legal Landscape are complimented with required readings from the book Ethical Issues in Professional Life by Joan Callahan, and "Ethics and the Practice of Architecture" by Wasserman, Barry, Sullivan, Patrick, Palermo, Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in

professional practice. Students also participate in writing their own Architects Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: While the operations budget has not increased in 15 years, the School continues to operate using its unfilled faculty lines. This year the School is planning to fill some of those lines and will be adjusting its lower-division teaching structure to better optimize its expenses. Most significant of these changes will be the lowering of the upper-division gate from the end of the second year to the end of the first year. With the new Bachelors of Art in Design degree being offered by the College, the School should not lose student credit hours to the earlier upper-division admissions and attrition. In addition to the gate savings, the Dean is working with the Director to secure some additional funding for one of the planned new hires. This funding with possible joint hires with other Colleges in the University will help mitigate the reduction in funding directed towards operations. In the last year the School has mitigated some of the financial burden upon students by purchasing large format plotters for each year of the program. Additionally, an increase in each studio's allowance for travel and/or supplies was made.

While the recent budget optimization measures will relieve the immediate financial burdens of the School, the planned new Master of Landscape and Master of Urban Design Programs may not be sufficiently funded under the current new programs funding model described by the Provost office. These programs are expected to be up and running by the fall of 2008 and will utilize existing resources in the School.

Space

Program Response: In the last year the School has significantly contributed to the lofting of the cellular studio structure previously existing in the College. The new open studio spaces have not only optimized the number of student desks but have increased the level of transparency between disciplines, programs, and projects. The College has also purchased new desks for all studios that will further increase the space opportunities and provide updated work surfaces. The studio renovations will be complete by the fall of 2008 and will allow space for the new planned MLA program.

Revisions to the lower-division curriculum and the moving of the upper-division gate to the end of the first year will reduce the number of cold desk studios in the School, alleviating the "desks in the corridor" condition found in the lower division cold desk structure.

School Identity

Program Response: Arizona State University has undergone a great transformation in the past four years as it redefines itself as the "New American University." This transformation has been moving at a breakneck pace causing all Colleges and Schools to move equally as fast. The recent renaming of the "College of Architecture and Environmental Design" to the "College of Design" has caused some concern among senior faculty regarding the loss of identity of the School within the College. The administration does not share this concern. The name change to Design is more inclusive and distinctive among disciplines and the University respectively. However, SALA is developing a new identity strategy within the College that includes the creation of **INFOlios** (studio publications), **SALA web page**, and an inclusive pedagogical model for **Collaboration** across disciplines. Recent space reorganization has physically connected the studios within the School thereby consolidating the School and creating an uninterrupted **Studio Loft** (i.e. the entire second floor of the building is one large interconnected SALA studio). At the University level SALA is being recognized as a leader in Sustainable Initiatives through its Master of Science in Building Design program and the Applied Research Collaborative Thesis option. The School will continue to develop a distinctive identity both within the College and the University by continuing to leverage its through faculty initiatives and College outreach programs.

Communication

Program Response: The very rapid pace of change occurring at the University level is requiring new and improved methods of communication and information dissemination from the University through the College to the School. The President of the University is now holding special meetings for just Chairs and Directors in hopes of short-circuiting the communication lines directly to the Schools and faculty. The administration of SALA is responding by sending out progress reports to the faculty in addition to the monthly faculty meetings and end of semester curricular reviews that are already in place. Additionally, with new programs at the University and College level, SALA has been soliciting presentations by the Director's of those programs so that faculty are more aware of the decisions, and opportunities happening at other levels. Lastly, SALA is conducting two all-School meetings each year (fall and spring) that include both the faculty and students in a report and discussion regarding the trajectory of the School.

