

South Dakota State University (SDSU)  
College of Arts & Sciences  
School of Design  
Department of Architecture (DoArch)

## Architecture Program Report for 2016 NAAB Visit for Initial Accreditation

**M.ARCH [97 credit hours of professional study preceded by either 71 credit hours of non-professional architectural studies at SDSU or a B.Sc./B.A./B.F.A. in another field]**

**Year of the Previous Visit:** 2014

**Current Term of Accreditation:** At the February 2015 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the South Dakota State University, Department of Architecture. As a result, the professional architecture program: **Master of Architecture** was formally granted continuation of its candidacy for a period of not less than two years. The continued candidacy term is effective January 1, 2014. Initial accreditation must be achieved by 2018, or the program will be required to submit a new candidacy application.

Submitted to: The National Architectural Accrediting Board  
Date: 03.01.2016

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\* All external documents can be found through the hyperlinks provided on pages 87-88 or through [Box.com](mailto:brian.rex@sdstate.edu). Please contact Brian Rex [brian.rex@sdstate.edu](mailto:brian.rex@sdstate.edu) for passwords or file sharing privileges.

## Section 1. Program Description

### I.1.1 History and Mission

The candidate professional program is delivered by the Department of Architecture (DoArch) within the School of Design and the College of Arts and Sciences of South Dakota State University (SDSU) in Brookings, SD. South Dakota is one of the last states in the United States without an accredited architecture program.

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century, U.S. higher education.

South Dakota State University (SDSU) is South Dakota's public land grant institution and is the largest University in the state. SDSU is located in Brookings, a quintessential college town. Brookings is a charming and supportive community with good connections to the University. The college town lies midway along the state's eastern border with Minnesota and is one hour north of the state's largest city of Sioux Falls. Brookings and the University were started simultaneously and have grown in a very supportive and symbiotic relationship to 24,000 citizens and 12,725 students. The University attracts most of its students from within the state and from southwestern Minnesota, western Iowa, and northeastern Nebraska.

#### **SDSU Mission:**

South Dakota State University offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities, and research, innovation, and engagement that improve the quality of life in South Dakota, the region, the nation, and the world.

SDSU was founded as Dakota Agricultural College, South Dakota's first and only land grant institution in 1881. Early on, it promoted a "practical" and agricultural education to the children of the rapid prairie settlement and fueled the founding of a new state. The ubiquitous Briggs and Stratton light air-cooled gasoline engine was developed in labs at SDSU. Over 40 years (1925 to 1965) SDSU was the epicenter of research and exploration into rammed earth construction and all the experimental work done in this construction type acknowledges the work of the agricultural engineers at SDSU. Unlike most state land grant universities, for SDSU there was a very muted mid-20th century boom, and only in the last 20 years has it grown from a small land grant school to a Research I University. Because this growth has come recently, the institution has retained aspects of a vocational and polytechnic heritage that are beneficial to a haptic and practice-based architectural education. SDSU balances the land grant mission of training well-rounded minds and its charge to train the technologists and professionals of this agrarian and mineral extraction state. With well-regarded professional programs in nursing, pharmacy, dairy science, plant sciences, biochemistry, industrial management, graphic design, electrical engineering, and mechanical engineering, SDSU still reflects its industrious roots in a continued tradition of student-focused, hands-on teaching coupled with a strong foundation in the humanities and sciences.

The most updated information on SDSU's Mission can be found here:

<https://www.sdstate.edu/impact2018/mission.cfm>

- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of 21st century, U.S., architecture education.

The Department of Architecture at SDSU started in 2009, however, interest in starting an architecture program started in 2007 when University President David Chicoine came to SDSU from the University of Illinois at Champaign-Urbana. Chicoine was a senior University administrator and recognized the value of a strong architecture program in the academy. Mr. Jerome J. "Jerry" Lohr, a philanthropic engineering alumnus of SDSU, equally matched this interest. Mr. Lohr has had a long and successful career in engineering, education, construction, real estate development, and as a vintner in Central California.

In May 2009, through the coordination of Mr. Steve Erpenbach of SDSU Foundation, an Architecture Founders Group came together with Mr. Lohr and four professional firms: Architecture Incorporated, Koch Hazard Architects, Perspective, and TSP, Inc. This Founder's Group provided an unprecedented financial surety to see that the program got off the ground and up to full speed with very generous gifts that amounted to a primary start-up fund.

The administration of the College of Arts & Sciences, under the leadership of former Dean Jerry Jorgensen, bore the load of working with initial program consultants, pushing a proposal through the state Board of Regents, finding the first faculty member, recruiting and advising the first crop of architecture students, and supporting the program in its first year. In 2009, Dean Jorgensen and the college administration commissioned Professor Sharon Matthews, a former NAAB Executive Director, for consultation and an initial projection of whether and how a program at SDSU could achieve accreditation. Dean Jorgensen asked Dean Roger Schlutz of the University of New Mexico to review and comment on Professor Matthews' proposals and began aggressively consulting with the Founder's Group about the future of the program. A pro forma was written and a committee formed from both the SDSU academic community and the SD professional community to hire the department's first professor and Department Head, Brian Rex.

**College of Arts & Sciences Mission:**

Currently, DoArch remains within the College of Arts and Sciences under the leadership of Dean Dennis Papini. It is the mission of the College of Arts and Sciences to provide a strong liberal arts education for students through University and College Core Curriculum, to provide personal and professional preparation for Arts and Sciences majors, and to prepare students to make positive contributions in their respective professional discipline and at the same time enrich their personal perspectives so they can function in and contribute to the changing society of which they are a part. The college does this by supporting professional programs in other colleges at SDSU with quality courses to meet accreditation requirements and also by enriching the quality of life on campus, in the community, and throughout the region with programs and performances in a variety of disciplines. Last, the college provides economic growth opportunities through its various programs by expanding the boundaries of knowledge in each of the College disciplines through research, publication, performance, and other scholarly and creative activity. DoArch's interdisciplinary model for three and one-half years of pre-professional education in a six-year academic program is rooted in this mission.

The most updated information on the College of Arts and Sciences' Mission can be found here:  
<https://www.sdstate.edu/as/about/mission/index.cfm>

**School of Design Mission:**

Most recently in July 2015, DoArch joined graphic design, interior design, landscape architecture, and studio arts to form the School of Design. The School of Design is housed within the College of Arts and Sciences and combines all of SDSU's design fields of study as the means for increasing collaboration and providing comprehensive, robust design education for all students. Furthermore, the School provides an innovative professional design education that offers a rich academic experience in an environment of inclusion and access through inspired, student-centered learning, creative activities and research that improve the quality of life in South Dakota, the region, the nation, and beyond.

The most updated information on the School of Design's Mission can be found here:  
<https://www.sdstate.edu/design/>

The department's inclusion within the newly formed school has allowed us to combine our first-year students into a collaborative design studio that focuses on design thinking, creativity, and professional exploration, which creates unique pathways for students to explore design interests before beginning their second year in their respective discipline.

**DoArch's Mission:**

As a new program under the umbrella of the University, the College of Arts and Sciences, and the School of Design, DoArch has developed into a small architecture program within a culture of small practice that requires a generalist's knowledge of building. We are a small program training design students for professional practice in small firms in small places.

It is DoArch's mission to provide an innovative architecture education that offers a rich academic experience in a hands-on environment of inclusion and access through inspired, student-centered learning, practical investigations, and disciplinary research that builds quality of life in the communities of South Dakota, the Upper Great Plains region, and beyond.

The most updated information on DoArch's Mission can be found here:

<https://www.sdstate.edu/architecture/mission-goals>

The faculty and staff of DoArch place the highest value on student-centered learning, teaching, and advising; research, scholarship, and practical investigation that advances the production of knowledge and enhances instructional quality; advocacy and promotion of sustainable communities; the study of the discipline, practice, and profession of architecture as the foundation for life-long learning and career preparation by developing communication skills measured by the ability to think critically and analytically, with intellectual curiosity, aesthetic understanding, civic engagement, and appreciation of diversity; and accountability to our students and stakeholders.

DoArch is currently immersed in three focused areas of scholarship that reflect our mission statement. These areas include Building Arts, the technologies that make building, Community, place-making through the urban fabric of South Dakota's cities and towns, and Collaboration, the making of practices. Ultimately, our vision as a Department is to establish a professionally accredited, nationally recognized program that is student centered, fiscally tuned, well managed, and well connected to its professional community, while charged to serve the public good through engaged scholarship, practical investigations, and innovative research as stewardship in a global society.

- A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.

Since the beginning, SDSU has expected DoArch to be a catalytic and energetic addition to the campus community, to meet its academic standards, to reach out to surrounding communities to provide service and advocacy where possible, to manage the department's affairs professionally, and to teach to the highest standard and the betterment of its students.

Beyond these things, the Founder's Group and South Dakota professionals have charged us with keeping students here in South Dakota. The Founders have pressed that sustainable thinking and practices, collaborative thinking, and an understanding of the communities and practices of SD through direct engagement frame the development of the program first and foremost.

The way DoArch trains the future architects of South Dakota at SDSU reflects this beginning. Building on a strong culture of design practice for the public good, a desire to enhance professional education in the academy, and a need to replenish the professional ranks in the state, professional and University leadership coalesced to form and support the new Department of Architecture.

Because of this support and these relationships, DoArch has developed activities and initiatives that enhance the institution. First and foremost, the development of the School of Design occurred after the start of DoArch. The department was a leader in establishing a studio culture based in an open room with cold desks. DoArch is the only department within the School; studio arts, graphic design, interior design, and landscape architecture are programs.

Furthermore, the department has benefited the institution through our annual public lecture series, the exhibitions we hold, and symposiums. In the past, we have invited lecturers such as Mario Carpo, Peter Eisenman, and Renee Cheng to speak about architecture. Through the years, we have shown student work in the Ritz Gallery as well as other locations in South Dakota communities. Exhibitions include *1080 Models: Aberdeen 2014*, *Fashioning Steel*, *Pickstown*, *Manufacturing Territories*, and an exhibit of work at the *American Indian Education and Cultural Center*. Currently, DoArch has teamed with the Agricultural Heritage Museum on campus to bring an exhibition and a possible symposium on Rammed Earth to the campus in 2018.

For service, several faculty members sit on University committees like the Faculty Senate and head student organizations like the GSA (Gay Straight Alliance) and FEM (Feminists Equality Movement). Faculty members have also forged relationships with other departments like Physics, Construction Management, Mechanical Engineering, and Civil Engineering for research in structures and materials. At the city level, faculty members serve on committees and boards such as the Brookings Historic Preservation Commission, Downtown Brookings Inc., and the Master Plan Steering Committee. Ultimately, DoArch provides service to the institution and the community through the various Public Works projects we have completed and proposed.

- A summary of the benefits derived to the program from the institutional setting.

Within the University and the state of South Dakota, DoArch has developed into a small architecture program within a culture of small practice that requires a generalist's knowledge of building. DoArch has been shown great commitment by a growing and dynamic research University with approximately 12,725 students and a maturing organization emphasizing diverse intellectual and cultural liberal arts studies balanced with a special focus on a culture of learning-by-doing professional education. The University charged forth with developing and funding the new department and supplements the department with resources we could not manage with our small faculty and staff. DoArch relies on the University, the College of Arts and Sciences, and the School of Design for help with recruitment, policies, funding, research, facilities, information resources, and study abroad opportunities, in addition to many other resources supplanted by the centers, departments, and programs provided by the institution.

Additionally, many of the firms we work with, including firms from the Founder's Group, are concentrated in Sioux Falls, along the 1-29 corridor on the eastern edge of the state (adjacent to Minnesota and Iowa), and around Rapid City and the Black Hills in the westernmost quarter of the state (adjacent to Wyoming and Montana), but there are one or more professional firms practicing in most of the small cities with a population of 20,000 or more. The architects of South Dakota are, by and large, general practitioners, and firms in the state usually do not employ more than ten registered architects in an office at a time. Architecture in South Dakota is a public profession, and the state's architects hold key municipal and institutional roles in their respective cities. Their professional practices work as cultural anchors in their communities. The architects of South Dakota are versatile, small-to-medium-sized architectural and A/E professionals based in micropolitan industrial/agrarian communities. South Dakota also has a graying population of registered architects. DoArch is expected to help with the replenishment of this graying population of architects in South Dakota and the Upper Plains, where labor experts project that almost 75% of architects currently practicing will have reached 65 years of age by 2020. Being the only architectural program in the state of South Dakota, we have strong ties with AIA South Dakota for finding careers for our students after graduation. This leadership and foresight in the regional professional community, especially in the Sioux Falls firms who make up the Founder's Group, seeks to intensify the relevance and advocacy of good design in the public through a local formal education in architectural practice.

- A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.

DoArch offers two degrees: a non-professional Bachelor of Fine Arts Degree (BFA) in Architectural Studies and a professional Master of Architecture (M.Arch). At the time of the previous NAAB site visit in 2014, DoArch offered a Bachelor of Science in Architectural Studies. The change from a B.S. to a BFA came as a result of our incorporation into the School of Design. Many of the programs within the School offer a BFA, a degree many of the programs within the School seek accreditation in. DoArch's change from a B.S. to a BFA is a nomenclature change that only affects the pre-professional degree, not the professional M.Arch degree. This also reduces the number of general education credits students must take.

Further, the change to a BFA has opened our students up to a combined first-year experience, which brings together students from various backgrounds who seek a degree in architecture, interior design, graphic design, landscape architecture, and studio arts. In their first year, students take courses in ART 121: Design I 2D, DSGN 109: First year seminar, DSGN 152: Fundamental Building Design Studio, and DSGN110 Creative Cognition.

Because of our role in the College of Arts and Sciences, students are exposed to a liberal arts education rooted in the humanities starting in their first year. Students take courses in Composition, Cultural Anthropology, Fundamentals of Speech, and General Psychology, in addition to other electives. As students enter into their Professional education in the second semester of their third year, they are introduced to courses in the Construction Management sequence as well as more Architectural courses. In fact, many students come through the BFA close to completing a minor in Construction Management.

A chart of DoArch's 4+2 M.Arch Curriculum can be found here:

[Box Files](#) > Section 1-Program Description > I.1.1 History and Mission >  
01\_DoArch\_4+2Curriculum\_2015-2016  
02\_DoArch\_3+Curriculum\_2015-2016

### **I.1.2 Learning Culture**

- Addresses the values of time management, general health and well-being, work-school-life balance, and professional conduct.

DoArch promotes and manages a healthy studio culture and operates under a studio culture policy, which outlines workload expectations, as well as bylaws that govern DoArch, the School of Design, the College of Arts and Sciences, and the University. The Studio Culture Policy includes provisions for time management and strongly encourages the rational use of time to consciously develop good work habits. Some of the faculty implements a "pencils down" rule before a big review and all faculty members discourage the "tradition" of the all-nighter in order to promote the general health and well-being of each student.

The most updated information on the Studio Culture Policy can be found here:

[Box Files](#) > Section 1-Program Description > I.1.2 Learning Culture > 01\_DoArch\_Studio Culture Policy

The Office of Student Affairs at SDSU implements a robust Student Conduct Code, which sets the expectations for appropriate and prohibited student conduct according to the University. The code addresses Academic dishonesty, disruptions or obstructions of teaching, research, and other activities, acts of aggression, discriminatory conduct, consent, theft of services and/or property, damage to property, participation in hazing, and other failures to comply with the rules set out in the conduct code.

The most updated information on SDSU's Student Code can be found here:  
<https://www.sdstate.edu/campus/upload/Student-Code.pdf>

Furthermore, the Office of the Provost and Academic Affairs has put forth a Student Academic Integrity and Academic Appeals Policy, which addresses how the faculty member will handle academic dishonesty, and how students may appeal a grade or academic decision when they believe the decision or grade is unfair or inaccurate. All faculty members within the University are required to include a prescribed statement about Academic Honesty in their syllabi.

The most updated information on SDSU's Academic Appeals Policy can be found here:  
<https://www.sdstate.edu/policies/upload/Student-Academic-Integrity-and-Academic-Appeals.pdf>

- A description and assessment of the learning culture within the program.

DoArch and the University implement several formal and informal processes to reinforce the learning culture within the Department and University for both students and faculty. For students, these processes are reinforced through traditional classroom approaches and reviews, a professional degree path, course websites, learning events, travel study, graduate assistantships, graduate fellowships, and student employment. For faculty, these processes include training for faculty members and access to resources such as Instructional Design Services and The Center for Teaching and Learning.

#### **Traditional Classroom Approaches and Reviews:**

Because the faculty of DoArch is small, we have implemented learning culture through several traditional classroom approaches. In addition to the previously mentioned Studio Culture Policy, the SDSU faculty and staff interact with DoArch students on a day-to-day basis through classes and office hours.

Faculty offices are located down the hall from the studio space on the third floor of the Architecture, Math, and Engineering (AME) building, which places students in direct contact with the faculty. Students and Faculty have agreed to be respectful of one another's time, and as a result, faculty members are required to hold office hours for at least four hours during the week. Additionally, faculty members offer advising as well as recommendations for students as they apply for scholarships, internships, and graduate school.

Like many other architectural programs, DoArch implements a learning culture primarily through reviews and critiques. The outline for reviews has been defined in the Studio Culture Policy. The policy defines the role of the "desk crit", the Working, Preliminary, and/or Midterm Review, the Juried Review, the Salon/Open Review, the Closed Review, as well as the Final Review. Definitions address when each type of review happens, how it is conducted, and the role played in the review by faculty and outside reviewers from the professional and academic community. In the past two years, we have invited outside reviewers from the professional communities in Sioux Falls and Toronto, NDSU, the University of Minnesota, Dunwoody, and the University of Nebraska.

#### **Professional Degree Path:**

Rather than offering a Graduate Degree Program, DoARCH offers a Professional Degree. Like Pharmacy, we work within the policies of the Graduate School, but we have opted out of requiring our students to complete their M.Arch degree with a final thesis or dissertation. Instead, M.Arch students follow *Plan of Study "C"* which is based in coursework only and requires a minimum of thirty-five (35) credit hours.

The most updated information on *Plan of Study "C"* and the Graduate Catalog can be found here:  
<http://catalog.sdstate.edu/index.php?catoid=27>

**Course Websites:**

In addition to our University pages, DoArch has built a robust system of course websites hosted by Wordpress. These websites compliment D2L (Desire2Learn), which is SDSU's current educational technology platform. The websites are organized according to the NAAB's binder standards and allow professors and instructors to use images and posts to interact with students on a daily basis.

**Learning Events:**

At the beginning of each semester, the faculty and staff of DoArch start the semester by hosting a Day Zero event in the studio. Day Zero occurs on the Sunday before classes start in the Fall Semester. Students are invited to learn about the upcoming year, are introduced to the faculty and staff, and visit the studio space before classes are in session.

Additionally, the American Institute of Architecture Students (AIAS) sponsor "Lunch and Learns" throughout the academic year. Lunch and Learns are held at the noon hour before studio starts on Wednesdays and address such topics as IDP (formerly) Training, Assembling a Portfolio, as well as presentations of professional work by faculty and other members of the professional community. These Lunch and Learns offer exposure to the profession of Architecture.

Furthermore, DoArch offers an annual lecture series for students, faculty, and the general public. In 2013-2014, we hosted Peter Olshavesky, J.M. Cava, Doug Jackson, Mario Carpo, TSP Architecture, Koch Hazard Architects, Craig Howe, Perspective, and Architecture Incorporated. In 2014-2015, we hosted Benjamin Ibarra, Brent Sturlaugson, Renee Cheng, Bob Trempe, and Peter Eisenman. In this past academic year 2015-2016, we did not host a robust lecture series as we moved into the new building. Instead we hosted Michele Addington at the AIA SD Convention as well as small lunchtime lectures from Koch Hazard and JLG in the AME lecture space. In the academic year 2016-2017, we plan to reignite the lecture series through the appointment of a new Extra-Curricular Coordinator, Jessica Garcia Fritz.

**Travel Study:**

DoArch requires travel for undergraduate students as a form of Learning Culture. Opportunities to learn to travel independently, professionally, and intellectually are offered through various travel experiences. DoArch defines Travel Study as a trip to significant architecture, urban, and building industry sites where the primary activities of the day are experiential observation, sketching, photography, research, documentation, and analysis of place, artifact, technology, society, culture, and/or geography. The Department has created a policy for travel and we offer travel study experiences in Chicago and Los Angeles. In the past, Department Head Brian Rex has led students to Prague, and Professor Federico Garcia Lammers has led students to Uruguay. Instructor Jessica Garcia Fritz currently serves as the DoArch Travel Coordinator.

The most updated version of the DoArch Travel Policy can be found here:

[https://www.sdstate.edu/arch/upload/doarch\\_travel-study-policy.pdf](https://www.sdstate.edu/arch/upload/doarch_travel-study-policy.pdf)

**Graduate Assistantships, Fellowships, and Student Workers:**

DoArch believes that training for students not only happens in the classroom and studio, but also through assistantships and internships. Therefore, DoArch offers several opportunities for students to work for the department by aiding faculty in teaching and research, by working in a firm, and by staffing labs or otherwise working within the department.

Upon application to the M.Arch program, students automatically qualify for a Graduate Assistantship. Because of our small pool of candidates, we made it an open policy to allow students to apply for a graduate assistantship and selections would be made based on qualifications. However, we recognize that as the amount of candidates grow, a more rigorous approach to selecting Graduate Assistantships is necessary.

Additionally, DoArch, in partnership with TSP Architects, Inc., offers the Harold Spitznagel Architectural Graduate Studies Fellowship. This fellowship is committed to providing a \$5,000 scholarship and paid internship to a SDSU Masters of Architecture student. To qualify, students must be enrolled in SDSU's M.Arch program, have successfully completed ARCH 551, and be scheduled to graduate no more than twelve months after the start of the Fellowship work experience.

Finally, DoArch offers paid work to students enrolled in both the Graduate and Undergraduate programs. Positions include Shop Attendants, Fab Lab Attendants, Accreditation Helpers, and General Operation Helpers of the Department. In the summer of 2015, for example, student workers helped the department to move from our studio and office spaces in Depuy Military Hall and in Harding Hall to our permanent home in the AME Building.

**Training for Faculty Members:**

In order to keep up to date with the processes and information of our discipline, all faculty members are allowed to attend conferences based on their position as a coordinator or the acceptance of their research into various publications and conferences. For example, Professor Charles MacBride, the coordinator for Professional Development, attends the annual Architectural Licensing Advisor Summit in order to remain abreast of NCARB's policies for licensure. Faculty members attend other events that may bolster the department such as NAAB's team member training or the Precast/Prestressed Concrete Institute (PCI) Convention.

It is the policy of DoArch to allow faculty members to attend any conference or convention in which their research in the form of an abstract, paper, and/or project has been accepted. DoArch pays for registration, travel, and accommodations. As the department grows, this policy will be reexamined.

**The Center for the Enhancement of Teaching and Learning:**

As a resource for teaching and learning, SDSU has created the Center for the Enhancement of Teaching and Learning. The Center offers comprehensive and innovative services designed to support and promote a culture of excellence in teaching and learning at SDSU. Additionally, the center offers:

- Faculty Development through peer review and the Dynamic Teacher Certificate.
- New Faculty Orientation, which is hosted at the beginning of the Academic Year to welcome new faculty and to inform them about the practical resources for success at SDSU.
- Service-Learning, which builds collaborative partnerships between the campus and the community.
- Thank a Professor Program, which allows students to nominate a professor who has had a positive impact on their experience at SDSU.

The most updated information on The Center for the Enhancement of Teaching and Learning can be found here:

<http://www.sdstate.edu/tlc/index.cfm>

**Instructional Design Services:**

As a resource for teaching and learning, SDSU has created Instructional Design Services as part of the Division of Technology & Security. Dr. Shouhong Zhang, manages webinars and classes in topics based in D2L (Desire2Learn), our educational technology system.

- A description of the program's Studio Culture Policy including:
  - By what means and how frequently the Studio Culture Policy is distributed to faculty, students, and staff.
  - An assessment of the level to which faculty, students, and staff understand the purposes for which the policy was established.
  - A description of the process by which the policy is evaluated and updated, including those involved and the frequency of the review.

Professor Charles MacBride recently revised DoArch's Studio Culture Policy in December 2015. The revision was prompted by our recent move into the AME Building. As a result of the move, physical resources and the layout of the studio have changed and therefore impacted the Studio Culture. The policy was revised and approved by the DoArch faculty.

The Studio Culture Policy has been distributed to faculty, students, and staff almost every year since 2010. However, the policy has not been revised this often. The most focused version of the policy emerged in 2015 and will go through the proper channels for evaluation. The process for this evaluation starts with the faculty in Faculty Meetings. Revisions are suggested, written into the policy, and approved or disapproved according to a majority vote (Robert's Law). The policy is then presented to the Student Advisory Board (SAB). The SAB is comprised of nine student representatives from first year through sixth year. The SAB reads through the policy and makes revisions and suggestions for the document. Both the SAB and the faculty must approve the document thereafter. Once this is complete, it is distributed to the faculty as well as students at the beginning of the academic year. The document is also made public through the DoArch website, and a copy is kept in a binder in the Staff Workroom.

The most updated version of the Studio Culture Policy can be found here:  
<https://www.sdstate.edu/arch/policies.cfm>

The SAB is currently in the process of selecting a graduate student and an undergraduate student to serve as liaisons in faculty meetings. Furthermore, they are currently in the process of establishing a set of bylaws that describe how actions are presented, how actions are resolved, how to assess the studio culture policy, and the frequency of revising the policy. This will be documented through meeting minutes.

### **I.1.3 Social Equity**

- A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives.

The Office of Diversity, Equity and Community has been entrusted with the responsibility of upholding SDSU's institutional initiatives for diversity and inclusion. Because SDSU is located on the ancestral territory of the Oceti Sakowin, (Seven Council Fires), an alliance that consisted of the Santee, Yankton, and Teton Lakota, part of the University's effort is to enact inclusive practices that acknowledge this. Furthermore, the office understands that in order to develop a fully engaged constituency, there must be a commitment to providing the resources and environment to support and manage success across all groups. Therefore, the Office provides core principles from the Association of American Colleges and Universities (AAC&U) that work toward a practice of inclusive excellence at SDSU. These principles include Diversity, Inclusion, Equity, and Equity-mindedness.

As the Special Assistant to the President for Diversity of Native American Affairs, Office of Diversity, Equity and Community, Charlotte Davidson monitors the University's progress in building a diverse and inclusive campus; partners with University leadership to develop and implement measures to improve hiring, recruitment and retention of faculty and staff; creates new and supports existing institutional change agents for inclusion by sharing resources and creating professional development opportunities; advances the distinctions of Native Americans from other diversity groups; and finally engages in ongoing building of a knowledge base and inventory of campus diversity programs.

The most updated information on the Office of Diversity, Equity, and Community can be found here:  
<http://www.sdstate.edu/odec/>

SDSU also provides a well-established commitment to maintaining a campus environment free from discrimination and harassment based in race, color, creed, religion, national origin, ancestry, gender, marital status, pregnancy, sexual orientation, age, disability, veteran status, or any other protected class in the offering of all benefits, services, and educational and employment opportunities. A primary component of the University's ongoing commitment is mandatory training on Title IX and Equal Opportunity compliance. Each academic year, all DoArch students, faculty, administration, and staff participate in online training, which includes instructions on responding to and reporting concerns, in addition to information on bystander intervention and ways to maintain a respectful working and learning environment that students, employees and constituents expect from this University. Michelle Johnson, Ed. D. is the Title IX & Equal Opportunity Coordinator.

The most updated information on Title IX & Equal Opportunity can be found here:  
<http://www.sdstate.edu/title-ix-0>

Last, the University supports help with learning or mobile disabilities through the Office of Disability Services. All DoArch and University syllabi are required to include an ADA Statement that reads: "*Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.*" Do Arch faculty members have referred to Nancy several times when learning or mobile disabilities arise.

The most updated information on the Office of Disability Services can be found here:  
<http://www.sdstate.edu/campus/disability/index.cfm>

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| <ul style="list-style-type: none"><li>- A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.</li><li>- A description of the process by which these plans are developed and the individuals involved in the process.</li></ul> |
|--|

As of the Fall 2015 semester, DoArch has approximately one-hundred and thirty (130) active students enrolled in six years of courses, six (6) faculty members, and one (1) staff person. The diversity of students compared to a comparable professional program on campus, the College of Pharmacy, as well as the institution, SDSU, is included in *TABLE 1.1.3.a – DoArch, College of Pharmacy, and SDSU Student Gender and Ethnicity*. The department recognizes our low female population in both our undergraduate and graduate cohort of students compared to the College of Pharmacy and SDSU, and we plan to diversify this cohort specifically by working with our School of Design partners.

**TABLE I.1.3.a – DoArch, College of Pharmacy, and SDSU Student Gender and Ethnicity**

Gender and Ethnicity	DoArch*	College of Pharmacy**	SDSU***
Female	25%	67%	53%
Male	75%	33%	47%
American Indian or Alaska Native	1%	1%	2%
Asian	0%	1%	1%
Black or African American	1%	0%	1%
Hispanic/Latino	1%	0%	1%
Native Hawaiian or Pacific Islander	0%	0%	0%
White	90%	98%	88%
Two or More Races	1%	0%	1%
Race and Ethnicity Unknown	1%	0%	1%
Nonresident Alien	3%	N/A	4%

\* Data taken from the DoArch 2015 Annual Statistics Report (ASR) and includes both professional and pre-professional students.

\*\* Data taken from the College of Pharmacy's 2015 statistics.

\*\*\* Data taken from the National Center for Education Statistics for SDSU Student Characteristics (All Students) 2010.

<https://www.sdstate.edu/office-planning-decision-support-and-assessment/institutional-research>

In an effort to maintain and increase diversity among students, DoARCH has implemented plans for student recruitment among the School of Design, the Community, and International Students and has implemented a Travel Study Policy.

### **School of Design**

Our inclusion in the School of Design combined DoArch with Graphic Arts, Interior Design, Landscape Architecture, and Studio Arts. As a result, more females have joined the architectural program. Though the School is in its early stages, DoArch plans to maintain and increase diversity by recruiting students from these disciplines to the M.Arch program. The M.Arch degree is the terminal degree for Interior Design students, a discipline with a large female cohort. DoArch plans to assign a faculty member to the role of recruiting students from the School of Design by making presentations to them. This is a position that has been written into the DoArch bylaws.

Furthermore, as part of the *School of Design Bylaws*, a Coordinator of Recruitment and Retention is to be appointed from the faculty with the responsibility of developing recruitment materials and outreach efforts to appropriate audiences and to identify new recruitment opportunities and recruitment events. The person who fills this position from DoArch, Instructor Timmithea Chan, has just begun to initiate School retention events in freshman and sophomore years with others from the School of Design.

The most updated version of the School of Design Bylaws can be found here:

[https://www.sdstate.edu/design/upload/School-Committees-and-By-Laws-update-09\\_14\\_15.pdf](https://www.sdstate.edu/design/upload/School-Committees-and-By-Laws-update-09_14_15.pdf)

### **Community**

Department Head Brian Rex and Professor Charles MacBride have made a large part of DoArch's recruitment efforts in the larger architectural community.

