North Carolina State University
School of Architecture

Academic Program Report
Bachelor of Architecture
Master of Architecture
2011-2012

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Marvin Malecha
Dean of the College of Design

Warwick A. Arden
Provost and Executive Vice Chancellor

W. Randolph Woodson
Chancellor
North Carolina State University
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Part One: Institutional Support & Commitment to Continuous Improvement

I.1 IDENTITY & SELF-ASSESSMENT

I.1.1 History and Mission

History of the Institution
With nearly 34,000 students and 7,300 faculty and staff, North Carolina State University (NC State) is a leading land-grant university, known locally and globally for its leadership in research, discovery and technology. NC State is North Carolina’s largest comprehensive university. Founded in 1887 as a land-grant institution under the Morrill Act of 1862, NC State has a three-part mission: instruction, research, and extension. NC State is a member institution of the seventeen-campus University of North Carolina System, which is directed by a board of governors and the university president. A board of trustees and a chancellor (as administrative and executive head) govern NC State University. The provost, subject to approval of the chancellor, makes decisions affecting academic affairs and allocation of resources at NC State. The chief administrative officer of each college is an academic dean. The colleges of the university are: Agriculture and Life Sciences, Design, Education, Engineering, Natural Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Management, Textiles, Veterinary Medicine, and the Graduate School.

NC State opened in 1889 as the North Carolina College of Agriculture and Mechanic Arts. The college offered courses in agriculture, horticulture, pure and agricultural chemistry, English, bookkeeping, history, mathematics, physics, practical mechanics, and military science. In 1917 the institution’s name was changed to North Carolina State College of Agriculture and Engineering. By the 1950s two new schools had been established: the School of Design and the School of Forestry. The faculty and student population more than doubled during the post–World War II period, and in 1965 the name of the institution itself was changed to North Carolina State University, signifying its new role as a comprehensive university.

By the late 1970s NC State was recognized as one of two major research universities within the renowned University of North Carolina system. During the 1980s the university added a 1,000-acre research campus. In recent years, the university has focused on building the campus community, promoting partnerships, implementing a progressive business model, and supporting the growth of the Centennial Campus. On January 8, 2010, Dr. Randy Woodson became NC State’s fourteenth chancellor. His aim for the university is “locally responsive, globally engaged.” Since its founding, NC State has become a nationally recognized leader in science and technology with historic strengths in agriculture, textiles, design and engineering. NC State has evolved into a comprehensive community of scholars that also has outstanding degree programs in the humanities and social sciences, education, life sciences, management, natural resources, physical and mathematical sciences, textiles and veterinary medicine. The research park, Centennial Campus, was named the top research campus in the nation in 2007 and hosts more than 130 companies and agencies and creates an advanced technology community where university, industry, and government partners produce scientific and technical innovations. NC State serves all North Carolina communities through statewide research, extension and engagement activities.

NC State offers bachelor’s degrees in 110 fields of study, master’s degrees in 110 fields, and doctoral degrees in 61 fields, plus a Doctor of Veterinary Medicine. The university hosts sixty-eight research centers, institutes, and laboratories, and NC State discoveries have resulted in more than 660 patents and over 70 companies that employ more than 13,000 people. The nationally ranked library system offers a wealth of research resources for faculty and students, and, through the Triangle Research Libraries Network, also provides access to resources housed at Duke University,
the University of North Carolina at Chapel Hill, and North Carolina Central University. The James
Hunt Library, designed by Snøhetta and currently under construction, will serve as the academic
and cultural center of Centennial Campus.

NC State has an annual budget of approximately $1.2 billion, and an endowment valued at more
than $503 million (2010). According to the 2010 National Science Foundation rankings, NC State is
3rd in Industry Research Funding and 9th in Total Research Expenditures among universities
without medical schools, and 25th in Graduate Students in science and engineering fields among
doctorate-granting institutions.

Currently, NC State faculty include nine members of the National Academy of Sciences, ten
members of the National Academy of Engineering, and numerous fellows in a large number of
professional associations. Over 70% of the faculty are engaged in funded research.

NC State students come from all 50 states and 110 countries. The average incoming freshman
scores 1193 on the SAT and has a grade point average of 4.24. Located in Raleigh, North
Carolina's capital city, NC State anchors one corner of the Research Triangle Park, which houses
more than 140 organizations dedicated to innovative research and development. Duke University in
Durham and the University of North Carolina at Chapel Hill mark the other two points of the triangle.

North Carolina State University Mission Statement
As a research-extensive land-grant university, North Carolina State University is dedicated to
excellent teaching, the creation and application of knowledge, and engagement with public and
private partners. By uniting our strength in science and technology with a commitment to excellence
in a comprehensive range of disciplines, NC State promotes an integrated approach to problem
solving that transforms lives and provides leadership for social, economic, and technological
development across North Carolina and around the world.

Approved by: NC State University Board of Trustees, 4/22/11; UNC Board of Governors, 6/10/11

History of the College of Design
The North Carolina State University School of Design was established in 1948 with two original
academic components: the Department of Architecture and the Department of Landscape
Architecture. In the late 1950s the school added a third degree-granting unit, the Department of
Product Design. In its early years, under the leadership of founding Dean Henry L. Kamphoefner,
the School of Design experienced a remarkable period of creative and intellectual development.
Designers and theorists such as Buckminster Fuller, Matthew Nowicki, Lewis Mumford, and
Eduardo Catalano joined the faculty and helped build a reputation for innovation and
experimentation. Frank Lloyd Wright, Mies van der Rohe, Walter Gropius, Louis I. Kahn, Pier Luigi
Nervi, Charles Eames, Marcel Breuer, and numerous other internationally prominent figures came to
lecture, to conduct design experiments, and to inspire a new generation of designers. The legacy of
imagination, diversity, and excellence set by this first generation has continued throughout the
school's history.

During the School of Design's early history its students won numerous national recognitions,
including the Prix de Rome, Fulbright scholarships, and five Paris Prizes. They initiated an
outstanding student publication reflecting the school's experimental posture. Many went on to the
nation's leading graduate schools and assumed important positions in architectural practice and
education. Recent graduates continue this illustrious tradition, readily gaining admission to
prestigious graduate programs and entering positions of leadership in the profession.

On the retirement of founding Dean Kamphoefner in 1973, the administrative leadership of the
School of Design passed on to Dean Claude E. McKinney. During McKinney's fourteen-year tenure
as dean, the school's curricula were substantially reshaped and increased attention was given to
cross-disciplinary connections and public-service programs. Graduate programs in architecture and the related disciplines expanded and reached maturity.

In 1987 Deborah Dalton, associate professor of landscape architecture, was appointed interim dean, a position she filled until 1990, when she was succeeded by J. Thomas Regan, who had previously served as dean at the University of Miami. In 1994 Marvin J. Malecha, FAIA, was appointed as Dean Reagan’s successor. During Dean Malecha’s tenure the School of Design has experienced a remarkable period of expanding academic programs, service, and research initiatives, and the school’s ties to the university community, its alumni, and professional constituencies have been greatly strengthened. Technical and academic resources have expanded. Media laboratories, workshops, design library, and other support facilities are among the best in the nation. Notable accomplishments have included the creation of the Prague Institute, the Raleigh Downtown Design Studio, The First Year Experience, and significant graduate program growth in the areas of animation, fashion design, and graphic design.

In 2000 the School of Design evolved into the College of Design. The College of Design hosts a highly regarded Ph.D. in Design program. Full details of this degree can be found on this website: [http://www.ncsu.edu/www/ncsu/design/sod5/phd/](http://www.ncsu.edu/www/ncsu/design/sod5/phd/).

In 2008, a new interdisciplinary program was introduced for all freshmen in the college, called the First Year Experience. This program replaced the freshman year of each separate curriculum, providing opportunity to develop an interdisciplinary approach to design education. Each semester, students take a four-hour design studio taught by faculty and graduate teaching assistants from every department, a two-hour seminar on Design Thinking taught by Dean Malecha, that examines the fundamental concepts and language of design thinking especially those processes, methods, philosophies, theories and special topics, such as making choices in a consensus driven organization or in a collaborative venture; and a three-hour seminar on Context and Culture, an interdisciplinary survey that analyzes the impact of culture on the ideas, style and expressions of art and design. A secondary intent of the FYE is that students will form bonds across disciplinary boundaries that will stay alive throughout their years as undergraduates. Currently under development is a fourth year interdisciplinary design studio that will allow students from all departments to once again come together in the context of a trans-disciplinary studio for creative production in emerging areas of design practice, often found in the boundaries between traditional disciplinary practices.

**College of Design Mission Statement**

*The College of Design integrates practical, ethical, and aesthetic thought and action to enhance the meaning and quality of life through the creation of knowledge informing the critical study of artifacts and places.*

*From the 2007-2010 College of Design Compact Plan:*

The College of Design is committed to a culture of collaboration. Societal imperatives challenging the relevancy of design define the expectations to:

- Respond to a society that is becoming extraordinarily complex
- Expand access to the College for a diverse student population
- Internationalize the student experience
- Expand life-long education
- Establish a collaborative culture of scholarship and engagement
- Utilize new instructional technologies and techniques
Seek partnerships across the campus

A transforming student body requires new approaches. Students today:

- Are digitally literate
- Demand more service from faculty and staff
- Have fiercely competed educationally from an early age
- Address pressures that undermine an innate love of learning
- Range from wealthy to financially disadvantaged and may themselves be parents

An agile posture is required to:

- Connect with rapidly transforming industries and professional offices in private and public settings
- Prepare students for success and excellence within a rapidly transforming culture
- Accept accountability for educational outcomes that include interdisciplinary approaches
- Understand the implications of increasing parental scrutiny and expectations
- Respond to the requirements of federal research institutions and accrediting agencies.

The College of Design Compact Plan can be found on this webpage:

http://design.ncsu.edu/publications

History of the School of Architecture

Since its founding in 1948, the NC State’s School of Architecture has earned a national reputation for the depth and breadth of its programs. The School of Architecture, from its inception, has been a force for globally informed innovation in design. According to Robert Burns, FAIA, and former department head, “At the core of the school in these early years was an uncompromising belief that comprehensive design would produce a healthy environment, an improved society, and a better way of life for all. Experimental in nature, the school was open to new ideas and challenges. It identified with the progressive aspirations of the New South, but its perspective was global. Unlike many of its peer institutions emerging from traditional academic positions, the school’s zeal for the new was balanced by an uncommon concern for the broad development of the individual student who was expected to assume a formative role as a creative leader and committed citizen.”

Founded in part on Bauhaus educational principles, the school emphasized the interrelationship of the design disciplines, materials and craft, and social responsibility. In its early years the Department of Architecture offered a single degree: the five-year Bachelor of Architecture. In the late 1960s, a “4+2” professional Master of Architecture curriculum was added. This new structure was seen as a way to address newly emerging professional and academic issues and provide broader opportunities for students to pursue alternative as well as traditional career paths. The 4+2 curriculum encouraged diversity and increased student choice in shaping their future roles in architecture. The Bachelor of Architecture degree was phased out in 1972, but was reactivated a decade later.

Since the 1980s the Department of Architecture has offered three degrees: the four-year, pre-professional Bachelor of Environmental Design in Architecture (BEDA), the professional Bachelor of
Architecture (B.Arch), and the Master of Architecture (M.Arch). The latter two degree programs are accredited by the National Architectural Accrediting Board and, as such, satisfy the educational requirements for architectural licensure in North Carolina and throughout the nation.

Students in the BEDA program not only complete the curriculum of the School of Architecture’s pre-professional program, they must also complete the General Education Program of NC State. The mission of GEP is to provide students the opportunity to experience diverse and integrative disciplinary perspectives. General education enhances students’ intellectual engagement in their majors, prepares them for the changing demands of professional careers, equips them for a lifetime of learning, and lays the foundation for involvement in their communities as responsible citizens and leaders.

In the last twenty years, the School of Architecture has been guided by a succession of department heads and directors, including Robert Burns, FAIA, from 1983 to 1991; Dr. Paul Tesar from 1991 to 1992; Christos Saccopoulos, AIA, from 1992 to 1997; Dr. Fatih A. Rifki from 1997 to 2001; Robert Burns, FAIA, from 2001 to 2002; Thomas Barrie, AIA, from 2002 to 2007. Dr. Paul Tesar served again as Head in 2007-2008. Robin Abrams, Ph.D., AIA, ASLA, was appointed head of the school in 2008.

A new generation of architecture faculty and students has furthered the tradition of innovation and commitment to excellence established in the college’s formative period. The three allied departments of Landscape Architecture, Graphic Design & Industrial Design, and Art & Design offer architecture students opportunities for lateral enrichment. A variety of foreign study programs are available in many parts of the world.

In 2000, when the School of Design was renamed the College of Design, the Department of Architecture was renamed the School of Architecture in anticipation of expanding its degree and program opportunities.

Two forces have particularly shaped the school over the past half-decade. The first is NC State’s accelerated mission to be a national leader in funded research and invention. This has significantly impacted the School of Architecture, which is currently undergoing a shift from a majority of practitioner-professors to one of research-oriented professors. In the past two years, we have gained two new positions through the Provost’s office that are half-research, half-teaching positions, intended to increase departmental engagement in funded research.

The second force is the nation’s unpredictable economic climate. We have not escaped the challenges of budget cuts experienced by schools of architecture on a worldwide scale. We have striven to turn these challenges into opportunities to strengthen the nature of our programs. We have streamlined our curricula, and eliminated repetition and overlap in course offerings, and explored interdisciplinary opportunities where feasible. Through a series of faculty workshops and from input by students and our Advisory Board, it was determined that our strength and potential lay in three areas: Energy & Technology, City Design, and Housing & Community. As a consequence, we are developing graduate certificates and post professional masters degrees in each. These areas of research and teaching reflect a broadened vision of the practice of architecture, which is emerging out of necessity from the suppressed economy. The concentrations provide opportunity to collaborate with students and faculty in other departments, colleges, and universities, as well as practitioners seeking post-professional education, and students in the PH.D. in Design program. As well, they help define the unique qualities of our school.

**Mission of the School of Architecture**

- To educate students for the profession of architecture;
• To promote growth, change, and improvement in the profession and academic discipline of architecture through creative work, scholarship, research and service;

• To increase public awareness of the nature of architecture and its essential contribution to life and society.

Today, we live in a world of profound challenges, pushing the practice of architecture towards fundamental change. Our intent in the School is to lead the search for new ways an architectural education can be a strong, positive force in the creation of healthy and sustainable buildings and communities. Our intent is to develop the knowledge and skills to address complex contemporary issues regarding:

• The design of sustainable buildings reflecting knowledge at the leading edge of the 21st century

• Stewardship of scarce resources

• Promotion of livability in cities

• Mitigation of the impacts of poverty through provision of humane housing

• Research and development of ecologically-responsive building materials and integrated building systems

• Understanding history as a means of creating a better future

Architecture’s Benefits to the Institution
The School of Architecture brings benefit to NC State in the following ways:

• Conducting leading-edge research in the areas of energy optimization, construction, housing and city design;

• Establishing strong relationships with communities and non-profit groups in throughout the state through extension and pro-bono consultation;

• Bringing renown through winning faculty and student entries in regional, national and international design competitions;

• Developing student leaders in undergraduate and graduate research;

• Creating the first Study Abroad programs on campus resulting in the Prague Institute, now used by colleges across campus;

• Participating in the First Year Experience, a model being cited across campus for interdisciplinary undergraduate education;

• Bringing recognition through publications of theoretical and academic books (Wayne Place, Pat Rand, Roger Clark and Tom Barrie);

• Design of a multitude of award-winning structures, on and off campus, by full-time faculty, adjunct faculty, and alumni;
• Leadership in national organizations, in particular President of the American Institute of Architects and President of the American Collegiate Schools of Architecture (Dean Malecha).

**Benefits Derived from the Institution**
The School of Architecture gains benefit from NC State in the following ways:

• Opportunity to collaborate on funded research with colleagues in a broad range of disciplines, including but not limited to the Colleges of Engineering, Textiles, Business, and the Humanities;

• Provision of an established network of resources in support of research;

• Pre-eminence in the Research-Triangle region, taking advantage of established academic ties with UNC Chapel Hill and Duke University;

• Ability to attract top-quality faculty and students based on the university’s reputation;

**I.1.2 Learning Culture and Social Equity**

**Learning Culture in the School of Architecture and the College of Design**
The School of Architecture is a relatively small school, and we pride ourselves on the close relationship between faculty and students. Dean Malecha sets the tone for Learning Culture in his Design Thinking course, which all freshmen are required to take. This course stresses that for designers, there is a unique “way of being” in the world, and that the act of designing, while incredibly difficult, provides rewards found in few other professions. From the first day of class, Dean Malecha asks students to call him “Marvin”. This informality is intended to reinforce the notion that the College of Design comprises a “family” of design thinkers within the greater institution. Frequent opportunities to socialize with the Dean, Department Heads and Faculty occur each semester, including “Dinner with the Dean,” the All-School Barbeque, Design Council (a college student advisory council), welcoming events for new graduate students, as well as each semester’s Convocation – a gathering of all students and faculty in the School on the first day of studio. Potential freshmen and graduate students come to campus each fall for the open houses. Accepted students are hosted for an additional open house in January, and at each of these events the Head of the School meets with students and parents. A third event is held each July, where incoming freshmen and their parents, and, separately, the graduate students, are welcomed by Dean Malecha, and meet in sessions with their advisors and department head. Each freshman in the School of Architecture is assigned a faculty advisor, who continues to advise the students throughout their program.

The document “The Right of Inquiry” issued by Dean Malecha portrays the College of Design’s philosophy towards learning culture. It is provided to every incoming student in the college, and is a statement of expectations within the College of Design. These expectations are:

• The right to individual identity.
• The right to freedom from prejudice.
• The right to access information.
• The right to mature while in pursuit of knowledge and skill.
• The right to expect a mutually supportive community.
• The right to human supremacy over technology.
• The right to a quality learning environment.
• The right to expect preparation for life-long learning.
The Student Services Office in the College of Design oversees all academic affairs that are common amongst the departments, such as General Education Requirements, tracking transcripts, degree plans, career counseling, etc. Professional counselors in Student Services also assist with disciplinary issues and all personal issues affecting students' lives. As well, the director, Assistant Dean Tameka Whitaker, teaches a one-credit symposium to entering students from diverse backgrounds, which introduces them to university services, campus culture, school culture, and contacts who will help them make the transition to university life.

Students have multiple opportunities for engagement in the administration of the College of Design and the School of Architecture. Design Council is the College-wide student advisory committee. In addition to planning events such as Halloween Bash and the Studio Collective (an open studio night each semester), Design Council manages a student-run gallery in downtown Raleigh, called Fish Market. Representatives from Design Council attend the College’s Administrative Council meetings. In the School of Architecture there are three active student organizations: AIAS, the Architecture Graduate Student Association (AGSA), and the USGBC Student Group. AIAS and AGSA representatives attend School of Architecture faculty meetings and are appointed to faculty search committees.

The School of Architecture Studio Culture Statement is provided in the Supplemental Information. The Studio Culture Statement is presented to students at Convocation, and is provided on our website. It was readopted by the faculty in August, 2011, and is currently under re-review by student organizations. It was developed by the faculty of the School of Architecture with input from students.

**Implementation of Learning Culture & Assessment, and Participation in Assessment**

The *raison d’être* of the College of Design is to create an optimal climate for creative teaching, learning and research. Every student in the college, including the doctoral students, are engaged in “making” in one form or another. The staff of the College – from IT to the library to the shop – support this mission and work hard every day to keep the machinery going. The main Gallery has exhibitions on a regular rotational basis, often featuring work of students or distinguished alumni. Dean Malecha has formed a Leaders Council comprised of distinguished alumni, who engage with students when they visit the school annually (Supplemental Information IV.7).

A convocation is held at the start of each semester, led by the Head of the School, attended by students and faculty. The convocation is comprised of an initial philosophical statement, and includes introduction of new faculty, new adjuncts, and international exchange students. Students receive presentations from the IT staff and Student Services staff; AIAS, AGSA, USGBC leaders; AIA Triangle AIA Young Architects Forum leaders; and Chair of the Lecture Committee reviews upcoming lectures. They are reminded of other opportunities, such as summer design/build courses, study abroad opportunities, and special events that will occur during the semester.

The Triangle AIA and the School of Architecture jointly sponsor a lecture series each semester. The Lecture Series Committee is comprised of practitioners, faculty, and students. It is funded in part through generous endowments and from the AIA’s contribution. Students are strongly encouraged to attend, and the AGSA sponsors a reception after each lecture. On the day of their visit, lecturers attend studio critiques and have lunch with student leaders. Students and faculty are invited to have dinner with the speakers following the talk.

Assessment of the learning culture in the school takes place in several venues:

- Establishment of aims and initiatives at faculty retreats
- Bi-weekly meetings between Head of the School and Student Leaders in bi-weekly meetings
• Analysis of progress towards goals and discussion among faculty and student leaders in bi-weekly faculty meetings

• Formal review of studio work by external examiners, AIA-Triangle Board Members and Advisory Board Members

• Entry of student work into national and international competitions

• Feedback from practices employing student interns

• Acceptance of undergraduates into top graduate schools.

The small scale of the School of Architecture facilitates good communication up and down the line from students to faculty to administration. The faculty participate in two day-long retreats each semester, one at the start of the semester and the other at the end. The initial retreat is focused on setting priorities for the semester – issues that are perceived to be problematic, or goals to be achieved. The later retreat is intended to finish tasks, review what has been accomplished, and to frame an agenda for the next term. Additionally, the faculty meet on a weekly or bi-weekly basis to address more immediate issues related to curriculum, faculty positions, student issues, research proposals, budget, etc. Student representatives from AIAS and the AGSA attend these meetings. The Head of the School and the Director of Graduate Programs meet with the student representatives every other week to discuss any issues students may encounter.

External reviewers are invited to review the work in the studios at the close of each semester, and provide informal feedback. The Triangle AIA sponsors one scholarship and one fellowship for students each year. To facilitate this, a large exhibit is mounted at the close of the fall semester. Work is displayed from every studio containing students who qualify for the awards. The Triangle AIA Board visits the school and intensely scrutinizes the work. The head of the school and faculty are invited to sit in on their discussion. While the work is on display, School of Architecture Advisory Board members are also brought in to discuss the quality of the work, and the direction of the school. The Advisory Board is comprised of both alumni and non-alumni practitioners; a broad range of views are considered.

Each year, our students enter a range of design competitions. We have had great success with these entries, and believe they provide an assessment of the quality of learning in the school. Recent results include:

Professor Rand holds a competition each fall in ARC 432 Architectural Constructions Systems, where students explore new ways to integrate brick and mortar with modern building design. Representatives from the North Carolina Masonry Brick Contractors judge this competition.

Visiting Professor Simon Atkinson’s interdisciplinary urban design studio enters the ULI Hines Student Urban Design Competition (with UNC Chapel Hill’s Urban Planning students). The first year we entered (2010), we placed first nationally. In 2011, students won Honorable Mention.

Students in studios taught by Profs. Hill, Weinstein and Redfield entered the Lyceum Fellowship design for the first time in 2011. This competition seeks to establish a dialogue through design among selected schools of architecture. NC State M.Arch student Shawna Hamilton was awarded a Merit Prize.

Students in the Structures and Materials ARC 232 class, taught by Wayne Place and Paul Battaglia, during the spring semester compete in an annual Blockfest competition, juried by the Carolinas Concrete Masonry Association.
Adjunct faculty member Randy Lanou teaches a seminar on Sustainable Building Design. Student projects are entered in the NC Sustainable Building Design Competition, and regularly finish in first place.

Adjunct faculty member Traci Ryder teaches a seminar to prepare students for the LEED exam. The success rate in this exam is 98%.

**Institutional Policies and Procedures for Grievances Related to Harassment and Discrimination**

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the University does not practice or condone discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. NC State regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential. The University values the benefits of cultural diversity and pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

The Office for Institutional Equity & Diversity coordinates the University's efforts to implement related policies and procedures. The University's Policies, Regulations, and Rules website contains the full listing of all University Policies and Procedures regarding harassment and discrimination.

- Equal Opportunity and Non-Discrimination Policy
- Resolution Procedures for Discrimination, Harassment and Retaliation Complaints
- Discrimination and Harassment Prevention and Response Training

**NC State Policies and Procedures for Academic Integrity**

While not mandatory, faculty are strongly encouraged to incorporate the following Honor Pledge into all syllabi, tests and assignments: "I have neither given nor received unauthorized aid on this test or assignment". This pledge serves as a reminder of the student’s commitment to do his or her own work. Furthermore, the use and enforcement of this pledge helps to assure the validity of the faculty member’s assessment of that student's achievement in the class. Faculty and students are provided with many resources, including the following:

Academic Integrity resources are found on this website:
http://www.ncsu.edu/stud_affairs/osc/AIpage/academicres.html

The Office of Student Conduct also provides important links on Academic Integrity and Computer Use:
http://www.ncsu.edu/stud_affairs/osc/AIpage/computer.html

The University’s Policy on Research:
http://policies.ncsu.edu/policy/pol-10-00-2

The Office of Research Integrity guidelines:
http://www.ncsu.edu/sparcs/integrity/index.php

The Graduate School’s Policies:
http://ncsu.edu/grad/rcr/
Plan to Increase the Diversity of Faculty, Staff and Students

The School of Architecture adopted a plan in 2007 for Diversity in the School of Architecture. The overall goal of this plan is to achieve a critical mass of diversity of historically underrepresented faculty and students and an open and diverse educational culture. The plan commits the school to a collective effort to cultivate a culture of open inquiry and respect for a full range of voices in the School of Architecture. This includes regular forums for expressing and documenting the full-range of philosophies, approaches and methodologies in the school; opportunities for faculty to freely explore research and teaching interests, and multiple educational paths for students that respond to their individual interests and learning styles. It a high priority in the school to increase the diversity of the faculty and students. Efforts in this regard include:

- Careful screening of student applicants, within the limits of the law, to seek to achieve a diverse entering class;
- Three year commitment of Department Head to be a University Advance Scholar*;
- Mentoring program pairing minority students with professional mentors to improve retention;
- Proactive recruitment of minority faculty candidates.

*The mission of Advance, a National Science Foundation-funded initiative, is to spark a shift in attitudes toward a diverse and inclusive climate and create paths of diffusion and discussion of these ideas throughout the NC State faculty. Its goals are to increase the number of women and faculty of color in the professoriate; create a climate that promotes the success of all faculty; and eliminate factors that elevate women’s and ethnic minorities’ risk of leaving NCSU faculty positions. Advance Scholars are a core group of faculty who have committed to becoming knowledgeable and effective change agents within college and university culture. They are at the center of increasing circles of influence designed to transfer knowledge about bias and culture change into communities of current and emerging academic leaders. Small and large workshops will bring together the project participants in two targeted groups to share insights via informal and formal discussions and presentations.

I.1.3 Response to the Five Perspectives

One: Architectural Education and the Academic Community

The School of Architecture is part of a unique college of design within a university that specializes in sciences and engineering. At the most elementary level, we offer a course to the entire university entitled “Experiencing Architecture”. This is a course for non-majors that introduces them to the profession of architecture, concepts of sustainable design, architectural history and theory, and city design. This course is taught through distance learning as well as face-to-face. The summer 2011 distance learning section had students in Iraq, Viet Nam, on a working fishing boat at sea, as well as across the United States and the NC State campus. Dean Malecha’s courses ARC 100/101 Design Thinking I & II have become a required course in academic units across campus, and now have over 250 students enrolled each semester. Other courses open to the university include History of World Architecture and Introduction to Western Architecture.

Our faculty are actively engaged in collaborative research and product invention, particularly in the area of Energy & Technology, with faculty in the College of Textiles, the College of Engineering, and the College of Agriculture. David Hill is collaborating with a professor in the Humanities to construct a digital model of the original St. Paul’s Cathedral, that is acoustically accurate, so that recordings of John Dunne’s poetry can be recorded in situ. He is also collaborating with faculty in Textiles in developing building skin prototypes. Wayne Place and Jianxin Hu work closely with faculty in engineering on developing more effective ways to measure the potential daylighting through real-life simulation rather than computer modeling.
Georgia Bizios and Tom Barrie are leaders in the university in community engagement and extension, working with communities and local governments throughout the state, and have been recognized as such. They regularly engage students in their work across North Carolina. Recent projects have included development of affordable housing prototypes for three North Carolina counties; design of elderly housing for an Indian trip; revitalization strategy for a low-income neighborhood in East Raleigh; and prototypes for adapting historic structures in downtown Rocky Mount, NC. Additionally, our students actively pursue outreach opportunities, including assisting a small rural community in the Dominican Republic with a community asset inventory (2 student, summer 2011, sponsored by a university undergrad research grant); building bus benches for the Triangle Transit Authority; establishing a university chapter of the USGBC.

Our summer design/build studio taught by Adjunct Associate Professor Randy Lanou designs and builds structures for the public good. Summer 2010, students under his instruction constructed three huts for workers at the county recycling site. The structures were built from recycled and donated materials. Students in the summer 2011 studio have constructed a striking shade structure and performance stage for Central Park in Downtown Durham. Students in our 2011 Asheville design/build studio have constructed a similar structure in downtown Asheville, in conjunction with students from Appalachian State University. Students from Civil Engineering and Landscape Architecture have had opportunity to participate in our design/build summer studios.

**Commitment to Holistic, Practical and Liberal Arts-Based Education**

Prior to entering the B.Arch degree program, students must have completed the equivalent of our Bachelor of Environmental Design in Architecture degree. Students in this program, and undergraduate programs across the university must complete the General Education Program (GEP). The mission of general education is to provide students the opportunity to experience diverse and integrative disciplinary perspectives. General education enhances students’ intellectual engagement in their majors, prepares them for the changing demands of professional careers, equips them for a lifetime of learning, and lays the foundation for involvement in their communities as responsible citizens and leaders.

General Education at NC State provides the opportunity for a broad and informed understanding of the world, offering students the foundation for rich and productive lives. General education is valuable because logical and creative thinking are fundamental to improving the human condition; because a respect for the value of diversity and an understanding of human history and cultures are essential to true citizenship; because the development of global knowledge has become increasingly important in response to international interdependence; because knowledge of science and the ability to apply scientific reasoning provide the basis for an appreciation of the workings of the universe and the richness, variety, and ecological interconnectedness of the world around us; because well-considered moral, philosophical, aesthetic, and intellectual convictions are necessary for contributing to human thought and achievement; because effective communication is central to productive engagement in academic, professional, and civic communities; because an ability to understand and evaluate the interaction among science, technology, and society is important in a world that is changing through technological innovation and scientific discovery; and because the development of attitudes and skills for a healthy life is essential to social, mental, and physical well-being.

Students entering the B.Arch. or the M.Arch from other undergraduate programs are expected to have similar academic backgrounds. In many cases we find the M.Arch students have an even greater interdisciplinary background, as several have completed masters degrees in other programs before pursuing architectural studies. In recent years, students have come into our M.Arch Track 3 program with advanced degrees and/or professional experience in journalism, biology, sculpture, urban planning, interior design, filmmaking, and construction.

The doctoral program within our college brings great benefit to our accredited programs. Several PHD students are licensed architects, who participate in the School in a variety of ways, ranging
from assistant teaching to adjunct teaching. Often the focus of doctoral studies is design education, and the research is disseminated through lectures and oral defenses of the work. A dissertation presentation in August 2011 was concerned with “Building a Theory of Relationships Among Academic Culture, Professional Identity & the Teaching Environment,” seeking to answer the question, “How do graduate design programs express their approach to anticipating, defining and meeting the demands of preparing students for change in professional and social conditions of practice through the design of the teaching environment?”

The interdisciplinary nature of the College of Design also contributes a great deal to the holistic educational environment. The Assistant Dean for Research sponsors a research colloquium, where faculty from each department present their work to the entire college, including students. This event brings into focus not just the diverse nature of research taking place among faculty and graduate students, but reveals the common threads as well.

Two: Architectural Education and Students
An invaluable asset in this regard is our Dean, Marvin Malecha, who served as President-Elect and President of the AIA in 2008 and 2009, as well as President of the American Collegiate Schools of Architecture. During his tenure as president, Dean Malecha traveled throughout the world meeting with architectural practitioners and educators, and gained a unique perspective on architectural education and the profession, which he has shared with our students and faculty. The primary message was the need to broaden the definition of what architecture is and what architects do. This consideration was brought into our faculty deliberations as we discussed during 2009-10 ways that we could refine our curricula, both in light of this understanding and in light of anticipated budget cuts. Direct impacts included a decision to widen the range of electives open to students in the B.ARCH and M.ARCH programs, as a means of broadening their skill bases, but also to encourage collaboration with allied professions, and to share teaching resources. A second impact was the initiation of graduate certificates and post professional programs, which are explained further in this document.

In Spring 2010, Dean Malecha formed a Leaders’ Council (Supplemental Information IV.7), comprised of internationally recognized alumni from each of the departments in the college, with the primary purpose of bringing them together on a regular basis to discuss future directions for all of the professions taught within the college. In the most recent meetings, it particularly emerged that architectural practitioners need to develop a wider range of skills and marketable services to stay afloat. We are working now to determine the impacts this will have on our curricula.

A major topic of discussion in our faculty meetings is the most effective way to teach current and future students, who clearly learn in different ways. We question if we are teaching too much, particularly in studio, given the additional requirements placed on full-time faculty in a Tier 1 research institution (i.e., producing funding proposals, etc.). The outcome from this was a decision to allow faculty the option to reduce the number of hours they spend teaching and critiquing in the advanced studios (ARC 301, ARC 401, ARC 402, and ARC 503), allowing students more time to advance their work.

We are also exploring more effective ways to teach lecture courses and seminars. Faculty are provided multiple opportunities to attend workshops on digital currency, and to integrate technology into their teaching, including development of distance/face-to-face hybrid courses and course-content websites. We are building a catalogue of online course material and course delivery, so that students can access course content, previously delivered through weekly lectures, when they need it via a school of architecture intranet site. The technology faculty (ARC 211, 251, 232, 331, 332, 414, 432) met regularly over the past year to discuss more effective ways to tie their course content to studios, as a means to increase learning. We are seeking better ways to tie material in these courses to real-life design problems, so that students will see how to apply the skills they learn about in lectures.
One example of how we are implementing this is tight coordination between ARC 211 Natural Systems and ARC 450 Architectural Drawing, and the ARC 201/ARC 403 design studios, which are co-requisites. Now, the assignments and projects in Natural Systems and Drawing are directly related to the projects students are grappling with in studio. For example, rather than assigning a random site to make a site model of, students make the model of their studio site. Another example is assigning Soolyeon Cho, a new faculty member who is a building scientist specializing in energy optimization, to act as a consultant to students in the Comprehensive studio. When we found that our adjunct faculty were struggling to teach studio three days a week given the intense demands of their shrunken offices, it seemed an ideal opportunity to bring Professor Cho into the studio to discuss energy issues relating directly to students’ studio projects (rather than wait till an end of semester review).

