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

Architecture Program Report for 2019 NAAB Visit for the First Term of Continuing Accreditation Following 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: 2016

Current Term of Accreditation: At the February 2017 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report for Initial Accreditation* (VTR-IA) for South Dakota State University. As a result, the professional architecture program **Master of Architecture** was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2016. The program is scheduled for its next accreditation visit in 2019.

Submitted to: The National Architectural Accrediting Board
Date: 09.07.2018

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** All external documents can be found through the hyperlinks provided or through Box.com. Please contact Brian Rex <brian.rex@sdstate.edu> for passwords or file sharing privileges.*

Section 1. Program Description

I.1.1 History and Mission

The professional program is delivered by the Department of Architecture (DoArch) within the College of Arts, Humanities & Social Sciences (CAHSS), and as part of the School of Design (SoD) at South Dakota State University (SDSU) in Brookings, SD.

South Dakota State University (SDSU) is the state's public land grant institution and largest university. A quintessential college town, Brookings is located midway along the state's eastern border with Minnesota, one hour north 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 12,600 students. The University attracts most of its students from within the state and from southwestern Minnesota, western Iowa, and northeastern Nebraska.

SDSU was founded as Dakota Agricultural College, South Dakota's first and only land grant institution, in 1881. Only in the last 25 years has SDSU grown from a small land grant into 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, especially 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, 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.

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, and innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world.
https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

The **College of Arts, Humanities & Social Sciences** adapts to a changing world by leading the university community in innovative teaching and experiential learning, interdisciplinary research, scholarship and creative activity, and strategic partnerships that advance the public good. The DoArch interdisciplinary model for the first three and one-half years of pre-professional education is rooted in this mission and vision for the college.

The College was formerly (through spring 2018) named the College of Arts and Sciences.

College of Arts, Humanities & Social Sciences Mission:
The College of Arts, Humanities & Social Sciences serves the public good by weaving the cultural, artistic, and intellectual fabric of the university experience so that it transforms passion and creativity into a lifetime of discovery and opportunity.
https://www.sdstate.edu/arts-humanities-social-sciences/about-arts-humanities-social-sciences

In July 2015, DoArch joined the programs in graphic design, interior design, landscape architecture, and studio arts to form the **School of Design**. Housed within CAHSS, it combines SDSU's design disciplines for increased collaboration and to provide comprehensive, robust design education. The School aims to establish national recognition through professional accreditation, serving the public good through engaged scholarship, creative activity, innovative research, and stewardship.

Our inclusion within the SoD has allowed DoArch to tie our first-year students into a core collaborative design studio that focuses on design thinking, creativity, and professional exploration.

School of Design Mission:
Provide 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.
https://www.sdstate.edu/school-design

The SDSU **Department of Architecture (DoArch)** hired its first faculty in Spring 2010. Interest in starting an architecture program began earlier, through the establishment of an Architecture Founder's Group comprised of university benefactors and visionary leaders of local professional firms. The Architecture Founders Group provided an unprecedented financial surety to see that the program got off the ground with commitments and gifts that created a primary start-up fund. The group, alongside the College of Arts and Sciences (now the College of Arts, Humanities & Social Sciences), hired the department's first professor and Department Head, Brian Rex. With assistance from NAAB, the program was established to offer the first new pathway to professional architectural education in this region in over 100 years.
The first courses were offered in the fall semester 2010. Since that time, the faculty has grown to seven full time members and two staff, with students enrolled in all six years of the program. The department has become one of the most active research and community focused disciplines on a land grant campus, anchoring the new School of Design unit, and graduating young professionals into an underserved region. In August 2015, DoArch relocated into its new facility, the Architecture, Mathematics, and Engineering (AME) Building, further solidifying the mutual commitment between the department, university, and professional community. In February 2017, the professional Master of Architecture degree was formally granted a three-year term of initial accreditation by NAAB.

A full history of DoArch can be found here:
https://www.sdstate.edu/school-design/architecture-doarch/about-doarch

Since its founding in 2010, 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 young architects for professional practice in small firms in small places.

The department is a newly accredited, emerging program that is student centered, fiscally tuned, well managed, and well connected to its professional community. We are charged to serve the public good through engaged scholarship, practical investigation, innovative research, and professional stewardship within a global society.

DoArch places the highest value on student-centered learning, teaching, and advising. Research, scholarship, and practical investigation advance our production of knowledge and enhance instructional quality. We advocate and promote sustainable communities and the built environment. We believe that the study of the discipline is the foundation for life-long learning and career preparation by developing of communication skills, critical thinking, intellectual curiosity, aesthetic understanding, civic engagement, and appreciation of diversity. We are accountable to our students and stakeholders.

DoArch Mission:
The faculty and staff of the Department of Architecture seek to provide an innovative architectural 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, and beyond.
https://www.sdstate.edu/school-design/architecture-program/about-architecture-program

The department is currently immersed in three focused areas of scholarship that reflect our mission: **Building Arts, Public Works, and Media Practices**. Ultimately, our vision as a Department is to maintain a professionally accredited and nationally recognized program. These three areas of focus underscore our strengths and mark a path forward in continuing to meet these goals.

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 design advocacy, and to teach to the highest standard and betterment of its students. University and professional support builds on a strong culture of design practice, a desire to enhance professional education in the academy, and a need to replenish the professional ranks in the state. Because of this, the department has developed **activities and initiatives that enhance the institution,** including a leadership role in the development of the School of Design, establishing a studio culture based in an open room / cold desk model, and establishing a successful community outreach project that connects students at all levels to towns within South Dakota. DoArch is the only *department* within the SoD; studio arts, graphic design, interior design, and landscape architecture are at the program level only. DoArch has also led through example in the university-wide implementation of its Experiential Learning Program.

Furthermore, the department benefits the institution through an annual lecture and exhibition series, symposiums, grant funding, and publications. Most recently we have hosted invited lecturers and guest reviewers including Marlon Blackwell, Martin Hogue, and Jennifer Yoos. In 2017, DoArch teamed with the Agricultural Heritage Museum on campus to bring Dr. Steve Burroughs to campus for an exhibition and a symposium on Rammed Earth. Grant funding has enabled students and faculty to design and construct the first custom single-family Passive House in the state. It has also created an ongoing series of constructed Public Works in towns such as Volga, Webster, and Mobridge.

For service, several faculty members sit on University and College committees including the Faculty Senate, and advise student organizations like the AIAS, GSA (Gender and Sexualities Alliance), and FEM (Feminists Equality Movement). Faculty are involved with university advising, including summer NSO (New Student Orientation). At the professional and city level, DoArch faculty serve on committees and boards such as the Brookings Historic Preservation Commission, Downtown Brookings Inc., and the Comprehensive Master Planning Commission. DoArch faculty have also formed connections through service in the AIA South Dakota and NCARB.

DoArch has been shown great commitment within SDSUs institutional setting, benefited by a dynamic research university and a maturing organization emphasizing diverse intellectual and cultural liberal arts studies. This is balanced with a special focus on a culture of “learning-by-doing” professional education. The University supplements the department with resources that a small department could not completely manage, including recruitment, undergraduate advising, policy development, research administration, facilities, information resources, and study abroad.

Academic and scholarly commitment exists for students and faculty alike. The research staff at Briggs Library have provided services within the classroom and for outside research and publication. The Office of Research Assurance & Sponsored Programs provides administrative and continuing education programs for work currently in progress by DoArch faculty, including the Passive House project currently in construction. Faculty members have also forged relationships with the School of Design and other departments like Physics, Construction Management, Electrical Engineering, and Civil Engineering for research in structures and materials.

The program’s course of study **encourages the holistic development of young professionals** through integrated study of architecture and the liberal arts. DoArch offers two degrees: a four-year, non-professional Bachelor of Fine Arts (B.F.A. Arch.) and a 4+2 or 3.5 year professional Master of Architecture (M. Arch). The undergraduate BFA opens our students to a combined first-year experience within the School of Design. The professional degree brings together both internal SDSU students and external students coming to DoArch following educational experience elsewhere.

Within the College of Arts, Humanities & Social Sciences, students are exposed to a liberal arts education including general electives described at SDSU and the SD Board of Regents as System General Requirements (SGRs). These foundational SGRs include first and second year coursework in English,

Speech, Math, Humanities, Social Science, and Physical Science. Integrated within these courses are the beginning courses in architecture and design, including a required SoD elective course.

DoArch introduces its various coursework through sequences in Design Studio, Media, Building Technology, History, and Building Workshops. Upper level and graduate study expand on these, adding sequences in Theory (elective "topics" courses) and Professional Practice. Architectural theory is attached to all of these sequences, especially in the studio, history, and professional practice classes. Building technology coursework has migrated mostly into the DoArch curriculum from previous courses in Construction Management. A minor in Construction can be attained by undergraduate students with the addition of nine upper level credits in Construction Management.

The DoArch 4+2 M.Arch and 3.5 M.Arch curricula can be found here:
https://sdsu.app.box.com/folder/52629810539

I.1.2 Learning Culture

DoArch promotes and manages a healthy learning culture for students, faculty, and staff, providing an environment of respect, engagement, and discovery. The balance of work-school-life and the development of good time management skills is important and promotes success in young professionals. Faculty are kept aware of their individual workload expectations, process for annual reviews, bylaws that govern applicable units, criteria for measuring tenure and promotion, and more, through regular faculty meetings and departmental communication. The Studio Culture Policy (below) discusses the importance of time management skills and strongly encourages the rational use of time to consciously develop good work habits.

At the university level, the **SDSU Center for the Enhancement of Teaching and Learning (CETL)** is a faculty resource offering comprehensive and innovative services designed to support and promote a culture of excellence in teaching and learning at South Dakota State University. This includes faculty development through peer review and the Dynamic Teacher Certificate, New Faculty Orientation, Service-Learning that builds collaborative partnerships between the campus and the community, and the Thank a Professor Program, which allows students to nominate a professor who has had a positive impact on their experience at SDSU. https://www.sdstate.edu/center-professional-enrichment-teaching-excellence

SDSU Instructional Design Services is a resource for teaching and learning provided through the Division of Technology & Security. Dr. Shouhong Zhang, manages webinars and classes in many topics including those based on the D2L (Desire2Learn), our educational technology system.
https://www.sdstate.edu/instructional-design-services

The **SDSU Wintrode Student Success Center** features the Wintrode Tutoring Program, First Year Advising Center, and the Academic Success & Recovery Program. These programs help students overcome obstacles and gain the skills they need to move forward with confidence.
https://www.sdstate.edu/wintrode

Within DoArch, many forms of learning culture have been implemented and are continually assessed through formal and informal processes and directed toward students and faculty alike. For students, these processes are reinforced through traditional classroom approaches and reviews emphasizing understanding the professional degree path, course websites, learning events, travel study, graduate assistantships, and more. For faculty, these processes include training 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, faculty and staff interact with DoArch students on a day-to-day basis, maintaining office hours, advising student organizations, providing academic and professional mentorship, promoting scholarships and internships, and through informal and frequent contact in the studio.

The most visible and frequent implementation of academic learning culture comes through studio reviews and critiques. Review "types" are discussed in the Studio Culture Policy, along with the role of the desk-crit, preliminary and midterm reviews, Salon style reviews, etc. Most importantly, the Studio policy addresses the goals and expected outcomes of the various methods of studio critique. DoArch also invites outside guests and critics to participate in reviews throughout each semester.

Course Websites: Several DoArch faculty build and provide interactive websites as part of the coursework. These complement the university required websites, the D2L (Desire2Learn) educational technology platform. Websites are often 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 fall semester, DoArch faculty host a Day Zero event in the studio. Students are invited to learn about the upcoming year, are introduced to the faculty, are informed of updated facilities and tools, and visit the studio space before classes are in session.

The American Institute of Architecture Students (AIAS) chapter sponsor several "Lunch and Learns" throughout the academic year. These present topics including AXP Training, Assembling a Portfolio, software workshops, etc. Informal presentations by faculty and other members of the professional community are also scheduled.

The DoArch faculty work collaboratively to schedule an annual lecture and exhibition series for students, the SDSU community, and the general public. Since 2016, some of our guests have included Luke Bulman (Yale University), Dr. Steve Burroughs (University of Canberra), Martin Hogue (Cornell Univeristy), Emily Baker (University of Arkansas), Jennifer Yoos FAIA (principal of VJAA in Minneapolis), Ann Sobiech Munson, AIA (Associate at Substance Architecture in Des Moines and co-founder of Iowa Women in Architecture), Donald Kunze (Penn State), Peter VonDeLinde (Photographer and Filmmaker in Minneapolis), and Mitchell Squire (Iowa State). We have also hosted Marlon Blackwell FAIA, Sean Slattery AIA and Grace Phillip of ElDorado Architecture, and John Ronan, FAIA at the annual fall AIA SD convention. Brian Skrovig (BSc'14 & MArch'16), an intern architect at Pickard Chilton Architects in New Haven, Connecticut, was our first DoArch Alumnus to present back to the students.

Travel Study: DoArch defines travel study as trips to significant architectural, urban, and building industry sites, where the primary activities are research, experiential observation, and analysis of place. We require travel as a form of Learning Culture. The Department has created a policy for travel and offers rotating travel study experiences regionally, nationally, and internationally. Annual trips to Chicago, Collegeville MN, Los Angeles, and more are offered. In previous years, trips as diverse as New York, Uruguay, Portugal, Australia, Great Britain and the Czech Republic have occurred. https://www.sdstate.edu/school-design/architecture-doarch/travel-studies

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 and shops.

DoArch has implemented an open policy to allow graduate students to apply for a graduate assistantship, with selection based on academic qualifications. DoArch also offers paid work to students enrolled in both the Graduate and Undergraduate programs. Positions include Shop and Fab Lab Attendants, Accreditation Support, and others. In several previous summers, including 2016, 2017, and 2018, student workers and assistants have helped the department design, fabricate and install Public Works projects in Webster and Volga, South Dakota.

Training for Faculty Members: DoArch faculty members are encouraged and supported financially in attendance and presentation at academic and professional conferences. The range of service and

scholarship has grown significantly over the previous few years. Some conference examples include the annual NCARB Licensing Advisor Summit, ACSA, NCBDS, and CHSA (Construction History Society of America). Some conference presentations have been made by faculty and students both, including presentations at multiple Passive House Institute Conferences (PHIUS) and at Precast/Prestressed Concrete Institute (PCI) Conventions.

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. At the beginning of each academic year, faculty submit a list of expected travel for review by the Department Head. As the department continues to grow, this policy will evolve and balance with financial and budgetary limits.

The DoArch Studio Culture Policy has been posted and distributed to faculty, students, and staff annually since the start of the program in 2010. Studio Policy is addressed at Day Zero, and on the first day of each semester in studio by individual instructors. The policy is posted (hardcopy) around the building and studio; it is also available on the DoArch website. These regular presentations of Studio Culture, and especially the importance of why they are in place, reinforce the fact that the studio is a shared environment that fosters experimentation, collaboration, and formal and informal learning. Upperclassmen and graduate students are especially reminded that they are expected to set an example in studio with their activity and behavior.

The process for writing, assessment and evaluation of Studio Culture Policy can come from either faculty or students. Revisions are suggested and formally discussed at both faculty meetings and Student Advisory Board (SAB) meetings. The SAB is directed by Department Head Brian Rex with faculty advisor Charles MacBride. The SAB is comprised of student representatives from first year through sixth year. (A full description of the role and procedure of the SAB is available on the DoArch website.) The SAB reads through the policy, presents it to the student body for full-departmental input, finally proposing their own revisions and suggestions for the document. Both the SAB and the faculty must approve such edits or revisions. This process is outlined in the DoArch bylaws.

The Student Advisory Board (SAB) is an elected body of students who regularly meet over the course of the academic year to offer advice on DoArch executive matters affecting student matriculation and educational experience in both the pre-professional and professional degree programs. In addition to counsel offered by the SAB body in these regular meetings, the SAB is asked by the Department Head to elect members to serve in an ex-officio role on various DoArch committees and to send a member to DoArch faculty meetings. A primary role of the SAB is to communicate and revise the Studio Culture Policy, providing information and acting on behalf of the student body. Revisions to the Studio Culture Policy occur annually.

The DoArch Studio Culture Policy can be found here:
https://www.sdstate.edu/school-design/architecture-doarch/studio-culture

The DoArch Student Advisory Board (SAB) Policy can be found here:
https://www.sdstate.edu/school-design/architecture-program/current-architecture-students

SDSU Policies and Procedures, which includes "Section 2: Academics," and "Section 3: Student Affairs," can be found here: https://www.sdstate.edu/policies-and-procedures

I.1.3 Social Equity

SDSU and DoArch support and promote diversity and inclusion in their actions and policies. At SDSU, the **Office of Diversity, Inclusion, Equity & Access** has been entrusted with the responsibility of upholding institutional initiatives for diversity and inclusion both on campus and within the Brookings community.

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.
https://www.sdstate.edu/wintrode-student-success-opportunity-center/opportunity-center

The SDSU **Office of Title IX/Equal Opportunity** 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.
https://www.sdstate.edu/office-title-ixequal-opportunity#

SDSU 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."* DoArch faculty members regularly refer to the Office of Disability Services to accommodate individual student needs.
https://www.sdstate.edu/disability-services#

DoArch actively works toward maintaining or increasing the diversity already seen in the program. DoArch has implemented active student recruitment through presentations and exhibitions, both on and off campus. All senior faculty have been involved in making presentations to various student groups, including to the School of Design, Department of Construction Management, International Student groups, and at universities across the state and region.

As of the Fall 2018 semester, DoArch has approximately 150 active students enrolled across six years of the program, seven faculty members (including the Department Head), and two staff people.

The diversity of students compared to a similar professional program on campus (College of Pharmacy), and to SDSU itself, is shown below in *TABLE I.1.3.a: DoArch, College of Pharmacy, and SDSU Student Gender and Ethnicity*.

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

Gender and Ethnicity	DoArch*	College of Pharmacy**	SDSU***
Female	29%	67%	53%
Male	71%	33%	47%
American Indian or Alaska Native	0%	0%	1.1%
Asian	1%	2%	1.1%
Black or African American	1%	1%	2.0%
Hispanic/Latino	4%	0%	2.3%
Native Hawaiian or Pacific Islander	0%	0%	0.1%
White	77%	93%	83.6%
Two or More Races	3%	1%	2.1%
Race and Ethnicity Unknown	1%	0%	0.4%
Nonresident Alien	13%	3%	7.3%

https://www.sdstate.edu/office-institutional-research-assessment

Note: Race and ethnicity is based on IPEDS reporting definitions.

* *This includes students in the 2017FA enrollments that had a program of S.MARCH.ARCH, S.MARCH.ARCT, S.BA.ARCH, S.BFA.ARCT or S.BS.ARCH. Percentages are based on unduplicated headcounts in the department.*

** *College of Pharmacy numbers are based on Fall 2017 census extract freeze numbers. Students included are the students in the S.BSPHS.PHS or S.PHRMD.PHA program.*

*** *This is based on the total enrollments at SDSU for Fall 2017, which would include undergraduate, graduate, first professional and degree seeking and non-degree seeking, full and part time students.*

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, we accepted three women from Nepal, two men from Kurdistan, one woman from Iran, and one man from India. We continue to gain interest from international students. For the 2018-19 academic year, we have accepted five international students into the professional program.

The department recognizes our low female population in both our undergraduate and graduate student enrollment compared to the College of Pharmacy and SDSU, and we plan to diversify this cohort specifically by working with our **School of Design** partners. Improvement in this area is seen in just the two years since the previous APR. Three women with undergraduate degrees from the SDSU School of Design have joined the professional program over the past two years (one each from Landscape Architecture, Interior Design, and Graphic Design).

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, and to identify new recruitment opportunities events. One example of this is the spring Preview Day, which includes Instructor Brian Lee representing DoArch.

DoArch **efforts in recruitment and to increase diversity** within the larger campus community includes a variety of work from all its faculty:

- Department Head Brian Rex has led several initiatives to recruit students from regional two and four year institutions, including Black Hills State University, Western Dakota Technical College (WDTC), South Dakota School of Mines, South Central (MN) Community College (SCC), and Laramie (WY) County Community College (LCCC). These efforts have resulted in multiple students joining DoArch. SDSU is eager to build reciprocal agreements with these two-year institutions to diversify our population and build more paths into professional education for non-traditional college students.
- Assistant Professor Jessica Garcia Fritz and Assistant Professor Federico Garcia Lammers are faculty advisors for 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.

- An influx of international students into the professional and pre-professional programs has initiated the DoArch International Group (DIG), led by Assistant Professor Federico Garcia Lammers. In addition, Federico is the faculty advisor for the SDSU chapter of the National Organization of Minority Architects (NOMA).
- Associate Professor Charles MacBride represents DoArch at SDSU New Student Orientation (NSO) each summer. NSO offers programs designed to help new and transfer students prepare for SDSU and is often a first discussion and introduction to the issue of diversity.
- 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 a frequent lecturer at SDSU and DoArch. He has helped both faculty and students focus on the history and diversity of our region through architecture and the American Indian Community.
- In order for DoArch students to acknowledge and experience diversity, travel study is mandatory for undergraduates. Most faculty have led trips to regional, national, and international locations, following a revised, departmental policy. Travel study experiences to locations as diverse as St. John's Abbey, Chicago, Los Angeles, Greece, and Uruguay have been offered.

The SDSU **Office of Admissions** and the **Office of International Affairs (OIA)** employ a dedicated team of staff members for the recruitment of students. OIA offers a comprehensive home for international student and scholar services, international undergraduate admission, study abroad planning, and a community connections program. This includes Study Abroad staff who assist in planning global educational options, and others that provide guidance and administrative support to hundreds of international students from over sixty countries. Collaboration with these student centers have been connecting prospective students with DoArch in several ways, including:

- Admissions staff host a series of special recruitment events like the Jackrabbit Preview, Senior Day, Junior Day, Honors Visit Day, and Minnesota Visit Day.
- Admissions staff travel across the state hosting Jackrabbit receptions along the way. Representatives from both CAHSS and SoD 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 SDSU Office of Admissions can be found here:
https://www.sdstate.edu/admissions

The SDSU Office of International Affairs can be found here:
https://www.sdstate.edu/international-affairs

A newly accredited professional program in architecture in a small, rural community poses a particular challenge in **attracting faculty and staff**. DoArch is proud of the diversity on its faculty but understands that improvements can be made. The most recent faculty searches (spring 2016) saw the department actively recruit diverse candidates from a variety of backgrounds and locations. The result was hiring our first PhD and first Asian faculty member. Upcoming searches (when necessary), along with student and faculty recruitment, will follow the same rigor.

With respect to faculty diversity, position descriptions and selection criteria are screened by the SDSU **Office of Title IX/Equal Opportunity**, following the S.D. Board of Regent's (SDBOR) Equal Opportunity, Non-Discrimination, and Affirmative Action policy. *TABLE I.1.3.b: DoArch Faculty Gender and Ethnicity* represents the diversity within the seven full-time DoArch faculty for AY 2017-18.

TABLE I.1.3.b: DoArch Faculty Gender and Ethnicity*

Ethnicity	Assoc Professor, Male	Assoc Professor, Female	Asst Professor, Male	Asst Professor, Female	Instructor, Male	Instructor, Female
American Indian or Alaska Native	0	0	0	1	0	0
Asian	0	0	0	0	1	0
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	2	0	0	0	2	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
TOTAL	2	0	1	1	3	0

**Data taken from the DoArch 2017 Annual Statistics Report.*

In the **DoArch Long-Range Plan**, *Goal 5: Model a culture of inclusion that values diverse perspectives and experiences,* addresses Social Equity through specific performance indicators including enhancing inclusiveness and diversity of academic planning, increasing the diversity of faculty, and enrolling underrepresented students. A full description of the DoArch Long Range plan follows.

DoArch self-assessment analyzes 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/tenure-track candidate in any future searches, at least one minority/under-represented tenure/tenure-track candidate in any future searches. We also continue to actively seek students from under-represented populations, with a goal to increase this enrollment by 10% over the next two years. These results are reviewed each semester by faculty, the Department Head, SDSU and College administration. Revisions are made to revise expectations without eliminating challenges toward improvement.

I.1.4 Defining Perspectives

DoArch has developed areas of research that support and reinforce the many intertwined approaches and methods of training young architects. These areas have become defined as Building Arts, Public Works, and Media Studies. They underscore the ways in which the following Defining Perspectives are met, and can be seen in curriculum, learning experiences, scholarship, service, outreach, advising, long-range planning, and administration, to name just some of the areas in which the department operates.