Each summer, Charles represents DoArch at the SDSU New Student Orientation (NSO). NSO offers programs designed to help students from local and international backgrounds prepare for SDSU, and this often leads to new local and international recruits. Additionally, the potential for building diversity from within SDSU's student athlete recruitments has forged a strong tie to the advising staff in athletics, and we are especially accommodating to and supportive of athletes in our first and second year courses.

Department Head Brian Rex has led several initiatives to recruit students from surrounding Community and Technical Colleges. For example, Brian has met with faculty and administrative members from Laramie County Community College to establish a program in which we allow their pre-professional students to join us in the M.Arch degree in 2018. Brian has also spoken with South Central College in Minnesota, Augustana University in Sioux Falls, and Hastings College in Nebraska. Because of these discussions, multiple students have already joined our program.

Also, Dr. Craig Howe of the Oglala Lakota College in Kyle, SD and director for the Center of American Indian and Native Studies (CAIRNS) at Wingsprings is an Adjunct Associate Professor. His position is part of a joint appointment with the American Indian Studies Program at SDSU. Dr. Howe is an important adjunct faculty member and a regular lecturer in DoArch. He has helped both the faculty and students focus on the diversity of this place through architecture and the Native American Community.

Additionally, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers are both faculty advisors for two different Student Organizations on campus. Jessica leads the Feminist Equality Movement (FEM), a student organization that promotes equality among the genders. Federico leads the Gay Straight Alliance (GSA), a student organization that promotes equality among gender identities and sexual orientations.

Finally, the Office of Admissions and the Office of International Affairs employ a dedicated team of staff members to the recruitment of students. Collaborations with the University's student centers have been connecting prospective students with faculty and staff through the following methods:

- Admissions staff members host a series of special recruitment events like Jackrabbit Preview, Senior Day, Junior Day, Honors Visit Day, and Minnesota Visit Day.
- Admissions staff members travel across the state to host Jackrabbit receptions along the way. Representatives from the College of Arts & Sciences attend these receptions with High School students.
- Admission staff ensures that students know their admissions counselors and are connected with information about academic and extracurricular programs of interest.
- The Office of International Affairs promotes, supports and celebrates an international environment at SDSU by connecting international students to the local community.

The most updated information on the Office of Admissions can be found here:

<https://www.sdstate.edu/office-admissions>

The most updated information on the Office of International Affairs can be found here:

<http://www.sdstate.edu/international-affairs/students/index.cfm>

### **International Student Organizations**

We have experienced and continue to realize increased diversity in gender and race through the external candidates applying to the M.Arch program. In our first cohort of non-pre-professional students, we accepted three (3) women from Nepal, two (2) men from Kurdistan, one (1) woman from Iran, and one (1) man from India to join our program. We continue to gain interest from international students.

Because of this unexpected influx of international students into the professional and pre-professional programs, Professor Federico Garcia Lammers has initiated the DoArch International Group (DIG), which has been supported through faculty service and start-up funding for events. Further, Federico is currently starting a National Organization of Minority Architects (NOMA) Student Chapter on SDSU's campus.

**Travel Study**

In order for our students to acknowledge and experience diversity, DoArch makes travelling mandatory for undergraduate students. Opportunities to learn to travel independently, professionally, and intellectually are offered through various travel experiences. The department has created a policy for travel and we offer local, regional, and international travel study experiences to locations like St. John’s Abbey, Chicago, Los Angeles, Greece, and Uruguay. In the past, Department Head Brian Rex has led students to Prague and Professor Federico Garcia Lammers has led students to Uruguay. Instructor Jessica Garcia Fritz currently serves as the DoArch Travel Coordinator.

The most updated version of the DoArch Travel Policy can be found here:  
[https://www.sdstate.edu/arch/upload/doarch\\_travel-study-policy.pdf](https://www.sdstate.edu/arch/upload/doarch_travel-study-policy.pdf)

The Office of International Affairs (OIA) offers a comprehensive home for international student and scholar services, international undergraduate admission, study abroad planning, and community connections program. This includes Study Abroad staff who assist faculty in planning SDSU-based global educational options and advise students on their study abroad options as well as international student and scholar staff, who provide guidance and administrative support to hundreds of international students from over sixty (60) countries.

The most updated information on the Office of International Affairs can be found here:  
<https://www.sdstate.edu/international-affairs>

With respect to faculty diversity, position descriptions and selection criteria are screened by SDSU’s Office of Equal Opportunity and Affirmative Action to ensure compliance with the University’s affirmative action goals and regulations. *TABLE I.1.3.b DoArch Faculty Gender and Ethnicity* represents diversity among DoArch’s full-time faculty in the 2015-2016 academic year.

**TABLE I.1.3.b – DoArch Faculty Gender and Ethnicity\***

<b>Ethnicity</b>	<b>Associate Professor - Male</b>	<b>Associate Professor – Female</b>	<b>Assistant Professor - Male</b>	<b>Assistant Professor - Female</b>	<b>Instructor -Male</b>	<b>Instructor -Female</b>
American Indian or Alaska Native	0	0	0	0	0	1
Asian	0	0	0	0	0	1
Black or African American	0	0	0	0	0	0
Hispanic/Latino	0	0	1	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	1	0	1	0	1	0
Two or More Races	0	0	0	0	0	0
Race and Ethnicity Unknown	0	0	0	0	0	0
Nonresident Alien	0	0	0	0	0	0

\* Data taken from the DoArch’s 2015 Annual Statistics Report.

A new-candidate professional program in architecture in a small, rural community poses a particular challenge in attracting faculty and staff. DoArch is in the process of running a search for three (3) new faculty positions and has left the positions open to potentially viable candidates from a variety of backgrounds. The department has pressed the administration and faculty of fully accredited schools from across the nation and Canada. Once the search is completed, DoArch plans to adjust its tactics and begin to plot an operating procedure for maximizing the exposure and accessibility of faculty and staff openings to the widest range of potential candidates. Further, DoArch is developing a recruitment plan for both professional students and faculty in our program over the next year, and it will likely be available for review by the time the Visiting Team arrives.

- A description of whether and how these initiatives are linked to the program's selfassessment or long-range planning.

The initiatives described within Social Equity have been outlined in our Long-Range Plan and will be assessed more closely around the time of our next accreditation visit in 2019. In the Long-Range Plan, *Goal 5: Model a culture of inclusion that values diverse perspectives and experiences* addresses Social Equity through the specific performance indicators of enhancing inclusiveness and diversity of academic planning, increasing the diversity of faculty, and enrolling underrepresented students. We plan to address these performance indicators by creating and implementing a cohesive curriculum to provide greater coverage of inclusion and diversity, to have at least one female-tenure track faculty in the upcoming searches as well as to actively seek candidates from under-represented populations and to increase the enrollment of underrepresented students by 10%. Our target for establishing these goals is 2019.

The most updated information on DoArch's Long-Range Plan can be found here:  
[Box Files](#) > Section 1-Program Description > I.1.3 Social Equity > 01\_DoArch\_Long-Range Plan

#### **I.1.4 Defining Perspectives**

- A description of the program's approach to each of the five perspectives.
- Identifies individual courses, curricular and co-curricular activities, or learning experiences/opportunities available to students to develop the knowledge, skills, or understandings described in each perspective.
- A description of how the perspectives inform or support some or all of the following activities (not inclusive): Learning Culture | Curriculum Design, Review, and Development | Specific Course Review, Development, or Revision | Off-campus, extra-curricular, or co-curricular learning experiences (e.g. field trips, service projects, student organizations, or design centers | Long-range planning for the program | Self-assessment activities for the program).

## A. Collaboration and Leadership

- A description of how students develop the interpersonal skills for fostering team unity, communication and decision-making, conflict resolution, cultural awareness and empathy, and the motivating purposes to effectively achieve commonly held goals, and where those skills are being taught/demonstrated.
  
- A description of how the program prepares emerging professionals to serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
  
- Demonstrates how students lead and collaborate across multiple opportunities ranging from structured coursework opportunities to program activities and events and external programs and events.

DoArch students are engaged in a range of structured curricular coursework, co-curricular activities, and student organizations. These opportunities cultivate a broad spectrum of communication skills developed through a deep sense of cultural awareness and are focused on the intersection of student leadership and collaboration. The department facilitates and organizes a series of extracurricular workshops, lectures, conferences, and student activities that are fundamental to student learning. Curricular integration within the School of Design and the department's course sequences are framed by the importance of collaboration and the professional skills necessary to engage the complexities of architectural practice.

### **Structured Curricular Coursework:**

**First-year interdisciplinary experience:** The first-year curriculum places architecture students in contact with students from a diverse range of design disciplines. In the fall of first year, the interdisciplinary studio, ART 121, focuses on giving students a broad introduction to and understanding of the diversity of design disciplines, which includes architecture, graphic design, interior design, landscape architecture, and studio arts, and also focuses on the potential for collaboration across these disciplines. In the spring of first year, architecture and interior design students form part of a multi-disciplinary design studio, DSGN 152, which is organized by architecture faculty and taught by a series of architecture graduate teaching assistants. This course introduces beginning design students to the department and gives upper-level students the opportunity to teach and lead small sections of students.

**Collaboration Workshop:** ARCH 351: Collaboration Workshop is taught and organized based on the use of collaborative design workflows as a method of exploring hands-on casting processes. This workshop is funded in large part through a PCI grant and with assistance from Gage Brothers Concrete in Sioux Falls, SD. Throughout the semester, students investigate the fabrication methods through which to explore the material properties of precast concrete. This exploration is focused on "designing the construction" of a public space for a small community in South Dakota.

**Vertical Studio and Community Engagement:** The fourth and fifth year vertical studio, ARCH 452/ARCH 552, starts with a three-to-four-week long design exercise focused on creating a large range of design solutions for a given site in a small town in South Dakota. Until now, these vertical studios have made a series of design proposals and public presentations for Aberdeen and Pickstown, South Dakota.

**Forensics studio:** ARCH 652: Professional Design Practice II, the Forensics Studio, is the last studio in the professional curriculum sequence at DoArch. The Forensics Studio is envisioned as a teaching and learning platform during the last semester of professional architectural study at SDSU. This studio focuses on researching a range of architecture projects completed in South Dakota by the leading local architecture firms of the state. Throughout the semester students work with architecture offices and present their research through imagining and making visual narratives of architectural practice. The Forensics Studio is intended to catapult students into the world of practice.

**Co-Curricular Activities:**

**Teaching and Research Assistant positions:** Undergraduate and graduate students gain valuable leadership experience from working on research and teaching opportunities with faculty. Examples of this research and experience can be seen in the student work done for the design of Wrigley Square in Mobridge, SD, led by Department Head Brian Rex, as well as the smart growth Mobridge riverfront proposal, coordinated by Professor Charles MacBride. Recent faculty and student research has been presented at the PCI convention in Washington DC and the University of Oklahoma Creating and Making Forum.

**Student Technology Leaders and Staff:** In addition to leading and coordinating through Teaching and Research Assistant Positions, the lab and building spaces in the department are staffed and operated by students under the supervision of the faculty. Students are responsible for facilitating the use of tools and collaboration among fellow students.

**AIA SD Convention:** Students of all years attend and participate in the AIA SD convention. This yearly event offers a great opportunity for students and faculty to interact with local professionals and engage in dialogues relevant to architectural practice.

**Design SD:** Students, faculty, and professionals participate in this local design advocacy organization that forms part of the AIA SD. Design SD organizes charrettes, design workshops, and events that further the relationship among academia, the profession, and the public. The AIAS student leadership is one of the primary connections between the department and Design SD. Past charettes have been organized in Webster and Wagner, SD.

**Plain Green Conference:** The Plain Green Conference is a full day event focused on advancing sustainability in the Northern Plains. Students, faculty, and professionals interact throughout the duration of this regional event.

**DoArch Lecture Series:** The fall and spring lecture series is organized by the department and gives students the chance to engage with a range of notable academics and award-winning local, regional and international professionals. Students are also encouraged and invited to attend additional lecture events such as dinner with the guests.

**Mentorship Program:** Professional students in their fifth and sixth years of study take part in a local mentorship program in which they are paired with a member of the AIA. The aim of this program is to provide a reasoned and experienced professional sounding board for aspiring architects studying and interning in South Dakota. Professor Charles MacBride coordinates this program through the AIA SD.

**Workshops:** Throughout the academic year the department, along with student organizations, proposes student-centered workshops that expand course content and pair the role of the Building Arts with Collaborative practices. Some of the most recent workshops include a Catalan Vaulting workshop with University of Texas-Austin faculty member Benjamin Ibarra Sevilla as well as a Grasshopper CNC fabrication workshop with the Hyde Chair at the University of Nebraska, Bob Trempe.

**Gage Brother Field Trip:** During the spring, students and faculty are invited to travel to Minneapolis with the leaders of Gage Brothers Concrete. The trip is organized to show students the interface between precast engineering and architecture.

**Student Organizations:**

**American Association of Architecture Students (AIAS):** Our active and strong AIAS fosters student unity, effective leadership, and a learning culture focused on the advancement of common student goals. The AIAS attends, supports, and organizes events throughout the academic year, including charitable activities such as the food drive CANconstruction event.

**Student Advisory Board (SAB):** The SAB focuses on advocating for the integration of student centered issues in the department. Students are nominated by faculty and voted onto the board by the student body. The SAB meets once per month to vet policies and frameworks such as the Studio Culture Policy and how the five perspectives are addressed.

**DoArch International Group (DIG):** The international student body in the department has developed this group to further the cultural exchange between students of all backgrounds.

**NOMAS (National Organization of Minority Architecture Students):** The minority architecture students have proposed to establish a local chapter of NOMAS. This group includes both minority and non-minority students.

**TΣΔ - Tau Sigma Delta (TΣΔ):** Tau Sigma Delta is the national collegiate honors society for students of architecture, landscape architecture, and allied arts. Its prime objective is to celebrate excellence in scholarship, to stimulate mental achievement, and to award those students who attain high scholastic standing in Architecture, Landscape Architecture, and Allied Arts of Design with membership in an honor society. SDSU holds the charter for the Iota Omega chapter. We requested a chapter of TΣΔ two years ago and have been assigned Iota Omega, but we have not activated the chapter since full accreditation is required. Instructor, Jessica Garcia Fritz is our chapter faculty mentor.

## B. Design

- A description of how graduates are prepared to engage in design activity as a multi-stage process aimed to address increasingly complex problems, and provide value and an improved future.
- The description includes how students learn the combinations of methods, skills and cognitive processes, as well as identifying and framing problems from a complex milieu; generative and evaluative strategies; cycles of conjecture, implementation and evaluation; methods of research, technical expertise, skillful action and judgment.

The Department of Architecture strives to prepare graduates for an evolving design career. Graduates learn essential skills through a carefully tailored curriculum. Courses in studio, history and theory, media, building technology, and professional practices are based in a “hands-on” curriculum that teaches the building arts through materiality and “learning by doing”. Ultimately, our goal is to teach urbanists who can make places through COMMUNITY, to teach professionals who can make practices through COLLABORATION, and to teach technologists who can make buildings through the BUILDING ARTS.

### Core Design Studios

Design instruction is enabled through the core design studios with one to two faculty members leading a class of ten to fifteen students. The faculty member delivers instruction by providing a challenging design prompt which enables students to develop crucial skills in research, site analysis, programming, and technical as well as critical thinking. Graduates learn about design in the practical world by attending field trips and receiving lectures from visiting experts.

Design studios are also heavily based in cycles of implementation, presentation, and critique. In addition to the studio faculty instructor, expert critics from related fields are frequently invited to visit the studio to offer instruction. We make sure to invite outside reviewers for the professional program only.

**Community:**

DoArch works with communities throughout South Dakota to engage both students and community members in design. Several studio projects have been based in South Dakota, and many have directly engaged the public through visits and public exhibitions. The following are examples of projects that have engaged community design:

- ARCH 351: Collaborative Workshop, Fall 2014. The studio proposed a public space in Kansas Mall, an infill site located in Huron, SD.
- ARCH 351: Collaborative Workshop, Fall 2015. The studio proposed a public space near the outdoor track in Webster, SD. The project is ongoing.
- ARCH 451: Architectural Studio II, Fall 2015. The studio worked with Craig Howe on a new space for the SDSU American Indian Education and Cultural Center.
- ARCH 651: Professional Design Practice I, Fall 2015. The studio proposed various designs for the US Steel Site in Hamilton, Ontario. These were exhibited as *Manufacturing Territories* in Hamilton.
- ARCH 452/552: This vertical studio recently completed over one-hundred different approaches to a site in Pickstown, SD.
- ARCH 652: Professional Design Practice II. Students currently taking the Forensics Studio are working with local firms in Brookings and Sioux Falls, SD to dissect existing projects.

Community design will be discussed more thoroughly in the *Community and Social Responsibility* perspective.

**Collaboration:**

The previous perspective, *Collaboration and Leadership*, thoroughly explains DoArch's Collaborative work. Within the studio setting, however, we have established many opportunities for students to work with one another and with members of the design community. Furthermore, work produced in a few of these studios was submitted to national competitions and conventions. In Spring 2015, students enrolled in ARCH 552: Whole Building Studio II worked collaboratively to submit their work to the ACSA Steel Design Competition and students in ARCH 351: Collaboration Workshop have shown their work at the annual PCI Convention.

**Building Arts:**

DoArch aims to foster robust design skills for its graduates through the Building Arts. This approach enables our students to physically engage materials and technologies through studios, buildings shops, and a technology sequence.

ARCH 331, ARCH 332, ARCH 431, and ARCH 531 all compose the Building Shop Sequence that students take. These are a series of two (2) credit hour courses, which focus on the exploration of building and representation technology as a means to engaging collaborative practices through material and structural research. Past Building Shops have been taught in Vaulting Space, Precast Concrete, Plywood, and Eladio Dieste's Curved Walls.

ARCH 411: Site and Surroundings, ARCH 431: Envelopes, and ARCH 432: Interiors all encompass the Building Technology sequence. These classes focus on the context in which a building or space lies, the envelope that separates the context from the interior, as well as the composition of the interior of a building or space.

Additionally, DoArch has implemented a design build approach in ARCH 351: Collaboration Workshop. This studio asks students to physically engage in all stages of design, from the

conceptual stage through design, development, and construction. Examples of completed and on-going projects include *Wrigley Square* in Mobridge, SD, led by Department Head Brian Rex, as well as a public space for Webster, SD, led by Professor Federico Garcia Lammers.

### C. Professional Opportunity

- A description of how students are prepared for the transition to internship and licensure with an understanding of the requirements for registration in the jurisdiction in which the program is located, and with the information needed to enroll in the Intern Development Program (IDP).

DoArch students graduating with a professional M.Arch degree prepare for the transition to internship and licensure in several ways, including: completing coursework that presents issues of professional practice, assistance and information on securing summer internships; continuing connection and interaction with the region's professionals and the AIA SD; as well as participation in departmental events that present and explain NCARB, internships, IDP, and the path to licensure through the SDPTP.

#### **Professional Practice & Studio Sequence:**

The four (4) course professional practice sequence provides an ongoing conversation of professional opportunities and expectations by creating an in-depth, yet broad ranging investigation into the theory and history tied to the practice of architecture. Courses include ARCH 571: Regulation, ARCH 572: Economics, ARCH 671: Stewardship, and ARCH 672: Management. Projects and assignments tie practical outcomes with the theory, design, technology, and representation focus of studio and other supporting classes. Most importantly, the professional practice sequence parallels and supports the goals of design studio by actively engaging issues of practice in a manner that provides constant reinforcement. Additionally, the professional practice course sequence assigns work that gains students IDP credit by introducing the Emerging Professional Companion (EPC) and discusses the professional path of education, internship, employment, and licensure as described by NCARB and NAAB.

The professional studio sequence culminates with ARCH 652: Professional Design Practice II, the transitional Forensics Studio, which connects each individual student directly with a professional firm to study and analyze an actual, realized, completed building project.

#### **Summer Internships:**

Several summer internships have been awarded to students within the major. To date, student internships have occurred at both traditional architectural offices and also in related firms within the building industry, and in many cities across South Dakota, surrounding states, and as far away as Sydney, Australia. Scholarships and internships have also been formalized by local firms (TSP, Inc.) and by the AIA SD.

#### **DoArch Events:**

Each semester the Licensing Advisor State Coordinator (Tom Hurlbert AIA NCARB) and the Licensing Advisor SDSU Education Coordinator (Charles MacBride AIA NCARB) present a lunchtime lecture sponsored by the AIAS on NCARB, IDP, internships, the ARE, and emerging professionals. This is part of DoArch's successful evening and lunchtime lecture series. Additionally, professional workshops and field trips have been held that connect students with professionals and allow for students to transition into the design and building industry. The AIAS has led the charge to organize these events and now has been recognized as a partner organization to the AIA SD with representation on their board. This encourages member participation in regional and national conferences. Last, all students are given a "day off" from courses in the major to attend the annual September AIA SD Convention in Sioux Falls, exposing them to the professional community, workshops, lectures, exhibitors, building tours, and the awards ceremony.

**South Dakota Board of Technical Professions (SDBTP):**

SDBTP – The South Dakota Board of Technical Professions is the board charged with licensing and regulating the professional practice of architecture and landscape architecture for the purpose of safeguarding public health, safety, and welfare in the State of South Dakota. A person must be licensed by the Board before being permitted to offer and provide professional services on projects located within the State of South Dakota. Primary responsibilities of the Board include reviewing applications; administering examinations; enrolling interns; licensing qualified professionals; communicating with licensees and the public regarding the laws, rules and professional standards of practice of these professions; and encouraging continuing professional development for those who practice the professions regulated by the Board in order to attain and maintain competence in their profession.

The first M.Arch class will not graduate until May 2016. Some of the necessary infrastructure or routine of transitioning professional graduates is developing and in-progress. This is true of the department as well as the local/regional firms that are eager to recruit and employ them. Mentorship, instruction, and exposure to the profession have, however, been continuous and active, if not always systematized.

The four original, Founding Firms of the Department of Architecture are now, in the minds of the students, clustered together with several additional offices that have recognized the emerging student pool. Professionals from multiple firms from across the state are familiar in the studios at DoArch because of their participation in reviews, lectures, workshops, and cross-disciplinary events.

- The description includes how programs develop students' understanding of alternative roles for architects in the building industry (e.g., developer, owners' representative, program manager, or civic leader), as well as roles in numerous other disciplines where architectural expertise is highly valued.

The professional practice sequence, along with other DoArch coursework, introduces and then reinforces alternative roles for architects. This is most notable in the efforts and success the department has had with community outreach, interaction with the regional construction industry, and the cross-disciplinary coursework within the School of Design and the Department of Construction and Operational Management.

The School of Design has implemented a first-year design studio that brings together architecture students with other disciplines, including graphic design, interior design, landscape architecture, and studio art. Previous first-year courses expressly introduced architecture students to the array of related disciplines, including design, planning, construction, engineering and sociology.

Majors in architecture are required to take courses from the faculty of Construction Management; this and other coursework in architecture includes exposure to the construction industry, often with site visits and tours of fabrication and manufacturing facilities; recent students in DoArch were able to tour our current building throughout the design and construction process. By the time our architecture students complete the Construction Management sequence, they are close to completing a minor.

Students also gain exposure to the building industry through grant funding from the PCI, with major local support from Gage Brothers Concrete in Sioux Falls. This has been the driver of the successful design-build studio; student interaction and tours of the concrete fabrication yards have occurred in nearly every semester.

Finally, the professional practice course sequence assigns work that introduces the necessity of environmental, technological and ethical stewardship, in part by discussing alternative roles and opportunities that focus on sustainability, energy consumption, and advocacy through aligned fields.

#### D. Stewardship of the Environment

- A description that includes teaching design practices that seek to minimize negative environmental impact and to connect people with the natural environment.
- If the program's approach includes individual courses that develop a student's understanding of climate, geography and other natural characteristics and phenomena, describe it here.
- If these courses include content on the laws and practices governing architects and the built environment as well as the ethos of sustainable practices, describe it here.
- If the program's approach includes opportunities for students to engage in political advocacy on environmental issues; involvement in organizations for a sustainable future; or participation and leadership in university initiatives supporting environmental awareness and sustainability, describe it here.

The DoArch curriculum contains a "green thread" of courses designated as critical content in building a holistic understanding of the impact design decisions have on the environment from initial idea, through construction process, and on into subsequent lifetime operations of buildings. These courses are taught by multiple faculty members and reveal a commitment to environmental responsibility.

##### **Green Thread Courses:**

The "green thread" begins in first-year with PHYS111/L: Introduction to Physics/Lab and moves into second-year with GEOG131L: Weather & Climate/Lab. This is a course offered by the Geography Department. Both courses are required. As students move through the professional sequence, they take ARCH 411: Site & Surroundings, ARCH 631: Envelopes, and ARCH 632: Interiors. These courses comprise our Building Technology sequence and focus on how buildings address the environment they are situated in. ARCH 671: Stewardship is the professional practice class that ends this sequence by focusing on the environmental policies and laws that govern architects. In the past, DoArch, along with Biology and Soils Science, has also taught an interdisciplinary course "Introduction to Sustainability" for the broader campus community.

##### **Stewardship:**

ARCH 671: Stewardship provides a firm foundation in stewardship and sustainable theory as well as the implementation of practices through a comparison and critique of existing certification processes including LEED, Passivhaus, and the Living Building Challenge. Students contact material suppliers and representatives to research and document materials of their choice to ascertain if they meet the Living Building Challenge "Red List" in order to become familiar with VOC content, renewability and recyclability content, and toxicity in composites in relation to indoor air quality and off-gassing.

##### **Political and Environmental Advocacy:**

SDSU hosts a chapter of the USGBC (United State Green Building Council) through the Construction and Operations Management Department. Instructor Kenneth Bertolini leads the chapter and has opened participation to DoArch students.

The most updated information on SDSU's USGBC Chapter can be found here:

<http://www.usgbc.org/organizations/south-dakota-state-university>

\* Membership should be renewed in the upcoming academic year

Within DoArch, students and faculty have the opportunity to become involved in political advocacy on environmental issues. In recent years, DoArch was a primary sponsor and participant in the annual *Plain Green Conference* on sustainable living in South Dakota. DoArch students and faculty were required to attend the event for the day. Also, DoArch faculty members

have made presentations at past *Plain Green Conferences*, and our students have competed in competitions for sustainable living at Plain Green.

**South Dakota Passive Housing Initiative:**

Professor Charles MacBride submitted a proposal to the Governor's Office of Economic Development for Passive Housing research funding and was recently informed that the proposal was accepted. The startup costs for The South Dakota Passive Housing Initiative, \$591,000, come from the generous support of the Governor's office through a Future Funds Grant. These funds are intended to provide for costs related to the development, construction, and evaluation of a Passive House in Brookings, including land acquisition, construction costs, and consultant fees. Remaining funding will provide for curriculum development, training, post-occupancy house monitoring, and professional outreach. A seminar on Passive House standards relating to hygrothermal and energy performance involving energy modeling tools related and adapted to local climatic conditions is being developed.

**E. Community and Social Responsibility**

- A description that includes nurturing a calling to civic engagement to positively influence the development, conservation or changes to the built and natural environment.

Within the College of Arts and Sciences, the School of Design, and the department, the architectural program has made it a goal to do our work in the public eye and within our communities. The College of Arts and Sciences now offers an Experiential Learning Certificate, which provides students with opportunities to apply knowledge, skills, and competencies acquired in coursework to real world problems and issues. DoArch has served as a catalyst for our colleagues in other departments to implement professional methods for reflective assessment by enriching our instruction through community impact.

The most updated information on the Experiential Learning Certificate can be found here:  
<https://www.sdstate.edu/as/experiential-learning/requirements.cfm>

DoArch has quickly become a role model on campus for outreach, community and urban design advocacy, and regionally-based research and clinical work in the towns and cities across the state. Much of this work has been channeled through Public Works, which is currently coordinated by Professor Charles MacBride. The goals of Public Works include:

- Presenting the physical, social, and historical qualities of South Dakota's small cities to design students as a working laboratory.
- Generating interest in good design within individual communities.
- Increasing the energy and enthusiasm that already exists for the building, planning, preserving, and developing necessary for a bright and sustainable future.

The most updated information on the DoArch Public Works can be found here:  
<https://doarchpublicworks.wordpress.com/>

- A description of the program's approach includes examples of public and community projects/programs outside of coursework or as structured elements within coursework.

Because of its land grant setting and need for advocacy and design thinking in significantly underserved communities, DoArch has committed to studying the local and familiar. Our context is a well-connected Cartesian fabric of unique small towns in an expansive agrarian landscape. South Dakota communities have graciously opened up as our laboratories, and as a result, the program emphasizes hands-on, practical experiences in these local communities. Experiential learning and community engagement are all ways that students can actualize what they learn in the studio or classroom. In six years as a program, DoArch has engaged in urban studies through community site visits and model-making, the coordination

and funding of “blended” academic and professional community design charettes, community design-build projects, as well as collaboration with the professional community through our sixth-year Forensics Studio. We have studied larger communities through our History Sequence and Travel Study courses.

### **Community Site Visits and Models**

Urban studies through site visits in local communities have resulted in the construction of large-scale models in which students individually document their observations through the drawing and modeling of a block of the town. These models are brought back to the community to promote civic discussion about the possibilities for Public Space. This introduces the notion of the architect’s role in fostering public space, leadership in collaborative work, and social responsibility. Studies and large-scale models have been made of Mobridge, Huron, Milbank, Webster, and Volga. This typically occurs within the first or second year of study.

### **Community Design Charettes**

DoArch has teamed with local communities for urban design charettes as part of the curriculum and as extra-curricular activities. These charettes look at various urban design strategies that may be applied to small communities. Examples include an extra-curricular charette for Webster in which DoArch teamed up with Design SD. Within the curriculum, students have also engaged the communities of Pickstown and Aberdeen by building multiple models for a specific site. This remains a core project in the ARCH 452/552 Vertical Studio.

### **Community Design-Build**

Currently, ARCH 351 remains the point in the curriculum when students work with a documented town by proposing a design-build project for a Public Space. Students, under the guidance of their instructor or professor, present their ideas to the community and City Council and eventually are led to build these ideas. Department Head Brian Rex led the first cohort of students through the design and construction of Wrigley Square in Mobridge, and Professor Federico Garcia Lammers has led and is currently leading students through the design of public spaces for Huron and Webster.

### **Professional Community**

ARCH 652: Professional Design Practice II, The Forensics Studio is the final studio of the professional sequence. This studio focuses on researching a range of architecture projects completed in South Dakota by the state’s leading local architecture firms. This research is made evident through imagining and making visual narratives of architectural practice. The Forensics Studio is intended to catapult students into the world of practice.

### **History Sequence:**

The history sequence in the department consists of four (4) courses designed to introduce and expose students to a range of social and cultural issues associated with the making of cities and their architecture. ARCH 241: Building History I looks at the construction of cultural artifacts through carving, stacking, casting, framing, and skinning space. ARCH 242: Building History II focuses on the birth of the profession of architecture during the Renaissance and Baroque era. ARCH 341: Building History III looks at Modernism and fulfills our Writing Intensive credit. Last, ARCH 342: Building History IV focuses on Urbanism and the making of cities.