Three: Architectural Education and the Regulatory Environment
Asst. Professor Paul Battaglia has served as IDP coordinator, attending the annual IDP workshop and working closely with IDP students in the school. Our AIAS Student group has organized a workshop with the NCARB national manager of IDP for fall 2011. This will be attended by students and licensed faculty who potentially may serve as mentors for IDP students undertaking research. We are working with our professional faculty to transfer their licenses to North Carolina so that they can serve as mentors and supervisors under the new IDP guidelines.

Members of the North Carolina Board of Architecture sit on our Advisory Board and otherwise maintain a relationship with the school, including hosting studios when they travel to project sites around the state, and funding scholarships through their firms.

IDP is a central element of ARC 561 The Practice of Architecture, which all students in the accredited programs are required to take.

Four: Architectural Education and the Profession
In 2010 we received a grant from NCARB to explore a more effective means of teaching about the practice of architecture. We had multiple concerns that led to the grant application. Firstly we were concerned that the lack of internships meant our students were not spending time inside architecture practices. Secondly, we questioned the efficacy of teaching about professional practice in a lecture setting. Thirdly, we were concerned that our adjunct professional faculty were disengaged from significant research taking place in the school, and felt they should benefit from exposure to research faculty as much as research faculty benefit from working with practitioners.

In 2009, in a graduate architecture studio setting taught by Professor Bizios, students worked in teams in five local practices two afternoons a week for five weeks. Principals in each office contributed to the design process, providing critiques and input on the development of affordable housing prototypes.

We developed a concept called Studio+, which will be taught Fall 2011. A large local practice, Pearce Brinkley Cease + Lee will teach an advanced studio (ARC 503) focused on a prototype the firm is interested in investigating more deeply. The primary teaching in this studio will take place on Mondays and Fridays in the school, led by one of the partners in the firm. On Wednesdays, students will travel to the PBC+L office and, under the supervision of a second partner, will be taken through a series of talks and exercises focused on practice and the profession. They will follow projects in the office for 15 weeks. They will respond to an RFP. They will discuss IDP with the firm’s interns and marketing with their marketing director. They will learn about cost estimating and construction documents and then visit the construction site of the same project. This approach, in effect, turns the usual study method of professional practice inside out – instead of studying about practice looking into practices, students will be inside the practice, and looking outward.
ARC 561 Practice of Architecture each semester undertakes detailed case studies of architectural practices around a central theme, i.e., new buildings on the Duke University Campus. This semester-long exercise gives students an opportunity to engage with a firm and become familiar with the design and construction process through detailed recounting of the processes. Students must undertake repeated interviews with the multitude of professionals involved in getting the buildings designed and constructed.

A central theme of ARC 211 Natural Systems is a focus on the ethical responsibility of architects to be stewards of the environment. Over the course of the semester, this significant topic is discussed in a theoretical manner as bioregionalism, in a practical manner through learning concepts tied to Design with Nature, and finally in a reality-based manner through discussions about sustainable community development and infrastructure design. These lessons are reinforced through further coursework as students move through the rest of the technological courses, in particular ARC 414 Environmental Systems.

We work hard in the School to maintain a close relationship with local practices, and we are lucky to have practices that are devoted to the school. Our Director of Graduate Programs, David Hill, is on the Board of Directors of the Triangle Section of the AIA, and serves on several subcommittees; several adjunct faculty are active in the Triangle Young Architects Forum and sponsor frequent events in the school, including an active mentoring program; Dean Malecha and Robin Abrams both sit on the Board of the North Carolina Chapter of the AIA. A "State of the School" report is given at each of the monthly AIA NC Board meetings. We participate actively in all state meetings, and also those of the South Atlantic Region of the AIA, where there is always a showcase of student work from the region's schools.

Our development staff work hard at every state, regional and national meeting to connect with our alumni. We have an alumni reception at each of these events, we maintain a booth in the exhibition hall. In turn, our alumni support us in many, many ways. First and foremost, they contribute excellent teaching in our design studios and in some cases core courses (e.g. ARC 414 Environmental Systems). Their firms provide the foundation of our scholarship and fellowship funds. They participate in planning workshops and retreats and volunteer for our advisory board. They employ our students as interns, they mentor them, they provide critiques in our reviews, and they give tours of new buildings and construction sites. Simply stated, we would not be what we are without them.

At the same time, we have an obligation to work with our region's practices to keep them current and assist with their continuing education. Our jointly sponsored (NC State/AIA Triangle) lecture series provides multiple opportunities for practitioners to gain continuing education credits. Our faculty travel to practices to make presentations on technical issues, such as digital communication. We participate in the local AIA Theory Forum on a regular basis. We participate on design award juries whenever possible.

**Five: Architectural Education and the Public Good**

Design in the public interest is a central focus and strength of our school. Each semester, there is at least one ongoing project engaging students in hands-on public work. Two research efforts have lengthy histories of involving students in community work: Professor Bizios’s Home Environments Design Initiative, and Professor Barrie’s Affordable Housing and Sustainable Communities Outreach. Students in each of the accredited programs in the school have multiple opportunities to participate in such projects through either studio or seminars, or final projects. The mission of these programs is to provide educational resources for local governments, non-profit organizations and community groups to create innovative solutions to the housing and urban challenges facing North Carolina.

There is a well-documented need to tackle issues of affordable housing and sustainability in North Carolina. The state's population growth has resulted in significant deficits in safe, durable and affordable housing, and prompted unsustainable sprawl. Workforce and migrant worker housing,
place-based economic development, and the creation of affordable and sustainable communities, can all be effectively addressed by a land-grant university such as NC State, which has a unique research, service and educational mission. The school’s outreach focuses on strategies, models and best practices of affordable housing and the creation of economically, socially, and environmentally sustainable communities. Faculty and students engage in research, community-based demonstration and service-learning projects, and provide documentation and outcomes to the public.

The programs work collaboratively with:

- Non-profit housing and community development organizations.
- Municipalities and communities across the state.
- A broad range of academic units in the College of Design and University.

Funded research and service-learning projects result in tangible results and applicable solutions for our community partners, including:

- Affordable housing models and prototypes.
- Handbooks of design solutions and best practices.
- Community educational symposia, workshops and presentations.

In a seminar setting, a group of College of Design students organized, designed, and built a storage shed for a nonprofit organization that helps people with emergency needs in eastern North Carolina. Sander’s Service Center is operated by Lillie Sanders of Magnolia, N.C.. Students designed the master plan for her nonprofit in an affordable housing class taught by Georgia Bizios. Students began fundraising in May, 2010. They designed the shed in June, found donated and recycled materials in July, and built the shed over two weekends in July, 2010. In a studio setting, students met with officials from three communities in Wake County, studied the communities intensively, and then designed multi-family affordable prototypes specifically tailored to those communities. Students gain leadership skills and communication skills through this work, in addition to seeing new ways to apply their skills. Multiple examples of student work in the public interest will be on display in the Visiting Team Exhibition.

Students in the College of Design, largely involving architecture students have established an organization called New Sense Studios. The mission of New Sense Studios is to engage, support and inspire area youth through artistic expression. The program engages students from across the university, but it is led by students from the College of Design and Caldwell Fellows Program. The mission of New Sense Studios is to engage, support and inspire area youth through artistic expression. We believe in art as an outlet for young people to communicate their ideas and passions. They seek to instill a sense of pride and ownership in youth through public display of works in the community. Students from the College work closely with students at Haven House, a resource for troubled youth, leading them through a variety of design challenges. More information on this program can be found here: [http://newsensestudios.org/](http://newsensestudios.org/).

A group of architecture students and others from the College of Design were leaders in the establishment of a NC STATE chapter of the US Green Building Council. This is a campus-wide interdisciplinary interested in environmentally sustainable building. Our students created a waste-awareness project in Spring 2011 promoting more responsible use of studio materials. The intent is to encourage use of collected waste to start a Scrap Exchange for the campus.

A video of this effort can be found here: [http://www.youtube.com/watch?v=jSGsUchpUNs](http://www.youtube.com/watch?v=jSGsUchpUNs).

I.1.4 Long-Range Planning

**Planning Process**
The current budgetary climate all public institutions are facing makes it difficult to plan effectively long term. To illustrate this point, the 2011-2012 budget was determined by the North Carolina state legislature approximately six weeks prior to the start of school. It then takes approximately one month for the actual cuts to filter down to the departmental level so that one can hire effectively for the school year. In this situation, we have found the most effective means of planning is to set objectives and priorities for the on a year-by-year basis. As a foundation to this, the School of Architecture and the College of Design have Compact Plans that evolved through lengthy consensus-based processes with multiple opportunities for participation among administrators, faculty, staff and students. These are explained below under Long Range Planning.

Our current planning process begins with a two-day administrative retreat prior to the start of the semester, run by the Dean of the College of Design and attended by Associate Deans, Assistant Deans, Department Heads and student representatives. This meeting is run by the Dean, and establishes College concerns, priorities and initiatives for the year. It is a democratic, open process with all attendees invited to join the discussion.

This retreat is followed by a one day School of Architecture retreat. This is attended by full-time faculty. Outcomes from the Administrative Retreat are presented to the faculty and discussed. Then priorities are established through discussion that will become the focus of bi-weekly faculty meetings through the semester. Student leaders from AIAS and AGSA attend these meetings during the academic year. The Head of the School meets biweekly with the leadership of AIAS and AGSA to discuss these priorities and seek student input, and also to discuss their particular concerns. A final retreat is held at the end of the fall semester at both the College Administrative Council level and in the School of Architecture to examine progress towards initiatives and reset them for the spring. If possible, an Advisory Board meeting is also held during or at the end of the fall semester to discuss initiatives, directions, and priorities and seek feedback from representatives of the profession. Faculty meetings continue through the spring semester, where there may be need to reset priorities again. There is a final retreat at the end of the academic year to examine progress, discuss remaining issues and begin to set an agenda for the coming year.

We have found this fluid process to be critical to our mission to remain a strong program in the face of budget cuts and lost of all of our staff. We are a small faculty, we have a strong sense of respect for each other, and are usually able to come to decisions quickly and effectively.

As an example, in 2009-2010, a key priority was to reexamine the curricula of all programs to find inefficiencies and other places where cuts could be absorbed without affecting the quality of the classroom experience – a directive issued by the Chancellor and followed throughout the university. We lost all of our staff in that year as well. We set objectives for growing our income to introduce some measure of independence from state funding sources. Multiple initiatives came out of this: 1) to raise our graduate program enrollment in ways that would not overtax studio resources through development of post professional programs and graduate certificates; 2) to double the supplemental tuition; 3) to examine ways faculty could devote more time to seeking funded research; and 4) to maximize use of educational technology (i.e. development of distance learning courses that could create an income stream and liberate faculty time).

Planning Information Resources
Data to inform our planning processes and setting of priorities needs to be current. For the most part, it comes from the following sources:

 Chronicle of Higher Education
ACSJ Journal
Journal of Architectural Education
AIA Architect
AIA Newsletters
Communications from NCARB, NAAB, and IDP
Mainstream media, such as New York Times Education Supplement
Attendance at regional and national meetings of ACSA, AIA
Constant interface with regional practitioners through local and state AIA meetings
Communication with our faculty-of-the-practice (adjuncts)
Office of University Planning & Analysis
Communication with colleagues at other universities
Faculty participation on University and College committees

Long-Range Planning
Existing long-range planning documents serve as mainsails. They set a tone for discussions, they provide a framework for decision-making, but by their very nature they must be flexible and allow for day-to-day operations to respond to the issues of the day. We are finding that the context of decision-making is changing rapidly – so rapidly that it doesn’t really make sense at this time to invest in a long-range planning exercise. The academic arena in which we operate requires a more fluid, responsive method for making decisions. Still, the master plans provide some measure of guidance and a reminder of institutional priorities – or what those priorities were three or five years ago.

NC State developed a Compact Plan, which was supplanted by the University’s Strategic Plan in 2011, with the inauguration of the new Chancellor. In Summer 2010, Chancellor Randy Woodson launched a strategic planning initiative to produce a vision and action plan that will guide NC State for the next five to 10 years. Provost Warwick Arden and Chair of the Faculty Margery Overton led the process that began in July, when a steering committee was formed, a planning retreat was held for members of the University Council and nine task forces were established to address key issues. Dean Malecha was a member of the Core Strategic Planning Committee for the University – the only dean on the committee. During the fall 2010 (September through November), the task forces met with the campus community to prepare their recommendations.

After reviewing reports from the task forces, the strategic planning committee prepared a draft plan for review by the campus community in March 2011. The revised plan was reviewed by the chancellor and then presented to the Board of Trustees for approval at their April 2011 meeting, where it was unanimously endorsed. The NC State Strategic Plan can be found here: [http://info.ncsu.edu/strategic-planning/pathway-to-the-future/](http://info.ncsu.edu/strategic-planning/pathway-to-the-future/).

Key initiatives from this plan are:

- To enhance the success of students through educational innovation;
- To enhance the scholarship and research by investing in faculty and infrastructure;
- To enhance interdisciplinary scholarship to address the grand challenges of society;
- To enhance organizational excellence by creating a culture of constant improvement;
- To enhance local and global engagement through focused strategic partnerships.

The College of Design developed a Compact Plan in 2007 as required by the previous Chancellor, which remains the key guide for decision-making. The process for development was organization of task forces, which provided recommendations to the College Administrative Council, who ultimately developed the plan with oversight by Dean Malecha. The College Compact Plan can be found on this webpage: [http://design.ncsu.edu/publications](http://design.ncsu.edu/publications). Key initiatives from this plan are:

- Fostering an administrative service culture;
- Embracing inclusion;
- Secure environmental well being;
- Build a community of inquiry.

The School of Architecture followed the college in creating its own Compact Plan through deliberations involving faculty, staff and students. This document will be provided to Visiting Team Members ahead of the visit. Key action items from this plan are:
• **Enhancement of place and operating resources**: to enhance the School of Architecture’s ability to address new instructional programs, improved opportunities for faculty development and a growing demand for service to the State of North Carolina;

• **Design for inclusion**: to redefine and expand the role of the School of Architecture in research, extension and engagement programs;

• **Design for sustainability**: to establish a practicum/research framework specifically rooted in questions about the long-term wise use of ecological, economic and social resources;

• **Design for integrated technology/design for humanistic technology**: to critically engage and reflect on the multifaceted use of technology throughout the design process, including new media and related technologies as a core area of faculty scholarship;

• **Design for inquiry**: to define areas within the school for shared teaching and course opportunities, and to develop courses for non-majors and programs for K-12 students and teachers.

Additionally, the school aims to share in mandated reductions in budget while preserving accreditation of its professional programs and its leadership role among peer institutions in teaching, scholarship and engagement activities. Initiatives in this regard include:

• Seeking commonalities among course offerings within the College of Design;

• Improvement of deployment of faculty resources;

• Improvement of deployment of staff resources.

**Role of the Five Perspectives in Long-Range Planning**
The five perspectives, in many ways, both reflect and guide our planning discussions and retreats. They are a concise statement of the issues we are most concerned about:

**One: Architectural Education and the Academic Community**
Over the course of the past three years, we have evolved a very different picture of the relationship between the School of Architecture and the university at large. Where once we might have operated as a creative island in a technical university, we now actively seek collaborations across the board. In our search for greater economic independence, we have a great deal to learn from our colleagues in other engineering and the sciences, and our faculty have worked hard to forge bonds through interdisciplinary research initiatives. This is a two-way street, as the other disciplines are learning that our faculty and students have very special skills in creative thinking and making that complement their usual ways of practice.

**Two: Architectural Education and Students**
We have a huge concern about our students and their futures in practice. We want them to enter the professional world with both a “wide-bottom boat” that will help them stay afloat in rocky economic seas; we also want them to have a finely chiseled prow to move quickly to the forefront of practice and to become leaders in their practices. Our curricula have traditionally been focused on traditional architecture practice. Our planning initiatives of the last three years have developed additional opportunities for students in energy studies, technological innovation, city design, and design in the public interest. Our recent hires have also reflected these priorities.

**Three: Architectural Education and the Regulatory Environment**
We are excited about the opportunities innovations in IDP are creating inside academia. Full-time architecture faculty in public institutions are facing tremendous pressures to pull away from practice and put energy into funded research. Promotions and tenure and salary raises are given on the
basis of peer-reviewed research and the ability to bring in grant money, not on the basis of a successful private practice. This tends to distance full-time faculty from contact with interns and the IDP process, and in some cases from licensure, which may become less of a priority for an assistant professor. Allowing IDP credit for research under licensed faculty rewards those faculty who have maintained their licenses, giving them a certain recognition among students.

Four: Architectural Education and the Profession
We are fortunate in the Triangle area to have close ties between the School and local practices. We receive input into our planning discussions from the profession in several ways. Our adjunct faculty meet with the department head at least once per semester as a group, and throughout the semester individually. We attend professional meetings locally, regionally, and nationally to gain an understanding of trends. We seek to stay current. Our professional partners are critical to the mission and future of our school. We meet with them regularly to inform them of decisions being made in the school and seek feedback.

At the same time, we know that our professional practices are struggling with the realities of today. In the case of our BEDA freshmen, we are preparing them to go into practice in six or seven years. We must look beyond where local and regional practices are today, and anticipate the skills that will be required in 2018. We must be aware of international trends and practices to give our students the global perspective that will enable them to work internationally.

Five: Architectural Education and the Public Good
As mentioned frequently in this report, architecture in the public interest is a central commitment of this school, college, and university, and influences all planning and decision-making. It is role we have successfully pursued in the past, and one which we intend to intensify in coming years.

I.1.5 Self-Assessment Procedures
Self-Assessment Process
In 2003 the School of Architecture adopted an Assessment Plan for engaging in regular self-assessment of undergraduate programs. This was part of a university requirement for continuous assessment including annual reports by the Director to the Provost. This is no longer required by the new Provost.

In recent years, the urgency of evaluating the curriculum in light of budget cuts and turnover of faculty have directed self-assessment, and additional external assessment has been added. We are a small school, and it is quite possible to monitor and discuss what is going on in the courses and seminars. The Head of the School reviews student enrollment every semester, observing how students vote “with their feet”, i.e., are they avoiding a particular course or section? The Head reviews each faculty member’s student evaluations in each course. She also attempts to walk through every review, particularly at the end of the semester, as do most of the faculty. The faculty participate regularly on design reviews in other sections and studios. All faculty are invited to review M.Arch final projects. This keeps a constant dialogue going keeping us in a state of continuous refinement. While the Five Perspectives are in the forefront of consideration, the questions we ask are:

• Is our teaching keeping ahead of the forefront of best practice, both in terms of the teaching of architecture and in the practice of architecture?

• Are our students graduating with the skills they need to move into practice, now and six years from now when the freshmen will enter practice?

• How is practice changing and how will that affect our teaching?
• Are we making use of the best teaching technology and content delivery available?

Self-Assessment for Studios: Examples of work from every studio is mounted in an exhibition at the end of the fall semester. This exhibit is viewed and discussed by the faculty, by the Board of Directors of Triangle AIA, and by the Advisory Board members, for comment, discussion and criticism.

Self-Assessment for Lecture and Seminar Courses: Since the previous accreditation visit, this has largely focused on coordination of the technology sequence, with a committee comprised of the faculty teaching the courses examining the courses in an attempt to better coordinate course content with each other and with studios.

Results of Assessments in Terms of the Five Perspectives

One: Architectural Education and the Academic Community
We need to address constraints in our curriculum that restrict M.Arch and B.Arch students from taking elective seminars outside of the School of Architecture. We understand that it will benefit our students in practice to be able to gain a wider range of skills, to learn to work closely with allied professions, to understand basics of business management and development. At the same time, we need to open up our elective courses to students from other disciplines to widen the discourse and widen the perspective of our teaching.

Two: Architectural Education and Students
We need to make adaptations in some of our curricula to allow students more freedom to find their best path to practice. This might include courses and experience in research methods, opportunities for invention and product development, raising more funding for travel fellowships.

Three: Architectural Education and the Regulatory Environment
We need to encourage a more active AIAS organization and the continued engagement of licensed tenure-track and adjunct faculty in support of IDP and students enrolled in the program. There is an active proposal in the College of Design to develop a Doctor of Design, a post professional degree that supports students in IDP (or other internships) through additional coursework focused on case studies of best practices and prepares them for licensing exams.

Four: Architectural Education and the Profession
As demands on tenure-track faculty intensify in the direction of research, and as adjunct teaching budgets shrink, we need to continue to find ways to engage local practitioners in the life and teaching of the school. We need to encourage faculty to seek and maintain professional licensure.

Five: Architectural Education and the Public Good
This is an area of great interest to our students, and one in which we succeed in meeting student expectations. We need to ensure that these opportunities continue as our faculty transitions to a new generation.

Specific Results of Assessments
A large amount of faculty time and discussion in faculty meetings over the past three years has focused on the development of the First Year Experience, which is a core of interdisciplinary courses all freshmen in the College of Design must take. While this group of courses is outside the concern of NAAB, it is important to state that the faculty of the School of Architecture believe getting this preliminary core right is essential to the success of the following three years of the BEDA, thus effecting the quality of the B.Arch. A committee of interdisciplinary faculty developed the course plan for FYE, but through circumstances of hiring new faculty to direct the program, changes were
made to the original plan and understanding. It was also not possible through the first two years to get copies of syllabi of one of the courses, D102,3, to assess, nor were we provided with work to review. We were able to review the work of the other two core courses through end of semester reviews. Our assessment of the initial years of the studios was that they no longer prepared architecture students for their sophomore studios to the degree that ARC 102, the former spring freshman architecture studio, did. The result is that we have made adaptations in ARC 201 to teach students architectural drawing conventions, which they no longer gain in the first year. We have also hired a new faculty member, Sara Queen, who will participate in the FYE studio and in planning for all of the FYE core courses, so that we have a more direct understanding of and can contribute to the nature of this key year in the BEDA students’ education.

Upon viewing the work in the exhibit of the architecture studios, we learned from our external examiners, many of whom are alumni, that some of the work appeared to be dated, and that it did not address site issues nor energy issues in a significant way, particularly in the Technology and Comprehensive Studios. As a result, we changed the teaching assignments in those studios to involve faculty who are more engaged in those aspects of project development. As well, we have infused primary consideration of energy issues into every studio of the school, from foundations to advanced.

It also appeared that students did not seem to be applying concepts from the technology sequence in their studio work. Technology faculty are currently discussing potential ways to redesign the courses to have a closer fit to studios. Technology faculty have been assigned to teach or serve as consultants in the comprehensive studios. We have closely coordinated the core courses with the studios in the first year of the undergraduate and graduate (Track 3) studios, so that assignments in these courses focus on the studio projects. For example, in ARC 211 Natural Systems, where students are learning about site analysis, they are now assigned to undertake a complex analysis of their studio project site and the site analysis drawing(s) must be displayed in their review in ARC 201 and ARC 403. The topographic model for the course is now the model for their studio project. This approach was assessed through discussion of the faculty involved and will continue to a great extent in fall 2011.

For the first time in the M.Arch Track 3 program, we removed ARC 450 Architectural Drawing and ARC 251 from the academic year. Students were required to attend a summer preparatory session in 2011 where they undertook these six credit hours in a one-month intensive format. We anticipate this approach will greatly enhance their first studio experience and relieve some of the pressure of their first year. The summer prep will be assessed in faculty discussion through the fall, and again at the end of the fall semester, having seen student performance in studio.

From student and faculty assessment of the ARC 561 Practice of Architecture course, it appeared that an alternative means of providing these learning criteria should be developed. We applied for and received a grant from NCARB to investigate a way to teaching professional practice within a studio context. This will be implemented in Fall 2011.

Feedback from our alumni who are interning has fed our understanding of the need to enter practice with a wider set of skills. These range from marketing of services, to research, to design of websites and branding. We are moving towards a change in our curriculum to allow students to select from a wider range of electives than those provided in the School of Architecture, so that, for example a student could take a course in web design or in business management.

**Institutional Requirements for Self-Assessment**
Assessment is a North Carolina State University institutional value. At NC State, we are expected to evaluate all we do in an effort to continuously improve student learning and development.
Assessment aligns directly with our institutional mission of being an accountable, land grant, state institution. Through continuous and systematic evaluation, we promote a culture of learning, improvement and accountability.

**Undergraduate Program Process:**
Each year, the associate dean for undergraduate studies of each college, along with the college consultant, will co-author a brief annual college summary report that synthesizes the issues and action items that are a result of the annual assessment activities of the undergraduate programs in the college, and any best practices identified by departments. That report will be sent to the college dean, the Dean of Undergraduate Academic Programs, the Council of Undergraduate Associate Deans and the Undergraduate Program Review Steering Council.

**Graduate Program Process:**
The primary goal of the Graduate School is to improve graduate education at NC State. Program evaluation offers a way of achieving that goal by providing guidance to improve individual programs. Graduate program evaluation at NC State consists of two interrelated activities. The first is the external program review, which occurs approximately every eight years for each program. The second is outcomes assessment, which is conducted on an ongoing basis. Collection and analysis of data related to outcomes, as well as resulting program changes, are reported to the Graduate School biennially. These two forms of program evaluation are interrelated in two ways: (1) a description of the outcomes assessment plan and a summary of findings from previous biennial reports is included in the self-study for the external review and (2) in each biennial report faculty in the program are asked to record progress in implementing the action plan from the most recent external review.

The external program review process comprises six major components: a self-study prepared by the graduate faculty, a site visit by a review committee, the review committee’s evaluative report and recommendations, the program faculty’s response to that report with prioritized resource needs, negotiation with the college to attain necessary resources, and an action plan that provides the focus for a post-review meeting of the review committee chair with program, college, Graduate School, and university administrators (see Diagram of the Review Process). The review is intended to help faculty and administrators gain a clear understanding of the following:

1. The program's purposes within NC State, including the program’s outcomes (faculty expectations for students and the program);
2. The program's effectiveness in achieving these purposes and outcomes;
3. The program's overall quality;
4. The faculty’s vision for the program, i.e., future aims for the program and any changes necessary to achieve those aims.

The next external review of the M.Arch will be spring 2014.

Every two years, the graduate program reports to the Graduate School the results of outcomes assessment undertaken the previous two years. Assessment plans and biennial reports are posted on the Graduate School’s InfoWeb site.

**How Self-Assessment Informs Action**
In the School of Architecture we are in a continuous process of adaptation and improvement. We understand the pace and extent of change happening in our profession, as well as within the
institution in which we operate. Sometimes external pressures, such as the economic climate and major cuts to university budgets force us to focus more on the short term than the long term. Our primary restriction on taking action on results from self-assessment is the bureaucratic decision making process. Changes to curriculum and courses is a time-consuming activity which we do not always have the luxury of pursuing, or which take so long that needs have changed by the time they are approved.
## I.2 RESOURCES

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

#### Faculty Staff Matrices

The following series of matrices illustrate the faculty who teach in each of the accredited degree programs, and their credentials that uniquely qualify them for their course assignments.

#### 1. B.ARCH Faculty Credentials - Required Courses 2009-2010 and 2010-2011

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Summary of Expertise, Recent Research or Experience</th>
<th>ARC 501 Professional Architecture Studio I</th>
<th>ARC 502 Professional Architecture Studio II</th>
<th>ARC 561 Professional Practice</th>
<th>ARC 581 Project Preparation Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark, R. FAIA</td>
<td>Award-winning architect, author of <em>Precedents in Architecture</em>. Distinguished Full Professor with a specialization in the use of precedent as a driver for design.</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cannon, S. AIA</td>
<td>Award-winning architect, partner in Cannon Architects, adjunct faculty member with lengthy experience teaching design at every level.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee, J. FAIA</td>
<td>Principal in large award-winning firm, Pearce Brinkley Pearce + Lee.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McKinnon, W. AIA</td>
<td>Adjunct faculty member with specialization in case studies as a bridge to practice. Teaching areas of expertise include Professional practice, ethics, building systems and environmental issues, community design, adaptive reuse, history of architecture and interior design.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rand, P. FAIA</td>
<td>Alumni Distinguished Professor and Architect; research focus on architectural design, architectural construction and materials. Author of <em>Materials for Design and Architectural Detailing: Function, Constructability, Aesthetics.</em></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Stallings, D. AIA</td>
<td>Partner in large award-winning firm, Pearce Brinkley Pearce + Lee.</td>
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</tr>
<tr>
<td>Abrams, R. PHD, AIA, ASLA</td>
<td>Architect, city planner, urban designer, areas of research include sustainable cities, site design, natural systems.</td>
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</tr>
<tr>
<td>Atkinson, S. PHD, RIBA, RTPI</td>
<td>Award winning urban designer, areas of expertise include placemaking, sustainable city design, global practice.</td>
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</tr>
<tr>
<td>Bizios, G. FAIA</td>
<td>Architect with distinguished residential design practice. Award-winning teacher in affordable housing and public-interest design issues, promoting outreach activities and mentoring faculty and students.</td>
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<tr>
<td>Barrie, T. RA, M.Phil.</td>
<td>Noted author in areas of sacred architecture, affordable housing and community engagement. Many years experience working closely with low-income communities in Triangle.</td>
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<tr>
<td>Battaglia, P. AIA</td>
<td>Architect with specialization in practice, materials &amp; methods, undergraduate comprehensive studio.</td>
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<tr>
<td>Cannon, S. AIA</td>
<td>Award-winning architect, partner in Cannon Architects, adjunct faculty member with lengthy experience teaching design at every level.</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Specialization</td>
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<tr>
<td>Clark, R.</td>
<td>FAIA</td>
<td>Award-winning architect, author of <em>Precedents in Architecture</em>. Distinguished Full Professor with a specialization in the use of precedent as a driver for design.</td>
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</tr>
<tr>
<td>Harmon, F.</td>
<td>FAIA</td>
<td>Award-winning principal in regional practice, retired faculty member, with specialization in detailing and critical regionalism.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hill, D.</td>
<td>AIA</td>
<td>Director of Graduate Programs, award-winning architect and faculty member with research interest in digital communication and digital fabrication.</td>
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<tr>
<td>Hong, D.</td>
<td>RA</td>
<td>Lead designer in national firm, with expertise in design development.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Kentgens-Craig, M.</td>
<td>PHD</td>
<td>Bauhaus scholar and author, with special interest in relationship between NC State School of Architecture and the Bauhaus.</td>
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</tr>
<tr>
<td>Kranbuehl, D.</td>
<td>AIA</td>
<td>Architect in large local firm, with expertise in beginning design methodology and project management.</td>
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</tr>
<tr>
<td>Lanou, R.</td>
<td></td>
<td>Principal in award-winning design/build practice, with special expertise in sustainability.</td>
<td></td>
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</tr>
<tr>
<td>McKinnon, W.</td>
<td>AIA</td>
<td>Architect with particular research interest in architectural practice, in particular the case study method of documentation.</td>
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</tr>
<tr>
<td>Morgado, P.</td>
<td>PHD, RA</td>
<td>Latin American architect with specialization in beginning design methodologies, teaching of drawing, and Latin American architectural history.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perlik, M.</td>
<td>RA</td>
<td>Principal in Prague architecture firm, practicing architect in urban design, architecture and interior design.</td>
<td></td>
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</tr>
<tr>
<td>Place, W.</td>
<td>PHD, PE</td>
<td>Experienced researcher and professional engineer with M.Arch., published author textbook, and specializing in construction systems and daylighting.</td>
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<tr>
<td>Rand, P.</td>
<td>FAIA</td>
<td>Alumni Distinguished Professor and Architect; research focus on architectural design, architectural construction and materials. Author of <em>Materials for Design and Architectural Detailing: Function, Constructability, Aesthetics</em>.</td>
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<tr>
<td>Faculty Member</td>
<td>Summary of Expertise, Recent Research or Experience</td>
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<tr>
<td>Abrams, R. PHD, AIA, ASLA</td>
<td>Architect, city planner, urban designer, areas of research include sustainable cities, site design, natural systems</td>
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<tr>
<td>Atkinson, S. PHD, RIBA, RTPI</td>
<td>Award winning urban designer, areas of expertise include placemaking, sustainable city design, global practice</td>
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</table>