Guiding Values: *The faculty and staff of the Department of Architecture place the highest value on student centered learning, teaching, and advising. Research, scholarship, and practical investigation advance our production of knowledge and enhance instructional quality. We advocate and promote sustainable communities and the built environment. We believe that the study of the discipline is the foundation for life-long learning and career preparation by developing communication skills, critical thinking, intellectual curiosity, aesthetic understanding, civic engagement, and appreciation of diversity. We are accountable to our students and stakeholders.*
https://www.sdstate.edu/school-design/architecture-program/about-architecture-program

A. Collaboration and Leadership

DoArch students are engaged in a range of structured, collaborative 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. Some examples of these activities include:

- **First-year interdisciplinary experience:** The first-year core curriculum is shared across the School of Design. Fall studio includes all SoD programs, and spring includes Architecture and Interior Design. A spring lecture course (DSGN 110) is also taught across all SoD programs, focusing on collaboration and understanding the diversity of design disciplines.
- **Collaboration Workshop:** ARCH 351: Collaboration Workshop is a studio taught in fall of 3rd year. It remains the dedicated, pre-professional studio for collaborative projects, ranging from hands-on, material driven investigation, to community outreach and design. The project installation in Volga SD combines these two methods and was funded in part by a PCI grant. Fabrication of mock-ups and elements to be installed at the Passive House was funded by a GOED grant. Travel and community engagement in Yankton SD created urban proposals for downtown in collaboration with local input.
- **PH01:BRK Passive House Brookings:** A graduate studio (ARCH 651) and an undergraduate studio (ARCH 351) contributed to the design and fabrication of the first custom single-family certified passive house in the state. Students were introduced to the technical, hands-on, and professional interaction necessary for this project to be realized. The grant funding has allowed both students and faculty to train and receive CPHC certification and provided opportunities for students to attend national conferences.
- **Public Works:** The DoArch Public Works efforts represent the department's earliest and most celebrated projects, combining scholarship with outreach, service, and teaching. Three of the most recent collaborations have occurred in Deadwood SD, Lead SD, and Yankton SD. The project in Deadwood investigated the vacant second-stories of historic buildings, with students presenting results back to the community. In Lead SD, first year students traveled and documented the mining town in preparation for a large model to be displayed in town. In Yankton, efforts expanded on work that had been started in collaboration with the AIA South Dakota, connecting students and professionals, and extending that research into its own studio.
- **Teaching and Research Assistant positions:** Undergraduate and graduate students gain valuable leadership experience from working on research and teaching opportunities with faculty. Examples can be seen in student work done for faculty scholarship and conference presentations, Public Works projects (Volga, Webster, Lead), and in the coordination and certification of the passive house project.
- **Student Technology Leaders and Staffing:** In addition to teaching and research assistant positions, the DoArch labs and shops are staffed and operated by students under the supervision of the faculty. Students are responsible for facilitating the use of tools, lending, oversight, and collaboration.
- **Student Advisory Board (SAB):** The SAB advocates 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 monthly to voice concerns and vet policies, such as the Studio Culture Policy, lab rules, travel study options, and more.
- **Student Organizations:** While the SAB functions primarily as a student voice regarding departmental issues, several additional student clubs and organizations continue to evolve and grow:
  - **American Association of Architecture Students (AIAS):** The SDSU AIAS chapter remains active and strong, fostering student unity, effective leadership, and a positive learning culture. The AIAS attends, supports, and organizes events throughout the academic year, and works on outside design opportunities such as a recent project for the Crooks SD housing masterplan. Also, a proposal from the AIAS membership has been presented to host the spring 2019 Midwest Quad Conference.
  - **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):** In fall 2015, under faculty guidance, several DoArch students started a NOMAS chapter at SDSU. NOMAS is the student branch of the National Organization of Minority Architects (NOMA). NOMAS' mission is to advocate for diversity within the student body and design profession by promoting excellence, community engagement, and the professional and academic development of its members. The NOMAS chapter at DoArch is made up of students from a range of backgrounds.

- **Tau Sigma Delta (ΤΣΔ):** 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. SDSU holds the charter for the Iota Omega chapter. Assistant Professor Jessica Garcia Fritz is our chapter faculty mentor. The initial chapter body is being installed in Fall 2018.

Curricular integration of collaboration, professional skills, and public interaction outline a broader approach in teaching the complexities of architectural practice. In addition, DoArch facilitates and organizes a series of extracurricular workshops, lectures, conferences, and student activities that are focused on professional development and that engage regional emerging professionals. Our connection to the profession continues to be a recognized strength, emerging from the original conceptualization of the program itself. Examples of this kind of program preparation include:

- **Community Engagement projects**: Examples of community driven proposals, often given as shorter-term studio projects, reinforce the effort of DoArch Public Works, connecting the students with actual projects and stakeholders in our region's towns. The most recent examples include a proposal for the Brookings City Hall expansion and a vertical studio presenting over 600 options for the restoration of the Brookings Armory. Each were presented publicly with attendant media coverage.
- **Forensics studio:** ARCH 652: Professional Design Practice II / Forensics Studio, is the last offering in the professional studio sequence. The Forensics Studio focuses on researching a range of architectural projects completed in South Dakota by the state's leading architecture firms. Throughout the semester students work with these offices, presenting research by imagining and visualizing narratives of architectural practice. The Forensics Studio is intended to catapult students into the world of practice.
- **DoArch Lecture Series:** The fall and spring lecture series is organized by the faculty, providing students and the larger community 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. Guests are invited as well to mid- and final design reviews each semester.
- **AIA SD Convention:** DoArch also sponsors one keynote lecture and design awards lead juror for the annual AIA SD convention, held in Sioux Falls each September. In turn, the AIA SD hosts DoArch faculty and students for presentations at this same event. Upper level and graduate students are required to be in attendance, offering a great opportunity to interact with local professionals and engage in dialogues relevant to architectural practice
- **DoArch Workshop and Exhibition Series:** Throughout the academic year the department, along with student organizations, hold student-centered workshops, often expanding course content. Most recently, DoArch has hosted a CNC plasma cutting workshop with University of Arkansas assistant Professor Emily Baker; a pre-cast concrete design workshop with Tom Kelley, president of Gage Brothers Concrete in Sioux Falls; and an Unreal Engine and Revit-Unreal software workshop creating interactive 3D environments, hosted by Instructor Fang Xu.
- **DesignSD:** Students, faculty, and professionals participate in this local design advocacy organization that forms part of the AIA SD. DesignSD organizes charrettes, design workshops, and events that further the relationship among academia, the profession, and the public. The AIAS student leadership forms our primary connection. Past charettes have been organized in Webster SD, Wagner SD, and most recently in Yankton SD.

B. Design

DoArch strives to prepare graduates for an evolving design career in an increasingly complex profession. Students learn essential skills through a carefully tailored curriculum, highlighted by a series of curricular sequences. Courses in studio, history and theory, media, building technology, and professional practices mutually support one another, and reinforce lessons across multiple levels, delivery methods, and project types. DoArch has also implemented a strong, 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 **PUBLIC WORKS**, to teach professionals who can build practices through **MEDIA and 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 sections 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, form and space, programming, building technology, media, and critical thinking. Graduates learn about design in the practical world by attending field trips, receiving lectures from visiting experts, and engaging in opportunities from the profession.

Design studios are 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. DoArch offers fundamental and humanities-based studio teaching during the 2nd year within the pre-professional program. The first-year core is offered in collaboration with the School of Design. DoArch offers building design studios that incrementally build upon one another during the 3rd, 4th, and 5th years within the professional program.

Capstone Studios: The final core studio in the professional program is the Comprehensive Building Design Studio (ARCH 552), which serves as a capstone of foundational studio instruction. The pre-professional capstone studio is also known as the DoArch Collaborative studio (ARCH 351), and offers collaborative, hands-on projects. The sixth year is the professional capstone sequence, with two advanced studios including the Forensics Studio and an urban scale studio.

Public Works and Community: DoArch works with communities throughout South Dakota to engage students, faculty, community stakeholders, and the general public in design. In addition, several studio projects have been based in South Dakota and on the SDSU campus. Many have directly engaged the public through visits, presentations and exhibitions. The DoArch Public Works projects continue to serve as our most widely recognized and acclaimed work, dating back to the very start of the new program.

Community Design and DoArch Public Works will also be discussed in the *Community and Social Responsibility* section (below). The following projects represent some of the more recent examples of studio sites located in our partner communities:

- ARCH 101: Introduction to Architecture (fa2017): *The class visited, cataloged, and documented Lead SD. A large profile model of the town was built and presented.*
- ARCH 351: Collaborative Studio (fa2016): *The studio proposed, designed and constructed a public space at the center of downtown Volga SD.*
- ARCH 351: Collaborative Studio (fa2017): *The studio visited, cataloged public input, and completed various studies and proposals for downtown Yankton, SD.*
- ARCH 451: Architecture Studio II (fa2016): *The studio completed 600 different approaches to the Armory site in Brookings, SD. These were exhibited in the Brookings Armory.*
- ARCH 651 Professional Design Practice I (fa2017). *The studio proposed designs for vacant second floor properties along historic main street in Deadwood, SD. These were exhibited in Deadwood.*

Media Practices and Collaboration: Media is a fundamental way of seeing and speculating about architecture. The role of Media at DoArch is framed by the relationship among three areas of study that are present throughout the curriculum: 1) History, 2) Tools, and 3) Contemporary Practice. There are several pedagogical approaches to the role of Media that address the aforementioned areas of study. There are two primary contemporary approaches to teaching Media which affect the teaching at DoArch: 1) Integration into the studio sequence, and 2) Stand-alone course sequence.

Collaboration, discussed at length thus far, forms an important part of the learning process for DoArch students. The faculty have honed our strengths to identify Media Practices as the intersection of Public

Works and Building Arts. Through formal and informal dialogue, reflection on student outcomes, scholarship, and research, the growth in the teaching capacities and sophistication of course delivery has helped DoArch to identify a necessary role of teaching through media practice.

Every studio in the DoArch curriculum specifically problematizes the role of media. While all studios may not focus specifically on media types or tools, the role of each studio is to introduce and limit the range of media, consciously problematizing it as a fundamental challenge of communication. https://www.sdstate.edu/school-design/architecture-program/architecture-media-computer-policy

Other examples of the intersection of Public Works and Building Arts is the material exploration of precast concrete in projects for Volga SD and Webster SD. Each of these projects extended to coursework beyond a single studio; each were involved in community building presentations and outreach; and each were tasked with designing through technical, fabrication, and delivery issues resulting in full size installations.

Building Arts: DoArch fosters robust design skills for its graduates through the Building Arts. This approach enables our students to physically engage materials and technologies within the context of the humanities through history courses, studios, buildings shops, and a technology sequence. Students and faculty alike continue to take full advantage of the generous shop and fabrication space available to the department.

The Building Shop sequence (ARCH 461/561) requires students to take three (undergraduate) plus one (graduate) workshop elective. These are a series of two credit hour courses, which focus on the exploration of building and representation technology as a means to engaging and “dig deep” through material and building research. Past Building Shops have been taught in Vaulting Space, Precast Concrete, Tensile Structures, CLT, Steel and Welding, and Eladio Dieste’s Curved Masonry Walls.

The Building Tech sequence includes three courses: Site and Surroundings (ARCH 432), Building Envelope (ARCH 631), and Interior Environments (ARCH 632). These classes introduce fundamental concepts in each of their areas, with a focus on quantitative, performance, regulatory, and technical standards seen in buildings and environments. Each reinforce and supplement projects assigned in corresponding studios, such as the Interiors course required during the same semester as Comprehensive Building Studio.

DoArch continues to offer a design-build approach in ARCH 351: Collaboration Workshop. This studio assigns students to physically engage in all stages of design, from the conceptual stage through design, development, and construction. Examples of recently completed projects include the *Webster Beam* in Webster SD, *Volga Corner* in Volga SD, and *PH01:BRK mock-ups and fabrications*, to be installed in Brookings.

C. Professional Opportunity

DoArch students graduating with a professional M.Arch degree prepare for the transition to internship and licensure in several ways, including completion of coursework that presents issues of professional practice, assistance and information on securing summer internships, continuing connection and interaction with the region’s professionals, and participation in departmental events that present and explain NCARB, AXP, and the path to licensure.

The four original DoArch Founding Firms are now, in the minds of the students, clustered together with most of the region’s offices that have recognized the emerging student and recent graduate pool. Professionals from multiple firms from across the state and region are familiar in the studios at DoArch because of their participation in reviews, lectures, workshops, and cross-disciplinary events. Many of these firms have complimented DoArch on the preparedness of our graduates and the quality of portfolios. Some examples of curricular, collaborative, and professional outreach at DoArch include:

- **Professional Practice & Studio Sequence:** The four-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 introduces the Emerging Professional Companion (EPC), NCARB and NAAB, discusses the professional path of education-experience-examination, and assigns hands-on projects that place students in the role of practitioner.
- 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. This studio both reinforces and challenges the expectations of practice and highlights the department's critical approach in combining the teaching of contemporary practice as architectural theory.
- **Recent Graduates:** The M.Arch class of 2018 is the third graduating professional class from DoArch. Of these 23 students, all that have sought employment have found it in professional offices from around the region and nationally. Most are working in Sioux Falls; two are in Omaha, four in Minneapolis, one in New Haven, and one in New York. Many are preparing and/or in process of completing the ARE. Students who have completed only the four-year degree are also finding success within the discipline, working regionally and nationally, including Denver, Chicago, and Indianapolis.
- **Summer Internships:** Several summer internships have been awarded to DoArch students, with numbers increasing each year. To date, student internships have occurred at traditional architectural offices, in related building industry firms, and in many locations across South Dakota, surrounding states, and internationally (London, Sydney). DoArch acts as an informal mediator for internships; our efforts have been on teaching students to "create their own job," with lessons in portfolio and resume building, and professional correspondence skills.
- **Scholarships and Fellowships:** The Spitznagel Fellowship is a paid summer internship and scholarship awarded to a high achieving graduate student, sponsored by TSP Inc. of Sioux Falls. To date, three DoArch students have successfully completed summer work at TSP. The Fellowship and scholarship were inaugurated through the efforts of DoArch and the SDSU Foundation.
- **AIA South Dakota:** The AIA South Dakota chapter continues to support DoArch students through two annual scholarships. The Merit Award is dedicated solely to students at DoArch, recognizing outstanding design talent and professional promise. The Enrichment Award provides funding for independent student proposals. The past two summers, this award has encouraged and awarded students to work in conjunction with an AIASD member. Jessica Garcia Fritz (2018) and Federico Garcia Lammers (2017) have successfully completed these projects with DoArch students. All award winners present and are recognized at the fall AIASD convention.
- All DoArch 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. This event is highlighted by presentations from scholarship winners, and the sponsored DoArch keynote speaker.
- **NCARB & AXP:** Each spring semester the State Licensing Advisor (Allison Dvorak, AIA, NCARB, previously Tom Hurlbert, AIA, NCARB) and the SDSU Education Licensing Advisor (Charles MacBride, AIA, NCARB) present a lunchtime lecture co-sponsored by the AIAS regarding NCARB, AXP, and the path to licensure. In 2018 this session preceded a visit from Matthew Friesz at the NCARB national office. 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.
- **AIAS:** The SDSU AIAS chapter organizes additional student-professional 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. The AIAS has also moved into a leadership

position in the coordination of AIASD designSD events. These have included outreach in Yankton and Webster, SD. The AIAS receives a small annual stipend from AIASD. They are currently completing a proposal to host the Spring 2019 Midwest Quad Conference.

- **South Dakota Board of Technical Professions (SDBTP):** The SDBTP is charged with licensing and regulating the state's professional practices. The Board is introduced to students as part of the professional practice coursework. At this time, the SDBTP is working with DoArch and the SDSU Foundation to establish scholarship funding for students in the professional program. (A similar agreement is in place for students in engineering majors.) Funding would provide a student's initial fees in establishing an NCARB Record, which would become a requirement of DoArch coursework. Funding would also potentially supplement the student's annual NCARB fees.

The professional practice sequence, along with other DoArch coursework, **introduces and reinforces alternative roles and careers for architects.** Services that have typically been outside of the role of a traditional firm are presented in many of the professional-practice classes and studios. The growing role of practice is also presented, through the analysis of large, multi-disciplinary offices, A/E/C firms, and "design ideas" offices that combine various talents. Students are reminded and encouraged to understand the mission and vision of both the traditional and expanding role of design disciplines in the 21st century.

These roles are also reinforced in the DoArch efforts and successes in Public Works and community outreach. This includes interaction with the regional construction industry, cross-disciplinary coursework within the School of Design and the Department of Construction and Operations Management, and the role of planning and public design. Students have also gained exposure to the building industry through grant funding from PCI, with major local support from Gage Brothers Concrete in Sioux Falls. This has been the driver of the successful collaborative Public Works studios.

The School of Design has implemented a first-year core design studio that brings together architecture students with other disciplines, including graphic design, interior design, landscape architecture, and studio art. First-year courses expressly introduce architecture students to the array of related disciplines, including design, planning, construction, engineering, and sociology. This introduction is reinforced with the Public Works projects and collaborative studio.

Students in architecture take certain courses, designated by prefixes "CM" and "GE", from the Department of Construction and Operations 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 faculty-led site and construction visits have included tours of the passive house construction, the new SDSU President's House, Alumni Center, and Performing Arts Center. After completing these courses, undergraduate architecture students are only nine credits from completing the Management minor with the BFA.Arch degree; many have taken advantage of this opportunity and have completed the minor.

The DoArch Career Development page can be found here:
https://careers.sdstate.edu/channels/architecture-construction/

D. Stewardship of the Environment
Environmental stewardship, the introduction of passive building principles and measurement of building performance, and the ethical responsibility of the architect to the natural world are all central to the building technology and professional practice course sequences. The building technology sequence includes both undergraduate and graduate coursework, culminated by three DoArch courses in Site and Surroundings, Building Envelope, and Interior Environment. The professional practice sequence is a four-course graduate offering that includes an entire semester of Stewardship. These courses are designated as critical content in building a holistic understanding of the environmental impact of design decisions from initial concept, through construction, and into the subsequent performance of buildings over their lifetime. They are taught by multiple DoArch and other university faculty, all revealing the range of approaches to environmental responsibility.

Stewardship and the Professional Practice Sequence: ARCH 671: Professional Practice/Stewardship provides a firm foundation in sustainable theory and the implementation of practices. The initial part of the course focuses on the origins of sustainability and examines the current regulations and/or certifications through a comparison and critique of existing processes including LEED, Passivhaus, and the Living Building Challenge. The second part of the course focuses stewardship on the growing argument that architecture generally serves the affluent, while the "Design for the other 99%" can have its biggest global impact. Students research and present firms addressing these matters to understand firm structure and delivery methods, often outside of the typical design-bid-build process. In addition, students are introduced to specification writing through existing projects, identifying systems and strategies that align with LEED or the Living Building Challenge, to become familiar with VOC content, renewable/recyclable content, toxicity in composites, indoor air quality and off-gassing, and more.

The four-course professional practice sequence introduces and reinforces related issues such as ethics, professional responsibility, conflicts of interest, project delivery, and public outreach. The Stewardship class presents specifics in terms of environmental impact and the range of disciplinary approaches.

Interior Environments and the Building Technology Sequence: ARCH 632: Building Tech III/Interiors is the third in a series of building technology courses. The focus of this course is to further develop an understanding of the basic principles and appropriate application and performance of building service systems. Outcomes include the demonstration of the principles of environmental systems and design; understanding the implementation of passive, active systems and hybrid systems; understanding of lighting systems, daylighting, and acoustics; and demonstration of an understanding of the historical and/or theoretical context of systems integration in environmental systems, building service systems, and regulation. Assignments include case studies, design of environmental systems, and graphical output. Some assignments are coordinated with ARCH 552: Comprehensive Building Design Studio; these courses are offered simultaneously and reinforce one another.

The DoArch building technology sequence introduces and reinforces both conceptual and measurable ways in understanding building design and performance. The three concluding courses form a DoArch sequence of ARCH 432: Site & Surroundings, ARCH 631: Envelopes, and ARCH 632: Interior Environments. These courses are coordinated with upper level and graduate studio projects, including the comprehensive studio. The undergraduate building tech sequence begins with PHYS 111/L: Introductory Physics; an alternative PHYS 199/L: Physics for Architects is being developed and offered for the first time in Fall 2018. This course is designed in close coordination between DoArch faculty and the Department of Physics faculty. Construction Management courses in materials (CM 261/L), estimating (CM 232/L) and structures (CM 353) round out the building tech introduction.

South Dakota Passive Housing Initiative: DoArch received a grant for over $591,000 in 2016 from the South Dakota Governor's Office of Economic Development to initiate curriculum development, research and outreach, monitoring, faculty and student training, and most visibly, the construction of a student designed certified passive house. Student interest and participation in this project has been extremely high, and coursework has evolved to include multiple studios, lectures, and workshops. Graduate research assistants have also been involved, and students have taken advantage of funding that provides CPHC training (through PHIUS), attendance to national conferences, and exposure to the building industry as the house has been in construction. Not only does the house meet technical and performance standards, but it is sited in an existing, walkable neighborhood, an important but often overlooked piece of the many original design decisions.

Political and Environmental Advocacy: Within DoArch, students and faculty have the opportunity to and are encouraged to become involved in political advocacy on environmental issues. In recent years, the AIAS, for example, have led the student effort in campus cleanups, CANstruction events, and participation with Habitat for Humanity. Local efforts are introduced naturally as part of the DoArch Public Works projects.

Students over the previous years have been introduced to and made aware of local and state politics, often through direct connection with elected officials themselves. This includes many local mayors and the state governor himself who has been actively involved with the passive house project and has presented at the fall AIASD convention.

A South Dakota chapter of the Passive House Alliance (PHAUS) is in the planning stages, part of the larger Passive House Grant Initiative. Students have been encouraged to take advantage of available funding for CPHC training through PHIUS.

SDSU is also a member of the USGBC (United State Green Building Council) through the Construction and Operations Management Department. Collaboration between COM professional student group and the DoArch AIAS is one of numerous collaborative connections between the two departments.

E. Community and Social Responsibility
Since its very beginning years, DoArch has made it a primary goal to work in the public eye and within our state's largely underserved communities. This effort, referred to very broadly as **DoArch Public Works**, continues to garner the most praise and attention for the department across both the campus and the region. The initial goals of our community work were (and remain) to connect students and faculty with communities for the purposes of learning, research and creative activity, and service. The list of communities continues to grow, and every student that is (and has been) enrolled at DoArch has been involved with a partner community. Our goals remain largely unchanged today. The range of project types and support have expanded significantly.

The Public Works mission and goals are "developed to connect students and faculty with towns and cities across the state for the purposes of outreach, service learning, research and design. Our goals include presenting the physical, social and historical qualities of South Dakota's small cities as a working laboratory; generating interest in good design within individual communities; and increasing the role of civic space and urban design in the building, planning, preservation and development necessary for a bright and sustainable future."

DoArch has become a role model program on campus for outreach, community and urban design advocacy, and regionally-based research and clinical work in the towns and cities across the state. Most recently, the Public Works projects have pursued three avenues: construction of public places through support of PCI grant funding, continuing first year teaching, documentation and introduction to urban studies, and upper level/graduate study in the studio working directly with Deadwood SD (2017-18), Yankton SD (2016-17) and Watertown SD (2018-current).

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. South Dakota communities have graciously opened up as our laboratories, and as a result, the program emphasizes hands-on, practical experiences in these places. Experiential learning and community engagement are ways that students can actualize what they learn in the studio or classroom. Recent examples include:

- **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. Most recently, DoArch first and second year students have completed models of Lead SD and Volga SD.
- **Community Design Charettes:** DoArch and the AIAS have 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. The most recent examples

include two charettes in Yankton SD, one as part of coursework and another in conjunction with the AIASD designSD program.

- **Community Collaboration:** ARCH 351: Collaborative Studio remains the point in the curriculum when students work with a documented town by proposing a project for a Public Space, systematically investigating and evaluating a town's urbanscape to inform decisions of future development. Students present their ideas to the community and City Council and have often led to built installations. Most recently, an installation in Volga SD was completed, funded in part by a PCI grant; and students investigated the visual urban environment for a public presentation in Yankton SD.
- **Graduate coursework:** A graduate studio project for Deadwood SD was led as an investigation into under-used historical buildings and fabric. Students and faculty presented results to the community, and 1-2 of these proposals are continuing into concept and development phases. The Forensics Studio focuses on researching a range of architecture projects completed in South Dakota by the state's leading local architecture firms with the intention of catapulting students into the world of practice.

DoArch balances this success in regional outreach with studies in **social responsibility and global perspectives**, especially in the four-course history sequence, travel study, and upper level studios and topics coursework. It is especially important for students in this region to be introduced to travel, urban environments, and socioeconomic conditions not readily visible or part of this culture. Extra attention is given to these topics to increase understanding, curiosity, and the role and ethical responsibilities of architects.

- **History Sequence:** The four-course history sequence in the department introduces students to a range of social and cultural issues associated with the making of cities and architecture. The sequence conceptualizes history not only chronologically, but by discipline: construction, profession, culture, and urbanism. A required upper level topics elective (ARCH 492/692) adds a fifth and sixth course, specifically studying an area of contemporary theory and history.