**Travel Study:** Students are expected to travel in order to complete their undergraduate studies. More importantly, travelling serves as a complement to the history teaching sequence and the broadening of students’ cultural perspective. DoArch organizes two annual travel studies to Chicago and Los Angeles. Past travel studies have included, Savannah, New York, Prague, and Uruguay, as well as several visits to the Center for American Indian and Native Studies in Martin, SD. Whether travel is local, regional, or international, it teaches students to observe the settings they are in and properly document these observations through drawings, photographs, etc. This documentation is finally assessed in a one-credit course, ARCH 382: Travel Studies.

### I.1.5 Long-Range Planning

- A description of the process by which the program identifies its objectives for student learning.
- A description of the data and information sources used to inform the development of these objectives.
- A description of the role of long-range planning in other programmatic and institutional planning initiatives.
- A description of the role the five perspectives play in long-range planning.

Starting from scratch to build an academic architecture program requires a complex set of inter-related tasks, all done while striving to bring the operation of this new academic unit to the accreditable standards of the NAAB. In this moment we have seen ourselves more engaged in program design decisions than we have in planning. This work has required an inordinate amount of tactical, on-the-fly designing rather than planning of the program. Wonderful unforeseen opportunities have presented themselves, and the new program is seeing its first cohorts through the full curriculum so that reflection and assessment based on experience is possible.

Key to development at this scale and pace has been shared faculty governance built around dialog. The faculty of the department has met either weekly or bi-weekly to discuss its development since the department's inception; meeting minutes have been kept and made available in a binder in the team room. The chair of each faculty initiative developed in these meetings, along with the department head and staff, is ultimately responsible for seeing those initiatives through to realization. The dialog and deliberation of these meetings has been a constant rudder, guiding the initiation of the program and liberating faculty to take responsibility and to know they are empowered with the capacity to make decisions for the whole—once the matter has been discussed and vetted.

Our original (2010 to 2015) long-range horizon (plan for achieving initial accreditation) for program development came out of six of “pro forma” documents:

- A 2007 report produced by a team of regional architects and professors in allied disciplines in the university ([Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 01\_DoArch\_2007 Concept Plan)
- A 2008 survey produced by the university that polled the licensed architects in the State of South Dakota ([Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 02\_DoArch\_2008 Survey)
- A 2008 consulting report by Sharon Matthews, AIA outlining recommendations and requirements for a new professional candidate program at SDSU ([Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 03\_DoArch\_Sharon Matthews Consultation Report)
- A 2009 supporting consultation document produced by Roger Schluntz, FAIA ([Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 04\_DoArch\_Roger Schluntz Consultation Report)
- A 2009 “Intent to Plan” document produced in the College of Arts & Sciences as an application to the South Dakota Board of Regents for approval of a new academic architecture program at SDSU ([Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 05\_DoArch\_Pro Forma)
- The 2011 application for NAAB initial candidacy program report, the 2012 interim candidacy program report, the 2014 interim candidacy report, and their three requisite visiting team reports (<https://www.sdstate.edu/architecture/accreditation>)

These documents were our guide as we moved the program from “pro forma proposals to accreditation”. All but the application for NAAB candidacy and its corresponding reports were generated before the faculty were hired. In some instances, such as hiring, we deviated from these documents but found ourselves satisfying the intent when we gained a professional advisor for the undergraduate students.

Out of our ongoing collective development of the program we used this set of documents to fit out our progress and development into two parallel sets of themes. Their effect is written into policy documents and as responses to the NAAB “Defining Perspectives”. The first set are internal themes (Design Interdisciplinarity, Green Thread, Forensics, and Theorized Pro Practice) most often found embedded in our curriculum and policies. The second are external themes (Community, Collaboration, and Building Arts) which reflect our public persona in scholarship and service. All these themes are defined in detail in section I.1.4.

Now we have reached the hinge of the initial candidacy visit, DoArch has settled into a steady state, and our place in the University is clear. The Department is focusing on meshing into the long-range planning, goals, and vision of the University, the College, and the School, while finding ways to knit our academic work to the evolving regional profession. Since the last NAAB accreditation team visit in 2014, our faculty has come together to build a mature Mission and Vision, and set of long-range goals for DoArch that acknowledges where we come from, what resources we can draw on, and where we fit in the institution, with particular focus on addressing all these things through the lens of NAAB’s new “Five Perspectives” in the 2014 Conditions. We are working towards assessable long-range planning outcomes we can achieve to improve practical academics, increase our symbiotic utility to the regional profession, and project our scholarly discipline.

In the Fall of 2015 the department engaged David Cronrath, FAIA, and Keelan Kaiser, AIA, to consult with us about our progress towards accreditation and to help build a mature utilization of long-range planning in the assessment and decision-making of the department. Both provided written reports including strong recommendations, included in *Section 4. Supplemental Material*. With these reports as impetus and the needs of our students and our profession in mind, the faculty has come together in our regular weekly meetings to focus on this task of building a departmental long-range planning document that is guiding us through to 2019, the scheduled year for our first continuing visit for accreditation.

The most updated information on DoArch’s long-range planning document can be found here:  
[Box Files](#) > Section 1-Program Description > I.1.5 Long-Range Planning > 05\_DoArch\_Pro Forma

SDSU and the College of Arts & Sciences, in shared governance and mutual vision, have developed University and College long-range planning documents entitled “Impact 2018”. The new School of Design, in its 2015 inception, developed an initial mission, vision, & goals for long-range planning that addresses the thrust of institutional documents into the studio culture required of faculty working as clinical professionals or creative artists and academic performance focused on hands-on, haptic curricula.

The most updated information on SDSU’s long-range planning document can be found here:  
<http://www.sdstate.edu/impact2018/index.cfm>

The most updated information on the College of Arts and Sciences’ long-range planning document can be found here:  
<https://www.sdstate.edu/as/about/plan/upload/CAS-Strategic-Plan-Impact-2018-Final-January-8-2013.pdf>

The most updated information on the School of Design’s long-range planning document can be found here:  
<http://www.sdstate.edu/impact2018/index.cfm>

Our new departmental planning document hews close to the School’s long-range planning document, outlining five long-range goals to achieve and sustain by 2019:

- GOAL 1: Pursue academic excellence through innovative program development, student, engagement, and a dynamic teaching and learning environment.
- GOAL 2: Engage in discovery, encourage innovation, and produce architectural works that enhance the quality of life for South Dakota and the Upper Great Plains Region, while

adding to the practical dialog about architecture in our nation and the world.

GOAL 3: Broaden the impact of the department through strategic partnerships and collaborations.

GOAL 4: Secure human and fiscal resources to provide an infrastructure that ensures high academic and scholarly achievement.

GOAL 5: Model a culture of inclusion that values diverse perspectives and experiences.

Our first concerted long-range planning document also guides a series of ongoing critical dialogs between faculty, students, and the regional profession on relevant concerns, including:

- Identifying targets for retention, which enables us to frame our need for a professional advisor for the program's undergraduate students and a professional mentor for every professional program student.
- Emphasizing and reinforcing innovative programs, especially in building a new School of Design combined first-year curriculum and upper level interdisciplinary design elective.
- Working with Construction and Operations Management and Interior Design faculty to initiate the development of a post-professional graduate level (M.Sc. or MFA) program in building fabrication and/or the building arts.
- Developing means to increase the scholarly output of the department.
- Broadening our incoming student base by building clearly delineated and mutually beneficial reciprocal agreements with regional two-year programs in architectural technology.
- Enhancing and expanding our initiatives to engage in commercially funded explorations of building arts and trades.
- Bringing together disparate efforts to use the state's under-served communities as a learning laboratory for community based design studies and scholarship that has evolved over the last six years into one of the best funded, most vibrant, peer-reviewed, and public faces for our program.
- Building the endowments, scholarships, and graduate assistantships necessary to attract and support a strong student cohort.
- Forming a committee of faculty, students, alums, and advisory professionals in the next three years to study carefully the financial needs of the department weighed against the existing funding model and course fee load the students are carrying.
- Strategizing ways to further diversify both our faculty and student population in recruitment, admission, hiring, and continuing support.

### I.1.6 Self-Assessment

- A description of the program's self-assessment process, specifically with regard to ongoing evaluation of the program's mission and multi-year planning objectives.
- A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to the institution.
- If the program includes solicitation of faculty, students', and graduates views on the teaching, learning, and achievement opportunities provided by the curriculum, describe it here.
- If the program includes individual course evaluations, describe it here.
- If the program includes review and assessment of the focus and pedagogy of the program, describe it here.
- If the program includes institutional and program-level self-assessment, as determined by the institution, describe it here.

DoArch, in its self-assessment, is nested in an ongoing process that includes all units within the College of Arts & Sciences in the University. The introduction of the School of Design into the organization was undertaken because it consolidated associative programs rooted in design practices to deliver innovative programs and to enhance experiential learning, both of which aligned with college and institutional long-range goals. Decision making about unit associations are made in shared governance between the Dean of the College, their executive, and the leadership meetings of department heads and program coordinators.

DoArch has taken up the institution's schedule for review and evaluation of mission and long-range planning objectives. Current goals in long-range planning are all given a baseline, a target to reach in 2019, and a defined executor. The department's mission, goals, & vision are reviewed and responded to by the Dean of the College. The department's decision-making process for long-range planning, curriculum development, learning culture, and responses to external pressure is enacted through deliberation and voting in shared governance, through faculty and department head participation in regular faculty meetings as defined by the department's by-laws.

Student input is solicited through the Student Advisory Board, which presents for discussion initiatives, policies, and issues impacting students. The SAB reviews the department's "Studio Culture Policy" annually and is consulted as long-range planning goals are assessed and developed. The SAB makes recommendations directly to the faculty and department head.

The curricular shift from the B.Sc. in Architecture Studies to a BFA in Architecture was made while in close advisement with the SAB and our professional constituency in the collateral organizations. The degree change clarified the pre-professional degree nomenclature, which struck a chord with the professionals. The change reduced the number of general education courses, thus leaving the major degree requirements virtually intact, while enabling students to earn a Construction Minor with their BFA-Architecture degrees by only taking one extra course. The change was supported strongly by the SAB, as well. Ultimately, the particulars were defined in faculty meetings and executed by the department head.

One of the tools DoArch has developed for measuring the outcomes of our teaching is the document produced each year by a recently added course, ARCH401 "Architectural Portfolio." Despite being only a two credit hour course, 401 is our university capstone course, in which each student produces a reflective, self-assessing portfolio of the architectural work completed as an undergraduate. The collected portfolios are printed as a single, bound document. At the end of the academic year, the faculty

hold a special meeting focused on course instruction and the requirements of the NAAB student performance criteria. These collected portfolios serve as a primary assessment tool for measuring curricular success.

At the end of each academic year, we also convene a meeting of South Dakota's collateral organizations (State AIA, DoArch AIAS, SD BoTP, DoArch Faculty, State Internship Coordinator, State NAAB Rep) for a discussion of academic matters that directly impact the profession. This group is currently focused on the alternative forms of matriculation to licensure being developed in other locales. The meeting of the collateral organizations becomes an annual report prepared by DoArch and shared with all architects and interns in the state. The collateral organizations make recommendations directly to the department head. Ultimately, the prescribed long-range goals and objectives of DoArch guide our deliberations. Initiatives and changes that service our goals are given preference in decision-making, but the advice of our constituent advisory boards is also critical.

The students in every course offered in the University are asked to assess the course in an IDEA Survey. The results of the IDEA Survey are shared between faculty and administration. The IDEA Survey is a primary indicator used to measure teaching effectiveness in annual faculty reviews.

Staff in the department are evaluated annually through a prescribed report and response by the department head.

Faculty are reviewed on an annual basis. Each faculty member writes a prescribed annual report (FAR), the department head writes a prescribed response, they meet over the FAR, and the FAR is forwarded for review and comment by the Dean. The FAR is required of ALL full-time faculty in the University. The FAR is instrumental in quantifying faculty performance.

Additionally, faculty are expected to seek assessment of teaching effectiveness in a variety of methods and processes, including direct peer-observation and syllabus development. These demonstrations of teaching effectiveness are expected to be called out in the FAR. Faculty workload documents outlining work distribution and courses taught are developed by the department head in consultation with each full-time instructor and professor. These are tied to the FAR and to hiring requests.

All tenure-track and tenured faculty are responsible for keeping a Professional Development Plan (PDP) that outlines their professorial goals in three year increments. The PDP is tied to the FAR in that it indicates intention in effort and shows a coherent plan for keeping current and moving forward in promotion and tenure. This is outlined in detail in the department tenure and promotion policy.

As a way of staying in touch with the developments in the region, each year our program dismisses for one Friday in the fall while our students and faculty attend the state AIA convention and the annual AIA design awards gala. Our program is instrumental in helping to select design award jurors and provides one key note speaker at the convention. Each year we invite the design award winners to present their projects as a lecture to our students.

Our AIAS sponsors a brown bag lunch series featuring regional professionals, faculty with something to share in their developing scholarship, and students returning from study travel. DoArch has offered three years of robust lecture series with Peter Eisenman, Jeff Day, Nate Miller, Bob Trempe, and Mario Carpo featured, and last year we shared Michelle Addington from Yale University with our state's professional community in an AIA convention lecture. We look to these conferences and lecture series as an opportunity for outside assessment from our peers in the discipline and in the profession.

In support of peer-review assessment, the department also offers travel support to any faculty presenting a positive peer-reviewed paper. To seed scholarship, the department has made every effort to support faculty with tools and materials needed to kick-start productive, making-based scholarship.

## Section 2. Progress since the Previous Visit

### Program Responses to Conditions Not Met:

#### I.1.2 Learning Culture & Social Equity

Visiting Team Report [2014 | pp. 11-12]: The program has not demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work. The Department of Architecture provided a copy of the studio culture policy in the APR. In discussion with students, it was clear they are aware of the policy and have commented on it. There is a studio representative body that meets twice a month, once with the department head and once among themselves, to discuss issues of concern. The students believe their concerns are addressed. In meetings with faculty and with staff, it was clear that they believe they are valued and that they value others. Although there is no established policy for shared governance within the department, it was clear from the faculty that discussions and decisions occur as a faculty of the whole due to its small size.

Although the program does not have a specific plan in place, the department head described efforts to increase the diversity of its faculty and students, the later primarily through admission of foreign students to the undergraduate and graduate programs. The APR only contains one year of annual reports.

***Program Activities in Response [2016]:*** While the previous VTR was written under the 2009 NAAB Conditions and the conditions *Learning Culture* and *Social Equity* were combined, under the 2014 NAAB Conditions, *Social Equity* was broken out into its own condition. In order to address the policy for shared governance, DoArch has written and implemented Bylaws and has also worked within the Bylaws of the School of Design for governance. As part of the long-range plan, we have addressed lack of diversity through *Goal 5: Model a culture of inclusion that values diverse perspectives and experiences* by addressing Social Equity through the specific performance indicators of enhancing inclusiveness and diversity of academic planning, increasing the diversity of faculty, and enrolling underrepresented students. Bylaws are included in *Section 4. Supplemental Material*.

#### I.1.4 Long-Range Planning

Visiting Team Report [2014 | pp. 15]: The program's processes do not meet the standards as set by the NAAB. Based on information in the APR and discussion with the department head, the department has primarily been focused on establishing the undergraduate and professional degree curriculum to obtain initial accreditation. Due to changes within the university on a new budget model and plans on the part of the university to develop a Division of Design within the College of Arts and Sciences, a long-term planning document has not been developed. The architecture department has been more reactive and ad hoc in response to several changes across the university and does not have a process for long-term development. According to the Dean and Provost, a performance pro forma was developed as the program was conceptualized; however, the program's performance has not been monitored since the pro forma was developed. The Provost noted that the pro forma should be reviewed to validate how the program is developing.

A strategic vision for the Division of Design was created in March 2014. The Dean has a deadline of May 2015 to make decisions on the structure and direction of the division.

According to the Provost, the university's goal is to obtain accreditation for all programs that can be accredited, and the Dean's goal is to increase collaboration between disciplines. DoArch is certainly within those goals, and the Dean started several planning groups around the discussion of creating a Division of Design in which architecture participates. DoArch itself, however, is more focused on obtaining NAAB accreditation.

Because the program is in its infancy, a long-range plan as envisioned by the NAAB has not been developed. The planning that has occurred started with engaging an outside consultant. Department head Brian Rex has overseen and managed the development of the program since he was hired in 2010. Four additional faculty have now been added, and the entire group, including Rex, shares duties as a faculty of the whole on curricular issues.

***Program Activities in Response [2016]:*** The Division of Design officially became the School of Design on July 1, 2015. Since then, *Strategic Goals* have been outlined for the School that address the multiyear objectives set out in the Mission and Vision statements. Building on this, DoArch has implemented a set of Goals that align with our Mission and Vision Statements and are include in the Long-Range Plan. The requested data collection required for the *2009 Conditions* is no longer required for the *2014 Conditions* and has been left out of this APR.

### **I.1.5 Self-Assessment Procedures**

Visiting Team Report [2014 | pp. 16]: The program's processes do not meet the standards as set by the NAAB. While the program APR described processes that the Department of Architecture established for academic assessment, the team feels the rigor of the assessment strategies does not meet the intended results of the curriculum review criterion. The team does recognize the DoArch is in its infancy and that an effective curriculum review process is an ongoing endeavor. The team expects future teams will have the opportunity to see the results of a rethinking of the intent of this criterion, as well as how the criterion is to be met. In addition, the academic assessment procedures described did not indicate that licensed architects were included as required by this criterion.

***Program Activities in Response [2016]:*** Since the previous visit, DoArch has made an effort to formalize more specific goals in Long-Range Planning. Because of the small size of our faculty most long-range planning and self-assessment procedures had been conducted through informal methods and meetings. To address this point, we have begun taking Meeting Minutes and we have created a series of policies, including Departmental and School bylaws to support governance. Several Committees have been initiated through the bylaws including a Curricular Committee to establish guidelines and to assess the goals set out in the Long-Range Plan.

### **I.2.1 Human Resources & Human Resource Development: Faculty and Staff**

Visiting Team Report [2014 | pp. 17]: Human Resources (Faculty & Staff) are inadequate for the program. The Department of Architecture provided a staffing plan in the APR through Fall 2016 that appears appropriate to the program's development. In discussions with the department head, the department is having problems hiring new tenure-track faculty. One of the positions proposed for Fall 2014 was not filled, and the search will need to be reopened this year. Because enrollments were not as robust as anticipated, this has not impacted classes offered, but the issue of attracting new faculty is a concern for the department. The new student services coordinator position has not yet been filled. These two positions, along with hiring a shop steward, another tenure-track faculty member, and a full-time instructor are planned for and needed to complete the faculty and staff plan by Fall 2016.

The APR mentioned that the university has a Course Designation Value table that outlines course instruction method, contact hours, workload units, and scale of course offerings. Although the team did not see the policy, conversations with the faculty confirmed that the department was following it. Assistant Professor Charles McBride is the IDP coordinator. The program provided a draft copy of the department's tenure and promotion guidelines.

***Program Activities in Response [2016]:*** Our addition to the School of Design has allowed us to utilize the staff resources in the School. In addition to Diane Rieken's role as DoArch's Program Assistant, Beverly French is now the School of Design's Program Assistant. Furthermore, the school hired Donna Dunn as the Professional Academic Advisor in July 2015. For the 2016-2017 academic year, DoArch has placed a search for an additional DoArch staff person.

In the 2015-2016 academic year, DoArch hired two new Instructors as Emergency Hires. Timmithea Chan is a Rice Graduate who came to us from the professional community in Toronto,

Canada, and Robert Arlt was a former DoArch Adjunct Instructor from Sioux Falls. Both are nearing licensure. Currently, DoArch has one licensed faculty member, Charles MacBride. In the 2016-2017 academic year DoArch has been cleared to hire one new Assistant Professor, two new Instructors, and one new staff person. We do recognize that the amount of licensed professionals on the faculty is low and are looking to correct this by giving preference to licensed individuals in upcoming searches and by aiding our current faculty in receiving their license.

Last, DoArch hired two accreditation consultants, David Cronrath and Keelan Kaiser to advise us on writing the APR and setting up our site visit. Their reports on the program are included in *Section 4. Supplemental Material*.

### **I.2.2 Administrative Structure**

Visiting Team Report [2014 | pp. 18]: Administrative Structure is inadequate for the program. According to department head Brian Rex, the architecture reporting structure has changed over the last several years. Currently the department chair reports to the Dean of the College of Arts and Sciences. A new Division of Design is being created within the college, and the reporting structures and policies have not been developed. The Dean stated that this is an interim structure and that he has set May 2015 as the deadline for deciding these policies.

***Program Activities in Response [2016]:*** When our accreditation consultants, David Cronrath and Keelan Kaiser, visited SDSU in September 2015, both individually met with the Provost of the University, the Dean of the College of Arts and Sciences, and the Director of the School of Design. Both consultants explained to these leaders that the department must be able to report directly to the head of the academic unit, the Dean. Bylaws have been written by members of the School of Design in which the role of the Department Head of DoArch and their relationship to the Director and the Dean has been established. Bylaws are included in *Section 4. Supplemental Material*.

### **I.2.4 Financial Resources**

Visiting Team Report [2014 | pp. 19]: Financial Resources are inadequate for the program. The financial information presented in the APR was very confusing and did not adequately address the information required. The university had started a new responsibility-based budget model that was two months old at the time of the team visit. In discussions with the President, the Dean, and the Provost, as well as the CEO of the SDSU Foundation, it was confirmed that contributions from donors were required for instituting a new degree program at SDSU, that pledges and contributions from several architecture firms and private individuals were necessary to initiate the program, and that income from student tuition and discipline-based fees would over time replace donor contributions and generate the funds necessary to operate the department. The goal is to reach a 2016 enrollment of no more than 200 students in the undergraduate and graduate programs together. Enrollment has not grown as quickly as anticipated but neither have expenses, and donor funds should be available for several years past 2016. A review and potential revision of the pro forma would be helpful in determining adequacy of financial resources.

***Program Activities in Response [2016]:*** DoArch has made an effort to establish more clarity in this current APR. We recognize that our budget is based on an entrepreneurial model in which the College of Arts and Sciences is responsible for Direct Allocation of funds from tuition, student course fees paid by students in the department cover faculty salaries and other operational costs, and donations are collected within our SDSU Foundation fund. Within the last year we have been able to use this funding from the SDSU Foundation fund to outfit our new building.

### **I.3.3 Faculty Credentials**

Visiting Team Report [2014 | pp. 22]: Faculty credentials did not demonstrate the range of knowledge and experience necessary to promote student achievement. The program provided a faculty exhibit in the university library of the work of one tenured faculty member, two tenure-track faculty, two instructors, and one adjunct faculty member. The current faculty appears to be at the appropriate rank and teaching course work within their expertise, but the majority are only starting their professional career. Additional

full-time faculty are needed to provide the range of knowledge and experience necessary for student achievement throughout the entire program as it adds the graduate level coursework.

**Program Activities in Response [2016]:** In the *2014 Conditions*, *1.3.3 Faculty Credentials* no longer exists. However, we have addressed this condition and made it clear in *1.2.1 Human Resources*. Last year, we hired two new Instructors as Emergency Hires, Timmithea Chan and Robert Arlt. Both are on the verge of becoming licensed professionals. For the 2016-2017 academic year, DoArch has been cleared to hire one new Assistant Professor, two new Instructors, and one new staff person. We do recognize that the amount of licensed professionals we have on the faculty is low and are looking to correct it by giving preference to licensed individuals and by aiding our current faculty in receiving their license.

#### I.4.1 Policy Review

Visiting Team Report [2014 | pp. 23]: The policy documents in the team room did not meet the requirements of Appendix 3. The Conditions for Accreditation, Appendix 3, requires the following documents be provided in the team room for review, but only those with check marks (✓) were available. Several documents were found in the APR with references to others through various links on the SDSU and/or the DoArch web sites. Several links were followed without success.

- ◆ Studio Culture Policy ✓
- ◆ Self-Assessment Policies and Objectives
- ◆ Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - 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

**Program Activities in Response [2016]:** DoArch has established, drafted, and included links to the policies and procedures requested under the *2014 Conditions for Accreditation*. These policies can be found in *Section 4. Supplemental Material*.

## Program Response Causes of Concern:

### A. Leadership/Staff Workload

Visiting Team Report [2014 | pp. 3]: While the team applauds the department head for his energy and dedication, the amount of work that needs to be accomplished over this next year or more (designing and delivering this year's curriculum, the move into the new building, the continued work on the new Division of Design, creating and delivering new courses within the new BFA, faculty and staff searches, etc.) is more than one individual should handle. While the faculty will be part of these efforts, the team believes that additional help should be found.

**Program Activities in Response [2016]:** In the years since the writing of the 2014 VTR, faculty meetings have addressed the distribution of workloads as well as committees and faculty coordinator roles within the Department of Architecture and the School of Design.

Under the advisement of our accreditation consultants, David Cronrath and Keelan Kaiser, both DoArch and the School of Design have issued Bylaws that establish a structure and operations of governance for the Department and the School. Furthermore, DoArch has opened new hiring tracks and faculty searches within the past two years. These additions to the faculty and staff will help to distribute proper workloads. For more information on the Bylaws, see *Section 4. Supplemental Material*.

### B. Misinformation

Visiting Team Report [2014 | pp. 3]: The team found misinformation about NCARB's role in the architectural licensure process. The item was found in the APR on page 39, stating: "A professional degree is a requirement for licensure with the National Council of Architectural Registration Boards (NCARB)." When questioned it was noted that students received the information as written in the APR. NCARB does not license. This information needs to be corrected in all information given to students to correctly reflect NCARB's role in the regulation process.

**Program Activities in Response [2016]:** In response to misinformation in the previous APR, this mistake has not been included in this current APR. The information has been correctly addressed with our students.

### C. Technology

Visiting Team Report [2014 | pp. 3]: Technology plays a major role in architecture. A technology plan for computer hardware, software, and output devices needs to be created, especially as the program grows and matures.

**Program Activities in Response [2016]:** A plan for hardware, software, and output devices has been included in the *DoARCH Computer and Media Policy*. This policy has been distributed to the students and is available on the DoARCH website. The policy is also included in *Section 4. Supplemental Material*.

### D. Student Recruitment

Visiting Team Report [2014 | pp. 3]: A student recruitment plan should be designed and implemented to grow the program to its stated student numbers. This will be especially critical as the program continues to develop and funding for the department becomes an important element of its ability to mature. A clear academic path for transfer students tailored to each individual would facilitate their recruitment and retention.

**Program Activities in Response [2016]:** Student recruitment continues to be an issue and we are working within our department and School to ensure these plans are met. Our inclusion in the School of Design has helped us to recruit undergraduate students into the program. Students who declared Architecture as their major in the freshman class jumped from twenty (20) in 2014

to forty-five (45) in 2015. Furthermore, a *Faculty and Student Coordinator* role has been included in the *DoArch Bylaws* to facilitate recruitment. A clear academic path for transfer students has now been laid out by the Department Head. We also plan to reach out to Civil Engineering, Construction Management, and other programs within the School of Design for recruitment of students into our Master's program, especially women. Finally, we recognize that recruitment will also likely improve after the M.Arch program at DoArch becomes accredited.

#### **E. Website**

Visiting Team Report [2014 | pp. 3]: The inability to keep the departmental websites updated and accurate in a timely manner is a challenge that needs to be addressed.

**Program Activities in Response [2016]:** Since the 2014 VTR, DoArch has made efforts to organize and update information on the departmental website (<https://www.sdstate.edu/arch/>). Instructor Jessica Garcia Fritz, Professor Federico Garcia Lammers, and Professor Brian Rex, along with a few student workers, have been trained on CommonSpot, the content managing system used by SDSU. We have assigned one student worker, Kyle Jamison (formerly McCurry) to update our website. On September 1, 2016, the entire University will shift over to a new content managing system called Drupal. The platform should be more user-friendly, and all links should remain the same during the transition.

#### **Program Response to Change in Conditions (if applicable)**

The changes from the *2009 Conditions for Accreditation* to the *2014 Conditions for Accreditation* have impacted the department's approach to two of five new perspectives, to our positioning on Environmental Stewardship, to Realm C of the Student Performance Criteria, and to establishing departmental policies.

The new perspectives *Leadership and Collaboration* as well as *Stewardship in the Environment* have impacted changes in the program since the previous visit. Collaboration has been key in our approach to establishing design studios; however, it was previously defined solely within the realm of the department as students collaborated with one in another in classes or with the architectural community. By joining the School of Design, we have defined new ways to collaborate with other design disciplines and, as a result of this, we have looked to defining areas where interdisciplinary design strategies are appropriate. This has primarily occurred in the first-year design experience.

The positioning of *Stewardship of the Environment* as a perspective rather than an SPC has allowed the department to place an emphasis on methods for communicating Stewardship to the students. It prompted us to initiate a Professional Practice course ARCH 671: Stewardship, which is dedicated to the study of technologies and policies that regulate the built environment. Furthermore, the new Passive House Initiative, put forth by the acceptance of Charles MacBride's grant proposal by the South Dakota Governor's Office, will change our curriculum within the realm of this perspective.

Realm C in the Student Performance Criteria has forced us to evaluate the way we look at comprehensive design and how we ask students to document their processes. While many of the SPC's for Realm C have been incorporated into the ARCH 551: Whole Building Studio, we are looking at ways in which this realm can trickle into course work for other studios as well. Several instructors and professors have made documentation strategies set out in this realm a requirement through course websites, individual student binders, sketchbook submissions, etc.

Though many of the conditions set forth under *1.4 Policy Review* in the *2009 Conditions* have been eliminated, DoArch used these review standards to establish a robust set of policies and documents. Since we are a new program, this standard helped to condition many of the types of policies we needed for NAAB and for the School of Design, College of Arts and Sciences, as well as the University.

## Section 3. Compliance with the Conditions for Accreditation

### I.2.1 Human Resources and Human Resource Development

- Include resume, using the required template, for each full-time member of the instructional faculty who teaches in the professional degree program.