### M.Arch Track 1 Faculty Credentials Required Courses 2010-2011

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARC 500</td>
<td>Architectural Design: Professional Studio</td>
</tr>
<tr>
<td>ARC 503</td>
<td>Advanced Architectural Design (Series)</td>
</tr>
<tr>
<td>ARC 534</td>
<td>Analysis of Architectural Details</td>
</tr>
<tr>
<td>ARC 543</td>
<td>Analysis of Precedent</td>
</tr>
<tr>
<td>ARC 546</td>
<td>Theory of Building Types</td>
</tr>
<tr>
<td>ARC 548</td>
<td>Vernacular Architecture</td>
</tr>
<tr>
<td>ARC 561</td>
<td>Practice of Architecture</td>
</tr>
<tr>
<td>ARC 570</td>
<td>Anatomy of the City</td>
</tr>
<tr>
<td>ARC 571</td>
<td>Urban House</td>
</tr>
<tr>
<td>ARC 577</td>
<td>Sustainable Communities</td>
</tr>
<tr>
<td>ARC 590</td>
<td>Special Topics in Architecture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrams, R. PHD, AIA, ASLA</td>
<td>ARC 503, ARC 548, ARC 561, ARC 577, ARC 590</td>
</tr>
<tr>
<td>Atkinson, S. PHD, RIBA, RTPI</td>
<td>ARC 503, ARC 548, ARC 561, ARC 577, ARC 590</td>
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<tr>
<td>Name</td>
<td>Title</td>
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</tr>
<tr>
<td>Bizios, G. FAIA</td>
<td>Architect</td>
</tr>
<tr>
<td>Barrie, T. RA</td>
<td>Noted author</td>
</tr>
<tr>
<td>Cannon, S. AIA</td>
<td>Award-winning architect, partner in Cannon Architects, adjunct faculty member with lengthy experience teaching design at every level.</td>
</tr>
<tr>
<td>Clark, R. FAIA</td>
<td>Award-winning</td>
</tr>
<tr>
<td>Harmon, F. FAIA</td>
<td>Award-winning</td>
</tr>
<tr>
<td>Hill, D. AIA</td>
<td>Director of Graduate Programs, award-winning architect and faculty member with research interest in digital communication and digital fabrication.</td>
</tr>
<tr>
<td>Hu, J. PHD, AIA</td>
<td>Architect and Research Faculty with specialization in energy studies and daylighting. Extensive experience in national practice.</td>
</tr>
<tr>
<td>Kentgens-Craig, M. PHD</td>
<td>Bauhaus scholar and author, with special interest in relationship between NC State School of Architecture and the Bauhaus</td>
</tr>
<tr>
<td>Lanou, R.</td>
<td>Principal in award-winning design/build practice, with special expertise in sustainability.</td>
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<td>Name</td>
<td>Role and Specializations</td>
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<tr>
<td>Morgado, P.</td>
<td>Latin American architect with specialization in beginning design methodologies, teaching of drawing, and Latin American architectural history</td>
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<tr>
<td>Place, W.</td>
<td>Experienced researcher and professional engineer with M.Arch., published author textbook, and specializing in construction systems and daylighting</td>
</tr>
<tr>
<td>Queen, S.</td>
<td>Teaching Fellow and Architectural Intern with experience in design practice, and special interest in beginning design methodologies and contextual design</td>
</tr>
<tr>
<td>Rand, P.</td>
<td>Alumni Distinguished Professor and Architect; research focus on architectural design, architectural construction and materials. Author of Materials for Design and Architectural Detailing: Function, Constructability, Aesthetics</td>
</tr>
<tr>
<td>Redfield, W.</td>
<td>Architect with experience in practice and teaching specialization in beginning design and contextually-oriented design</td>
</tr>
<tr>
<td>Ryder, T.</td>
<td>Director of the Downtown Studio, specializing in solar energy and other forms of sustainable design practice</td>
</tr>
<tr>
<td>Schaffer, K.</td>
<td>Architectural historian with specialization in the work of Daniel Burnham. Teaches survey courses and advanced seminars</td>
</tr>
<tr>
<td>Stoll, K.</td>
<td>Teaching Fellow, IDP and research writer with particular interest in urban infrastructures and global practice</td>
</tr>
<tr>
<td>Thomas, R.</td>
<td>Architect in local award-winning design practice</td>
</tr>
<tr>
<td>Tesar, P.</td>
<td>Professor and writer with expertise in areas relating to global practice, typology in architecture and vernacular design at scale of buildings and towns</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Summary of Expertise, Recent Research or Experience</td>
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<tr>
<td>Abrams, R. PHD, AIA, ASLA</td>
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<tr>
<td>Barrie, T. RA</td>
<td>Noted author in areas of sacred architecture, affordable housing and community engagement. Many years experience working closely with low-income communities in Triangle.</td>
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<td>Battaglia, P.</td>
<td>Architect with specialization in practice, materials &amp; methods, undergraduate comprehensive studio</td>
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<tr>
<td>Clark, R. FAIA</td>
<td>Award-winning architect, author of Precedents in Architecture. Distinguished Full Professor with a specialization in the use of precedent as a driver for design.</td>
</tr>
<tr>
<td>Hill, D. AIA</td>
<td>Director of Graduate Programs, award-winning architect and faculty member with research interest in digital communication and digital fabrication</td>
</tr>
<tr>
<td>Ladd, C. AIA, PE</td>
<td>Expert in both building science and power generation. Recent work includes energy assessments for commercial buildings, air barrier evaluation for military buildings, and design of solar photovoltaic power systems. Recent research includes designing and evaluating solutions for fire safety of solar electric systems.</td>
</tr>
<tr>
<td>Perlik, M. RA</td>
<td>Principal in Prague architecture firm, practicing architect in urban design, architecture and interior design</td>
</tr>
<tr>
<td>Place, W. PHD, PE</td>
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<tr>
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<td>Atkinson, S. PHD, RIBA, MRTPI</td>
<td>Award winning urban designer, areas of expertise include placemaking, sustainable city design, global practice</td>
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<tr>
<td>Bizios, G. FAIA</td>
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<td>Cannon, S. AIA</td>
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<td>Clark, R. FAIA</td>
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<td>Harmon, F. FAIA</td>
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<td>Hill, D. AIA</td>
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<td>Hong, D. AIA</td>
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<td>Kentgens-Craig, M. PHD</td>
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<td>Kranbuehl, D. AIA</td>
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<td>Lanou, R.</td>
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<td>McKinnon, W. AIA</td>
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<td>Morgado, P. PHD, RA</td>
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<td>Perlik, M. RA</td>
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<td>Place, W. PHD, Reg. Eng.</td>
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<td>Rand, P. FAIA</td>
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<td>Redfield, W.</td>
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<tr>
<td>Ryder, T. PHD</td>
<td>Director of the Downtown Studio, specializing in solar energy and other forms of sustainable design practice</td>
</tr>
<tr>
<td>Schaffer, K. PHD</td>
<td>Architectural historian with specialization in the work of Daniel Burnham. Teaches survey courses and advanced seminars.</td>
</tr>
<tr>
<td>Thomas, R. AIA</td>
<td>Architect in local award-winning design practice</td>
</tr>
<tr>
<td>Tesar, P PHD</td>
<td>Professor and writer with expertise in areas relating to global practice, typology in architecture and vernacular design at scale of buildings and towns.</td>
</tr>
<tr>
<td>Weinstein, E. AIA</td>
<td>Award-winning principal in local practice, on Board of Directors of Triangle AIA. Liaison to Advisory Committee</td>
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### M.ARCH Track 3 Faculty Credentials - Pre-professional Courses 2010-11

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<td>Abrams, R. PHD, AIA, ASLA</td>
<td>Architect, city planner, urban designer, areas of research include sustainable cities, site design, natural systems</td>
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<tr>
<td>Battaglia, P. AIA</td>
<td>Architect with specialization in practice, materials &amp; methods, undergraduate comprehensive studio</td>
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<tr>
<td>Hill, D. AIA</td>
<td>Director of Graduate Programs, award-winning architect and faculty member with research interest in digital communication and digital fabrication</td>
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<tr>
<td>Ladd, C. RA, PE</td>
<td>Expert in both building science and power generation. Recent work includes energy assessments for commercial buildings, air barrier evaluation for military buildings, and design of solar photovoltaic power systems. Recent research includes designing and evaluating solutions for fire safety of solar electric systems.</td>
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<tr>
<td>Perlrik, M. RA</td>
<td>Principal in Prague architecture firm, practicing architect in urban design, architecture and interior design</td>
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<tr>
<td>Place, W. PHD, PE</td>
<td>Experienced researcher and professional engineer with M.Arch., published author textbook, and specializing in construction systems and daylighting</td>
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<tr>
<td>Rand, P. FAIA</td>
<td>Alumni Distinguished Professor and Architect; research focus on architectural design, architectural construction and materials. Author of Materials for Design and Architectural Detailing: Function, Constructability, Aesthetics</td>
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<tr>
<td>Redfield, W. RA</td>
<td>Architect with experience in practice and teaching specialization in beginning design and contextually-oriented design</td>
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<td>Schaffer, K. PHD</td>
<td>Architectural historian with specialization in the work of Daniel Burnham. Teaches survey courses and advanced seminars</td>
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<tr>
<td>Stoll, K. IDP</td>
<td>Teaching Fellow, IDP and research/writer with particular interest in urban infrastructures and global practice.</td>
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### 8. M.ARC Track 3 Faculty Credentials - Studios & Professional Courses 2010-11

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<td>Architect, city planner, urban designer, areas of research include sustainable cities, site design, natural systems</td>
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<tr>
<td>Atkinson, S. PHD, RIBA, RTPI</td>
<td>Award-winning urban designer, areas of expertise include placemaking, sustainable city design, global practice</td>
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<tr>
<td>Bizios, G. FAIA</td>
<td>Architect with distinguished residential design practice. Award-winning teacher in affordable housing and public-interest design issues, promoting outreach activities and mentoring faculty and students.</td>
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<tr>
<td>Barrie, T. RA</td>
<td>Noted author in areas of sacred architecture, affordable housing and community engagement. Many years experience working closely with low-income communities in Triangle.</td>
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<tr>
<td>Battaglia, L. RA</td>
<td>14 years of professional experience in architecture and design, numerous design awards. Guest critic at a variety of academic institutions including the Prague Institute in the Czech Republic, and Virginia Tech in Blacksburg, Virginia.</td>
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<tr>
<td>Battaglia, P. AIA</td>
<td>Award-winning architect, partner in Cannon Architects, adjunct faculty member with lengthy experience teaching design at every level.</td>
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<td>Cannon, S.</td>
<td>AIA Award-winning architect, partner in Cannon Architects, adjunct faculty member with lengthy experience teaching design at every level.</td>
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<tr>
<td>Clark, R.</td>
<td>FAIA Award-winning architect, author of Precedents in Architecture. Distinguished Full Professor with a specialization in the use of precedent as a driver for design.</td>
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<tr>
<td>Griffith, M.</td>
<td>AIA Principal in local practice, with extensive experience in project management and project design.</td>
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<td>Harmon, F.</td>
<td>FAIA Award-winning principal in regional practice, retired faculty member, with specialization in detailing and critical regionalism.</td>
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<tr>
<td>Hill, D.</td>
<td>AIA Director of Graduate Programs, award-winning architect and faculty member with research interest in digital communication and digital fabrication</td>
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<td>Hong, D.</td>
<td>RA Lead designer in national firm, with expertise in design development.</td>
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<td>Hu, J.</td>
<td>PHD, AIA Architect and Research Faculty with specialization in energy studies and daylighting. Extensive experience in national practice.</td>
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<tr>
<td>Kentgens-Craig, M.</td>
<td>PHD Bauhaus scholar and author, with special interest in relationship between NC State School of Architecture and the Bauhaus</td>
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<tr>
<td>Kranbuehl, D.</td>
<td>AIA Architect in large local firm, with expertise in beginning design methodology and project management.</td>
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<td>Lanou, R.</td>
<td>Principal in award-winning design/build practice, with special expertise in sustainability.</td>
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<tr>
<td>McKinnon, W.</td>
<td>AIA Architect with particular research interest in architectural practice, in particular the case study method of documentation.</td>
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<td>Moore, J.</td>
<td>AIA Architect with own practice, specializing in beginning design methodology.</td>
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<tr>
<td>Morgado, P.</td>
<td>PHD, RA Latin American architect with specialization in beginning design methodologies, teaching of drawing, and Latin American architectural history</td>
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<tr>
<td>Place, W.</td>
<td>PHD, PE</td>
<td>Experienced researcher and professional engineer with M.Arch., published author textbook, and specializing in construction systems and daylighting</td>
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<tr>
<td>Queen, S.</td>
<td>IDP</td>
<td>Teaching Fellow and Architect Intern with experience in design practice, and special interest in beginning design methodologies and contextual design</td>
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<td>Rand, P.</td>
<td>FAIA</td>
<td>Alumni Distinguished Professor and Architect; research focus on architectural design, architectural construction and materials. Author of Materials for Design and Architectural Detailing: Function, Constructability, Aesthetics.</td>
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<td>Redfield, W.</td>
<td>RA</td>
<td>Architect with experience in practice and teaching specialization in beginning design and contextually-oriented design</td>
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<tr>
<td>Ryder, T.</td>
<td>PHD, RA</td>
<td>Director of the Downtown Studio, specializing in solar energy and other forms of sustainable design practice.</td>
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<tr>
<td>Schaffer, K.</td>
<td>PHD</td>
<td>Architectural historian with specialization in the work of Daniel Burnham. Teaches survey courses and advanced seminars.</td>
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<td>Stoll, K.</td>
<td>IDP</td>
<td>Teaching Fellow, IDP and research writer with particular interest in urban infrastructures and global practice</td>
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<td>Thomas, R.</td>
<td>AIA</td>
<td>Architect in local award-winning design practice</td>
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<tr>
<td>Tesar, P</td>
<td>PHD, RA</td>
<td>Professor and writer with expertise in areas relating to global practice, typology in architecture and vernacular design at scale of buildings and towns.</td>
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**Policies & Procedures Relative to EEO/AA**

It is the policy of NC State University to provide equal opportunity in all terms and conditions of employment, for all persons, as described in the University's Affirmative Action Plan (http://www.ncsu.edu/oied/affirmative.php). The intent of this policy is to ensure the full realization of equal opportunity through a continuing affirmative action program in each administrative unit outlined in the Plan. This policy of equal opportunity applies to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at NC State University.
It is the responsibility of each Dean, Director, and Department Head to:

- Submit to the Office of Equal Opportunity by April 15th each year a "Status Report for Recruitment and Retention" describing the unit's progress regarding the implementation of strategies for improvement in the recruitment and retention of women and minorities.
- Provide sufficient resources to administer such a program in a positive and effective manner;
- Collaborate with Human Resources to assure that recruitment activities reach appropriate sources of job candidates;
- Provide reasonable opportunities for employees to enhance their skills so they may perform at their highest potential and advance in accordance with their abilities.

The Office for Equal Opportunity is responsible for preparing guidelines and instructions necessary and appropriate to carry out the intent of this University policy and the Affirmative Action Plan. The Office for Equal Opportunity will evaluate and monitor continuously the Affirmative Action Plan by:

- Establishing goals and timetables to reduce and eliminate underutilization of all groups;
- Reviewing and evaluating administrative unit program operations periodically and reporting to the Chancellor as appropriate on overall progress.
- The Office for Equal Opportunity will provide training and advice to managers and supervisors to assure their understanding and implementation of the University's policy of equal opportunity and the Affirmative Action Plan.

**Initiatives for Diversity**

At the institutional level, there are three key initiatives for diversity:

*Building Future Faculty program*

A two-day all-expenses paid workshop for advanced graduate students and post-doctoral scholars who are interested in pursuing academic careers and who are committed to promoting diversity in higher education. Each participant is matched with an academic department whose interests closely match their own. The balance of time is spent visiting with this academic department. During these visits participants have the opportunity to meet with faculty to discuss the faculty research programs and learn about the departmental culture. They tour the research facilities and laboratories, meet with current students, and meet with the department head and the dean of the college in which the department resides. During these in-depth departmental discussions concerning their academic work and career interests participants receive one-on-one advice about preparing for an academic career and may obtain feedback on what parts of their preparation are strong and what parts might need strengthening.

*PURPOSE Institute:*

Promoting Under-represented Presence on Science and Engineering Faculties. The mission of this program is to significantly increase the number and success of Underrepresented Minority (URM) engineering and science faculty utilizing innovative programs that facilitate strategic institutional partnerships promoting URM faculty recruitment, promotion, retention and leadership.

*ADVANCE:*
Developing Diverse Departments at NC State: The mission of Developing Diverse Departments is to spark a shift in attitudes toward a diverse and inclusive climate and create paths of diffusion and discussion of these ideas throughout the NC State faculty. The goals of the program are to:

1. Increase the number of women and faculty of color in the professoriate
2. Create a climate that promotes the success of all faculty
3. Eliminate factors that elevate women’s and ethnic minorities’ risk of leaving NCSU faculty positions.

Advance Scholars are a core group of faculty who have committed to becoming knowledgeable and effective change agents within college and university culture. They will be at the center of increasing circles of influence designed to transfer knowledge about bias and culture change into communities of current and emerging academic leaders. Small and large workshops will bring together the project participants in two targeted groups to share insights via informal and formal discussions and presentations.

Target Groups:

1. Deans, center directors, and department heads who are actively and effectively creating conditions within their units that are favorable for advancing women and faculty of color.
2. Women and faculty of color who are emerging as academic leaders.

Developing Diverse Departments at NC State is funded by a grant from the National Science Foundation.

**How the School of Architecture is Engaged**

Many of the institutional initiatives at NC State are geared towards increasing diversity among faculty and staff in Engineering and Sciences; it has taken some time to gain access to these programs, but we have become active participants in ADVANCE and hope to participate this year in the Building Future Faculty Program, which has brought success to other departments on campus.

Head of the School Robin Abrams has participated for two years as a Senior Advance Scholar, and will continue in the coming year. This involves monthly meetings with other department heads in facilitated discussion groups. The group is provided a series of readings that highlight case studies, research findings and other resources available to improve diversity in academic settings. The senior scholars also serve as mentors to diverse junior faculty who aspire to administrative positions.

The intent of this training is to increase diversity among the faculty and staff inside of departments. In 2010-2011 we undertook three faculty searches. We proactively recruited diverse candidates to apply, utilizing among other resources a website that highlights African-American architecture faculty. We invited potential candidates from this list to our December 2010 final reviews. Ultimately, we hired three faculty members in spring, 2011: two females and one Asian male. They were clearly the best candidates among their pools; we are finding that the candidates from whom we choose are more diverse.

**Human Resource Development Opportunities**

Faculty in the School of Architecture are expected to remain current in their knowledge of changing demands of practice and licensure. The individual faculty member is responsible for maintaining
professional licenses and continuing education. However, they are assisted in this through several programs in the school that more than provide for continuing education opportunities. The jointly sponsored Triangle AIA/School of Architecture Lecture Series, held each year, provides free access to between 8 and 12 free lectures per year; the School of Architecture is an approved provider in the AIA Continuing Education System. Additional free lectures are available through the Landscape Architecture Lecture Series, many of which also provide CE credit for Architects. The College of Design's Annual Urban Design Conference provides another low-cost opportunity for continuing education.

One faculty member is designated as the IDP Coordinator. The coordinator participates in the annual IDP training workshop, and is expected to serve as a resource not only to students who are starting IDP, but also to junior faculty who are also enrolled in IDP. Paul Battaglia has been serving as IDP Coordinator. His replacement will be Mathew Griffith, Assistant Professor of the Practice.

Multiple institutional resources are available to all faculty in the School of Architecture:

*The Office of Professional Development* ([http://continuingeducation.ncsu.edu/](http://continuingeducation.ncsu.edu/)) offers courses for NC State faculty and staff interested in enhancing career skills. These seminars cover a wide range of courses, some of which are specifically geared towards architects ([http://www.mckimmon.ncsu.edu/opd/list2.cfm?pagetype=short&ctype=36](http://www.mckimmon.ncsu.edu/opd/list2.cfm?pagetype=short&ctype=36)). Faculty wishing to participate can request funding to cover the cost.

*Training & Organizational Development* ([http://www.ncsu.edu/human_resources/tod/](http://www.ncsu.edu/human_resources/tod/)) is committed to identifying and addressing university, departmental, work team, and individual development opportunities for NC State faculty and staff. T&OD strives to develop knowledge, skills, and abilities in areas such as teamwork, diversity, coaching, negotiating, customer service, interviewing, facilitation, ethics and more. T&OD consultants design and develop courses and manage programs that enhance employees’ professional skills and knowledge, and guide work groups in the development of strategies for successfully reaching individual and university goals.

*Learning Technology Services* ([http://delta.ncsu.edu/lms_services/](http://delta.ncsu.edu/lms_services/)) provides faculty with technology services to teach, communicate with, and assess students online. These services provide tools such as discussion boards, chat rooms, quizzes, assignment submission, learning modules, lecture capture and student tracking to create an online learning environment that students can access from a web browser anywhere in the world.

*SPARCS* ([http://www.ncsu.edu/sparcs/about/index.php](http://www.ncsu.edu/sparcs/about/index.php)) Sponsored Programs & Regulatory Compliance Services (SPARCS) provides services to facilitate the submission of proposals, negotiation of agreements, and the administration of internally and externally funded projects. SPARCS also provides services involving sub-agreements supported by funding provided to North Carolina State University. All aspects of the externally sponsored research and scholarship enterprise, including the pre-award management and the non-fiscal post-award management, fall under the leadership of SPARCS personnel.

*Office of Technology Transfer* ([http://www.ncsu.edu/ott/](http://www.ncsu.edu/ott/)) helps researchers in obtaining patents, commercializing new technologies, supporting start-up companies, and licensing research to industry. Services to faculty include: Protecting all university intellectual property, including technology inventions and copyrightable works; evaluate inventions for patentability; negotiating intellectual property agreements; commercializing new technologies; supporting start up companies with legal support and licensing arrangements; providing intellectual property outreach and education; ensuring business compliance.

**Funding of Faculty Activities**
Additionally, faculty may request funding for a variety of activities. Because of budgetary limitations, funding for such activities is targeted first to tenure-track faculty, then to Associate Professors, then to Full Professors. If full funding is not available, the School of Architecture will contribute partial funding where possible. In many cases, further funding is available either from the Associate Dean for Research or the Dean. Fundable activities are: presentation of peer-reviewed papers; participation on professional or academic boards of directors; participation in panels at professional or academic meetings; accompanying students to competition finals; accompanying students on field trips; representing the school at professional or academic meetings and conferences.

Continuing education: Whenever possible, when requested by faculty members, funding may be provided for continuing education, particularly when it has the potential to enhance faculty scholarship in a significant way. In 2010, David Hill was funded to attend the Teacher Training program at the AA in London and Wendy Redfield was provided with tuition funding to study filmmaking the Center for Documentary Film Studies at Duke University. In 2011, Sara Queen was funded to attend Ghost 13, a three day conference of international architects organized by Mackay-Lyons Sweetapple Architects in Nova Scotia.

Academic or Professional Conferences: Faculty presenting papers receive funding for travel and accommodation to the greatest extent possible under the limitations of the budget. Funds are firstly targeted towards tenure track faculty. In 2010-2011, a travel budget of $13,382 was dedicated to faculty travel to present scholarly work at academic conferences. Travel to professional conferences, unless presenting a paper or leading a panel, is the responsibility of the faculty member.

Sabbatical Leaves
A scholarly reassignment is an assignment that is requested by the faculty member for the purpose of permitting the faculty member to engage in activities that are not part of his or her normal academic assignments and that are designed to enable them to concentrate their efforts on recent developments in special areas of scholarly interest and to maintain high professional competence. Scholarly reassignment must be supported by the department head and approved by the dean according to the procedures set forth in this regulation. A change in normal academic assignments that may occur as a result of teaching rotations, temporary administrative assignments, or other circumstances in the course of university operations that may result in a faculty member having a reduced teaching assignment for one semester does not constitute a scholarly reassignment. A leave without pay, during which the employer paid benefits are not permitted, does not constitute a scholarly reassignment. Full time tenured and tenure-track faculty members and permanent full-time, benefits eligible non-tenure track faculty with 0.75 FTE or greater are eligible.

Recent Scholarly Leaves:

2007  Kristen Schaffer, completion of book manuscript
2008  Tom Barrie, completion of book manuscript
2009  Paul Tesar, post administrative, return to research
2010  Wendy Redfield, redirection of research agenda
2011  Georgia Bizios, completion of NEA grant, completion of publication regarding public-interest architectural internships

Unpaid leaves of absence: These are permitted upon request, and pending approval by the Head of the School and the Dean of the College of Design.

New Faculty Appointments
Search Committees are formed on an as-needed basis to conduct searches that have been approved by the Dean and the Director for new full-time faculty. This includes developing a position description in consultation with the Director and faculty, advertising the position, conducting the review process, administering affirmative action procedures and forwarding a (unranked) list of finalists to the Director.

Members: (3) full-time faculty
(1) student representative, and
(1) professional representative

Appointed: by Director

Term: (1) year

Calendar: TBD by committee

The Search and Appointment Process

1. After a search has been approved, the Director will appoint the search committee, which will include three full-time faculty members, a student representative, and a professional advisor.

2. The committee, in consultation with the Director, will develop a detailed position description for action by faculty and approval by Director.

3. The search committee, in consultation with the Director, will establish recruitment strategies matched to the position including advertisement venues, personal contacts, and networking opportunities.

4. The search committee, in consultation with the Director and the Dean's office, will establish protocols and procedures to comply with the Office of Equal Opportunity requirements.

5. After a review of all applications the committee will assess whether the pool of candidates is sufficient in the context of the position description, affirmative action requirements, and school diversity goals. They will forward their recommendation to the Director to either proceed with the current pool or to extend the search.

6. If the search proceeds, faculty will be invited to review all materials, which will be available on-line through University human resources, and to forward input to the committee. The committee, in consultation with the faculty, will develop a “long-list” of candidates. These candidates will be asked to submit additional materials to the committee.

7. Portfolios and reference letters will be kept on file in the school office. Faculty will review all materials supplied by the long-listed candidates and will forward input to the search committee.

8. The committee chair will lead a discussion of all full-time faculty to develop a “short-list” of candidates. The committee will forward the approved short list to the Director for approval.

9. The committee, in consultation with the Director, will prepare a Status Change list for all candidates, which will be entered on-line by the faculty search secretary.
10. After approval of the Status Changes by the Office of Equal Opportunity short listed candidates will be invited to campus. The interview process will include the participation of all faculty and a means for garnering student input.

11. The committee will develop a list of finalists based on the interviews and input from faculty and the Director. The finalist list will be brought to a meeting of all full-time faculty for action.

12. An unranked list of candidates recommended by the Search Committee and supported by the full-time faculty will be forwarded to the Director.

13. The Director will bring his recommendation for appointment to a meeting of the tenured faculty for approval.

Reappointment, Promotion and Tenure in the School of Architecture

Areas of Faculty Responsibility

Realms of responsibility for faculty members include teaching and mentoring of undergraduate and graduate students, scholarship, extension and engagement with constituencies outside the university and service in professional societies and service and engagement within the university.

Teaching

Fundamental to the education of the School's students is their education as human beings and as future members of the architectural profession who have been prepared to enter the profession and possess the tools and discipline necessary to continue to grow after their formal education. Critical to the mission of the School is continual accreditation by the National Architectural Accrediting Board of the school's professional degrees. Each course and each faculty member's contributions within the School are integral parts of this mission.

Criteria for evaluation of teaching performance

1. New Course Development and Innovation. Consideration should be given to the course, its development, and its importance to the curriculum. Must include peer observation of instruction.

2. Curricular Innovation. Consideration should be given to the candidate's contribution to and involvement with the curriculum.

3. Current Syllabi and Class Assignments. Consideration should be given to course development, rigor, and appropriateness of syllabi and assignments to course objectives and appropriate student evaluation.

4. Advising. Consideration should be given to the involvement in and effectiveness of the candidate's student advising at the graduate and/or undergraduate levels. This advice may be formal academic advising or informal advice regarding professional or academic development.

5. Student Evaluations. Consideration should be given to the course and teaching evaluations from the last three years.

6. Evaluations from Alumni. The review committee may solicit, with the help of the candidate, testimonials from alumni who have had the opportunity to reflect on the impact of candidate's teaching on their development. In many respects, this time away from the moment of teaching
can make these testimonials more meaningful than when solicited at the time of teaching.

7. Participation in Other Classes. Consideration should be given to the candidate’s participation in other faculty’s classes (lecture, seminar, studio). Such participation offers excellent opportunities for peer assessment of the candidate, their contribution and preparation.

8. Visiting Critic, Guest Lecturer, Guest Juror at Other Schools/Departments of Architecture. Consideration should be given to the type and length of involvement by the candidate. Testimonials from the other Schools/Departments should be considered if available.

9. Awards for Teaching Contributions. Consideration should be given to the status of the sponsoring agency (international, national, regional, state, or local) and the basis of the award.

Research
Scholarship is essential to the School of Architecture. It is through activities in this area that a faculty member remains current, that ideas are tested, that the reputation of the School is often measured, and that contributions are made to the profession. All faculty members in the School of Architecture are expected to be continually active in the area of scholarship. The School’s Director and the faculty member's mentor should continually, and especially as part of annual reviews, remind the faculty member of the importance of scholarly contributions.

Criteria for evaluation of scholarship
The following types of activities and measures of performance are seen as appropriate for consideration of faculty in the School. This list is not exclusive; rather it provides a guide for School, College, and University reviews. The School has not specified a given number of each type of performance at each professorial rank. Simply stated, it is more appropriate that the reviewing body assess the quality and importance of the scholarship activity, that it recognize that some of the appropriate activities have greater impact than others, and that some take considerably more effort and time to accomplish.

1. Professional Consultation and Architectural Practice. It is assumed that work in this area would exceed simple client service and demonstrate a contribution to the profession, represent a creative or intellectual stretch beyond normal practice, or be recognized by awards or publication. It is also recognized that contributions in this form of scholarship are difficult and usually slow to develop. Success often depends on several participants beyond the control of the faculty member, and appropriate recognition of contributions is usually to a very small percentage of endeavors. Yet, efforts in this type of scholarship are very important to a professional program. Evidence of work should be documented through visual reproduction. Efforts in this form of scholarship are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments.

2. Professional License. Successful completion of licensure examination is in itself an accomplishment and represents a level of capability to be legally trusted to design buildings. It also signifies a desire to engage in professional activity in architecture.

3. Professional Commissions. While securing commissions to do architectural work does not usually represent normal peer evaluation; it sometimes, especially in public buildings, is the result of a process that involves competition for the project. Consideration should be given to the architect selection process, the prominence of the project, and the reputation of the client.

4. Design Awards. Consideration should be given to the status of the awards program itself (national, regional, state, or local), the sponsor of the awards program (American Institute of
Architects, trade organizations, or material suppliers), the reputation of the awards program, and the prestige of the jury. Where it is possible to ascertain, the number of entries juried and the level of award should also be considered. Also to be considered are awards for a body of work and not just a single building or group of buildings.

5. Publication of Professional Work in Journals. Consideration should be given to the status of the publication (book, professional journal, trade magazine, popular journal, newspaper), its distribution (international, national, regional, local), and the type of coverage (featured article, article, mentioned as part of larger topic). For publication of teaching activities, consideration should be given to the status of the publication (book, professional journal - refereed or not -, trade magazine, popular journal), its distribution (international, national, regional, local), the type of coverage (featured article, article, mentioned as part of larger topic), and critical reception.

6. Competitions. Design competitions are one way of securing professional work. It is also a means by which an architect/designer can explore ideas without a commission to do a building. Consideration should be given to the level of competition (international, national, regional, or local), the number of entrants, the scope of the work, and the prestige of the sponsor and the jurors (thus the significance of the competition).

7. Exhibitions. Consideration should be given to the status of the exhibition, whether the entries were juried or not, the prestige of the exhibition's location, whether a one person show or one-piece in a larger exhibition, and documented critical reviews.

8. Invited Lectures. As a result of professional work, one might be invited to present in a lecture format either a single piece of work or a body of work. The importance here is the dissemination of information and the recognition of the importance of and interest in one's professional work. Consideration should be given to the significance of the audience and sponsor (a university, a professional society, a trade organization, or a civic group), to whether the sponsor is a national, regional, or local group, and to the scope of the presentation (a lecture, participation on a panel, a tour of the building).

9. Consulting. In the capacity of a professional, one might be asked to assist another organization in a consulting role. Consideration should be given to the nature and scope of the consulting (policy making, technical assistance, or application of expertise), the employing agency (a government group or agency, a private organization, or a firm), the impact of the consultation. Documentation (reviews, published articles or books giving credit to the faculty member, or evidence of the impact of the consulting) of the dissemination of this consultation should be considered.

10. Research. It is assumed that output in this area will make original contributions to the body of knowledge about architecture, architectural practice, or architectural education (this category could include teaching innovations when they are undertaken with a research perspective and are applicable to the field in general). Efforts in this form of scholarship are expected to be in areas consistent with a faculty member’s academic preparation and teaching assignments. In many respects, this type of scholarship comes closest to the type of scholarship normally produced in a university. However, reviewers must be aware of the caveat regarding funding indicated below when judging an architecture faculty member's contribution in this area.

11. Grants and Sponsored Programs. Consideration should be given to the development of research proposals, the securing of funding, the ability to engage and support graduate students, the execution of the project, and the critical evaluation of the finished project. It should be recognized that, because of the synthetic nature of architecture, funding within the
discipline often tends to lap into other areas: engineering, computer technology, social programs, history, etc. There are few funding programs that sponsor strictly architectural research. Consideration should be also given to the prestige of the funding agency, the impact or the potential of the impact of the work, and the value of the grant.

12. Unfunded Research. Because of the circumstances indicated above, some valuable research might have to be accomplished without funding. In these cases, consideration should be given to the dissemination of this research through publications, presentations, and lectures (see below). External reviewers may also be asked to give assessments of the quality and importance of this work, its relevance to the field, and its potential to garner future funding or dissemination opportunities. In the case of work in its beginning stages, it is expected that the candidate would include a development plan that indicates possible funding sources and venues for dissemination.

13. Publication of Research Work. Consideration should be given to the status of the publication (refereed/non-refereed; national distribution; and professional, scholastic, trade, or popular journal) and the scope of the work (book, chapter in a book, article, or abstract).

14. Reviews and Citations. Consideration should be given to the quality of the work as reviewed in journals and to the frequency with which the candidate's research work is cited or serves as a platform for another researcher.

15. Papers Presented. One of the avenues for dissemination of research work is the presentation of papers at professional conferences. Consideration should be given to the level of the conference (international, national, or regional), whether the papers are refereed or not, and the amount of involvement in the conference (paper given, moderator, panelist). The paper's inclusion in the published proceedings of the conference should also be considered.

16. Invited Lectures. Consideration should be given to the status of the sponsor and the audience (university, association, professional organization, researchers), the scope of the presentation (a series of lectures, a single lecture, or a keynote address), the area of scholarship represented, and critical reviews.

17. Proposal Reviewers and Editorial Boards. The candidate's status might result in invitations to serve on professional or academic panels that review proposals for funding, to referee papers for inclusion in professional or academic conferences, or to sit on editorial boards of professional or academic journals. Consideration should be given to the scope of the work; the prestige of the panel, conference or journal; and the reputation of fellow reviewer's or editorial board members.

18. Awards. Consideration should be given to the type of award given (international, national, regional, or local), whether the award is for a particular piece of research or a body of work, and the prestige of the awarding agency.

**Outreach & Extension**

Extension activities for an architectural faculty member can take several avenues. At times, the appointment to some of these activities are in themselves prestigious, while at other times it is the efforts of the faculty member within the context of the service that deserves recognition. Efforts in areas of extension and service are expected to be in areas consistent with a faculty member's academic preparation and teaching assignments. These activities are important as they extend the School's influence and reputation to the community, the profession, and other architectural programs.
Criteria for Evaluation of Extension and Engagement with Constituencies Outside the University

1. Service on Awards or Competition Juries. Consideration should be given to status of the sponsoring agency (professional, trade, or popular - governmental or commercial), the level of the awards program or competition (international, national, regional, state, or local), and the prestige of the other jurors.

2. Presentations to Public or Civic Organizations. Consideration should be given to presentations about architecture, one's work in architecture, or architectural education.