Associate Director's Position

Program Response: The Associate Director's Position continues to be funded by SALA, and has not received an administrative line. The School has however been promised (job description posted) a replacement for its Graduate Coordinator Position that was previously removed from the School and centralized in the College. This position will be dedicated to SALA and will help relieve some of the burden (day-to-day operations, advising issues, oversight of teaching assistants, etc.) from the Associate Director. However, the projected growth of new graduate programs within the School (Masters of Landscape Architecture, Masters of Urban Design) will substantially increase the administrative workload and further reinforce the need for a Assistant Director administrative line.

NAAB Accreditation Review Responses to Deficiencies- 2008

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: The SALA Curriculum committee made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

The BSD is comprised of 120 credit hours: 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a COD history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we changed 3 COD professional electives into general ASU electives.

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not to separate out 'Non-Western' material, but incorporate it as a major part in the history of the world as demonstrated through architecture.

Thus, in APH 313 and APH 314 'Western' and 'Non-Western' material is taught concurrently. Students are not only aware of the world's diverse cultures, but also demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every 'lecture' there is time for a discussion about some of the larger issues of the day's material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architectures in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have fully integrated a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach 'Western' and 'Non-Western' as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world's cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi's *Memoirs of Sinan the Architect* with a section from Palladio's *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

The aforementioned description of the new APH 313-314 sequence demonstrates that we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

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Part 3 CONCERNS

Funding & Costs

Program Response: While the operations budget has not increased in 15 years, the School continues to operate using its unfilled faculty lines. Last year the School filled two lines and adjusted its lower-division teaching structure to better optimize its expenses. Most significant of these changes is the lowering of the upper-division gate from the end of the second year to the end of the first year. With the new Bachelors of Art in Design degree being offered by the College, the School did not lose student credit hours to the earlier upper-division admissions and attrition. In addition to the gate savings, the Dean has worked with the Director to secure some additional funding for one of the planned new hires in urban design. This funding with combined with a joint hire in the Master of Science in Building Design with the School of Sustainability helped to mitigate the reduction in funding directed towards operations. In the last year, the School lessened some of the financial burden that students carry by purchasing large format plotters for each year of the program. Additionally, an increase in each studio's allowance for travel and/or supplies was made.

Space

Program Response: The new open studio spaces have not only optimized the number of student desks but also have increased the level of transparency between disciplines, programs, and projects. The School mediated the graduate studio desks with 20" flat screen monitors (based upon comments at meetings with graduate students) providing additional screen real estate for their laptops. The Master of Urban Design Program studio space is located in the downtown Phoenix Urban Research Lab building. One of the graduate studios was expanded and renovated this past summer to make room for the Master of Landscape Architecture program.

School Identity

Program Response: Arizona State University has undergone a great transformation in the past four years as it redefines itself as the "New American University." This transformation is moving at a breakneck pace causing all Colleges and Schools in the University to move equally as fast. The recent renaming of the "College of Architecture and Environmental Design" to the "College of Design" caused some concern among senior faculty in SALA regarding the loss of identity of the School within the College. The administration does not share this concern. The name change to Design is more inclusive and distinctive among disciplines and the University respectively. However, SALA is developing a new identity strategy within the College that includes the creation of **INFOlios** (studio publications), **SALA web page**, and an inclusive pedagogical model for **Collaboration** across disciplines. The School has also developed a pedagogical model based upon a set of six design imperatives (history, context, program, construction, technology, representation). These imperatives are accountable for every design studio and increase in complexity as students move through the curriculum. The SALA Design Imperatives also give students a consistent understanding of design throughout their careers at ASU.

Recent space reorganization has physically connected the studios within the School, thereby consolidating the School and creating an uninterrupted **Studio Loft** (i.e. the entire second floor of the building is one large interconnected SALA studio). At the University level, SALA is being recognized as a leader in Sustainable Initiatives through its Master of Science in Building Design program and the Applied Research Collaborative Final Project/Thesis option. The School will continue to develop a distinctive identity both within the College and the University by continuing to leverage its through faculty initiatives and College outreach programs.