**Name:**

Robert Arlt  
Full-Time Instructor, Emergency Hire 2015

**Courses Taught (Four semesters prior to current visit):**

ARCH 451: Architecture Studio II, FA 2014, FA 2015  
ARCH 452: Architecture Studio III, SP 2015  
ARCH 492/592: Topics in Architecture, SP 2015, SP 2016  
ARCH 221: Building Media I, FA 2015  
ARCH 632: Building Technology III: Interiors, FA 2015  
ARCH 671: Architectural Practice III: Stewardship, FA 2015  
DSGN 152: Fundamental Building Design Studio, SP 2016  
ARCH 321: Building Media II, SP 2016  
ARCH 331: Building Shop I, SP 2016

**Educational Credentials:**

M.Arch, North Dakota State University, 2011  
B.S. Environmental Design, North Dakota State University, 2010  
A.A., Bemidji State University, 2004

**Teaching Experience:**

Full-Time Instructor, South Dakota State University, 2014-present  
Teaching Assistant, North Dakota State University, 2010-2011

**Professional Experience:**

Project Designer, Ciavarella Design, Inc. 2009-current

**Licenses/Registration:**

In progress (ARE)

**Selected Publications and Recent Research:**

- 1- "Effective Teaching Methods in Architectural Structure" 2016 ICASA : : *International Conference on Structures and Architecture*, Porto, Portugal, July 2016. Paper accepted.
- 2- "Cube Iterations," 1:1: *The National Conference on the Beginning Design Student*, College of Architecture at Cal Poly San Luis Obispo, CA, February 2016. Abstract not accepted.
- 3- "Firesteel House," *AIAS Lunchtime Lecture Series*, DoArch, Brookings, South Dakota, October 2015. Presentation of 2014 AIA SD Award winning house.

**Professional Memberships:**

Associate AIA, AIA SD

**Name:**

Timmithea Chan  
Full-time Instructor, Emergency Hire 2015

**Courses Taught (Four semesters prior to current visit):**

ARCH 342: Building History IV, FA 2015  
ARCH 631: Building Technology II: Envelopes, FA 2015  
ARCH 651: Professional Design Practice I, FA 2015  
ARCH 411: Building Technology I: Site & Surroundings, SP 2016  
ARCH 492/692: Topics in Architecture, SP 2016  
ARCH 522: Building Media V, SP 2016  
ARCH 452/552: Architecture Studio III/Whole Building Studio II, SP 2016

**Educational Credentials:**

M.Arch, Rice University, 2013  
BS Cell Biology and Genetics, University of British Columbia, 2008  
LEED AP BD+C

**Teaching Experience:**

Full-Time Instructor, South Dakota State University, 2015-present

**Professional Experience:**

Project Designer, Their+Curran Architects, 2015  
Project Designer, Graziani+Corazza Architects, 2013-2015

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

Manufacturing Territories: Future of Post-Stelco Hamilton, Exhibition, 2015-2016

**Professional Memberships:**

Ontario Association of Architects

**Name:**

Jessica Garcia Fritz  
Full-Time Instructor, 2012

**Courses Taught (Four semesters prior to current visit):**

ARCH 242: Building History II, FA 2014, FA 2015  
ARCH 251: Design Practice III, FA 2014  
ARCH 332: Building Shop II, FA 2014, FA 2015  
ARCH 241: Building History I, SP 2015, SP 2016  
ARCH 452: Architecture Studio III, SP 2015  
ARCH 572: Architectural Practice II: Economics, SP 2015, SP 2016  
ARCH 382: Travel Studies, FA 2015  
ARCH 451: Architecture Studio II, FA 2015  
ARCH 252: Building Arts Studio II, SP 2016  
ARCH 351: Collaboration Workshop, SP 2016

**Educational Credentials:**

M.Arch., University of Minnesota, College of Design School of Architecture, 2009  
Port Cities Study Abroad, Lisbon, Portugal/ Barcelona, Spain/ Venice, Italy, 2008  
B.A. in Architecture, University of Minnesota College of Liberal Arts, 2005

**Teaching Experience:**

Full-Time Instructor, South Dakota State University, Brookings, SD, 2012-present  
Teaching Assistant, University of Minnesota, College of Design, Minneapolis, MN, 2007-2009

**Professional Experience:**

Co-founder & Partner, mMÁS Ltd. Co., Brookings, SD, 2012-present  
Architectural Researcher, Spec Simple, NYC, NY, 2011-2012  
Coordinator, Save A Sample! Spec Simple, NYC, NY, 2011-2012  
Exhibit and Public Spaces Intern, National Museum of the American Indian, NYC, NY, 2010-2011  
Architectural Intern, O'Neil Langan Architects, NYC, NY, 2009-2010  
Architectural Intern, Scriptorium Arquitectos, Lisbon, Portugal, 2008  
Architectural Intern, Wold Architects & Engineers, Saint Paul, MN, 2007  
Architectural Intern, Humberto Betancourt Arquitecto, Minneapolis, MN, 2006

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

- 1- "Constructing the Gothic Vault in the Digital Age: Lessons in Accuracy and Precision", *1:1: The National Conference on the Beginning Design Student*, College of Architecture at Cal Poly San Luis Obispo, CA, February 2016. Paper accepted.
- 2- "Origins from Wind Cave: Sacred Space as Contested Territory", with Professor Federico Garcia Lammers, *International Conference Genius Loci: Places and Meanings Conference*, Faculty of Arts at Porto, Portugal, April 2016. Abstract accepted.
- 3- "The Industrial Revolution & Masonry Vaulting: the Decline of the Guastavino Company & the Rise of Eladio Dieste", with Professor Federico Garcia Lammers, *Construction History Society of America's 5<sup>th</sup> Biennial Meeting*, University of Texas at Austin, May 2016. Abstract Accepted.
- 4- "Restless Landscapes", *FLAT (Future Landscapes +Architecture Terrains)*, flatblog.org, March 2015
- 5- "Authentic Theft", with Professor Federico Garcia Lammers, *FLAT (Future Landscapes +Architecture Terrains)*, flatblog.org, March 2015

**Professional Memberships:**

CHSA (Construction History Society of America), SDSHS (South Dakota State Historical Society)

**Name:**

Federico Garcia Lammers  
Assistant Professor, 2014

**Courses Taught (Four semesters prior to current visit):**

ARCH 351: Building Collaboration Workshop, FA 2014, FA 2015  
ARCH 421: Building Media III: Workflows, FA 2014, FA 2015  
ARCH 571: Architectural Practice I: Regulation, FA 2014, FA 2015  
ARCH 401: Architectural Portfolio, FA 2015  
ARCH 552: Whole Building Studio II, SP 2015  
ARCH 521: Building Specification, SP 2015  
ARCH 331/431/531: Building Shop I & IV, SP 2016  
ARCH 652: Professional Design Practice II, SP 2016

**Educational Credentials:**

M.Arch. University of Minnesota, College of Design School of Architecture, 2009  
Port Cities Study Abroad, Lisbon, Portugal/ Barcelona, Spain/ Venice, Italy, 2008  
B.S. in Architecture, University of Minnesota, School of Architecture, 2005

**Teaching Experience:**

Assistant Professor, South Dakota State University, Brookings, SD, 2014-present  
Full-Time Instructor, South Dakota State University, Brookings, SD, 2013-2014  
Teaching Assistant, University of Minnesota College of Design, Minneapolis, MN, 2007-2009

**Professional Experience:**

Co-founder & Partner, mMÁS Ltd. Co., Brookings, SD, 2012-present  
Intern Architect, NewStudio Architecture, White Bear Lake, MN, 2012-2013  
Intern Architect, Pelli Clarke Pelli Architects, NYC, NY, 2009-2012  
Architectural Intern, CVDB Arquitectos, Lisbon, Portugal, 2008  
Architectural Intern, Loom Studio, Saint Paul, MN, 2007-2009  
Architectural Intern, MSR Meyer, Scherer & Rockcastle, Minneapolis, MN, 2005-2007

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

- 1- "Public Failure: A Chronicle of @#%! Gone Wrong", *1:1: The National Conference on the Beginning Design Student*, College of Architecture at Cal Poly San Luis Obispo, CA, February 2016. Paper accepted.
- 2- "Origins from Wind Cave: Sacred Space as Contested Territory", with Instructor Jessica Garcia Fritz, *International Conference Genius Loci: Places and Meanings Conference*, Faculty of Arts at Porto, Portugal, April 2016. Abstract accepted.
- 3- "The Industrial Revolution & Masonry Vaulting: the Decline of the Guastavino Company & the Rise of Eladio Dieste", with Instructor Jessica Garcia Fritz, *Construction History Society of America's 5<sup>th</sup> Biennial Meeting*, University of Texas at Austin, May 2016. Abstract Accepted.
- 4- "Authentic Theft", with Professor Federico Garcia Lammers, *FLAT (Future Landscapes +Architecture Terrains)*, flatblog.org, March 2015
- 5- "Material Technocracy: Eladio Dieste and Reinforced Masonry", *Creating Making Forum*, College of Architecture, University of Oklahoma, November 2014. Board accepted.

**Professional Memberships:**

Associate, AIA

**Name:**

Charles MacBride  
Architect, Assistant Professor

**Courses Taught (Four semesters prior to current visit):**

ARCH 411: Building Technology I: Site & Surroundings, FA 2014  
ARCH 521: Building Media IV, FA 2014, FA 2015  
ARCH 551: Whole (Integrated) Design Studio I, FA 2014, FA 2015  
ARCH 251/221: Building Studio I / Building Media I, SU 2015  
ARCH 331/431/531: Building Workshop, SP 2015, SU 2015, FA 2015  
ARCH 341: Building History III, SP 2015, SP 2016  
ARCH 352: Architecture Studio I, SP 2015, SP 2016

**Educational Credentials:**

M.Sc.A.A.D., Columbia University, 1994  
B.Arch., B.Sc.Arch., Penn State University, 1991  
Study Abroad, Florence, Italy, 1989

**Teaching Experience:**

Assistant Professor, South Dakota State University, Brookings, SD, 2011-present  
Assistant Professor, Iowa State University, 2010-2011  
Senior Instructor & Lecturer, University of Colorado Denver, 1998-2010

**Professional Experience:**

Principal, Charles MacBride Architect, Denver & Sioux Falls, 2002-present  
Principal, 8 Track Architecture, Denver, 2007-09  
Principal, Analog Architecture Inc, Denver & Durango, 2005-07  
Associate & Architect, Arch 11 Inc, Boulder, CO, 1997-2002  
Project Architect & Manager, Eric J. Smith Architects, NYC, 1994-96  
Project Architect & Manager, Thomas Clark Architects, Baltimore, 1991-93  
Intern Architect, McLearn DeMus Architects, Rochester, NY, 1990  
Intern Architect, Kaelber Miller Meyer & Ungar Architects, 1987-88

**Licenses/Registration:**

Professional Registration: South Dakota, Colorado, New York

**Selected Publications and Recent Research:**

- 1- "The Peer-Pressure of Abstract Modernism," Between the Autonomous & Contingent Object, (Session: Figurative Form), *ACSA Fall Conference*, Syracuse University, October 2015. Paper accepted.
- 2- "Reading Across Scales and Disciplines," Territories, Engaging Media: *The National Conference on the Beginning Design Student*, College of Architecture, University of Houston, February 2015. Paper accepted.
- 3- "DoArch: Connecting with our State's School of Architecture" (originally titled "SDSU DoArch: A quick assessment in midstream"), *Architecture SD: Connections*, a publication of the AIA South Dakota, 2014, pp. 63-5. Article accepted.
- 4- The South Dakota Passive House/Housing Initiative Grant Proposal, 2015-2016. Proposal accepted.
- 5- Public Works: Small Urbanism in Vast Places
- 6- Public Infrastructure as Cultural Reconciliation: The Wagner Recreation Trail
- 7- Housing South Dakota: New Strategies through Architecture and Design

**Professional Memberships:**

AIA, NCARB

**Name:**

Brian Rex  
Associate Professor, Department Head

**Courses Taught (Four semesters prior to current visit):**

ARCH 109: Introduction to Architecture, FA 2014  
ARCH 631: Building Technology II: Envelopes, FA 2014  
ARCH 152: Fundamental Design II, SP 2015  
ARCH 251: Design Practice I, FA 2015  
ARCH 452/552: Architectural Studio III & Whole Building II (Architectural Studio V), SP 2016

**Educational Credentials:**

M.Sc.A.A.D., Columbia University, 1994  
B.Arch., Carleton University, 1993  
Exchange, Technische Universität, Berlin, Germany, 1991  
B.Sc. Architecture, The University of Texas, Arlington, 1990

**Teaching Experience:**

Department Head, South Dakota State University, Brookings, SD, 2010-present  
Associate Professor, South Dakota State University, Brookings, SD, 2010-present  
Associate Dean-Academic, Texas Tech University, Lubbock, TX, 2008-2010  
Associate Professor, Texas Tech University, Lubbock, TX, 2007-2010  
Chair of Instruction, Texas Tech University, Lubbock, TX, 2007-2008  
Assistant Professor, Texas Tech University, Lubbock, TX, 2002-2007  
Visiting Professor, Dublin Institute of Technology, Dublin, Ireland, 2000  
Assistant Professor, The University of Nebraska, Lincoln, NE, 1999-2002  
Visiting Assistant Professor, The University of Oklahoma, Norman, OK, 1998-1999  
Senior Instructor, The University of Colorado, Denver, CO, 1995-1998

**Professional Experience:**

Design Coordinator, Nebraska Lied Main Street, Nebraska, 1999-2002  
Project Designer, Hildinger Architects, Dallas, TX, 1998  
Intern Architect, CooperRobertson+Partners, NYC, 1994-1995  
Principal, Brian Rex Building Drafting, Dallas, TX, 1985-1990  
Design Draftsman, Stover Steel Structures, Dallas TX, 1983-1985  
Draftsman and Estimator, Boren Glass, Rowlett, TX, 1981-1983

**Licenses/Registration:**

none

**Selected Publications and Recent Research:**

1- Wrigley Square, Mobridge, SD Public Works Project, 2015  
2- "Digging Deep: The Focused Investigation of Building Workshops," Material, Essence + Substance: *The National Conference on the Beginning Design Student*, College of Architecture, IIT, April, 2014. Paper accepted.

**Professional Memberships:**

Associate, AIA

- Includes a matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments.

The most updated information on DoArch's Faculty Matrix can be found here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > I.2.1 Human Resources and Human Resource Development > 01\_DoArch\_Faculty Matrix

**Term/Semester: Fall 2014**

<b>Faculty member (alpha order)</b>	<b>Summary of expertise, recent research, or experience (limit 25 words)</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Robert Artl, Instructor	Robert currently works in the professional community in Sioux Falls and has experience teaching as an assistant at NDSU.	<b>ARCH 451</b>			
Jessica Garcia Fritz, Instructor	Jessica's focus is in the Building Arts & Community, as her research is based in Construction History, more specifically vaulting techniques, and American Indian Architecture.	<b>ARCH 242</b>	<b>ARCH 251</b>	<b>ARCH 332</b>	
Federico Garcia Lammers, Professor	As an intern architect at Pelli Clarke Pelli Architects, Federico was an important part of interdisciplinary design teams, developing building information technology workflows for projects.	<b>ARCH 351</b>	<b>ARCH 421</b>	<b>ARCH 571</b>	
Sara Lum, Instructor	Sara graduated from Rice University and worked for Emerging Terrains in Omaha, NE. Her research is based in vast territories and laser scanning technologies.	<b>ARCH 151</b>	<b>ARCH 451</b>		
Charles MacBride, Professor	Charles, a licensed architect, has almost 20 years experience teaching and operating his own practice. His research focuses on small practice, history, and design.	<b>ARCH 411</b>	<b>ARCH 521</b>	<b>ARCH 551</b>	
Brian Rex, Department Head and Professor	Brian fabricates "grounds" and public spaces and is an expert on the construction of Montréal's Expo '67. He has taught everything but structures and history.	<b>ARCH 109</b>	<b>ARCH 351</b>	<b>ARCH 631</b>	

**Term/Semester: Spring 2015**

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	Course number	Course number	Course number	Course number
Robert Arlt, Instructor	Robert currently works in the professional community in Sioux Falls and has experience teaching as an assistant at NDSU.	ARCH 452	ARCH 492/592		
Jessica Garcia Fritz, Instructor	Jessica's focus is in the Building Arts & Community, as her research is based in Construction History, more specifically vaulting techniques, and American Indian Architecture.	ARCH 241	ARCH 452	ARCH 572	
Federico Garcia Lammers, Professor	As an intern architect at Pelli Clarke Pelli Architects, Federico was an important part of interdisciplinary design teams, developing building information technology workflows for projects.	ARCH 521	ARCH 552		
Sara Lum, Instructor	Sara graduated from Rice University and worked for Emerging Terrains in Omaha, NE. Her research is based in vast territories and laser scanning technologies.	ARCH 121	ARCH 252	ARCH 321	ARCH 331/431/531
Charles MacBride, Professor	Charles, a licensed architect, has almost 20 years experience teaching and operating his own practice. His research focuses on small practice, history, and design.	ARCH 331/431/531	ARCH 341	ARCH 352	
Brian Rex, Department Head and Professor	Brian fabricates "grounds" and public spaces and is an expert on the construction of Montréal's Expo '67. He has taught everything but structures and history.	ARCH 152	ARCH 471 (ARCH 411)		

**Term/Semester: Summer 2015**

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	Course number	Course number	Course number	Course number
Charles MacBride, Professor	Charles, a licensed architect, has almost 20 years experience teaching and operating his own practice. His research focuses on small practice, history and design.	ARCH 221	ARCH 251	ARCH 331/431/531	

**Term/Semester: Fall 2015**

<b>Faculty member (alpha order)</b>	<b>Summary of expertise, recent research, or experience (limit 25 words)</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>	<b>Course number</b>
Robert Arlt, Instructor	Robert currently works in the professional community in Sioux Falls and has experience teaching as an assistant at NDSU.	<b>ARCH 221</b>	<b>ARCH 451</b>	<b>ARCH 632</b>	<b>ARCH 671</b>
Timmithea Chan, Instructor	Timmithea has started <i>AURR Projects</i> , which focuses on architecture and post-industrial urban initiatives. Her research is in urbanism.	<b>ARCH 342</b>	<b>ARCH 631</b>	<b>ARCH 651</b>	
Jessica Garcia Fritz, Instructor	Jessica's focus is in the Building Arts & Community, as her research is based in Construction History, more specifically vaulting techniques, and American Indian Architecture.	<b>ARCH 242</b>	<b>ARCH 332</b>	<b>ARCH 382</b>	<b>ARCH 451</b>
Federico Garcia Lammers, Professor	As an intern architect at Pelli Clarke Pelli Architects, Federico was an important part of interdisciplinary design teams, developing building information technology workflows for projects.	<b>ARCH 351</b>	<b>ARCH 401</b>	<b>ARCH 421</b>	<b>ARCH 571</b>
Charles MacBride, Professor	Charles, a licensed architect, has almost 20 years experience teaching and operating his own practice. His research focuses on small practice, history, and design.	<b>ARCH 331/431/531</b>	<b>ARCH 521</b>	<b>ARCH 551</b>	
Brian Rex, Department Head and Professor	Brian fabricates "grounds" and public spaces and is an expert on the construction of Montréal's Expo '67. He has taught everything but structures and history.	<b>ARCH 251</b>			

**Term/Semester: Spring 2016**

Faculty member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	Course number	Course number	Course number	Course number
Robert Artl, Instructor	Robert currently works in the professional community in Sioux Falls and has experience teaching as an assistant at NDSU.	DSGN 152	ARCH 321	ARCH 331/431/531	ARCH 492/592
Timmithea Chan, Instructor	Timmithea has started <i>AURR Projects</i> , which focuses on architecture and post-industrial urban initiatives. Her research is in urbanism.	ARCH 411	ARCH 492/692	ARCH 522	ARCH 552
Jessica Garcia Fritz, Instructor	Jessica's focus is in the Building Arts & Community, as her research is based in Construction History, more specifically vaulting techniques, and American Indian Architecture.	ARCH 241	ARCH 252	ARCH 351	ARCH 572
Federico Garcia Lammers, Professor	As an intern architect at Pelli Clarke Pelli Architects, Federico was an important part of interdisciplinary design teams, developing building information technology workflows for projects.	ARCH 331/431/531	ARCH 652		
Charles MacBride, Professor	Charles, a licensed architect, has almost 20 years experience teaching and operating his own practice. His research focuses on small practice, history, and design.	ARCH 341	ARCH 352		
Brian Rex, Department Head and Professor	Brian fabricates "grounds" and public spaces and is an expert on the construction of Montréal's Expo '67. He has taught everything but structures and history.	ARCH 452/552			

**Term/Semester: Fall 2016**

The matrix will be updated for this semester and will be provided for the Visiting Team in the Team Room.

- A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure.
- A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

The DoArch faculty remains current in knowledge and experience through professional practice, licensure, and attendance to conferences and symposia. Among the six (6) full-time faculty members, one (1) maintains licensure, Professor Charles MacBride, three (3) are AIA Associates, Instructor Robert Artl, Professor Federico Garcia Lammers, and Department Head Brian Rex, and one is LEED AP BD+C, Timmithea Chan. The department also contributes funding to support travel to conferences in which abstracts or papers have been accepted, to professional meetings, and to local, national, and

international events as part of continuing education. Conferences include the NCARB Architectural Licensing Advisor Summit, ACSA, NCBDS, and CHSA. On August 22, 2016, the start of the 2016-2017 academic year, the DoArch faculty will hold a meeting to discuss the financial budget and how funding for travel will be distributed and codified.

DoArch continues to channel its start-up funding to instigate and support a culture of inquiry and exploration through making. New tools such as a laser cutter, a CNC router, 3-D printers, a vinyl cutter, a laser scanner, and other equipment have been prioritized through faculty ambitions and interests. Travel around the state for faculty is simple through the state motor pool, and DoArch encourages travel in the state to gain perspective and familiarity.

DoArch further supports faculty travel to regional and national schools for guest reviews and lectures. To date, all faculty travel to events involving peer-review has been fully funded. All requests for support for attending technical workshops have been approved as well. Travel requests to attend digital media workshops and new media events have also been funded.

Several DoArch faculty members are close to licensure. Because of this, the department has purchased study material for the ARE exams. These materials can be found in Hilton M. Briggs Library. Furthermore, the department has offered to support those taking the exams by helping to pay for the passing exams.

The faculty members at SDSU are unionized through CoHE (the Council of Higher Education), with regulated workloads established in each work unit in the University. DoArch has a University and Faculty approved Course Designation Value table that outlines course instruction method, contact hours and workload units in DoArch. DoArch has also vetted Faculty Performance Standards through both the faculty and the university administration and has received approval from both levels. These standards can be found in *Section 4. Supplemental Material*. Tenure-track faculty develop and coordinate a Professional Development Plan (PDP) with the administration as a metric for workload distribution. Every year faculty complete a Faculty Annual Review (FAR); after the Department Head responds with a numerical and narrative assessment, they meet together over it and discuss the upcoming year.

The most updated information on the SDSU Faculty Annual Review can be found here (does not work in Safari):

<http://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Faculty-Annual-Review.pdf>

The most updated information on the SDSU Professional Development Plan can be found here (does not work in Safari):

<https://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Professional-Development-Plan.pdf>

Typical Workload assignments are found in the SDSU Faculty Handbook, and they address the workload for tenure-track and non-tenure track positions. The full SDSU Faculty Handbook can be found in *Section 4. Supplemental Material*. The typical workload for a tenure-track faculty member consists of 70% teaching & advising, 20% research, and 10% service. For a non-tenure track faculty member the workload breakdown is 90% teaching and 10% service.

The most updated information on the SDSU Faculty Workload Policy can be found here:

<https://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Faculty-Workload-Policy.pdf>

An example of a DoArch Course Designation Value Table can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > I.2.1 Human Resources and Human Resource Development > 02\_DoArch\_Faculty Workload Example

Furthermore, DoArch has an approved tenure and promotion policy through the School of Design and the College of Arts and Sciences. These policies apply to all faculty members within the department and can also be found in *Section 4. Supplemental Material*.

As a part of the School of Design, DoArch has maintained and absorbed new resources. In addition to our Program Assistant, Diane Rieken, Beverly French has become our new Program Assistant. Also, the school hired Donna Dunn in the summer of 2015 as the new Professional Academic Advisor for undergraduate students. Both have helped the department by taking an advising and administration load off of the DoArch faculty.

To help us prepare for our Initial Accreditation APR and Visit, the department hired two consultants, David Cronrath, Dean of the School of Architecture, Planning, and Preservation at the University of Maryland, and Keelan Kaiser, Professor of Architecture at Judson University Christian College. Both read through our 2014 APR and 2014 VTR and visited the SDSU campus for three days, separately, in September 2015. Furthermore, both consultants met with Provost Laurie Nichols, Dean of the College of Arts and Sciences Dennis Papini, Assistant Dean of the College of Arts and Sciences Kathleen Donovan, and Director of the School of Design, Tim Steele. After visiting with these leaders, visiting our facilities, and reading through our documents, both Mr. Cronrath and Mr. Kaiser were able to offer us advice and comments through discussion and written reports. These reports are included in *Section 4. Supplemental Material*. Last, the department has hired a copy editor from the Department of English. Instructor Amber Jensen will vet the final version of the 2016 APR for consistency, spelling, and grammatical errors.

- A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.

The following is a list of past and projected faculty research opportunities in the form of conferences attended, grants & donations submitted, and creative activities & exhibits performed between Fall 2014 and Spring 2016.

**Conferences:**

- **PCI (Precast/Prestressed Concrete Institute) Convention**, Professor Federico Garcia Lammers, Department Head Brian Rex, and DoArch Students Emily Heezen, Levi Wager, and Ethan Millar, Washington, DC, September 2014
- **Department of Architecture Undergraduate Travel Study**, Instructor Sara Lum and Professor Charles MacBride, Chicago, IL, October 2014
- **Territories, Engaging Media: The National Conference on the Beginning Design Student**, Professor Charles MacBride and Instructor Sara Lum, College of Architecture University of Houston, Houston, TX, February 2015
- **The Expanding Periphery and the Migrating Center: ACSA 103<sup>rd</sup> Annual Meeting**, Instructor Sara Lum, Toronto, Ontario, March 2015
- **Great Plains Writers Conference**, all DoArch Faculty, Brookings SD, March 2015
- **Department of Architecture Graduate Travel Study**, Professor Federico Garcia Lammers, New York City, NY, March 2015
- **Department of Architecture Undergraduate Travel Study**, Department Head Brian Rex, Los Angeles, CA, March 2015
- **South Dakota State Historical Society Annual Meeting**, Instructor Jessica Garcia Fritz, Pierre, SD, May 2015
- **Rural Arts and Culture Summit**, Instructors Jessica Garcia Fritz, Professor Federico Garcia Lammers, and Instructor Sara Lum, Morris, MN, June 2015

- **5<sup>th</sup> International Congress on Construction History**, Instructor Jessica Garcia Fritz, Chicago, IL, June 2015
- **NCARB Licensing Advisors Summit**, Professor Charles MacBride, San Diego, CA, July 2015
- **Porto Academy**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, Porto, Portugal, July 2015
- **Facades Tectonics Forum**, Department Head Brian Rex and Student Bret Holt, Denver, CO, July 2015
- **AIA South Dakota Convention**, all DoArch Faculty and Students, Sioux Falls, SD, September 2015
- **ACSA Fall Conference**, Professor Charles MacBride, Syracuse, NY October 2015
- **Department of Architecture Undergraduate Travel Study**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, Chicago, IL, October 2015
- **Center for American Indian Research & Native Studies (CAIRNS) Travel Study**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, Martin, SD, October 2015
- **ACSA Administrators Conference**, School of Design Director Tim Steel and Department Head Brian Rex, San Juan, Puerto Rico, November 2015
- **Design at Noon Series**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, School of Architecture University of Minnesota presentation, Minneapolis, MN, November 2015
- **AIAS Forum**, DoArch Students Cassie Pospishil, Jacob Ricke, and Melanie Ruff, San Francisco, CA, December 2015
- **Design SD**, Professor Federico Garcia Lammers, Brookings, SD, December 2015
- **1:1: The National Conference on the Beginning Design Student**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, College of Architecture at Cal Poly, San Luis Obispo, CA, February 2016
- **PCI (Precast/Prestressed Concrete Institute) Convention**, Professor Federico Garcia Lammers and DoArch Students Emily Hezeen, Guillermo Gonzalez Cebrian and Sharon Sanchez Ordonez, Memphis, TN March 2016
- **International Conference Genius Loci: Places and Meanings Conference**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, Faculty of Arts at Porto, Portugal, April 2016
- **Construction History Society of America's 5<sup>th</sup> Biennial Meeting**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, University of Texas at Austin, Austin, TX, May 2016
- **2016 ICSA: International Conference on Structures and Architecture**, Instructor Robert Artl, Porto, Portugal, July 2016

**Grants & Donations:**

- **PCI (Precast/Prestressed Concrete Institute) Grant**, Department Head Brian Rex, 2013-2017, Accepted \$28,400 over four years
- **2015 Research/Scholarship Support Fund**, Instructor Jessica Garcia Fritz, February 2015, Not Accepted
- **Public Infrastructure as Cultural Reconciliation: the Wagner Recreation Trail, Graham Foundation**, Professor Charles MacBride, February 2015, Not Accepted
- **Endicott Brick Vaulting Space Donation**, Instructor Jessica Garcia Fritz, August 2015, Accepted \$600 worth of clay tiles
- **Satkowski Library Collection Donation**, Instructor Jessica Garcia Fritz, August 2015, Accepted 1,100 new books to the collection
- **SDSU Scholarly Excellence Funds for Support and Scholarly Dissemination**, Instructor Robert Arlt, October 2015, Accepted \$500 for travel to NCBDS
- **SDSU Scholarly Excellence Funds for Support and Scholarly Dissemination**, Instructor Jessica Garcia Fritz, October 2015, Accepted \$500 for travel to NCBDS
- **SDSU Scholarly Excellence Funds for Support and Scholarly Dissemination**, Professor Federico Garcia Lammers, October 2015, Accepted \$500 for travel to PCI Convention
- **SDSU Scholarly Excellence Funds for Support and Scholarly Dissemination**, Professor Charles MacBride, October 2015, Accepted \$500 for travel to NCBDS
- **SDSU Scholarly Excellence Funds for Support and Scholarly Dissemination**, Professor Brian Rex, October 2015, Accepted \$500 for travel to NCBDS
- **Public Works: Small Urbanism in Vast Places, Graham Foundation**, Professor Charles MacBride, October 2015, Not Accepted
- **The South Dakota Passive House / Housing Initiative**, Professor Charles MacBride, 2015, Accepted \$591,000

**Creative Activities & Exhibits:**

- **[Charles MacBride Architect](#)**, Professor Charles MacBride, Denver, CO & Sioux Falls, SD, 2002-Current
- **[Ciavarella Design Architects](#)**, Instructor Robert Arlt, Mitchell, SD, 2009-Current
- **[mMÁS Ltd. Co.](#)**, Instructor Jessica Garcia Fritz and Professor Federico Garcia Lammers, Brookings, SD, 2012-Current
- **FLAT: Future Landscape and Architecture Terrains**, Instructor Jessica Garcia Fritz, Professor Federico Garcia Lammers, and former Instructor Sara Lum, 2012-Current
- **Riverfront Masterplan**, Professor Charles MacBride, Mobridge, SD, 2011-Current

- **Beadle County Courthouse, Third Floor Renovations**, Professor Charles MacBride, Huron, SD, 2013-2015
- **Wessington Springs Community Center Concept Design**, Professor Charles MacBride, Wessington Springs, SD, 2014-Current
- **Laura Ingalls Wilder memorial Society Masterplan and Concept Design**, Professor Charles MacBride, DeSmet, SD, 2014-Current
- **Norby Center for Recreation, Renovation and Addition**, Professor Charles MacBride, Huron, SD, 2014-Current
- **Fashioning Steel: New York City Fashion Library**, Professor Federico Garcia Lammers, Hilton M. Briggs Library, Brookings, SD, Fall 2015
- **Manufacturing Territories: Future of Post-Stelco Hamilton Exhibit & Public Presentation**, Instructor Timmithea Chan, Hamilton, Ontario, January 2016
- **American Indian and Modular Space Exhibit**, Instructor Jessica Garcia Fritz, SDSU Campus, Brookings, SD, April 2016
- **Public Works Exhibit**, DoArch Faculty, Webster Arts Council, Webster, SD, October 2016

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

Students who enter the architecture program are supported through DoArch, the School of Design, and the College of Arts and Sciences. All three entities support students through advising, student organizations, and conferences. Additionally, students have turned to the support of professionals in the community to guide them.