  ARCH 241: Building History I (Construction) focuses on concepts in the building of cultural artifacts through carving, stacking, casting, framing, and skinning space. ARCH 242: Building History II (Profession) teaches the birth of the profession of architecture during the Renaissance and Baroque era. ARCH 341: Building History III (Culture) looks at the development of Modernism, and also fulfills the Writing Intensive requirement. ARCH 342: Building History IV (Urbanism) focuses on the making of cities and the changing ways that we understand them in the 21st century.

  The required Urbanism course (ARCH 342) assigns a research project to students that exposes especially unfamiliar conditions of world cities, including immigration, poverty, housing, discrimination, poverty, political activism, resiliency, infrastructure, and more. The role of architects and their political and/or ethical responsibilities as forces of change are discussed and debated.

- **Travel Study:** Students are expected to travel in order to complete their undergraduate studies. More importantly, traveling serves as a complement to the history teaching sequence and the broadening of cultural perspective. DoArch organizes annual travel studies to Chicago, Los Angeles, and Collegeville MN (St Johns Abbey). Past travel studies have included, Savannah, New York, Prague, and Uruguay, plus regional travel to the Center for American Indian and Native Studies in Martin, SD and others. Travel documentation is taught as a required skill and outcome, formally assessed in a one-credit course, ARCH 382: Travel Studies.

- **Experiential Learning Certificate:** The College of Arts, Humanities & Social Sciences 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. The college also provides EXPL faculty development grants and financial support in the development and implementation of experiential learning opportunities within existing courses. 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 and hands-on learning.
https://www.sdstate.edu/sites/default/files/file-archive/2019-02/Experiential%20Learning%20Certificate%20%28SPM%29.pdf

I.1.5 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 unit to the accreditable standards of the NAAB. In this moment we have just recently seen our first opportunity to seriously consider the task of long range planning, able at last to take our first steps beyond on-the-fly program design and to capitalize on many unforeseen opportunities for growth. DoArch is seeing its first cohorts complete the full curriculum, with three graduated M.Arch classes between 2016-18. Our first opportunity for reflection and assessment based on comparable experience and real (rather than theoretical) feedback is now at hand.

Key to development at this scale and pace has been **shared faculty governance built around dialog**. The DoArch faculty has met either weekly or bi-weekly to discuss its development since the department's inception. Each faculty initiative chairperson, along with the department head, developed policy, procedure, shared service roles, curriculum, teaching criteria, etc. based on this shared vision for the department's growth and recognition. The dialog and deliberation of these meetings has been a constant rudder, guiding the initiation of the program and liberating faculty to take responsibility, knowing they are empowered with the capacity to make decisions for the whole—once the matter has been discussed and vetted.

The department's original long-range horizon documents (2010-15) and plan for achieving initial accreditation came out of a series of "pro forma" reports (links below). Throughout the ongoing, collective development of the program, DoArch used this set of documents to evolve its progress and development into two mutually supporting themes: the theorized profession and community collaboration. These have now further developed into faculty teaching and scholarly strengths. Today, DoArch promotes three focused areas of scholarship that reflect our mission: **Building Arts, Public Works, and Media Practices**. These have developed naturally based on strengths and interests and through dedicated work and planning towards the goals of accreditation, national recognition, scholarship and high standards of teaching. Each are fully described throughout Section 1 of this APR.
https://sdsu.app.box.com/folder/52629810539
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

- 2007 Concept Plan for an Architecture Degree at SDSU
- 2008 Survey polling SD licensed architects
- 2008 Consulting Report by Sharon Matthews, AIA, and past Executive Director of NAAB
- 2008 "Pro Forma" Advisory Task Force report
- 2009 Consulting Report by Roger Schluntz, FAIA
- 2011-14 Legacy NAAB documents during DoArch Initial Candidacy
- 2016 DoArch Initial Candidacy APR & VTR

The most current **long-range planning document** has carefully integrated the goals and mission of the university and college. The DoArch plan was adopted by faculty and presented in 2016. The DoArch faculty has come together to build a mature Mission and Vision, a set of long-range goals that acknowledge where we come from and what resources we can draw on, and where we fit in the institution, with particular focus on addressing these through the lens of NAABs Five Perspectives. We are working towards assessable long-range planning outcomes that can be achieved to improve 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 an initial guide and an example of the planning process, the faculty developed our current plan and will now undertake a revision following an updated university vision.

As of summer 2018, a revised SDSU planning initiative, **"Imagine 2023"** has been adopted. In addition, the first long-range planning goals of the School of Design have been adopted based on the university template. Both the college and DoArch will be moving through a long-range planning process in the upcoming academic year (2018-19) to adjust and coordinate new efforts. The existing DoArch and CAHSS documents are based on the previous university plan, "Impact 2018."

The DoArch Long Range Plan was written and adopted in 2016 based on strategies coming from both the university and School of Design ("Impact 2018"), and NAABs Five Perspectives. It outlines 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.

The 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 underserved 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.

The DoArch Long Range Plan can be found here:
https://www.sdstate.edu/school-design/architecture-program

The SDSU Long Range Plan can be found here:

https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

The College of Arts, Humanities & Social Sciences Long Range Plan can be found here:
https://www.sdstate.edu/arts-humanities-social-sciences/about-arts-humanities-social-sciences

The School of Design Long Range Plan can be found here:
https://web.archive.org/web/20240626230021/https://www.sdstate.edu/sites/default/files/file-archive/2018-07/SDSU%20Strategic%20Planning%20Crosswalk_SoD_Imagine%202023.pdf

I.1.6 Assessment

DoArch, in its self-assessment, is nested in an ongoing self-assessment process that includes all units within the university, college, and School of Design. The introduction of the School of Design consolidated associative programs rooted in design practices to deliver innovative programs and enhance experiential learning, both of which aligned with College and institutional long-range goals. Decision making about associations between units and programs are made in shared governance between the Dean of the College, the SoD Director, and leadership meetings that include the DoArch department head and all SoD program coordinators.

DoArch has adopted the institution's schedule for review and evaluation of mission, vision, guiding principles, and long-range planning objectives. Current goals in long-range planning are all given a baseline, a target to reach, 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 assessments are enacted through deliberation and voting in shared governance, through faculty and department head participation in regular faculty meetings, and as defined by the department's by-laws.

Student input is solicited through the Student Advisory Board (SAB), which presents initiatives, policies, and student issues for discussion. 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 and is charged with reporting back to the student body.

Most recently, the SAB voiced concern over the implementation and assessment of DoArch Travel Study, which now has been revisited and rewritten by the faculty. A revised series of assignments and outcomes will be implemented in the required Travel Study course, and a clearer policy has been posted. Previously, the curricular shift from the B.S. Arch to B.F.A. Arch (during AY 2015-16) was made in close advisement with the SAB and our professional constituency. The degree change clarified the pre-professional degree nomenclature, reduced the number of general education courses, and better enabled students to pursue a Construction minor. These processes are defined and understood as part of the inclusive, DoArch governance process, carried out at all levels, including SAB and faculty meetings, and in dialogue with the college and SoD.

One of the tools DoArch has developed for **measuring teaching outcomes** is the document produced each year by 4th year students in ARCH422: Building Tech V / Portfolio. This class also supports and satisfies the university undergraduate capstone requirement, in which students produce a reflective, self-assessing portfolio and document of completed architectural work. These collected portfolios are then printed in *"DRAFT,"* a single, bound document, representing the total efforts of DoArch studios and workshops. 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 and each new edition of *DRAFT* serve as a primary assessment tool for measuring curricular success.

Collateral Organizations: Annual meetings are also convened with the following collateral organizations: AIA South Dakota (which has adopted a seat on their board for the DoArch Head), AIAS (in collaboration with the faculty advisor), SDBTP (which has at least one licensed architect on their board), and the NCARB State Licensing Coordinator. Meetings with professional stakeholders, including architects

representing our original founding firms, the state's BOTP and NCARB representatives are also held. Amongst other items, our regional professionals are focused on the alternative forms of matriculation to licensure being developed in other states. These collateral organizations make recommendations directly to the department head. Ultimately, the prescribed long-range goals and objectives of DoArch guide our deliberations and revisions to policy. Initiatives and changes that serve our goals are given preference in decision-making, but the advice of our constituent advisory boards remains critical.

IDEA SRI Course Evaluations: IDEA's Student Ratings of Instruction are designed to provide formative feedback that gives suggestions for improvement while providing summative feedback that can be used as a component of a more comprehensive system of faculty evaluation. Faculty and students access IDEA SRI through separate portals. Students complete surveys for each course they are enrolled in at the end of the semester. Faculty report survey results on annual FAR (Faculty Annual Report) documents. Both IDEA and FAR results are shared between faculty and administration. The IDEA Survey is one indicator used to measure teaching effectiveness in annual faculty reviews.

Faculty Annual Report: Faculty 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 results and analysis, and the FAR is forwarded for review and comment by the Dean. The FAR is required of all full-time SDSU faculty. The FAR is instrumental in quantifying faculty performance.

Additionally, faculty are expected to seek assessment of teaching effectiveness in a variety of additional methods and processes, including direct peer-observation and syllabus development. These are specifically called out in the annual FAR.

Faculty workload documents outline the percentage distribution of teaching load, research and scholarship, and service requirements by semester. Additional workload credit is given for developing new coursework, teaching large sections, and others. Workload is developed by the department head in consultation with each full-time instructor and professor.

Professional Development Plan: All tenure/tenure-track faculty are responsible for keeping a Professional Development Plan (PDP) outlining academic and professorial goals in three-year increments. The PDP is tied to the FAR in that it indicates intention and effort, measured through a coherent plan, and reviewable as a document for academic mentorship and advisors as faculty moving forward in promotion and tenure. This is outlined in detail in the DoArch tenure and promotion policy.

Travel and support of scholarship: In support of peer-review assessment, DoArch offers financial travel support to faculty presenting peer-reviewed papers and research. To seed scholarship, the department has made every effort to support faculty with tools and materials needed to kick-start productive scholarship, collaboration, grant funding, and outreach.

AIA South Dakota Convention: As a way of staying in touch with the developments in the region, each year our program dismisses for one Friday in September while our students and faculty attend the state AIA convention and the annual AIA design awards banquet. DoArch is tasked in selecting the AIASD annual design award juror and keynote speaker. Each year we invite the design award winners to present their projects as a lecture to our students. DoArch faculty and students are recognized and have also presented at the annual conference. In 2017, DoArch faculty organized a Passive House Roundtable at the Convention; student scholarship winners present Enrichment Award projects each year as well. We look to these conferences and lecture series as an opportunity for outside assessment from our peers in the discipline and in the profession.

Section 2. Progress since the Previous Visit

Program Responses to Conditions Not Met:

III.1 Annual Statistical Reports
A.8 Cultural Diversity and Social Equity
B.4 Technical Documentation
B.5 Structural Systems
B.6 Environmental Systems
B.9 Building Service Systems
C.3 Integrative Design

III.1 Annual Statistical Reports
Visiting Team Report [2016, p.33]: *The DoArch states in the APR 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, this condition is* ***Not Met*** *because the Office of Planning, Decision Support, and Assessment (the office responsible for preparing statistical data for the DoArch) will not sign the required statement. As explained in the APR, this is the case because the definitions used by the DoArch for categories such as faculty credentials and degree types are inconsistent with those provided by the university's office. The office has agreed to schedule a meeting with the DoArch in order to establish agreed-upon standards for preparing information that are consistent with both the Annual Statistical Report format and the NAAB's definitions. The APR indicates that this situation has been brought to the attention of the NAAB.*

> ***Program Activities in Response [2016-2018]*****:** After the 2016 NAAB site visit, DoArch met with the Office of Institutional Research & Assessment, formerly the Office of Planning Decision Support, and Assessment, to clarify the differences used in nomenclature between the ASR and other institutional formats. Since then, standards have been developed and DoArch has subsequently consulted and worked with the office to submit the 2016 and 2017 ASRs. The statement included under section III.1.1 Annual Statistical Reports supports the correction to the process made by DoArch and Office of Institutional Research & Assessment.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.
Visiting Team Report [2016, p.23]: *The team found that neither the course curriculum nor relevant student work adequately demonstrated that students had met this understanding.*

> ***Program Activities in Response [2016-2018]*****:** The most direct evidence of student work addressing Cultural Diversity and Social Equity is from the **ARCH 342: Building History / Urbanism** course. This is the fourth in a four-course history sequence, focusing less on the history of 20th century planning and urban design, and more of the socioeconomic development and cultural evolution of cities, framed within the discipline of architecture. The class is approached from the perspective of cities as the place of human interaction, physical and societal convergence, and political, artistic, economic, and cultural production. Concentration is on the necessary, inter-disciplinary nature of urbanism as a living system that depends on many inputs and sources. Special emphasis is given to non-western urban development and current economic, political, and social issues facing cities as different as Jakarta, Port-au-Prince, Chengdu, Cairo, and many more. The connection of social and cultural forces in shaping the physical city is a constant in all analysis. Students research and develop in-class presentations that connect assigned texts with a precedent city. Graphical analysis of these cities and systems are also presented.

The first course in the history sequence, **ARCH 241: Building History**, also addresses these issues, especially those of social and spatial patterns that characterize different cultures and individuals. The class presents construction techniques as a cultural and regional system of making throughout all built history. This is an original, non-linear way of presenting a student's first architectural history course.

DoArch also believes that there is regional cultural diversity that we have taken advantage of in our acclaimed and successful **Public Works** projects. South Dakota offers a cultural and socioeconomic landscape that greatly differs from the majority of the U.S. Our small towns and cities, American Indian populations and reservations, and generally underserved communities are often overlooked in terms of these same definitions often attached to global or far-away places. Coursework and projects that involve these towns and their people are well documented in this APR. The most recent examples include installations in Volga SD, Webster SD, and a charette with the community of Yankton SD, all as part of the **ARCH 351 Collaborative Studio**.

First year Public Works projects are presented in **ARCH 101: Introduction to Architecture**. This idea of starting the disciplinary education with a small town study has been in the curriculum since the beginning of the program. Issues of diversity, cultural and regional values are presented in very direct terms through the lens of our partner communities. Other DoArch Public Works projects and coursework have been performed in Lead SD, Deadwood SD, and Watertown SD. In 2017 DoArch won an AIA South Dakota Merit Award for the precast concrete installation at Wrigley Square in Mobridge SD. The department has begun an aggressive project of publication for these projects. The first publication of this series is LEAD, SD.

All of the examples noted above have been specifically addressed since the VTR. Some (ARCH 342) have been explicitly rewritten, revising the syllabus, assignments and course outcomes. Others (ARCH 241, ARCH 351) have continued with previous successes, adding or editing outcomes directed more specifically at SPC A.8.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
Visiting Team Report [2016, pp. 24-25]: *Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion. In a review of student work prepared for ARCH 421 BUILDING MEDIA III: Workflows, the team did not find evidence of outline specifications in the curriculum or in student work.*

***Program Activities in Response [2016-2018]*:** The most direct evidence of student achievement in Technical Documentation can be seen in three courses that are coordinated to reinforce a single design project: ARCH 552: Comprehensive Building Design Studio, ARCH 522: Media Tech VII / Technical Documents, and ARCH 632: Building Tech / Interior Environment. A final example, especially in terms of understanding and ability in technical documentation and specifications, is work from ARCH 652: Advanced Architecture Studio / Forensic Studio.

The **ARCH 552: Comprehensive Building Design Studio** forms the basis for assignments in the other courses and requires a full set of building documentation in its own right. The midterm requires a full set of architectural drawings for the assigned project: site plan and analysis, plans, sections, and elevations. The subsequent project development is for the design and detailing of a significant, non-standard wall assembly, such as the building entry, identifying all parts of the envelope. The final review displays the integrated and updated coordinated documents and models.

The following course, **ARCH 522: Media Tech VII / Technical Documents**, revisits the same studio project for the design development of building systems, using diagrams as the means to clearly

explain student understanding and ability with this range of systems, design choices, and complex decision making. The range of diagrams includes pre-design and programming, building code, LEED and energy conscious design, accessibility, passive and active HVAC, structural systems, fire and safety systems, and more.

During the same semester as the comprehensive studio, students take **ARCH 632: Building Tech / Interior Environment**. This course specifically presents the complexities of the design of building interiors including HVAC, lighting, acoustics, material systems, conveyance systems, and more. Some of the assignments use the studio project in progress as part of the analysis. Specifications for systems and equipment are included.

Student work in **ARCH 652: Advanced Architecture Studio / Forensic Studio** displays a full understanding and ability with technical documentation, specification, workflow, and project delivery during the final semester of the program. This studio combines research with new, original documentation and analysis of a built project. Reinforcement of professional documentation processes is a clear outcome, and often, standard methods of architectural communication are questioned and investigated.

All of the examples noted above have been specifically addressed since the VTR. The Comprehensive Studio was moved to the spring semester of fifth year, allowing one additional semester for student preparation. The Technical Documentation course was entirely rewritten and moved within the curriculum to follow the Comprehensive studio. This allows for the reinforcement of understanding in building systems and performance analysis, in addition to the more direct assignments that satisfy the documentation of an array of technical, code, and site design issues. The Interior Environments course is offered simultaneously with the comprehensive studio, and includes assignments that use the studio project as a precedent for design of HVAC systems and for the specification of other building systems.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
Visiting Team Report [2016, p.25]: *Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion.*

***Program Activities in Response [2016-2018]*:** There are a number of courses and student outcomes that demonstrate ability in structural systems. These examples have been specifically addressed since the VTR.

ARCH 552: Comprehensive Building Design Studio assigns a complex building design project that requires selection of appropriate structural systems, identification of primary and secondary structure, and integration with building envelope. Recent student work displays examples of steel frame, concrete frame, precast concrete, and CLT as proposed primary systems. An assigned physical framing model is due at the midterm review for the studio. Construction of a framing model has proven effective for student understanding of load paths, lateral structure, connections, and much more. The following course, **ARCH 522: Media Tech VII / Technical Documents**, further investigates these decisions, requiring a set of diagrams that clearly depict the ability to integrate both primary and secondary structure. Since the VTR, ARCH 522 has been completely updated and refined to offer this material.

The preceding studio, **ARCH 551: Architecture Studio IV,** has addressed the VTR by directly introducing structural design as part of the project. This is intended to provide students with the task of selecting and understanding the basic integration of structure with spatial, formal, and technical elements of a project. In addition, **ARCH 631: Building Tech / Envelopes** introduces basic framing

and structural material systems. Results and outcomes from both of these classes are reinforced the following semester in comprehensive studio.

Undergraduate preparation has also been specifically addressed with regard to the VTR. Changes in course content, offering more direct instruction on calculation, selection, lateral and seismic forces, are part of the sequence of **CM 353: Construction Structures** and **GE 241: Applied Mechanics**.

Finally, as part of the **curriculum changes** proposed by DoArch faculty (to be initiated in academic year 2019-20), a new course in structures will be added to our Building Tech sequence. DoArch is proposing to add more building technology coursework as part of a longer-term plan to control a greater amount of required professional teaching. A new course (tentatively ARCH 433: Building Tech I / Structures) will be offered by DoArch faculty, allowing even greater control of outcomes that align with NAAB SPCs.

B.6 Environmental Systems: *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.
Visiting Team Report [2016, p.25]: *Evidence of student achievement at the prescribed level was not found in student work that was prepared to illustrate an understanding of this criterion, particularly in subjects related to active systems.*

***Program Activities in Response [2016-2018]*:** There are a number of courses and student outcomes that demonstrate understanding in environmental systems. These examples have been specifically addressed since the VTR.

ARCH 552: Comprehensive Building Design Studio assigns a complex building design project that requires selection of appropriate building interior environmental systems (HVAC), identification of appropriate integration of passive and active systems, and integration with building envelope. The following course, **ARCH 522: Media Tech VII / Technical Documents**, further investigates decisions of interior environment, requiring set of diagrams describing solar access, and passive and active HVAC. Since the VTR, ARCH 522 has been completely updated and refined to offer this material.

During the same semester as the comprehensive studio, students take **ARCH 632: Building Tech / Interior Environment**. This course specifically presents the complexities of the design of interior environments, including passive and HVAC, indoor air quality, lighting, acoustics, solar systems, and more. An example assignment requires that students design and specify the active and passive HVAC systems for the comprehensive design project they are working on concurrently. A graphic depiction demonstrates both the understanding of the equipment and the location and spatial requirements within the building.

Finally, as part of the **curriculum changes** proposed by DoArch faculty (to be initiated in academic year 2019-20), a new course in building environmental systems will be added to our Building Tech sequence. DoArch is proposing to add more building technology coursework as part of a longer-term plan to control a greater amount of required professional teaching. A new course (tentatively ARCH 434: Building Tech II / Environmental Systems) will be offered by DoArch faculty, allowing even greater control of outcomes that align with NAAB SPCs.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

Visiting Team Report [2016, pp. 25-26]: *The team did not find evidence of communication, security, or fire protection systems in student work.*

***Program Activities in Response [2016-2018]*:** There are two specific courses and one studio that demonstrate understanding in building service systems. These courses have specifically addressed the VTR with updated assignments and outcomes.

ARCH 552: Comprehensive Building Design Studio assigns a complex building design project that requires the accommodation and planning for service systems. The necessity for these items is presented to students during this semester and revisited the following semester in **ARCH 522: Media Tech VII / Technical Documents.** This class requires a set of diagrams describing the building integration of mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems. Graphic depictions demonstrate these systems, equipment, and location within the building. Since the VTR, ARCH 522 has been completely updated and refined to offer this material.

Finally, during the same semester as the comprehensive studio, students take **ARCH 632: Building Tech / Interior Environment**. This course specifically presents and reinforces these interior building systems and their role within larger issues of the building code, legal responsibilities, construction coordination, and specification.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
Visiting Team Report [2016, pp. 26-27]: *This SPC is **Not Met**. Environmental stewardship, accessibility, life safety, and active environmental systems were not present or were not sufficiently exhibited in student work.*

***Program Activities in Response [2016-2018]*:** As described in the paragraphs above, Integrative Design is primarily offered in Comprehensive Building Design Studio and reinforced in other upper level coursework. Integrative Design, and specifically the VTR items listed, has been especially highlighted in this studio, and appears in other coursework and student outcomes.

The **ARCH 552: Comprehensive Building Design Studio** assigns a complex project that requires students to address each of these items, amongst many others. Environmental Stewardship is part of the site design and analysis phase. It is also analyzed for potential inclusion with passive building environmental systems, such as solar access and natural ventilation/cooling. A review of both LEED and PHIUDS criteria are examples of introducing this material. Accessibility must be shown in the building design, from the site scale (parking, building entry, etc.) to the interiors (restroom, egress stair, etc.). Life safety is demonstrated similarly, with a full review of plans and required building codes (IBC), and appears in the plans of egress stairs, interior circulation, and building separations. Active Environmental Systems are integrated and then demonstrated within the full drawing set, often coming to a resolution during the large-scale development of wall sections and building envelope. Active systems are accommodated in the floor plans but, more significantly, shown in large scale sections, properly integrated with floor and/or ceiling systems.

The specific items listed in the VTR (environmental stewardship, accessibility, life safety, and active environmental systems) are all visible in the comprehensive studio work, with **additional coursework** addressed here:

Environmental Stewardship: Beyond the comprehensive studio, this issue is addressed from a technical standpoint in both **ARCH 522: Media Tech VII / Technical Documents,** and also **ARCH 632: Building Tech / Interior Environment.** Students are introduced and assigned material that

supports complex design decision making and how it relates to other building systems and design ideas. Environmental Stewardship is addressed from a professional and ethical standpoint in **ARCH 671: Architectural Practice III / Stewardship**. This course includes an entire semester of considerations and options on how to deliver buildings within our larger, environmental context.

Accessibility: Beyond the comprehensive studio, this issue is addressed in **ARCH 522: Media Tech VII / Technical Documents.** Students produce drawings and diagrams that specifically show a design response to the ADA and IBC Accessibility codes. These drawings are made as development of the building project from the comprehensive studio. Examples include exterior and site accessibility, such as parking areas and building entry, and interior/building accessibility, such as restrooms, elevators, and corridors.

Life Safety: Beyond the comprehensive studio, this issue is addressed in both **ARCH 522: Media Tech VII / Technical Documents,** and also **ARCH 632: Building Tech / Interior Environment.** Drawings and diagrams that specifically demonstrate life safety are produced, including building code analysis, egress and stair design, and fire protection systems.

Active Environmental Systems: Beyond the comprehensive studio, this issue is addressed in both **ARCH 522: Media Tech VII / Technical Documents,** and also **ARCH 632: Building Tech / Interior Environment.** Students produce drawings and diagrams that specifically demonstrate active environmental systems, including provisions for spatial and building planning. Active systems and their proper use and implementation are taught alongside the expectation that building performance should be made in combination with some level of passive/natural system integration. The diagrams produced in these courses (also described in the paragraphs above) reinforce and sometimes alter student design decisions made previously. A full analysis of solar, site, and ventilation options, with consideration for building size, type, and the surrounding climate, is completed with the intent of folding revised design decisions into the previous studio project.