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Associate Director's Position

Program Response: A new Graduate Coordinator has been hired for the School. This senior staff position has assumed all of the graduate functions previously done by the Associate Director. With the two new graduate programs the Coordinator has also been working hard with the Director on developing recruitment strategies. The School is now working with the Interim Dean to reassign one of the senior undergraduate advisors to be dedicated to the School and assume the undergraduate coordination responsibilities. With these two senior staff in place the position of the Associate Director has been dissolved. Additionally, two key faculty, one in Landscape Architecture and the other in Energy have been given partial teaching releases to act as coordinators for the Landscape Architecture and Master of Science in Building Design programs. This administrative structure is working well.

NAAB Accreditation Review Responses to Deficiencies [2009]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

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13.7 Collaborative Skills

Program Response: The School has developed two studios and one transdisciplinary event that specifically engage collaboration, one in the spring of the third year undergraduate program, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 undergraduate studios are called the **Integral Studios**, so named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in Building Design. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within the College of Design, these include: Visual Communication, Planning, Product Design, and Interior Design. In the spring of 2007 six Integral Studios were offered each with a mix of BSD and BSLA students.

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Third year transdisciplinary **Clusters** bring together students from all of the design disciplines (architecture, landscape architecture, interior design, industrial design, and visual communications) Six member teams are formed with representatives from each discipline. They spend the first two weeks of

each spring semester collaborating on a big issue topics such as “peak-oil” and work together to propose integrated solutions that engage the subject matter expertise of each discipline. A clinical psychologist organizes the cluster and teaches collaborative skills to the students. A different design professor creates the problem statement each year. Faculty work with student teams in their studios for the duration of the two week period. Reviews include outside experts and faculty. One 2'x 6' poster is created by each team depicting their proposal.

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out ‘Non-Western’ material, but incorporate it as a major part in the history of the world as demonstrated through architecture.

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NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: Under the new organization of the Institute (see Identity section below), the School's budget, based upon a modest operations budget and open faculty lines, has move to a planned budget model base upon operational need. All open faculty lines were eliminated and funding has been allocated based upon a fixed budget. New faculty position requests are submitted to the Dean and Provost for approval and funded as deemed necessary. Thus far, recent requests have been approved, they include two new faculty positions: a new Director of the Phoenix Urban Research Lab and Urban Design Program, and an associate professor of Landscape Architecture with an emphasis in landscape urbanism. These two positions are commensurate with the needs of these two new programs.

The merger of the College of Design with the College of the Arts was accelerated by the economic downturn and resulted in the administrative cut of the College of Design's Dean's position. Thus far, the School has made only modest cuts to it's budget and has not reduced any of the new curricular improvements that were implemented prior to the merge: many of which are dependent upon graduate program fees.

As part of the new organization, new undergraduate program fees were passed by the Arizona Board of Regents to help offset the loss in state funding that was allocated to undergraduate IT infrastructure. Currently, the Institute (centrally) manages these fees, but we are working to have them managed locally within each School. This will allow the School to tailor its resources to its specific curricular needs.

The School is developing new funding mechanism through summer school programs for high school students and newly admitted ASU students majoring in Architecture or Landscape Architecture. Additionally, the School is in the process of vetting its alumni list and will be making targeted asks in near future to support new initiatives.

Space

Program Response: The new open studio spaces have not only optimized the number of student desks but also have increased the level of transparency between disciplines, programs, and projects. The studio renovations have been completed and additional space created for the new MLA program. The School, using graduate program fee's purchased 20" flat screen monitors for each graduate student desk. This increased screen 'real estate' provides students with more visible information thereby facilitating a more comprehensive digital design tool. The School also increased the number of studio plotters so that students have greater ability to create hard copies of their drawings.

As part of the Merger, the Phoenix Urban Research Lab has become part of the School, and with it a large space in Downtown Phoenix. The School is currently running the new Master of Urban Design program out of that space.

Revisions to the lower-division curriculum and the moving of the upper-division gate to the end of the first year has reduce the number of cold desk studios in the School, alleviating the "desks in the corridor" condition found in the lower division cold desk structure. However, our post milestone 2nd year students are still in a hot desk studio. With the current facility at capacity, School is working on annexing additional space for the 2nd year students.