3. Publication in the Popular Press. Consideration should be given to articles in the popular press (newspapers, magazines) about architecture and architectural education, as well as, in other non-professional venues.

4. Pro-bono Architectural Service within the Community. Consideration should be given to the level of service and involvement by the candidate within areas consistent with their academic preparation and teaching assignments.

Service
Each member of the School of Architecture faculty is expected to participate in the affairs of the University, College, or School. Faculty are also expected to provide service to professional organizations.

Criteria for Evaluation of Service in Professional Societies and Service and Engagement within the University:

1. Service in Professional and Academic Organizations. Consideration should be given to the level of the organization (international, national, regional, state, or local) and the candidate's involvement (board of directors, chair of a committee, member of a committee, organizer of an activity, participant).

2. Accreditation Teams. Consideration should be given to whether the candidate participated as the chair or a member of visiting teams, the number of accreditation visits, and any special recognition or accomplishments resulting from such activities.

3. Each member of the School of Architecture faculty is expected to participate in the affairs of the University, College, or School. This participation can be as an active member of a committee or task force. Consideration, in the evaluation of the candidate's service, should be given to the level of involvement of the candidate (chair or member - active or not), the contribution of the candidate as verified by observation or peer testimonial, how active the committee was, and the importance of the committee.

Standards for Reappointment as Assistant Professor
The expectation of an Assistant Professor seeking reappointment in the School of Architecture is that performance is satisfactory in all areas of the faculty member's responsibility and more than satisfactory in one area. The College of Design considers a terminal professional master's degree or equivalent professional degree to be equivalent to a doctor's degree.
Standards for Associate Professor with Tenure
The expectation of a faculty member seeking tenure and promotion to associate professor in the School of Architecture is that performance in teaching and scholarship is more than satisfactory and at least satisfactory in the other areas of the faculty member's responsibility. The College of Design considers a terminal professional master's degree or equivalent professional degree to be equivalent to a doctor's degree.

Standards for Professor
The expectation of a faculty member seeking promotion to full professor in the School of Architecture is that performance in scholarship is exemplary and more than satisfactory in teaching and the other areas of the faculty member's responsibility. The College of Design considers a terminal professional master's degree or equivalent professional degree to be equivalent to a doctor's degree.

Procedures
Procedures outlined in this section describe the principal elements and events of the review process as well as the roles and responsibilities of the various participants in the process - candidate, reviewing faculty, administrators, and others. These procedures are to be applied consistently and equitably to all cases of review, reappointment, promotion, and tenure in the College of Design.

Each Candidate is required to make a public presentation to the College community.

The Statement of Mutual Expectations is an essential element of the process for review, reappointment, promotion, and tenure. It is the responsibility of the individual faculty member to formulate the Statement of Mutual Expectations and articulate his or her career goals within the framework of university, college, school and departmental purposes.

It is important to remember that the process leading to review, reappointment, promotion, and tenure begins on the first day of the initial appointment; and the preparation of the Statement of Mutual Expectations, as required during the individual's first year as a tenure-track faculty member, will enable him or her to build a credible case for review, reappointment, promotion, and tenure.

The Dean shall appoint a College Committee comprised of six persons who are to serve on a three-year rotating basis (two persons to cycle off the committee each year). The committee is to be comprised of full professors with representation from each school and department. College RPT Committee members shall be recused from the College Committee's proceedings and discussions about candidates from their school or department. This committee is advisory to the Dean. Each member of this committee is responsible for reviewing each candidate's dossier before discussion of the candidate, for attending the public presentation of each candidate (barring serious schedule conflicts), and for maintaining confidentiality of the committee's proceedings and discussions.

The written assessment by the committee will include a report on the full range of votes cast as well as brief specific documentation of measurement of the candidate against college criteria in the traditional areas of teaching, research, and service. The written form of this assessment is to be circulated to and approved by each member of the committee before it is forwarded to the Dean.

Duties of the School Director or Department Chair
As the chief administrative officer of the school or department, the School Director or Department Chair conducts all periodic reviews of faculty performance and manages all reappointment, promotion, and tenure proceedings within the school or department. The School Director or Department Chair's perspective, comprising resource availability, assurance of a consistent and fair review process, and maintenance of the school or department's academic mission, provides a
unique position from which to formulate an individual recommendation on all RPT actions.

The school director or department chair is responsible for guiding each faculty member through the process; for giving clear information to the faculty member about progress toward promotion and tenure in each annual review; for assisting the candidate in preparing the dossier; for notifying all members of the faculty and the RPT Committee of the date and time of the candidate’s public presentation; for seeing that promotion and tenure reviews in the school or department proceed on schedule; and for informing the candidate of the recommendations of the School Director or Department Chair and assessment of the Departmental Voting Faculty.

The Role of NC State College of Design Dean
Before deciding on the review, reappointment, promotion, or tenure of a faculty member, the Dean shall meet with the Director of the School or Chair of the Department in question to review the specific faculty needs of the School or Department. This review shall include an assessment of the performance of the candidate with the perspective of the College and School or Department strategic and educational plans.

The Dean may hold a consultation with the Departmental Voting Faculty of a School or Department to request specific opinions regarding a review, reappointment, promotion, or tenure action. The purpose of this consultation is to provide the Dean with additional information regarding the appropriate course of action.

The Dean may hold a consultation with College RPT Committee to request specific opinions regarding a review, reappointment, promotion, or tenure action. The purpose of this consultation is to provide the Dean with additional information regarding the appropriate course of action.

External Review Procedures
Evaluations by accomplished scholars who are not a part of the NC State community provide a valuable element in assessing the accomplishments of faculty who are being considered for promotion in rank and for conferral of tenure. These evaluations should be obtained in a manner that assures the involvement of the individuals being reviewed and the academic leadership of the school or department in identifying outside evaluators. Outside evaluators should be provided with documentary evidence of the individual's accomplishments and asked to comment on the quality, quantity, impact, and creativity of those accomplishments.

The Role of Faculty Mentors
Each School Director and Department Chair is responsible for appointing a full professor to each non-tenured faculty member as a mentor. The mentor is to give guidance, advice, and support to the non-tenured faculty member in the process toward promotion and tenure.

Schedule for Faculty Review, Reappointment, Promotion, and Tenure
The following schedule establishes target dates for all specific required actions in the reappointment, promotion, and tenure review process. Further, it identifies the party responsible for initiating action or decision at each step in the process. This schedule must meet the Provost's timetable and therefore is subject to change relative to this requirement. The dates listed are guides, which may need to be adjusted each year to account for weekends, academic holidays, etc.

May 1 School Director or Department Chair to notify all faculty of the procedures and schedule for review.

May 15 School Director or Department Chair to meet with each candidate who is required to be reviewed or who wishes to be reviewed. Purpose of meeting is to make sure each candidate has the latest information regarding criteria, procedures, and
schedule from the University, College, School, and Department. Begin discussion to identify external reviewers.

August 15  Candidate to submit complete RPT dossier for review. List of external reviewers established with consideration of potential reviewers from candidate and the established University and College criteria.

September 1  School Director or Department Chair to have completed the list of external reviewers who have agreed to perform reviews. Document mailed to external reviewers.

Sept 15 - Oct 15  The Candidate is required to make a public presentation to the College community. This presentation is to be scheduled by the School Director or Department Chair during this time period and inform all faculty, especially the departmental RPT Committee.

September 15  Dean to have completed appointment of the College RPT Committee.

October 1  Receipt of comments from external reviewers.

October 15  Completion of review by the School or Department Voting Faculty with written assessment to the School Director or Department Chair and Dean.

November 1  Dean to submit multiple copies of all documentation on all candidates to College's RPT Committee for review (School Director or Department Chair recommendation to be forwarded on November 1. Completion of review by the School Director or Department Chair with written recommendation to the Dean. Relevant information to be submitted by the Dean to the College's RPT Committee includes: current versions of the University policies and regulations and College rule, and each candidate's dossier.

December 15  College's RPT Committee to submit vote and written assessment regarding each candidate to Dean.

January 10  Dean to submit dossier and recommendation for each candidate to Provost. (this date is subject to change depending on university deadlines for submission to the provost.)

**Statements of Mutual Expectations**

The Statement of Mutual Expectation (SME) is a written description of the appropriate mix of the individual faculty member's realms of responsibility and the mutually agreed upon expectations from both the faculty member and the department during the faculty member's appointment. Every faculty member is to have a SME, which is to be prepared in consultation with their department head. Every faculty member is to maintain this document throughout his or her course of service to the university. The SME will be included in the RPT dossier. The SME will also be used in post tenure reviews. The SME is to be prepared during the initial year (within 12 months) of appointment as a member of the faculty. Failure to develop or agree to changes in a SME must be brought to the attention of the dean by the department head. Consultation should then occur between the faculty member, the department head and the dean to resolve the matters at issue. The SME is to be memorialized as a dated document signed by the faculty member, department head and, at the discretion of the college, the dean and placed in the faculty member's personnel file.
The SME is to be reviewed periodically and changes instituted as necessary, especially when significant changes occur in expectations associated with the faculty member's appointment or in the professional life of the faculty member. Recommended times for review of the SME are after promotion with tenure, promotion in rank, and during post-tenure review. All substantive changes in the realms of responsibility are to be documented in the SME as to when the changes occurred and why such changes were deemed necessary.

Together with the annual report of accomplishments (faculty activity report), the SME should provide the principal basis for both annual and comprehensive evaluation of the performance of the faculty member in the light of the university Academic Tenure Policy and written Reappointment, Promotion and Tenure (RPT) rules of the department(s) and college(s) in which the faculty member is appointed and active.

The faculty member and department head are encouraged to consider the following in development of the SME: Initially the SME should reflect the responsibilities and expectations of both the faculty member and the department agreed to in the letter of offer. The faculty member should have adequate flexibility and intellectual freedom to pursue promising leads and special opportunities for creative scholarship in all of his or her mutually agreed-upon realms of responsibility. A close and well-recognized linkage should exist between each individual faculty member's SME and the mission and goals developed by that faculty member's department(s), college(s) and university. A faculty member's SME might include a brief description of the following items as appropriate and consistent with the Academic Tenure Policy and college and departmental reappointment, promotion and tenure standards and procedures rules. List of appropriate mix of realms of responsibility agreed to by the faculty member, the department head representing the department and others as appropriate to the appointment, and the dean of the college, including approximate percentage distribution of effort expected in those realms listed.

Items suggested to include about realms listed are: teaching responsibilities, including undergraduate and graduate courses or areas of instruction, undergraduate advising, graduate advising as major professor or committee member, distance learning responsibilities, etc.; scholarship area(s) to be pursued by the faculty member, including names of departmental or college research centers or consortia, any multidisciplinary, multi-university, or other commitments expected; creative artistry and literature expectations, e.g., as expressed in literary, performing, fine, and applied arts; technological and managerial innovation expected, including description of technology transfer expectations, e.g., invention disclosures, copyrights, patents, designs, organizational processes, and constituency to be served; extension and engagement responsibilities, including description of constituencies inside and outside the university to be served and areas of competence to be covered; service responsibilities, including committees on which the faculty member is expected to serve within the department, college, university and professional society service roles; description of administrative duties, e.g., Undergraduate Coordinator, Director of Graduate Programs, Center or Program Director; reference to the performance standards for reappointment, promotion and tenure documented in the departmental and college rules; summary of substantive changes in the realms of responsibility.

**Post Tenure Review**

Every tenured faculty member at NC State is reviewed through the post tenure review process every five years. The School of Architecture Post Tenure Review Committee (PTRC) is comprised of three (3) tenured faculty at, or above, the rank of those being reviewed, who are elected by the school departmental voting faculty for a one-year term. If one member of the faculty to be reviewed is a full professor, all members of the Post Tenure Review Committee must be full professors. The committee chair is selected by the committee at their first meeting.
The PTRC Chair meets with the Department Head early in the fall semester to learn who will be reviewed during that year and what the schedule will be. The main review will be held in the spring after the Department has assembled the required materials from each faculty member to be reviewed.

The PTRC Chair will schedule all meetings, coordinate with the Department Head, and prepare and transmit reports from the committee to the Head and to the faculty members reviewed.

The post tenure review committee provides a comprehensive, cumulative, written assessment to determine whether the tenured faculty member meets or does not meet the performance standards, as defined in Departmental Rules, for the realms of responsibility described in the Statement of Mutual Expectations of the faculty member undergoing post tenure review. The determination of meets or does not meet expectations shall be based on a simple majority vote of the peer review committee. A tie vote shall be understood to meet expectations.

Faculty members who will undergo PTR in any given year, will be advised by the School Director of the upcoming review, as early as possible, but in no event later than September 1 of the academic year in which the review is to take place.

The documentation provided to the PTRC includes: a current CV; Statement of Mutual Expectations; each annual report since the last PTR; and peer teaching evaluations since the last review.

Additional materials required by the School of Architecture include: a written self-assessment, indicating his or her accomplishments since the last PTR, (and, in the case of the initial review, his or her accomplishments during the period since tenure or promotion to Associate or Full Professor rank); a statement of goals for the next five years; and a statement on ways in which the School could assist in his or her professional development.

Associate Professors are to be evaluated to determine if they meet the expectations set forth in their Statement of Mutual Expectations. Professors are to be evaluated to determine if they meet the expectations set forth in their Statement of Mutual Expectations.

Institutional Policies, Regulations and Rules for Appointment, Promotion and Tenure can be found here:
http://policies.ncsu.edu/policy/pol-05-20-1
Institutional Policies, Regulations and Rules for Post Tenure Review can be found here:
http://policies.ncsu.edu/regulation/reg-05-20-4

**Visiting Lecturers & Exhibitions**

The School of Architecture co-sponsors an annual lecture series with the Triangle AIA. Each entity contributes approximately $8000 to the series, plus the School has an endowed lecture named for Harwell Hamilton Harris. A committee of AIA members, faculty and students meet throughout the year to plan the series, which is open to all. Professional attendees can receive continuing education credit.

Other lecture series and opportunities also take place during the academic year within the College of Design and the University. The names below represent architecture lecturers specifically, and in addition some key interdisciplinary opportunities.

**2005-2006 Lectures**

Maryann Thompson
Maryann Thompson Architects, Cambridge
Dan Rockhill   School of Architecture, University of Kansas
David Leatherbarrow  School of Design, University of Pennsylvania
Michael Bell,    Core Design Studio, NYC
David Salmela & Tom Fisher  University of Minnesota
Lawrence Scarpa   Pugh and Scarpa, Charlotte, NC
Kristina Hill   College of Architecture & Urban Planning, U. of Washington
Randolph Croxton  Croxton Collaborative, Boston
Debra Campbell  Director of Planning, Charlotte
Ignacio F. Bunster-Ossa Wallace, Roberts & Todd, Philadelphia
José Almiñana   Andropogan, Philadelphia
Frank Harmon   Frank Harmon Architect, Raleigh
David Walters   School of Architecture, University of Carolina Charlotte
Yan Song   Dept. of City Planning, University of Carolina Chapel Hill
Sadhu Johnston Chief Environment Officer, City of Chicago
Ronald J. Tober  CEO Charlotte Area Transit System

Exhibitions
Study Abroad Summer Studios from Prague
Fish Market: Birthday Show and String Theory
Ghana Study Abroad
Fish Market: Photography
High Tech/Low Tech: contemporary Textiles Exhibition
Graduation Exhibition
Admissions Exhibition
Architecture Faculty Exhibition: Work

2006-2007
Lectures
Scott Marble   Marble Fairbanks, New York
Marc Tsurumaki Lewis Tsurumaki Lewis Architects, New York
Bob Mugerauer, College of Arch. & Urban Planning, U. of Washington
Pablo Castro & Jennifer Lee OBRA Architects, New York
John Ochsendorf Dept. of Civil Engineering, MIT
Pliny Fisk   Center for Maximum Potential Building Systems, Austin
Victoria Bell & Pat Rand  School of Architecture, Raleigh
Giles Saucier Saucier & Perrotte Architects, Montreal
Curtis Fentress  Fentress Architects, Denver
Julie Eizenberg Koning Eizenberg Architecture, Santa Monica
Bill Valentine   HOK San Francisco
David Adjaye    David Adjaye Associates, London
Craig Dykers Snohetta, Oslo
Mark W. Johnson Civitas, Denver
Catherine L. Ross College of Architecture, Georgia Tech
Daniel Iacofano MIG, Berkeley
Gail Lindsey Environmental Sustainability Consultant, Raleigh

Exhibitions
Ryan Cummings “An Altered State of the Natural World
Student work from Prague, London, Ghana, Italy and Japan
Graduation exhibition
Recent Work by Asst. Prof. Jeremy Ficca
School of Architecture Fellows Jessica Johnson, Ginger Krieg, Sean Vance
Landscape Architecture Faculty
Graphic Design Senior Show
Art to Wear
Graduation Exhibition
2007-2008

Lectures
Michael Speaks College of Design, University of Kentucky
Wayne Place School of Architecture NCSU
Jose Alminana Andropogon Associates
Natalie Chanin, Alabama Chanin Design, New York
Keller Easterling Yale University
Andrew Freear Rural Studio, Auburn University
Jeanne Gang Studio Gang, Chicago
Jonathan Gratch USC Institute for Creative Technologies
Kenneth Helphand Dept. of Landscape Architecture, University of Oregon
Herman Hertzberger Architecuturstudio HH, Amsterdam
Randolph Hester Department of Landscape Architecture, UC Berkeley
Paul Lukez Paul Lukez Architect, Boston
Alberto Perez-Gomez School of Architecture, McGill University
Esa Piironen Esa Piironen Architects, Helsinki
Joshua Prince-Ramus, REX, New York
Danny Stillion Design Director, IDEO
Bill Struever, Struever Bros, Eccles & Rouse, Baltimore
Kim Tanzer School of Architecture, University of Florida
Alexander Tzonis, University Technology, Delft

Exhibitions
Fall Welcome Show
Student work/Open House
Fall Mash-Up Animation Show
Graduation Show
Admissions Show
Industrial and graphic design practitioners
Art to Wear
Game Design Showcase
Spring Animation Show
Graduation Show

2008-2009

Lectures
Tom Campanella Dept. of City Planning, UNC Chapel hill
Winka Dubbeldam Archi-Tectonics, New York
Andrei Codrescu Louisiana State University
Bryan Bell & Katie Wakeford Design Corps, Raleigh
John Tector College of Design, NC State
Laurie Olin Dept. of Landscape Architecture, U. of Pennsylvania
Michael Pyatok Pyatok Architects, Oakland
Toshiko Mori Harvard University
Rene Peralta Generica, Tijuana
Maurice Cox National Endowment for the Arts
James F. Charlier Charlier Associates Transportation Planning, Boulder
Eugene A. Conti Secretary of Transportation, NC
Mindy Thompson Fullilove Columbia University Medical School
Cynthia Girling University of British Columbia
Lawrence Scarpa Brooks + Scarpa Architects, Los Angeles
Steven D. Schuster Clearscapes, Raleigh

Exhibitions
Remembrance of Things present, painting by Greg Lindquist
David Evans Photography, National Geographic photographer & photographer for Gates Foundation
Sharon Farmer Photography, Former White House Photographer and alum
Admissions Show
Architecture Prague Show
Graphic Design: Recent work
Gorden Schenck Photography
Architecture Alumni Show
Regional Industrial Design
Landscape Architecture Alumni show
Spring graduation show
2009-2010

Lectures
Monica Ponce deLeon  Taubman School of Architecture, University of Michigan
Kristin Hawk  Kohn Pederson Fox Traveling Fellow
Hashim Sarkis  Harvard University
Frank Harmon  Frank Harmon Architect, Raleigh
Will Bruder  Will Bruder + Partners Ltd.
Tom Barrie  NC State University
Matt Noblett, Martin Haas  Benisch Architekten
Ingrid Leman Stefanovic, Ph.D.  University of Toronto
Chuck Durrett & Katie McCamant  CoHousing Partners
Shelley Poticha  U.S. Department of Housing and Urban Development
Alexandros Washburn  New York City Department of Planning
Tom Dunbar  Center for Resilient Cities
McDuffie (Mac) Nichols  Economics at AECOM
Maurice Cox  School of Architecture, University of Virginia

Exhibitions
Open House Show
Graduation Show
Prague Architecture Show
Graphic Design Accreditation
Industrial Design Accreditation
Landscape Architecture Accreditation
Art + Design
Interdisciplinary Media Show
Graduation Show

2010-2011

Lectures
Rocio Romero  Rocio Romero LLC
Katrina Stoll  Teaching Fellow NCSU
John Pawson  John Pawson Ltd., London
John Shehan  Studio E Architects, San Diego
Kay Bea Jones  Knowlton School of Architecture, The Ohio State University
Kristina Hill  School of Architecture, University of Virginia
Michael Rotondi  Roto Architecture
Michael Benedikt  School of Architecture, The University of Texas at Austin
Tom Kundig  Olson Kundig Architects, Seattle
Trey Trahan  Trahan Architects, Baton Rouge
Craig Hartman  SOM San Francisco
Curt Fentress  Fentress Architects, Denver
Patrick Condon  University British Columbia
Ellen Dunham-Jones  Georgia Tech
William H. Hudnut  Urban Land Institute
John L. Knott  The Noisette Co.
Patrick Philips  The Urban Land Institute
James Rojas  San Diego

Exhibitions
Prague Show
Identity Piece
New Contexts/New Practices
Department Show
Fall Graduation Show
Architecture Final Studies
Landscape Architecture Department Show
Urban Land Institute Entries
Visiting Studio Critics 2005-2011

Includes, but not limited to:

Baker, D.  David Baker & Partners Architects, San Francisco
Blackwell, M.  School of Architecture, University Arkansas
Brasier, C.  The Smith Group
Brinkley, D.  PBC+L
Calindo, J.,  Kenneth Hobgood Architects, Raleigh
Campanella, T.,  Assoc. Professor, University North Carolina at Chapel Hill
Cannon, R.,  Cannon Architects, Raleigh
Cho, D.  CBS Associates, Baltimore
Croxton, R.  Croxton Collaborative Architects, NYC
Cupers, K.,  Reyner Banham Fellow, University of Buffalo
Davis, C.,  Post Doctoral Fellow, University of North Carolina Chapel Hill
De Comarmond, L.  Kling Stubbins, Raleigh
Dorf, N.  ARC Solutions, NYC
Duda, T.,  Duda Paine Architects, Durham, NC
Feldman, R.  School of Architecture, Univesity of Illinois
Fentress, R  Fentress Architects, Denver
Ficca, J.  School of Architecture Carnegie Mellon
Fifield, M.  School of Architecture, University of Oregon
Givens, T.  Little Architects, Raleigh
Gomes, F.  Asst. Professor, The University of Texas at Austin
Govan, T.  Tina Govan, Architect, Raleigh
Green, R.  Stubbins Assoc. Cambridge,
Hanigan, B.  School of Architecture, Carnegie Mellon,
Harmon, F.,  Frank Harmon Architects, Raleigh NC
Harris, M.  Taubman College of Architecture U Michigan
Healy, B.  Brian Healy Architects, Boston
Heyda, P.,  Asst. Professor, Washington U.
Hicks T.  UNC Greensboro
Hobgood, K.,  Kenneth Hobgood Architects, Raleigh, NC
Hong, D.,  Kling Stubbins, Raleigh, NC
Johnson, R.  Perkins & Will, Chicago
Kersting, M.  Michael Ross Kersting Architects, Wilmington
Khan, M.  School of Architecture, SUNY Buffalo
King, A.  BBH Design, Durham
Kuhn, R.  The Freelon Group, RPT
Ladd, C.  Southern Energy Management, Raleigh
Law, R.  Kling Stubbins, Cambridge
Lindsey, G.  Energy Consultant, Wake Forest
Luker, K.  The Freelon Group, RPT
Mack Scogin  Mack Scogin Merrill Elam Architects, Atlanta
Marsh, P.  HDR Architects, Chicago
McAuliffe, T.  PBC+L, Raleigh
McInturff, M.  McInturff Architects, Bethesda, MD
Merriman, T.  School of Architecture, Carnegie Mellon
Michael Willis  MWA Architects, San Francisco
Miklos, B.,  DesignLAB Architects, Boston MA
Mulfinger, D.  School of Architecture, University of Minnesota
Provost, P.  LS3P, Raleigh
Reese, J.,  Duda Paine, Durham, NC
Rockhill, D.  School of Architecture, U. Kansas
Schuster, S.  Clearscapes, Raleigh
Schwartz, K.,  Dean, Tulane School of Architecture
Admissions Processes

The B.Arch + M.Arch Admissions Committee reviews all applicants to the degree programs. The committee is composed of 3 - 5 full-time faculty with teaching experience in these degree programs. Formal admission to the M.Arch degree program is offered by the Graduate School and admission decisions by the School are advisory to the Graduate School, which has its own set of regulations.

An open house is held each October, as advertised on our website. The date is usually scheduled on a Monday when we have a visiting lecturer that potential students can also experience. Students arrive mid-day, are given a thorough briefing about the program by the Director of Graduate Programs and a welcome from the department head and any other faculty who can participate. There is a questions and answer session and a tour of the school. Students are shown samples of successful portfolios. In the afternoon students visit studios, and are hosted by members of the AGSA. If there is not a lecture that evening, the AGSA will schedule a social event at a locale like the local bowling alley, where the applicants can interact with students informally.

Students apply by early January, a process that involves an electronic application to the University system, including a statement of intent, and submit a hard copy portfolio to the school. A faculty committee reviews the applications, with at least two faculty seeing every application.

Applicants are judged according to the following:
- Academic records (all college or university transcripts)
- Portfolio
- Personal Statement
- 3 reference reports
- Curriculum Vitae, 2 pages maximum
- GRE scores (required of Track III graduate applicants – optional for others)
- TOEFL scores (if applicable)

Admissions Committee Review Procedures

- All applications are reviewed holistically by members of the Admissions Committee.

- A numerical scale (1/lowest - 6/highest) is used by faculty to score each applicant.

- Each application is reviewed independently by the faculty; a brief report and score is entered by each reviewer in an envelope in each applicant’s folder.

- After two such reviews, the third reviewer looks at the scores and determines whether a third review is required. A third review is generally not required if the first two scores are each below 4, because such an applicant would be marginal or below.

- After all reviews are completed, the Chair reviews all faculty reports and ranks all applicants. Generally 2 of the 3 scores must each be at least 4.

- A small number of applicants may be identified as “wait list” applicants, who may move to the “accept” category, as needed, to meet the targeted enrollment.

- The Chair forwards to the Director the committee’s recommendations regarding admissions on all applicants. See attached schedule.
• The Chair forwards to the Director any recommendations regarding fellowships and teaching assistantships for accepted students. See attached schedule.

• The Chair submits to the Graduate School with the admissions recommendation a written statement to support any students who are admitted “provisionally” (less than 3.0 GPA).

After the rank order of candidates is established, based on the number of available seats, students are identified as an accept, wait list or deny. The yield goals are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Studios</th>
</tr>
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<tbody>
<tr>
<td>B.Arch</td>
<td>2</td>
</tr>
<tr>
<td>M.Arch I</td>
<td>1</td>
</tr>
<tr>
<td>M.Arch III</td>
<td>2</td>
</tr>
</tbody>
</table>

**Critical Dates**

- **April 1**    M.Arch applications due for Fall enrollment (international applicants)
- **August 15**  M.Arch applications due for Spring enrollment (international applicants)
- **October 15** M.Arch applications due for Spring enrollment (domestic applicants)
- **January 5**  M.Arch applications due for Fall enrollment (domestic applicants)
- **February 1** B.Arch applications due
- **End of Feb.** Committee completes review of all applicants
- **March 1**    Final rank order of applicants forwarded to Director
- **March 1**    Recommendations for Fellowships and Teaching Assistantships forwarded to Director
- **March 1**    Director forwards all actions to Graduate School/University Undergraduate Admissions Office
- **Mid-March**  Admissions results mailing to all applicants completed (international applicants also notified by email)
- **May 1**      Response deadline for all admitted applicants

Student Services assists throughout this process, handling all communications with University Admissions, and setting up the spreadsheets. They also receive and organize the hard copy portfolios. We are rapidly moving to online portfolio submission for all programs, possibly by Fall 2011.

Detailed information about B.Arch admissions is available here: [http://design.ncsu.edu/admissions/bachelor-architecture](http://design.ncsu.edu/admissions/bachelor-architecture).

The following website provides detailed information regarding admissions to the M.Arch: [http://design.ncsu.edu/admissions/architecture](http://design.ncsu.edu/admissions/architecture).
Student Support Services
The Office of Student and Academic Services provides support to students in all programs in the College of Design, including BEDA, B.Arch and M.Arch, from admissions through graduation. These services include, but are not limited to, academic advising/counseling, career services, registration assistance and general information sharing. Academic advising/counseling is offered to students by their assigned advisor (an Architecture full-time faculty member, who works with the student throughout their degree), department head and Student Services Staff. These meetings might include conversations about appropriate core, studio and general education requirements necessary for degree completion.

Career services are offered to students in a number of ways. The Director of Career and Academic Advising for the College of Design offers programs, events and one-on-one counseling for students seeking jobs and internships. Additionally, students have full access to the resources available through the University Career Center. Lastly, students receive mentoring on career-related issues from their faculty and department heads both inside and outside of the classroom.

Personal counseling is available to students through the NC State Counseling Center. “The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational problems. Psychological assessment and psychiatric consultation are also available. Services are primarily short-term in nature and referrals to other helping professionals and community agencies are made as appropriate (http://www.ncsu.edu/stud_affairs/counseling_center/).” Staff members in the Office of Student and Academic Services have contacts and relationships with members of the Counseling Center staff and are available to students as first line of contact and to make referrals, as needed.

It is important to stress that the small size of our school enables close relationships between students and faculty. The Head has an open door policy, and will meet with students as needed. She also is advisor for all transfer students and international exchange students.

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

Off Campus Study Opportunities
Undergraduate students in the BEDA (non-accredited) program are required to spend one semester in an international setting. Students in the Master of Architecture programs are encouraged to do so. We have a an off-campus program located in Prague, with full studios, internet access, local faculty and a wide range of courses outside of the required courses in architecture. This facility began in the College of Design, primarily serving architecture students, but has now grown to become a University-wide resource. The website of the Prague Institute can be found here: http://ncsu.cz/ . The Prague Institute is directed by Dana Bartelt, who holds two degrees from the college. Typically, architecture students attend Prague in the fall semester, but they can attend in spring as well, as part of the landscape architecture semester. They can also attend in the summer, though no architecture studios are offered at that time of the year. There are two alternative studios taught in Prague; one is focused on urban design and the other on sustainable architecture. Students in the B.Arch year are not able to attend, unless they wish to undertake an additional semester. In some years, at least half of the M.Arch program attend; other years attendance is low. This is a reflection primarily of the familial status of the graduate students. The Prague program is extremely cost–effective, charging in-state fees for all students, regardless of residency.

NC State is a member of the International Student Exchange Program, a worldwide network of over 300 higher education institutions in 50 countries cooperating to provide affordable access to international education for a diverse student population. We make our students aware of the
opportunities this present, and have had students in recent years study in Australia, London, and Chile.

The Study Abroad office on campus facilitates all aspects of student study off campus, and provides financial aid assistance as well. Their website is: http://studyabroad.ncsu.edu/index.cfm?FuseAction=Abroad.Home

Students also have ample opportunity to travel as part of their studies on campus. The ARC 403 studio (Design Fundamentals: Environment) travels each year to a significant urban context such as Georgetown or Charleston to undertake in depth analyses of urban fabric in preparation for making an intervention into an existing culturally significant place. Funded studios allow students to travel to project sites. Recent graduate studio field visits have included London, an Indian reservation in western North Carolina, an Audubon Society project on the Outer Banks, and the Penland School of Craft in the Smoky Mountains. A recent seminar on the Bauhaus was timed to coincide with a major exhibition at MOMO in New York City. Students who elected to travel were accompanied on this visit by their instructor, a renowned expert on the Bauhaus and escorted through the exhibit. In summer 2011, we offered two off-campus design/build studio options for students, one in downtown Durham, NC, and the other in Asheville, NC.

Participation in Professional Societies, Organizations, and Activities
Architecture students at NC State have all of the opportunities for engagement in campus organizations one would expect. Students in effect choose where they wish to put their efforts. At the current time, AIAS, USGBC (http://usgbc.bbnow.org/index.php) and the Graduate Student Association – Architecture are the most active.

$2000 in funding is provided annually from the school to AIAS and AGSA, to cover travel to national meetings (Grassroots and Forum) and to host special events. Additional funds can be made available where needed.

The AIA-Triangle Section of the NC Chapter has an impressively active Young Architects Forum. YAF hosts several activities in the school, including a mentoring program linking students, interns and practitioners; a bench design competition; and a Welcome to the Profession event for graduating students, where they are presented with a one-year free membership to AIA. This group provide a wonderful bridge between school and practice, making a comfortable transition for our students as they move into internships.

AIA-Triangle supports our students in extraordinary ways. In addition to a generous scholarship provided each year, and co-sponsorship for the school’s lecture series, this past year they contributed significantly to students’ membership fees for AIAS.

NC State has an active student government (http://students.ncsu.edu/), with representatives from each department and college. There is also a university-wide graduate student association (http://ugsa.ncsu.edu/) in which we are well represented.

Student Research, Scholarship and Creative Activities
Active student engagement in research is taken very seriously by the University, the College and the School of Architecture. The University hosts an Office of Undergraduate Research (http://www.ncsu.edu/undergrad-research/), which offers undergraduate students opportunity to undertake funded projects under the supervision of a faculty mentor. They also provide summer travel grants. Students from the School of Architecture (BEDA) have been successful in winning several of these grants. Recent projects include undertaking a community opportunity survey in a
remote village in the Dominican Republic with the intent of linking youths with adults for job training; design and fabrication of prototypes for small apartment furnishings; developing a summer camp for youths in Bosnia.

The University also hosts an Office of Graduate Research (http://www.ncsu.edu/grad/research/index.php). They sponsor an annual Graduate Student Research Symposium, for which students prepare abstracts and posters. At the 2011 Symposium, Architecture graduate students Christoph Konradi, Eric Goldman, and Matteo Rapallini shared the first-place award for their presentation, Dynamic Building Facades: A Study on the Mediation Between Double Skin Construction, Daylighting, and Design. This study explores digital modeling, computer simulations, environmental data collection, and physical scale model testing to make designers better informed and able to verify design implications. Having completed his M.Arch, Mr. Konradi will enter the doctoral program in Fall 2011 to continue this work. Mr. Rapallini is also contemplating further research studies.