Program Response Causes of Concern:
(not applicable)

Program Response to Change in Conditions:
(not applicable)

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

The DoArch faculty remains current in knowledge and experience through professional practice, licensure, and attendance to conferences and symposia. Among the seven full-time faculty members, three maintain licensure and NCARB Records (Associate Professor Charles MacBride, Instructor Robert Arlt, Instructor Brian Lee); four are AIA or AIA Associate members (MacBride, Arlt, Assistant Professor Federico Garcia Lammers, and Department Head Brian Rex); and one holds Passive House Certification (Arlt, CPHC). These professional memberships require continuing education credits.

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 have included ACSA, NCBDS, CHSA, PHIUS, and the NCARB Licensing Advisors Summit. At the DoArch faculty retreat that begins each academic year, discussion regarding the financial budget and travel funding is reviewed.

In addition, 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.

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, an infrared camera and other equipment have been prioritized through faculty ambitions and interests.

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. 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.

Typical workload assignments are found in the SDSU Faculty Handbook, addressing workload for tenured/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 non-tenure track faculty, the typical workload breakdown is 90% teaching and 10% service.

The SDSU Faculty Handbook can be found here:
https://sdsu.app.box.com/folder/52629829145

Within the SDSU Faculty Handbook, see Section 5: Achieving Excellence in Faculty Roles, Section 7: Faculty Workload Policy, Section 8: Professional Development Plan, and Section 9: Faculty Annual Review.

The DoArch Faculty Workload Policy and Course Designation Values can be found here:
https://sdsu.app.box.com/folder/52629811403

DoArch has an approved tenure and promotion policy through the School of Design and the College of Arts, Humanities & Social 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 DoArch Program Assistant Derek Lankford, the SoD Program Assistant Beverly French works with the department. Also, Donna Dunn is the SoD Professional Academic Advisor for undergraduate students. Both have helped the department by taking an advising and administration load off DoArch faculty.

To help us prepare for our Initial Accreditation APR and Visit (in 2016), the department hired two consultants, David Cronrath, Dean of the School of Architecture, Planning, and Preservation at the University of Maryland, and Keelan Kaiser, formerly Professor of Architecture at Judson University Christian College. Both were able to offer advice and comments through discussion and written reports. This APR is closely based on the 2016 APR, only two years old at this writing. This report was also reviewed and edited by Amber Jensen, SDSU Instructor of English.
https://sdsu.app.box.com/folder/52629811403

The following is a list of **past and projected faculty research opportunities** in the form of conferences attended, grants & donations submitted, creative activities, and exhibits performed between Fall 2016 and Fall 2018.

Conferences:

- **North American Passive House Conference,** Assoc. Professor Charles MacBride, Instructor Robert Arlt, and DoArch students, Philadelphia, Sep 2016, Seattle, Sep 2017, Boston, Sep 2018.
- **6th International Congress on Construction History,** Assistant Professor Jessica Garcia Fritz, Brussels Belgium, July 2018.
- **Tangible - Intangible Heritage(s): An Interplay of Design, Social and Cultural Critiques of the Built Environment.** University of East London. Assistant Professor Federico Garcia Lammers, June 2018
- **Annual Conference of Environmental Design Research Association (EDRA),** Instructor Fang Xu, Madison WI, June 2017, Oklahoma City, June 2018.
- **6th Biennial Conference: Construction History Society of America** University of Maryland, Assistant Professor Federico Garcia Lammers, May 2018.
- **Time: National Conference of the Beginning Design Student,** Cincinnati, OH. Assistant Professor Federico Garcia Lammers, Instructor Fang Xu, March 2018.
- **PCI (Precast/Prestressed Concrete Institute) Convention**, Assistant Professor Federico Garcia Lammers, Department Head Brian Rex, Instructor Brian Lee, and DoArch Students, Cleveland OH, March 2017, Denver CO, Feb 2018.
- **Department of Architecture Graduate & Undergraduate Travel Study**, all faculty. Chicago, Los Angeles, New York, Collegeville MN, Minneapolis, Savannah, Denver. 2016-18.
- **Begin with Why: National Conference of the Beginning Design Student.** Salt Lake City, UT. Assistant Professor Federico Garcia Lammers, March 2017.
- **The Ethical Imperative. 106th ACSA National Conference**, Denver, CO. Assistant Professor Federico Garcia Lammers, March 2018.

- **Fabrications: Atmosphere Symposium 10.** University of Manitoba, Winnipeg, Canada. Assistant Professor Jessica Garcia Fritz, Assistant Professor Federico Garcia Lammers, February 2018.
- **Deadwood Lead Economic Development Housing Summit**, Deadwood, SD, Department Head Brian Rex, Instructor Brian Lee, December 2017.
- **Crossings Between the Proximate and Remote: ACSA Fall Conference,** Marfa, TX. Assistant Professor Jessica Garcia Fritz, Assistant Professor Federico Garcia Lammers, October 2017.
- **Level: A Symposium on Gender Equity in the Design of the Built Environment.** Fargo, ND, NDSU Department of Architecture and Landscape Architecture. Assistant Professor Jessica Garcia Fritz, Assistant Professor Federico Garcia Lammers, October 2017.
- **AIA South Dakota Convention**, all DoArch Faculty and Students, Sioux Falls, SD, September 2016, 2017, 2018.
- **AIA South Dakota Convention, "Passive House Roundtable,"** Assoc. Professor Charles MacBride, Instructor Robert Arlt, Sioux Falls, September 2017.
- **NCARB Licensing Advisors Summit**, Assoc. Professor Charles MacBride, Chicago, July 2017.
- **Brooklyn Says…Move to Detroit: 105th ACSA National Conference.** Detroit, MI. Assistant Professor Federico Garcia Lammers, March 2017.
- **South Dakota Housing Development Authority Conference,** Assoc. Professor Charles MacBride, Instructor Robert Arlt, Pierre SD, October 2016.
- **Cross-Americas: Probing Disglobal Networks. ACSA International Conference.** Santiago, Chile. Assistant Professor Jessica Garcia Fritz, Assistant Professor Federico Garcia Lammers, June 2016.
- **5th Biennial Conference: Construction History Society of America.** University of Texas, Austin. Assistant Professor Jessica Garcia Fritz, Assistant Professor Federico Garcia Lammers, May 2016.

Grants & Donations:

- **South Dakota Passive Housing Initiative: Model House Design, Research, Teaching and Construction,** $594,000. Grant from SD Governor's Office of Economic Development. Assoc. Professor Charles MacBride, Instructor Robert Arlt, 2016-18.
- **PCI (Precast/Prestressed Concrete Institute) Grant**, $28,400 annually over four years. Department Head Brian Rex, 2013-17.
- **City of Deadwood SD & DoArch Public Works,** $10,000. Department Head Brian Rex, Instructor Brian Lee, Fall 2017.
- **AIAS / DoArch Public Works Grant with the Crooks SD Housing and Redevelopment Commission,** $3,000. SDSU AIAS with Assoc. Professor Charles MacBride, October 2017.
- **SDSU Office of Academic Affairs Scholarly Dissemination Grants,** various amounts. Assistant Professor Federico Garcia Lammers, Instructor Fang Xu, 2016-18.
- **SDSU EXPL Faculty Grant,** $1,100 + $500 department match. Instructor Fang Xu, Fall 2018
- **Yankton Area Progressive Growth,** $350. Instructor Fang Xu, Fall 2017.

Creative Activities & Exhibitions:

- **Charles MacBride Architect,** Associate Professor Charles MacBride, Sioux Falls, SD, 2002-current; projects include the **Roling Passive House,** Madison SD, (joint project with Charles

MacBride and Robert Arlt), 2018-current; and the **Wessington Springs SD School District Master Plan and Feasibility Study,** 2016-17.

- **LAB-OR Ltd. Co.,** Assistant Professor Jessica Garcia Fritz and Assistant Professor Federico Garcia Lammers, Brookings, SD, 2012-current.
- **Robert Arlt Architect,** Instructor Robert Arlt, Sioux Falls, SD, 2014-Current; projects include the **Batcheller Pad,** Sioux Falls SD, 2018-current, and the **Lapis Residence,** Brookings SD, 2015–16.
- **Tiny Topographies. CAIRNS Takuwe Exhibit,** Assistant Professor Jessica Garcia Fritz, The Heritage Center at Red Cloud Indian School, March 2018, Akta Lakota Museum and Cultural Center, Chamberlain, SD June 2018, South Dakota Art Museum, Brookings, SD October 2018.
- **PH01:BRK / Passive House Brookings Design and Student Work Exhibit,** Sioux Falls Design Center, Assoc. Professor Charles MacBride, Instructor Robert Arlt, January 2018.
- **AIA South Dakota Merit Award: El Columpio Mexican Grill,** Mitchell SD. Instructor Robert Arlt (with Ciavarella Design Architects), Sep 2017.
- **AIA South Dakota Merit Award: Wrigley Square,** Mobridge SD. SDSU DoArch Public Works, Sep 2016.
- **Kinetic Pergola: Implementing Technology Towards Active Public Space,** Instructor Brian Lee, Institut d'Arquitectura Avançada de Catalunya, Spain, 2017.
- **Articulating Seating Apparatus and System,** Instructor Brian Lee, inventor, US Patent No. 9,756,947 Granted September 12, 2017.
- **Public Works Exhibits,** various DoArch Faculty and students, Webster SD, Volga SD, Yankton SD, Deadwood SD, Lead SD, Sioux Falls SD, ongoing.
- **Volga Square: DoArch Public Works,** Volga, SD. SDSU Faculty and students, June 2017.
- **The Beam: DoArch Public Works,** Webster, SD. SDSU Faculty and students, June 2016.
- **SDSU Faculty Excellence Exhibit.** Assistant Professor Jessica Garcia Fritz and Assistant Professor Federico Garcia Lammers, annually, 2016-current.
- **Material Practices Poster Exhibit: 105th ACSA National Conference,** Detroit, MI. Assistant Professor Federico Garcia Lammers, October 2016.
- **DoArch Publications:** Draft, Student Portfolios, faculty scholarship. Coordinated by Assistant Professor Federico Garcia Lammers 2017-current.
- **DoArch Posters:** Collaboration with LB-O in Brooklyn, NY. Assistant Professor Federico Garcia Lammers, 2016-17.

Student Support Services
Students who enter the architecture program are supported through DoArch, the School of Design, and the College of Arts, Humanities & Social 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 CAHSS, DoArch has worked with Professional Academic Advisor Jessica Lewis, Program Assistant Lori Maher, and Budget Coordinator Erin Staniszewski. All have helped to develop a student-centered curriculum rooted in the Liberal Arts. First year student advising in architecture is coordinated by Academic Advisor Nichole Gertken at the Wintrode Student Success Center. Nicole is in charge of first-year advising as well as the first-year support system for Freshman Retention.

Through the School of Design, DoArch has worked with Professional Academic Advisor Donna Dunn, and Program Assistant Beverly French. Donna has played a key role in advising SoD undergraduate students (second – fourth year).

All students enrolled in DoArch are tracked & advised before each semester through the "WebAdvisor" online 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/L. 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.
https://www.sdstate.edu/wintrode

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 problems and offer assistance for most University IT services, including Wi-Fi, computer labs, PHAROS printing, and email accounts. The Support Desk has helped DoArch in establishing networking capabilities and providing a large amount of server space.
https://www.sdstate.edu/support-desk#

In terms of **career guidance**, students receive support from the DoArch faculty as well as several professional firms within the region. Many firms have directly hired DoArch students for internships and full-time positions and have made 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.

Students also receive support through the organizations they form and preside over. DoArch has an active chapter of the AIAS with fifteen (15) members. The AIA SD continues to support 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 AIAS Forum, Grassroots and Quad Conferences for students in officer positions.

DoArch faculty and students have also attended the annual PCI Convention and the annual PHIUS Conference. DoArch selects outstanding students who represent the work completed in ARCH 351: Collaboration Studio, and upper level students working with the Passive House project. Grant funding and the department pay for travel, accommodations, and registration. Attending these conferences is an opportunity for students to provide leadership by representing DoArch on a national platform and bringing information back to other DoArch students.

Architect Licensing Advisor Associate Professor Charles MacBride, AIA, NCARB, is the SDSU NCARB Architect Licensing Advisor and the liaison to the South Dakota Board of Technical Professions (BOTP), and the AIA South Dakota. Charles is a licensed architect in South Dakota, Colorado, and New York and maintains a practice in Sioux Falls. He is active in the AIA South Dakota, sitting on the Scholarship and Design Awards committees. Most recently he has worked on residential and institutional projects in the region, including the Passive House being completed in Brookings, the Roling Passive House in Madison SD, the Laura Ingalls Wilder Society Historic Home Masterplan in DeSmet, SD, and the Wessington Springs School District Masterplan.

MacBride has attended previous NCARB Licensing Advisors Summits and holds a spring semester information session with the AIAS and State Licensing Coordinator Allison Dvorak, AIA (previously Tom Hurlbert) for students. This session has been attended by national NCARB representatives as well. Student support and mentorship, including for AXP and NCARB is also available through other licensed faculty and local professionals.

I.2.2 Physical Resources

In summer 2015, DoArch moved into and furnished the first and third floors of the SDSU Architecture, Mathematics and Engineering (AME) Building. The building was designed by Perspective, one of our Founding Firms, 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 desks, pin-up space, faculty and staff offices, a photo lab and 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 versions can be found here: https://sdsu.app.box.com/folder/52629811403

AME Building First Floor Plan

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)= 13,493 sqft*
**Does not include circulation, restrooms, conference rooms, or services*

Studios, Review, & Lecture Space	= 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
Lab Space	= 477 sqft
▪ Photo/Image Lab	= 125 sqft
▪ Fab Lab	= 352 sqft
Office, Archives, & Exhibition Space	= 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, cart and lamp. Graduate students receive a larger desk and additional carts are available 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 DoArch makes use of the central studio space and the “fishbowl” space for seminar courses and reviews. A conference room on the third floor of AME is sometimes used for these seminars, though use of the room is also 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. Both labs are monitored by a lab attendant Monday through Friday plus limited hours during most weekends. DoArch students are hired to serve as lab attendants, and a graduate student assistant coordinates schedules, maintains equipment, and assigns tutorials.

Photo/Image Lab and Fab Lab Equipment:
- 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
- FLIR E53 Thermal Imaging Camera
- Solar Pathfinder
- Projectors (x3) & Monitors (x10)
- Graphtec Vinyl Cutter
- ULS Laser Cutter
- Makerbot 3D Printer (x2) & Lulz Bot 3D Printer

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 kitchenette, an accreditation archive, and exhibition space. The archive houses the work collected for NAAB team 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 the departments of Mechanical Engineering and Construction and Operations Management. DoArch utilizes both dedicated and shared workshop space on the first floor. These spaces include a digital fabrication room, a wood and model shop, an assembly area, and an outdoor space. As of this writing, a new full-time shop steward is being hired, employed by DoArch with partial salary coming from the Department of Construction and Operations Management. DoArch also 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. Evening hours are reserved for faculty directed workshop courses. The workshop is governed by a set of Shop Rules.

The most updated information on the DoArch Workshop & Digital Fabrication Labs can be found here: https://www.sdstate.edu/construction-concrete-industry-management/ame-production-labs

AME Building First Floor Space Requirements (NET)= 19,514 sqft*
**Does not include circulation, restrooms, lobby space, or services.*

DoArch Workshop = 522 sqft
- Digital Fabrication = 522 sqft

DoArch, Mech. Eng. & Const. Mgmt. Workshop = 13,992 sqft
- Wood & Model Shop = 1230 sqft
- Assembly Area = 8060 sqft
- Hot Shop = 768 sqft
- Tool Crib = 350 sqft
- Outdoor Space = 3584 sqft

Mechanical Engineering (Mech. Eng.) Workshop = 5000 sqft
- Open Workshop = 5000 sqft

Workshop Tools & Equipment:

Pneumatics
- Hitachi Finish Nailer (x2)
- Blue Hawk Finish Nailer (x3)
- Bostich Brad Nailer (x3)
- Master Power Drill
- Kobalt Impact Wrench
- Hitachi Full Sized Nail Gun
- Kobalt Latex Spray Gun
- Kobalt Dual Action Sander
- 100' Orange Pneumatic Hose
- Hose Nozzle (x6)

Electric (Corded)
- Dewalt Circular Saw
- Black & Decker Circular Saw
- Skill Jigsaw
- Dewalt 3/8" VSR Drill
- Dewalt 1/2" VSR Drill
- Dewalt 4 1/2" Angle Grinder
- Bosch Angle Grinder
- Black & Decker Mouse Sander
- Bosch Orbital Sander
- Hitachi Orbital Sander
- Hitachi Belt Sander
- Bosch Jig Saw
- Dewalt Orbital Sander
- Dewalt Biscuit Jointer
- Bosch Hand Router (x3)
- Assorted Extension Cords (x6)
- Milwaukee Sawzall

Electric (Cordless)
- Hitachi Drill 18V & 12V (x2)
- Porter Cable Drill 18V
- Dewalt Circular Saw
- Dewalt Cut Out Tool
- Dewalt Jigsaw
- Dewalt Sawzall
- Dewalt Angle Grinder
- Dewalt 1/4" Impact Wrench (x2)
- Dewalt 1/2" Heavy Duty Impact Wrench
- Dewalt 1/2" Drill/Driver (x3)
- Dewalt 1/2" Hammerdrill

Hand Tools
- Metric Wrench Variety Set 0-40mm (x39)
- Imperial Wrench Variety Set 0" - 1 1/2" (x13)
- Heavy Duty Pipe Wrench
- Flathead Screwdriver (x13)
- Philips Screwdriver (x13)
- Multi-Bit Screwdriver (x3)
- Pliers (x9) & Needle-Nose Pliers (x6)
- Channel-Lock (x2)
- Crescent Wrench
- Snips (x7) & Scissors (x3)
- Files - Assorted (x9)
- Seven-In-One Multitool
- Utility Knife (x4) & XActo Knifes
- 2" Scraping Knife (x2)
- Wood Chisel (x3)
- Tape Measures < 40' (x8)
- Chalk-Line (x2)
- Allen wrench sets (x6)
- Socket Wrench (x3) & Socket Sets (x8)
- 4" Stripper
- Putty Knives - Assorted Size (x12)
- Screw Threading Set
- Claw Hammer (x8)
- Rubber Mallet (x3)
- Ball Peen Hammer (x2)
- Vice Grips (x4)
- Calipers (x4)
- Punches (x15)
- Pry-Bars (x6)
- Riveter
- Gator Lift (x2)
- 100 Meter Tape & 100 Foot Tape
- Masonry Towels (x2)
- 6" & 12" Speed Squares (x4)
- 12" Carpenter Square (x2)
- Drywall T-Square (x2)
- 4' Straight Edge (x2)
- 12", 4' & 6' Levels

Machines
- Jet 17" Drill Press
- Delta 18" Drill Press
- Laguna 14 I 12 Bandsaw
- Dewalt Scroll Saw
- Delta Compound Miter Saw
- Powermatic Joiner
- Powermatic Planar
- Jet Oscillating Edge Sander
- Powermatic Combination Belt & Disc Sander
- Jet Oscillating Spindle Sander
- Tecno CNC Router 8x4
- Shop Bot CNC Router 18x24
- Becker Vacuum System
- BelVac Vacuum Forming Table
- Milwaukee Panel Saw
- Hitachi Table Router
- Husqvarna Gas Miter Saw

Safety
- Safety Glasses & Goggles (x6)
- Earplug Box
- First Aid Kit (x4)
- Over Ear Hearing Protection (x4)
- Disposable Respiration Masks
- Gloves (x6)
- Full Size Respirator

Hilton M. Briggs Library: The DoArch 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 *I.2.4 Information Resources.*

Imaging Center: For printing, students use the Print Lab and Imaging Center in Yeager Hall, a three-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. 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-first-semester students 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.

Changes and Problems of Physical Resources: Because the AME Building is new, DoArch has not experienced a need for significant changes or additions to our physical resources. The NAAB Team Room was finished out as the "Fishbowl" prior to the 2016 NAAB Team visit. It otherwise serves as a seminar and studio review space.

Program Provided Faculty Spaces: Each faculty member is given a dedicated office space measuring 130 sqft, which includes an eight (8) foot desk for drawing or modeling, bookshelves, cabinets, 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

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

The start-up of the program was supported by a significant gift from Mr. Jerome J. Lohr, an SDSU alum, which was complemented by four local architectural firms that joined SDSU identifying the need for an accredited, professional program. The Founder's Group committed to fund $2 million of the revenue/cost gap accumulated during the first six 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 a broader research mission 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, Humanities & Social 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 FY17-18, for example, the number of credit hours generated in teaching reached 1953 credits based on the amount of credit hours taken by students. Multiplied by $443.85, the tuition amount charged per credit hour, DoArch generated $866,839. 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, Humanities & Social Sciences. State support covers the remaining expenses if direct allocation does not.

TABLE 1.2.3.a: Expenses Controlled by Direct Allocation for FY16-17 & FY17-18*

Expense	Salary		Benefits		OE		Total	
	FY16-17	FY17-18	FY16-17	FY17-18	FY16-17	FY17-18	**FY16-17**	**FY17-18**
Personnel (Dept. Head)	$112,106	$112,106	$22,395	$23,159	$355	unavailable	**$134,857**	**$135,266**
Graduate Assistants	$0	$14,353	$0	$42	$0	unavailable	**$0**	**$14,395**
Operating Expenses					$40,751	$35,987	**$40,751**	**$35,987**
Total							**$175,608**	**$185,647**

**Information for this table was prepared by Erin Staniszewski, Budget Coordinator, College of Arts, Humanities & Social Sciences.*

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: For FY2018-19, DoArch charges a discipline or "course fee" of $451.85 per credit hour. The course fee increases slightly each year. Revenue generated from these fees totaled approximately $632,692 in FY16-17, and $866,839 in FY17-18.

TABLE 1.2.3.b: Revenue Generated from Course Fees FY16-17 & FY17-18 (following page) breaks down enrollment and revenue generated for each DoArch course.

SDSU Foundation: At the start of the program in 2010, 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 years of the program or until it is self-sustaining. The SDSU Foundation has pledged $680,000 to cover the remaining costs.
https://www.sdstatealumnifoundation.org/

TABLE 1.2.3.b: Revenue Generated from Course Fees FY16-17 & FY17-18*

Course No. & Credits	fa2016 count	sp2017 count	fa2017 count	sp2018 count	FY16-17 Credit Hours	FY17-18 Credit Hours	FY16-17 Fees	FY17-18 Fees
ARCH 101 (3)	0	0	35	0	0	105	0	$46,604
ARCH 221 (1)	0	0	38	0	0	38	0	$16,866
ARCH 221 (2)	39	0	0	0	78	0	$34,390	0
ARCH 222 (1)	0	0	33	0	0	33	0	$14,647
ARCH 241 (3)	0	57	0	47	171	141	$75,394	$62,583
ARCH 242 (2)	40	0	36	0	80	72	$35,272	$31,957
ARCH 251 (4)	33	0	34	0	132	136	$58,199	$60,364
ARCH 252 (4)	0	32	0	31	128	124	$56,435	$55,037
ARCH 321/491 (2)	2	11	6	22	26	56	$11,464	$24,855
ARCH 331/332/431 /531 (2)	19	17	0	0	72	0	$31,745	0
ARCH 341 (3)	0	10	0	30	30	90	$13,227	$39,947
ARCH 342 (2)	12	0	12	0	24	24	$10,582	$10,652
ARCH 351 (5)	9	0	32	0	45	160	$19,841	$71,016
ARCH 352 (5)	0	8	0	27	40	135	$17,636	$59,920
ARCH 382 (1)	11	0	0	6	11	6	$4,850	$2,663
ARCH 401/422 (2)	13	0	10	0	26	20	$11,463	$8,877
ARCH 411/432 (2)	0	20	0	11	40	22	$17,636	$9,765
ARCH 421 (2)	19	0	11	0	38	22	$16,754	$9,765
ARCH 451 (5)	3	0	10	0	15	50	$6,614	$22,193
ARCH 452 (5)	0	17	3	11	85	70	$37,477	$31,070
ARCH 461/561 (2)	0	0	41	42	0	166	0	$73,679
ARCH 492/692 (3)	0	26	0	19	78	57	$34,391	$25,300
ARCH 521 (2)	11	0	11	0	22	22	$9,700	$9,765
ARCH 522 (2)	0	0	9	0	0	18	0	$7,989
ARCH 551 (6)	11	0	10	0	66	60	$29,099	$26,631
ARCH 552 (6)	0	12	0	11	72	66	$31,745	$29,294
ARCH 571 (2)	10	0	12	0	20	24	$8,818	$10,652
ARCH 572 (2)	0	11	0	12	22	24	$9,700	$10,652
ARCH 631 (2)	10	0	16	0	20	32	$8,818	$14,203
ARCH 632 (2)	6	0	0	21	12	42	$5,291	$18,642
ARCH 651 (6)	6	0	8	0	36	48	$15,872	$21,305
ARCH 652 (6)	0	4	0	9	24	54	$10,582	$23,968
ARCH 671 (2)	6	0	9	0	12	18	$5,291	$7,989
ARCH 672 (2)	0	4	0	9	8	18	$3,527	$7,989
ARCH 691 (2)	1	0	0	0	2	0	$882	0
TOTAL	**261**	**229**	**376**	**308**	**1435**	**1953**	**$632,692**	**$866,839**

** Information for this table was prepared by Erin Staniszewski, Budget Coordinator, College of Arts, Humanities & Social Sciences.*
*** FY2016-17 Discipline Fee = $440.90; FY2017-18 Discipline Fee = $443.85*
**** Does not include summer courses.*

Grants:
DoArch has been awarded significant grants from the Precast/Prestressed Concrete Institute (PCI), the Barbara Fishback scholarship, and the South Dakota Governor's Office of Economic Development.