School Identity

Program Response: In the spring of 2009 the College of Design was merged with the Herberger College of the Arts, creating a new institute within the University - The Herberger Institute for Design and the Arts. This new institute is one of four larger institutes recently created at ASU. They include: The Bio Design Institute, The Fulton Institute for Graduate Education, The Global Institute of Sustainability, and the Herberger Institute for Design and the Arts (HIDA). HIDA is made up of seven schools, as well as the ASU Art Museum. These include in order of scale: The School of Music, The School of Art, The School of Architecture + Landscape Architecture, The School of Theater and Film, The School of Design Innovation, The School of Dance, and The School of Arts-Media+Engineering. The Dean of the former Herberger School of the Arts is now the Dean/Director of the Institute followed by a new Executive Dean position, and followed by the Directors of the seven schools and the Museum.

As part of the new merger, a new identity package is being created based upon the new brand identity of ASU. This involves a new website design for the Institute and its corresponding schools. SALA's website is currently undergoing this change. Aside from the standardize website and letterhead, SALA continues to retain its identity through its publications and community outreach. The School is being charged by the Dean, Provost, and President to increase its visibility, locally, and nationally in response to its greater autonomy within the Institute. Previous Deans of the former College of Design have all been architects. This charge for greater exposure is assisted by the fact that currently the new Executive Dean of the Institute is an architect.

SALA has recently refined its messaging system and mission. This work promises to not only help differentiate the School nationally, but also provide a filter for curriculum development. The message will be communicated via website, video, and printed materials.

Communication

Program Response: The very rapid pace of change occurring at the University level is requiring new and improved methods of communication and information dissemination from the University through the Institute to the School. The President of the University is now holding special meetings for just Chairs and Directors in hopes of short-circuiting the communication lines directly to the Schools and faculty. The Herberger Institute conducts weekly Leadership meetings between the Dean and Directors to keep communication open and fluid within the Institute. The Dean also meets individually with all School Directors bi-weekly to discuss specific issues relative to each school. SALA conducts monthly faculty meetings and end of semester curricular reviews. Each month the Director and Assistant Director meet with a rotating faculty "Think Tank" to discuss progress and perception of the School within the College, University, and community. SALA also conducts two all-School meetings each year (fall and spring) that include both the faculty and students in a report and discussion regarding the trajectory of the School.

Assistant Director's Position

Program Response: An Assistant Director's position has been established for the School in compliance with the other Schools within the Institute. This is a nine-month faculty position with a three-month summer stipend. This position is vital to the success of the School. The Assistant Director primarily works with the academic affairs of the School, but is also instrumental in defining messaging and outreach. The Director (an architect) has consciously chosen a landscape architecture faculty to fill the Assistant Directorship. This has proven to be a wise choice, balancing leadership between the two disciplines, thereby operationally and figuratively reinforcing the School's mission to integrate these two disciplines.

NAAB Accreditation Review Responses to Deficiencies [2010]

Part 2 DEFICIENCIES

12. Professional Degrees and Curriculum

Program Response: The School of Architecture + Landscape Architecture (SALA) Curriculum committee made a number of changes to both the undergraduate curriculum and graduate curriculum in order to create more 'real' electives. The updated curriculum for both programs is included as an attachment and the changes are itemized below:

The BSD is comprised of 120 credit hours: 77 credit hours are required courses in the BSD program, 43 credit hours are electives. Of the 43 credit hours that are electives, 21 elective credit hours will be used to meet the ASU general studies requirements, 19 credit hours can be met with any ASU course, and 3 credit hours must be used as a SALA history elective.

To accomplish this distribution of credit hours: we cancelled ANP 494 Architectural Programming and brought the content of the course into the design studios and we changed 3 SALA professional electives into general ASU electives.

The MARCH is comprised of 56 credit hours: 38 credit hours are required courses in the MARCH program and 18 credit hours are electives. Of the 18 elective credit hours, 12 credit hours are SALA professional electives and 6 credit hours are ASU electives approved for graduate level studies.