Through the College of Arts and Sciences, we have worked with Professional Academic Advisor, Jessica Lewis, Program Assistant, Lori Maher, Program Assistant, Tiffany Petersen, and Budget Coordinator, Erin Staniszewski. All have helped, especially in the initiation of the department, to develop a curriculum rooted in the Liberal Arts. Jessica continues to advise students early in their graduate studies on how to earn SGR (System General Education Requirements) credits and IGR (Institutional Graduation Requirements) credits. Lori and Tiffany aid us in College Administration, and Erin helps us with our finances.

Upon the launch of the School of Design, a search was conducted for a new Professional Academic Advisor. This person would take on advising for all undergraduate students and would teach the DSGN 109 course in Fall 2015. Donna Dunn was hired and has played a key role in advising all of our undergraduate students. She has released advising workloads for many of the tenure-track faculty members, which frees them to advise students in the Professional Program. Every Wednesday, she occupies an office in the AME building for three hours in order to help students with any advising questions they may have. Donna is further supported by Nicole Gertken, an Academic Advisor for SDSU. Nicole is in charge of first-year advising as well as the first year support system for Freshman Retention.

All students enrolled in DoArch are tracked & advised before each semester through the "Web Advisor" database, which lists all university, college, departmental, and professionally required coursework in a comprehensive and easy-to-read format. The university also offers a full service personal counseling

center, and faculty in the department strive to make them open and approachable for advising appropriate levels of personal issues that are impacting a student's academic life.

For academic support, students may take advantage of the Wintrode Tutoring Program as well as the SDSU Writing Center. The Wintrode Tutoring Program is provided for all students who want to improve their understanding of course material, improve their grades, and increase their self-confidence in relation to course material. Tutoring sessions are held in small groups for general education courses like Physics 111. The SDSU Writing Center is staffed by English Instructors and GTAs who have all taught English 101 and other writing courses. Students can schedule consultations for compositions, essays, abstracts, or applications. The Center serves all students enrolled in the University, both graduate and undergraduate.

The most updated information on the SDSU Wintrode Tutoring Program can be found here:  
<https://www.sdstate.edu/gs/students/tutoring/>

The most updated information on the SDSU Writing Center can be found here:  
<https://www.sdstate.edu/engl/for-students/writingcenter/>

For technical support, students, faculty and staff may reach out to the SDSU Support Desk. The support desk has a call center for answering technical questions by phone, email, or through sharing desktops. They walk individuals through any problem and offer assistance in most University IT services including Wi-Fi, computer labs, PHAROS printing, and email accounts. The Support Desk has helped DoArch in establishing networking capabilities as well as giving us a large amount of server space.

The most updated information on the SDSU Support Desk can be found here:  
<https://www.sdstate.edu/technology/support-desk.cfm>

In terms of career guidance, students receive support from the DoArch faculty as well as several professional firms within the community. Many firms, especially the Founding Firms, have directly hired DoArch students for internships and have been fundamental in making scholarships and fellowships like the AIA SD Merit Award and the TSP Fellowship available only to DoArch students. Furthermore, the DoArch faculty offers guidance through office hour advisement as well as the many recommendations written for internship, scholarship, and graduate school applications. In Spring 2016, Charles MacBride became the DoArch Mentorship coordinator, a position in which he will interface between DoArch students and the AIA SD.

Last, students receive support through the organizations they form and preside over. DoArch has an active chapter of the AIAS with fifteen (15) members. Recently, the AIA SD supported our AIAS chapter through mentorship, collaboration, and financial support. Further, DoArch supports the AIAS with seed-money for travel to regional and national events. In the past, DoArch has sponsored travel to the National AIAS Conference for students in officer positions. Most recently, officers Cassie Pospishil, Jacob Ricke and Melanie Ruff were scheduled to attend the AIAS 2015 meeting in San Francisco (the trip was canceled due to weather).

To further support leaders within student organizations, three (3) to four (4) students, along with a DoArch faculty member, attend the annual PCI Convention. DoArch selects outstanding students who represent the work completed in ARCH 351. The department pays for travel, accommodations, and registration. Attending the PCI convention is an opportunity for students to provide leadership by representing DoArch on a national platform and bringing information from the convention back to other DoArch students.

- Includes the name of the Architect Licensing Advisor (formerly the IDP Coordinator).
- Includes a summary of the Architect Licensing Advisor's recent activities, including professional development, in support of his/her responsibilities.

Professor Charles MacBride is the Architect Licensing Advisor for DoArch and the liaison to the South Dakota Board of Technical Professions (SDBTP), the board charged with licensing and regulating the professional practice of architecture in the state of South Dakota. Charles is a licensed architect in South Dakota, Colorado, and New York and has been the principal of Charles MacBride Architect, Denver & Sioux Falls, from 2002 until the present. MacBride continues his professional development by working on projects within the community and attending the annual AIA South Dakota Conference. MacBride's recent projects include the Riverfront Masterplan for Mobridge, SD, the Nordby Center for Recreation in Huron, SD, the Laura Ingalls Wilder Society Historic Home Masterplan in DeSmet, SD, and the Beadle County Courthouse Remodel and Restoration in Huron, SD.

Most importantly, DoArch funds MacBride's travel and attendance to the annual Licensing Advisors Summits held by NCARB. Since the previous visit, he attended the 2014 conference in Miami, FL where NCARB presented on *Introducing the Architect Licensing Advisors Community, IDP Coordinators Conference: Preparing for the Future, Why You Should Get to Know your IDP Coordinator*. In 2015, MacBride attended the conference in San Diego, CA where NCARB presented *2015 Licensing Advisors Summit, and 12 Tips for Students and Aspiring Architects*. Every fall, MacBride, along with Tom Hurlbert, the state of South Dakota's Architect Licensing Advisor Coordinator, make a presentation and answer questions for DoArch students about the path to licensure. This annual presentation is sponsored by the AIAS.

### 1.2.2 Physical Resources

- A general description, together with labeled 8-1/2" x 11" plans or images of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction.

In summer 2015, DoArch moved into and furnished the first and third floors of the Architecture, Math, & Engineering (AME) Building. The building was designed by one of our Founding Firms in Sioux Falls, Perspective, in association with Ratio of Indianapolis, at a cost of \$17 million. The space DoArch occupies on the third floor consists of an open studio space with cold seats, pin-up space, offices for faculty and staff, a photo lab, as well as a fab lab. The space occupied on the first floor consists of a workshop that is shared with Mechanical Engineering and Construction Management. DoArch also uses other physical resources throughout the campus.

First and third floor plans of the AME Building are below. Larger, labeled version can be found here: [Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > 1.2.2 Physical Resources > 01\_DoArch\_AME First Floor Diagram & 03\_DoArch\_AME Third Floor Diagram



(left) AME Building First Floor Plan



(right) AME Building Third Floor Plan





**AME Building Third Floor Studio, Lab, Office, Archive, & Exhibition Space:**

The undergraduate and graduate studios are located in an open space on the east side of the third floor of the AME Building. The large, open studio is divided into a graduate studio space that lies east of a stair core and is further divided into space for the fifth and sixth year students. The undergraduate studio space lies west of the stair core and is further divided into space for second through fourth year students. There is a dedicated space for the first year students, however, students do not work in the building until the second semester of their first-year.

**AME Building Third Floor Space Requirements (NET)= 13493 sqft\***

\* This number does not include circulation, restrooms, conference rooms, or services.

<u>Studios, Review, &amp; Lecture Space</u>	= 9955 sqft
▪ Cold Desk 1st & 2nd Year Studio	= 2400 sqft
▪ Cold Desk 3rd Year Studio	= 1000 sqft
▪ Cold Desk 4th Year Studio	= 1000 sqft
▪ Cold Desk 5th Year Studio	= 1000 sqft
▪ Cold Desk 6th Year Studio	= 1000 sqft
▪ Pin-up & lecture	= 3555 sqft
<u>Lab Space</u>	= 477 sqft
▪ Photo/Image Lab	= 125 sqft
▪ Fab Lab	= 352 sqft
<u>Office, Archives, &amp; Exhibition Space</u>	= 3061 sqft
▪ Faculty Offices (@130sqft)	= 1040 sqft
▪ Staff Offices (@136sqft)	= 272 sqft
▪ Department Head Office	= 275 sqft
▪ Graduate Assistant Office	= 154 sqft
▪ Faculty & Admin Workspace	= 300 sqft
▪ Reception	= 110 sqft
▪ Kitchen	= 130 sqft
▪ Accreditation Archive	= 360 sqft
▪ Exhibition Space	= 420 sqft

**Studio:**

In the studio, each graduate and undergraduate student is assigned a desk and a lamp. Students in the professional program receive desks with a backboard for pin-up, and graduate students receive an additional side table for large-scale work and storage. Further, each studio section is allotted permanent pin-up space in order for students to maintain and observe their work.

The University provides centrally scheduled classrooms for our instructional use, though we do sometimes use the central space in the studio for small seminar courses. A conference room on the third floor of AME is sometimes used for these seminars, though use of the room is open to other departments on campus.

**Photo/Image Lab & Fab Lab:**

West of the studio lies the Photo/Image Lab and the Fab Lab. Both are open only to faculty and students registered in DoArch courses for use in documenting work. Both labs are monitored by a lab attendant 8am-10pm Monday through Friday and limited hours during the weekend. DoArch students are hired to serve as lab attendants, and a graduate student assistant coordinates schedules as well as equipment maintenance and tutorials.

Equipment in the Photo/Image Lab & Fab Lab:

- Workstation computers for laser-scanned point cloud processing (x4-5)
- Faro Laser Scanner
- GoPro Hero 4
- GoPro Hero 3
- Olympus Pen Mini Camera (x2)
- Canon EOS Rebel T5 (x2)
- Canon EOS Rebel T2i
- Projectors (x3) & Monitors (x10)
- 32" Shearer
- Graphtec Vinyl Cutter
- ULS Laser Cutter
- Makerbot 3D Printer (x2)
- Project Powder 3D Printer

The most updated information on the Photo/Image Lab can be found here:

<https://www.sdstate.edu/architecture/photo-lab>

The most updated information on the Fab Lab can be found here:

<https://www.sdstate.edu/architecture/fab-lab>

#### **Offices, Archives, & Exhibitions:**

DoArch's faculty and staff offices are located in the west wing of the third floor of the AME Building. Offices include eight (8) faculty offices, two (2) staff offices, the Department Head's office, a reception area, an office for graduate assistants, a kitchen, an accreditation archive, and exhibition space. The archive houses the work collected for NAAB site visits. A staff workroom connects these offices and is used for faculty meetings as well as meetings with prospective students.

#### **AME Building First Floor Workshop:**

The first floor of the AME Building is shared with Mechanical Engineering, Construction Management, and Mathematics. DoArch has dedicated Workshop space on the first floor in addition to space shared with Mechanical Engineering and Construction Management. These spaces include a digital fabrication room, a wood and model shop, an assembly area as well as an outdoor space. Alan Mousel is the Fabrication Technician in charge of the shop, and DoArch employs several student workers to operate the shop. The shop is open 8am-5pm Monday through Friday, with limited hours in the evenings and weekends. The workshop is governed by a set of Shop Rules. These are included in *Section 4. Supplemental Material*.

The most updated information on the DoArch Workshop can be found here:

<https://www.sdstate.edu/architecture/woodshop>

#### **AME Building First Floor Space Requirements (NET)= 19514 sqft\***

\* This number does not include circulation, restrooms, lobby space, or services.

DoArch Workshop = 522 sqft

- Digital Fabrication = 522 sqft

DoArch, Mech. Eng. & Const. Mgmt. Workshop = 13992 sqft

- Wood & Model Shop = 1230 sqft
- Assembly Area = 8060 sqft
- Hot Shop = 768 sqft
- Too Crib = 350 sqft
- Outdoor Space = 3584 sqft

Mechanical Engineering (Mech. Eng.) Workshop = 5000 sqft  
Equipment in the Workshop:

Lighting

- Red Spotlights (x3)
- Metal Spotlights (x19)
- Black Standing Spotlights (x2)

Pneumatics

- Dewalt Brad nail gun
- Bostitch Brad nail gun
- Hitachi full sized nail gun
- Air nozzles (x2)
- 100' Orange pneumatic hose
- 50' Orange pneumatic hose
- Kobalt latex spray gun
- Kobalt 6' Dual Action Sander

Electric (Corded)

- Skil 6335 power drill (x2)
- Skil Orbital Sander
- Black and Decker Mouse palm sander
- Porte Cable 4.5" grinder
- 100' green extension cable (x2)
- Assorted length extension cables (x10)
- Assorted power strips (x3)
- Electrical outlets 3 prong (x2)
- 3-way outlet splitter (x2)

Electric (Cordless)

- Hitachi Flashlight
- Hitachi Drill
- Hitachi Charging Station
- Hitachi 12v Batteries (x2)

Safety

- Safety Glasses (x7)
- Earplugs Box
- Glove Heavy Duty, Light Duty (x2)

Hand Tools

- Kobalt 13oz claw hammer (x2)
- Wooden 16oz claw hammer (x2)
- Kobalt 7 oz claw hammer
- Utility Knife (x5)
- General 6" Contour Duplication Gauge (x2)
- Fine, Coarse, Rough wire brushes (x3)
- Xacto Knife (x3)
- Carpet Knife
- Vise Grip 8"
- Wahl Scissors, hair
- Kobalt Wire Snip
- Rubber Mallet

- Speed or Framer's Square (x2)
- Taskforce 4' Framer's Level
- 2' clamp red handles
- 25' speed tape
- 16' Stanley Speed Tape
- 20m Site Tape
- 33' Speed Tape
- 300' Stanley Speed Winder Site Tape
- 9" Standard Caulk Gun (x2)
- Swanson's Framing Square metal
- 3M Hand Palm Sander
- Hand Clamps (x5)
- Saw Hand Push
- 6" Metal Clamp
- Stanley Chalk Line
- 3/8" Drive SAE Socket Set
- 3/8" Drive Metric Socket Set
- 3/8" Socket Driver
- 3/8" Steel Cable (Locking Loops)
- Dremel Engraver

#### Machines

- Standing Drill Press (x2)
- Table Saw
- Dremel Table Saw
- Bostitch Air Compressor
- Shop Bot
- CNC Techno
- BeloVac Model

#### **Hilton M. Briggs Library:**

Our library collection is located in Hilton M. Briggs Library, which houses collections from all of the departments and programs on campus. More information on the library and its resources can be found in *1.2.4 Information Resources*.

#### **Imaging Center:**

For printing, students use the Imaging Center in Yeager Hall, which is a three (3) minute walk from the AME Building. The Imaging Center is a comprehensive, on-campus printing center that uses state-of-the-art equipment to help students create more realistic and professional projects. The Imaging Center includes printers and plotters, in addition to a laser cutter and Makerbots. The center offers extended hours and software options that facilitate students' printing of their work. A \$500,000 Makerspace has been proposed in the Innovation Village Research Park, though planning is in its infancy.

The most updated information on the SDSU Imaging Center can be found here:

<https://www.sdstate.edu/sdsu-printing-services>

#### **Other Spaces on the SDSU Campus:**

DoArch primarily occupies space within the AME Building, however, some of our classes and resources are located in other buildings. The first year students in the first semester occupy studio space in the former Mechanical Engineering Shop in the Northwest part of campus. DoArch does not leverage international programs or off-campus meetings in urban centers or other venues, therefore we do not include this in our APR.

- A description of any changes to the physical resources either under construction or proposed.
- Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.

Because the AME Building is new, DoArch has not experienced a need for changes to the physical resources other than expanding our accreditation space. The accreditation archive, located on the third floor of the AME Building, is insufficient in the space needed for a NAAB Team Room. The new NAAB Team Room will be located on the third floor of the AME Building, between the fifth and sixth year studios and will be converted into an enclosed breakout space after the 2016 Initial Accreditation Visit.

- A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising.

Each faculty member is given a dedicated office space of one-hundred and thirty square feet (130 sqft), which includes an eight (8) foot desk for drawing or modeling, bookshelves, storage space, and a dry-erase marker board. The faculty also receives dedicated pin-up space for teaching studio in addition to full use of the AME facilities. This includes the workshop, the Photo/Image Lab, and the Fab Lab. Furthermore, the accreditation archive space may be used as a resource for incoming faculty to view how a course has been taught in the past.

### **I.2.3 Financial Resources**

- A description of the institutional process for allocating financial resources to the professional degree program.

SDSU has developed a budget that grows the Architecture program year-by-year, adding students and faculty, and facilities as needed until fully grown to its planning capacity of one-hundred, fifty-six (156) students in the BFA in Architecture, and thirty (30) students in the M.Arch program.

The start-up of the program was supported by a significant gift from Mr. Jerome Lohr, an SDSU alum, which was complemented by four (4) local architectural firms that joined the University in seeing the need for an accredited program. The Founder's Group committed to fund \$2.0 million of the revenue/cost gap accumulated during the first six (6) years of the program, until fully operational and self-sustaining. The SDSU Foundation has pledged \$680,000 to cover remaining costs.

In 2012, the South Dakota Board of Regents adopted differential tuition for SDSU, which allows the University to generate and retain more tuition income in support of broader research missions and to align actual costs with the tuition charged. DoArch operates under an entrepreneurial model for allocating financial resources to the department. The Department Head has autonomy over the budget with the Dean of the College of Arts and Sciences managing the assets held by the Department.

DoArch receives financial resources from four primary sources: direct allocation from the University, course fees generated by the credit hours taken by students enrolled in the program, donations made through the SDSU Foundation, and grants. The University has control over direct allocations while DoArch controls course fees and funds from the SDSU Foundation.

**Direct Allocation:**

Each year, DoArch receives 37% of the tuition generated by undergraduate and graduate students enrolled in the department via direct allocation. In FY15-16, for example, the number of credit hours generated in teaching reached 1411 credits based on the amount of credit hours taken by students. Multiplied by \$273.90, the tuition amount charged per credit hour, DoArch generated \$386,473. Of this generated tuition, 63% goes to the University and 37% is directly allocated to DoArch. Direct Allocation Funds cover the salary of the Department Head as well as Operating Expenses incurred from the College and University. *TABLE 1.2.3.a – Expenses Controlled by Direct Allocation for FY15-16 & FY16-17* breaks down the DoArch expenses covered by direct allocation from the College of Arts and Sciences. State support covers the remaining expenses if direct allocation does not.

**TABLE 1.2.3.a –Expenses Controlled by Direct Allocation for FY15-16 & FY16-17\***

Expense	Salary		Benefits		OE		Total	
	FY15-16	FY16-17	FY15-16	FY16-17	FY15-16	FY16-17	FY15-16	FY16-17
Personnel (Dept. Head)	\$126,211	\$129,998	\$25,201	\$25,957	\$500	\$500	\$151,912	\$156,455
Operating Expenses	\$0	\$0	\$0	\$0	\$35,308	\$35,308	\$35,308	\$35,308
Total	\$126,211	\$129,998	\$25,201	\$25,957	\$35,808	\$35,808	\$187,220	\$191,763

\* Information for this table was prepared by Erin Staniszewski, Budget Coordinator for the College of Arts and Sciences.

- A description of the revenue categories over which the program has control or influence.

DoArch controls revenue from the course fees generated by credit hours in the program, donations made through the SDSU Foundation, as well as awarded grants.

**Course Fees:**

DoArch charges a discipline fee of \$455.88 per credit hour. Revenue generated from these fees totaled approximately \$645,526 in FY15-16 and a projected amount of \$924,525 in FY16-17. *TABLE 1.2.3.b – Revenue Generated from Course Fees FY15-16 & FY16-17* on the next page breaks down the revenue generated per course in FY15-16 & FY16-17

**TABLE 1.2.3.b – Revenue Generated from Course Fees FY15-16 & FY16-17\***

Course #	Credit Hours	Fall 2015 Count	Spring 2016 Count	Fall 2016 Count*	Spring 2017 Count*	FY15-16 Credit Hours	FY16-17 Credit Hours	FY15-16 Fees	FY 16-17 Fees
ARCH 221	2	17	0	45	0	34	90	\$15,500	\$41,029
ARCH 241	3	0	25	0	40	75	120	\$34,191	\$54,706
ARCH 242	2	24	0	35	0	48	70	\$21,882	\$31,912
ARCH 251	4	17	0	35	0	68	140	\$31,000	\$63,823
ARCH 252	4	0	8	0	35	32	140	\$14,588	\$63,823
ARCH 321	2	0	19	0	30	38	60	\$17,323	\$27,353
ARCH 331	2	0	25	24	12	50	72	\$22,794	\$32,823
ARCH 332	2	15	0	12	0	30	24	\$13,676	\$10,941
ARCH 341	3	0	21	0	20	63	60	\$28,720	\$27,353
ARCH 342	2	21	0	20	0	42	40	\$19,147	\$18,235
ARCH 351	5	14	5	20	10	95	150	\$43,309	\$68,382
ARCH 352	5	0	14	0	30	70	150	\$31,912	\$68,382
ARCH 382	1	19	0	20	0	19	20	\$8,662	\$9,118
ARCH 401	2	20	0	20	0	40	40	\$18,235	\$18,235
ARCH 411	2	0	15	0	12	30	24	\$13,676	\$10,941
ARCH 421	2	22	0	0	20	44	40	\$20,059	\$18,235
ARCH 431	2	15	0	0	12	30	24	\$13,676	\$10,941
ARCH 451	5	21	0	20	0	105	100	\$47,867	\$45,588
ARCH 452	5	0	21	0	20	105	100	\$47,867	\$45,588
ARCH 492	3	0	18	0	20	54	60	\$24,618	\$27,353
ARCH 521	2	7	0	12	0	14	24	\$6,382	\$10,941
ARCH 522	2	0	5	0	12	10	24	\$4,559	\$10,941
ARCH 531	2	0	1	12	0	2	24	\$912	\$10,941
ARCH 551	6	7	0	12	0	42	72	\$19,147	\$32,823
ARCH 552	6	0	5	0	12	30	72	\$13,676	\$32,823
ARCH 571	2	5	0	12	0	10	24	\$4,559	\$10,941
ARCH 572	2	0	5	0	12	10	24	\$4,559	\$10,941
ARCH 592	3	0	2	0	4	6	12	\$2,735	\$5,471
ARCH 631	2	10	0	12	0	20	24	\$9,118	\$10,941
ARCH 632	2	10	0	12	8	20	40	\$9,118	\$18,235
ARCH 651	6	11	0	12	0	66	72	\$30,088	\$32,823
ARCH 652	6	0	11	0	8	66	48	\$30,088	\$21,882
ARCH 671	2	10	0	8	0	20	16	\$9,118	\$7,294
ARCH 672	2	0	11	0	8	22	16	\$10,029	\$7,294
ARCH 692	3	0	2	0	4	6	12	\$2,735	\$5,471
<b>TOTAL</b>	109	265	273	343	389	1416	2028	<b>\$645,526</b>	<b>\$924,525</b>

\* Information for this table was prepared by Erin Staniszewski, Budget Coordinator for the College of Arts and Sciences.

\*\* Counts for FY16-17 are projected & do not take into account courses taught in the summer.

**SDSU Foundation:**

At the start of the program, industry representatives from various architecture firms in South Dakota were presented the opportunity to become members of the Founders Group. Under the plan, members of this group committed to donating \$2 million of the revenue/cost gap accumulated during the first six (6) years of the program or until it is self-sustaining. The SDSU Foundation has pledged \$680,000 to cover the remaining costs.

**Grants:**

DoArch has been awarded grants from the Precast/Prestressed Concrete Institute (PCI), Barbara Fishback scholarship, and most recently the South Dakota Passive House Initiative.

DoArch was the 2013 recipient of the PCI Grant, which awarded the department approximately \$28,400 over the course of four (4) years. This grant has allowed us to implement studio-based design-build projects and to work closely with Gage Brothers Concrete Products and with local communities to build public spaces using precast concrete.

In September 2015, Van D. and Barbara B. Fishback committed \$450,000 to support enhancement of selected academic programs at the University. The fund supplements existing University resources and supports programs seeking first-time accreditation. DoArch's M.Arch is one of these programs, and in the summer of 2015, DoARCH received \$23,000 to help us achieve accreditation by 2017. \$13,000 was allotted to 2015 summer stipends for faculty to continue the build-out of the curriculum to meet accreditation standards and to begin preparation for the accreditation self-study. \$10,000 was allotted to hire consultants to advise on issues raised in the NAAB 2014 VTR. DoArch used the consultation money to invite David Cromarty, Dean of the School of Architecture, Planning, and Preservation at the University of Maryland and Keelan Kaiser, Professor of Architecture at Judson University Christian College to SDSU.

More Recently, Professor Charles MacBride submitted a proposal to the Governor's Office of Economic Development for Passive Housing research funding and was informed that the proposal was accepted. The startup costs for The South Dakota Passive Housing Initiative, \$591,000, come from the generous support of the Governor's office through a Future Funds Grant. These funds are intended to provide for costs related to the development, construction, and evaluation of a Passive House in Brookings, including land acquisition, construction costs, and consultant fees. Remaining funding will provide for curriculum development, training, post-occupancy house monitoring, and professional outreach. A seminar on Passive House standards relating to hydrothermal and energy performance involving energy modeling tools related and adapted to local climatic conditions is being developed.

- A description of the expense categories over which the program has either control or influence.

Course fees, donations made to the SDSU foundation, and grants all cover the salaries and benefits for DoArch faculty, staff, graduate assistants, and student workers, travel, contractual services, supplies, and capital overlay. In FY15-16, personnel included three (3) full-time professors, three (3) full-time instructors, and one (1) staff member. In FY16-17, DoARCH plans to increase personnel by hiring a new full-time professor, a full-time instructor, as well as a new staff member. *TABLE 1.2.3.c – Expenses Controlled by DoArch in FY15-16 & FY16-17* on the next page further breaks down the expenses covered by DoArch course fees.

**TABLE 1.2.3.c –Expenses Controlled by DoArch in FY15-16 & FY16-17\***

Expense	Salary		Benefits		OE		Total	
	FY15-16	FY16-17	FY15-16	FY16-17	FY15-16	FY16-17	FY15-16	FY16-17
Personnel (3 Professors + 3 Instructors + 1 Staff)	\$477,034	\$0	\$118,181	\$0	\$1,908	\$0	\$597,123	\$0
Personnel (4 Professors + 3 Instructors + 2 Staff)	\$0	\$567,980	\$0	\$138,256	\$0	\$2,272	\$0	\$708,508
Graduate Assistants	\$31,556	\$35,000	\$98	\$109	\$126	\$140	\$31,780	\$35,249
Student Labor	\$100,000	\$100,000	\$310	\$310	\$400	\$400	\$100,710	\$100,710
Travel	\$0	\$0	\$0	\$0	\$43,958	\$45,000	\$43,958	\$45,000
Contract. Services	\$0	\$0	\$0	\$0	\$34,841	\$35,000	\$34,841	\$35,000
Supplies	\$0	\$0	\$0	\$0	\$21,984	\$25,000	\$21,984	\$25,000
Capital Overlay	\$0	\$0	\$0	\$0	\$13,461	\$15,000	\$13,461	\$15,000
<b>Total</b>	<b>\$608,590</b>	<b>\$135,000</b>	<b>\$118,589</b>	<b>\$419</b>	<b>\$116,678</b>	<b>\$120,540</b>	<b>\$843,857</b>	<b>\$964,466</b>

\* Counts for FY16-17 are projected & do not take into account courses taught in the summer

DoArch also supports students in the form of Graduate Assistantships and Student Labor. The department typically allots \$35,000 to cover graduate assistantships, a number which may increase as enrollment increases. Further, the \$100,000 amount for student labor in FY15-16 & FY16-17 reflects the student labor needed to move us into our new facility as well as to furnish and set up the studios, offices, and the workshop. This number is expected to decrease after FY16-17 as the move into our new facility will be completed.

Furthermore, we have used the available funds donated via the SDSU Foundation to furnish Deputy Military Hall, the former location of our studios as well as the new AME building. We will continue to use this Foundation fund to cover our lecture series, purchase books for the library, and to buy equipment for the workshop, studio, and labs.

Other expenses include travel, contractual services, supplies, and capital overlay. Travel applies primarily to faculty members travelling to conferences to disseminate work and in some cases to students travelling to conferences. If a faculty member has an abstract, paper, or project accepted into a conference, the department covers the cost for registration, travel, and lodging within reason. The department recognizes that as we grow, a cap must be implemented in order to control these costs. This will be discussed in August 22, 2016 when new personnel arrive. Contractual Services refer to professional memberships/licensure, lectures/exhibits/visiting critics, accreditation, library/media resources, communications, and recruitment. Supplies refer to furniture/equipment, office supplies, shop supplies, printing/postage, and other facility endeavors. Finally, Capital Overlay refers to software, phone/data equipment from IT, and Library/Media Resources.

- A description of the scholarship, fellowship and grant funds available for student and faculty use.

DoArch, SDSU, and the state of South Dakota offer many scholarship, fellowship, and grant funding opportunities for help in supplementing finances for tuition and fees as well as travel. In addition to outside scholarship and fellowship opportunities, DoArch students are offered specific scholarship and fellowship opportunities through local architecture firms and the AIA SD. DoArch faculty are also offered funding for their own research through grants offered by the University, the state, and through outside resources.

**TSP/DoArch Student Scholarship:**

In October, TSP, Inc. advertises the TSP/DoArch Scholarship, which is awarded to undergraduate students who exhibit excellence in design and professional promise. TSP awards scholarships in amounts of up to \$5,000 to student winners. The award is based on a portfolio submission.

**Harold Spitznagel Architectural Graduate Studies Fellowship:**

In December, TSP, Inc. offers the Harold Spitznagel Architectural Graduate Studies Fellowship. This fellowship is committed to providing a \$5,000 scholarship and an internship to a SDSU M.Arch student. To qualify, students must be enrolled in SDSU's M.Arch program, have successfully completed ARCH 551, and be scheduled to graduate no more than twelve (12) months after the start of the Fellowship work experience.

**AIA South Dakota (AIA SD) Student Merit Award:**

In March, the AIA SD Chapter offers a scholarship of up to \$1,000 to one student based on an application and portfolio review. Student submissions are evaluated on design ability, creativity, graphic clarity, and professional promise. The Merit Award is open only to students enrolled in the SDSU DoArch program.