DoArch was the 2013 recipient of the PCI Grant, which awarded the department approximately $28,400 annually over the course of four years. This grant has allowed us to implement studio-based design-build projects, to work closely with Gage Brothers Concrete Products in Sioux Falls, 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. The M.Arch degree program is one of these, and in 2015 DoArch received $23,000 to help achieve initial accreditation.

In 2016, the South Dakota Governor's Office of Economic Development (GOED) awarded DoArch a Future Funds grant for the South Dakota Passive Housing Initiative. The grant totals $591,345, and includes efforts in curriculum development, student and faculty training, research, outreach and promotion, and most visibly the student-led design and construction of a certified passive house. The grant is to be self-sustaining, with the sale of each house funding the next.

Smaller grants have been awarded from internal sources and also from communities throughout the state. Many of the Public Works projects, including those in Volga, Webster, Yankton, Crooks, and more, are supported through funding that covers travel, printing, incidentals, and other expenses for teaching and research.

Expense categories over which the program has 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, student workers, travel, contractual services, supplies, and capital outlay.

In FY16-17, FY17-18, and FY18-19 (projected), personnel included four (4) full-time tenure/tenure-track professors (including the Department Head), three (3) full-time instructors, and two (2) staff members.

In FY18-19, DoArch proposes to increase personnel by adding one new tenure/tenure-track line. Increasing enrollment and increased credit hour and course offerings allow the addition of one new faculty member. Approval for this is expected during the fall semester 2018.

*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 FY16-17 & FY17-18*

Expense	Salary		Benefits		OE		Total	
	FY16-17	FY17-18	FY16-17	FY17-18	FY16-17	FY17-18	**FY16-17**	**FY17-18**
Personnel: 6 Faculty 1 Staff	$443,933	$461,120	$116,528	$116,215	$1,346	unavailable	**$561,808**	**$577,336**
Graduate Assistants	$39,771	$37,507	$591	$107	$88	unavailable	**$40,449**	**$37,614**
Student Labor	$79,582	$73,219	$884	$928	$252	unavailable	**$80,718**	**$74,146**
Travel					$17,817	$9,584	**$17,817**	**$9,584**
Contractual Services					$21,143	$10,581	**$21,143**	**$10,581**
Supplies					$29,974	$13,939	**$29,974**	**$13,939**
Capital Overlay					$584	$3,273	**$584**	**$3,273**
Total	**$563,286**	**$571,846**	**$118,003**	**$117,250**	**$71,205**	**$37,377**	**$752,493**	**$726,472**

**Information for this table was prepared by Erin Staniszewski, Budget Coordinator, College of Arts, Humanities & Social Sciences.*

Graduate Assistantships and Student Workers: DoArch supports students in the form of Graduate Assistantships and Student Workers. The department typically allots $35,000 to cover graduate assistantships, a number which may increase as enrollment increases. A plan by DoArch for Graduate Assistantship funding and placement has been tabled as the first year School of Design core sequence continues to use SoD faculty. DoArch imagines a mutually beneficial first year sequence that supports graduate students in TA positions, focused architecture studios for freshmen, and a release of dedicated faculty from filling these teaching slots.

DoArch has used available funds donated via the SDSU Foundation to furnish the new AME building. We will continue to use this Foundation fund to cover our lecture series, purchase books for the collection at Briggs Library, to buy equipment for the workshop, studio, labs, and more.

Other expenses include travel, contractual services, supplies, and capital outlay. 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, based upon budget priorities established during the Faculty Retreat at the start of each academic year.

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, etc. Capital outlay refers to software, phone/data equipment from IT, and Library/Media Resources.

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 tuition, fees, travel, and more. In addition to outside scholarship and fellowship opportunities, DoArch students are offered specific scholarship and fellowship opportunities though 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 Scholarship Awards: Annually in November, TSP, Inc. advertises the TSP/DoArch Scholarship Awards, which are given to undergraduate students who exhibit excellence in design and professional promise. TSP awards scholarships totaling $5,000 to multiple 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 a summer internship to an SDSU M.Arch student. To qualify, students must be enrolled in the 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. Finalists are interviewed following the submission of a portfolio and resume.

AIA South Dakota Merit Award: In March, the AIA SD offers a scholarship of $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 SDSU DoArch.

AIA South Dakota Enrichment Award: Simultaneously in March, the AIA SD offers a scholarship of up to $3,000 based on an enrichment 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 have included travel, study abroad, individual research and documentation, and 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. Recent changes to this award encourage the mentorship and application proposal made in conjunction with an AIASD member or other professional.

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 SDSU Office of Academic Affairs 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. Many DoArch faculty have received these grants over the years.

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.

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.
https://www.sdstate.edu/division-research-economic-development

Pending Reductions or Increases in Enrollment:

- DoArch was founded at the bottom of a recession (2009) and across eight years of shrinking high school graduate populations the department has grown to about 160 students in six years of study with seven faculty. The current structure of the curriculum and facilities afford a capacity of about 220 students with a steady studio state of 180 (50+40+30+30+15+15) students fast approaching. DoArch has been developed to maximize the potential paths to intake into the professional program through pre-professional, tech school transfers, international, and first professional paths. To sustain its numbers across changes in demographics and economic turns, DoArch must cultivate a variety of potential student pools and be nimble enough to see each rise and fall across time.
- DoArch draws heavily on the rural belt of small communities stretching from the Wisconsin Dells to Eastern Montana and Wyoming, NW Iowa, NE Nebraska, all of South Dakota, and from the North Dakota border to the suburbs of Omaha. Over half of our students come from communities of less than 5,000 pop. This is a strong, stable region that is expected to see increased numbers of HS graduates sooner than the rest of the USA.
- DoArch's architectural education--due to its funding model, the cost of professional education, and the nature of base educational costs at SDSU--is a very economical professional program for this region of the USA but is, next to Aviation Studies and its flight training, the most expensive program delivered by SDSU. This puts the program in the paradoxical position of being perceived locally as expensive while DoArch's out of state tuition appears inexpensive to potential students beyond South Dakota. About one third of our students are from South Dakota while two thirds come from either surrounding states or international addresses—a higher percentage from beyond than the institution average.
- First year student enrollment has been statistically flat in the period 2016-18 (between 40-50). The incoming 2014 freshman class (20) was the last time a significant drop in numbers was seen.
- Over the period 2014 to 2018 DoArch has seen an amazing influx of students from Africa, a very wonderful but unexpected circumstance. DoArch has seen 14 students from Nigeria, 3 from Egypt, 2 from Ghana and one each from Ivory Coast, South Africa, Ethiopia, and Zambia.
- Increases in enrollment are seen from out-of-state students from Minnesota, Iowa, and Nebraska due to agreements for in-state tuition and increased DoArch visibility.
- Increased undergraduate enrollment is generating new teaching and a need for increased staffing; DoArch is seeking approval for a new tenure-track line during 2018-19.
- The move into the new AME Building (Fall 2015) has been important in consolidating the program and building identity.
- Reciprocal agreements have been discussed and are in various stages of completion with South Central College (Mankato MN), Western Dakota Tech (Rapid City SD), and Laramie County Community College (Laramie WY).
- Enrollment in the graduate program has been steadily climbing for four years; increased enrollment in the first professional path for SDSU design program grads is starting to make an impact.
- New stringencies in visa review, access to timely funding, and changes in perceptions of higher ed in the USA make our recruitment and retention of international students increasingly difficult.

Architecture is the only graduate program in the School of Design. Defining the parameters and value of the Master of Architecture degree first and foremost as a professional degree is important for us to be poised to focus on the primary goal of the curriculum. DoArch considers the graduate professional degrees in Nursing and Pharmacy to be very similar institutional models but differently situated. Streamlined degree program application processes like these programs utilize, including the use of ArchCAS, will improve graduate enrollment numbers and diversity in race and gender.

Pending Reductions or Increases in Funding:

- Increases in enrollment will lead to an increase in course fees and therefore DoArch funding.
- Grant funding for the Passive House Initiative will expire in 2018. This grant has funded four semesters of graduate research assistants.
- While the PCI grant funding has expired, smaller commitments from a number of South Dakota towns continues to provide opportunities for Public Works teaching and scholarship. As of this writing and as work is being completed in 2017-18 partner communities, new opportunities are in place from Piedmont SD, Volga SD, Madison SD, and Castlewood SD.
- In 2019, funds donated by the Founding Firms will be completed. From the beginning, the department has known of this deadline. DoArch start-up expenditures have mostly been completed, however, and funding from course fees has virtually replaced incoming revenue.

The availability of graduate research assistantships is another proposed method of budget control. DoArch hopes to attract graduate students through the ability of GA and TA-ships, especially in teaching first-year and beginning coursework. The SoD continues to search for a steady state in the staffing of the SOD first-year core. Continuing change is subsequently felt as uncertainty in the number of GAships DoArch can offer from year to year and through equitable funding sources.

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

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 693,000 books and e-books, 38,000 online 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 80 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 faculty and staff members, a seating capacity for 1,122 people in the form of study lounges, group study rooms, conference and seminar rooms, more than 400 individual study carrels, and 38 private study rooms for graduate students and faculty. The Briggs Architecture Librarian is Karlyn Schumacher. 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.
https://www.sdstate.edu/hilton-m-briggs-library

Library and Information Resources: While Hilton M. Briggs houses collections for all of the units and 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 University Librarian, the architectural collection is Briggs' fastest growing collection. DoArch is offered an annual budget of $2,000 from the library for acquisitions in addition to the $2,000 annual budget the department provides from the SDSU Foundation.

Books & Periodicals: As of August 2018, the architectural collection offers 4,038 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 1,211 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 Librarians has identified a list of 46 periodicals that are core for a first-degree program in architecture. Of the 46 periodicals on this list currently in publication, Briggs Library has a current subscription to 10 titles and has some past issues of 8 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. As the library staff has shifted the physical periodicals of other disciplines to digital databases, they have agreed to maintain our physical collection for access to scaled drawings, etc. Currently there are approximately 20 physical journals on the shelves.

In Spring 2012, DoArch 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 fall 2016 Team Visit, several other architecture or architecture-related books have also been added to the collection, which includes 14 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 827 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 172 databases. The databases may be accessed by the entire SDSU community, both on and off-campus. In addition, experienced librarians are available at the Library Services Desk, via telephone, email, and virtually (chat), to help students and faculty members find information. 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 Assistance Guide. http://libguides.sdstate.edu/architecture

Avery Index: This is a comprehensive guide to the current literature of architecture and design. The Avery Index surveys more than 325 current print and e-journal titles, in addition to covering of over 3,080 retrospective periodical titles and provides citations to over 800,000 articles.

ARTstor and other Image Databases: ARTstor 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. Briggs provides additional Image Databases including Camio, Book of Copies, RIBApix, Getty Images, AIGA Design Archives, and the Digital Library of South Dakota.

InformeDesign: Contains over 2,400 research summaries, tutorials, white papers, web casts, and case studies related to interior design, graphic design, architecture, and landscape architecture.

Collaborative Architecture, Urbanism, and Sustainability Web Archive (CAUSEWAY): Searches archived websites and other potentially ephemeral documents related to topics of architecture, urban fabric, community development activism, public space and sustainability.

British Architectural Library Catalogue: Searches the collections of the British Architectural Library, including books, articles, blog entries, drawings, journals, photographs, and other archival materials. Items not available at Briggs Library can be ordered through Interlibrary Loan. Provided by the Royal Institute of British Architects (RIBA).

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): A multidisciplinary index to the journal literature of the arts and humanities. It fully covers over 1,600 of the world's leading arts and humanities journals. It also indexes individually selected, relevant items from over 6,000 major science and social science journals.

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: Combined search of Academic Premier, Business Source Premier and Regional Business News databases. Includes magazine and journal articles, biographies, primary source documents, company profiles, photos and maps.

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.
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 278 classroom library instruction sessions to approximately 8,240 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 online, including research guides and database tutorials.

Library instruction is integrated into two courses required for all Architecture majors: ARCH 241 Building History I and ARCH 341 Building History III. 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 341 focuses on the research process, searching through an array of different source materials, interlibrary loans, and the importance of proper citation.

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 actively maintained. New guides are created and added when needed.

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 2016, architecture faculty had placed 115 items on Reserve for their students, which had circulated a total of 291 times. Currently 18 Architecture courses have 91 items on reserve that have circulated a total of 356 times, which represents a 22% 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 USPS to the home or the office of distance faculty, staff, and students.

Problems affecting operation or services: 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.

I.2.5 Administrative Structure & Governance

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, Humanities & Social Sciences, and the University.

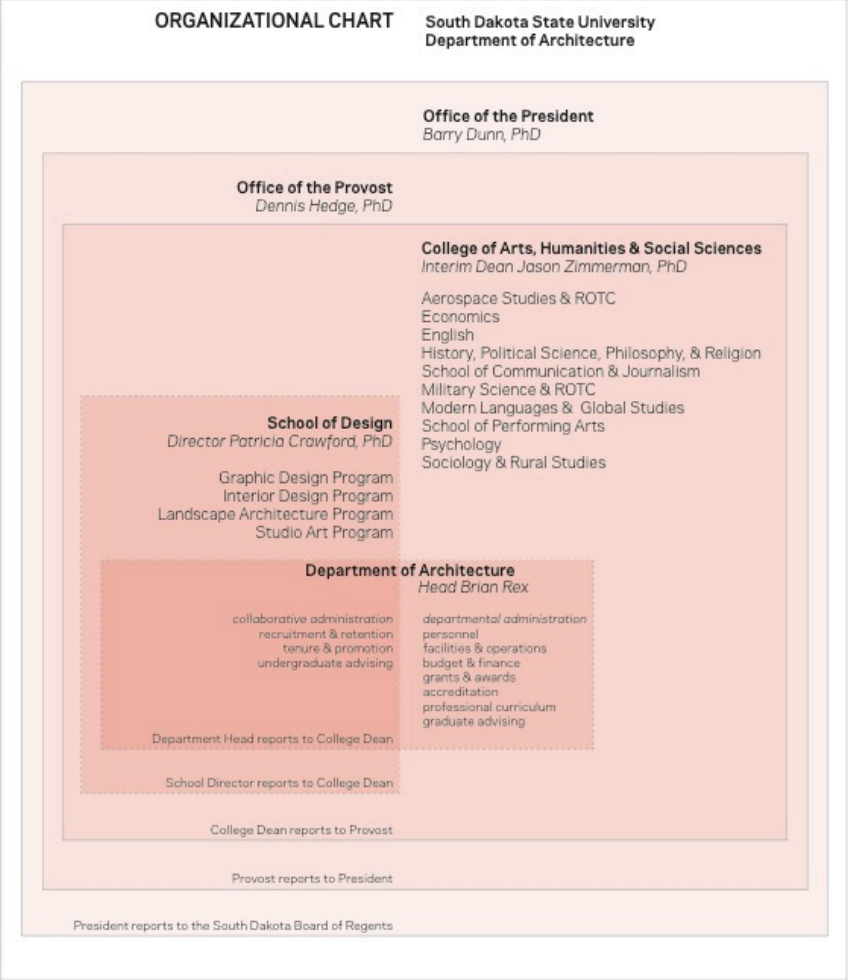
Within the department, the faculty and staff report directly to the Department Head, Associate Professor Brian Rex. The Faculty is defined as all persons teaching within the department who have all or a portion of their appointment assigned to the Department of Architecture. The operation of the department 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, other SDSU units, students, and/or others as necessary for each.
https://www.sdstate.edu/school-design/architecture-program/architecture-program-policies
https://sdsu.app.box.com/folder/52629811403

The School of Design established Bylaws that govern how DoArch works both within the School and College. Within the SoD and the CAHSS, the DoArch 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, Humanities & Social Sciences. Currently, the Director for the School of Design, newly appointed Associate Professor Patricia Crawford, also reports to the (currently Interim) Dean of the College of Arts, Humanities & Social Sciences, Professor Jason Zimmerman. DoArch's departmental status within the SoD does not lessen the department's or the Department Head's involvement or privileges within the College of Arts, Humanities & Social 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 College Leadership meetings as well as School of Design Leadership meetings where he represents the department.

The School of Design is also composed of Program Coordinators, who are selected by the SoD Director. Program Coordinators provide leadership, coordination, and administrative support in the ongoing development, implementation, and administration of the curriculum, assessment, and accreditation processes. Current program coordinators include Associate Professor Young Ae Kim (Graphic Design), Assistant Professor Angela Mckillip (Interior Design), Associate Professor Don Burger (Landscape Architecture), and Instructor Mark Stemwedel (Studio Arts). These Program Coordinators report to the Director of the School of Design, Associate Professor Patricia Crawford. During academic year 2017-18, the SoD Interim Director was Assistant Professor Angela Mckillip, following the retirement of former Director Tim Steele.
https://sdsu.app.box.com/folder/52629811403

Within the Institution, the Dean of the **College of Arts, Humanities & Social Sciences**, Interim Dean Jason Zimmerman reports directly to the Provost of the University, Dennis Hedge PharmD, who reports directly to Office of the President of the University. President Barry H. Dunn, PhD, is the current President of SDSU. Ultimately, the Office of the President reports to the South Dakota Board of Regents (SDBOR). (Refer to the following diagram.)
https://sdsu.app.box.com/folder/52629811403



Administrative structure showing the location of DoArch within both the School of Design and the College of Arts, Humanities & Social Sciences.

Opportunities for involvement in DoArch governance by faculty, staff, and students, including curriculum development: Because DoArch is a small faculty, we all serve as the curriculum and self-assessment committees for the Department. We all teach in an open studio and the products of our studios are our constant conversation. We have 90-minute faculty meetings every other week, and 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 tasks, committees, coordinators, etc.:

Procedural Culture:
- Faculty and student recruitment coordinator
- Library Liaison
- Student Advising Coordinator
- Curriculum Committee
- Graduate Admission / Academic Affairs Committee / Honors, Awards, and Scholarships

- Faculty and Student Advisory Committee - SAB

Design Culture:
- Pre-professional Studies Coordinator
- Extra-curricular Events Coordinator
- Digital Media Coordinator
- Shop Media Coordinator
- Facilities and Technology 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 students from years one through six. The SAB reads through DoArch policies and makes suggestions for revisions or additions. The documents must be approved thereafter by both the SAB and the faculty. Once documents are revised and approved, they are distributed to faculty and all DoArch students. The documents are also made public through the DoArch website, and a copy is kept in a binder in the Staff Workroom.

Faculty, staff, and DoArch students have **opportunities for governance** within the School of Design, the College of Arts, Humanities & Social Sciences, and the University. The Director for the School of Design has previously scheduled four all-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.

Graduate students have the opportunity to represent their colleagues as part of the Graduate Student Organization (GSO). In the future, one graduate student will be elected in addition to one alternative in a GSO advisory role.

Campus governance is led by the SDSU 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, Assistant Professor Federico Garcia Lammers.

The most updated information regarding SDSU Governance can be found here:
https://www.sdstate.edu/governance

II.1.1 Student Performance Criteria

Students who enter the M.Arch degree 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 at SDSU DoArch. External candidates are students who completed their undergraduate degree at SDSU, but in another major, or students who completed their undergraduate degree at another university. Students may receive advanced standing if they have completed an undergraduate degree in architecture, which means they enter into the fifth year of the 4+2 curriculum. External Candidates without advanced standing must enter into the degree program at year four of the 4+2 curriculum.
https://sdsu.app.box.com/folder/52629811403

Pedagogy and Methodology Addressing 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 552: Comprehensive Building Design Studio and ARCH 522: Media Tech VII / Technical Documentation.

ARCH 652 is the 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 552 is the Comprehensive Building Design Studio that emphasizes a creative, rigorous and process-driven approach towards a complete proposal for an integrated, 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, cultural, and technological knowledge, and representational 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 building proposal to demonstrate ability in coordinating formal, spatial, programmatic, material, structural, environmental and life-safety requirements in a single project. ARCH 552 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.

ARCH 522 is an intensive combined media and technology course intended to complete the documentation of the Comprehensive Building Studio. The course presents material on the importance of coordinated building systems, building energy usage, documentation of the design process, code compliance, and more. Beyond the already established comprehensive building studio project, ARCH 522 requires the creation of diagrams and specifications that speak directly to individual building systems and concepts. Organizing information through graphic and written devices is assigned. While design decisions made previously in ARCH 552 are challenged, individual student projects do not significantly change as much as develop. Development of the final work from comprehensive studio indicates a growing awareness of the project's integrated design.

Methodology for Assessing Student Work (High vs Low Pass): In the professional program, students must receive a “C” or higher in order to pass the course. In addition, the SDSU Graduate School requires that students must maintain a 3.0 GPA. Student work is assessed in accordance with the constraints and standards established in the syllabus and project brief issued for each individual project.

High Pass work is excellent work that requires an exceptional performance in accordance with the project brief and/or assignment rubric. 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 and/or assignment rubric. 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 improvement throughout the project or semester. Typical work that receives a "C" in the project or course meets these standards.

II.2.1 Institutional Accreditation

[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.

https://sdsu.app.box.com/folder/52629811403

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
NCA

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

RECEIVED
MAY 07 2010
SDSU President's Office

RECEIVED
MAY 10 2010
Academic Affairs

April 29, 2010

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

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board

II.2.2 Professional Degrees & Curriculum

DoArch offers Two Degrees:

The **Bachelor of Fine Arts in Architecture** (B.F.A. Arch) is a pre-professional, 120-credit-hour degree, of which the last 48 credit hours of study are at the professional level.

Students who complete 18 credit hours in Construction Management are eligible to earn a Minor in Construction.

The **Master of Architecture** (M.Arch) is the professional degree and represents the last 48 credit hours (four semesters) of professional level study.

Students who enter the M.Arch degree program are accepted as **internal or external** candidates. Internal candidates are students who completed their undergraduate degree at SDSU DoArch. External candidates are students who completed their undergraduate degree at SDSU, but in another major, or students who completed their undergraduate degree at another university. Students may receive advanced standing if they have completed an undergraduate degree in architecture. External Candidates without advanced standing enter into the M.Arch program which totals 96 credits (seven semesters). Advanced standing may be granted for selected coursework.

Professional level coursework consists of 96 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 earn the professional M.Arch degree:

M.Arch (internal):

120-credit-hour Bachelor of Fine Arts in Architecture (B.F.A. Arch) plus the
48-credit-hour Master of Architecture (M.Arch) degree,
totals 168-credit-hours, all at SDSU

pre-professional studies (five semesters)	=72 credit hours
professional studies (seven semesters)	=96 credit hours

M.Arch (external):

Any baccalaureate degree with a minimum of 120 credit hours, plus
48-credit-hours of professional level undergraduate preparatory work in our program, plus
48-credit-hours Master of Architecture (M.Arch) degree,
totals 216-credit-hours, 96 at SDSU

undergraduate studies	=120 credit hours
professional studies (seven semesters)	=96 credit hours

The Undergraduate Advising Sheet, and the DoArch Curriculum Sheets for both the 4+2 and 3.5 sequence can be seen here:
https://sdsu.app.box.com/folder/52629811403

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."

Admission Policies and Requirements: 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 DoArch undergraduate students, shared by the units in the School of Design, have 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: https://www.sdstate.edu/sites/default/files/admissions/undergrad/upload/HR151-Transfer-Pre-Evaluation-FS.pdf

Evaluation Process for Students Admitted to the M.Arch Program: Every student who transfers into the Bachelor of Fine Arts in Architecture (B.F.A. Arch) 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 DoArch Transfer Evaluation form can be seen here:
https://www.sdstate.edu/sites/default/files/2018-08/doarch_academics_transferdoc_3advancedstanding_eval2018-19.pdf
https://sdsu.app.box.com/folder/52629811403

Admission into the graduate Master of Architecture (M.Arch) 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 the DoArch Graduate Admissions committee.