To accomplish this distribution of credit hours: we cancelled ANP698 Final Project Seminar, merged AAD 551 Architectural Management 1 with AAD 552 Architectural Management 2, and made 3 credit hours of SALA professional electives into 3 credit hours of ASU electives approved for graduate level studies.

13.7 Collaborative Skills

Program Response: The School has developed two studios and one transdisciplinary event that specifically engage collaboration: one in the spring of the third year undergraduate program, one in the spring of the fourth year undergraduate program, and one in the spring of the sixth year graduate program.

The 422 Spring undergraduate studios are called the **Integral Studios**--so named because the studio integrates students from Bachelor of Science in Design, Bachelor of Science in Landscape Architecture, and Master of Science in the Built Environment. Within each studio an interdisciplinary group of students work as a team on a specific faculty led project. The team structure provides a collaborative environment that values each student's respective skill set as they work toward a more holistically developed project. The studios are also open to students in other schools and departments within SALA, these include: Visual Communication, Product Design, and Interior Design. In the spring of 2007 six Integral Studios were offered each with a mix of BSD and BSLA students.

The 622 **The Applied Research Collaborative** is a Final Project/Capstone Studio option for Master of Architecture, Master of Science in the Built Environment, and Master of Science in Design students within the School. These students include architecture, energy design, visual communication, industrial design, landscape architecture, and interior design. The studio is broken into teams each working on a different project that applies use- inspired research developed within the greater University toward a specific design solution. Faculty from various schools and departments within the College operate as consultants to the students. Additionally, Dr. Wil Heywood (a clinical psychologist, professor in SALA, and nationally recognized consultant in collaborative environments) works with the studio once a week teaching collaborative skills. In the spring of 2007 fifteen students participated in the studio including: Master of Architecture, Master of Science in Building Design, Master of Science in Design (Industrial Design), and Master of Science in Design (Interior Design).

Third year transdisciplinary **Clusters** bring together students from all of the design disciplines (architecture, landscape architecture, interior design, industrial design, and visual communications) Six-member teams are formed with representatives from each discipline. They spend the first two weeks of

each spring semester collaborating on a big issue topics such as “peak-oil” and work together to propose integrated solutions that engage the subject matter expertise of each discipline. A clinical psychologist organizes the cluster and teaches collaborative skills to the students. A different design professor creates the problem statement each year. Faculty work with student teams in their studios for the duration of the two-week period. Reviews include outside experts and faculty. One 2’x 6’ poster is created by each team depicting their proposal.

13.9 Non-Western Traditions

Program Response: In the revised curriculum, the two-semester history of architecture is taught from prehistory through the contemporary world from a global perspective. We feel that it is important not to separate out ‘Non-Western’ material, but incorporate it as a major part in the history of the world as demonstrated through architecture and urbanism.

Thus, in APH 313 and APH 314 ‘Western’ and ‘Non-Western’ material is taught concurrently. Students are not only aware of the world’s diverse cultures, but also demonstrate their understanding of the complexities of the history of the world, and thus architecture. This is achieved through critical thinking, speaking, and writing assignments. During every ‘lecture’ there is time for a discussion about some of the larger issues of the day’s material. In addition, students demonstrate their understanding of the global material with their papers and essay exams.

In APH 313 intensive investigations of architecture outside of Europe and the Mediterranean basin occur. Considerable time is devoted to early Islamic architecture in Central Asia, North Africa, and Spain. In addition, ancient and medieval architectures in Asia (including the Indian sub-continent) are addressed. Coupled with our analysis of the ancient architecture in the American Southwest and Central America, one can see that we have fully integrated a global approach to the history of architecture.