Undergraduate and graduate students regularly assist faculty with research. This may take place within a design studio or seminar, or it may be separate and funded through research grants. Professors Wayne Place and Jianxin Hu regularly work with students to invent and fabricate equipment for the Daylighting Lab. These students are able to teach their studio peers how to use the equipment, i.e. the daylighting simulator. Professors Tom Barrie and Georgia Bizios work on an ongoing basis with students on funded engagement projects for towns across North Carolina, Indian tribes and local governments, resulting in publications regarding affordable housing and economic revitalization (these will be available in the Team Exhibit Room).

Students in the School are presented with a wide range of opportunity to engage in creative opportunities. They participate in exhibitions in the student-run gallery, Fish Market, in downtown Raleigh. They support the annual Art to Wear clothing design event, which attracts thousands of participants, through set design, lighting design, and occasionally clothing design. The School of Architecture and the College of Design regularly produce publications, which are largely student-generated. These will be on display in the Team Exhibit Room.
I.2.2 Administrative Structure & Governance

Administrative Structure of the School of Architecture
A conventional diagram doesn’t adequately convey the dynamic spirit of decision-making in the School of Architecture. The Head of the School holds ultimate responsibility for decisions concerned with tenure cases, hiring of new faculty and adjuncts, grade disputes, and budget expenditures. However, it is critical to the understanding of our school to state that such decisions are structured around discussions with the faculty, the Director of Graduate Programs, and students. They are not made in isolation from the other components of the school. Issues relating to academic affairs, such as changes to courses and curriculum are the provenance of the Faculty.

The graphic below serves to illustrate the day-to-day operations, with the Head in a coordinating position between full-time faculty, adjunct faculty and students. Full-Time Faculty, the Director of Graduate Programs, and students have primary influence on a consensus-based decision making process. Adjunct Faculty, the Advisory Committee, and the Dean of the College play a secondary role in decision-making, but have opportunity for input and can have a major influence in certain matters.

Organizational Chart of the School of Architecture

Administrative Staff: Program Associate
Prior to the budget cuts of 2009, the College of Design contained five departments, each with its own administrative assistant. As a direct result of budget cuts, the Departments of Industrial Design and Graphic Design were combined into a single department with one department head. The resulting four departments were moved into a single suite of offices, and it was determined that all four departments would share one assistant, but that the individual in the role would be at a higher ranking than previous assistants, as the job would be more demanding than previously. The School of Architecture now shares this Program Associate with the other three academic departments in the College of Design. This new position as of July 2011 is still being defined. Her responsibilities initially are to assist Department Heads with daily tasks; taking initiative on start- and end-of-semester activities; greeting visitors to the departmental offices and in many cases referring them to other resources in the college; organizing departmental files; assisting with special activities such as accreditation visits, faculty searches, etc.
All other assistance – budget, student advising, development, communications, is handled centrally by the College of Design.

**Governance in the School of Architecture**
The School of Architecture’s administrative structure consists of a Head of the School and a Director of Graduate Programs. The faculty of the school actively participate in the governance of the school. The Head of the School is responsible for a range of day to day operations, including but not limited to establishment of teaching rosters and oversight of adjunct contracts; management of the departmental budget; participation in the administration of the College of Design; representing the school and college on University committees; coordinating the BEDA program; working with student organizations; meeting with parents and prospective students; and liaising with alumni and practitioners around the state. The Head makes recommendations to the Dean of the College regarding hiring, promotions, tenure and post tenure review. The Head schedules and runs faculty retreats and faculty meetings. She communicates with the Advisory Committee and facilitates their retreats. She mentors new faculty members.

The Director of Graduate Programs manages all aspects of the M.Arch. tracks. He is the liaison for the School of Architecture with the Associate Dean for Graduate Studies in the College of Design and with the Graduate School. His responsibilities include, but are not limited to oversight for the M.Arch admissions process; recruiting and advising M.Arch students; making fellowship and scholarship decisions; scheduling and running open houses for prospective students; hiring or masters-level teaching assistants; managing graduate final projects.

The faculty oversee all elements of courses and curriculum. They actively participate in decisions relating to hiring of new faculty, promotion, tenure and post tenure review. They actively mentor junior faculty. Each student in the school is assigned a faculty advisor who follows them throughout their academic career.

**Administrative Structure of the College of Design**
The college’s chief administrator, Dean Marvin Malecha, is assisted by two Associate Deans, one for Graduate Programs, including the PHD in Design, and International Programs (Art Rice), and the other for Undergraduate Programs and Building Operations (Hernan Marchant).

There are four Assistant Deans:

*Assistant Dean for Student Services (Tameka Allen)*
The centralized office of Student Services provides the following services for all students in the College of Design: management of open houses for undergraduates; facilitation of admissions processes; record-keeping; career advising; course scheduling; room scheduling; counseling of students on both academic and personal issues (assisting with professional counseling referrals where needed); assisting with NAAB Statistical Reports.

*Assistant Dean for Budget and Administration (Dottie Haynes)*
The Office of Budget and Administration oversees the human resource and financial affairs of the College of Design and all departments. They oversee all personnel issues and prepare contracts. They are the liaison with the University’s Human Resources and Finance divisions. Other operations undertaken include, but are not limited to: management of research funds; management of faculty travel reimbursement; all elements of operating budgets; communications from University administration on policies and procedures.
Assistant Dean for Development (Carla Abramczyk)
This division is principally responsible for all aspects of fundraising for the College of Design, including but not limited to: managing all aspects of alumni relations, including reunions at professional meetings; contact with potential donors nationally and internationally; management of endowments and scholarships; organization of annual Urban Design Conference; special event planning and implementation; communication with Design Council and Leaders’ Council; communication with professional organizations such as AIA, ASLA; management of Continuing Education events and reporting. This division also oversees all aspects of communication and public relations for the College of Design – including the website and all social media; branding; marketing; publications; DesignLife (http://www.ncsu.edu/project/design-projects/dlife); maintaining listservs and mailing lists.

Assistant Dean for Research and Extension (Celen Pasalar)
The full spectrum of this newest division is still in formation, but it is essentially responsible for facilitating and assisting with faculty research and funding applications and seeking opportunities for faculty and student engagement in public-interest projects.

The organization chart of the College of Design, below, illustrates how most of the administrative, budgetary, and student functions of the College have been centralized since the previous accreditation visit. This initiative has removed redundancy and increased efficiency among the departmental staff.
Governance in the College of Design

The College of Design Administrative Council consists of the Dean, the Associate Deans, the Assistant Deans, and the Department Heads. This council discusses all major decisions affecting the college, including budgets, facilities, calendar, the website, special events, etc. The council meets in retreat at the start of each semester, once per month during the regular semesters, where it provides a forum for communication among all of these units. The Dean of the College is the
Executive Officer, and has ultimate decision-making power over all aspects of operations, such as hiring, firing, budget, building operations, branding, publications, and matters of student behavior.

**Governance of the Institution**

*General Administration* – The University of North Carolina General Administration (UNC-GA) houses the offices of the President and other senior administrative officers of the multiple campuses of the University of North Carolina, including NC State. This core administrative staff is responsible for executing the policies of the UNC Board of Governors and providing University-wide leadership in the areas of academic affairs, business and financial management, long-range planning, student affairs, research, legal affairs, and government relations. UNC General Administration also has administrative oversight of a number of University affiliates, including UNC-TV, the North Carolina Arboretum, the NC State Education Assistance Authority, the NC State Approving Agency, the UNC Press, and the NC Center for International Understanding.

*Board of Governors* - The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the NC General Assembly for four-year terms. Former board chairs and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments or that student’s designee is also a non-voting member.

*Chancellors* - Each of the 17 UNC constituent institutions is headed by a chancellor who is chosen by the UNC Board of Governors on the president’s nomination and is responsible to the president.

*Boards of Trustees* - Each constituent institution has a local board of trustees including eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the UNC Board of Governors.

*Student Body Presidents* - Each constituent institution has a student body president elected by the student body at large. Among other duties and responsibilities, the student body president serves as an ex officio member of the board of trustees.

*Faculty Assembly* - The Faculty Assembly is the elected body of representatives of the faculty of the seventeen campuses of the University of North Carolina. Its objectives are set forth in the assembly charter. The assembly is dedicated to upholding and exercising the principles of academic freedom, shared governance, tenure, and the faculty’s primary responsibility for the university's curriculum.

*Staff Assembly* - The UNC Staff Assembly is the elected body of representatives of the staff of the seventeen campuses of the University of North Carolina, UNC Public Television, The North Carolina Arboretum, and General Administration. Its objectives are set forth in the Assembly’s Charter. Its goal is to improve communications, understanding, and morale throughout the whole of our respective communities, and to increase efficiency and productivity in campus operations.
Organizational Chart for NC State
Governance of the Accredited Degree Programs

Curricular matters are the provenance of the faculty in the School of Architecture. Full-time faculty participate in beginning- and end-of-the-semester retreats and weekly or biweekly faculty meetings, where all decisions of significance are discussed. Decisions are made on the basis of consensus, open vote or hidden vote, depending upon the sensitivity of the matter. They also take into consideration viewpoints put forward by students, adjunct faculty, and the Advisory Committee. Items discussed include determining which M.Arch students qualify to undertake final research projects; changes to courses and curriculum; distribution of scholarships and awards. Certain issues pertaining to promotion and tenure require a vote of the tenured faculty only. Special committees address issues such as hiring of new faculty or promotion and tenure. Our faculty is small enough that anyone seeking to participate on a particular committee is welcome to take on the responsibility. The committees bring issues and recommendations before the faculty at faculty meetings where the voting faculty as a whole make final decisions, recommendations, etc.

The Head of the School meets with adjunct faculty one-on-one as needed, and also organizes lunches and organization meetings at least yearly to keep them informed of changes in school policies, and also to hear of any concerns or suggestions they may have.

A student representative from AIAS and one from AGSA attend faculty meetings on a regular basis. They do not participate in voting, but, where relevant, are asked to contribute to the discussion, and they are also provided an opportunity to report student concerns and ideas for improvement at each meeting. Student representatives sit on all search committees and on the Lecture Committee.

The Department Head meets on a biweekly basis with student leaders to discuss any issues of concern, curriculum issues, and other operational items such as special events, fundraising, formation of new organizations, travel to student conferences, etc, and also to gain feedback from students on pending decisions that may affect them.

The Director of Graduate Programs meets on a regular basis with all students in the M.Arch programs. He keeps posted office hours, and is available to students outside of those times, by email and in the classroom. He is tireless in his efforts to get to know each student and their particular circumstances. The same is true of the Coordinator of the B.Arch. program.

When possible, the head of the school meets privately with students from each year in the school to hear of any concerns or issues that particular year might be dealing with. Both the Head of the School and the DGP attempt to spend time among the studios throughout the school. We strive to maintain a steady flow of two-way communication with students and strive to be responsive to their needs. We also aim to act upon student requests where feasible and practicable.

Other Degree Programs in the School of Architecture

The School of Architecture offers two additional non-accredited programs.

The Bachelor of Environmental Design in Architecture (BEDA) is a four-year pre-architecture degree. Students spend the first year in the College of Design First Year Experience, moving into architecture studios in their sophomore year. Forty-five students are admitted into this program as freshmen, the upper division classes each have approximately 38 students. The curriculum for this degree program can be found here: http://www.ncsu.edu/uap/academic-standards/RR/curricula/design/12eda.html.

The Master of Architecture Track 2 degree is a post-professional, non-accredited masters degree for students either with a B.Arch, or with a first professional M.Arch. We see this degree as having the greatest potential for growth of our graduate program, which is critical for economic
development. This is a three-semester, 30 credit-hour curriculum. Students take the ARC 503 Advanced Architecture Studio; five advanced seminars; and a nine-hour final project. We are developing four areas of concentration for this degree: Energy & Technology in Architecture; City Design; Housing & Engagement; and Design for Discovery (Labs). We have been working with NAAB on the change of name for this degree. Changing the name to reflect the concentrations will require preparation of requests for new degrees. We are initiating the first two in the coming academic year; there has been a moratorium on new degree proposals for the past two years in the university. It is estimated there is a three-year delay in granting approval. Information for this degree program can be found here: http://design.ncsu.edu/academic-programs/architecture/march#track2.

I.2.3 Physical Resources

Building Resources
Brooks Hall, built in the mid-1920s as the library of North Carolina State College, as it was then called, has been the home of the School of Design since 1954. To accommodate the school's growth, a north wing was added in 1955, and a south wing in the 1960s. The original building houses the Deans' suite, Student Services, The Harrye Lyons Design Library, The Brooks Hall Gallery, the Belk Rotunda and surrounding galleries, the smaller lecture theater, faculty offices and classrooms. There are three architecture studios in the lower level. The newer wings to the sides house design studios, the IT facilities, Advanced Media Lab, the departmental administrative offices, the Budget Office and faculty offices.

Kamphoefner Hall was completed in 1978. It houses the graduate architecture studios, landscape architecture and graphic design studios, Burns Auditorium, the café, and the Allred Gallery.

The College of Design completed renovation of Leazar Hall in 2007, which houses the First Year Experience, the materials lab, the REDLab (industrial design), art & design studios, the PHD student workspaces, facilities for research, extension, and engagement programs.

These facilities and their associated courtyards and terraces create a unique physical community blending traditional and modern design expressions. Plans of Brooks, Kamphoefner and Leazar Halls are provided on the next 4 pages.
Special Purpose Support Facilities

The Harrye B. Lyons Design Library
The Design Library is a key feature of the College of Design. It is a central element supporting the culture of learning in the College. The resources of the library are detailed below. The website maintained by the library can be found here: http://www.lib.ncsu.edu/design/index.html; It is a rich resource of assistance to students seeking to navigate its resources.

A visual tour of the library is available online here: http://www.lib.ncsu.edu/guides/design/DesignLibraryTour/DesignLibraryTour.htm

Additionally, the Special Collections Research Center in the main campus library maintains an Art & Architecture Archive, with large collections of interest to architecture students. These resources are described on this website: http://www.lib.ncsu.edu/specialcollections/find/artarchitectureanddesign.html

The Materials Laboratory
The Materials Laboratory is a vast shop in which students develop skills in the use of shop machines and tools, which they use to construct models and prototypes for their design classes and studios. Equipment is available for work with wood, metal, plastics, plaster, concrete, glass, fabric, stone, and paper products. The shop provides a ShopBot milling machine, laser cutter, and a CNC milling machine. Instructional help is available from three professional staff members and several graduate assistants. Students can also borrow equipment for use outside the lab. Equipment purchased since the last accreditation visit include:

One three-axis CNC Vertical mill
One 4 x 4 cnc plasma cutter (for steel)
Replaced "ShopBot" brand Router with a 4 x 8 "Techno Isel" brand. (an improvement)
Replaced both table saws with "Saw Stop" brand. (much safer)
One 5 x 10 panel saw
Added one 18 x 32 laser cutter and one 24 x 48 laser cutter. (for a total now of three.)
One 14" band saw
One 21" band saw
One concrete mixer
Two sets of pipe bending dies
New pulsed MIG welder

The Daylighting Lab
Daylighting Facilities include five components. Using scale models in full sunlight, the Outdoor Scale-Model Facility is used to test the daylighting performance of architectural schemes. Models are supported on a heliodon, which is used to tilt and rotate the model so that sunlight is incident on the model at the angles that would occur for the actual building. A Rotating Test Building has been constructed for testing advanced systems using daylight admitted through wall openings. The interior of the rotating test building is outfitted with office furnishings. The Resource Measurement Laboratory supports an extensive system for monitoring solar radiation and daylight. Photometric and radiometric devices on the roof of the building feed signals to a computerized data acquisition system in the computer room below. A Mirror-box Artificial sky has been constructed and validated. It is intended to assess small-scale daylight systems under overcast sky conditions. A large-scale outdoor Daylight Simulation Station is currently under construction. Upon completion, the device will be equipped with a rotating platform, protected by a transparent cover, for testing large-scale models under real sky conditions on a long-term basis.

In addition to these facilities, various daylighting and building energy software packages, such as
Radiance, DAYSIM, Energy Plus, etc., are available in the lab to conduct computer-based simulations for research and teaching.

**Downtown Studio**
The College of Design’s Raleigh Downtown Design Studio is a 3,000-square-foot facility located on the second floor of a building in downtown Raleigh. Each semester two design studios from the college are taught there. The facility includes studio space for twenty-four students, a conference room, gallery, classroom and office spaces, and a computer cluster.

**The Prague Institute**
The Prague Institute is occupies 3 floors in a history structure in the center of Prague. It provides two large Lecture Rooms, 2 Seminar Rooms, 3 Studios, a Common Room, 2 Computer Labs, and kitchens for students' use.

**The Brooks Hall Gallery**
The Brooks Hall Gallery is a facility for exhibitions of all kinds of creative activity. Exemplary student work is presented in the gallery through graduation shows and thematic exhibitions. Shows are publicized through the news media and are well attended by the general public.

**The Belk Rotunda and The Gilbert Gallery**
The top floor of Brooks Hall houses two additional spaces, the Belk Rotunda and the Gilbert Gallery, which accommodate reviews, exhibitions and functions. The domed, octagonal rotunda, furnished with museum-quality lighting, has been described by one graduate as “the most beautiful jury room in America.” The surrounding gallery spaces can sustain three critiques simultaneously or a variety of exhibitions. In addition to reviews and critiques, the Rotunda also serves as an attractive setting for special exhibitions, receptions and celebrations.

**The Fish Market**
The Fish Market is a student-run gallery located in downtown Raleigh. Throughout the school year student and faculty shows are mounted in the gallery space, with openings timed to coincide with “First Friday” events in the downtown area.

**Allred Gallery**
Formerly a student-run gallery, this space is being converted to an all-round gallery and review space. It is also used for receptions following events in Burns Auditorium.

**Burns Auditorium**
This is a 175-seat auditorium used for large classes, lectures, films, and meetings. It was renovated in 2007 by one of our leading adjunct faculty, and is particularly noteworthy for its excellent acoustics. It is equipped with a full range of video projection capabilities.

**Classrooms and Seminar Rooms**
Classrooms and seminar rooms are located throughout the college buildings. Notably, classes take place in the upper level of Brooks Hall, where there is a medium-sized auditorium, a large classroom and a small seminar room, and in Leazar Hall where there are three classrooms with overhead projectors. There are “breakout” rooms also available adjacent to the studios.

**Faculty Offices**
The faculty of the School of Architecture each have a private office, located in either Brooks Hall or Kamphoefner.
Laboratory for the Design of Healthy and Sustainable Communities
This is a cluster of research groups sharing a common space in the lower level of Leazar Hall with the PHD student desks. Laboratory initiatives are geared to creating design solutions for social issues ranging from affordable housing (Architecture in the Public Interest Initiative) to childhood obesity (Natural Learning Initiative) to safety in the workplace (Universal Design Initiative).

Changes to Physical Facilities
During summer 2011, the lower level design studios (Architecture) in Brooks Hall were air-conditioned. All flooring was replaced in the graduate studios. There are no current plans for significant changes to the facilities. Available funds in the coming years will be devoted to maintenance and repairs.

Computer Resources
Within the College of Design, there are 120+ computers located in two computer labs, plus clusters situated throughout the buildings. All computers are Apple Macintosh and run Bootcamp to support both Mac OS and Windows OS. The Information Technology Lab facilities include two central computer labs/classrooms, audio and video editing facilities. Commercial-quality equipment offers students hands-on experience in up-to-date forms of visual production technology. Students in all programs learn to use these resources for class projects and to prepare presentations, documentation, and reports. A service window enables students to borrow various projectors, conventional and digital cameras, and audio and video equipment.

We run the latest version of software that is compatible with our lab setup. Our primary group of software includes the Adobe Creative Suite, Autodesk Master Education Suite, Autodesk Master Entertainment Creation Suite, Microsoft Office, FormZ, Bonzai (structural rendering programs), Rhino and Sketchup. Our printers number around 30. We have both black and white and color printing, and plotters that range from 36”- 44”. We also have a 44” archival plotter, a film printer and two 3d printers available in the main IT. Other printers are placed strategically in departmental clusters to provide easy access to printing services.

We currently have three laser cutters (32”x18”) available to all faculty/staff/students who have been certified for use. A fourth has been ordered and will be set up soon and we also have a plasma cutter. Network resources for file sharing, network printing management, equipment management and Active Directory management are handled by a fleet of 10 servers, all bound to the campus Active Directory domain to provide single sign-on service for easy access to all College resources. Our labs are deployed using the University-owned Casper Suite (which is used for managing Macintosh computers for campus). Our IT staff serve on several chartered committees to help determine policy for University IT operations. (i.e. - Mac Policy Group, & Active Directory Policy Committee.)

The College’s DesignPRINT system was built by our IT staff to better meet the printing needs of the College when the University printing service could no longer keep up with our printing demands. Because of the success of that project, the program we use to manage our printing accounts, PaperCut, is now being investigated for use across the entire University.

All sophomore students in the BEDA program and new M.Arch Track 3 students are required to have their own personal computers for use in studio. The entire NC State campus is wired for internet access.

The main University library maintains a technology lending library (http://www.lib.ncsu.edu/techlending/). Students can reserve online and use a full range of equipment, including laptops, iPads, cameras and camcorders, digital book readers and graphic tablets.
IT Challenges

The IT services in the college are extremely effective, due primarily to the superb staff. There are the usual end-of-semester breakdowns that are inevitable with heavy use. Our staff have the ability to fix equipment, and include a certified Apple technician, so repairs occur immediately. The main challenge currently is to provide state of the art teaching technology in classrooms and studios – primarily a function of restricted budgets.

I.2.4 Financial Resources

Program Budget

The School of Architecture's financial resources come from two main sources: state funds, which are appropriated by the North Carolina General Assembly and arrive at the school through the University administrative allocation; and private donations to the school through the College of Design's Development Office.

The largest expenditure in the school's state-supported budget is for permanent faculty salaries ($1,187,495 in the 2010–11 budget). An allocation within this category ($27,000 in the 2010-2011 budget), is provided for salaries of graduate teaching assistants. Funds from vacant positions and reassignments of full-time faculty are used to pay for the remaining graduate teaching assistant appointments, salaries of the part-time faculty, and other school expenditures. In 2010-11, $110,000 in lapsed salary funds were used for this purpose. The school receives $12,000 for the general operations of the school and an additional $3,000 allocation for the travel for the director. In 2010-11 the school also received a special one-time allocation of $100,000 from the Dean's office; this was used to hire two teaching fellows. The School receives a $12,000 allowance for operating expenses (in 2011-12 this figure is reduced to $10,000).

“The Budget Management Report for State Appropriation Funding” for 2004–05 indicates that annual state expenditures for all students in the College of Design was $7,150,673.00 or $10,001 per capita. This compares to a per capita expenditure of $7,636 for engineering students, and $5,534 for management students. Separate figures for undergraduate and graduate students were not available.

The College of Design provides support to the School of Architecture in a number of ways. The college’s Business, Communications, Information and Material Technology Labs, External Relations, Student Services, and Library staff members provide service and support to the administration, faculty, and students of the School of Architecture. The Prague Institute and the Downtown Design Studio provide further opportunities for faculty and students. The college provides $3,000 per year in funding for the school lecture series (an endowment funds the Harwell Hamilton Harris lecture in the amount of $5,000 per year).

The School of Architecture maintains a discretionary fund from the donations by faculty, alumni, and friends. This Fund for Excellence is used to pay for activities that state funds cannot be used for, such as receptions, dinners with guests, and graduation awards. As of August 2010, the balance of this fund was $15,066.
Development and External Relations Activities

The College of Design Development Office is one of thirteen constituency-based offices at NC State University. Much of the college’s fund-raising success is due to a primary focus in the college on reaching out to constituencies. This effort was facilitated more than eight years ago by a reorganization of development duties into a multifunctional External Relations Office, encompassing the roles of fund-raising/development, alumni relations, professional relations and continuing education. The mission of the External Relations Office is to promote philanthropic support for the College of Design, to promote alumni-relations activities, expand continuing education efforts, and become a link and resource for the design professions and design students. The college’s External Relations Office works in coordination with the University Development Office. It also interfaces with the offices of University Advancement-Alumni Relations, Public Affairs, and Advancement Services. The College’s External Relations Office also works closely with academic departments, research centers, and student organizations to attract contributed support and maintain a strong alumni network.

In its development efforts, the College of Design places primary importance on developing ties with alumni and friends. The Dean and the Assistant Dean for External Relations and Development, sometimes accompanied by the school director, visit the offices of alumni, industry supporters, and friends an average of five times a month. The college also organizes more than eight social and educational events per year. Events include the annual Design Guild award dinner; the annual scholarship reception, a recognition reception for scholarship donors and student recipients during which donors view student work in the studios; school and departmental advisory board dinners; and several alumni and friends receptions in North Carolina and across the country, often in conjunction with state and national conventions. Allied industry, design firms and alumni sponsor many of these events. It is significant to mention that in 2010-11, through the efforts of the director of development and the dean, a $1,000,000 endowment for scholarships and two further $100,000 endowments were established for the School of Architecture.

The college maintains a presence at local and national professional design conferences. This strategy has proven to be an excellent way to reach out to alumni. The college also develops and strengthens professional relationships through continuing education programs and conferences coordinated by the Director of Professional Relations. In addition to the development, continuing education, alumni events and receptions, and one-on-one meetings, the College of Design has expanded its communications program. The College of Design news magazine titled Design Influence is distributed to over 5,000 alumni and several hundred peer institutions and friends in the design community across the country and abroad. The electronic newsletter DESIGNlife reaches more than 2,500 people in the design community twice a month. In addition the college utilizes social media such as Facebook, Linked In, and Twitter to reach a growing audience across the state and country. The result is much greater media coverage and public awareness of college academics, student and faculty success, extension and engagement efforts, and alumni achievements.

A complete list of School of Architecture scholarships and fellowships is provided in Supplemental Information IV.7.

The college maintains a presence at local and national professional design conferences. This strategy has proven to be an excellent way to reach out to alumni. The college also develops and strengthens professional relationships through continuing education programs and conferences coordinated by the Office of Professional Relations. In addition to the development, continuing education, alumni events and receptions, and one-on-one meetings, the College of Design has expanded its communications program. The College of Design news magazine has improved considerably in the last several years, developing from a newsletter to a full-fledged magazine titled Design Influence. The magazine is distributed to over 5,000 alumni and several hundred peer
institutions and friends in the design community. The electronic newsletter DESIGNlife reaches about 2,500 people in the design community twice a month. The establishment of a college communications position in 2001 has made these efforts possible along with much greater media coverage and public awareness of college academics and extension and engagement efforts.
## School of Architecture Current Fiscal Year Report (2010-2011)

### Revenue 2010-11

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*This figure reflects result of 3 faculty searches*

### Forecast for Revenue from All Sources 2011-2012, -2013, -2014

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*Distance Education Tuition*
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<td>Teaching Salaries</td>
<td>$1,215,666</td>
<td>$1,280,000</td>
<td>$1,280,000</td>
</tr>
<tr>
<td>Pt. Time Faculty</td>
<td>$203,700</td>
<td>$195,700</td>
<td>$195,700</td>
</tr>
<tr>
<td>Teaching Assts.</td>
<td>$57,625</td>
<td>$58,000</td>
<td>$58,000</td>
</tr>
<tr>
<td>Dir. Graduate Program</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Faculty Travel</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$57,861</td>
<td>$51,000</td>
<td>$55,000</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Honoraria</td>
<td>$15,000</td>
<td>$7,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Faculty Searches</td>
<td>$3,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,594,852</td>
<td>$1,634,200</td>
<td>$1,638,200</td>
</tr>
</tbody>
</table>

## Comparison of Revenue Since Last Accreditation

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$993,055</td>
<td>$1,098,899</td>
<td>$1,202,792</td>
<td>$1,202,792</td>
<td>$1,187,495</td>
</tr>
<tr>
<td>Vacant Positions (Adj)</td>
<td>$180,000</td>
<td>$122,200</td>
<td>$150,000</td>
<td>$50,000</td>
<td>$110,000</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$282,589</td>
<td>$286,677</td>
<td>$318,189</td>
<td>$314,019</td>
<td>$334,634</td>
</tr>
<tr>
<td>Supplemental Tuition</td>
<td>$99,780</td>
<td>$97,134</td>
<td>$93,068</td>
<td>$106,397</td>
<td>$109,346</td>
</tr>
<tr>
<td>Dir. Graduate Program</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Associate Dept. Head</td>
<td>$22,500</td>
<td>$22,500</td>
<td>$22,500</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grad. Teaching Asst.</td>
<td>$18,500</td>
<td>$18,500</td>
<td>$27,000</td>
<td>$27,000</td>
<td>$27,000</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$10,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Director Travel</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$3,000</td>
</tr>
<tr>
<td>Temporary Funds</td>
<td>$110,500</td>
<td>$110,500</td>
<td>$57,840</td>
<td>$135,000</td>
<td>$127,800</td>
</tr>
<tr>
<td>Research Grants</td>
<td>$50,000</td>
<td>$65,000</td>
<td>$90,000</td>
<td>$7,000</td>
<td>$42,132</td>
</tr>
<tr>
<td>Endowment Income*</td>
<td>$43,166</td>
<td>$45,130</td>
<td>$67,878</td>
<td>$50,600</td>
<td>$46,930</td>
</tr>
<tr>
<td>Donations*</td>
<td>$46,738</td>
<td>$253,303</td>
<td>$209,900</td>
<td>$261,443</td>
<td>$789,377</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2,226,578</td>
<td>$2,141,593</td>
<td>$2,260,917</td>
<td>$2,176,001</td>
<td>$2,659,767</td>
</tr>
</tbody>
</table>

*these figures are tabulated on a college level, and have been estimated for the School of Architecture at 55% of the total; true annual figures may vary from year to year.

## Comparison of Expenditures Since Last Accreditation

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Salaries</td>
<td>$993,055</td>
<td>$1,098,899</td>
<td>$1,202,792</td>
<td>$1,202,792</td>
<td>$1,187,495</td>
</tr>
<tr>
<td>Vacant Positions (Adj)</td>
<td>$347,941</td>
<td>$270,733</td>
<td>$278,422</td>
<td>$225,250</td>
<td>$268,200</td>
</tr>
<tr>
<td>Graduate Asst. Salaries</td>
<td>$55,800</td>
<td>$59,056</td>
<td>$63,064</td>
<td>$71,592</td>
<td>$80,426</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$282,589</td>
<td>$286,677</td>
<td>$318,189</td>
<td>$314,019</td>
<td>$334,634</td>
</tr>
<tr>
<td>Dir. Graduate Program</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Associate Dept. Head</td>
<td>$22,500</td>
<td>$22,500</td>
<td>$22,500</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$17,354</td>
<td>$9,455</td>
<td>$10,190</td>
<td>$15,523</td>
<td>$26,231</td>
</tr>
<tr>
<td>Director Travel</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$1,750</td>
<td>$3,000</td>
</tr>
<tr>
<td>Faculty Travel</td>
<td>$16,685</td>
<td>$41,265</td>
<td>$8,682</td>
<td>$14,332</td>
<td>$13,178</td>
</tr>
<tr>
<td>Honoraria</td>
<td>$3,500</td>
<td>$2,325</td>
<td>$2,050</td>
<td>$3,700</td>
<td>$6111</td>
</tr>
<tr>
<td>Research &amp; Ext. Support</td>
<td>$50,000</td>
<td>$65,000</td>
<td>$90,000</td>
<td>$7,000</td>
<td>$42,132</td>
</tr>
<tr>
<td>Scholarships*</td>
<td>$41,800</td>
<td>$44,550</td>
<td>$50,875</td>
<td>$47,300</td>
<td>$51,550</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$1,840,974</td>
<td>$1,910,210</td>
<td>$2,056,514</td>
<td>$1,911,258</td>
<td>$2,034,957</td>
</tr>
</tbody>
</table>

*these figures are tabulated on a college level, and have been estimated for the School of Architecture at 55% of the total; true annual figures may vary from year to year.
2010-2011 Expenditures & Capital Investment per Student
These figures are not available at the School, College, or Institutional level. The University is going to be considering a detailed cost analysis in the future to calculate costs at the Undergraduate and Graduate level but this analysis will probably take a year or so to get to the point of generating cost information at that level. In addition, teaching costs are incurred at the discipline or course level, not by academic major, so the average discipline costs for the courses taken by each academic program must be compiled for each professional degree program.

Institutional Financial Issues
The NC State University Enrollment Planning Committee had planned on a very small overall headcount increase for 2011-2012 (0.1%) but that was before budget cuts of approximately 9%. They are now discussing the possibility and ramifications of dropping overall enrollment. There is a plan for future enrollment based on the mission and goals of the university. The model for funding from the state has not changed from since its inception in 1998. Some of the parameters have changed but not the model. Once the state appropriated funding arrives within NCSU, there is not a model. It is anticipated that the institution and entire North Carolina university system will face recurring cuts to the base budget over the next few years.

I.2.5 Information Resources

Institutional Context and Administrative Structure of the Library & Visual Resources
Students and faculty from all disciplines of the College of Design use the Harrye B. Lyons Design Library, a branch of the NCSU Libraries. The 4,000-square-foot facility is located in Brooks Hall and houses a comprehensive collection of design-related books, periodicals, videos and DVDs, and digital resources. The Design Library is a branch library of the NCSU Libraries, and Director of the Design Library reports to the Deputy Director of Libraries. At present, the Design Library employs 2 full-time librarians (the Director and the Visual Resources Librarian) 2.5 full-time staff workers, and about 16 part-time student staff members.

Design Library hours are as follows:

- Monday-Thursday: 7:30am – 10:00pm
- Friday: 7:30am – 6:00pm
- Saturday: 1:00pm – 7:00pm
- Sunday: 1:00pm – 10:00pm

The D. H. Hill Library, the main library at NC State University, is located within 10 minutes’ walking distance of the college. Patrons can use the main library reference service twenty-four hours a day, five days a week; reference service is also available through chat, text messaging, email, and instant messaging from early morning until midnight most days. The NCSU Libraries is ranked forty-first among research libraries in the nation. The Libraries’ collection comprises 4.3 million volumes and 65,414 print and electronic serial subscriptions. Library policies and information are available on both the Libraries’ website at www.lib.ncsu.edu and the Design Library website at www.lib.ncsu.edu/design.

The Visual Resources Librarian is in charge of the Design Library Image Database and Slide Collection. She supervises 5-8 students who scan and catalog images, as well as a half-time
cataloger who catalogs images as well. Design Library staff also contribute to the cataloging and record clean up for the database.