The most updated version of the Graduate Admission Requirements can be found here: https://www.sdstate.edu/admissions/graduate-admissions

Internal candidates for graduate admission (who hold the SDSU BFA in Architecture undergraduate degree) are reviewed by the DoArch Graduate Admissions committee in a dossier consisting of official transcripts, letter of application, resumé, portfolio, and a letter of recommendation from a source outside the department.

External candidates for graduate admission (who hold any degree other than the SDSU BFA in Architecture degree) are reviewed by the DoArch Graduate Admissions committee in a dossier consisting of official transcripts, letter of application, resumé, portfolio, two 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* or 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.
https://www.sdstate.edu/school-design/architecture-doarch/graduate-admissions

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 required graduate elective (3 credits), upon approval by the teaching discipline and the graduate school, can be transferred from another institution.

DoArch 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 students). A rise in student enrollment above 66% capacity (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
https://www.sdstate.edu/center-professional-enrichment-teaching-excellence

Hilton M. Briggs Library
https://www.sdstate.edu/hilton-m-briggs-library

Hilton M. Briggs LibraryGovernment Documents Department
http://libguides.sdstate.edu/c.php?g=281625&p=1876444

SDSU Imagine 2023 & SDSU Mission Statement
https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

National Center for Education Statistics for SDSU Student Characteristics
https://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/admissions

Office of Student Accessibility
https://www.sdstate.edu/office-student-accessibility

Office of Diversity, Inclusion, Equity & Access
https://www.sdstate.edu/wintrode-student-success-opportunity-center/opportunity-center

Office of International Affairs
https://www.sdstate.edu/international-affairs

Office of Research Assurance & Sponsored Programs
https://www.sdstate.edu/division-research-economic-development

Master's Degree Requirements within the Graduate Catalog
http://catalog.sdstate.edu/content.php?catoid=33&navoid=5018

SDSU Policies & Procedures
https://www.sdstate.edu/policies-and-procedures

SDSU Policies & Procedures: Student Affairs
https://www.sdstate.edu/university-policies-procedures/section-3-student-affairs-policies-forms

SDSU Faculty Handbook
https://sdsu.app.box.com/file/312413913419

SDSU Wintrode Student Success Center

https://www.sdstate.edu/wintrode

SDSU Printing Services & Imaging Center
https://www.sdstate.edu/sdsu-printing-services

SDSU Support Desk
https://www.sdstate.edu/information-technology/technology-support-desk

SDSU Student Financial Information
https://www.sdstate.edu/admissions/financing/

Office of Title IX/Equal Opportunity
https://www.sdstate.edu/office-title-ixequal-opportunity

University Governance
https://www.sdstate.edu/governance

College of Arts, Humanities & Social Sciences

College of Arts, Humanities & Social Sciences Mission Statement
https://www.sdstate.edu/arts-humanities-social-sciences/about-arts-humanities-social-sciences

College of Arts, Humanities & Social Sciences Strategic Plan
https://www.sdstate.edu/arts-humanities-social-sciences/about-arts-humanities-social-sciences

Experiential Learning Certificate
https://www.sdstate.edu/sites/default/files/file-archive/2019-02/Experiential%20Learning%20Certificate%20%28SPM%29.pdf

School of Design

School of Design Bylaws
https://www.sdstate.edu/sites/default/files/design/upload/School-Committees-and-By-Laws-update-09_14_15.pdf

School of Design Mission Statement
https://www.sdstate.edu/school-design

School of Design Strategic Planning Crosswalk
https://web.archive.org/web/20240626230021/https://www.sdstate.edu/sites/default/files/file-archive/2018-07/SDSU%20Strategic%20Planning%20Crosswalk_SoD_Imagine%202023.pdf

Department of Architecture (DoArch)

DoArch Mission / Vision / Values
https://www.sdstate.edu/school-design/architecture-program/about-architecture-program

DoArch Long Range Planning
https://www.sdstate.edu/school-design/architecture-program

DoArch Committees & Bylaws
https://www.sdstate.edu/school-design/architecture-program/architecture-program-policies

DoArch Studio Culture Policy
https://www.sdstate.edu/school-design/architecture-doarch/studio-culture

DoArch Media & Computer Policy
https://www.sdstate.edu/school-design/architecture-program/architecture-media-computer-policy

DoArch Travel Studies Policy
https://www.sdstate.edu/school-design/architecture-doarch/travel-studies

DoArch Graduate Admissions
https://www.sdstate.edu/school-design/architecture-doarch/graduate-admissions

DoArch Career Development
https://careers.sdstate.edu/channels/architecture-construction/
AME Shops / Shop Policy / DoArch Workshop
https://www.sdstate.edu/construction-concrete-industry-management/ame-production-labs

II.4.1 Statement on NAAB-Accredited Degrees

DoArch Accreditation
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

II.4.2 Access to NAAB Conditions and Procedures

2014 NAAB Conditions for Accreditation
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

2015 NAAB Procedures for Accreditation
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

II.4.3 Access to Career Development Information

Office of Career Development
https://www.sdstate.edu/career-development

DoArch Career Development
https://careers.sdstate.edu/channels/architecture-construction/

II.4.4 Public Access to APRs and VTR

2016 Decision Letter from NAAB, 2016 DoArch APR, 2016 NAAB VTR
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

II.4.5 ARE Pass Rates

We do not currently have ARE Pass Rates as we are a recently accredited school (Feb 2017), with our first cohort of M.Arch students graduating in May 2016. Incidental knowledge does not yet indicate any licensed graduates as of this APR.

II.4.6 Admissions and Advising

Office of Admissions
https://www.sdstate.edu/admissions

SDSU Advising / Wintrode Student Success Center
https://www.sdstate.edu/FirstYearAdvising

Master's Degree Requirements within the Graduate Catalog
http://catalog.sdstate.edu/content.php?catoid=33&navoid=5018

Architecture BFA Academic Advising Sheets
https://www.sdstate.edu/programs/undergraduate/architecture-bfa

DoArch Admissions & Advising
https://www.sdstate.edu/school-design/architecture-doarch/accreditation

II.4.7 Student Financial Information
SDSU Student Financial Information
https://www.sdstate.edu/admissions/office-financial-aid

DoArch Scholarships & Financial Information
https://www.sdstate.edu/school-design/architecture-program

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.

Office of Institutional Research and Assessment
Morrill Hall, Box 2201
South Dakota State University
Brookings, SD 57007
Phone: 605-688-6501

September 6, 2018

Dear Program Officer:

This letter concerns Annual Statistical Reports (ASR) and Interim Progress Reports for 2016 and 2017 submitted to the National Architectural Accrediting Board (NAAB) by South Dakota State University (SDSU).

The Office of Institutional Research and Assessment (OIRA) at South Dakota State University has reviewed the data submitted in the afore-mentioned reports, and it has concluded that the submitted data is accurate and consistent with the measures sent to other national and regional regulatory agencies for higher education.

After the 2016 NAAB site visit, the DoArch at SDSU met with the Office of Institutional Research & Assessment, formerly the Office of Planning Decision Support, and Assessment, to clarify the differences used in nomenclature between the ASR and other institutional formats. Since then, standard approaches to measurements in higher education and metrics have been formulated, and the DoArch has subsequently consulted and worked with the office to submit the 2016 and 2017 ASRs. The statement included under section III.1.1 Annual Statistical Reports supports the correction to the process made by the DoArch and Office of Institutional Research & Assessment.

Sincerely,

Dmitry Suspitsyn

Dmitry Suspitsyn, Ph.D.
South Dakota State University
Director of Institutional Research
Office of Institutional Research and Assessment
Box 2201, Morrill Hall, Room 233
E-Mail: Dmitry.Suspitsyn@sdstate.edu
Phone: (605) 688-4217

III.1.2 Interim Progress Reports

[The program must submit Interim Progress Reports to the NAAB (See NAAB Procedures for Accreditation).]

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.

DoArch was granted a three-year term of initial accreditation in Feb 2017. NAAB site visits have occurred in 2011, 2012, 2014, and 2016. No Interim Progress Reports have been yet been required.

Section 4. Supplemental Material

All documents in *Section 4. Supplemental Material* can be found on Box.com and/or as online links.
https://sdsu.app.box.com/folder/52629811835

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
    - 01_DoArch Course Descriptions_2016-18
- Studio Culture Policy
    - 02_DoArch_Studio Culture Policy
    - https://www.sdstate.edu/school-design/architecture-doarch/studio-culture
- SDSU Policies & Procedures: Student Affairs
    - 03_SDSU_ Policies & Procedures: Student Affairs
    - https://www.sdstate.edu/university-policies-procedures/section-3-student-affairs-policies-forms
- Information Resources policies including collection development
    - 04_DoArch Information Resources
    - https://www.sdstate.edu/school-design/architecture-doarch/policies
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
    - 05_SDSU_EEO/AA Policies & Procedures
    - https://www.sdstate.edu/university-policies-procedures/policy-43-equal-access-opportunity-non-discrimination
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
    - 06.a_SDSU_Faculty Workload Policy
    - 06.b_School of Design Faculty Development Standards
    - 06.c_DoArch_Faculty Development Standards
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
    - 07.a_SDSU_Faculty Appointment, Tenure, & Promotion
    - 07.b_School of Design_Faculty Appointment, Tenure, & Promotion
    - https://insidestate.sdstate.edu/academics/FacultyHandbook/Pages/Main.aspx
- Governing Bylaws
    - 08.a_School of Design Committees and Bylaws
    - 08.b_DoArch Bylaws
    - https://www.sdstate.edu/school-design/architecture-program/architecture-program-policies
- SDSU Faculty Handbook
    - 09_SDSU_Faculty Handbook 2017-2018
- DoArch Admissions Requirements

  - 10.a_DoArch_2018 Graduate Admission _ Internal Candidates
  - 10.b_DoArch_2018 Graduate Admission _ External Candidates
  - 10.c_DoArch_2018-19_Transfer Evaluation Form
  - https://www.sdstate.edu/sites/default/files/2017-12/2018_doarch_graduate_admission_internal_candidates.pdf
  - https://www.sdstate.edu/sites/default/files/file-archive/2019-10/DoArch%20Graduate%20Admissions_%20External%20Candidates.pdf
  - https://www.sdstate.edu/sites/default/files/2018-08/doarch_academics_transferdoc_3advancedstanding_eval2018-19.pdf

- DoArch Information Literacy Program
  - 11_DoArch_Information Literacy
  - https://www.sdstate.edu/sites/default/files/arch/upload/library-representative_responsibilities-procedures_feb-2016.pdf
- DoArch Shop Safety
  - 12_AME Lab Policy
  - https://www.sdstate.edu/construction-concrete-industry-management/ame-production-labs/ame-production-lab-policies
- 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*.

Faculty Resume

Name:
Robert Arlt
Full-Time Instructor, 2015-current

Courses Taught (Four semesters prior to current visit):
ARCH 101: Introduction to Architecture, FA 2018
ARCH 331/531: Building Shop I, SP 2017
ARCH 351: Building Arts Studio III, FA 2017
ARCH 352: Architecture Studio I, SP 2017, SP 2018
ARCH 382: Travel Studies, FA 2016, SP 2018
ARCH 451/551: Architecture Studio II, FA 2016
ARCH 461/561: Building Shop, SP 2018
ARCH 492/692: Topics in Architecture, SP 2017
ARCH 551: Architecture Studio IV, FA 2017
ARCH 632: Building Technology III: Interiors, FA 2016, SP 2018
ARCH 651: Professional Design Practice I, FA 2018
ARCH 671: Architectural Practice III, FA 2016, FA 2017, FA 2018

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:
Professional Registration: South Dakota

Selected Publications and Recent Research:
1. "Detailing and Coordinating Construction of a Student Designed PHIUS+ House in South Dakota," *13th Annual North American Passive House Conference Proceedings*, Passive House Institute US / PHIUS, September 2018.
2. *Exhibition/Installation:* PH01:BRK, Sioux Falls Design Center, January 2018.
3. "Integrating Passive House teaching: an update from SDSU DoArch," *12th Annual North American Passive House Conference Proceedings*, Passive House Institute US / PHIUS, September 2017.
4. AIA South Dakota Merit Award, El Columpio Mexican Grill, Mitchell SD. With Ciavarella Design Architects, September 2017.
5. "Passive House Roundtable," *2017 AIASD Convention,* Sioux Falls, South Dakota, September 2017.
6. "Effective Teaching Methods in Architectural Structure" *2016 ICSA: International Conference on Structures and Architecture*, Porto, Portugal, July 2016.

Professional Memberships:
AIA, CPHC

Faculty Resume
Name: Jessica Garcia Fritz
Assistant Professor, 2016-current, Full-Time Instructor, 2012-16

Courses Taught (current plus four previous):
ARCH 241: Building History I, SP 2018, SP 2017
ARCH 242: Building History II, FA 2018, FA 2017, FA 2016
ARCH 252: Building Arts Studio II, SP 2018, SP 2017
ARCH 331/531: Building Shop II, FA 2016
ARCH 451/551: Architecture Studio II/ Whole Building Studio I, FA 2016,
ARCH 461/561: Building Shop, FA 2018, FA 2017
ARCH 551: Architecture Studio IV, FA 2018

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:
Assistant Professor, South Dakota State University, Brookings, SD, 2016-present
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, LAB-OR Ltd. Co., Brookings, SD, 2014-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. "From Master Builder to Subcontractor: the Guastavino Company and the Role of Specifications", *6th International Congress on Construction History*, Palace of the Academies at Brussels Belgium, July 2018. Paper published and presented.
2. "Master Building Complex Forms in the Absence of Graphics", with Professor Federico Garcia Lammers, *Atmosphere 10 Symposium: Fabrications*, University of Manitoba at Winnipeg Canada, February 2018. Paper presented.
3. "Sectional Practices: Between Archeology and Generation", *Association of Collegiate Schools of Architecture (ACSA),* Texas Tech University at Marfa, TX, October 2017. Paper presented.
4. "Tiny Topographies", *CAIRNS Takuwe Exhibition*, March 2018. Current exhibit at Akta Lakota Museum & Cultural Center in Chamberlain, SD.
5. "A History of Architectural History", faculty advisor for Shyanne Kopfmann, *2018 AIASD Enrichment Award*, April 2018. Current exhibit under construction.

Professional Memberships:
CHSA (Construction History Society of America)
SDSHS (South Dakota State Historical Society)

Faculty Resume
Name: Federico Garcia Lammers
Assistant Professor, 2014-current

Courses Taught (current plus four previous):
ARCH 251: Building Arts Studio I, FA 2016, FA 2017, FA 2018
ARCH 421: Building Media III: Workflows, FA 2016
ARCH 401/422: Architectural Portfolio, FA 2017, FA 2018
ARCH 331/531: Building Shop, SP 2017
ARCH 461/561: Building Shop, SP 2016, SP 2017, SP 2018
ARCH 521: Media Tech VI, FA 2018
ARCH 571: Architectural Practice I: Regulation, FA 2016, FA 2017, FA 2018
ARCH 652: Professional Design Practice II, SP 2017, SP 2018

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, LAB-OR Ltd. Co., Brookings, SD, 2014-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. "The Art of Labor: Collaborative Practices in the Work of Eladio Dieste." *Tangible - Intangible Heritage(s): An Interplay of Design, Social and Cultural Critiques of the Built Environment*, University of East London, June 2018. Presentation and Paper Accepted.
2. "Gaussian Vault Construction: The Work of Eladio Dieste During the Civico-Military Dictatorship in the Uruguay." *6th Biennial Conference: Construction History Society of America*, University of Maryland, MA, May 2018. Peer-reviewed Presentation Accepted.
3. "Unmediated Matter and Catenary Practices." *106th Association of Collegiate Schools of Architecture National Conference,* University of Denver, CO, March 2018. Poster and Presentation Accepted.
4. "Master Building Complex Forms in the Absence of Graphics." With Jessica Garcia Fritz. *Atmosphere Symposium 10: Fabrications*, University of Manitoba, Winnipeg, Canada, February 2018. Paper and Presentation Accepted.
5. "Eladio Dieste: A Network of Precise Errors." *Association of Collegiate Schools of Architecture Fall Conference, Crossings Between the Proximate and Remote, Marfa, TX.* Texas Tech University, October 2017. Presentation and Paper Accepted.

Professional Memberships:
Associate, AIA
Member, Construction History Society of America (CHSA)
Member, National Organization of Minority Architects (NOMA)

Faculty Resume
Name: Brian Lee
Full-time Instructor, 2016-current

Courses Taught (current plus four previous):
ARCH 221: Media Tech I, FA 2017
ARCH 251: Building Arts Studio I, FA 2018
ARCH 351: Building Collaboration Workshop, FA 2016
ARCH 331/531: Building Shop I, FA 2016
ARCH 451: Architectural Studio II, FA 2018
ARCH 452: Architectural Studio III, SP 2017, SP 2018
ARCH 461/561: Building Shop, FA 2017, SP 2018, FA 2018
ARCH 492/692: Topics In Architecture, SP 2017
ARCH 572: Architectural Practice II: Economics, SP 2017, SP 2018
ARCH 631: Building Tech II: Envelopes, FA 2016, FA 2017, FA 2018
ARCH 651: Professional Design Practice I, FA 2017

Educational Credentials:
M.Arch. Cranbrook Academy of Art, 2012
B.Arch. Iowa State University, College of Design Department of Architecture, 2002
Study Abroad, Rome, Italy, 2001

Teaching Experience:
Full-Time Instructor, South Dakota State University, Brookings, SD, 2016-Present

Professional Experience:
Independent Contractor, Design Crew, Windsor Heights, IA, 2015-2016
Sole Proprietor, Brian K. Lee Architect, Iowa City, IA, 2014-2016
Independent Contractor, Walker Architects, Des Moines, IA, 2009-2010
Temporary Employee, StudioCOEN Architects, Des Moines, IA, 2009
Temporary Employee Laugerman Architects, West Des Moines, IA, 2009
Independent Contractor, Neumann Monson Architects, Iowa City, IA, 2009
Temporary Employee, Connect Architecture, West Des Moines, IA, 2008
Intern Architect, ge Wattier Architecture, Des Moines, IA, 2003-2007
Intern, Olson Sundberg Kundig Allen Architects, Seattle, WA, 2002

Licenses/Registration:
Professional Registration: South Dakota, Iowa

Selected Publications and Recent Research:
1. “Kinetic Pergola” *Implementing Technology Towards Active Public Space “How To” Guide,* Institut d’Arquitectura Avançada de Catalunya, 2017, pp. 128-31.
2. Articulating Seating Apparatus and System (inventor) US Patent No. 9,756,947. An articulated seating apparatus that responds to user involvement. September 2017.
3. “Brian Lee, the Articulated Furniture Wizard,” *The Future of Design*, tfod.in, March 2017.
4. “Articulated Seating With Wavy Style: This bench by Brian Lee bends to the butt of the user.” *Core77 / Industrial Design Magazine + Resource*, core77.com, September 2016.

Professional Memberships:
NCARB

Faculty Resume
Name: Charles MacBride
Architect, Associate Professor (with tenure), 2017-current, Assistant Professor, 2011-2017

Courses Taught (current plus four previous semesters):
ARCH 321: Media Tech III: Modeling, SU 2017
ARCH 341: Building History III, SP 2017, SP 2018
ARCH 342: Building History IV, FA 2016, FA 2017, FA 2018
ARCH 451: Architecture Studio II, FA 2017
ARCH 451/551: Vertical Architecture Studio, SU 2017
ARCH 522: Building Media VII: Techl Documentation, FA 2017, FA 2018
ARCH 552: Comprehensive Building Design Studio, SP 2018
ARCH 651: Professional Design Practice I, FA 2016
ARCH 672: Architectural Practice IV: Management, SP 2017, SP 2018

Educational Credentials:
M.S.A.A.D., Columbia University, 1994
B.Arch., B.S.Arch., Penn State University, 1991

Teaching Experience:
Associate Professor (with tenure), South Dakota State University, Brookings, SD, 2017-current
Assistant Professor, South Dakota State University, Brookings, SD, 2011-2017
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, New York, 1994-96
Project Architect & Manager, Thomas Clark Architects, Baltimore, 1991-93
Intern Architect, McLear DeMus Architects, Rochester, NY, 1990
Intern Architect, Kaelber Miller Meyer & Ungar Architects, Rochester, NY, 1987-88

Licenses/Registration:
Professional Registration: South Dakota, Colorado, New York

Selected Publications and Recent Research:
1. *Publication:* " Progress and Speculation: Lessons from Integrating Passive House into Architectural Curriculum." *13th Annual North American Passive House Conference Proceedings*, Passive House Institute US / PHIUS, September 2018.
2. *Exhibition/Installation:* PH01:BRK, Sioux Falls Design Center, January 2018.
3. *Publication:* "A statewide initiative: the expanding influence of Passive House in South Dakota." *12th Annual North American Passive House Conference Proceedings*, Passive House Institute US / PHIUS, September 2017.
4. *Publication:* ""The South Dakota Passive Housing Initiative: Establishing New Curriculum and Construction Models." *11th Annual North American Passive House Conference Proceedings*, Passive House Institute US / PHIUS, September 2016.
5. *Grant:* The South Dakota Passive House/Housing Initiative, $591,345 from the South Dakota Governor's Office of Economic Development (GOED). Principal Investigator. Aug 2016-current.

Professional Memberships:
AIA, NCARB

Faculty Resume
Name: Brian Rex
Associate Professor (with tenure) and Department Head, 2010-current

Courses Taught (Four semesters prior to current visit):
ARCH 101: Introduction to Architecture, FA 2017
ARCH 491: Media Tech, FA 2017
ARCH 351: Building Arts Capstone Studio, FA 2016
ARCH 552: Comprehensive Building Studio, SP 2017

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, 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.

Professional Memberships:
Associate AIA

Faculty Resume
Name: Fang Xu
Full-time Instructor, 2016-current

Courses Taught (current plus four previous semesters):
ARCH 221: Building Media I: Drawing, FA 2016
ARCH 222: Building Media II: Drawing, FA 2017,
ARCH 321: Media Tech III, SP 2017
ARCH 351: Building Arts Capstone Studio, FA 2017, FA 2018
ARCH 352: Architecture Studio I, SP 2018
ARCH 382: Travel Studies, FA 2018
ARCH 401/422: Building Media: Portfolio, FA 2016
ARCH 411/432: Site Design, SP 2017, SP 2018
ARCH 421/521: Building Media IV: Atmospheres, FA 2016, FA 2017
ARCH 451/551: Architecture Studio II, FA 2016
ARCH 461/561: Building Shop, FA 2018
ARCH 492/692: Topics in Architecture, SP 2018

Educational Credentials:
Ph.D., University of Illinois at Urbana-Champaign, 2013
M.Arch., Tongji University, 2004
B.Arch., Tongji University, 2001

Teaching Experience:
Full-Time Instructor, South Dakota State University, 2016-present
Visiting Lecturer, University of Illinois at Urbana-Champaign, 2013-2016
Graduate Teaching Assistant, University of Illinois at Urbana-Champaign, 2011-2013

Professional Experience:
Project Architect, M.A.O. (Shanghai) Architectural Consultation Co., Ltd., 2004-2006
Intern Architect, M.A.O. (Shanghai) Architectural Consultation Co., Ltd.,2002-2004

Licenses/Registration: none

Selected Publications and Recent Research:
1. *The View in the Street: A Visual Study of Street-Walking Experience in Downtown Yankton, SD,* 49th Annual Conference of Environmental Design Research Association (EDRA), 2018.
2. *Discovering Experiential Knowledge: A Public Interest Design (PID) Research Studio in Yankton, SD*, National Conference on the Beginning Design Student (NCBDS), 2018.
3. *The Future of Design Communication in Community-Based Participatory Design* 48th Annual Conference of Environmental Design Research Association (EDRA), 2017.
4. *User-Centered Design (UCD) and Its Implications on Environmental Design and Environment-Behavior Research*, 47th Annual Conference of Environmental Design Research Association (EDRA), 2016.
5. A situated understanding of residents' care-taking attitudes toward shared spaces in three high-rise gated developments in Shanghai. *Ecopsychology*, 7(2), pp.59-75, 2015.
6. *From home doors to neighborhood gates: Shared spaces in high-density housing enclaves*, RC43: Housing in an Unequal World, 2015.
7. The changing professionalism of architecture demands holism in environment-behavior research. *EDRA Connections* (*October 2014)*, pp.8-9, 2014.
8. The vicissitude of courtyards in the local housing of Shanghai, China. *EDRA 41 - 2010: Policy and the Environment*, pp.123-132, 2010.