Like APH313, APH 314 is taught from a global perspective. We want students to thoroughly understand the inter-connectivity of the cultures around the world. To teach ‘Western’ and ‘Non-Western’ as separate and distinct entities is to misread history. We go around the globe several times during the term. To achieve a credible level of understanding students must study many of the world’s cultures in depth and write about them in on a critical level. This is illustrated by the first paper assignment. Students are asked to write a critical analysis in which they compare Sai Mustafa Celebi’s *Memoirs of Sinan the Architect* with a section from Palladio’s *Four Books on Architecture*. In order for the students to address the Ottoman and Venetian architectural ideas, they must have a thorough understanding of the Venetian and Ottoman cultures. In addition, one cannot completely understand the Ottomans unless you examine the Safavids in Isfahan and the Mughal Empire. We do. Further, if you are discussing the Mughals, you must bring in Genghis Khan, and thus by extension several Chinese dynasties and Japan. Again, we do this. Finally, as you might imagine, the architecture and urban planning in Africa and Central and South America are included in this complex history of the world.

The aforementioned description of the new APH 313-314 sequence demonstrates that we believe in building a cumulative understanding of the history of architecture from a global perspective.

13.25 Construction Cost Control

Program Response: Students gain an awareness of cost control methods in the ADE 522 Comprehensive Design Studio (required studio for all graduate students). A lecture on cost control methods by a professional cost estimator is integrated into the studio schedule. Students are required to provide a cost analysis of their schematic design proposals at mid-semester and again as a part of their final presentations.

13.34 Ethics and Professional Judgment

Program Response: Ethics and Professional Judgment are covered in Professional Practice Management course and discussed in all design studios. The Professional Practice course explores the working relationships and the contractual responsibilities from a legal, standard of care, and ethical perspective for various key participants in the design delivery effort i.e. owner, contractor, construction manager, architect, consultants, and governmental regulators. “Professionalism” and “The Legal Landscape” lectures are complemented with required readings from the book Ethical Issues in

Professional Life by Joan Callahan, and Ethics and the Practice of Architecture by Wasserman, Barry, Sullivan, Patrick, Palermo, and Gregory. Additionally, The Wharton Business Ethics Study Guide is read and discussed. Specific case studies from the Harvard Business School, such as Devon Industries Inc., are also worked through relative to ethical considerations in professional practice. Students participate in writing their own Architect's Hippocratic Oath. This exercise brings a personal understanding to their awareness of ethical behavior in the profession.

NAAB Accreditation Review Responses to Concerns

Part 3 CONCERNS

Funding & Costs

Program Response: The Herberger Institute for Design and The Arts did not meet its undergraduate enrollment growth projections by 3%. The two largest schools: Music and SALA both fell short of their FTE projections and had to remit \$75K each from their State budgets. This resulted in the loss of a Landscape Architecture position that was undergoing a search. The disbandment of the School of Design Innovation (SDI) - industrial, interiors, and graphic) resulted in the loss of their administration staff--some of whom were working between SDI and SALA. The subsequent merger by the faculty of SDI and SALA resulted in a reduction of staff positions from nine to six. The newly formed School is now the largest in the Institute, but second in overall budget to Music. Comparatively, the newly formed "Design School"² is larger than the former College of Design yet has half the budget and staff.

In 2010 three key faculty in Architecture, Landscape Architecture, and Interior Design left the School. Only one of these positions has been renewed by the University administration (and given the go-ahead to start at search). The School is currently running two tenure and tenure track faculty searches in Landscape Architecture and Urban Design. The School grew its graduate program by 40% over the past three years, and over 25% of graduate students are now enrolled in Concurrent Graduate Degree programs.

The School continues to benefit from its Graduate Program Fees, and it is anticipated that they will increase in 2012. These fees continue to support significant curricular initiatives that include new technologies, travel, and lectures.

The School is developing a new funding mechanism through summer school programs for high school students and newly admitted ASU students majoring in Design. Additionally, new on-line courses were developed that can be taught over the summer and winter breaks to generate funds for the school. The Provost's office is currently overhauling the General Education Designations, and toward this end we are developing a new on-line course entitled "Critical Thinking/Critical Making" that we hope to establish as a required course for all University freshmen. If accepted, this course will be of great economic benefit to the School.