**AIA South Dakota (AIA SD) Student Enrichment Award:**

In February, the AIA SD Chapter offers a scholarship of up to \$2,500 to one student based on an enrichment application proposal and learning plan. Student submissions are evaluated on the promise, quality, and completeness of the proposal, and as it relates to an enrichment experience supporting architectural education, research, service, and/or outreach. Proposals include travel, study abroad, individual research, architectural competitions, non-profit work, and local or community design interventions. The Enrichment Award is open to any South Dakota high school graduate enrolled in an architecture degree program in the third year or higher, including graduate students.

**School of Design South Dakota State University Faculty Strengthening Grant Proposals:**

Each year, faculty members in the School of Design are invited to submit proposals to strengthen faculty outcomes in support of accreditation. The funds have been made available through the Van D. and Barbara B. Fishback Fund for Academic Excellence. The gift was specifically made to strengthen faculty productivity and programming in advance of seeking accreditation. Both individual and cross-disciplinary proposals can be submitted to support scholarly and creative activities, travel for scholarly dissemination, and travel for accreditation preparation.

**Scholarly Excellence Funds for Faculty:**

Each year, the Office of Academic Affairs at SDSU invites proposals from faculty, professional staff (non-faculty exempt) and Academic Administrators to support projects that contribute to research/scholarship/creative activity goals within Impact 2018. Proposals for the RFP are usually accepted in October and are not to exceed \$10,000 per research project or \$500 per dissemination grant. Funds are distributed to either enhance scholarly excellence or to support scholarly dissemination. In 2015, Professor Brian Rex and Instructor Jessica Garcia Fritz were awarded \$500 for scholarly dissemination at the 2016 National Conference on the Beginning Design Student, and Professor Federico Garcia Lammers was awarded \$500 for scholarly dissemination at the Pre-Cast Concrete Institute's Conference.

**SDSU Research/Scholarship Support Fund for Faculty:**

In February, SDSU faculty members are welcome to apply for funding from the Research/Scholarship Support Fund (RSSF). Grants from the RSSF assist SDSU faculty and research professional staff in establishing research and scholarly projects that generate new knowledge and creativity in subject areas throughout the University. A total of \$50,000 is made available annually for awards from this fund.

**The Fishback Fund for Academic Excellence:**

In September 2015, Van D. and Barbara B. Fishback committed \$450,000 over the next three years to support enhancement of selected academic programs at the University. The fund supplements existing University resources and supports programs seeking first-time accreditation. The M.Arch is one of these programs, and in the summer of 2015, DoArch received \$23,000 to help us achieve accreditation by 2017. \$13,000 was allotted to 2015 summer stipends for faculty to continue the build-out of the curriculum to meet accreditation standards and to begin preparation for the accreditation self-study, and \$10,000 was allotted to consultant fees and travel to assist in responding to the issues raised in the 2014 VTR provided by NAAB. DoArch used the consultation money to invite David Cronrath, Dean of the School of Architecture, Planning, and Preservation at the University of Maryland, and Keelan Kaiser, Professor of Architecture at Judson University Christian College, to SDSU.

**The South Dakota Passive House / Housing Initiative Grant:**

Professor Charles MacBride submitted a proposal to the Governor's Office of Economic Development for Passive Housing research funding and was informed that the proposal was accepted. The startup costs for The South Dakota Passive Housing Initiative, \$591,000, come from the generous support of the Governor's office through a Future Funds Grant.

**Precast/Prestressed Concrete Institute (PCI) Grant:**

DoArch was the 2013 recipient of the Precast Concrete Institute (PCI) Grant, which awarded the department approximately \$28,400 over four (4) years. This grant has allowed us to implement studio-based design-build projects. Additionally, we have been able to work closely with Gage Brothers Concrete Products and with local communities to build public spaces using precast concrete.

**Office of Research Assurance & Sponsored Programs (ORASP):**

ORASP provides essential services in research development and external funding, scholarship, creative activities, and other SDSU faculty projects. This office provides assistance to professors as they develop competitive grant proposals. ORASP also assists researchers by maintaining funding resources, various databases, information on sponsoring agencies, and pending grant applications.

The most updated information on ORASP can be found here:

<https://www.sdstate.edu/research/orsp/index.cfm>

- Include a 1 page summary of the following (may be a bulleted list):
  - Include pending reductions or increases in enrollment and plans for addressing these changes.
  - Include pending reductions or increases in funding and plans for addressing these changes.
  - Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
  - Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments).

**Pending Reductions or Increases in Enrollment:**

- Student enrollment is expected to increase in the upcoming years as a result of our position within the School of Design and recruitment within it.
- The first-year class has already doubled in size, from twenty (20) students in 2014 to forty-five (45) students in 2015. This increase in enrollment has been largely attributed to our move into the new building.
- In 2018, students from Laramie County Community College will join our M.Arch degree program. Similar agreements have been discussed with South Central College in Minnesota, Augustana University in Sioux Falls, and Hastings College in Nebraska.

**Pending Reductions or Increases in Funding:**

- The increases in enrollment included above will lead to an increase in course fees.
- In 2016, Professor Charles MacBride's proposal for the South Dakota Passive House / Housing Initiative was accepted and the project will be funded for \$591,000.
- In 2017, we will not longer receive funding from the PCI. This will affect our community projects. We will likely reapply for the grant or establish another method for making public space, like the Passive House Initiative.
- In 2019, funds donated by the Founding Firms will no longer be available. From the beginning, the department has known this. Many of our start-up necessities will begin to decrease and course fees will largely supplant revenue.

**Changes in Funding Models:**

- Currently, there are no changes in funding models for the Department of Architecture.

**Planned or In-progress Institutional Development Campaigns:**

- Currently, there are no planned or in-progress institutional development campaigns for SDSU.

#### I.2.4 Information Resources

- A description of the institutional context for library and information resources.

The Hilton M. Briggs Library is a twenty-first century learning and research center that inspires academic excellence, creative scholarship, student engagement, and lifelong curiosity. Overall, the library collection consists of 664,000 volumes, 18,750 e-books, 37,000 online electronic journals, 436 paper journal subscriptions, 560,000 government documents, and 7,000 linear feet of archival materials. The library subscribes to a discovery tool, EBSCO Discovery Service, which allows students to search 146 databases, including Avery Index, and the library catalog simultaneously. Additionally, the library offers 55 public access computers, an ADA screen reader, scanners, photocopiers, and microform readers.

Architecture students have access to all of these resources as well as 29 full time staff members, a seating capacity for 1,122 people in the form of study lounges, group study rooms, conference and seminar rooms, and more than 400 individual study carrels, as well as 38 private study rooms for graduate students and faculty.

The most updated information on the Hilton M. Briggs Library can be found here:

<http://www.sdstate.edu/library/>

In addition, Hilton M. Briggs Library houses the SDSU Writing Center, the Office for International Affairs & Outreach, and the Center for the Enhancement of Teaching & Learning.

- A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:

- A brief description of the content, extent, and formats represented in the current collection including subject areas represented.

While Hilton M. Briggs houses collections for all of the departments on campus, the Department of Architecture is provided access to books, visual and digital resources, and a variety of library services. According to Dr. Kristi Tornquist, chief librarian of Briggs Library, the architectural collection is the fastest growing collection. We are offered an annual budget of \$2,000 from the library for acquisitions in addition to the \$2,000 annual budget the department provides through Foundation.

#### **Books & Periodicals:**

As of February 2016, the architectural collection offers 4,078 books in the "NA" Library of Congress classification. In addition to resources purchased in direct support of architecture, the library maintains similar acquisitions efforts in a number of supporting or related disciplines. For example, the collection includes 923 books on Landscape Architecture not included in the NA classification.

The library also provides access to a total of 99 architecture journals. The Association of Architecture School Library has identified a list of 54 periodicals that are core for a first-degree program in architecture. Of the 54 periodicals on this list currently in publication, Briggs Library has a current subscription to 21 titles and has some past issues of 11 additional titles. The library subscribes or provides access to an additional 67 periodicals that are supplementary or complementary to the study of architecture, all but 2 of which are indexed in the Avery Index to Architectural Periodicals. Physical journals include A+BE: Architecture and the Built Environment, Architectural Record, Architectural Review, ARQ (Architectural Research Quarterly), Cuadernos de proyectos arquitectonicas, Detail, Domus, El Croquis, Future Anterior, ID (International Design), Journal of Architectural Education (JAE), Journal of the Society of Architectural Historians, Log, Metropolis, Perspecta, Praxis: Journal of Writing and Building, and Techne.

In Spring 2012, we purchased the Cava Collection, a \$57,000 (valued at almost \$150,000 by Wm. Stout of San Francisco) collection of architecture and architecture history books from architect and historian Mr. John Cava of Portland, OR.

In Fall 2015, the Satkowski Collection (a collection of 1,100 books based largely in Italian art and architecture) was donated to the University by Dr. Leon Satkwoski and Dr. Jane Satkowski, the former a professor from the University of Minnesota and the latter a curator from the Minneapolis Institute of Art.

Since the 2014 Team Visit, several other architecture or architecture-related books have also been added to the collection, including 6 new study guides for Architecture Registration and Examination. A special effort has been made to acquire books published after 2000, and the library's collections in architecture now include 740 of these recent books.

### **Visual and Digital Resources:**

The library provides access to more than 100 databases covering journals, magazines, newspapers, and books as well as access to EBSCO Discovery Service, which allows students to search 146 databases. The databases may be accessed by the entire SDSU community, both on-campus and off-campus. In addition, experienced librarians are available at the Library Services Desk, and via telephone, email, and virtual (chat) reference, to help students and faculty members find the information they need. Librarians also provide research assistance by individual appointment. The following databases are available to all library users and are particularly relevant to the field of architecture. They can be found on the library's website as well as the Architecture Library Research Guide put together by our subject librarian, Melissa Clark.

**Avery Index:** This is a comprehensive guide to the current literature of architecture and design. The Avery Index surveys more than 400 current print and e-journal titles, in addition to covering of over 1,000 retrospective periodical titles, and provides citations to over 585,000 articles. Briggs Library's subscription for the Avery Index began in late December 2013, and between then and the end of 2015, patrons conducted a total of 230,714 searches in the database that resulted in 5,870 result clicks and 3,206 record views. Users conducted an additional 2,000 searches during a trial of the database in the Fall of 2012.

**ARTstor:** This database offers more than one million digital images in the arts, architecture, humanities, and sciences with an accessible suite of software tools for teaching and research.

**JSTOR:** Jstor includes more than 1,700 leading academic journals in the humanities, social sciences, and sciences, as well as select monographs and other materials valuable for academic work.

**Arts and Humanities Citation Index (Web of Science):** This index provides access to citations on arts, humanities, language (including linguistics), poetry, music, dance, history, philosophy, archaeology, architecture, religion, film and theater and radio. With coverage from 1992 to present, the Arts and Humanities Citation Index searches over 2,300 journals. Full-text links are provided for some citations.

**Dissertations & Theses (Dissertation Abstracts International):** This includes the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1861 to the present day and offering full text for most of the dissertations added since 1997.

**EBSCO MegaFILE:** This is a multi-disciplinary database providing full text for over 19,100 total publications and indexing & abstracting for nearly 24,000 publications. Coverage spans every area of academic study and general interest subject area and offers information dating as far back as the 1800s. In addition, the database contains more than 85,800 biographies, 118,000 primary source documents, 10,150 company profiles and an image collection of more than 502,000 photos, maps and flags.

**Documents Department:**

The Hilton M. Briggs Library Government Documents Department offers significant soil survey holdings, several hundred cataloged titles (paper, fiche) related to the term architecture as well as numerous local, state and federal agency sites.

The 2005 General Engineering Program Review reported, "Briggs Library has been a selective depository for U.S. government publications since 1889, and it currently holds over 573,000 government documents on all subjects in various formats. As an official depository, the library receives research, statistical, program-support, and general publications from a wide variety of agencies. Included in the documents collection are significant publications and major technical information sets or series from the Army Corps of Engineers, the Bureau of Reclamation, the Department of Defense, the Department of Energy, the Department of Transportation, the Department of the Interior, the Environmental Protection Agency, National Aeronautics and Space Administration, and the National Institute of Standards and Technology (formerly the National Bureau of Standards). Especially noteworthy is the complete set of U.S. Geological Survey topographic maps from that the library holds. The library also holds relevant South Dakota state documents, and for the last 30 years it has been an official South Dakota documents depository."

In addition, we currently have access to numerous federal government bibliographic and full-text databases:

- EPA Publications National Service Center for Environmental Publications
- CenStats: demographic, county business patterns, international trade, building permits, and USA Counties data
- GeoData.gov: a one-stop portal to federal, state, and local geographic information including maps and geospatial data
- National Resources Conservation Service: list of soil surveys that have been published by the U.S. Department of Agriculture since 1899.
- JSTOR: a full-text journal collection that includes some architecture journals
- Homeland Security Database
- NTIS Database (NTIS/GPO DARTS- National Technical Information Service (NTIS) and Government Printing Office (GPO) Federal Depository Library Program (FDLP) Depository Access to Reports, Technical & Scientific (DARTS): bibliographic records to nearly 240,000 publications 1964-2000 and links to online content when available, only available in the library.
- OSTI: search science information and download capabilities for research results using special federated search technology tools, including: Science Accelerator, search science from key databases of the U.S. Department of Energy; Science.gov, search science from 13 U.S. federal agencies; and WorldWideScience.org, search science from worldwide databases.
- Science Accelerator: searches science, including R&D results, project descriptions, accomplishments, and more, via resources made available by the Office of Scientific and Technical Information (OST), U.S. Department of Energy.
- Science.gov: searches over 36 databases and 1,850 selected websites, offering 200 million pages of authoritative U.S. government science information, including research and development results.

The most updated information on the Hilton M. Briggs Library Government Documents Department can be found here:

<http://libguides.sdstate.edu/c.php?g=281625&p=1876444>

**Library Services:**

In addition to providing physical and digital resources, the library offers instruction and assistance in properly using the resources they provide. Administrators and staff members educated in archives and special collections, public services, and technical services lead the University through these services.

**Library Instruction:** Each year, instruction librarians provide more than 300 classroom library instruction sessions to approximately 7,300 students, faculty and staff in general education and discipline-specific courses. In addition to basic library instruction provided to all sections of English 101: Composition I and Speech 101: Fundamentals of Speech, instruction services for faculty and students are listed on the web, including research guides and database tutorials.

Library instruction has also been integrated into two courses required for all Architecture majors: ARCH 241 Building History I and ARCH 342 Building History IV. The library sessions for ARCH 241 focus on how a subject database differs from a search engine or general database; using subject databases, with special emphasis on ARTstor and the Avery Index; and citing sources, especially images and primary sources. The library session for ARCH 342 focuses on the research process, the need to carefully select search terms, and the importance of citing all sources.

**Research Assistance:** The library research guides provide lists of relevant databases for the disciplines, as well as links to full-text journals, websites, and statistical resources. Information on finding books is also provided. A general research guide for Architecture is available and being maintained, and it has been viewed a total of 3,467 times since its publication in September 2012. New guides can and will be created when needed.

The most updated information on the Architecture Library Research Guide can be found here:  
<http://libguides.sdstate.edu/architecture>

**Interlibrary Loan:** Loans and copies of articles from other libraries are made possible through Briggs Library's membership in the South Dakota Library Network (SDLN), a consortium of South Dakota Board of Regents libraries. The library's membership in other consortia such as MINITEX (in Minnesota) and the Online Computer Library Center (OCLC), together with free lending agreements with a host of individual institutions, links SDSU to more than 60,000 libraries in the U.S. and 112 other countries, providing access to more than 240 million unique bibliographic records.

**Reserves:** Course-related materials can be placed on library reserve by faculty members for use by their students. These materials may be supplemental or required materials including books, copies of journal/magazine articles, pamphlets, audio recordings, DVD's, sample exams, lecture notes, and other materials that will facilitate student learning of specific course-related information.

As of March 2014, architecture faculty had placed 81 items on Reserve for their students, which had circulated a total of 188 times. Currently Architecture faculty have 115 items on reserve that have circulated a total of 291 times, which represents a 42% increase in number of items on Reserve and a 54% increase in circulations over the past two years.

**Distance Library Services:** Library access is available to all distance SDSU faculty, staff and currently enrolled students. They may search research databases and request copies of articles and other materials, whether they are located in the Briggs Library or in other libraries worldwide. Articles are delivered electronically and loans are delivered via UPS or the U.S. Postal Service to the home or the office of distance faculty, staff, and students.

- A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.

Staff and Administrators in the library have been supportive of our efforts to broaden our collection. Future problems may include the availability of space to expand our collection, however, the library has made huge efforts to condense the collections of other departments, specifically their printed journals, by placing them on-line. DoArch has requested that our journal and book resources remain in print since we work with scaled drawings. The library has been supportive and understanding of our need for these types of resources and has made space for the architectural collection as we acquire new books and journals.

Furthermore, Library Coordinator Jessica Garcia Fritz has spoken with Michele Christian, the Archivist and Special Collections Assistant Librarian, about creating an archive dedicated to the History of the Architectural Profession in South Dakota. The archive would include architectural drawings, writings and other correspondences from the various architectural firms and projects within our region. This project will likely take shape in late 2016 and is fully supported by Michele and the library.

### **I.2.5 Administrative Structure & Governance**

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

- A chart or graphic that illustrates the description.

DoArch operates under a set of Bylaws that establish the administrative structure for the program as well as an additional set of Bylaws for the School of Design. These Bylaws not only address the mission and vision statements of the department, but also the administrative structure of the department within the School of Design, the College of Arts and Sciences, and the University.

Within the department, the faculty and staff report directly to the Department Head, Brian Rex. The Faculty is defined as all persons teaching within the department who have all or a portion of their appointment assigned to the Department of Architecture. The operation of the department is organized by three areas of cultural focus: Procedural Culture, Design Culture, and Research & Outreach Culture. Each of these areas reinforces the mission of the department and establishes the framework for the formation of committees and policies that formalize the culture and operation of the department. The Department Head is responsible for nominating the faculty member responsible for the leadership and coordination of each area. Committees are formed to develop policies and procedures associated with the operation of the department. Committees are formed by the Department Head and consist of a Chairperson, members from the department, the School of Design, alumni, faculty, and other units, as well as students.

The most updated version of the DoArch Bylaws can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > I.2.5 Administrative Structure > 01\_DoArch\_Bylaws

The School of Design established Bylaws that govern how DoArch works within the School as well as within the College. Within the School and the College, the Department Head serves as the operating officer of the department and represents the department to all internal and external constituents. While the workload for the Department Head is determined in consultation with the Director for the School of Design and approved by the Dean of the College, the Department Head reports to and is evaluated annually by the Dean of the College of Arts and Sciences. Currently, the Director for the School of Design, Tim Steele, also reports to the Dean of the College of Arts and Sciences, Dennis Papini.

DoArch's departmental status within the School does not lessen the department's or the Department Head's involvement or privileges within the College of Arts and Sciences.

The Department Head plays a major role in the decisions made at the College level that impact the Architecture Program. Department Head Brian Rex attends regular Department Head meetings as well as School of Design Meetings where he represents the department.

The School of Design is also composed of Program Coordinators, who are selected by the Director of the School of Design. Program Coordinators provide leadership, coordination, and administrative support in the ongoing development, implementation, and administration of the curriculum, assessment, and accreditation processes. Current coordinators include Randy Clark from Graphic Design, Angela Mckillip from Interior Design, Don Burger from Landscape Architecture, and Mark Stenwedel from Studio Arts. These Program Coordinators report to the Director of the School of Design, Tim Steele.

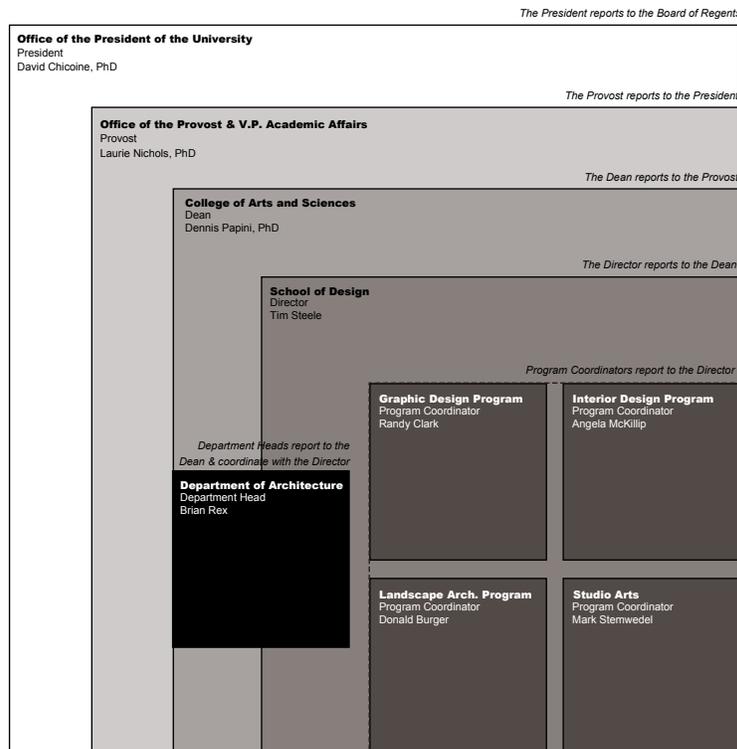
The most updated version of the School of Design Bylaws can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > I.2.5 Administrative Structure > 02\_School of Design\_Committees and Bylaws\_Draft

Within the Institution, the Dean of the College of Arts and Sciences, Dean Dennis Papini PhD reports directly to the Provost of the University, Laurie Nichols PhD, who reports directly to Office of the President of the University. President Dennis Chicoine PhD is the current President of SDSU. Ultimately, the Office of the President reports to the South Dakota Board of Regents (BoR).

The most updated version of the Administrative Structure can be found below or here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > I.2.5 Administrative Structure > 03\_DoArch\_Administrative Structure



DoArch's Administrative structure within the School of Design and the College of Arts & Sciences

- A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.

Because DoArch is a small faculty, we all serve as the curriculum and self-assessment committees for our Department. We all teach in an open studio and the products of our studios are our constant conversation. We have one-hour faculty meetings every week, and we call special meetings as needed. Decisions made within these meetings are all documented through Meeting Minutes. Planning, Curriculum, Budget, Organizational, Promotion & Tenure Development, Admissions, Recruiting, and Staffing are issues that we all share as a faculty. As mentioned above, the department's Bylaws have addressed the growth of the department by establishing liaison and coordinator roles for faculty members as well as committee chairperson roles in Procedural Culture, Design Culture, and Research and Outreach Culture. These Cultures include the following:

**Procedural Culture:**

- Faculty and student recruitment coordinator
- Library Liaison
- Imaging Center Liaison
- Student Advising Coordinator
- Curriculum Committee
- Graduate Admission Committee
- Faculty and Student Advisory Committee- SAB

**Design Culture:**

- First-year Design Coordinator
- Professional Program Coordinator
- Extra-curricular Events Coordinator
- Facilities and Technology Committee
- Honors, Awards, and Scholarship Committee

**Research & Outreach Culture:**

- AIA SD Liaison
- Licensing Advisory Education Coordinator
- Professional Mentorship Coordinator
- Community Design Coordinator
- Environmental Stewardship Coordinator
- Travel Study Committee

Students in the department have the opportunity to govern through the Student Advisory Board (SAB) and the American Institute of Architect Students (AIAS). The SAB is comprised of nine (9) students from years one (1) through six (6). The SAB reads through DoArch policies and makes revisions and suggestions for the documents. The documents must be approved thereafter by both the SAB and the faculty. Once the document has been revised and approved, it is distributed to the faculty as well as all DoArch students at the beginning of the academic year. The documents are also made public through the DoArch website, and a copy is kept in a binder in the Staff Workroom.

Furthermore, faculty members, staff, and students of DoArch have the opportunity for governance within the School of Design, the College of Arts and Sciences, and the University. The Director for the School of Design has included four (4) School meetings during the academic year. These meetings are intended to share pertinent information about the School, the College, and the University issues and to receive recommendations from the School Committees. All faculty and graduate student representatives are invited to attend these meetings. Further, graduate students have the opportunity to represent their colleagues as part of the Graduate Student Organization (GSO). In the future, one (1) graduate student will be elected in addition to one (1) alternative in an advisory role for the GSO.

Campus governance is led by the University's faculty senate, an elected body that engages with University administration, contributes to general University policy and performs duties and functions allocated to or assumed by the faculty. Non-faculty governance is led by the Professional Staff Advisory Council and the Civil Service Advisory Council. The Student Association is elected by peers to represent the interests of students. In 2010, the Faculty Senate approved a shared governance committee structure in which University committees are empowered to conduct serious, thoughtful analyses of the issues appropriate to that committee and make recommendations to the Faculty Senate and administration. Each of the sixteen (16) committees created charters, and appointments for each committee were made through the Office of the President and the faculty senate. Currently, DoArch has one faculty member on the Faculty Senate, Professor Federico Garcia Lammers.

The most updated version of University Governance can be found here:

<http://www.sdstate.edu/presidentsearch/governance.cfm>

### II.1.1 Student Performance Criteria

- A matrix for each accredited degree program offered and each track for meeting the requirements of the professional degree program, which identifies each required course with the SPC it fulfills.

Students who enter the M.Arch program in the Department of Architecture are accepted into the program as internal or external candidates. Internal candidates are students who completed their undergraduate degree in DoArch at SDSU. External candidates are students who completed their undergraduate degree at SDSU, but in another major, or students who completed their undergraduate degree at another school. Students may receive advanced standing if they have completed an undergraduate degree in architecture, which means they enter into the fifth year of the curriculum. External Candidates without advanced standing must enter into the degree program at year four of the Professional Degree curriculum.

The most updated version of the DoArch Student Performance Matrix can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.1.1 Student Performance Criteria > 01\_DoArch\_SPC Matrix

- A brief description of the pedagogy and methodology used to address Realm C.

The Student Performance Criteria for Realm C are demonstrated in the graduate studio sequence. C.1 *Understanding Research* is addressed in ARCH 652: Professional Design Practice II. C.2 *Ability to Demonstrate Integrated Evaluations and Decision-Making* and C.3 *Ability to make Integrative Design* are addressed in ARCH 551: Whole (Integrated) Building Studio I.

ARCH 652 is a Forensics Studio that is organized around developing clear and inquisitive methods of Forensic research that can evidence the implications of a specific architectural practice. Students in the studio research a range of architecture projects completed in South Dakota by leading local architecture firms in the state. Throughout the semester, students work with architecture offices and present their research through a series of digital and physical drawings, diagrams, images, and models that document and expand the constructed parameters of each built work and their corresponding professional workflows.

ARCH 551 is a Comprehensive Studio that emphasizes a creative, rigorous and process driven approach towards a complete proposal for a comprehensive, architectural building design. Students are asked to consider and reference all of the material they have received to date within the DoArch curriculum: design theory, professional and technological knowledge, and presentation technique. All of these subjects come together in a complete proposal demonstrating the ability to synthesize and confidently propose such work.

Students work independently on a small building proposal to demonstrate ability in coordinating formal, spatial, programmatic, material, structural, environmental and life-safety requirements in a single project. The course also requires site design that demonstrates understanding of circulation and climactic constraints. An intensive production schedule requires an ability to quickly consider multiple design factors at once. Both C.2 and C.3 are addressed as students consider environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

- A brief description of the methodology for assessing student work (i.e., “high” v. “low” pass).

In the professional program, students must receive a “C” or higher in order to pass the course. Student work is assessed in accordance with the constraints and standards established in the project brief issued for each individual project.

High Pass work is excellent work that requires an exceptional performance in accordance with the project brief. The work strongly exceeds the requirements of the course by showing a strong academic initiative and independent resourcefulness. Typically work that receives an “A” in the project or course meets these standards.

Low Pass work is satisfactory or adequate work in accordance with the project brief. The work adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort. It demonstrates little initiative to investigate the problem without substantial prodding of the instructor and the work shows little improvements throughout the project and the semester. Typical work that receives a “C” in the project or course meets these standards.

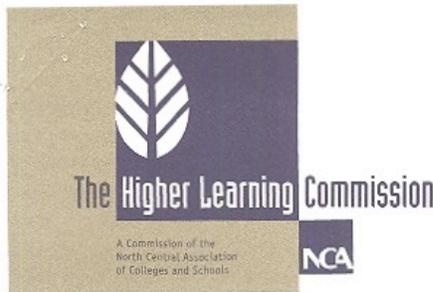
### II.2.1 Institutional Accreditation

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

SDSU is regionally accredited by the North Central Association of Colleges and Schools. Accreditation was granted in 2010 and the most recent letter is included on the next page as well as on Box.com.

The most updated version of the NCACS Accreditation Letter to SDSU can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.2.1 Institutional Accreditation > 01\_SDSU\_NCACS Accreditation Letter to SDSU



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456  
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

April 29, 2010

RECEIVED

MAY 07 2010

RECEIVED  
MAY 18 2010  
Academic Affairs

SDSU President's Office

President David L. Chicoine  
South Dakota State University  
Box 2201, AD 222  
Brookings, SD 57007-2298

Dear President Chicoine:

This letter is formal notification of the action taken concerning South Dakota State University by The Higher Learning Commission. At its meeting on April 19, 2010, the Institutional Actions Council (IAC) voted to continue the accreditation of South Dakota State University and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process concluded on April 29, 2010. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The *SAS* is a summary of your organization's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent (2009-10) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, May 17. Before this public disclosure however, I ask that you verify the information in both documents and inform Dr. John Taylor, your staff liaison, before Friday, May 14 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Dr. John Taylor.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning  
President

Enclosures: Statement of Affiliation Status  
Organizational Profile

cc: Evaluation Team Members  
Chair of the Board

## II.2.2 Professional Degrees & Curriculum

- Include title(s) of the degree(s) offered including any prerequisite 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.
- For each accredited degree program offered or track for completing the NAAB accredited degree program, the following must be included:
- Include a list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

The department offers only two degrees. The Master of Architecture (M.Arch) is the candidate professional degree and represents the last 48 credit hours of professional level study. The Bachelor of Fine Arts (BFA) in Architecture is a pre-professional, 120-credit-hour degree, of which the last 49 credit hours of study are at the professional level.

The department originally offered a 128 credit hour Bachelor of Science (B.Sc) in Architectural Studies degree, but this degree has not had enrollees for two years. The switch from B.Sc. to BFA was done partly to clarify pre-professional nomenclature, partly because the BFA designation reinforces and more accurately represents the studio based nature of the education, and partly to remove the College of Arts & Sciences general education requirements, which then freed up 11 credit hours. In the shift from B.Sc. to BFA, the major requirements and coursework remained virtually the same except at the first year level where, with the BFA curriculum, the first year includes more interdisciplinary, foundational design courses. With the freed up general elective credits the curriculum has a new general elective, has a new design elective, and has added CM473 "Construction Planning and Scheduling," which increased the required courses in Construction Management to 18 credit hours.