Professional Memberships: none

Faculty Course Assignment Matrix, AY2016-17, AY 2017-18

Term/Semester: Fall 2016

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Robert Arlt Instructor	Robert is a registered, practicing architect and CPHC with experience teaching building tech, multiple studio levels, workshops, and passive house strategies.	**ARCH 382**	**ARCH 451**	**ARCH 632**	**ARCH 671**
Jessica Garcia Fritz Asst Professor	Jessica's teaching and research focus is in the Building Arts and History, with research specifically based on vaulting techniques, and American Indian Architecture.	**ARCH 242**	**ARCH 331/531**	**ARCH 451/551**	
Federico Garcia Lammers Asst Professor	Federico has experience in practice and has taught all levels of studio, with research especially focused on Eladio Dieste, professional workflows, and representational theory.	**ARCH 251**	**ARCH 421**	**ARCH 571**	
Brian Lee Instructor	Brian is a registered architect with a background in kinetic structures, materiality, and craftsmanship, and has taught community based Public Works studios at multiple levels.	**ARCH 331/531**	**ARCH 351**	**ARCH 631**	
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 342**	**ARCH 651**		
Brian Rex Department Head & Assoc Professor	Brian is an urbanist who researches and fabricates "grounds" and public spaces and is expert of community works. He has been teaching for over twenty years at all levels and capacities.	**ARCH 351**			
Fang Xu Instructor	Fang has a research focus in Public Interest Design and Experiential Knowledge, has taught studio and site courses and led recent DoArch Public Works efforts.	**ARCH 221**	**ARCH 401/422**	**ARCH 451/551**	**ARCH 521**

Term/Semester: Spring 2017

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Robert Arlt Instructor	Robert is a registered, practicing architect and CPHC with experience teaching building tech, multiple studio levels, workshops, and passive house strategies.	**ARCH 331/531**	**ARCH 352**	**ARCH 492/692**	
Jessica Garcia Fritz Asst Professor	Jessica's teaching and research focus is in the Building Arts and History, with research specifically based on vaulting techniques, and American Indian Architecture.	**ARCH 241**	**ARCH 252**		
Federico Garcia Lammers Asst Professor	Federico has experience in practice and has taught all levels of studio, with research especially focused on Eladio Dieste, professional workflows, and representational theory.	**ARCH 331/531**	**ARCH 652**		
Brian Lee Instructor	Brian is a registered architect with a background in kinetic structures, materiality, and craftsmanship, and has taught community based Public Works studios at multiple levels.	**ARCH 452**	**ARCH 492/692**	**ARCH 572**	
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 341**	**ARCH 552**	**ARCH 672**	
Brian Rex Department Head & Assoc Professor	Brian is an urbanist who researches and fabricates "grounds" and public spaces and is expert of community works. He has been teaching for over twenty years at all levels and capacities.	**ARCH 552**			
Fang Xu Instructor	Fang has a research focus in Public Interest Design and Experiential Knowledge, has taught studio and site courses and led recent DoArch Public Works efforts.	**ARCH 321**	**ARCH 411/432**		
Iman Ebadi Paskiabi Adjunct Instructor / Graduate Assistant	Iman is a 2018 M.Arch graduate of DoArch with previous professional experience in Iran and expertise in material systems, construction and BIM.	**ARCH 321**			

Term/Semester: Summer 2017

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 321**	**ARCH 451/551**		
Iman Ebadi Paskiabi Adjunct Instructor / Graduate Assistant	Iman is a 2018 M.Arch graduate of DoArch with previous professional experience in Iran and expertise in material systems, construction and BIM.	**ARCH 321**			

Term/Semester: Fall 2017

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Robert Arlt Instructor	Robert is a registered, practicing architect and CPHC with experience teaching building tech, multiple studio levels, workshops, and passive house strategies.	**ARCH 351**	**ARCH 551**	**ARCH 671**	
Jessica Garcia Fritz Asst Professor	Jessica's teaching and research focus is in the Building Arts and History, with research specifically based on vaulting techniques, and American Indian Architecture.	**ARCH 242**	**ARCH 461/561**		
Federico Garcia Lammers Asst Professor	Federico has experience in practice and has taught all levels of studio, with research especially focused on Eladio Dieste, professional workflows, and representational theory.	**ARCH 251**	**ARCH 401/422**	**ARCH 571**	
Brian Lee Instructor	Brian is a registered architect with a background in kinetic structures, materiality, and craftsmanship, and has taught community based Public Works studios at multiple levels.	**ARCH 221**	**ARCH 461/561**	**ARCH 631**	**ARCH 651**
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 342**	**ARCH 451**	**ARCH 522**	
Brian Rex Department Head & Assoc Professor	Brian is an urbanist who researches and fabricates "grounds" and public spaces and is expert of community works. He has been teaching for over twenty years at all levels and capacities.	**ARCH 101**			
Fang Xu Instructor	Fang has a research focus in Public Interest Design and Experiential Knowledge, has taught studio and site courses and led recent DoArch Public Works efforts.	**ARCH 222**	**ARCH 351**	**ARCH 421/521**	
Spencer Sommers Adjunct Instructor	Spencer is a 2017 M.Arch graduate of DoArch with professional experience at Co-op Architecture in Aberdeen SD.	**ARCH 461/561**			

Term/Semester: Spring 2018

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Robert Arlt Instructor	Robert is a registered, practicing architect and CPHC with experience teaching building tech, multiple studio levels, workshops, and passive house strategies.	**ARCH 352**	**ARCH 382**	**ARCH 461/561**	**ARCH 632**
Jessica Garcia Fritz Asst Professor	Jessica's teaching and research focus is in the Building Arts and History, with research specifically based on vaulting techniques, and American Indian Architecture.	**ARCH 241**	**ARCH 252**		
Federico Garcia Lammers Asst Professor	Federico has experience in practice and has taught all levels of studio, with research especially focused on Eladio Dieste, professional workflows, and representational theory.	**ARCH 461/561**	**ARCH 652**		
Brian Lee Instructor	Brian is a registered architect with a background in kinetic structures, materiality, and craftsmanship, and has taught community based Public Works studios at multiple levels.	**ARCH 452**	**ARCH 461/561**	**ARCH 572**	
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 341**	**ARCH 552**	**ARCH 672**	
Brian Rex Department Head & Assoc Professor	Brian is an urbanist who researches and fabricates "grounds" and public spaces and is expert of community works. He has been teaching for over twenty years at all levels and capacities.				
Fang Xu Instructor	Fang has a research focus in Public Interest Design and Experiential Knowledge, has taught studio and site courses and led recent DoArch Public Works efforts.	**ARCH 352**	**ARCH 411/432**	**ARCH 492/692**	
Iman Ebadi Paskiabi Adjunct Instructor / Graduate Assistant	Iman is a 2018 M.Arch graduate of DoArch with previous professional experience in Iran and expertise in material systems, construction and BIM.	**ARCH 321**			

Term/Semester: Fall 2018 (current)

Faculty member (alphabetical order)	**Summary of expertise, recent research, or experience (limit 25 words)**	**Course number**	**Course number**	**Course number**	**Course number**
Robert Arlt Instructor	Robert is a registered, practicing architect and CPHC with experience teaching building tech, multiple studio levels, workshops, and passive house strategies.	**ARCH 101**	**ARCH 651**	**ARCH 671**	
Jessica Garcia Fritz Asst Professor	Jessica's teaching and research focus is in the Building Arts and History, with research specifically based on vaulting techniques, and American Indian Architecture.	**ARCH 242**	**ARCH 461/561**	**ARCH 551**	
Federico Garcia Lammers Asst Professor	Federico has experience in practice and has taught all levels of studio, with research especially focused on Eladio Dieste, professional workflows, and representational theory.	**ARCH 251**	**ARCH 401/422**	**ARCH 521**	**ARCH 571**
Brian Lee Instructor	Brian is a registered architect with a background in kinetic structures, materiality, and craftsmanship, and has taught community based Public Works studios at multiple levels.	**ARCH 251**	**ARCH 451**	**ARCH 461/561**	**ARCH 631**
Charles MacBride Assoc Professor	Charles is a licensed, practicing architect with twenty years of teaching experience. His current research focuses on small practice, history, and the DoArch passive housing initiative.	**ARCH 342**	**ARCH 451**	**ARCH 522**	
Brian Rex Department Head & Assoc Professor	Brian is an urbanist who researches and fabricates "grounds" and public spaces and is expert of community works. He has been teaching for over twenty years at all levels and capacities.	**ARCH 351**			
Fang Xu Instructor	Fang has a research focus in Public Interest Design and Experiential Knowledge, has taught studio and site courses and led recent DoArch Public Works efforts.	**ARCH 351**	**ARCH 382**	**ARCH 421**	**ARCH 461/561**

National Architectural Accrediting Board, Inc.

March 9, 2017

Barry H. Dunn, Ph.D.
President
South Dakota State University
Administration 222, Box 2201
Brookings, SD 57007

t. 202.783.2007

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e. info@naab.org

w. naab.org

Dear President Dunn,

At the February 2017 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for Initial Accreditation (VTR-IA) for South Dakota State University.

On behalf of the board, it gives me great pleasure to inform you that the professional program the **Master of Architecture** was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2016. The program is scheduled for its next accreditation visit in 2019.

As stated in the *NAAB 2015 Procedures for Accreditation*, following an initial three-year term, at the next scheduled review, the program must receive an eight-year term of accreditation.

Continuing accreditation is subject to the submission of Annual Statistical Reports, which are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports capture statistical information on the institution in which a program is located and the degree program.

A complete description of the Annual Statistical Report process can be found in Section 9 of the *NAAB Procedures for Accreditation, 2015 Edition.* The program is not required to submit an Interim Progress Report.

Finally, under the terms of the *NAAB 2015 Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR-IA, and related documents available to the public. Please see Section 4, Paragraph I. (page 43) of the procedures, for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Brian Rex, Director
Cornelius DuBois, FAIA, Team Chair

Enc: Final Visiting Team Report

South Dakota State University
Department of Architecture

2016 Initial Accreditation 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
October 19, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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South Dakota State University
Visiting Team Report
October 15-19, 2016

I. Summary of Visit

a. Acknowledgements and Observations

The Department of Architecture (DoArch) of South Dakota State University (SDSU) is a rapidly developing program, which is attuned to the mission and vision of the university and to its role and place in South Dakota and beyond.

Building on a tradition of hands-on learning within a polytechnic base derived from the history of SDSU, the program is reaching out in ways that already impact the state. This includes the studio-based outreach programs (also noted in the previous VTR), which reach out to communities across the state. These include design and planning charrettes, along with installations and interventions, as a kind of architectural extension service—a contemporary expression of the historical role of an established land grant institution.

The program has evolved steadily in its march toward the goal of accreditation. This has included completion (and occupation of) the new AME Building, with exceptional third-floor studio space and offices and an extensive first-floor shop shared with other disciplines (including Construction Management and Mechanical Engineering). The facility gives the program access to resources beyond those typically found in architectural programs. The first student cohort graduated from the program in May 2016, and new faculty members were hired prior to the current semester to bolster and broaden program curriculum delivery. Energetic and bright students, and talented and committed faculty are forging a program within this rapidly evolving context.

The DoArch holds a prime position within the newly formed School of Design at SDSU and will no doubt take a leadership role in the evolution of this school. The School of Design is the lynchpin of a system of academic advising for students that extends from the university level for incoming freshmen to graduate-level advising by faculty in the final 2 years of the program.

The team appreciates the hospitality extended by the administration, staff, faculty, and students during our visit, as well as the time and considerable effort they spent in preparation for the visit. Particular thanks are due to Program Director and Associate Professor Brian Rex, Associate Professor Jessica Garcia-Fritz, and Program Assistant I Diane Rieken.

b. Conditions/Criterion Not Achieved

III.1 Annual Statistical Reports

A.8 Cultural Diversity and Social Equity

B.4 Technical Documentation

B.5 Structural Systems

B.6 Environmental Systems

B.9 Building Service Systems

C.3 Integrative Design

II. Progress Since the Previous Site Visit (2014)

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 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 (2014): 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.

2016 Visiting Team Assessment: The 2009 Condition Learning Culture and Social Equity is now two conditions: I.1.2 Learning Culture and I.1.3 Social Equity. The 2016 visiting team found that the program has **Met** the requirements for both of these conditions. Since the 2014 visit, the program has implemented and published a comprehensive studio culture policy. The Student Advisory Board participates in a review of the policy each semester. The policy document is placed at four locations within the department, and it is available on the university website under the DoArch policies.

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 (2014): 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 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.

2016 Visiting Team Assessment: At the program level, in February 2016, the program developed its Mission, Vision, and Goals which illustrate the specific strategic goals/action steps targeted for the year 2019. Members of the Leadership Council (23 members in total) met for more than 40 sessions of listening and dialogue in the development of the program's plan.

The program's plan has been incorporated into the university-wide Impact 2018 – A Strategic Vision for South Dakota State University
. The program has demonstrated compliance with this condition.

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

- *How the program is progressing towards 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 (2014): 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.

> **2016 Visiting Team Assessment:** This condition is now I.1.6 Assessment. The 2016 visiting team found that the program has **Met** the requirements of this condition. The department has implemented the procedures and plans that were in development at the time of the 2014 visit, but were not yet in place.

2009 Condition 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[1].*
  - *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.*

[1] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Previous Team Report (2014): 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.

2016 Visiting Team Assessment: The 2016 visiting team found that the program has **Met** the requirements of this condition. Two new faculty positions have been filled. The faculty members have maintained a strong breadth and depth of courses and are highly active in the profession.

2009 Condition *I.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.

Previous Team Report (2014): 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.

2016 Visiting Team Assessment: This condition is now I.2.5 Administrative Structure and Governance. The DoArch is a key component of the School of Design, which resides in the College of Arts and Sciences. While the DoArch program and program director have autonomy—reporting directly to the dean of the College of Arts and Sciences—the DoArch is responsible for coordinating with the four programs under the purview of the director of the School of Design. Within the DoArch, the department director serves as the operating officer of the department and represents the department to all internal and external constituents. With the recent creation of the School of Design, the opportunity to foster collaboration across the related disciplines of Graphic Design, Landscape Architecture, Interior Design, and Studio Arts has greatly increased. While not housed under the same college, other programs, such as Construction Management, routinely collaborate with the DoArch program, which provides students with unique experiences and opportunities in allied disciplines.

2009 Condition *I.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.*

Previous Team Report (2014): 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.

2016 Visiting Team Assessment: The program has now demonstrated that it has access to appropriate institutional and financial resources to support student learning and achievement as well as faculty needs. The program has provided adequate documentation for these resources in the APR.

As the program has matured and student enrollment has increased, the financial resources have also increased. The university allocates 37% of generated tuition directly to the program. In addition, the DoArch controls all revenue generated by course fees, awarded grants, and donations to the program made through the SDSU Foundation. The DoArch's ability to sustain financial solvency has provided funding for graduate assistants, student workers, supplies, travel, a supplemental lecture series, books, and instructional equipment.

It is evident that the director of the DoArch has provided strong leadership and financial stewardship, which has enabled great benefits to the program constituents to be realized. The DoArch has also demonstrated financial success in its ability to secure grant funding through industry organizations and state-sponsored research grants as well as scholarship opportunities for DoArch students.

2009 Condition *I.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[2] *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.*

Previous Team Report (2014): 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

[2] 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.

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.

2016 Visiting Team Assessment: 2009 Condition I.3.3 no longer exists in the *2014 Conditions for Accreditation*. In addition, the faculty exhibit is now optional, and the DoArch chose not to assemble the exhibit for this visit. The faculty CVs were included in the APR under Condition I.2.1 Human Resources and Human Resource Development. The 2016 visiting team found that the faculty as a whole reflect the range of knowledge and experience necessary to promote student achievement. The team expressed concern that only one faculty member is currently licensed as an architect, while two others are approaching licensure and nearing completion of the ARE.

2009 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.

Previous Team Report (2014): The Conditions for Accreditation, Appendix 3, requires the following documents be provided in the team room for review, but only those with check marks (x) 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 x
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - Reappointment
  - EEO/AA x
  - 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 x
(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 x

- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism) x
- Policies on library and information resources collection development x
- A description of the information literacy program and how it is integrated with the curriculum.

2016 Visiting Team Assessment: All of the documents that were required for the 2014 visit were provided to the 2016 visiting team, including material on the DoArch website and in the department's notebook of policies found in the team room.

2009 Criterion 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.

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 WHOLE BUILDING STUDIO II: Collaboration and ARCH 452 ARCHITECTURE STUDIO III. Students demonstrated an ability to process information and find creative solutions that reflected diversity of thought. This was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

2009 Criterion 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.

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC B.4 Technical Documentation per the *2014 Conditions for Accreditation*. The team found this criterion to be **Not Met**. Evidence of student achievement at the ability required to meet this criterion at the prescribed level was not found. In ARCH 421 BUILDING MEDIA III: Workflows and the student work associated with it, the team did not find evidence of curriculum covering outline specifications or student achievement in this area.

2009 Criterion A.5, Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC A.3 Investigative Skills. The 2016 team found this criterion to be **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II, which reflected students' acquired skills in the gathering, investigation, and analysis of information.

2009 Criterion 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.

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC A.5 Ordering Systems. The 2016 team found this criterion to be **Met.** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, including the ability to apply fundamentals in systems in both natural and formal design.

2009 Criterion 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.

Previous Team Report (2014): 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.

2016 Visiting Team Assessment: This criterion was revised per the *2014 Conditions for Accreditation*, and it is now SPC A.7 History and Culture. The team found evidence of student achievement at the prescribed level in a number of courses, including ARCH 341 BUILDING HISTORY III: Culture, ARCH 492/592 TOPICS IN ARCHITECTURE, and ARCH 692 TOPICS IN ARCHITECTURE. This SPC is, therefore, **Met**.

2009 Criterion 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.

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now included in the *2014 Conditions for Accreditation* as SPC A.8. The team found that this criterion is still **Not Met**. Neither the course curriculum nor relevant student work adequately demonstrated that students had achieved this understanding.

2009 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.**

Previous Team Report (2014): The program indicates that these SPCs will be covered in courses that have not yet been taught.

> **2016 Visiting Team Assessment:** Please refer to the team comments and assessments for specific SPC for Realms B and C under Part II.1.1. Student Performance Criteria.

2009 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.

Previous Team Report (2014): The program indicates that these SPCs will be covered in courses that have not yet been taught.

> **2016 Visiting Team Assessment:** Please refer to the team comments and assessments for specific SPC for Realm D (formerly included under Realm C) under Part II.1.1. Student Performance Criteria.

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.*

Previous Team Report (2014): 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.

> **2016 Visiting Team Assessment:** This condition is now **Met.** The DoArch offers only two degrees, as noted on the department website. 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 preprofessional, 120-credit-hour degree, of which the last 49 credit hours of study are at the professional level.

2009 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 (2014): 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.

2016 Visiting Team Assessment: This condition is now included within II.2.2 Professional Degrees and Curriculum. Please see the 2016 team comments above under II.2.2 Professional Degrees and Curriculum. This condition is now **Met**.

2009 ***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
www.aia.org
www.aias.org
www.acsa-arch.org

Previous Team Report (2014): The APR notes on page 133 that access to Career Development Information can be found at https://catalog.sdstate.edu/. However, the required information could not readily be located at that URL.

2016 Visiting Team Assessment: This condition is now **Met.** The university Office of Career Development provides a website with career development information and resources for students and employers, including information about career fairs and career workshops. The DoArch also has a career development site that includes a link to sample student portfolios, which is an important student resource.

2009 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 (2014): 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.

2016 Visiting Team Assessment: This condition is now **Met.** The DoArch provides direct links to the 2014 APR for Initial Candidacy, the 2014 VTR, and the March 10, 2015 decision letter from the NAAB notifying the university that the program was granted continuation of candidacy.

2009 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 (2014): This criterion is not yet applicable because the school has not graduated its first cohort of students from the Master of Architecture program.

2016 Visiting Team Assessment: This condition is still not applicable. The first cohort of students graduated in May 2016, and none have taken sections of the ARE yet.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: The APR for the 2016 Analysis/Review clearly defines the DoArch program's history and the mission of SDSU, which is located in Brookings, South Dakota. The candidate program is delivered by the DoArch within the School of Design, which is in the College of Arts and Sciences.

SDSU is South Dakota's public land grant institution and is the largest university in the state. Brookings, a quintessential college town, is a charming and supportive community with good connections to the university. The town lies midway along the state's eastern border with Minnesota and is 1 hour north of Sioux Falls, the state's largest city. Brookings and the university were established simultaneously, have grown together, and have developed a very supportive and symbiotic relationship between 24,000 town citizens and 12,725 students. The university attracts most of its students from within the state, and also has students from southwestern Minnesota, western Iowa, and northeastern Nebraska. South Dakota is one of the last states in the United States without an accredited architecture program. A more detailed history of the university can be found on its website: https://www.sdstate.edu

The history of the DoArch corresponds consistently to the mission of the university, the School of Design, and the College of Arts and Sciences, as defined below:

SDSU 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. An updated version of the SDSU mission can be found on the university's website:

The College of Arts and Science's mission is to maintain collaborative support of the DoArch, as defined on the university's website

The School of Design's mission is to also maintain strong support for the DoArch: https://www.sdstate.edu/design/

The DoArch's mission is found on the following website: https://www.sdstate.edu/school-design/architecture-program. The DoArch is focused on training design students for professional practice and collaborates with the Graphic Design, Landscape Architecture, Interior Design, and Studio Arts programs under the School of Design. This collaboration at an early stage in the program is a unique multi-disciplinary learning opportunity for students.

The program's response to the History and Mission condition satisfies the requirements of the condition.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The program has included a comprehensive architecture policy document, including a detailed studio culture policy, on its website: https://www.sdstate.edu/school-design/architecture-program/architecture-program-policies. The adopted policy is available to all members of the department and clearly addresses campus-wide and community-wide activities. The policy was developed by and is intended to be reviewed by the Studio Culture Committee (part of the Student Advisory Board), which is made up of students, faculty, School of Design representatives, the AIAS, and outside professionals. This condition is **Met**.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: Since the previous visit, the DoArch has implemented a studio culture policy outlining guidelines and requests for what is expected in a studio environment during classes and outside of class time. Within the DoArch by-laws, particular value is given to the specific areas in which faculty members support students. These areas are procedural culture, design culture, research, and outreach culture. They promote an environment for advanced learning and growth for both the student body and the faculty. The department has been able to enroll students from several countries and has new faculty members who have provided a new look into design and have begun to enhance program diversity. Students have demonstrated that the growth of the department has resulted in a safe space in which to teach and learn. Program policies are in place at the university level for Equal Employment Opportunity/Affirmative Action. This condition is **Met**.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects 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.

2016 Analysis/Review: The School of Design and the DoArch have established an initial collaborative effort as part of DSGN 109 FIRST YEAR SEMINAR, which serves as the beginning of a meaningful and successful journey for students through the program. This nurturing effort fosters the development of effective communication among students of different disciplines and an understanding of effective project delivery and strong leadership in the communities in which the future professional architects will work.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2016 Analysis/Review: Students understand and appreciate the rural context in which they reside in the state of South Dakota. The program also promotes a global understanding with regard to design and problem resolution. In the graduate program, the curriculum covered in the 500- and 600-level courses offers a dynamic understanding of what can be achieved in various contexts. Students study the functioning and organization of multi-disciplinary firms and achieve a working ability to recognize problems within the design process. In these upper-division-level courses, the DoArch develops students' critical design thinking skills and the capability to engage with the complexity of challenges within the profession.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2016 Analysis/Review: The DoArch maintains a focus on the transition that students make into the profession following graduation. The basis for this is the four-course professional practice series, which provides a broad foundation for this transition during the last four semesters of the graduate program. The professional practice courses parallel the students' exposure to practice within the studio context. Students in this sequence are assigned work that allows them to gain AXP (formerly IDP) credit via the Emerging Professional's Companion (EPC), which provides a context for learning about education, internships, employment, examinations, and licensure.

Several student internships have been available at architectural firms and in the offices of allied professions and trades in South Dakota, neighboring states, and other regions. Students experience some challenges in finding these internships during the school year, as there are few firms in the immediate university area.

Each semester, the AIA Licensing Advisor State Coordinator and the Licensing Advisor SDSU Education Coordinator offer a lunchtime lecture on NCARB, AXP, internships, the ARE, and other topics that are relevant to emerging professionals. The lecture, sponsored by the AIAS, is one of the activities through which the AIAS chapter partners with AIA South Dakota (SD). As an outcome of this partnership, students are given a day off from courses to attend the AIA SD Convention, which is held in Sioux Falls.

Students are also exposed to opportunities in non-traditional careers applicable to architectural graduates. A number of students take courses in the Construction Management program, and this helps to broaden exposure to other professional opportunities. At the team's meeting with students, slightly more than one-half of the students indicated that they would be pursuing licensure after graduation—a not uncommon percentage.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The DoArch curriculum promotes student recognition of the need to be critical about environmental issues and be aware of what students can do in the architecture

profession to improve upon the environment, especially during this time of climate change. Some of the courses offered cover topics in passive systems and structures in architecture. There is a narrow focus on environmental topics in upper-level courses. These topics have not yet been incorporated into the entire program.