Space

Program Response: The School is working on a new space plan in anticipation of gaining three new studio-based graduate programs. Strategies such as teaching support courses in studio spaces and further building modifications are in the works. Some reduction to the undergraduate studios may incur to make room for greater graduate enrollment.

School Identity

Program Response: In the spring of 2010 the *School of Design Innovation* was merged with the *School of Architecture + Landscape Architecture*, thereby creating one School with all of the design disciplines in the University. *The Design School* (name change pending Arizona Board of Regents approval in February 2011) now houses the following undergraduate Bachelor of Science degree programs: Architecture, Housing and Community Design, Industrial Design, Interior Design, Landscape Architecture, and Visual Communication Design. The following graduate Master degree programs are part of our School as well: Architecture, Landscape Architecture, Science in the Built Environment, Science in Design, and Urban Design. The School has asked for permission to plan three new studio-

² See School Identity Section below

based graduate Master degree programs in Industrial Design, Interior Architecture, and Visual Communication Design. If successful, these new programs will enroll new students in the fall of 2012.

The School has begun a new identity and messaging campaign that differentiates the school as the “most comprehensive and collaborative design school in the nation.” This trajectory will continue to develop new intra-disciplinary and inter-disciplinary design opportunities as part of the meta-disciplinary curriculum of the School. The School’s “Mission” that was previously established within the School of Architecture + Landscape Architecture – “Tomorrow’s designers will shape collaborations, synthesis complexity and be catalysts of transformation for public good” will remain the mission for the new School. It is anticipated that the new school name will help stabilize and re-establish the identity of the School within the University and nationally. Because it is the first time in the history of the School that the word “Architecture” may not be in the School name, the new name was vetted by significant members of the local architecture community and approved. Each discipline within the School is now identified as a ‘Program’ as stipulated by the Herberger Institute.

Communication

Program Response: The School recently celebrated its 50th Anniversary and held a celebration in the spring of 2010. There were approximately 500 people in attendance. A presentation was given at the celebration that communicated the advancement and future trajectory of the new School. In the fall of 2010 a two-day faculty/staff retreat was held to bring together the 48 faculty in the newly combined School. Despite the economic challenges facing the State and the University, the collegiality among the faculty is currently at an all time high. The prospect of establishing a new collaborative design environment that transcends disciplinary silos is fueling faculty optimism. Given the new larger structure, a new administrative structure has been established. Each Program has a faculty coordinator (9 month position): there are eight coordinators who are responsible for the day-to-day academic affairs for their respective programs. Coordinators meet with their respective faculty monthly. There are two Assistant Directors and each has a 12 month administrative position that includes a modest summer stipend. The Assistant Directors are responsible for the oversight and coordination of the academic affairs among the Programs. One Assistant Director oversees the undergraduate program and the other the graduate program. The School Director meets with the Assistant Directors and Program Coordinators weekly. Each month there is an all School Faculty Meeting.

Additionally, an ad hoc committee has been formed to facilitate the messaging for the School-- this committee has representatives from each program. The student organizations have been empowered and meet regularly with their faculty advisors and the Director. The Director meets with all of the students in the School each semester to discuss the workings and aspirations of the curriculum.

At the Institute level, School Directors continue to meet every other week with the Dean to discuss the greater issues within the larger Institute. The Dean/Director of the Herberger Institute also meets individually with all School Directors bi-weekly to discuss specific issues relative to each school.

Assistant Directors Positions

Program Response: Given the near doubling in the size of the School, two Assistant Director positions have been established. These positions are vital to the success of the School. The Assistant Directors primarily work with the academic affairs of the School, but they are also instrumental in defining messaging and outreach. The Director (an architect) has consciously chosen a landscape architecture faculty to fill one of the Assistant Directorships, and an Industrial Design faculty for the other Assistant Directorship. These positions are learning from each other in an attempt to divide their responsibilities between graduate and undergraduate curriculum.