**Collections**

**Books**
The architecture collection is by far the strongest area of the Design Library collection. Of the 38,507 volumes in the Design Library, 15,137 volumes are in LC-NA call number range. In addition, there are 10,101 LC-NAs at other libraries on campus. There is also a growing collection of architectural e-books. Reference materials are updated regularly and new books are received and processed in a timely fashion. However, architecture materials are subject to the same space constraints as the rest of the collection, and older and less used architecture materials have been moved to the Satellite Shelving Facility, the Library Service Center, or to D.H. Hill Library.

Approximately 13,800 volumes from the Design Library collection have been sent to the Satellite Shelving Facility, a closed-stack, 20,000 square-foot building on the main NC State campus that provides high-density, environmentally controlled shelving for books and other materials. Students and faculty can either make appointments to use material at the Satellite Shelving Facility, or ask to have materials retrieved and delivered to the Design Library for their use. Delivery takes generally 1 business day. Approximately 3,400 volumes were sent to an off-campus library storage location in Durham, the Library Service Center of Duke University. Students and faculty can request these items through the online catalog; delivery takes 1 business day.

Design Library staff are currently in the process of sending approximately 5,000 volumes to D.H. Hill Library. With the building of a new science and technology library on Centennial campus, the James B. Hunt Jr. Library, all the materials in Satellite Storage and the Library Service Center will come out of storage and back into the libraries on campus. All materials sent from the Design Library to Satellite Storage or the Library service Center will go to the D. H. Hill Library, which is close to the College of Design, and generally open 24 hours a day. All other materials from Satellite Storage or off-campus storage will go to the Hunt Library when it opens.

**Serials**
The Design Library has an adequate collection of journals, with 46 of the 54 journals on the Association of Architecture School Librarians’ Core List of journals, and 15 titles from the Supplementary List. There are complete sets of the major architectural journals, although because of space constraints some older journal volumes have been sent to the Satellite Shelving Facility, the Library Service Center, and D.H. Hill Library. The most relevant indexes are the *Avery Index to Architectural Periodicals*, the *Architectural Index*, the *Design and Applied Arts Index*, and *Art Index* and *Art Index Retrospective*. Indexes are available online on campus and remotely with NCSU authentication. Indexes are particularly important for the Design Library as they provide intellectual access to the journal volumes in the Satellite Shelving Facility.

**Visual Resources and Non-Book Materials**
The Design Library Slide Collection is housed in a room that is accessible through the library, and the collection is managed by the Visual Resources Librarian. However, as all faculty members have transitioned to teaching digitally, slides are basically no longer used. The images from the Slide Collection are in the process of being scanned and added into the Design Library Image Database.

The Design Library Image Database is based on the original Design Library slide collection. There are approximately 83,000 slides, mostly architectural. All slides have records in the database, and those most used for classes have been scanned. In addition, over 14,018 images created digitally, either by copy stand work or from scanning professors’ donated slides, have been added to the database as well. Altogether, there are 68,206 digital images in the Design Library Image Database.
Database. The Design Library Image Database uses Vcat software for cataloging, and Luna software as the patron interface program. Luna has search and browse functions, as well as allowing patrons to create their own accounts and collect images into image groups. Luna also hosts the Special Collections Research Center's images as well, including Special Collections’ architectural images and plans, allowing faculty and students to search all the digital collections of the NCSU Libraries in one program. In addition, the Libraries subscribe to ARTstor, which has over a million digital images of art, architecture and design. The Design Library collection is available as a local collection in ARTstor, which means it can be searched in ARTstor at the same time that patrons are searching the ARTstor images. Through collection sharing, faculty also have access to the University of North Carolina at Chapel Hill’s local image collection in ARTstor.

The Design Library also has a large video, DVD, video game, and digital media collection. As the disciplines in the College have focused more heavily on digital design, the collection of media in the Design Library has increased rapidly to support this area. These materials are available for checkout by faculty, staff, and students. The library also provides a VCR, DVD player, two televisions, and headphones for viewing media in the library.

Architecture Collection in the Special Collections Research Center
There is also a growing collection of architecture and design materials in the NCSU Libraries Special Collections Research Center. In addition, the Special Collections Research Center has created online architectural collections highlighting the resources in their collections. Collections online include:

North Carolina Architects and Builders
http://ncarchitects.lib.ncsu.edu/

The Built Heritage of North Carolina: Historic Architecture in the Old North State
http://www.lib.ncsu.edu/specialcollections/builtheritage/

Staff
The Director of the Design Library reports to the Associate Vice Provost and Deputy Director of Libraries, and supervises the Visual Resources Librarian and two support staff positions, both University Library Technicians. A cataloger splits her time between the Cataloging Department (where she catalogs images for the Special Collections Research Center) and the Design Library (where she catalogs images for the Image Collection); in the Design Library, the cataloger is supervised by the Visual Resources Librarian. One of the University Library Technicians supervises the student assistants, who circulate and shelve books, and staff the library on the evenings and weekends.

The Director and Visual Resources Librarian positions require ALA-accredited masters degrees in Library/Information Science. Librarians are members of the general faculty and are appointed on contract. The current Director has undergraduate degrees in art history and painting in addition to an masters in library and information science, and was formerly the head of the Architecture Library at Texas Tech University. The Visual Resources Librarian has an undergraduate degree in art history as well as a masters in library science.

All current Design Library staff have baccalaureate degrees in related fields (art history and graphic design) and prior experience in other library positions; there is sufficient staffing for the Design Library. Written job descriptions are on file in the Libraries’ personnel office for all positions. All staff costs are paid by the NCSU Libraries, which also funds 1.8 FTE of student help.

Librarian and staff salaries are commensurate with those of others in the library with similar training and experience. Librarians and staff attend library staff meetings and serve on library and university committees. The NCSU Libraries provides support for the librarians’ professional activities and for professional development and education opportunities for all library staff.
Library Facility
The Design Library facility is one of the main problems for the Library. It is far too small for the collection, and for the size of the college. Over 20,000 volumes will have been sent to storage locations by the end of this year, strictly because of lack of space. Seating in the library is also very limited. This past summer there have been problems with the air conditioning in the library, leading to concerns that heat and humidity would damage the collection. Hopefully the air conditioning issues will be resolved soon.

Reference Assistance
Design Library librarians and staff seek to provide excellent reference assistance in a knowledgeable, responsive, and timely manner. Students and faculty are strongly encouraged to consult the librarians. All incoming students meet Design Library staff in library instruction sessions to encourage them to feel comfortable in consulting and asking reference questions.

The Libraries’ online catalog can be accessed in the library and off campus. Indexes, bibliographies, full-text services, and electronic journals are accessible through the Libraries’ website and can be accessed through the Design Library public access computers. Numerous indexes are available via the Libraries’ website. Students working on interdisciplinary projects also make use of the other indexes available online through the Libraries’ website.

Information Literacy
The Design Library provides instruction in information literacy and library research both in classes, in the library one-on-one, and online through websites, videos, and tutorials. All incoming freshmen receive an introduction to the library and its services and collections as part of the First Year Experience courses. Master’s and Ph.D. students also receive small (typically 1-4 students) library orientation sessions. Bibliographic instruction in class is provided at the request of the faculty, and instruction in search strategies for students is given on an individual basis by request in the Design Library. Additionally, the Director has also provided tours of the main library, D.H. Hill, and provided instruction at computer labs in the main library to graduate students in Design, at the request of Design faculty members. The Design Library website and the main library website offer instructional guides, tutorials, and videos on researching for undergraduate and graduate students.

D.H. Hill Library website has an extensive collection of online guides, video tutorials. All freshmen receive library instruction at the main library as part of their introductory English courses, and work their way through LOBO, the Library Online Basic Orientation tutorial.

Current Awareness
The Design Library strongly promotes its resources to faculty and students of the College of Design. The Design Library website (http://www.lib.ncsu.edu/design/), a sub-site of the NCSU Libraries’ site, contains links to useful databases and disciplinary resources, along with guides to information searching in Design for undergraduates and graduate students, and pages describing the image collection and its organization.

All new books are displayed prominently for users to review, and those that have accompanying cover images in the catalog are featured on the Design Library news blog. Information about library services and activities is available on the Design Library website. A monthly email message about new book titles and library news is sent to all Design faculty. A list of the currently received periodicals is accessible in the new periodicals area.

Image resources are highlighted during Image Discovery Week. The Design Library, in conjunction with the Special Collections Resource Center, takes one week each year to promote image resources available through the Libraries through posters, e-board images, handouts, discussion and demonstration with patrons, and sometimes in-class presentations.

The Special Collections Research Center also does outreach events in the Design Library. Last spring semester Special Collections staff brought Special Collections materials, including
architectural plans and illustrations, to the Design Library for an event each month. Materials were available in the Design Library for two hours and Special Collections staff members were present to help patrons with materials and promote the use of the Special Collections Research Center and its materials. A longer, two-day event is planned for this fall.

**Technology**
The NCSU Libraries has a strong commitment to providing cutting-edge digital technology in the libraries on campus. The Design Library has seven public computers with Internet access and productivity programs such as Microsoft Office and Adobe Creative Suite, flatbed scanner, a Zeutschel Bookcopy overhead scanner, two televisions, VCR, and DVD player. There are two photocopiers available, along with a public-use laser printer. The Design Library loans some technology items such as calculators, an iPad, GPS units, cameras, camcorders, video game consoles and controller, and flash drives.

The D.H. Hill Library has a more extensive technology lending program and loans out laptops, DSLR cameras, other cameras and camcorders, OCR pens, Kindles and other e-readers, graphics tablets, as well as other items. Hill also has a Digital Media Lab with audio and video capture and editing stations, and other high-end computers and software. The Technology Sandbox has cutting edge technology such as large multi-touch Perceptive Pixel screens, Microsoft Surface tables, and video display walls that enable multiple users to display data or images at the same time.

**Access to Collections**
The NCSU Libraries, including the four branches, are open to students, faculty, staff, and visitors. Faculty, students, and staff also have access to collections at Duke University, the University of North Carolina at Chapel Hill, and North Carolina Central University, which are all members of the Triangle Research Libraries Network (TRLN). Off-campus users, including alumni and local practitioners, may also use the library, but they must join the Friends of the Library and pay for a borrower's card if they wish to borrow materials.

Circulation policies are standardized for the NCSU Libraries. The Design Library also frequently allows limited circulation of non-circulating items for use in classes or for scanning. Materials at the Satellite Shelving Facility, other libraries on campus, or from other TRLN libraries can be delivered in 1-2 business days.

Hours of operation are adequate for the needs of Design students and faculty. The Design Library is open from 7:30 a.m. to 10:00 p.m. Monday through Thursday; from 7:30 a.m. to 6:00 p.m. on Friday; from 1:00 p.m. to 7:00 p.m. on Saturday; and from 1:00 p.m. until 10:00 p.m. on Sunday, during the fall and spring semesters. A member of the permanent staff is available from Monday to Friday, 7:30 a.m. to 5:00 p.m. The main library is open on a 24-hour schedule from 9:00 a.m. on Sunday to 10:00 p.m. on Friday, and Saturday hours are 9:00 a.m. to 10:00 p.m.

The Design Library has a reserve area where faculty may place books on reserve for their courses. Students may freely use reserve materials in the library, and may check materials out on restricted loans for the period determined by their professor. The main library provides an e-reserve service, and these materials are available online. All databases are available online and remotely with NCSU authentication. The library’s licenses provide for enough simultaneous users for all databases.

**Cooperative Agreements**
All interlibrary loans in the United States comply with the American Library Association National Interlibrary Loan Code (1980); loans in the southeastern United States are covered by the code for the Association of Southeastern Research Libraries of 1973. Loans between the University of North Carolina (UNC) libraries are covered by the University Librarians Advisory Council Model Interlibrary Loan Code for the UNC system, and the NCSU Libraries has direct cooperative agreements with the Cooperating Raleigh Colleges, including Peace College, St. Mary’s, Meredith College, Shaw University, and St. Augustine’s College. The Libraries is listed with the Library of Congress as an
international lender, and it serves as a resource library for the Division of State Libraries’ interlibrary loan regional services. The Libraries has a rapid delivery system called Tripsaver to deliver requested materials (books and journal articles) from the other TRLN member libraries within one to two days. NCSU students, faculty, and staff may borrow material directly from any of these other institutions in North Carolina.
Resources in All Formats

The architecture collection is by far the strongest collection in the Design Library. It provides very good support to both the needs of undergraduate students, and the research requirements of graduate students, PhD and faculty in the School of Architecture. The architecture collection is well balanced, with good depth in all areas of architecture, including architectural history, theory, practice and criticism. However, because of the excellent engineering collection in the main library, D.H. Hill Library, and also the large collection on cities and planning, these areas are deliberately not well represented in Design Library. There has been an effort not to duplicate materials already in the main library, both in an effort to use the Design Library funds wisely and because of the lack of space in the Library. Students and faculty are encouraged to use the resources at other libraries on campus, especially as there are strong related collections at other libraries. Materials at other libraries on campus (or at other area universities) can be searched through the online catalog, and students and faculty can request to have those materials delivered to the Design Library. In addition, resources at the other local universities in the Triangle Research Libraries Network can be easily borrowed by students.

The Design Library Image Database is based on the original Design Library slide collection, a collection with good depth in architecture and other areas of design, but much shallower in fine arts. Access to ARTstor’s large image database provides a rich collection of art, as well as design and architecture images, and allows the Visual Resources Librarian to focus her collection development in areas of particular interest to the College of Design, or to particular faculty members. The Visual Resources Librarian has worked closely, and continues to work closely, with faculty in Architecture and other disciplines to build the collection in areas where it was weak, and to ensure that faculty have the images they need.

Funding

The following represents the budget for the Design Library collection during the 2010/2011 academic year:

- Monographs: 93,500
- Serials: 30,508
- Databases: 32,405
- Binding: 1,400

Collection Budget Total: $157,813

Issues & Challenges

The main challenge for the Design Library is its space shortage. The collection has been over the capacity of the current space for the past ten years, and materials have had to be sent to other locations. Over 16,000 volumes have been sent to library storage locations in past years, and up to 5,000 volumes may be sent to D.H. Hill Library this year. Since the library is completely full, any new books received means that older, less used materials must be sent away. With the building of a new science and technology library on Centennial campus, the James B. Hunt Jr. Library, all the materials in Satellite Storage and the off-campus facility will come out of storage and back into the libraries on campus. All materials sent from the Design Library to Satellite Storage or off-campus storage will go to the D. H. Hill Library, a ten-minute walk from the College of Design. While this is not as good as having a large Design Library with space for all materials, it will be a better solution than the current one. All other materials from Satellite Storage or off-campus storage will go to the Hunt Library when it opens.
I.3 INSTITUTIONAL CHARACTERISTICS

I.3.1 Statistical Reports

*Program Student Characteristics*

The following charts provide statistics for the student population. In some cases, data requested by NAAB is not tabulated by the University Office of Institutional Research, which, as required by the 2009 Conditions for Accreditation, must verify that the data is accurate and consistent with reports sent to other national and regional agencies. For example, the university considers the B.Arch students to be post-baccalaureate, and therefore do not tabulate all statistics as part of their undergraduate program research. The degree is also not a graduate degree, so does not fall under that category of statistical research.

*Enrolled Students - BEDA*

<table>
<thead>
<tr>
<th>Section D-2 All Enrolled</th>
<th>ACAD_PLAN = BEDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Female</td>
</tr>
<tr>
<td>All</td>
<td>173</td>
</tr>
<tr>
<td>International</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
</tr>
<tr>
<td>Native Amer</td>
<td>6</td>
</tr>
<tr>
<td>Asian Amer</td>
<td>15</td>
</tr>
<tr>
<td>Black Afr. Am</td>
<td>115</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
</tr>
<tr>
<td>Two or More</td>
<td>8</td>
</tr>
<tr>
<td>All</td>
<td>138</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Native Amer</td>
<td>0</td>
</tr>
<tr>
<td>Asian Amer</td>
<td>0</td>
</tr>
<tr>
<td>Black Afr. Am</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
</tr>
<tr>
<td>Two or More</td>
<td>0</td>
</tr>
<tr>
<td>All</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Native Amer</td>
<td>0</td>
</tr>
<tr>
<td>Asian Amer</td>
<td>0</td>
</tr>
<tr>
<td>Black Afr. Am</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>173</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>138</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>147</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>152</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>152</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>147</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>150</td>
</tr>
</tbody>
</table>

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File
### Enrolled Students – B. Arch.

#### Section D-2 All Enrolled

**ACAD_PLAN = B.ARCH**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International</td>
<td>Unknown</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>7 0 0 0 2 0 0 5 3 0 0 0 3 4 0 0 2 0 0 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
<td>5 2 0 0 2 0 1 0 9 1 0 0 8 6 1 0 2 0 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1 6 0 0 0 0 1 1 4 1 0 0 0 1 5 0 0 0 1 1 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2 2 0 0 2 0 0 8 7 0 0 1 6 5 2 0 1 0 0 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1 7 0 1 0 0 0 0 1 6 0 0 0 0 6 1 0 1 0 0 0 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2 1 0 0 1 0 0 1 9 1 0 1 0 0 0 0 0 0 0 1 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2 0 0 1 1 0 2 1 5 9 0 1 0 8 1 0 1 0 2 1 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-IA / IPEDS in Student Data File

### Demographics of All Students Enrolled in the BEDA/B.ARCH Programs Compared to Those of the Undergraduate Student Population for NC State 2010

<table>
<thead>
<tr>
<th></th>
<th>BEDA</th>
<th>B.ARCH</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALL</td>
<td>%</td>
<td>Fem</td>
</tr>
<tr>
<td>TOTALS</td>
<td>150</td>
<td>100%</td>
<td>70</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>3%</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>5%</td>
<td>4</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>Asian American</td>
<td>10</td>
<td>7%</td>
<td>3</td>
</tr>
<tr>
<td>Black Af Am</td>
<td>14</td>
<td>9%</td>
<td>7</td>
</tr>
<tr>
<td>Pacific Isl</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>109</td>
<td>73%</td>
<td>51</td>
</tr>
<tr>
<td>2 or More</td>
<td>2</td>
<td>1%</td>
<td>2</td>
</tr>
</tbody>
</table>

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-IA / IPEDS in Student Data File
## Enrolled Students – M.Arch.

<table>
<thead>
<tr>
<th>Section D-2 All Enrolled</th>
<th>ACAD_PLAN = M.ARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>International</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>91</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>82</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>85</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>86</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>90</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>91</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>92</td>
</tr>
</tbody>
</table>

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

## Demographics of All Students Enrolled in the M.ARCH Program Compared to Those of the Graduate Student Population for NC State 2010

<table>
<thead>
<tr>
<th>M.A.RCH</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>TOTALS</td>
<td>92</td>
</tr>
<tr>
<td>International</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
</tr>
<tr>
<td>Asian American</td>
<td>3</td>
</tr>
<tr>
<td>Black Af Am</td>
<td>3</td>
</tr>
<tr>
<td>Pacific isl</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>72</td>
</tr>
<tr>
<td>2 or More</td>
<td>1</td>
</tr>
</tbody>
</table>

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File
Qualifications of Students Admitted - BEDA
Data provided by College of Design Student Services Office

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010 Admitted</th>
<th>Fall 2004 Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female apps</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>Male apps</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Caucasian</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>In-state apps</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Out-of-state apps</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Total apps</td>
<td>56</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010 Admitted</th>
<th>Fall 2004 Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hgpa min apps</td>
<td>3.46</td>
<td>3.27</td>
</tr>
<tr>
<td>Hgpa max apps</td>
<td>5</td>
<td>4.83</td>
</tr>
<tr>
<td>Average hgpa apps</td>
<td>4.27</td>
<td>4.05</td>
</tr>
<tr>
<td>SATmin apps</td>
<td>990</td>
<td>920</td>
</tr>
<tr>
<td>SAT max apps</td>
<td>1490</td>
<td>1500</td>
</tr>
<tr>
<td>Average SAT apps</td>
<td>1258.33</td>
<td>1210</td>
</tr>
</tbody>
</table>
Qualifications of Students Admitted – B. Arch & M.Arch
Data provided by College of Design Student Services Office

<table>
<thead>
<tr>
<th>Fall 2010 Admitted</th>
<th>Fall 2004 Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARC Track 1</td>
<td>MARC-Track 3</td>
</tr>
<tr>
<td>Female apps</td>
<td>82</td>
</tr>
<tr>
<td>Male apps</td>
<td>116</td>
</tr>
<tr>
<td>Caucasian</td>
<td>120</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Multiple</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>56</td>
</tr>
<tr>
<td>In-state apps</td>
<td>19</td>
</tr>
<tr>
<td>Out-of-state apps</td>
<td>92</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td>Total apps</td>
<td>111</td>
</tr>
</tbody>
</table>

| Umin gpa apps     | 2.11              | 2.19 | 2.3   |
| Ugpa max apps     | 3.92              | 3.95 | 3.81  |
| Average gpa apps  | 3.37              | 3.43 | 3.25  | 3.28 | 3.3 |
| GRE verbal min apps | 210             | 310  |
| GRE verbal max apps | 620             | 780  |
| Average verbal apps | 440             | 487  |
| GRE quant. min apps | 420             | 340  |
| GRE quant. max apps | 800             | 800  |
| Average quant. apps | 687             | 612  |

Time to Graduation – Undergraduates in the College of Design

<table>
<thead>
<tr>
<th>Cohort</th>
<th>% Matriculating Students Who Complete in &quot;Normal&quot; Time</th>
<th>% Matriculating Students Who complete within 150% of &quot;Normal Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>59%</td>
<td>76%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>53%</td>
<td>86%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>77%</td>
<td>82%</td>
</tr>
</tbody>
</table>

University Planning and Analysis 12AUG11
Normal time to completion in this calculation is 2 years for Master's and 4 years for Bachelor's Degrees.
This calculation includes only new entering freshmen and master's degree students who started in a fall semester.
## Time to Graduation – Graduate Students in the College of Design

<table>
<thead>
<tr>
<th>Cohort</th>
<th>% Matriculating Students Who Complete in “Normal” Time</th>
<th>% Matriculating Students Who complete within 150% of “Normal Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>41%</td>
<td>41%</td>
</tr>
</tbody>
</table>

*University Planning and Analysis 12AUG11*

Normal time to completion in this calculation is 2 years for Master’s and 4 years for Bachelor’s Degrees.

This calculation includes only new entering freshmen and master’s degree students who started in a fall semester.
I.3.1 Program Faculty Characteristics

The following charts provide statistics for the student population. In some cases, data requested by NAAB is not tabulated by the University Office of Institutional Research. We have attempted to match available data to requirements as closely as possible, but still maintaining accuracy.

**Demographic Comparisons – Full Time Faculty**

<table>
<thead>
<tr>
<th>Total Number of Full-Time Faculty</th>
<th>School of Architecture 04-05</th>
<th>School of Architecture 10-11</th>
<th>NC State University 04-05</th>
<th>NC State University 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>M F</td>
<td>11 79%</td>
<td>7 50%</td>
<td>1405 71%</td>
<td>1395 67%</td>
</tr>
<tr>
<td>White</td>
<td>3 21%</td>
<td>7 50%</td>
<td>569 29%</td>
<td>678 33%</td>
</tr>
<tr>
<td>Black</td>
<td>3 21%</td>
<td>6 43%</td>
<td>456 23%</td>
<td>1118 54%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0 0</td>
<td>0 0</td>
<td>48 2%</td>
<td>36 2%</td>
</tr>
<tr>
<td>Asian</td>
<td>0 0</td>
<td>0 0</td>
<td>40 2%</td>
<td>36 2%</td>
</tr>
<tr>
<td>Native American</td>
<td>0 0</td>
<td>0 0</td>
<td>18 1%</td>
<td>24 1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pac. Is.</td>
<td>0 0</td>
<td>0 0</td>
<td>22 1%</td>
<td>34 1%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0 0</td>
<td>0 0</td>
<td>101 5%</td>
<td>116 6%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>0 0</td>
<td>0 0</td>
<td>23 1%</td>
<td>36 2%</td>
</tr>
<tr>
<td>Race &amp; Ethnicity Unknown</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0%</td>
<td>2 0%</td>
</tr>
<tr>
<td>Population</td>
<td>0 0</td>
<td>0 0</td>
<td>4 0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>University Planning and Analysis 12AUG11</td>
<td>Population is only Tenured and On-Tenure-Track Faculty employed as of September 30 each year, as reported to UNC-GA / IPEDS.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Faculty Receiving Promotions, Tenure Each Year Since Previous Visit**

<table>
<thead>
<tr>
<th>Year</th>
<th>School of Architecture</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promoted</td>
<td>Receiving Tenure</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Number of Faculty Maintaining Licenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Licensed Full Time Faculty</th>
<th>Jurisdictions of Licenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>8</td>
<td>NC, VA</td>
</tr>
<tr>
<td>2006-2007</td>
<td>7</td>
<td>NC, VA</td>
</tr>
<tr>
<td>2007-2008</td>
<td>7</td>
<td>NC, VA</td>
</tr>
<tr>
<td>2008-2009</td>
<td>8</td>
<td>NC, TX, VA, Chile, Peru</td>
</tr>
<tr>
<td>2009-2010</td>
<td>8</td>
<td>NC, TX, VA, Chile, Peru</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8</td>
<td>NC, TX, VA, MD, Chile, Peru</td>
</tr>
</tbody>
</table>

We also have one registered Engineer on the faculty (Wayne Place), and as of 2011-2012 will have another (Soolyeon Cho).

### Notes & Definitions for Statistics

- **Financial Aid**: Defined broadly using list given in yearly report. Includes grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses. Financial aid received outside the system is not included here as it is unknown. Note that the loan column includes subsidized and un-subsidized loans. The tables count only students enrolled in fall semester and count all financial aid received during the year.

- **Applicants**: Includes applications for admissions where enough information was provided that a decision could be made. Applications for fall semester are counted here.

- **Admitted**: Includes those applicants who were accepted, this definition includes new students and external transfers (undergraduates) both.

- **Enrolled**: Includes students enrolled on census date, 10th day of fall semester.

- **Degrees Awarded**: Includes students who received a degree in time frame specified.

- **Graduation percent in 'normal time to completion'** is based on a cohort of entering students at a program level in a fall semester. Those who graduated within the time frame are included in the calculation. Note this is an elapsed time calculation and does not take into account semesters the student may not be enrolled.

- **Faculty Hire, Promotion, Exit Rates**: Faculty defined here as tenured and on-tenure-track. The first year a faculty member is on track, they are counted in Hire column, the year they change from On-track to Tenured they are counted in the Promotion column, and the year they terminate they are counted in the Exit column. Note appointment to administration is not termination, and administrators are not counted in this report. Phased and emeritus faculty are not in this report, though there should be a termination event when a faculty member enters phased retirement or retires.

### I.3.2. Annual Reports

#### Updating Data in Annual Reports

The new **Conditions** requirement that data submitted by the school must be verified by the Office of University Planning and Analysis has led to a new working relationship between the School and UPA. In prior years, we used data posted on their website, combined with data from the College of
Design Student Services Office to complete the Annual Statistical Reports. We submitted the past six years of reports to UPA and found some discrepancies between their numbers and ours, primarily due to the way our numbers were reported to them, and also because of the anomaly of the post-baccalaureate B.Arch. We are now working with UPA to be in a position to report these in an accurate form each year. We are providing to you below updated data in quantitative format that should take precedent over previously submitted Annual Reports.

Data on Students in School of Architecture Receiving Financial Aid

<table>
<thead>
<tr>
<th>Program</th>
<th>All</th>
<th>Federal Grant</th>
<th>State Grant</th>
<th>Institutional Grant</th>
<th>Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>271</td>
<td>29</td>
<td>91</td>
<td>47</td>
<td>119</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>263</td>
<td>26</td>
<td>29</td>
<td>123</td>
<td>120</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>253</td>
<td>24</td>
<td>29</td>
<td>94</td>
<td>116</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>246</td>
<td>28</td>
<td>32</td>
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Student Financial Aid – Average Amounts for Students in the School of Architecture

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University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

Student Applicants – B.Arch.

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University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File
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University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

### Students Admitted - BEDA

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University Planning and Analysis, Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

### Students Admitted – B.Arch.

NCSU School of Architecture  APR • 2011  104
N.B. As explained above, University Planning and Analysis do not keep statistics on the B.Arch program once students are admitted.

Students Admitted – M.Arch.

<table>
<thead>
<tr>
<th>Section D-1 Applicant Cycle</th>
<th>Section D-10b Admissions (students admitted)</th>
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| Fall 2004 | 69 | 2 | 0 | 2 | 5 | 3 | 57 | 0 | 30 | 2 | 0 | 2 | 1 | 25 | 0 | 39 | 0 | 0 | 2 | 3 | 2 | 32 |
| Fall 2005 | 70 | 1 | 2 | 1 | 3 | 0 | 63 | 0 | 26 | 0 | 1 | 1 | 2 | 0 | 22 | 0 | 44 | 1 | 1 | 0 | 1 | 0 | 41 |
| Fall 2006 | 72 | 2 | 4 | 0 | 3 | 2 | 61 | 0 | 33 | 2 | 1 | 0 | 1 | 0 | 29 | 0 | 39 | 0 | 3 | 0 | 2 | 2 | 32 |
| Fall 2007 | 59 | 1 | 0 | 0 | 1 | 57 | 0 | 25 | 1 | 0 | 0 | 0 | 0 | 0 | 24 | 0 | 34 | 0 | 0 | 0 | 1 | 3 | 33 |
| Fall 2008 | 72 | 8 | 2 | 2 | 2 | 2 | 56 | 0 | 27 | 5 | 0 | 1 | 2 | 1 | 18 | 0 | 45 | 3 | 2 | 3 | 0 | 1 | 38 |
| Fall 2009 | 57 | 2 | 1 | 4 | 3 | 0 | 47 | 0 | 24 | 1 | 0 | 3 | 1 | 0 | 19 | 0 | 33 | 1 | 1 | 1 | 2 | 0 | 28 |
| Fall 2010 | 56 | 4 | 1 | 1 | 0 | 4 | 45 | 1 | 25 | 2 | 1 | 0 | 0 | 1 | 20 | 1 | 31 | 2 | 0 | 1 | 0 | 3 | 25 |

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

Entering Students - BEDA

<table>
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<th>Section D-10c New Enrollment (Entering Students, New Freshmen + External Transfers)</th>
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<tr>
<td></td>
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</table>

| Fall 2004 | 55 | 1 | 1 | 3 | 3 | 6 | 40 | 0 | 27 | 1 | 0 | 1 | 1 | 3 | 3 | 18 | 0 | 28 | 0 | 1 | 0 | 2 | 0 | 3 | 22 |
| Fall 2005 | 37 | 0 | 1 | 0 | 0 | 3 | 3 | 30 | 0 | 19 | 0 | 1 | 0 | 0 | 2 | 3 | 13 | 0 | 18 | 0 | 0 | 0 | 0 | 1 | 0 | 17 |
| Fall 2006 | 37 | 1 | 1 | 0 | 2 | 0 | 4 | 29 | 0 | 16 | 0 | 1 | 0 | 1 | 0 | 2 | 12 | 0 | 21 | 0 | 0 | 0 | 1 | 0 | 2 | 17 |
| Fall 2007 | 35 | 1 | 0 | 0 | 2 | 2 | 4 | 26 | 0 | 18 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 13 | 0 | 17 | 0 | 0 | 0 | 0 | 1 | 3 | 13 |
| Fall 2008 | 35 | 1 | 1 | 1 | 0 | 3 | 7 | 22 | 0 | 18 | 1 | 0 | 0 | 0 | 1 | 4 | 12 | 0 | 17 | 0 | 1 | 1 | 0 | 2 | 3 | 10 |
| Fall 2009 | 39 | 0 | 1 | 3 | 0 | 3 | 1 | 31 | 0 | 23 | 0 | 0 | 2 | 0 | 0 | 21 | 0 | 16 | 0 | 1 | 1 | 0 | 3 | 1 | 10 |
| Fall 2010 | 41 | 0 | 1 | 4 | 0 | 3 | 5 | 26 | 2 | 15 | 0 | 1 | 1 | 0 | 1 | 1 | 9 | 2 | 26 | 0 | 0 | 3 | 0 | 2 | 4 | 17 |

University Planning and Analysis, 11AUG11
Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File
### Entering Students – B.Arch.

#### Section D-1 Applicant Cycle

**Section D-1.c New Enrollment (Entering Students, New Freshmen + External Transfers)**

**ACAD_PLAN = 12ARCB**

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<th>White</th>
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University Planning and Analysis, 11AUG11

Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File

### Entering Students – M.Arch.

#### Section D-1 Applicant Cycle

**Section D-1.c New Enrollment (Entering Students, New Freshmen + External Transfers)**

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University Planning and Analysis, 11AUG11

Headcounts as-of semester census date, as reported to UNC-GA / IPEDS in Student Data File
September 6, 2011

NAAB
1735 New York Avenue, NW
Washington, DC 20006

To whom it may concern:

The information submitted to the National Architectural Accrediting Board (NAAB) for the School of Architecture at NC State University in their 2011 Architecture Program Report is accurate and consistent with information submitted to the Integrated Post-secondary Education Data System (IPEDS) surveys required by the National Center for Education Statistics (NCES).