Professional level coursework consists of 97 credit hours of study across seven semesters. It includes one three-credit-hour open graduate elective course from outside the major. Every student in the program completes these courses or shows verifiable competency through prior coursework in individual subjects earned through challenge by portfolio.

There are two paths to get to the professional sequence:

- Our 120-credit-hour Bachelor of Fine Arts (BFA) in Architecture and the 48-credit-hour Master of Architecture (M.Arch) degree. (minimum 168 credit hours / all at SDSU)
  - General studies =65 credit hours
  - Required professional studies =94 credit hours
  - Optional studies =9 credit hours

Students who complete six credit hours in Construction Management beyond the scope of the BFA-Arch degree are eligible to earn a Minor in Construction.

The most updated version of the DoArch Curriculum can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.2.2 Professional Degrees & 01\_DoArch\_4+2Curriculum\_2015-2016  
02\_DoArch\_3+Curriculum\_2015-2016

- Any baccalaureate degree with a minimum of 120 credit hours, 49 credit hours of professional level undergraduate preparatory work in our program, plus a 48-credit-hour Master of Architecture (M.Arch) degree. (minimum 217 credit hours / 97 at SDSU)
  - General studies =120 credit hours
  - Required professional studies =94 credit hours
  - Optional studies =3 credit hours

The complete table showing more specific distribution of credit hours can be seen here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.2.2 Professional Degrees & 03\_DoArch\_UndergradAdvisingSheet\_2015-2016

### **II.3 Evaluation of Preparatory Education**

- A description of the policy or policies regarding admission requirements and admissions decisions.
- A description of the process by which the preparatory or preprofessional education of students admitted to the accredited program is evaluated.
- This description must include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.”

The addition in 2014 of SDSU’s professional first year advising center and the addition in 2015 of a dedicated professional advising staff person for our undergraduate students, shared by the units in the School of Design, have greatly enabled us to formalize and organize the evaluation of our incoming students.

Any undergraduate student admitted into the university can declare a major in architecture. The university “Freshman Admission” requires one of the following academic achievements:

- An ACT composite score of 18 or higher (SAT of 870 or higher)
- A high school cumulative GPA of 2.6 or higher
- A ranking in the top 60 percent of the class

Any student transferring into SDSU from another post-secondary institution can declare a major in architecture. Students transferring to SDSU from another post-secondary institution are eligible if they:

- have a cumulative GPA of 2.0 or higher
- are in good standing with all institutions attended

At SDSU, initial evaluation of undergraduate transfer credits is managed through the admissions office. Likewise, a student in good standing in the university can change majors and transfer into the architecture program.

The most updated version of the Transfer Pre-Evaluation from the Admissions Office can be found here:  
<http://www.sdstate.edu/admissions/undergrad/upload/HR151-Transfer-Pre-Evaluation-FS.pdf>

Every student who transfers into the BFA in Architecture degree program, whether from outside the university or another major, is evaluated by the professional advisor and the Department Head using the undergraduate Transfer Evaluation advising form. Individual courses are evaluated by the teaching discipline on a course-by-course basis unless there is a transfer or articulation agreement already established between institutions. The initial transfer evaluation advising will trigger students to either challenge for credit by portfolio or petition for credit hour-to-credit hour equivalency. In this process students submit a record that can include course syllabi, work samples, lecture documentation and note-taking, and completed assignments. For professional level undergraduate course transfers, both the course objectives AND requisite NAAB student performance requirements have to be evident in the record supplied by the student for transfer credit. For ARCH prefix courses, the Department Head and the Faculty teaching the transfer course subject areas meet to evaluate the submitted documentation.

The most updated version of the DoArch Undergraduate Transfer Evaluation can be found here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.3 Professional Degrees & Curriculum > 01\_DoArch\_Undergrad Transfer Eval

Admission into the graduate Master of Architecture degree requires an application for admissions into the Graduate School, a minimum GPA of 3.0 verified with official transcripts, and positive review for professional potential by a faculty review committee.

The most updated version of the Graduate Admission Requirements can be found here:  
<https://www.sdstate.edu/graduate-school/graduate-school/admission-requirements>

Candidates for graduate admission who hold the SDSU BFA in Architecture undergraduate degree are reviewed by a departmental faculty committee in a dossier consisting of official transcripts, letter of application, resumé, portfolio, and a letter of recommendation from a source outside the department.

The most updated version of the DoArch Internal Candidate Admission Form can be found here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.3 Professional Degrees & Curriculum > 02\_DoArch\_Graduate Admission Internal Candidates

Candidates for graduate admission who hold any degree other than the SDSU BFA in Architecture degree are reviewed by a departmental faculty committee in a dossier consisting of official transcripts, letter of application, resumé, portfolio, three letters of recommendation, and, if an international student, a minimum TOEFL score of 527 paper-based, 197 computer-based, or 71 Internet based, or IELTS score of 5.5. Candidates showing strong professional promise are admitted as new students but are evaluated upon admission using the Transfer Evaluation advising form to verify professional program pre-requisites such as PHYS111-*General Physics I* and CM216-*Construction Materials & Assemblies* have been met. Equivalency in a non-ARCH prefix course is done by the department administering the course. For consideration of transfer credit, students petition the college to challenge for credit by portfolio or petition for credit equivalency. For professional level undergraduate courses, both the academic objectives and requisite NAAB student performance requirements have to be evident in the record supplied by the student for approval of equivalency.

The most updated version of the DoArch Internal Candidate Admission Form can be found here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.3 Professional Degrees & Curriculum > 03\_DoArch\_Graduate Admission External Candidates

The most updated version of the DoArch Undergraduate Transfer Evaluation can be found here:  
[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > II.3 Professional Degrees & Curriculum > 01\_DoArch\_Grad Transfer Eval

No advanced standing in graduate level professional ARCH courses is permitted. All 45 credit hours of required ARCH prefix graduate courses must be completed at SDSU. The graduate elective, upon approval by the teaching discipline and the graduate school, can be transferred from another institution.

Our admissions policies are open through to the completion of the BFA in Architecture. Our annual admission into the graduate level is set at a cohort of one studio (12 to 15). Over the last two years the program has operated at approximately 50% of capacity (120 of 220 possible studio seats). A rise in capacity above 66% (150 studio seats) triggers the creation of a plan vetted through the student advisory board, our academic institution, and the state's professional community for a student population management policy that could include some sort of undergraduate gate. It is the hope of the faculty that the BFA in Architecture remains an open-admission degree program.

## II.4 Public Information

- Include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available.

### **South Dakota State University (SDSU)**

Architecture Library Research Guide

<http://libguides.sdstate.edu/architecture>

The Center for the Enhancement of Teaching and Learning

<http://www.sdstate.edu/tlc/index.cfm>

Hilton M. Briggs Library

<http://www.sdstate.edu/library/>

Hilton M. Briggs Library Government Documents Department

<http://libguides.sdstate.edu/c.php?g=281625&p=1876444>

Impact 2018 Strategic Goals

<http://www.sdstate.edu/impact2018/index.cfm>

National Center for Education Statistics for SDSU Student Characteristics

<http://www.sdstate.edu/sites/default/files/about/institutional-research/surveys/upload/IPEDS-12-month-Enrollment-2008-2009-2.pdf>

Office of Admissions

<https://www.sdstate.edu/office-admissions>

Office of Disability Services

<http://www.sdstate.edu/campus/disability/index.cfm>

Office of Diversity, Equity, and Community

<http://www.sdstate.edu/odec/>

Office of International Affairs

<https://www.sdstate.edu/international-affairs>

Office of Research Assurance & Sponsored Programs

<https://www.sdstate.edu/research/orsp/index.cfm>

*Plan of Study "C"* within the Graduate Catalog

<http://catalog.sdstate.edu/index.php?catoid=27>

SDSU's Academic Appeals Policy

<https://www.sdstate.edu/policies/upload/Student-Academic-Integrity-and-Academic-Appeals.pdf>

SDSU Faculty Annual Review

<http://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Faculty-Annual-Review.pdf>

SDSU Faculty Workload Policy

<https://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Faculty-Workload-Policy.pdf>

SDSU Advising

<https://www.sdstate.edu/gs/students/advising/>

SDSU Mission Statement

<https://www.sdstate.edu/impact2018/mission.cfm>

SDSU's Student Code

<https://www.sdstate.edu/campus/upload/Student-Code.pdf>

SDSU Imaging Center

<https://www.sdstate.edu/sdsu-printing-services>

SDSU Professional Development Plan

<https://www.sdstate.edu/academic/faculty/facultyhandbook/upload/Professional-Development-Plan.pdf>

SDSU Support Desk

<https://www.sdstate.edu/technology/support-desk.cfm>

SDSU Student Financial Information

<https://www.sdstate.edu/admissions/financing/>

SDSU's USGBC Chapter

<http://www.usgbc.org/organizations/south-dakota-state-university>

SDSU Wintrode Tutoring Program

<https://www.sdstate.edu/gs/students/tutoring/>

SDSU Writing Center

<https://www.sdstate.edu/engl/for-students/writingcenter/>

Title IX & Equal Opportunity

<http://www.sdstate.edu/title-ix-0>

University Governance

<http://www.sdstate.edu/presidentsearch/governance.cfm>

### **College of Arts and Sciences**

College of Arts and Science Mission Statement

<https://www.sdstate.edu/as/about/mission/index.cfm>

College of Arts and Science Strategic Goals

<https://www.sdstate.edu/as/about/plan/upload/CAS-Strategic-Plan-Impact-2018-Final-January-8-2013.pdf>

Experiential Learning Certificate

<https://www.sdstate.edu/as/experiential-learning/requirements.cfm>

### **School of Design**

School of Design Bylaws

[https://www.sdstate.edu/design/upload/School-Committees-and-By-Laws-update-09\\_14\\_15.pdf](https://www.sdstate.edu/design/upload/School-Committees-and-By-Laws-update-09_14_15.pdf)

School of Design Mission Statement  
<https://www.sdstate.edu/design/>

School of Design Strategic Goals  
<https://www.sdstate.edu/design/about/strategic-goals.cfm>

### **Department of Architecture (DoArch)**

DoArch Fab Lab  
<https://www.sdstate.edu/architecture/fab-lab>

DoArch Mission Statement  
<https://www.sdstate.edu/architecture/mission-goals>

DoArch Photo/Image Lab  
<https://www.sdstate.edu/architecture/photo-lab>

DoArch Public Works  
<https://doarchpublicworks.wordpress.com/>

DoArch Studio Culture Policies  
[https://www.sdstate.edu/arch/upload/doarch\\_studio-culture-policy\\_feb-2016.pdf](https://www.sdstate.edu/arch/upload/doarch_studio-culture-policy_feb-2016.pdf)

DoArch Travel Policy  
[https://www.sdstate.edu/arch/upload/doarch\\_travel-study-policy.pdf](https://www.sdstate.edu/arch/upload/doarch_travel-study-policy.pdf)

DoArch Workshop  
<https://www.sdstate.edu/architecture/woodshop>

#### **II.4.1 Statement on NAAB-Accredited Degrees**

DoArch Accreditation  
<https://www.sdstate.edu/architecture/accreditation>

#### **II.4.2 Access to NAAB Conditions and Procedures**

2014 NAAB Conditions for Accreditation  
<https://www.sdstate.edu/arch/accreditation/upload/2014-NAAB-Conditions-for-Accreditation.pdf>

2015 NAAB Procedures for Accreditation  
<https://www.sdstate.edu/arch/accreditation/upload/2015-Procedures-Final-Approved-Edition.pdf>

#### **II.4.3 Access to Career Development Information**

Office of Career Development  
<http://www.sdstate.edu/careercenter/>

DoArch Career Development  
<https://www.sdstate.edu/architecture/career-development>

#### **II.4.4 Public Access to APRs and VTR**

2015 Decision Letter from the NAAB  
<https://www.sdstate.edu/sites/default/files/Ltr.%20to%20SDSU%20%5BNAAB%20Decision%5D.pdf>

2014 DoArch APR

[https://www.sdstate.edu/arch/accreditation/upload/2014\\_DoARCH-APR.pdf](https://www.sdstate.edu/arch/accreditation/upload/2014_DoARCH-APR.pdf)

2014 NAAB VTR

[https://www.sdstate.edu/arch/accreditation/upload/2014\\_DoARCH-VTR.pdf](https://www.sdstate.edu/arch/accreditation/upload/2014_DoARCH-VTR.pdf)

#### **II.4.5 ARE Pass Rates**

We do not currently have ARE Pass Rates as we are a candidate school and we recently graduated our first cohort of M.Arch students in May 2016.

#### **II.4.6 Admissions and Advising**

Office of Admissions

<https://www.sdstate.edu/office-admissions>

SDSU Advising

<https://www.sdstate.edu/gs/students/advising/>

*Plan of Study "C"* within the Graduate Catalog

<http://catalog.sdstate.edu/index.php?catoid=27>

Architecture BFA Academic Advising Sheets

<https://www.sdstate.edu/academic/guidesheets/2016/upload/Architecture-Major-BFA-2016.pdf>

DoArch Admissions & Advising

<https://www.sdstate.edu/architecture/admissions-advising>

#### **II.4.7 Student Financial Information**

SDSU Student Financial Information

<https://www.sdstate.edu/admissions/financing/>

DoArch Fees

<https://www.sdstate.edu/arch/academics/fees.cfm>

### **III.1.1 Annual Statistical Reports**

- Includes a statement signed or sealed 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.

The Office of Planning, Decision Support and Assessment is the office responsible for preparing statistical data for the Department of Architecture (DoArch) at South Dakota State University (SDSU). However, DoArch is responsible for submitting the Annual Statistical Report (ASR). Because of formatting interpretations made by DoArch, the definitions used by the department for items like faculty credentials, degree types, etc. are inconsistent with the definitions provided by the Office of Planning Decision Support and Assessment. Therefore, the Office of Planning, Decision Support and Assessment will NOT sign or seal a statement that all data submitted to the NAAB through the 2015 ASR is accurate and consistent with reports sent to other national and regional agencies.

However, the Office has agreed to set a future meeting with DoArch in order to establish standards for preparing information that is consistent with the ASR format and the NAAB's definitions. The linked document reflects an agreement between DoArch and the Office of Planning, Decision Support and

Assessment to meet and establish these standards. This has been brought to the attention of NAAB's Director of Accreditation, Cassandra Pair, who has agreed to this process.

The most updated version of the ASR Statement can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > III.1.1 Annual Statistical Reports > 01\_DoArch\_ASR Statement

Files prepared by the Office of Planning as well as the College of Arts and Sciences can be found here:

[Box Files](#) > Section 3-Compliance with the Conditions for Accreditation > III.1.1 Annual Statistical Reports > 02\_2014-2015 NAAB Annual Report - Statistical Report

> 03\_Architectural StudiesBS03

> 04\_BS ARCH Program Estimated Tuition and Fee Pricing per Semester - FY14

### III.1.2 Interim Progress Reports

- The program must submit Interim Progress Reports to the NAAB (See, NAAB <i>Procedures for Accreditation</i> ).
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In accordance with *Section 10: Interim Progress Report* from the *2015 Procedures for Accreditation*:

*Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year or four-year term of continuing accreditation is approved. Programs with two-year probationary terms are exempt from this requirement.*

Because DoArch is still a Candidate School and because of our previous APR & site visits in 2011, 2012, and 2014, we have not been required to submit Interim Progress Reports by the NAAB.

## Section 4. Supplemental Material

All documents in *Section 4. Supplemental Material* can be found on [Box.com](#). The names of the documents included in this file are listed below along with public links.

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
  - 01\_DoArch Course Descriptions\_2014-16
- Studio Culture Policy
  - 02\_DoArch\_Studio Culture Policy
  - [http://www.sdstate.edu/sites/default/files/arch/upload/doarch\\_studio-culture-policy\\_feb-2016.pdf](http://www.sdstate.edu/sites/default/files/arch/upload/doarch_studio-culture-policy_feb-2016.pdf)
- Self-Assessment Policies and Objectives
  - 03\_DoArch Self-Assessment Policy and Objectives
  - <https://www.sdstate.edu/architecture/policies>
- Policies on academic integrity for students (e.g., cheating and plagiarism)
  - 04\_SDSU\_Academic Integrity Policies & Procedures
  - <http://www.sdstate.edu/sites/default/files/policies/upload/Student-Academic-Integrity-and-Academic-Appeals.pdf>
- Information Resources policies including collection development
  - 05\_DoArch Information Resources
  - [http://www.sdstate.edu/sites/default/files/arch/upload/library-representative\\_responsibilities-procedures\\_feb-2016.pdf](http://www.sdstate.edu/sites/default/files/arch/upload/library-representative_responsibilities-procedures_feb-2016.pdf)
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
  - 06\_SDSU\_EEO/AA Policies & Procedures
  - <http://www.sdstate.edu/sites/default/files/policies/upload/Equal-Opportunity-and-Non-Discrimination.pdf>
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
  - 07.a\_SDSU\_Faculty Workload Policy
  - 07.b\_School of Design\_Faculty Development Standards
  - 07.c\_DoArch\_Faculty Development Standards
  - <http://www.sdstate.edu/sites/default/files/academic/faculty/facultyhandbook/upload/Faculty-Workload-Policy.pdf>
  - <http://www.sdstate.edu/sites/default/files/School%20of%20Design%20Standards%202015.pdf>
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
  - 08.a\_SDSU\_Faculty Appointment, Tenure, & Promotion

- 08.b\_School of Design\_Faculty Appointment, Tenure, & Promotion
  - <http://www.sdstate.edu/sites/default/files/academic/faculty/facultyhandbook/upload/Tenure-and-Promotion-Criteria-and-Guidelines.pdf>
- Response to the Offsite Program Questionnaire (See *2015 Procedures*, Section 8)
  - Not Applicable. DoArch does not use one or more options for offsite learning as described in Section 8.4 of the *2015 Procedures for Accreditation*.
- Governing Bylaws
  - 09.a\_School of Design\_Committees and Bylaws\_Draft
  - 09.b\_DoArch Bylaws
- SDSU Faculty Handbook
  - 10\_SDSU\_Faculty Handbook 2015-2016
- DoArch Admissions Requirements
  - 11.a\_DoArch\_2016 Graduate Admission \_ Internal Candidates
  - 11.b\_DoArch\_2016 Graduate Admission \_ External Candidates
  - 11.c\_DoArch\_2015-16\_BFA Advising
  - [http://www.sdstate.edu/sites/default/files/arch/academics/upload/2016-DoArch-Graduate-Admissions-Instructions\\_Internal-Candidates.pdf](http://www.sdstate.edu/sites/default/files/arch/academics/upload/2016-DoArch-Graduate-Admissions-Instructions_Internal-Candidates.pdf)
  - [http://www.sdstate.edu/sites/default/files/arch/academics/upload/2016-DoArch-Graduate-Admissions-Instructions\\_External-Candidates.pdf](http://www.sdstate.edu/sites/default/files/arch/academics/upload/2016-DoArch-Graduate-Admissions-Instructions_External-Candidates.pdf)
- DoArch Digital Media Policy
  - 12\_DoArch\_Computer & Media Policy
  - [http://www.sdstate.edu/sites/default/files/arch/upload/doarch\\_computer-and-media-policy\\_feb-2016.pdf](http://www.sdstate.edu/sites/default/files/arch/upload/doarch_computer-and-media-policy_feb-2016.pdf)
- DoArch Information Literacy Program
  - 13\_DoArch\_Information Literacy
- DoArch Travel Policy
  - 14\_DoArch Travel Study Policy
  - [http://www.sdstate.edu/sites/default/files/arch/upload/doarch\\_travel-study-policy.pdf](http://www.sdstate.edu/sites/default/files/arch/upload/doarch_travel-study-policy.pdf)
- DoArch Shop Safety
  - 15\_DoArch Shop Safety Policy
  - [http://www.sdstate.edu/sites/default/files/arch/upload/doarch-shop-safety\\_feb-2016.pdf](http://www.sdstate.edu/sites/default/files/arch/upload/doarch-shop-safety_feb-2016.pdf)
- Accreditation Consultant Reports
  - 16.a\_David Cronrath\_Accreditation Consultant Report
  - 16.b\_Keelan Kaiser\_Accreditation Consultant Report

South Dakota State University  
Department of Architecture

## Continuation of Candidacy Visiting Team Report

### **M. Arch**

(96 credit hours of professional study preceded by either 80 credit hours of non-professional architectural studies at SDSU or a B.Sc. / B.A. degree in another field)

The National Architectural Accrediting Board  
24 September 2014

*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 a 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 & Visit Summary**

The team appreciates the contributions made by members of the university to our visit and wants to particularly acknowledge the hard work of the department chair, the faculty, and staff. Their work in putting together their team room is especially commendable given the timing of the visit at the beginning of the new academic year, the start of the master's program and their recent office relocation. The team also wants to thank the faculty, staff and students for their hospitality and thoughtful participation in the visit.

Overall, the team found that the program is progressing and has come a long way since its initial candidacy visit two years ago. Both the provost and dean expressed their strong interest and support in seeing that the program achieves accreditation. Brian Rex, the department head, is dedicated to the process of creating a NAAB-accredited Master of Architecture program, and the team applauds him for his energy and dedication. Similarly, the energy and dedication of the faculty is strong, and the synergy between faculty and students is very good to see. The commitment that students bring to this new and evolving program is robust; they think it is exciting and are willing participants in its creation. The students like the open studio system where they learn by overhearing other studio discussions and where different levels of students help each other; this creates a healthy sense of student community.

The SDSU outreach program serving towns across South Dakota is exciting—it is not usual for a new program to take this on so early in its development, and their approach of engaging students in the community as learning laboratories is commendable.

During the visit the team toured the new Architecture, Mathematics and Engineering Building (AME), which the department will occupy starting summer 2015. It is a rare opportunity for a new program to have a new facility; with it comes great opportunity to nurture the program and serve as an effective tool in recruiting both faculty and students. It can be an exciting venue for events, exhibits, and interactions with the public. It was designed to be a teaching laboratory for the architecture program with exposed building assembly details, and the team hopes that it will be used as conceived in that way to nurture the students' educational experience, allowing them the opportunity to view how materials and building systems come together in creative ways to form habitable space. The building will be shared with components of the engineering and mathematics departments enhancing the opportunity for interaction/collaboration with other disciplines in the shared facilities.

During the visit, the team perceived that there was some confusion between the standard six-year candidacy window and a shorter timeline that the program listed in the APR. Since the program was granted candidacy status effective January 1, 2012, the team wants to clarify that, given the normal timeline, the latest date for a visit for initial accreditation is 2018.

**2. Conditions Not or Not Yet Met**

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Not Met	Not Yet Met	Not Applicable
I.1.2 Social Equity	A.2. Design Thinking Skills	II.4.4 Public Access to APR/VTR
I.1.4 Long-Range Planning	A.4 Technical Documentation	II.4.5 ARE Pass Rates
I.1.5 Self-Assessment Procedures	A.5 Investigative Skills	
I.2.1 Human Resources & Human Resource Development: Faculty and Staff	A.8 Ordering System Skills	
I.2.2 Administrative Structure	A.9 Historical Traditions and Global Culture	
I.2.4 Financial Resources	A.10 Cultural Diversity	
I.3.3 Faculty Credentials	A.11 Applied Research	
I.4.1 Policy Review	B.1 Pre-Design	
	B.2 Accessibility	
	B.3 Sustainability	
	B.4 Site Design	
	B.5 Life Safety	
	B.6 Comprehensive Design	
	B.7 Financial Considerations	
	B.8 Environmental Systems	
	B.9 Structural Systems	
	B.10 Building Envelope Systems	
	B.11 Building Service Systems Integration	
	B.12 Building Materials and Assemblies Integration	
	C.1 Collaboration	
	C.2 Human Behavior	
	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	
	II.2.2 Professional Degrees and Curriculum	
	II.2.3 Curriculum Review and Development	
	II.4.3 Access to Career Development Information	

**3. Causes of Concern**

**A. Leadership/Staff Workload**

While the team applauds the department head for his energy and dedication, the amount of work that needs to be accomplished over this next year or more (designing and delivering this year's curriculum, the move into the new building, the continued work on the new Division of Design, creating and delivering new courses within the new BFA, faculty and staff searches, etc) is more than one individual should handle. While the faculty will be part of these efforts, the team believes that additional help should be found.

**B. Misinformation**

The team found misinformation about NCARB's role in the architectural licensure process. The item was found in the APR on page 39, stating: "A professional degree is a requirement for licensure with the National Council of Architectural Registration Boards (NCARB)." When questioned it was noted that students received the information as written in the APR. NCARB does not license. This information needs to be corrected in all information given to students to correctly to reflect NCARB's role in the regulation process.

**C. Technology**

Technology plays a major role in architecture. A technology plan for computer hardware, software, and output devices needs to be created, especially as the program grows and matures

**D. Student Recruitment**

A student recruitment plan should be designed and implemented to grow the program to its stated student numbers. This will be especially critical as the program continues to develop and funding for the department becomes an important element of its ability to mature. A clear academic path for transfer students tailored to each individual would facilitate their recruitment and retention.

**E. Website**

The inability to keep the departmental websites updated and accurate in a timely manner is a challenge that needs to be addressed

**4. Progress Since the Previous Site Visit (2011)**

**2009 Condition I.1.2., Learning Culture and Social Equity:** *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

*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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current*

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*and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**Previous Team Report (2012):** There is a clear mutual respect for the students, faculty, and staff within DoArch. The studio space provides and encourages a learning environment that supports creativity, collaboration, sharing of resources and knowledge, and engagement of the student body. Though the program is still in development, the team observed a positive studio culture. The studio space is seen as a privilege to the students, and rules for the space have been posted and are being self-monitored by the students.

Although the team observed these positive indications, the team also noted that evidence as required in the Conditions for Accreditation for this criterion has not been provided. Specifically, the program has a written studio culture policy; however, the policy

- has not included student input through its development
- has not yet been shared with the students
- has no plan for its implementation or periodic review for measurable assessment and effectiveness

**2014 Team Assessment:** The Department of Architecture provided a copy of the studio culture policy in the APR. In discussion with students, it was clear they are aware of the policy and have commented on it. There is a studio representative body that meets twice a month, once with the department head and once among themselves to discuss issues of concern. The students believe their concerns are addressed. In meetings with faculty and with staff, it was clear they believe they are valued and that they value others. Although there is no established policy for shared governance within the department, it was clear from the faculty that discussions and decisions occur as a faculty of the whole due to its small size.

Although the program does not have a specific plan in place, the department head described efforts to increase the diversity of its faculty and students, the later primarily through admission of foreign students to the undergraduate and graduate programs. The APR only contains one year of annual reports.

**2009 Condition 1.1.3, Response to Five Perspectives:** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

**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).

**Previous Team Report (2012):** The APR notes that the faculty member responsible for preparing students for internship and licensure has been hired. This indicates a commitment to satisfying this NAAB perspective. Further, the program's proposed professional curriculum has clearly identified a four-course sequence of professional practice courses that will be used as the primary vehicle to prepare students for internship and licensure. These courses will begin to be taught in professional semester 5 (the second term of academic year 2013-2014).

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Until these courses have been offered, however, this perspective cannot be considered adequately addressed. Although the APR states that a portion of ARCH109 (Introduction to Architectural Studies) has been used to introduce the basic concepts of the regulation, current SDSU students the team met on this visit are almost universally unaware of the existence of the Intern Development Program.

**2014 Team Assessment:** The APR notes Assistant Professor Charles "Chuck" MacBride serves as the department's professional program coordinator and is the program's IDP coordinator. MacBride, a registered architect in SD, oversees participation of students in IDP. Introduction to IDP, NCARB, NAAB, AIA, USGBC and the basic regulatory requirements of becoming an architect are covered in ARCH 109 Architecture / First Year experience. Verification of this knowledge was received through discussions and meetings with the students, who credited various sources including the summer internships and lectures from visiting local practitioners.

**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 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.

**Previous Team Report (2012):** As the APR notes, the commencement of instruction in the professional courses in 2013 will provide the program with the opportunity to demonstrate its responsiveness to this perspective. While a meaningful response to this perspective will wait until then, there are early indications that the program intends to regularly interact with the profession in multiple ways that will help expose its students to many aspects of the professional community. As the history of the program in the APR indicates, the professional community of South Dakota was an important advocate for and direct supporter of the creation of this program. The sponsorship agreement between the Foundation and the four founding firms calls for regular involvement of these firms in multiple aspects of the program. The second faculty member the program hired is a licensed architect who has been active with the local professional community since arriving in South Dakota. These actions constitute a good beginning to a meaningful engagement with practicing architects and exposure of students to modern architecture practice.

**2014 Team Assessment:** As noted in the team's response to Architectural Education and the Regulatory Environment, Assistant Professor MacBride serves as the department's primary program interface with the state's professional community. MacBride, a registered architect in SD, oversees summer internship opportunity development, actively participates in AIA, and facilitated the establishment of their active AIAS chapter. Meetings with the students and the visiting team focused on the value of participation in AIAS, their attendance at the AIAS Quad Conference in 2013, and connections with local architects made through participation in AIA SD state conventions and AIA Sioux Falls chapter meetings.

During the alumni/guest reception local architects emphasized the value of connections with the department and its students, several of whom are employed full time while others have benefited from summer internships. The school benefits from the "Founders," a group of four Sioux Falls architecture firms that make substantial 10-year pledges to the department through the SDSU Foundation. Without this seed money, there would be no professional architecture program.

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At the time of this visit, the M. Arch. program is at the start of the fourth of seven semesters of study that make up the professional program, having begun professional courses in January 2013 at the undergraduate level. Holistically, the educational experience for students within the department is genuinely grounded in the responsibilities of a professional architect.

The outreach program serves as an excellent vehicle to introduce students to the architect's world outside the academic setting. Students are engaged in collaborative experiences with their fellow classmates as well as the residents of small, local South Dakota towns on projects within those communities, exposing most if not all of the community to architectural thinking and design-based solutions for the first time. This program of study uniquely responds to meeting the needs of diverse clients and populations, as well as the needs of communities.

**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.

**Previous Team Report (2012):** The program has established "community" as one of its two major areas of emphasis (along with "craft") and is anticipating that this focus will infuse much of the studio work of the professional courses of the curriculum. As an indication of this desire to see its students become engaged citizens, in ARCH109, the first-year students are introduced to a small South Dakota town they will visit, map, and study: Mobridge was visited in 2011 and Huron is scheduled for 2012. Over the course of their architecture education at SDSU, students will continue to be regularly involved with the community they studied first year. Early in the professional sequence it is planned that the class will return to this community to undertake a building project, and the design assignment for the Whole Building Studio1 (ARCH551) will be located in this community.

In addition, several of the required courses including Arch 411 (Site, Surroundings, and City), Arch 671 (Professional Practice 3: Stewardship), and some of the Topics in Architecture offerings (ARCH 492 et al.) appear to offer opportunities to respond positively to this NAAB perspective.

While there has been insufficient course work in the program for its output to be judged responsive to this perspective, the team was encouraged to find multiple indications that preparing students to be active, engaged, and ethical citizens will be a focus of architecture education at SDSU in the future.