E. Community and Social Responsibility. The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The program's successful outreach project targeting small South Dakota towns and cities (Webster, Mobridge, Volga, and Huron) provides an opportunity for students to experience the practical aspect of collaborating with local citizens, city officials, and contractors in a manner that is not possible in an on-campus environment. This outreach project is an important component of the program's approach to social responsibility and is a primer for continued civic engagement with towns and cities as future professionals.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: At the program level, in February 2016, the program developed its Mission, Vision, and Goals which illustrate the specific strategic goals/action steps targeted for the year 2019. Members of the Leadership Council (23 members in total) met for more than 40 sessions of listening and dialogue in the development of the program's plan.

The program's plan has been incorporated into the university-wide Impact 2018 – A Strategic Vision for South Dakota State University The program has demonstrated compliance with this condition.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and

initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2016 Analysis/Review: Following the previous team visit, thoughts on deficiencies were reviewed, and, in response, the DoArch implemented a process for self-assessment involving informal meetings of small groups of faculty members. The understanding was that this form of direct engagement would be the most efficient and productive. The assessment process is now part of an ongoing effort within the School of Design.

As part of the assessment process, minutes are taken during faculty meetings in order to understand the professional growth process and gauge program needs. These minutes are required by the DoArch's by-laws. Student evaluations of classes are also submitted.

The university-wide faculty handbook has also been updated for the 2015-2016 academic year. Section 5 of the handbook provides for assessment, evaluation, and procedures for growth.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Analysis/Review: The department currently has seven full-time faculty members. One is tenured, three are in tenure-track positions, and three are instructors. The program is supported by one administrative assistant whose responsibilities range from student advising to personal guidance to financial management. Among the full-time faculty members, one is a licensed architect in South Dakota, three are AIA associate members, and two are pursuing architectural licensure. One has USGBC LEED BD+C accreditation. All of the faculty members are active in a variety of professional and community organizations.

The program's overall faculty/student ratio is comparable to other peer professional architecture degree programs. The teaching loads of the seven full-time faculty members are heavy when considering the expectations for their participation in research and service. Despite this situation, all of the faculty members are producing exemplary scholarship and research that has been recognized regionally, nationally, and internationally. The department is supportive of faculty scholarship and continuing education, and contributes travel funds to enable faculty to disseminate their research at professional conferences and symposia. The faculty participate in design reviews at regional schools and engage in travel to supplement their research agendas.

Mentorship of junior faculty is the responsibility of the assigned faculty mentor, department director, and dean, as described in the faculty handbook. With only one tenured faculty member, who is also the department director, junior faculty in the program have limited opportunities for program-specific mentorship outside of what that individual can provide. Despite this challenge, the university does have a structured tenure and promotion process, which requires junior faculty to create a Professional Development Plan, complete annual reviews, and complete a third-year review prior to submitting their dossier for tenure and promotion to associate professor or professor. Junior faculty may also enlist tenured faculty outside of the department to serve as mentors for the tenure and promotion process.

With regard to support services for students, the program is fortunate to have a university network of professional academic advisors assigned to enrolled architecture students. This team of advisors coordinates responsibility for advising students throughout all levels of the program. There are dedicated professional academic advisors for underclassmen, which permits DoArch faculty to have more time to advise and mentor students in the professional program. All students enrolled in the program are tracked and advised before each semester begins through a web-based database, which ensures student retention and academic progression through required program courses.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Analysis/Review: The program's physical resources are adequate to support pedagogical and student achievement. The team reviewed the Physical Resources section of the APR and then toured the facilities, including those in the AME Building, the first-year studio space, the former mechanical engineering shop in the northwestern part of the campus, and the imaging laboratory in Yeager Hall.

Completion of the AME Building has had a significant impact on the ability of the program to serve students, faculty, administration, and staff. The third floor of the building, comprising 13,493 square feet, is used exclusively by the DoArch, and 9,955 square feet of this floor is assigned to open studio space. High ceilings and some absorbent wall material ensure reasonable acoustical performance during studio sessions. In addition to having offices, an archives room, and exhibition space, the third floor also includes a photo/image laboratory and a fabrication laboratory. All students are assigned "cold" desks (i.e., assigned and not shared), and there is ample work space. The third floor has ample sunlight from windows on the north and south sides. Space is flexible for use for display, individual or collaborative work, and studio pin-up sessions.

Facilities for faculty and staff are sufficient, with each faculty member having a private office. There are two offices that could be reserved for future faculty and a graduate advisor room off the studio area. Exhibition space is provided on the third floor just off the elevator and in front of the conference room, and in the two spaces on either side of the room used as the team room for this visit.

The first floor of the AME Building contains the workshop, which is shared with the departments of Mechanical Engineering, Construction Management, and Mathematics. The DoArch has dedicated workshop space at the west end of this workshop, and this space includes a digital fabrication room and a wood and model shop. There is also an assembly area that connects to an outdoor laydown space, which is shared with the other disciplines. The shared space that makes up the bulk of the workshop has equipment and assembly areas that are primarily used by the other disciplines, but they provide some opportunities for collaborative use between the architecture program and the other disciplines.

The program makes use of two other facilities on campus. The imaging laboratory in Yeager Hall, which is staffed every day until 9:00 p.m., contains a wide range of printing, copying, scanning, and plotting equipment, including large format equipment. One room in the center of the laboratory houses three 3D printers and a 3D scanner. Architecture students make frequent use of these facilities. The first-year studios are held in one large open studio in a building in the northwestern corner of the campus. While this building is older and somewhat remote, it has been adapted to serve the instructional and studio needs of the program and to provide an exciting introduction to the program for first-year students.

Since the program has just moved into the AME Building, and since there appears to be room to accommodate an increase in both students and faculty, the department has not identified any problems with respect to its physical resources. Students report that the studio space temperature controls are deficient, especially during cold weather.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2016 Analysis/Review: The program has demonstrated that it has access to appropriate institutional and financial resources to support student learning, scholarship, achievement, and research that is a priority for both the university and the program. This research directly supports the advancement of the professional program. As a state university, SDSU receives most of its funds from tuition. SDSU's DoArch is the only professional architecture program in the state university system, which provides the program with a unique opportunity to partner with local industry and the professional design community. This partnership has been instrumental in providing the primary financial support to bridge the revenue/cost gap and assist the program in becoming a self-sustaining entity.

As the program has matured and student enrollment has increased, the financial resources have also increased. The university allocates 37% of generated tuition directly to the program. In addition, the DoArch controls all revenue generated by course fees, awarded grants, and donations to the program made through the SDSU Foundation.

Program faculty have developed mutually beneficial relationships with local manufacturers that provide support for student work and faculty research. The DoArch's ability to sustain financial solvency has provided funding for graduate assistants, student workers, supplies, travel, a supplemental lecture series, books, and instructional equipment.

It is evident that the director of the DoArch has provided strong leadership and financial stewardship, which has enabled great benefits to the program constituents to be realized. The DoArch has also demonstrated financial success in its ability to secure grant funding through industry organizations and state-sponsored research grants as well as scholarship opportunities for DoArch students.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Analysis/Review: The program has demonstrated that it provides the appropriate access to resources to support the information requirements of students, faculty, and staff. The architectural collection and information resources are housed in the Hilton M. Briggs Library. The architectural collection is the fastest growing component of the library's collections. Acquisitions are funded via an annual department budget of $2,000. The SDSU Foundation provides another $2,000 annually for these acquisitions. In addition to providing books, the library provides 99 architectural journals in print and on line.

The library also has more than 100 databases, including journals, magazines, newspapers, and books. These resources can be accessed by students and faculty members on campus and remotely when off campus. A subject librarian is assigned to coordinate materials and develop the Architecture Library Research Guide. Key databases available through the library include the Avery Index, ARTstor, JSOR, and Arts and Humanities Citation Index.

Since the university is a land grant institution with a long history of service to the state of South Dakota, the library has an extensive Documents Department with over 573,000 government documents, many of which are important resources for the DoArch.

The library is an 8-minute walk from the third-floor studio space in the AME Building. Students indicated that they were impressed with the library's offerings.

In addition to providing information resources, the library provides research assistance and instruction on how to use the facility. This instruction is integrated into two of the degree program's courses: ARCH 241 BUILDING HISTORY I: Construction and ARCH 342 BUILDING HISTORY IV: Urbanism.

While the library has supported the program in its efforts to increase and broaden the architectural collection, available space in the library is limited. To meet the needs of the architecture program and other programs, the library has put printed materials online and condensed some collections in order to maintain significant in-print resources.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Analysis/Review: The DoArch is a key component of the School of Design, which resides in the College of Arts and Sciences. While the DoArch program and program director have autonomy—reporting directly to the dean of the College of Arts and Sciences—the DoArch is responsible for coordinating with the four programs under the purview of the director of the School of Design. Within the DoArch, the department director serves as the operating officer of the department and represents the department to all internal and external constituents. With the recent creation of the School of Design, the opportunity to foster collaboration across the related disciplines of Graphic Design, Landscape Architecture, Interior Design, and Studio Arts has greatly increased. While not housed under the same college, other programs, such as Construction Management, routinely collaborate with the DoArch program, which provides students with unique experiences and opportunities in allied disciplines.

The governance of the DoArch is established through by-laws, which detail the vision as well as the administrative and procedural operation of the program. An additional set of by-laws for the School of Design provides a larger context in which the DoArch engages the college and university.

Each member of the architecture faculty contributes to the curriculum development and assessment of learning outcomes. Weekly faculty meetings are held to promote dialogue on important department issues, such as program planning, curriculum development, budget, recruitment and staffing concerns.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II and throughout the program. Students spoke articulately in studios and in their meeting with the team.

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] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 WHOLE BUILDING STUDIO: Collaboration and ARCH 452 ARCHITECTURE STUDIO III. Students demonstrated an exceptional ability to process information and find creative solutions that reflected diversity of thought. This ability was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II. The team found this SPC to be **Met with Distinction**.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II, which reflected students' acquired skills in the gathering, investigation, and analysis of information.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, in which students demonstrated basic design skills. These skills were also evident in other 400- to 600-level courses.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, including the ability to apply fundamentals in systems in both natural and formal design.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II and ARCH 551 WHOLE BUILDING STUDIO I: Individual.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in several courses, including ARCH 341 BUILDING HISTORY III: Culture, ARCH 492/592 TOPICS IN ARCHITECTURE, and ARCH 692 TOPICS IN ARCHITECTURE.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Not Met

2016 Team Assessment: The team found that neither the course curriculum nor relevant student work adequately demonstrated that students had met this understanding.

Realm A. General Team Commentary: Within Realm A, the team found evidence that students, in both high- and low-pass work, demonstrated ability where required through the curriculum and through examples of student achievement. The exception was A.8 Cultural Diversity and Social Equity, where the level of understanding required was not found. A diverse range of course projects displayed commendable design exploration and methodologies. Student work exhibited a keen understanding of

design thinking through the use of conceptual diagramming, physical modeling, and hands-on material investigation.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to prepare a comprehensive program for an architecture project.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to respond to site characteristics.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to design sites, facilities, and systems.

B.4 **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion. In a review of student work prepared for ARCH 421 BUILDING MEDIA III: Workflows, the team did not find evidence of outline specifications in the curriculum or in student work.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion.

B.6 **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work that was prepared to illustrate an understanding of this criterion, particularly in subjects related to active systems.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 631 BUILDING TECHNOLOGY II: Envelopes, including student examinations.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for CM 216/L CONSTRUCTION METHODS AND MATERIALS LAB, including student examinations.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Not Met

2016 Team Assessment: The team did not find evidence of communication, security, or fire protection systems in student work.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572 ARCHITECTURAL PRACTICE II: Economics, including examinations. A lecture series also contributed to an understanding of this criterion.

Realm B. General Team Commentary: ARCH 551 WHOLE BUILDING STUDIO I: Individual and ARCH 552 WHOLE BUILDING STUDIO II: Collaboration provide significant opportunities for students to display their ability and understanding regarding building design practices and technical skills. While these studios occur in students' fourth and fifth semesters, respectively, a number of other courses in the curriculum also promote students' understanding of building envelopes and technological precedents. The Student Performance Criteria in this realm are met with the exception of B.5., B.6, and B.9.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 551 WHOLE BUILDING STUDIO I: Individual.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship,

technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2016 Team Assessment: This SPC is **Not Met**. Environmental stewardship, accessibility, life safety, and active environmental systems were not present or were not sufficiently exhibited in student work.

Realm C. General Team Commentary: Student work within this realm exhibited research-intensive projects that were crafted with an emphasis on architectural investigations of site and structure. Additionally, the student work conveyed critical thought and exploration of the building envelope. While the implementation of these concepts was effectively tested through physical and digital models, there was a lack of integration of the allied disciplines of mechanical, electrical, plumbing, fire, and communication systems as well as issues of life safety and accessibility.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II. Student work in this course reflected an understanding of the role, relationships, and responsibilities of the architect in the context of public and private practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 672 ARCHITECTURAL PRACTICE IV: Management. Student work reflected an understanding of the range of methods and procedures covered by this SPC.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572 ARCHITECTURAL PRACTICE II: Economics. This included student exercises in the business organization and planning of architectural firms, including marketing and financial management.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 571 ARCHITECTURAL PRACTICE I: Regulation. This course covered a range of regulatory and legal considerations with a focus on professional service contracts, which were explored by students in some depth. Evidence was also found in ARCH 672 ARCHITECTURAL PRACTICE IV: Management.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 672 ARCHITECTURAL PRACTICE IV: Management. The thorough coverage of the AIA Code of Ethics and Professional Conduct in this course was reflected in student quiz essay responses. Evidence was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

Realm D. General Team Commentary: The fact that the team found evidence of student achievement to support each of the five Student Performance Criteria in Realm D is the result of a strong professional practice curriculum. This spans the series of four courses under ARCHITECTURAL PRACTICE as well as PROFESSIONAL DESIGN PRACTICE I and II, through which students are prepared for and engaged in practice in different settings (private and public; large and small firms).

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The APR includes the most recent letter from the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, dated April 29, 2010. The letter indicates that the commission voted on April 19, 2010, to continue the accreditation of South Dakota State University.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: The DoArch offers only two degrees, as noted on the department website. The Master of Architecture (M. Arch) is the candidate professional degree and represents the last 48 credit hours of professional-level study. The BFA in Architecture is a preprofessional, 120-credit-hour degree, of which the final 49 credit hours of study are at the graduate level.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The team found evidence of the process by which students are assessed and accepted into the program in the admissions documents, on links provided by the program, and in a clear description in the APR. The program provided a thorough description of the evaluation policies and process, and it was supported by the online resources of the department and the university.

Students accepted into the graduate program follow three possible tracks to a degree. First, there are internal candidates from SDSU who are already enrolled in the BFA in Architecture program, and they may qualify for the graduate program. Some students begin their SDSU careers in the DoArch, while others may transfer from other departments. The students from other departments must meet the requirements for the BFA before proceeding to the graduate program. Second, students from a comparable preprofessional degree program are evaluated for acceptance into the program, and, depending on the review for admissions, may be accepted for advanced placement with completion of a degree in 2 years. Third, students with a 4-year degree in another discipline from another institution may be accepted for completion of the M. Arch in 3 years.

The program maintains "Program Introduction" documents for each track, which are available on the DoArch website. Internal candidates are evaluated using a Transfer Evaluation form to verify professional program prerequisites, such as those in General Physics and Construction Materials and Assemblies. Parallel requirements are applied to external candidates with preprofessional degrees from other institutions.

As referenced in the APR, of key importance is the policy that 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.

Admission to the graduate level is granted on the basis of study for a preprofessional degree and the verification of prerequisites, and not on the evaluation of any Student Performance Criteria prior to the graduate program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2016 Team Assessment: The exact language from the *NAAB Conditions for Accreditation* is found on the DoArch's "Accreditation" page. The first two paragraphs of the NAAB Statement are also found in the "Program Introduction" documents for the three tracks to the M. Arch degree noted in the section above. The team concluded that these informational documents were supplemental to the "Accreditation" page.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The DoArch provides a direct link via its "Accreditation" page to both the *NAAB 2014 Conditions for Accreditation* and the *NAAB 2015 Procedures for Accreditation* (the most current version).

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: The university Office of Career Development provides a website with career development information and resources for students and employers, including information about career fairs and career workshops. The DoArch also has a career development site that includes a link to sample student portfolios, which is an important student resource.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.[3]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: The DoArch provides direct links to the 2014 APR for Initial Candidacy, the 2014 VTR, and the March 10, 2015 decision letter from the NAAB notifying the university that the program was granted continuation of candidacy.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2016 Team Assessment: This condition is not applicable. The program does not currently have ARE pass rates, as it is a candidate school. The first cohort of M. Arch students graduated in May 2016 and have not taken any sections of the ARE yet.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2016 Team Assessment: The DoArch website provides links to the required documentation for both admissions and advising. In addition to the general university-wide admissions information, there are documents that are specific to admissions to the architecture program, including a separate informational summary for each of the three tracks to the M. Arch degree noted in Part II: Section 3 – Evaluation of Preparatory Education. The portfolio requirement is defined in the application materials.

Advising is structured on several levels. The university provides the First Year Advising Center for New Students, which offers a range of resources to incoming students. At the college level, a staff member serves as an advisor to the students in the architecture program. At the department level, faculty members are assigned students whom they advise.

[3] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2016 Team Assessment: The DoArch website includes a "Student Financial Information" page. This includes information on assistantships, student course loads, and scholarship opportunities. The link to the Free Application for Federal Student Aid (FAFSA) is also provided on this page, as are links to the university-wide sites for information on university tuition and fees. There is information on this website regarding the required DoArch course fee (currently set at $440.90 per credit hour). The university's Office of Financial Aid website provides information on, and links to, a wide range of student financial information, including costs, scholarships, and financial aid.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Not Met

2016 Team Assessment: The DoArch states in the APR 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, this condition is **Not Met** because the Office of Planning, Decision Support, and Assessment (the office responsible for preparing statistical data for the DoArch) will not sign the required statement. As explained in the APR, this is the case because the definitions used by the DoArch for categories such as faculty credentials and degree types are inconsistent with those provided by the university's office. The office has agreed to schedule a meeting with the DoArch in order to establish agreed-upon standards for preparing information that are consistent with both the Annual Statistical Report format and the NAAB's definitions. The APR indicates that this situation has been brought to the attention of the NAAB.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

[X] Not Applicable

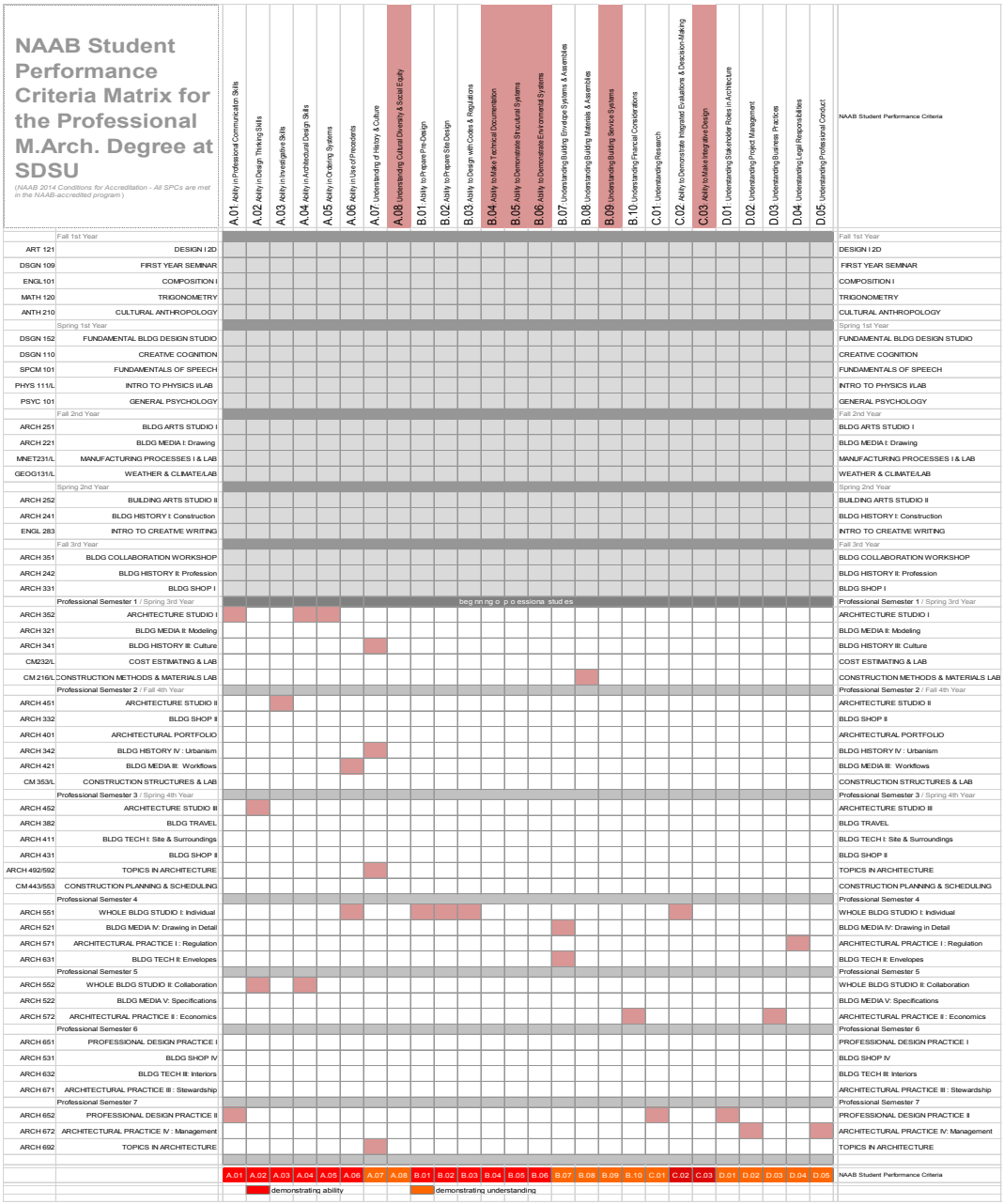
2016 Team Assessment: This condition is not yet applicable because the program is still in candidacy. Accordingly, the DoArch has not been required to submit Interim Progress Reports to the NAAB.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.2 Design Thinking Skills

Appendix 2. Team SPC Matrix



Appendix 3. The Visiting Team

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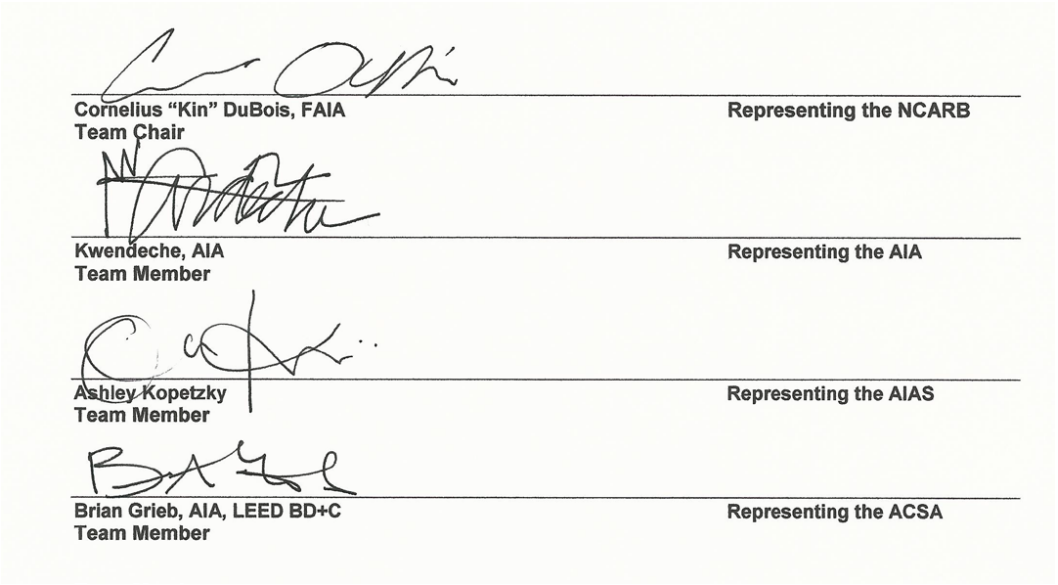
V. Report Signatures

Respectfully Submitted,



Cornelius "Kin" DuBois, FAIA — **Representing the NCARB**
Team Chair

Kwendeche, AIA — **Representing the AIA**
Team Member

Ashley Kopetzky — **Representing the AIAS**
Team Member

Brian Grieb, AIA, LEED BD+C — **Representing the ACSA**
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