Sincerely,

[Signature]

Lewis Carson
Associate Director of Institutional Research

LC:jh
NAAB Annual Reports Prior to 2008

2006 NAAB STATISTICAL REPORT

SCHOOL: North Carolina State University  
Completed by: Thomas Barrie, AIA, Director

ACSA Region: EC NE SE SW WC W (underline one)

PUBLIC or PRIVATE (underline one)

STUDENT DATA  
For Accredited Programs Only

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*Includes Eskimos and Aleuts.
**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2 yrs. M.Arch. degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

| Departmental Library LCNA or 720-729 Collection | 13,974 |
| Total Architecture Collection in Departmental Library | 30,328 |
| University Library LCNA or 720-729 Collection | 21,619 |
| Total Architecture Collection in University Library | 229,986 |
| Departmental Library Architecture Slides | 35,677 |
| University Library Architecture Slides | 0 |
| Departmental Library Architecture Videos | 786 |
| Staff in Department Library | 4.5 FTE |
| Number of Computer Stations | 131 |
| Amount Spent on Information Technology | 115,814 (salaries not included) |
| Annual Budget for Library Resources | 8,858,232 (University) |
| Per-Capita Financial Support Received from University | n/a |
| Private Outside Monies Received by Source | n/a |
| Studio Area (Net Sq. Fl.) | 15,000 |
| Total Area (Net Sq. Fl.) | 156,478 |
The 2006 Written Response is provided in the previous Visiting Team Report. This is provided in Supplemental Information IV.3.
2007 NAAB STATISTICAL REPORT

SCHOOL: North Carolina State University
Completed by: Thomas Barrie, AIA, Director

ACSA Region: EC NE SE SW WC W (underline one)
PUBLIC or PRIVATE (underline one)

STUDENT DATA

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*Includes Eskimos and Aleuts.
**Includes four-year program component of 4+1 yrs. B.Arch. degree and 4+2 yrs. M.Arch. degree.
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| Total Architecture Collection in University Library | 229,986 |
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| University Library Architecture Slides | 9 |
| Departmental Library Architecture Videos | 785 |
| Staff in Department Library | 4.5 FTE |
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### Full-Time Faculty Salaries

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### Faculty Data

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*Includes Eskimos and Aleuts
MEMO

14 June 2007

To: NAAB Accreditation Manager
From: Thomas Barrie AIA, Director
Re: Program Responses to 2006 VTR
Cc: file

Remarks appear in bold

1. Response to Program Deficiencies

1.4 Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Although the School of Architecture has created a plan for diversity which clearly outlines the diversity issues plaguing the teaching and practice of architecture, there still remain areas of concern in terms of creating equitable opportunities for women and minorities who teach or study within the School environment. Attempts have been made but progress has been limited. This continues to be a significant challenge within the School.

Response:

The description of this condition is almost exclusively limited to the educational environment for current faculty, students and staff. The VTR does not make any claim that the condition, as described, is not met. However, implicit in the visiting teams comments is that the school should have a more diverse faculty and student body, which our plan for diversity clearly recognizes. The following are outcomes of the School of Architecture’s Plan for Diversity during the 2006-07 academic year.

Searches for tenure-track and visiting positions were conducted during the 2006-07 academic year. The searches resulted in three new tenure-track faculty – 2 Caucasian men and 1 Hispanic woman – who will join the faculty as Assistant Professors. A Chinese national will join the faculty as a Visiting Assistant Professor for the 2007-08 academic year. An African American was appointed to a non-tenure-track, joint position with the School of Architecture and the Center for Universal Design. Two Caucasian white male full-time faculty members resigned their positions. In the next academic year the 15 full-time faculty (including the Dean and Associate Dean of the College) will comprise 4 women, 1 Hispanic woman, and 1 African American man.

The School currently has three open positions, including one designated for a new school director.

During the 2006-07 academic year, the school hired 22 adjunct faculty, including 5 women, 1 African American man, and 1 Hispanic man.

60% of accepted students into the BEDA program were women. 23% of accepted students into the BEDA program identified themselves as minority.

40% of accepted students into the B.Arch program were women. Less than 1% of accepted students into the B.Arch program identified themselves as minority.
39% of accepted students into the M.Arch program were women. 15% of accepted students into the B.Arch program identified themselves as minority.

13.7 Collaborative Skills

*Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

While collaborative exercises are required in both studio and technology courses, there is little evidence of the use of interdisciplinary design project teams.

Response:

Swing studios in the College of Design allow students to take a design studio in another academic unit for credit towards their degree. In the past year, a number of architecture students took studios in Landscape Architecture and Industrial Design, and students from other academic units took studios in the School of Architecture.

A spring semester M.Arch studio worked collaboratively with a professional design team in the design of the new Contemporary Art Museum in Raleigh.

13.25 Construction Cost Control

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

There is no evidence that the program provides coverage of life-cycle cost issues or construction estimating at the Understanding level.

Response:

ARC 432 requires students to read “Making Economics Integral to Design” (Suprenant) and ARC 561, The Practice of Architecture, utilizes case studies that often include analysis of construction cost control.

2. Response to Causes of Concern

1. Numerous opportunities for interdisciplinary collaboration, which should be a strength of the School in its College setting, are missed or ignored.

   See response above to 13.7

2. There has been only limited progress, with several notable exceptions, in achieving the goals of the “plan for Diversity for the School of Architecture” adopted in 2004. In addition, the course descriptions and syllabi do not reflect course content, which would demonstrate the diversity of contributions to the profession and canons of architecture.

   See response above to 1.4

3. While critical thinking was found to be implicit in student work in design and technology, evidence of evaluative processes must be made more explicit. Student work should record more evidence of the processes by which solutions were determined and of critical evaluations of the solutions themselves. A broader application of documented evaluation of political, social, cultural, economic and ecological
impacts and influences in student work and case studies would help as well. (there are three thoughts here, all about teaching more explicitly to raise the critical consciousness of the student: a) how the work has been reasoned while it is being done, b) how the work is evaluated by the student and made explicit after it is done, and c) broadening the conversation beyond technology and design as aesthetics of construction)

Response:

A number of undergraduate and graduate studios during the 2006-07 academic year included political, cultural, economic and ecological contexts that the students were asked to engage and respond to.

3. Changes to the accredited program that may change its adherence to the Conditions and reports on any topic the program wants to bring to the attention of the NAAB.

Nothing to report.
## I.3.3 Faculty Credentials

<table>
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<tr>
<th>Name</th>
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<th>Education</th>
<th>Professional Qualifications</th>
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<tr>
<td>Atkinson, Simon</td>
<td>Visiting Professor</td>
<td>Dipl. Arch. Post Profession Masters in Urban Design M.A. Sociology PH.D.</td>
<td>Licensed Architect UK Licensed Town Planner UK Member, RIBA Member RTPI</td>
<td>ARC 574 Sustainable Communities ARC 577 Place &amp; Placemaking ARC 503 Urban Design Studio Advanced Urban Design, ULI Competition, Sustainable Community Design, Placemaking, History of Landscapes</td>
<td>In practice since 1970. Principal, Urban Design Associates, Austin, TX</td>
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<tr>
<td>Barrie, Thomas</td>
<td>Prof. of Architecture, Dir. of Affordable Housing and Sustainable Communities Program</td>
<td>B.A. English M.Arch. M.Phil. Architectural History - Theory</td>
<td>Registered, Massachusetts Registered, North Carolina Member, AIA</td>
<td>ARC 402 Architectural Design Advanced ARC 503 Architectural Design Advanced ARC 590 Sacred Architecture ARC 590 Architectural Theory</td>
<td>Thomas Barrie Architects, Boston, MA Thomas Barrie Architect, Royal Oak, MI Thomas Barrie AIA, Raleigh, NC</td>
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<tr>
<td>Battaglia, Laura</td>
<td>Adjunct Professor</td>
<td>B.S. M.Arch.</td>
<td>Licensed, North Carolina Licensed, Virginia Member, AIA Member, Virginia Society, AIA Member, Richmond Architects' Forum</td>
<td>ARC 201 Second-Year Design Studio (Form) ARC 202 Second-Year Design Studio (Form) ARC 404 Graduate Level Design Studio (Form)</td>
<td>Principal, studio I battaglia, Raleigh, NC Project Architect, Cherry Huffman Architects, Raleigh, NC Project Architect, Thompson &amp; Litton, Radford, VA</td>
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<td>Assistant Professor</td>
<td>B. Arch. M.Arch.</td>
<td>Member, AIA Member, NCARB Architect, VA</td>
<td>ARC 490 Prague Studio ARC 590 Urban Architecture ARC 302 Architectural Design: Technology ARC 232 Structures and materials ARC 401 Architectural Design (Urban)</td>
<td>In practice since 1999 Senior Architect, Clark/Nexsen, Norfolk, VA</td>
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<td>B.A.</td>
<td>M. Arch.</td>
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<td>Bizios, Georgia</td>
<td>Fellow of the AIA; ACSA Distinguished Professor</td>
<td>B.A.</td>
<td>B. Arch.</td>
<td>Member, AIA, Member, North Carolina Sustainable Energy Association, Member, American</td>
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<td>Architecture M. Arch.</td>
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<td>Griffith, Matthew Henning</td>
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<td>B.S.</td>
<td>Mathematics M. Arch.</td>
<td>Member, AIA, Member, SEED Network</td>
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<td>Harmon, Frank</td>
<td>Professor in Practice, FAIA, Construction Specific Institute (CSI)</td>
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<td>Hill, David</td>
<td>Assistant Professor, BEDA Registered Architect</td>
<td>B. A.</td>
<td>Architecture M. Arch.</td>
<td>Member, AIA, Member, Building Technology Educators Society, Member, AIA</td>
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<td>Hu, Jianxin</td>
<td>Assistant Professor</td>
<td>B. Arch, M. Arch, Ph.D. Design</td>
<td>Registered Architect, Maryland, Licensed, Maryland, LEED Accredited Member, American Solar Energy Society (ASES) Member, Building Enclosure Council</td>
<td>ARC 302 Architectural Design: Technology, ARC 590 Sustainable Energy Systems for Architecture, Project Architect/Lead Designer, Ayers Saint Gross, Inc., Baltimore, MD</td>
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<td>Kentgens-Craig, Margret</td>
<td>Adjunct Associate Professor</td>
<td>Staatsexamen für das Lehramt (Germany), M.A., Ph. D.</td>
<td>Member, Committee on International Affairs, North Carolina State University Member, Unesco Commission Germany, Boon Member, Föderation Deutscher Architektursammlungen, Frankfurt/Berlin</td>
<td>ARC 590, N/A</td>
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<td>Kranbuehl, Don</td>
<td>Adjunct Professor</td>
<td>B. S., M. S. Civil Engineering – Structures M. Arch.</td>
<td>RA, Illinois, RA, North Carolina, PE, California, Member, AIA</td>
<td>ARC 403 – Architecture Design Studio – Environment, Associate Partner/Project Lead Designer/Architect, Harding Partners, Chicago, IL, Associate/Project Lead Designer/Architecture, PBC+, Raleigh, NC</td>
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<td>Ladd, Charles</td>
<td>Assistant Professor of the Practice</td>
<td>Mechanical Engineering Studies B. Environmental Design in Arch. M. Arch.</td>
<td>Licensed, North Carolina, Licensed, South Carolina, Licensed, Virginia, Member, AIA, Member, Society of American Military Engineers, Senior Member, Association of Energy Engineers</td>
<td>ARC 414 Environmental Control Systems, Principal Engineer and Architect, William Ferm Architects, Raleigh, NC, Engineer and Architect, Southern Energy Management, Morrisville, NC</td>
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<td>Lanou, Randall</td>
<td>Adjunct Associate Professor</td>
<td>B.F.A. Industrial Design M. Arch.</td>
<td>Accredited, LEED Associate Member, AIA, Member, N.C. Sustainable Energy Association Licensed, N.C. Unlimited Building Contractor</td>
<td>ARC 590 Special Topics (North Carolina Sustainable Building Design Competition Seminar) Summer Design-Build Studio, Principal, Studio B Architecture, Durham, NC, Owner, BuildSense, Inc., Durham, NC</td>
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<td>Lee, Jeffrey</td>
<td>Professor of Practice</td>
<td>B. Environmental Design in Arch. M. Arch.</td>
<td>Member, AIA, Member, National Council of Architectural Registration Boards Licensed, North Carolina, Licensed, Massachusetts</td>
<td>ARC 501 Professional Architecture Studio I, Principal, Pearce Brinkley Cease + Lee PA, Raleigh, NC</td>
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<td>Malecha, Marvin</td>
<td>Dean, College of Design Professor of Arch.</td>
<td>B. Arch. M. Arch.</td>
<td>FAIA, Honorary Member, European Association for Architectural Education</td>
<td>President (past), Association of Collegiate Schools of Architecture Nice Chair (past), AIA/CSA Council on Architectural Research Lead Architectural Designer, Chancellor's Residence, NC State University, Raleigh, NC</td>
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<td>Martin, Tim</td>
<td>N/A</td>
<td>M. Civil Engineering M. Arch.</td>
<td>N/A</td>
<td>ARC 302 Architecture Design Studio (Sustainable Technology) Structural Engineering + Ecological Design Consultant (with Frank Harmon Architects,) Raleigh, NC</td>
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<td>McKinnon, Hunt</td>
<td>Assistant Professor of the Practice</td>
<td>B. Environmental Design in Arch. B.A. Politics M. Arch.</td>
<td>Registered, North Carolina Registered, South Carolina NCARB Certificate NCIDQ Certificate LEED AP</td>
<td>Professional Practice, ethics, building systems and environmental issues, community design, adaptive reuse Architect, Medical School at East Carolina University Project Architect/Project Manager, Odell Assoc., Richmond, VA Architect, Private Practice</td>
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<tr>
<td>Moore, Jessica Johnson</td>
<td>Assistant Professor of Practice</td>
<td>B. Environmental Design in Arch. M. Arch.</td>
<td>Member, AIA South Atlantic Regional Associate Director, AIA National Committee Board of Directors, NCSU Design Guild Member, AIA Triangle Design Awards Committee Registered, North Carolina Registered, New York Member, NCARB</td>
<td>ARC 102 Architectural Design Fundamentals ARC 162 Introduction to Architecture ARC 201 Architectural Design Studio: Environment ARC 202 Architectural Design Studio: Form ARC 403 Graduate Architectural Design Studio: Environment ARC 590 Graduate Seminar “Urbanization of NC” ARC 630 Graduate Independent Study Designer + Project Manager, Polo Ralph Lauren, New York, NY Architect, Jessica Johnson Moore, Architect, Raleigh, NC</td>
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<tr>
<td>Morgado, Patricia</td>
<td>Associate Professor</td>
<td>B.A. Architecture (Peru) Professional Degree, Architecture (Peru) Ph. D. Architecture</td>
<td>Member, Latin American Studies Association Member, Society of Architectural Historians Member, Colegio de Arquitectos de Chile Member, Colegio de Arquitectos de Perú Licensed, Peru and Chile</td>
<td>ARC 201 Architectural Design FORM ARC 202 Architectural Design SITE ARC 301 Architectural Design ARC 450 Architectural Drawing ARC 590 Special Topics – Latin American Architecture Mutinho y Asociados, Arquitectos, Santiago de Chile Patricia Morgado Maúrtua Arquitecta, Santiago de Chile</td>
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<td>Pazienza, Epifanio</td>
<td>Adjunct Assistant Professor</td>
<td>B. Environmental Design in Arch. M. Arch.</td>
<td>N/A</td>
<td>ARC 202 Architectural Design Form – Studio ARC 301 Intermediate Architectural Design - Principal, Epifanio Pazienza Design Studio, Raleigh, NC Director of Facilities, Lucy Daniels Foundation, Cary, NC</td>
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<td>Degree(s)</td>
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<td>Perlik, Martin</td>
<td>Adjunct Associate Professor</td>
<td>M. Arch.</td>
<td>Member, Czech Chamber of Architects Chairman,</td>
<td>LAR 465/565 Urban and Architectural Design</td>
<td>In practice since 1977</td>
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<td>Commissions/boards for bachelor &amp; master</td>
<td>(Prague-Prosek)</td>
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<td>LAR 490/503 Urban and Architectural Design</td>
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<td>Place, Wayne</td>
<td>Alumni Distinguished Professor</td>
<td>B.S. Physics</td>
<td>Professional Engineer, California Professional</td>
<td>Architectural structures, architectural</td>
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<td>Engineer, North Carolina Member, Illumination</td>
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<td>Queen, Sara Glee</td>
<td>Assistant Professor</td>
<td>B. Environmental</td>
<td>Member, AIA</td>
<td>ARC 202 Architectural Design: Site</td>
<td>Project Manager, Joe Sam Queen Architect Project</td>
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<td>ARC 241/441 History of Contemporary Architecture</td>
<td>Intern Architect, Frank Harmon Architects, Raleigh, NC</td>
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<td>Rand, James Patrick</td>
<td>Alumni Distinguished Professor</td>
<td>B. Arch.</td>
<td>licensed, Virginia licensed, North Carolina</td>
<td>ARC 405 Architectural Design Fundamentals:</td>
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<td>Redfield, Wendy</td>
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<td>B. A. Architecture</td>
<td>Registered Architect, Virginia</td>
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<td>Rider, Traci Rose</td>
<td>Director of Downtown Design Studio, Research Associate</td>
<td>B. Arch. M.S. Human-Environment Relations Ph. D. Design</td>
<td>Board of Directors &amp; Treasurer, NC Triangle Chapter of USGBC Member, AIA Member, Society of Building Science Educators</td>
<td>ARC 509 Sustainable Architecture</td>
<td>Partner, Trace Collaborative, LLC, Chapel Hill, NC</td>
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<td>Schaffer, Kristen</td>
<td>Associate Professor</td>
<td>B.A. Env. Design M.A. Hist of Arch &amp; Urbanism Ph.D., Hist of Arch &amp; Urbanism</td>
<td>N/A</td>
<td>ARC 241 Introduction to World Architecture ARC 242 History of Western Architecture ARC 590 American City Planning Hist ARC 590 The Plan of Chicago ARC 590 The City of New Orleans ARC 590 The World Trade Center</td>
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<td>Stallings, Dennis</td>
<td>Adjunct Associate Professor</td>
<td>B. Environmental Design in Arch. M. Arch.</td>
<td>Member, AIA Licensed, North Carolina</td>
<td>ARC 502 Professional Architecture Studio II</td>
<td>Principal, The Freelon Group, Research Triangle Park, NC Principal, Pearce Brinkley Cease + Lee PA, Raleigh, NC</td>
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<td>Stoll, Katrina</td>
<td>Teaching Fellow</td>
<td>B.A. Cultural Anthropology M. Arch.</td>
<td>IDP in progress</td>
<td>ARC 202 ARC 403 ARC 441 ARC 590</td>
<td>Architectural Intern, Studio Gang, Chicago</td>
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<td>Thomas, Robert</td>
<td>N/A</td>
<td>B.S. Arch. M. Arch.</td>
<td>Member, AIA Member, Triangle Area Design Society Licensed, North Carolina</td>
<td>ARC 403 Environmental Studio ARC 405 Technology Studio ARC 503 Professional / Comprehensive Studio</td>
<td>Associate/Lead Designer of Studio, FREELON, Research Triangle, NC Principal, Kenneth E Hobgood, Architects, Raleigh, NC</td>
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<td>Weinstein, Ellen</td>
<td>Professor of Practice</td>
<td>B.S. Landscape Architecture M. Arch.</td>
<td>Registered, North Carolina Member, North Carolina AIA (former Board Member) Member, AIA Triangle (former Section President) Member, USGBC</td>
<td>ARC 301 Architectural Design: Intermediate ARC 402 Architectural Design: Advanced ARC 404 Architectural Design: Fundamentals: Form</td>
<td>Dixon Weinstein Architects, Chapel Hill, NC Weinstein Friedlein Architects, Carrboro, NC</td>
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## Part Two: Educational Outcomes and Curriculum

### II.1 STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

#### II.1.1 Student Performance Criteria

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Remarks:

1. ARC 402 studio can be replaced by a 6-credit studio in another Dept. in the College of Design.
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<td>ARC 561</td>
<td>ARC 561</td>
<td>The Practice of Architecture</td>
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</tbody>
</table>

### Remarks
1. Specifically required if Final Project is undertaken.
II.2 Curricular Framework

II.2.1 Regional Accreditation

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1515 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 6, 2005

Dr. James L. Oblinger
Chancellor
North Carolina State University
Campus Box 7001
Raleigh, NC 27695-7001

Dear Dr. Oblinger:

The following action regarding your institution was taken at the December 2004 meeting of the Commission on Colleges:

The Commission reaffirmed accreditation. No additional report was requested.

All institutions are requested to submit an “Impact Report of the Quality Enhancement Plan on Student Learning” five years after their reaffirmation review. Institutions will be notified by the Executive Director regarding its specific due date. For more information regarding the Impact Report, access www.sacscoc.org/commpub1.asp#Policies and click onto “Reports Submitted for Committee of Commission Review.”

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

[Signature]

James T. Rogers
Executive Director
Commission on Colleges.

JTR:era

cc: Dr. Tom E. Benberg.
II.2.2 Professional Degrees and Curriculum

*Bachelor of Environmental Design*
A four-year pre-architecture degree for students with a high school diploma.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>D100 Design Thinking I</td>
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<td>D101 Design Thinking II</td>
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<tr>
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<td>AR 162 Introduction to Architecture</td>
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<td>GEP Mathematical Science</td>
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<td>GEP* Mathematical Science</td>
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<td>GEP PE &amp; Healthy Living</td>
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<tr>
<td>YEAR 2</td>
<td>ARC 201 Arch. Design: Environment</td>
<td>6</td>
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<td>ARC 211 Natural Systems</td>
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<td>ARC 232 Structures &amp; Materials</td>
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<td>ARC 241 Introduction to World Architecture</td>
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<td>ARC 242 History of Western Architecture</td>
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<td>GEP Humanities</td>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>ARC 301 Arch. Design: Intermediate</td>
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<td>ARC 302 Arch. Design: Technology</td>
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<td>ARC 331 Architectural Structures I</td>
<td>3</td>
<td>ARC 332 Arch. Structures II</td>
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<td></td>
<td>ARC 432 Arch. Construction Systems</td>
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<td>GEP Social Sciences</td>
<td>3</td>
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<tr>
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<td>ARC 441 History of Contemporary Architecture</td>
<td>3</td>
<td>GEP Natural Science with Lab</td>
<td>4</td>
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<tr>
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<td>GEP PE &amp; Healthy Living</td>
<td>1</td>
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<tr>
<th>YEAR 4</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>ARC 401 Arch. Design: Urban</td>
<td>6</td>
<td>ARC 42 Arch. Design: Advanced</td>
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<td>ARC 490 Prague Studio: Urban</td>
<td>3</td>
<td>ARC 414 Environmental Controls Systems</td>
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<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective (300 –level or above)</td>
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<tr>
<td></td>
<td>GEP Additional Breadth: Math/Natural Science</td>
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<td>12</td>
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</tr>
</tbody>
</table>

**Total Minimum Credits 126**

**NOTES**
- No more than one studio may be taken in any semester.
- Foreign language proficiency at 102 level is required for graduation but does not count toward the degree requirements.
1. ARC 402 Architectural Design: Advanced may be substituted with one 6 credit-hour design studio from the following list: ADN 400, 460, 470, 480, GD 201, 202, ID 201, LAR 200 and 400.

2. The sequence of free elective and GEP courses is illustrative only and not mandatory. Students may schedule elective courses in any order, which supports their educational objectives.

3. The Fall Semester of the Senior Year may be taken at the Prague Institute or some other approved international program.

*General Education Program (GEP) requirements and GEP Footnotes:
To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html.

1. Mathematical Sciences (6 credit hours – one course with MA or ST prefix). Choose from the University approved GEP Mathematical Sciences course list.

2. Natural Sciences (7 credit hours – include one laboratory course or course with a lab). Choose from the University approved GEP Natural Sciences course list.

3. Humanities (6 credit hours selected from two different disciplines/course prefixes). Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: ARC 242 fulfills 3 hours of this requirement. Choose an additional 3 hours in a discipline other than ARC.

4. Social Sciences (6 credit hours selected from two different disciplines/course prefixes). Choose from the University approved GEP Social Sciences course list.

5. Physical Education/Healthy Living (2 credit hours – at least one 100-level Fitness and Wellness Course). Choose from the University approved GEP Physical Education/Healthy Living course list.

6. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists: Mathematical Sciences/Natural Sciences/Engineering)

7. Interdisciplinary Perspectives (5-6 credit hours). Satisfied by courses taken as part of the major requirements.

8. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better ) The following Co-Requisites must be satisfied to complete the General Education Program requirements:

9. U.S. Diversity (USD). Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.

10. Global Knowledge (GK). Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.

11. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.
**Bachelor of Architecture**
For students with a four-year undergraduate pre-professional degree in architecture (BEDA degree or equivalent).

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ARC 501 Professional Architecture Studio I</td>
<td>6</td>
<td>ARC 502 Professional Architecture Studio II</td>
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<tr>
<td>ARC 581 Final Project Preparation</td>
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<td>ARC 561 Practice of Architecture</td>
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<td>ARC Elective*</td>
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<td><strong>Total Credits 30</strong></td>
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* ARCH electives must be at the 500 level or above.

**Master of Architecture (Track 1)**
For students with a four-year undergraduate pre-professional degree in architecture (BEDA degree or equivalent).

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARC 500 Arch. Design: Professional Studio</td>
<td>6</td>
<td>ARC 503 Advanced Architectural Design</td>
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<tr>
<td>ARC Elective*</td>
<td>3</td>
<td>ARC Elective*</td>
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<td>12</td>
<td>12</td>
<td><strong>Total Credits 48</strong></td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARC 503 Advanced Architectural Design</td>
<td>6</td>
<td>ARC 503 Advanced Architectural Design or ARC 598 Final Project Studio**</td>
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<tr>
<td>ARC Elective* or ARC 697 Final Project Research**</td>
<td>3</td>
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<tr>
<td>ARC or College of Design Elective*</td>
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<td>ARC or College of Design Elective*</td>
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<td>12</td>
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<td><strong>Total Credits 48</strong></td>
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*Architecture Electives: 21 credits, must include ARC 561 Professional Practice and may include 6 credits taken from 400 level or above courses offered within the College of Design with LAR, ID, GD, or A+D prefixes. ARC courses must be at the 500 level or above.

** If the faculty approves the student to undertake a Final Project, the student must take ARC 697 Final Project Research as 3 credits of Architecture Elective and will substitute ARC 598 Final Project Studio for the ARC 503 Studio in the last semester.
### Master of Architecture (Track 3)
For students without a pre-professional degree in architecture.

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<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>ARC 403 Arch. Design Fund: Environment</td>
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<td>ARC 211 Natural Systems and Architecture</td>
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<td>ARC 232 Structures &amp; Materials</td>
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<td>ARC 241 Introduction to World Architecture</td>
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<td>ARC 242 History of Western Architecture</td>
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<td>ARC 450 Architectural Drawing</td>
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<td>ARC 251 Digital Representation</td>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>ARC 405 Arch. Design Fund: Building Tech.</td>
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<td>ARC 500 Arch. Design: Professional Studio</td>
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<td>ARC 331 Architectural Structures I</td>
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<td>ARC 332 Architecture Structures II</td>
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<tr>
<td>ARC 432 Architectural Construction Systems</td>
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<td>ARC 414 Environmental Control Systems</td>
<td>3</td>
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<tr>
<td>ARC 441 History of Contemporary Architecture</td>
<td>3</td>
<td>ARC or College of Design Elective</td>
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<table>
<thead>
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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 503 Advanced Architectural Design</td>
<td>6</td>
<td>ARC 503 Advanced Architectural Design</td>
<td>6</td>
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<tr>
<td>ARC or College of Design Elective*</td>
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<td>ARC Elective* or ARC 697 Final Project Research**</td>
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<td>ARC or College of Design Elective*</td>
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<table>
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<tr>
<th>YEAR 4</th>
<th>Fall Semester</th>
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<tr>
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<td>ARC or College of Design Elective*</td>
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</table>

Total Credits 96

*Architecture Electives: 21 credits, must include ARC 561 Professional Practice and may include 6 credits taken from 400 level or above courses offered within the College of Design with LAR, ID, GD, or A+D prefixes. ARC courses must be at the 500 level or above.

** If the faculty approves the student to undertake a Final Project, the student must take ARC 697 Final Project Research as 3 credits of Architecture Elective and will substitute ARC 598 Final Project Studio for the ARC 503 Studio in the last semester.

**Concentrations**

Students in the M.Arch accredited programs may elect to pursue a 15-credit interdisciplinary certificate. A Graduate Certificate Program (GCP) is a prescribed set of regular graduate level academic courses, designed by an academic department or program and taken for credit by lifelong education students (PBS) and/or current degree program students. The proposed certificate program must be approved by the Administrative Board of the Graduate School. These certificates
do not require any coursework outside the required curriculum, but allow students opportunity to cluster their elective studios and seminars into a concentrated area of expertise. At the current time, two certificate programs are working their way through the approval process, and have been approved by the Faculty of the School of Architecture: Energy & Technology in Architecture and City Design. Two further certificates are under development: Housing & Engagement and Design for Discovery: Labs. As of August, 2011, the first two certificate programs are under consideration by the College of Design Curriculum Committee. Detailed descriptions of the certificate programs will be provided to the Visiting Team. Following that step, the approval process moves out of the College and the following steps remain:

- The Administrative Board of the Graduate School
- Graduate Operations Council
- University Planning & Analysis informed (Graduate School). SACS notified if necessary.
- Dean of the Graduate School approves and submits to Provost.
- Vice Provosts informed.
- Endorsed by the Deans Council
- Endorsed by Executive Officers.
- University Council informed
- Board of Trustees informed
- Provost approves and notifies University of North Carolina General Administration in writing so the new Certificate Program can be added to the UNC Inventory.

**Minimum Number of Credit Hours Required for Each Semester**

Rather than a required minimum number of credit hours required for each semester, we have typical course loads. There may be reasons why a student needs to attend a program for a certain period of time with a low course load, such as lack of financial resources, or special professional opportunity. Students on financial aid must take a minimum of 9 credit hours per semester.

According to the B.Arch curriculum, students are required to take 15 credit hours per semester to complete the program in one year. However, most of the NC State BEDA students, as well as most external students, have begun to take graduate Architecture seminars in their senior year, due to early fulfillment of their required undergraduate credit hours (this may result from advanced placement credit, for example). Students are allowed to transfer 12 credit hours into their graduate program. Thus a more typical load for B.Arch students is 12 credit hours per semester – one studio and two seminars.

Students in the M.Arch Track 1 typically take 12 credit hours per semester, which is how their curriculum is written.

Prior to 2011, students in the M.Arch Track 3 who followed their prescribed curriculum took 15 credit hours per semester for the first four semesters, and 12 credit hours for the remaining three semesters. For the entering class of 2011-2012, we have introduced a summer preparatory course, which allows them to take two of their first year courses, ARC 450 Architectural Drawing and ARC 251 Digital Representation, in the second summer session before they begin their studios. Since summer 2009 we have been offering at least two advanced architecture seminars each summer. These two alterations will allow students in the M.Arch Track 3 program to take 12 hours per semester throughout their degree program. If they take summer courses throughout their program, they can actually reduce the length of the program by one semester.
### COURSE CONTENT & CREDIT DISTRIBUTION

#### Bachelor of Environmental Design in Architecture

<table>
<thead>
<tr>
<th>Required Courses with Architectural Content</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ARC 162 Introduction to Architecture</td>
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<td>ARC 232 Structures &amp; Materials</td>
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<td>ARC 241 Introduction to World Architecture</td>
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<tr>
<td>ARC 242 History of Western Architecture</td>
<td>3</td>
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<tr>
<td>ARC 251 Digital Representation</td>
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<td>ARC 414 Environmental Systems</td>
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<td>ARC 432 Architectural Construction Systems</td>
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<td>ARC 441 History of Contemporary Architecture</td>
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<td>ARC 202 Architectural Design: Form</td>
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<td>ARC 301 Architectural Design: Intermediate</td>
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<td>ARC 302 Architectural Design: Technology</td>
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<td>ARC 401/ARC 490 Architectural Design: Urban</td>
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<td>ARC 402 Architectural Design: Advanced</td>
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<td><strong>Total Required with Architectural Content</strong></td>
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<td><strong>Required Courses with other than Architectural Content</strong></td>
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<td>D102 Design Culture &amp; Context I</td>
<td>3</td>
</tr>
<tr>
<td>D103 Design Culture &amp; Context II</td>
<td>3</td>
</tr>
<tr>
<td>D104 First Year Studio I</td>
<td>4</td>
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<td>D105 First Year Studio II</td>
<td>4</td>
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<tr>
<td><strong>Total Required with Other Content</strong></td>
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<tr>
<td><strong>Elective Courses with other than Architectural Content</strong></td>
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<td>Mathematical Sciences</td>
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<td>PE &amp; Healthy Living</td>
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<tr>
<td>Humanities</td>
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<td>Social Science</td>
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<td>7</td>
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<tr>
<td>Additional Breadth</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Elective with Other Content</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td><strong>Total Elective with Other Content</strong></td>
<td><strong>31%</strong></td>
</tr>
<tr>
<td><strong>Total Credit Hours in BEDA Program</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>
Bachelor of Architecture

<table>
<thead>
<tr>
<th>Required Courses with Architectural Content</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 501 Professional Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 502 Professional Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 561 Practice of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 581 Project Prep Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required with Architectural Content</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**60%**

<table>
<thead>
<tr>
<th>Elective Courses with Architectural Content</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Graduate Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Elective with Architectural Content</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**40%**

**Total Credit Hours in B.Arch. Program** 30*

*The transcripts from students entering the B.Arch from non-NC State pre-professional programs are carefully reviewed to determine whether they have completed the required professional coursework. If courses are found lacking, these must be added to the 30 hours required for the degree. This is a common situation. It would be extremely rare to find a student without 54 credit hours of general education. A possible exception might be an international student, but international students do not qualify for the B.Arch program, because they are lacking too much professional content. They would be steered to the M.Arch Track 1, with added prerequisites.

Master of Architecture Track 1

<table>
<thead>
<tr>
<th>Required Courses with Architectural Content</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Professional Content from Pre-Professional Degree*</td>
<td>69)</td>
</tr>
<tr>
<td>ARC 500 Advanced Architecture</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503 Professional Studio x 3</td>
<td>18</td>
</tr>
<tr>
<td>ARC 561 Practice of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses with Architectural Content</td>
<td></td>
</tr>
<tr>
<td>ARC Electives**</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Professional Credit Hours</strong></td>
<td>108</td>
</tr>
</tbody>
</table>

Elective Courses with other than Architectural Content

<table>
<thead>
<tr>
<th>ARC or COD Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pre-Professional Degree**</td>
<td>50)</td>
</tr>
<tr>
<td><strong>Total Elective Credit Hours</strong></td>
<td>59</td>
</tr>
<tr>
<td><strong>Total Credit Hours in NC State M.Arch Track 1 Program</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

*Transcripts from students’ pre-professional degree programs are individually reviewed to determine whether they have completed the prerequisite coursework. If courses are found lacking, these must be added to the 48 hours required for the degree.