**2014 Team Assessment:** The department curriculum has a "Green Thread" of courses designated as critical content building a holistic understanding of the environmental impact and opportunities for mitigation available in both the construction process and the day-to-day operation of buildings. The Department of Architecture, along with Biology and Soils Science, has taught an interdisciplinary course, "Introduction to Sustainability," for the broader campus community, and the department is also a primary sponsor and participant in the annual "Plain Green" conference on sustainable living in South Dakota. The entire architecture student body participated in this conference in 2014.

In addition, the department outreach initiative pairs each incoming class of students with a South Dakota town. As first-year students, they visit, document, and collectively construct a large-scale model. In subsequent years they will build a durable civic space in

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the public space of the town and will return yet again to that town in upper-level design studios to design needed institutional buildings. So far there are four classes studying communities, including Mobridge, Huron, Webster, and Millbrook.

Situational leadership skills emerge as a cadre of students learns to build consensus, to be persuasive or to step back, listen and learn when someone else knows better, and to collaborate with collaborators and community. These outreach initiatives have won wide-spread praise, much publicity for the department and SDSU, and requests from other communities seeking design assistance for specific projects or yet-to-be defined projects.

**2009 Condition I.1.4., Long-Range Planning:** *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**Previous Team Report (2012):** Although aspects of the development of the architecture program are included in the APR, comprehensive long-range planning for the program is still in development, and therefore remains to be completed. In addition to curriculum development, areas that will need attention in planning include:

- budget
- library acquisitions
- facilities
- staffing
- workshop policies
- technology
- web site development
- student recruitment

**2014 Team Assessment:** Based on information in the APR and discussion with the department head, the department has primarily been focused on establishing the undergraduate and professional degree curriculum to obtain initial accreditation. Due to changes within the university on a new budget model and plans on the part of the university to develop a Division of Design within the College of Arts and Sciences, a long-term planning document has not been developed. The architecture department has been more reactive and ad hoc in response to several changes across the university and does not have a process for long-term development. According to the dean and provost, a performance pro forma was developed as the program was conceptualized; however, the program's performance has not been monitored since the pro forma was developed. The provost noted that the pro forma should be reviewed to validate how the program is developing.

A strategic vision for the Division of Design was created in March 2014. The dean has a deadline of May 2015 to make decisions on the structure and direction of the division.

According to the provost, the university's goal is to obtain accreditation for all programs that can be accredited, and the dean's goal is to increase collaboration between disciplines. The Department of Architecture is certainly within those goals, and the dean started several planning groups around the discussion of creating a Division of Design in

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which architecture participates. Architecture itself, however, is more focused on obtaining NAAB accreditation.

Because the program is in its infancy, a long-range plan as envisioned by the NAAB has not been developed. The planning that has occurred started with engaging an outside consultant. Department head Brian Rex has overseen and managed the development of the program since he was hired in 2010. Four additional faculty have now been added, and the entire group, including Rex, shares duties as a faculty of the whole on curricular issues.

**2009 Condition I.1.5., Self-Assessment Procedures:** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**Previous Team Report (2012):** The program has not yet implemented the processes and procedures necessary for regular and effective self-assessment of the program's progress toward meeting its multi-year objectives. The team left the visit with the understanding that the establishment of these self-assessment procedures will occur in conjunction with the development of the components of the program's long-range plan (see team comments under I. 1.4 above).

**2014 Team Assessment:** The APR lists plans to administer a pretest/posttest to incoming and outgoing students, archive graduating student portfolios, conduct exit interviews with students, and form an advisory group of local architecture firms as a source of feedback. At this point in time, none of these plans has been implemented. The department also needs to be clear what the university's program review processes are.

**2009 Condition II.2.3., Curriculum Review and Development:** *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**Previous Team Report (2012):** The APR (page 60) briefly describes the iterative process for curriculum development, based upon an initial consultant's report that was used to gain State

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Board of Regents approval. However, processes for evaluating and modifying the program are not yet in evidence.

**2014 Team Assessment:** While the program APR described processes that the Department of Architecture established for academic assessment, the team feels the rigor of the assessment strategies does not meet the intended results of the curriculum review criterion. The team does recognize the DoArch is in its infancy and that an effective curriculum review process is an ongoing endeavor. The team expects future teams will have the opportunity to see the results of a rethinking of the intent of this criterion, as well as how the criterion is to be met. In addition, the academic assessment procedures described did not indicate that licensed architects were included as required by this criterion.

**2009 Condition II.4.2., Access to NAAB Conditions and Procedures:** *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation  
The NAAB Procedures for Accreditation (edition currently in effect)*

**Previous Team Report (2012):** The program web site clearly explains who the NAAB is and why accreditation is important to the profession of architecture. However, under the "NAAB Professional Accreditation" tab of the department web site, the link to the NAAB documents page is not active.

**2014 Team Assessment:** The program web site clearly explains the role of the NAAB and the importance of accreditation to one interested in the profession of architecture. On the "NAAB Professional Accreditation" tab of the department web site, the following statement can be found and the links provided are active:  
"The NAAB Conditions for Accreditation including the Student Performance Criteria can also be found at <http://www.naab.org/>. Specifically, you can find and download the 2009 NAAB Conditions for Accreditation, as well as the 2012 NAAB Procedures for Accreditation, at [the NAAB Documents page](#)."

**2009 Condition II.4.3., Access to Career Development Information:** *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org  
The NCARB Handbook for Interns and Architects  
Toward an Evolution of Studio Culture  
The Emerging Professional's Companion  
[www.ncarb.org](http://www.ncarb.org)  
[www.aia.org](http://www.aia.org)  
[www.aiaa.org](http://www.aiaa.org)  
[www.acsa-arch.org](http://www.acsa-arch.org)*

**Previous Team Report (2012):** This information is currently not available on the program's web site nor is it easily accessible to current and prospective students.

**2014 Team Assessment:** The APR notes on page 133 of 136 that access to Career Development Information can be found at <http://catalog.sdstate.edu>. However, the required information could not readily be located at that URL.

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**2009 Condition II.4.4 Public Access to APRs and VTRs:** *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

- All Annual Reports, including the narrative*
- All NAAB responses to the Annual Report*
- The final decision letter from the NAAB*
- The most recent APR*
- The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**Previous Team Report (2012):** At the time of this visit, this criterion is not yet applicable.

**2014 Team Assessment:** These materials could not be found in the library using the library's catalog search or in the department office. In addition these materials are not available to the public on the DoArch web site.

**2009 Condition II.4.5 ARE Pass Rates:** *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**Previous Team Report (2012):** At the time of this visit, this criterion is not yet applicable. However, the program could still provide a link to the NCARB web site where ARE test results for other programs are noted.

**2014 Team Assessment:** This criterion is not yet applicable as the school has not graduated its first cohort of students from the Master of Architecture program.

**2009 II.1.1. Student Performance Criteria (Realms A, B and C)**

**Previous Team Report (2012):** Realms A, B and C are not yet met.

**2014 Team Assessment:** Since its initial candidacy visit in September 2012, the leadership of the Department of Architecture has worked diligently to develop the curriculum for the new Master of Architecture program while simultaneously developing the curriculum for the DoArch's nonaccredited undergraduate Bachelor of Science in Architectural Studies. Being a program that was started "from scratch" at South Dakota State University, both curriculums are equally important as full accreditation edges closer. The September 2012 VTR found all Student Performance Criteria in Realm A to be "Not Yet Met"; however, the program has now achieved "Met" status in approximately one-half of requisite SPC. There was no student evidence presented because courses that the program listed as achieving the Realm B or Realm C SPC have not yet been taught. It is the expectation of this team that as the program evolves and moves closer to its initial accreditation visit, all of the SPC in Realms A, B, and C will be fully implemented and objective decisions can be obtained by future NAAB visiting teams.

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**II. Compliance with the Conditions for Accreditation**

**Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

**Part One (I): Section 1. Identity and Self-Assessment**

***1.1.1 History and Mission:***

**[X] The program has fulfilled this requirement for narrative and evidence**

**2014 Team Assessment:** The program APR clearly described the history of South Dakota State University, as well as its mission as the state's land grant university. SDSU, founded in 1881 as Dakota Agricultural College, resides in Brookings, SD, and attracts students from the state, southwestern Minnesota, western Iowa, and northern Nebraska. Brookings is located midway along the state's eastern border with Minnesota and one hour north of Sioux Falls, the state's largest city. Brookings and SDSU were started simultaneously and have grown together as supportive partners boasting 24,000 residents and 12,000 students. SDSU experienced a much muted mid-20th-century boom, and only in the past 15 years has it grown from a small land grant school to a Research I University.

The program APR also clearly described the issues and resulting decisions that form the brief history of the Department of Architecture at SDSU. Initially conceived in 2007 by President David Chicoine, the desire to develop an accredited program in architecture came to fruition with the hiring of its first faculty/department head, Brian Rex, in 2010. The program received its first candidacy visit in September 2012 and was granted initial candidacy status by the NAAB, effective January 1, 2012. Since that time the Department of Architecture has found its permanent home in the SDSU College of Arts & Sciences, has a faculty of five FTEs, one adjunct instructor, an enrollment of 104 students (93 undergraduate students, and 11 graduate students in the proposed NAAB-accredited Master of Architecture), and is set to have classes in its new building (the AME Building – Architecture, Mathematics and Engineering) in the fall of 2015. The Department of Architecture is highly regarded by the SDSU administration and is considered an integral component of the university.

Assuming the program continues its systematic forward progression, the typical NAAB schedule as outlined in the 2012 Procedures for Accreditation would make the program eligible for initial application for accreditation no later than 2018.

***1.1.2 Learning Culture and Social Equity:***

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *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 a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning*

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*disabilities. The program 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. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**  
**[X] The program has not demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**2014 Team Assessment:** The Department of Architecture provided a copy of the studio culture policy in the APR. In discussion with students it was clear that the students are aware of the policy and have commented on it. A studio representative body meets twice a month, once with the department head and once among themselves to discuss issues of concern. The students believe that their concerns are addressed. In meetings with faculty and with staff, it was clear that they believe they are valued and that they value others. Although there is no established policy for shared governance within the department, it was clear from the faculty that discussions and decisions occur as a faculty of the whole because of its small size.

Although the program does not have a specific plan in place, the department head described efforts to increase the diversity of its faculty and students, the later primarily through admission of foreign students to the undergraduate and graduate programs. The APR only contains one year of annual reports.

**I.1.3 Response to the Five Perspectives:** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- 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.<sup>1</sup> 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.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** The academic community is very supportive of the Department of Architecture and the M. Arch program. Meetings with the president, provost, dean of the arts and sciences college in which the department resides, and the university's foundation executives resulted in resounding support and praise for this, the newest professional program at the university and in the state. The department's community outreach programs engage South Dakota communities, which have graciously opened up as "learning by doing" laboratories for the program.

Recent collaboration with other studio-based disciplines—graphic design, interior design, landscape architecture, and fine arts—has advanced to the point of a study to determine the benefits of a new Division of Design to include these five disciplines within the College of Arts and Sciences. Meetings with the administration show strong support for this collaboration, noting the

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

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synergistic opportunities afforded by grouping these disciplines. Finally, the department will be housed in the new AME building beginning next June, and cooperative shop and yard space is planned for architecture, engineering, and construction management students.

- 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.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** Meetings with students in the studio setting, during a plenary session, as well as a lunch meeting with AIAS and SAB (Student Advisory Board) representatives demonstrated the existence of clear, enthusiastic, and active communication among the students, students-faculty, students-administration, and students-AIA South Dakota and AIA Sioux Falls.

The department has a very successful outreach initiative, which pairs each incoming class of students with a South Dakota town. As first-year students, they visit, document, and collectively construct a large-scale model. In subsequent years they will build a durable civic space in the town's public space and will return yet again to that town in upper-level design studios to design needed institutional buildings. So far there are four classes studying communities, including Mobridge (3 years), Huron (2 years), and Webster and Millbrook (both 1 year). Towns contact the department to seek help from this outreach program and welcome the students into their communities, which serve as learning-by-doing laboratories. With a \$105,000 grant from the Pre-Cast Concrete Institute of Chicago and Gage Brothers (contractors) of Sioux Falls, a third-year studio, using pre-cast concrete construction, builds a public space yearly in four different communities over a four-year period.

Situational leadership skills emerge as students learn to build consensus, to be persuasive or to step back, listen and learn when someone else knows better, and to collaborate ideas to collaborators and community. These outreach initiatives have won wide-spread praise, much publicity for the department and SDSU and requests from other communities seeking design assistance for specific projects or yet to be defined projects.

- 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).

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** The APR notes Assistant Professor Charles "Chuck" MacBride serves as the department's professional program coordinator and is the program's IDP coordinator. MacBride, a registered architect in SD, oversees participation of students in IDP. Introduction to IDP, NCARB, NAAB, AIA, USGBC and the basic regulatory requirements of becoming an architect are covered in ARCH 109 Architecture / First Year experience. Verification of this knowledge was received through discussions and meetings with the students who credited various non-class sources including the summer internships and lectures from visiting local practitioners.

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- 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 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.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment:** As noted in the team's response to Architectural Education and the Regulatory Environment, Assistant Professor MacBride serves as the department's primary program interface with the state's professional community. MacBride is a registered architect in SD, oversees development of summer internship opportunities, actively participates in AIA, and facilitated the establishment of their active AIAS chapter. Meetings with the students emphasized the value of participation in AIAS, their attendance at the AIAS Quad Conference in 2013, and connections with local architects made through participation in AIA SD state conventions and AIA Sioux Falls chapter meetings.

A reception with local architects emphasized the value of connections with the department and its students, several of whom are employed full time while others have benefited from summer internships.

The school benefits from the "Founders," a group of four Sioux Falls architecture firms that each make substantial 10-year pledges to the department through the SDSU Foundation. Without this seed money there would be no professional architecture program.

At the time of this visit the M. Arch program is at the start of the fourth of seven semesters of study that make up the professional program, having begun professional courses in January 2013 at the undergraduate level. Holistically, the educational experience for students within the department is genuinely grounded in the responsibilities of a professional architect.

The outreach program serves as an excellent vehicle to introduce students to the architect's world outside the academic setting. Students are engaged in collaborative experiences with their fellow classmates as well as the residents of small, local South Dakota towns on projects within those communities, exposing many in the community to architectural thinking and design-based solutions for the first time. This program of study uniquely responds to meeting the needs of diverse clients and populations, as well as the needs of communities.

- 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.

**[X] The program is responsive to this perspective.**

**2014 Team Assessment: This condition is met with distinction.**

The department curriculum has a "Green Thread" of courses designated as critical content, building a holistic understanding of the environmental impact and opportunities for mitigation available in both the construction process and the day-to-day operation of buildings. The

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department, along with the biology and soils science departments, has taught an interdisciplinary course, "Introduction to Sustainability," for the broader campus community, and the department is also a primary sponsor and participant in the annual "Plain Green" conference on sustainable living in South Dakota. The entire architecture student body participated in this conference in September 2014.

In addition, as described above, the department outreach initiative pairs each incoming class of students with a South Dakota town. First-year students visit, document, and collectively construct a large-scale model. In subsequent years they will build a durable civic space in the public space of the town and will return yet again to that town in upper-level design studios to design institutional buildings. So far, there are four classes studying communities, including Mobridge, Huron, Webster, and Millbrook.

Situational leadership skills emerge as a cadre of students learns to build consensus, to be persuasive or to step back, listen and learn when someone else knows better, and to collaborate. These outreach initiatives have won wide-spread praise, much publicity for the department and SDSU, and requests from other communities seeking design assistance for specific projects or yet-to-be-defined projects.

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

**[X] The program's processes do not meet the standards as set by the NAAB.**

**2014 Team Assessment:** Based on information in the APR and discussion with the department chair, the department has primarily been focused on establishing the undergraduate and professional degree curriculum to obtain initial accreditation. Due to changes within the university on a new budget model and plans on the part of the university to develop a Division of Design within the College of Arts and Sciences, a long-term planning document has not been developed. The Department of Architecture has been more reactive and ad hoc in response to several changes across the university and does not have a process for long-term development. According to the dean and provost, a performance pro forma was developed as the program was conceptualized; however, the program's performance has not been monitored since the pro forma was developed. The provost noted that it should be reviewed again to validate how the program is developing.

A strategic vision for the Division of Design was created in March 2014. The dean has a deadline of May 2015 to make decisions on the structure and direction of the division.

According to the provost, the university's goal is to obtain accreditation for all programs that can be accredited, and the dean's goal is to increase collaboration between disciplines. The Department of Architecture is certainly within those goals, and the dean started several planning groups around the discussion of creating a Division of Design, in which architecture participates. Architecture itself however is more focused on obtaining NAAB accreditation.

Because the program is in its infancy, a long-range planning process as envisioned by the NAAB has not been developed. The planning that has occurred started with engaging an outside consultant. Department head Brian Rex has overseen and managed the development of the program since he was hired in 2010. Four additional faculty have now been added, and the entire group, including Rex, shares duties as a faculty of the whole on curricular issues.

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**I.1.5 Self-Assessment Procedures:** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes do not meet the standards as set by the NAAB.**

**2014 Team Assessment:** The APR lists plans to administer a pretest/posttest to incoming and outgoing students, archive graduating student portfolios, do exit interviews with students, and form an advisory group of local architecture firms as sources of feedback. At this point in time, none of these plans has been implemented. The department also needs to be clear about the university's program review processes.

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**PART ONE (I): SECTION 2 – RESOURCES**

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

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

**[X] Human Resources (Faculty & Staff) are inadequate for the program**

**2014 Team Assessment:** The Department of Architecture provided a staffing plan in the APR through fall 2016 that appears appropriate to the program's development. In discussions with the department head, the department is having problems hiring new tenure-track faculty. One of the positions proposed for fall 2014 was not filled, and the search will need to be reopened this year. Because enrollments were not as robust as anticipated, this has not impacted classes offered, but the issue of attracting new faculty is a concern for the department. The new student services coordinator position has not yet been filled. These two positions, along with hiring a shop steward, another tenure-track faculty member, and a full-time instructor are planned for and needed to complete the faculty and staff plan by fall 2016.

The APR mentioned that the university has a Course Designation Value table that outlines course instruction method, contact hours, workload units, and scale of course offerings. Although the team did not see the policy, conversations with the faculty confirmed that the department was following it. Assistant Professor Charles McBride is the IDP coordinator. The program provided a draft copy of the department's tenure and promotion guidelines.

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

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

**[X] Human Resources (Students) are adequate for the program**

**2014 Team Assessment:** The APR listed clear admissions requirements for both tracks in the professional degree M. Arch. program. The team room included sample professional degree admission files of students who were accepted and are attending the first year of the M. Arch program. While some scoring sheets were provided, there was no indication of the cutoff point of those accepted or any not accepted. The program does provide lectures and travel for students outside the classroom. Discussions with students indicate that the university provides financial aid packages that cover tuition and architecture discipline fees. Some students take advantage of minors and other programs across campus

**1.2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is inadequate for the program**

**2014 Team Assessment:** According to department head Brian Rex, the architecture reporting structure has changed over the last several years. Currently the department chair reports to the dean of the College of Arts and Sciences. A new Division of Design is being created within the college, and the reporting structures and policies have not been developed. The dean stated that this is an interim structure and that he has set May 2015 as the deadline for deciding these policies.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

**[X] Governance opportunities are adequate for the program**

**2014 Team Assessment:** As a very young program, faculty makes discussions as a committee of the whole and has input on the curriculum. Through an elected studio representative, the students believe they have input as well.

***1.2.3 Physical Resources:*** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are adequate for the program**

**2014 Team Assessment:** The department offers a 4+2 curriculum consisting of the undergraduate Bachelor of Science in Architectural Studies and the Master of Architecture. At the time of the team visit there were approximately 93 students in the BS program and approximately 11 students in the M Arch. They share space in several buildings on campus. DePuy Hall (7,578 SF) is the primary instructional space for studios, modeling, and storage. Departmental offices formerly grouped in the "Barn" (Room 108) were repurposed temporarily for the NAAB visiting team room, and the offices were moved to available surplus space in the Health Sciences Building. Various other spaces in other buildings provide classroom and shop space. Reprographics and printing (including 3-D printers) are available at the

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campus Imaging Center, operated as a central facility for all university students. Although the program is not housed in one building, the present physical facilities and reprographic and shop equipment are adequate for the program.

The team toured the new Architecture, Mathematics and Engineering (AME) Building currently under construction with completion expected later this year. The department expects to move into its new facilities after the spring 2015 school term. It will be the sole occupant of the 13,400 SF third (top) floor with 700 SF of model shop and workshop classroom on the first floor. In addition the department will share another 8,600 SF with engineering departments, including digital fabrication room, wood shop, masonry and concrete shop, layout and assembly area, control room / tool room, metal shop, high bay space, and fabrication and assembly area. Current and new shop equipment will complete the facility. Beginning fall 2015 the AME will provide excellent physical resources for the program, able to accommodate the planned future full student complement of 156 undergrads and 30 graduates.

***1.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are inadequate for the program**

**2014 Team Assessment:** The financial information presented in the APR was very confusing and did not adequately address the information required. The university had started a new responsibility-based budget model that was two months old at the time of the team visit. In discussions with the president, the dean, and the provost, as well as the CEO of the SDSU Foundation, it was confirmed that contributions from donors were required for instituting a new degree program at SDSU, that pledges and contributions from several architecture firms and private individuals were necessary to initiate the program, and that income from student tuition and discipline-based fees would over time replace donor contributions and generate the funds necessary to operate the department. The goal is to reach a 2016 enrollment of no more than 200 students in the undergraduate and graduate programs together. Enrollment has not grown as quickly as anticipated but neither have expenses, and donor funds should be available for several years past 2016. A review and potential revision of the pro forma would be helpful in determining adequacy of financial resources.

***1.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the program**

**2014 Team Assessment:** Since the 2012 acquisition of the Cava collection, a private architecture collection of nearly 2,000 volumes, the university's central Briggs Library has completely integrated the Cava books into the existing collection of the interior design and landscape architecture programs. The combined collection, along with steady purchasing of new books, bolsters the numbers to nearly 4,000 volumes. In addition the library houses a good basic collection of some 59 periodical titles (both current and back issues), some in hardcopy and others available through a digital subscription service, *Magazines for Libraries*. Current titles satisfy more than 30 titles of AASL's list of core titles for architecture. While there is no formal plan in place to systematically grow the collection, the team has been advised that the department liaison to the library submits a list of materials needed to address the

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ongoing development of the program. The library staff member responsible for the architecture collection connects directly with the students through three ARCH courses, one each in years one, two, and three of the program to instruct students in their use of the informational resources on hand and research methodology to facilitate their course work.

**PART I: SECTION 3—REPORTS**

**1.3.1 Statistical Reports<sup>3</sup>.** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

**[X] Statistical reports were provided and provide the appropriate information**

**2014 Team Assessment:** The program APR provided statistical information sufficient to meet the requirements of 1.3.1 Statistical Reports. Some information was noted as not available; however, the team determined the missing information was minor in significance and/or importance relative to the overall information that was provided.

**1.3.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

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*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2014 Team Assessment:** The program APR provided the required Annual Statistical Report for 2013. The previous visit VTR indicated the Condition to be "Not Yet Met"; therefore, the Annual Report included would be the first opportunity for the program to respond to meeting this Condition. The NAAB Response was not in the APR; however, the team requested and received this document directly from the NAAB.

**1.3.3 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials did not demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2014 Team Assessment:** The program provided a faculty exhibit in the university library of the work of one tenured faculty member, two tenure-track faculty, two instructors, and one adjunct faculty member. The current faculty appears to be at the appropriate rank and teaching course work within their expertise, but the majority are only starting their professional career. Additional full-time faculty are needed to provide the range of knowledge and experience necessary for student achievement throughout the entire program as it adds the graduate level coursework.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

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**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room did not meet the requirements of Appendix 3**

**2014 Team Assessment:** The Conditions for Accreditation, Appendix 3, requires the following documents be provided in the team room for review, but only those with check marks (✓) were available. Several documents were found in the APR with references to others through various links on the SDSU and/or the DoArch web sites. Several links were followed without success.

- Studio Culture Policy ✓
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - 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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**PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA**

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

**[X] Met**

**2014 Team Assessment:** The team found evidence of students' ability to read and write in course work assignments required in Arch 492, Topics in Architecture. During meetings the team found the students to be attentive and articulate in their communication skills.

**A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

**[X] Not Yet Met**

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

**A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

**[X] Met**

**2014 Team Assessment:** The team found evidence of Visual Communication Skills in course work assignments required in Arch 321, Digital Drawing and Notation as well as in the exhibits representing 300 and 400 level design studio work.

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- A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

**2014 Team Assessment:** The team found student evidence of basic principles in Arch 451 Architectural Studio II.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

**2014 Team Assessment:** The team found evidence of student ability in the use of precedence in their documentation of research (course lectures and readings) and design work in Architectural Studio II Arch 451 and Architectural Studio III Arch 452.

- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

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

[X] Not Yet Met

**2014 Team Assessment:** While the team found evidence of European and US modern architecture, there was no student evidence pertaining to the breadth and depth of the requirements of other international settings.

- A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- A.11. Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.***

[X] Met

**2014 Team Assessment:** The team found evidence that this criterion was met in Arch 492, Topics in Architecture

**Realm A. General Team Commentary:** Since its initial candidacy visit in September 2012, the leadership of the Department of Architecture has worked diligently to develop the curriculum for the new Master of Architecture program while simultaneously developing the curriculum for the department's non-accredited undergraduate Bachelor of Science in Architectural Studies. Being a program that was started "from scratch" at SDSU, both curriculums are equally important as full accreditation edges closer. The September 2012 VTR found all Student Performance Criteria in Realm A to be "Not Yet Met"; however, the program has now achieved "Met" status in approximately one-half of requisite SPCs. It is the expectation of this team that as the program evolves and moves closer to its initial accreditation visit, all of the SPC in Realms A, B and C will be fully implemented and objective decisions can be obtained by future NAAB visiting teams.

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**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

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

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

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

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9. Historical Traditions and Global Culture	B.7. Environmental Systems
	B.9. Structural Systems

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

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[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

<p><b>Realm B. General Team Commentary:</b> There was no student evidence presented because courses that the program listed as achieving the Realm B SPC have not yet been taught.</p>
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**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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- C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

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[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 7.       **Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 8.       **Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

- C. 9.       **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Not Yet Met

**2014 Team Assessment:** The program indicates that this SPC will be covered in courses that have not yet been taught.

<p><b>Realm C. General Team Commentary:</b> There was no student evidence presented because courses that the program listed as achieving the Realm B SPCs have not yet been taught.</p>
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**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering 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).*

**[X] Met**

**2014 Team Assessment:** SDSU received notice of its continuing accreditation status by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, dated April 29, 2010. A copy of the continuing accreditation notice was included in the APR.

**II.2.2 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.*

**[X] Not Yet Met**

**2014 Team Assessment:** NAAB requires a minimum of 45 semester credits in general (non-architecture) studies. A review of the undergraduate Bachelor of Science in Architectural Studies provided in the APR indicates that there are only 44 credits in general education, as Arch 109, while qualifying for the university's requirements for general education, does not meet NAAB's requirement because it covers architecture material and general education courses are those that do not have architectural content. A review of the planned BFA in Architecture starting fall 2015 also may not meet the general education requirements.

**II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Not Yet Met**

**2014 Team Assessment:** While the program APR described processes that the Department of Architecture established for academic assessment, the team feels the rigor of the assessment strategies does not meet the intended results of the curriculum review criterion. The team does recognize that the department is in its infancy and that an effective curriculum review process is an ongoing endeavor. The team expects future teams will have the opportunity to see the results of a rethinking of the intent of this criterion, as well as how the criterion is to be met. In addition, the academic assessment procedures described did not indicate that licensed architects were included as required by this criterion.

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**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2014 Team Assessment:** The program has outlined the specific requirements that are needed for a student with a Bachelor of Science or a Bachelor of Arts in other disciplines or from another university, which is their Path B 3 ½ year M. Arch. There were four student files in the team room from outside of the university. The file indicated how many credit hours within the 3-year program were waived depending on the transcript; only one of the four students chose to attend the program.

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**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**II.4.1 Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2014 Team Assessment:** The appropriate language on NAAB-accredited degrees can be found under the "NAAB Professional Accreditation" tab on the department web site. Direction to this information via this tab is found whether one enters the web site through the undergraduate portal for the BS Architectural Studies (a non-professional degree) or graduate portal the M Architecture (the professional degree). This information also describes the process and timetable for accreditation.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2014 Team Assessment:** The program web site clearly explains the role of the NAAB and the importance of accreditation to one interested in the profession of architecture. On the "NAAB Professional Accreditation" tab of the department web site, the following statement can be found and the links provided are active:

"The NAAB Conditions for Accreditation including the Student Performance Criteria can also be found at <http://www.naab.org/>. Specifically, you can find and download the 2009 NAAB Conditions for Accreditation, as well as the 2012 NAAB Procedures for Accreditation, at [the NAAB Documents page](#)."

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aiaa.org](http://www.aiaa.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

**[X] Not Yet Met**

**2014 Team Assessment:** The APR notes on page 133 that access to Career Development Information can be found at <http://catalog.sdstate.edu>. However, the required information could not readily be located at that URL.

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#### **II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Not Yet Met**

**2014 Team Assessment:** These materials could not be found in the library using the library's catalog search or in the department office. In addition these materials are not available to the public on the DoArch website.

#### **II.4.5 ARE Pass Rates**

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.*

*Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**[X] Not Yet Met**

**2014 Team Assessment:** This criterion is not yet applicable because the school has not graduated its first cohort of students from the Master of Architecture program.

**III. Appendices**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference South Dakota State University APR, pp.

**B. History and Mission of the Program (I.1.1)**

Reference South Dakota State University APR, pp.

**C. Long-Range Planning (I.1.4)**

Reference South Dakota State University APR, pp.

**D. Self-Assessment (I.1.5)**

Reference South Dakota State University APR, pp.

**2. Conditions Met with Distinction**

I.1.3 E Response to the Five Perspectives: Architectural Education and the Public Good.

The DoArch's Mission Statement emphasizes a small-scale "hands-on" curriculum of "learning by doing," the making of buildings, places and practices. Although this is a new program, just in its 5th year of existence, it was evident to the visiting team this program aspires to achieve a regional empathy of common good as the backbone of its academic, social, cultural and economic connection to South Dakota peoples and communities. By directly connecting to the region and the entire state, the program promotes the symbiotic relationships between public service, being a good citizen, and being a good architect.

**3. The Visiting Team**

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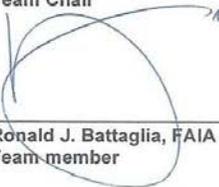
South Dakota State University  
Visiting Team Report  
20-24 September 2014

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**IV. Report Signatures**

Respectfully Submitted,

  
\_\_\_\_\_  
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Team Chair  
Representing the Academy

  
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Ronald J. Battaglia, FAIA  
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