**Students wishing to take advanced course work in other colleges in the university may do so with permission of the Director of Graduate Programs. For example, M.Arch students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill, or a course in advanced materials engineering from Industrial Engineering at NC State.
### Master of Architecture Track 3

<table>
<thead>
<tr>
<th>Required Courses with Architectural Content</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 403, ARC 404, ARC 405 Design Fundamentals</td>
<td>18</td>
</tr>
<tr>
<td>ARC 500 Comprehensive Studio</td>
<td>6</td>
</tr>
<tr>
<td>ARC 503 Advanced Architectural Design</td>
<td>18</td>
</tr>
<tr>
<td>ARC 211 Natural Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARC 241 Intro to World Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 242 History of World Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 441 History of Contemporary Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 450 Architectural Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARC 251 Digital Representation</td>
<td>3</td>
</tr>
<tr>
<td>ARC 232 Structures &amp; Materials</td>
<td>3</td>
</tr>
<tr>
<td>ARC 331 Structures I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 332 Structures II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 432 Arch. Construction Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARC 414 Environmental Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARC 561 Practice of Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

| Elective Courses with Architectural Content                                      |              |
| ARC Electives**                                                                 | 12           |
| Total Professional Credit Hours*                                                | 87           |

| Elective Courses with other than Architectural Content                          |              |
| ARC or College of Design Advanced Electives**                                   | 9            |
| (Student’s Undergraduate Degree***                                             | 45           |
| Total Elective Credit Hours                                                    | 9            |
| Total Credit Hours                                                              | 141          |
| Total Credit Hours in NC State M.Arch Track 1 Program                           | 96           |

*The transcripts of each student are carefully scrutinized upon enrollment to determine whether any of the professional courses have been taken in prior academic work. For example, we may have a student entering the program having completed a degree in architectural engineering. This student may not be required to take Digital Representation or Structures or Materials.

** Students wishing to take advanced course work in other colleges in the university may do so with permission of the Director of Graduate Programs. For example, M.Arch students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill, or a course in advanced materials engineering from Industrial Engineering at NC State.

***An assumption is made that students entering the M.Arch Track 3, all of who come from non-architecture backgrounds, will have completed at least 45 hours of general education in their undergraduate degrees. This track also allows students to select their advanced electives from any graduate program in the College of Design. Students wishing to take advanced course work in other colleges in the university may do so with permission of the Director of Graduate Programs. For example, M.Arch students may wish to take a course in Urban & Regional Planning at UNC Chapel Hill, or a course in advanced materials engineering from Industrial Engineering at NC State.

**OFF CAMPUS PROGRAMS**

The Prague Institute ([http://ncsu.cz/](http://ncsu.cz/)) is an opportunity for one semester of study in the Master of Architecture program, Tracks 1 and 3. Attendance is through voluntary selection on the part of the students. Students in the B.Arch may not study off campus, unless they wish to add a semester to their program. Students stay at the Prague Institute for one semester. Generally, architecture students attend in the fall, but they are also allowed to attend the Landscape Architecture semester in the spring, when the course offerings are quite similar.
Facilities:
The Prague Institute is a self-sustaining branch of North Carolina State; it occupies three floors of a 13th century building and courtyard in the center of Prague’s historic district. Teaching resources include two large lecture rooms, two seminar rooms, three studios, a Common Room, two computer labs, and kitchens for students' use.

Course requirements:
Students in the Prague semester typically take one studio (6 credit hours) and two seminars (3 credit hours each). Courses are selected from the following menu:

**ARC 590K: Sustainable Architecture & Urbanism (3 credits)**
This seminar is an exploration, investigation and discovery of how the physical world and its physical elements/forms/shapes/spaces speak to us and how we understand them in an experiential/sensual/feeling way–how we (as designers) can use that understanding to create our design vocabulary in order to design a specific experience/mood/character of the environment with the intentional use of appropriate physical elements/forms/shapes/spaces. We have the advantage of conducting these studies in the city of Prague that has an incremental, historical context as well as contemporary examples of urban design, sustainable architecture and a rich social and cultural life.

**ARC 590D: Drawing (3 credits)**
The course covers a variety of techniques and media to teach the student how to draw. No experience is necessary. Perspective, still life, the landscape, cityscape, and the human figure will be the subjects of each period assignment. On-site drawing sessions taking the students to interesting localities throughout the city, as well as model drawing in the studio, will complete the comprehensive drawing instruction. Students will create a CD portfolio.

**ARC 503.002: Sustainable Architecture Studio (6 credits)**
Students will learn passive design in site development and building strategies to improve energy efficiency, water usage, and responsible stewardship of our environment. Projects will be selected from urban sites in Prague as well as rural or suburban sites in the Czech Republic. Study of vernacular examples from different cultures around the world will provide the basis of research.

**ARC 503.001: Urban Design Studio (6 credits)**
Students will navigate the differences and similarities between particular urban artifacts (such as buildings and monuments) and the city as a complex whole: as the stage of the human drama (at least the urban portions of the drama). Accepting that the city itself can be understood as an artifact, one can see these artifacts as the effects of (and catalysts for) various principles or forces, which, over time, can exert influence upon a city. Most generally, these forces are either generative, destructive or neutral. Specifically, they may be of varied nature: they may be military, technological, philosophical, theological, historical, geographical, social, medical, climactic, economic, artistic, or even perhaps, the product of pure chance.

**Additional Off-Campus Opportunities**
Students may elect to participate in a study abroad program offered by another university or school. This must be a professional school of architecture (not necessarily accredited by NAAB because of international provenance). We steer students to programs we know, and are comfortable with the quality of the instruction. Arrangements are made through the NC State Study Abroad Office, but students must work out ahead of time with the DGP the courses they will take and how they will fit into the curriculum. Students are not guaranteed course credit until they return and present the work to the Director of Graduate Programs and the Head of the School of Architecture. In recent years, NC State M.Arch students have studied at the Architectural Association in London and Universidad Catolica de Valparaiso, Chile.
II.2.3 Curriculum Review and Development

Curricular Review Process

Within the School of Architecture, our curriculum is under constant review. We evaluate elements of the curriculum each semester, both by rotation and by urgency. This has particularly been the case during recent budget cuts, as we seek out redundancies or inefficiencies that can be eliminated. Curriculum issues may be identified by students in the program, by faculty, by the Department Head (perhaps in response to changes in NAAB Conditions for Accreditation), by Dean Malecha, by alumni, or by our Advisory Committee. Once identified, course or curriculum issues are discussed by the faculty and then sent to the School of Architecture Curriculum Committee, or are sent directly to the committee by the Head of the School for discussion by the committee. The Curriculum Committee is responsible for monitoring the professional program curricula, reviewing or developing any changes to curricula, and bringing any action items to the faculty for action.

Members: 3 full-time faculty
Elected: By full-time faculty
Term: Faculty serve 3 years, third year as chair
Calendar: Meet throughout the year
2010 – 2011: Chair Kristen Schaffer; Members Wayne Place, Patricia Morgado, Jianxin Hu
2011-2012: Chair Tom Barrie; Members Jianxin Hu, Sara Queen

The Curriculum committee makes recommendations to the faculty. A vote is taken on all changes by the voting (tenure track) faculty in a faculty meeting.

Changes to courses, or curriculum must be approved by the College of Design Curriculum Committee and the College of Design Graduate Committee. From there, course changes in the form of a Course Action Form, or Curriculum Changes in the form of a memo proceed to consideration and approval by the Dean of the College of Design and the Dean of the Graduate School. Approved Course Action Forms are kept on file in the School of Architecture and in the Graduate School.

Changes in courses can go into effect immediately. Changes in curriculum affect the next group of incoming students, or current students if they choose to make the switch.

Licensed architects on the faculty of the School of Architecture participate in the Curriculum Committee and the faculty discussions, evaluations, and vote.

Additionally, our Advisory Committee, comprised of licensed architects from North Carolina, is presented with a review of changes at their meetings, where we seek their input and commentary. We seek to hold these meetings at least once per academic year.
Composition of the Advisory Committee in 2010-2011:

<table>
<thead>
<tr>
<th>Name</th>
<th>Firm</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Weinstein</td>
<td>Weinstein Friedlein</td>
<td>Carrboro, NC 27510</td>
</tr>
<tr>
<td>Ben Benson</td>
<td>Jenkins Peer</td>
<td>Charlotte, NC 28284</td>
</tr>
<tr>
<td>Chris Brasier</td>
<td>Clark Nexsen</td>
<td>Durham, NC 27701</td>
</tr>
<tr>
<td>Chad Everhart</td>
<td>Chad Everhart+ ASU</td>
<td>Boone, NC 28607</td>
</tr>
<tr>
<td>Kenneth Friedlein</td>
<td>Dixon Weinstein</td>
<td>Carrboro, NC 27510</td>
</tr>
<tr>
<td>Brett Hautop</td>
<td>Vernacular Studio</td>
<td>Raleigh, NC 27603</td>
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<tr>
<td>Kristen Hart Hess</td>
<td>HH Architecture</td>
<td>Raleigh, NC 27605</td>
</tr>
<tr>
<td>Zena Howard</td>
<td>The Freelon Group</td>
<td>Research Triangle Park, NC 27709</td>
</tr>
<tr>
<td>Phil Kiester</td>
<td>Tise Kiester</td>
<td>Chapel Hill, NC 27514</td>
</tr>
<tr>
<td>Michael Ross Kersting</td>
<td>Michael Ross Kersting</td>
<td>Wilmington, NC 28405</td>
</tr>
<tr>
<td>Kevin Montgomery</td>
<td>O’Brien/Atkins</td>
<td>Research Triangle Park, NC 27709</td>
</tr>
<tr>
<td>Vinny Petrarca</td>
<td>Tonic Design</td>
<td>Raleigh, NC 27608</td>
</tr>
<tr>
<td>Dennis Stallings</td>
<td>Pearce, Brinkley, Cease &amp; Lee</td>
<td>Raleigh, NC 27601</td>
</tr>
<tr>
<td>Erin Sterling</td>
<td>Frank Harmon</td>
<td>Raleigh, NC 27603</td>
</tr>
<tr>
<td>Bob Thomas</td>
<td>Kenneth Hobgood</td>
<td>Raleigh, NC 27603</td>
</tr>
</tbody>
</table>

In addition to our regular review and assessment of the professional programs, the Graduate School conducts reviews and assessments of Graduate Programs every eight years, with the intent of improving the quality of graduate education at NC State.

Curricular Goals and Content of Accredited Degree Programs

Bachelor of Architecture

The Bachelor of Architecture program (the “fifth year”) prepares students for professional practice in architecture. An understanding of the basic principles of architecture and the precedents that have influenced those principles is emphasized. The program encourages the student to identify, test, and explore ideas that will aid in developing a sound intellectual framework for professional work.

The Bachelor of Architecture curriculum is a one-year (two-semester) program of 30 credit hours, which builds upon a four-year pre-professional curriculum such as the NC State College of Design’s Bachelor of Environmental Design in Architecture (BEDA) degree. The first semester architecture studio is faculty-directed and typically involves the design of a building in depth. The second semester studio consists of a student-initiated final project, which has been identified, researched, and programmed the previous semester with general parameters set by the faculty. Required and elective professional seminars in practice, history and theory, architectural technologies, urbanism, energy studies and environmental systems complement the studio.

Master of Architecture

The Master of Architecture is intended as preparation for students to assume responsible roles in the profession of architecture. The majority of recent graduates have chosen to enter private architectural practice, undertaking the rich professional challenges it offers. While acknowledging the primacy of the practice orientation, the Master of Architecture program also prepares students
for alternative careers in architecture as well.

**Track 1:**
For students with a four-year undergraduate pre-professional degree in architecture (BEDA degree or equivalent) that is part of an NAAB-accredited professional program. Generally completed in two years of full-time study. Minimum 48 credit hours.

Architecture Graduate Design Studios (4@6 credits each) 24 credits
Architecture Graduate Electives (5@3 credits each) 15 credits
Architecture or College Graduate Electives (3@3 credits each) 9 credits

**Track 3:**
For students without a pre-professional undergraduate degree in architecture. This Track normally requires three semesters of preparatory work before entering the final two years of graduate study. The final two years are the same as those described for Track One students. Accredited by NAAB. Minimum 96 credit hours unless some prerequisites are waived.
II.3 EVALUATION OF PREPARATION/PRE-PROFESSIONAL EDUCATION

The initial placement of incoming students is determined by the Graduate Admissions Committee prior to enrollment in the Program. The Admissions Committee makes this determination based upon a review of academic records, portfolio, and other evidence they consider relevant. With regard to the B.Arch. and the M.Arch. Track 1, the student must have a pre-professional degree from an accredited School of Architecture. In some cases, a student may be a practicing architect from a foreign country. In this case, their transcripts are carefully scrutinized to ensure they have graduated from a program similar to a combination of the BEDA and B.Arch. If they do not have a professional degree from a recognized international institution, they must apply to the Track 3 program. If they do, but some coursework is either missing or not relevant, additional requirements are placed on their course of study. One example of this is we may require they take the advanced construction methods course to familiarize them with American standards of construction.

In the case of the Track 3 M.Arch., each admitted student’s academic records and portfolio are carefully scrutinized for previous coursework that may be relevant to their architecture studies. These are very carefully considered; if there is doubt, the student must present a course syllabus to establish significant architecture content and equivalency with the required course. Occasionally we have students with master’s degrees in allied professions (Landscape Architecture for example). It is possible, given the quality of their portfolio, which one or more studios may be waived, but it would most likely be an advanced studio rather than a foundation studio. After being enrolled, a student may initiate a waiver review of any required course by submitting a written request to the School Director via the Director of Graduate Programs. The School Director will review the student’s file. If the request seems reasonably supported, a formal review will be conducted. The review shall consist of an interview and examination of the student’s work. The review will be conducted by the Director of Graduate Programs with the School Director present.
II.4 PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
The statement on NAAB accreditation can be found on the School of Architecture website at this location: http://design.ncsu.edu/academic-programs/architecture/links-resources.

This information is also available in the Graduate School Catalogue, which is online only. The location of this information is: http://www.grad.ncsu.edu/catalog/prg.asp?id=ARC.

II.4.2 Access to NAAB Conditions and Procedures
The 2009 NAAB Conditions for Accreditation and the 2010 Procedures for Accreditation (Working Draft) are found on the School of Architecture are downloadable pdfs on this website: http://design.ncsu.edu/academic-programs/architecture/links-resources.

II.4.3 Access to Career Development Information
Linkages to Career Development Information websites can be found on this website: http://design.ncsu.edu/academic-programs/architecture/links-resources.

II.4.4 Public Access to APRs and VTRs
Downloadable pdfs of our Annual reports, NAAB Responses to Annual Reports, The Final Decision Letter from NAAB, the 2011 APR, and the VTR from the 2006 Accreditation Visit can be found on this website: http://design.ncsu.edu/academic-programs/architecture/links-resources.

II.4.5 ARE Pass Results
The link on our webpage to the ARE Exam Pass Results for graduates from NC State can be found here: http://design.ncsu.edu/academic-programs/architecture/links-resources.
Part Three: Progress Since the Last Site Visit

III.1 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

III.1.1 Responses to conditions Not Met

Conditions Not Met

1.4 Social Equity

Significant progress has been made in this area. The student body is now approaching 50/50 male/female ratio, and in some years has had a predominance of female students.

Significant gains have been made in the teaching faculty. In the years since the previous accreditation visit, the faculty of the School of Architecture has moved from 21% female to 50% female, and currently has the first female Head of the School since its founding. During these same years, NC State has increased its female faculty from 29% to just 33%.

We have made smaller strides with ethnic diversity than we would have wished, although strong efforts have been made in this regard. Increased racial diversity is a primary goal across the university, and we have participated in every opportunity we were aware of to be proactive. We recently went through a hiring process, and actively sought out diverse candidates with invitations to apply. We targeted diverse faculty members currently teaching to end of semester reviews to increase their familiarity with our school. We ultimately filled our positions with two women and one Asian male; prior to that our last new addition was also an Asian male. This represents a great deal of progress towards social equity, but we continue to strive to do better in terms of ethnic diversity. We recognize that this is a challenge not just throughout our profession, but also with technological-based universities in general.

We have encountered challenges with retaining our minority students. Our diverse students are offered a special one-credit course taught by the head of Student Services, Tameka Allen, to acclimatize them to both the university and the College of Design. We also attempt to match minority students up with professional mentors, and have access to excellent volunteers from practice. Yet, we have found that the financial, social and cultural demands upon such students are quite different from those of the majority students in ways that make it very difficult for them to “stay the course”. We have determined to undertake a different approach to our recruitment to bring about a higher success rate for diverse students.

Another difficulty in the past was the way in which some of our scholarships and fellowships were framed, -- to favor students with proven design ability as opposed to economic need. This has fortunately changed with some of our most recent endowments.

Our graduate student body has suffered in the past in terms of diversity because we were unable to offer competitive funding offers. However, NC State University has one of the lowest tuitions of our peer institutions. We are now experiencing a leap in international applicants among self-funded students. This has brought significant growth in recent years in applicants and enrollment from China and the Middle East in particular.

13.7 Collaborative Skills

Please refer to answer below (III.1.2).
13.25 Construction Cost Control

We note that in the 2009 Student Performance Criteria this has been changed to Financial Considerations, requiring Understanding rather than Ability. Students in ARC 432 Architectural Construction Systems are given at least two articles in their coursepack about strategies to control construction costs.

In ARC 561, which all students are required to take, Financial Considerations are addressed in the case study projects, a significant part of each student’s grade. Students study one or more actual projects in depth. Information they must research and present for their case studies includes:

- What was the schedule for the project?
- How many square feet of space were involved in new construction or renovation?
- What was the initial project budget and how did it change?
- What were the major change orders on the project?
- Thus, what was the final square foot cost of the project?

Students who elect to take a design/build studio for one of their required studios (ARC 402, ARC 503) must complete a thorough cost estimate for the projects, keep spreadsheets on the budget and are held accountable for all aspects of the construction costs.

III.1.2 Responses to Causes of Concern

"Numerous opportunities for interdisciplinary collaboration, which should be a strength of the School in its College setting are missed or ignored."

There has been a significant change of attitude in the School of Architecture towards providing students with opportunities for interdisciplinary study. Where in the past this might have been seen as depriving the student of one more architecture course he or she could have taken, it is now seen as a way to widen students’ capabilities and understanding of the world into which they will graduate. Our interns are assisting in their practices with marketing and website design – thus we can see value in providing students with multiple opportunities to engage in interdisciplinary collaboration.

The structure of the undergraduate program (BEDA) has changed significantly since the previous visit. Now all students in the College of Design have a common first year. Architecture freshmen share studios and lecture courses with students from Art & Design, Industrial Design, Graphic Design, Landscape Architecture, and Design Studies (a non-studio major). A key intent in this endeavor is to foster friendships across the disciplines and to become acquainted with faculty from other departments so that interdisciplinary and trans-disciplinary efforts will occur throughout their years in the college. We are now forming a “Fourth Year Experience”, where students come back together in elective studios in the fourth year to tackle real life projects using their accumulated knowledge in their chosen field. In spring 2011, BEDA students will have an opportunity to “swing” into this CODE studio, where they will participate in the design of the college website and college publications. Fourth year second semester BEDA students have been allowed to elect to take a studio in a different discipline for a number of years. Students have opted to take studios in landscape architecture, graphic design, and industrial design. One of our top undergraduate students elected in Spring 2011 to “swing” into Art & Design’s semester in Prague, where he studied fashion design.

At the graduate level, opportunities are also increasing for interdisciplinary study, although this is primarily through the options studios and seminars. Architecture and Landscape Architecture offer a joint Urban Design Studio (ARC 503/LAR 500), taught by Visiting Professor Simon
Atkinson. This studio is comprised of equal numbers of students from the M.Arch and the M.L.A program, and they further team up with students in the Masters of City Planning Department at The University of North Carolina at Chapel Hill to enter the ULI Hines Urban Design Competition. We have entered interdisciplinary teams in this competition in 2010 and 2011. In 2010 we placed first nationally, highlighting the value of working collaboratively.

The graduate certificates and post professional degrees we are currently developing are specifically intended to encourage interdisciplinary opportunities for graduate students (the certificates will be available to students in the accredited M.Arch program). The Certificate in Energy & Technology in Architecture encourages students to take courses outside the department, in Industrial Design, Materials Science, Mechanical Engineering, etc. The Certificate in City Design offers students course opportunities in Landscape Architecture, Real Estate and City Planning. At the same time, these certificates will be made available to students from other disciplines, so that our own courses will be open to a wider range of students.

We collaborate with the Department of Landscape Architecture in several areas. We jointly sponsor the Urban Design Studio; we accommodate students who wish to cross register in other studio opportunities on a case-by-case basis. We jointly offer advanced seminars in Place & Place Making, Sustainable Communities, and Anatomy of the City. We are actively exploring ways to increase this effort, in such areas as history, professional practice, materials and methods and construction studios. We work hard to accommodate any graduate student in the College of Design seeking a place in one of our graduate seminars. We also work with the City Planning graduate program in Chapel Hill to place their students in our seminars and on occasion in the urban design studios. We have done this at both the graduate and undergraduate levels. Our students also travel to Chapel Hill to take their seminars in city planning.

Our summer design/build studio is open to students from other disciplines who have a high skill level in their field and can contribute as equal partners in the projects. We have had a civil engineering student and a landscape architecture student participate in the past two summers.

For the first time in 2011, we hired a non-architect as a full-time faculty member. Soolyeon Cho is a mechanical engineer and building scientist with a specialization in energy optimization. A key task will be for him to forge bridges with other disciplines to bring interdisciplinary research into the School. Several faculty are already collaborating across colleges, sharing this work with graduate students research assistants. Wayne Place regularly collaborates with colleagues in Engineering on daylighting research; David Hill has research projects with faculty in the College of Textiles, the College of Engineering, and The College of Humanities and Social Sciences. We have also collaborated with faculty in the College of Agriculture.

III.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

Strengthened expectation for long-range planning, self-assessment, and institutional culture.

As stated above, every public institution’s need to react under pressure to constant changes in funding structures makes it difficult to focus upon long range planning. For instance, we planned for 2010-2011 to be a year of scarcity. At the last minute, the College of Design was spared the harshest cuts, and the School of Architecture received substantial one-time funds, which were then supplemented at mid-year. Planning for the 2011-2012 academic year was made difficult by the legislature not having a state budget resolved until July 1, six weeks prior to the start of school. Not surprisingly, much of our long range planning is focused on how to decrease dependence upon state funding, and to gain independence through funded research, supplemental tuition, and distance learning courses. Our self-assessment cycle has been interrupted by the need to address financial concerns and loss of staff; end of the year retreats
that previously would have focused on course content, have lately been more focused on how to structure the coming year under the constraints of the budget.

We have a much-changed institutional culture since the last accreditation visit, with acquisition of external research funding being the number one priority of the new chancellor. This has caused a significant shift in our faculty from practitioner-based to researcher-based, although our practitioner-based adjunct faculty have actually increased. Some of our senior professor-practitioners have chosen to retire in the face of increased pressure to produce research. At the same time, the junior faculty and graduate students are excited by the challenges of innovation, research and invention, and see a direct connection to new ways and forms of practice. We are in a constant state of self-assessment, striving for continual improvement. Because of external conditions, this is not always as overt or concise as perhaps the changed conditions expect.

**Expectations for statistical reporting expanded.**
As a result of this new expectation, we have formed a good working relationship with the Office of University Planning & Analysis. Previously we used their published statistics and our own admissions data to put together the best statistical report we could structure, although often the figures available to us did not match up with NAAB’s requests. Now they are putting together the tables for us, which is their preference since they have to verify the statistics. This has turned up some anomalies in our reporting to them, particularly with the B.Arch., which we are now working on resolving.

**Changes to Student Performance Criteria**
We have found the changes to the SPC match changes in our own aims and objectives, namely a profoundly increased commitment to environmental sustainability; preparing students for global practice; providing students with increased interdisciplinary and trans-disciplinary opportunities; working hard to increase diversity among students and faculty; and forming a longer-range view of the design of our courses and curricula.

**Documentation that SPC’s have been met prior to admission to the accredited programs.**
Because we are a small school, we have always examined our students’ prior academic qualifications on a one-by-one basis, so this new requirement has not required a change in our operations.
Part 4: Supplemental Information

IV.1 COURSE DESCRIPTIONS
D100: Design Thinking I (2 credits)

Course Description (limit 25 words):
Students will be exposed to methods, theories and applications related to elements of design thinking and process. Through lectures, discussions, and exercises, students will gain tools and knowledge to provoke insight and self-insight in addressing ill-defined problems.

Course Goals & Objectives (list):
• **Appreciate** the influence of personal experiences on the multidisciplinary processes,
• **Identify** the interaction of cultural influences and design,
• **Outline** the design process from early awareness and conceptualization to realization,
• **Evaluate** the usefulness of various design methods for the study of a specific problem, selecting a path of action and justifying the choice,
• **Understand** the relationship between design choices and personally or collectively held values,
• **Outline-Interpret-Reflect-Write** on the subject of the lectures in a manner that can be shared in an open discussion session following the weekly lectures,
• **Express** design thought that reflects a personal approach to the creative process, and,
• **Apply** the design process in various contexts, situations and networks.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
Students have 4 written assignments where they are required to assess their own process and speculate on a shift in that process. They must communicate effectively their ideas for design projects and present verbally throughout the course of the semester. They are graded on rigor of concept and effectiveness of communication on all assignments and in discussion sections.

A. 2. Design Thinking Skills:
Through discussion sections and assignments, students are asked to respond to lectures, incorporate various design thinking methods and evaluate their own design thinking methodology and process.

C.2. Human Behavior
Students are introduced to various methods of behavior and understanding through which they can evaluate their own approach to the design process. History, legacy and environment are discussed as contributors to the design thinking process.

Topical Outline (include percentage of time in course spent in each subject area):
Example:  
- Design Process, Methods and Theories (50%)
- Design Representation and articulation (25%)
- Presentation skills (25%)

Prerequisites: None

Textbooks/Learning Resources:
A selection of readings is distributed throughout the semester. Design Thinking in the Design Disciplines is distributed in the fall.

Offered (semester and year): Fall Only

Faculty assigned
M. Malecha (F/T)
D101: Design Thinking II (2 credits)

Course Description (limit 25 words):
In part II of the two-semester class, students focus on methods and tools for incorporating design thinking into the making process. Guest lecturers will also provide a framework and exposure through which students will begin to understand the broad landscape of design thinking in practice.

Course Goals & Objectives (list):

- **Appreciate** the influence of personal experiences on the multidisciplinary processes,
- **Identify** the interaction of cultural influences and design,
- **Outline** the design process from early awareness and conceptualization to realization,
- **Evaluate** the usefulness of various design methods for the study of a specific problem, selecting a path of action and justifying the choice,
- **Understand** the relationship between design choices and personally or collectively held values,
- **Outline-Interpret-Reflect-Write** on the subject of the lectures in a manner that can be shared in an open discussion session following the weekly lectures,
- **Express** design thought that reflects a personal approach to the creative process, and,
- **Apply** the design process in various contexts, situations and networks.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

A.1. Communication Skills
Students have 4 written assignments where they are required to assess their own process and speculate on a shift in that process. They must communicate effectively their ideas for design projects and present verbally throughout the course of the semester. They are graded on rigor of concept and effectiveness of communication on all assignments and in discussion sections.

A. 2. Design Thinking Skills:
Through discussion sections and assignments, students are asked to respond to lectures, incorporate various design thinking methods and evaluate their own design thinking methodology and process.

C.9. Community and Social Responsibility:
Students are challenged to evaluate their own morals, ethics and understanding of the responsibility of design in a changing and complex world.

Topical Outline (include percentage of time in course spent in each subject area):
Example: Design Process, Methods and Theories (50%)
Design Representation and articulation (25%)
Presentation skills (25%)

Prerequisites: D100

Textbooks/Learning Resources:
A selection of readings is distributed throughout the semester.

Offered (semester and year):
Spring Only

Faculty assigned:
M. Malecha (F/T)
D102: Design Culture & Context I (3 credits)

Course Description (limit 25 words):
“Design, Culture, Context I” Design and Culture is an interdisciplinary survey of the impact of culture on the ideas, styles and expressions of design.

Course Goals & Objectives (list):
- Understand how the design and formal properties of our social and physical environments are shaped by experience and cultural expression.
- The student will construct a conceptual context for “making” that includes critical precedents, cultural contexts, and contemporary frameworks.
- Recognize how technology, economics, and geography impact the “commerce” of things and ideas.
- Learn how past representations of knowledge and design continue to influence current practice.
- Appreciate how theories and tools of practice assist designers, planners and decision-makers in creating more effective and relevant places.
- Appreciate how the design process and the nature of creativity are informed by an awareness of ideas, methods, and sensibilities that are borrowed freely from other peoples and cultures.
- The student will develop and refine his/her skills in cultural awareness, critical observation and research.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
- C.2 Human Behavior; C9 Community & Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
- Knowledge Area(s) satisfied: Broad historical movements and trends as a backdrop for expressions and skills in a design medium. 33%
- Skill(s) Developed: Critical thinking skills and dispositions. Comfort with communication and presentation. 33%
- Values Requirement(s) satisfied: Visual and historical literacy. Critical and technical vocabularies to describe and apply an understanding of design. 33%

Prerequisites: None

Textbooks/Learning Resources:
- Design History: An Interactive Timeline, www.designhistorytimeline.com (DHI)
- Timeline Index: An ongoing index of people, periods, places and events in a chronological context. www.timelineindex.com

Offered (semester and year): Fall Only

Faculty assigned
- K. Rieder (F/T)
D103: Design Culture & Context II (3 credits)

Course Description (limit 25 words):
D103 examines design action and the relationships between design and other systems, chiefly the natural and built environment, society and culture, and technology and economics.

Course Goals & Objectives (list):
• Gain social and cultural perspective as observers and participants in crafting solutions
• Reconcile competing priorities
• Evaluate and critique personal contributions and the input of others
• Appreciate human-centered issues
• Explore design solutions at various scales and environments
• Articulate the connectedness of ideas and solutions
• Provide a context for design action in relation to physical, cognitive, social, cultural, historical, economic, ecological and technological ramifications
• Model the role of design and designers as stewards and, sometimes, agents of social change
• Recognize a wide variety of different types of designers and design approaches upon which to model their own development.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
C.2 Human Behavior; C9 Community & Social Responsibility

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

<table>
<thead>
<tr>
<th>Knowledge satisfied:</th>
<th>Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories and tools of practice assist designers, planners and decision-makers in creating more effective and relevant places. Design and formal properties of our social and physical environments are shaped by experience and cultural expression. Technology, economics, and geography impact the “commerce” of things and ideas. 40%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill(s) Developed:</th>
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<tbody>
<tr>
<td>A personal, social, and discipline-oriented context for a current understanding of the pervasiveness and complexity of design. Animates the motives, processes, applications and outcomes of past, present and future design inquiry. Critical thinking skills and dispositions. 40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values Requirement(s) satisfied:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual literacy. 20%</td>
</tr>
</tbody>
</table>

Prerequisites: None

Textbooks/Learning Resources:
Required Text and Websites:
Design History: An Interactive Timeline, www.designhistorytimeline.com (DHI)
Timeline Index: An ongoing index of people, periods, places and events in a chronological context. www.timelineindex.com

Offered (semester and year): Spring Only

Faculty assigned
K. Rieder (F/T)
D104: First Year Studio I (4 credits)

Course Description (limit 25 words):
A comprehensive introduction to foundational design concepts and methods representative of creative thought and activity across design and artistic disciplines

Course Goals & Objectives (list):
• Fit “form to context” and understand the situated nature of problems at various scales (components, objects, systems, and interconnection of systems).
• Demonstrate ability in observational, schematic and ideational drawing.
• Implement digital photography, xerographic reproduction and digital printing in the execution and documentation of studio work.
• Employ various diagramming and modeling strategies, including concept mapping, representation of time-based or spatial sequences and physical modeling.
• Build prototypes and evaluate the success of ideas by making critical judgments against problem criteria and by framing unique critical perspectives.
• Use writing and speaking as integral to all studio activity, including presentations, demonstrations, discussions, critiques and supporting texts.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

Topical Outline (include percentage of time in course spent in each subject area):
• Drawing and other representational techniques (30%)
• Diagramming (10%)
• Ideation prototypes (30%)
• Building prototypes (20)
• Presentation skills (10%)

Prerequisites: None

Textbooks/Learning Resources:
• Bright Minds, Beautiful Ideas: Parallel Thoughts in Different times, edited by Ed Annink and Ineke Schwartz. BIS Publishers 2003
• You Are Here: Personal Geographies and Other Maps of the Imagination, Katherine Harmon, Princeton Architectural Press 2004

Offered (semester and year): Fall Only

Faculty assigned
• Associate Professor Hernán Marchant (F/T) College of Design
• Associate Professor Fernando Magallanes (F/T) Landscape Department
• Assistant Professor Sarah Queen (F/T) Architecture Department
• Adjunct Assistant Professor Michael Bissinger (P/T) Art and Design Department
**D105: First Year Studio II (4 credits)**

**Course Description (limit 25 words):**
A continuation of the comprehensive introduction to foundational design concepts and methods representative of creative thought and activity across design and artistic disciplines,

**Course Goals & Objectives (list):**
- Demonstrate competencies with respect to observational, schematic and ideational drawing.
- Make use of digital photography, xerographic reproduction and digital printing in the execution and documentation of studio work.
- Employ various diagramming and modeling strategies, including concept mapping, representation of time-based or spatial sequences and physical modeling.
- Fit “form to context” and understand the situated nature of problems at various scales(components, objects, systems, and interconnection of systems).
- Build prototypes and evaluate the success of ideas by making critical judgments against problem criteria and by framing unique critical perspectives.
- Use writing and speaking as integral to all studio activity, including presentations, demonstrations, discussions, critiques and supporting texts.

**Student Performance Criterion/a addressed (list number and title – see list of Criteria):**
A.1. Communication Skills; A.2. Design Thinking Skills; C.1 Collaboration

**Topical Outline (include percentage of time in course spent in each subject area):**
- Drawing and other representational techniques (30%)
- Diagraming (10%)
- Ideation prototypes (30%)
- Building prototypes (20%)
- Presentation skills (10%)

**Prerequisites:**
- D100
- D102
- D104

**Textbooks/Learning Resources:**
- Ching, Frank: “Design Drawing”
- Ching, Frank: “Drawing, a creative process”
- Edwards, Steve, “Photography; a very short introduction”
- Elam, Kimberly, “Geometry of Design”
- Hardwicke Catherine, “Twilight: Director’s Notebook”
- Koberg, Don and Jim Bagnall “The Universal Traveller”
- New, Jennifer, “Drawing from Life; The Journal as Art”
- Smith, Esther, “How to Make Books”
- Uddin, M. Saleh: “Axonometric and Oblique Drawing”

**Offered (semester and year):** Spring Only

**Faculty assigned**
- Associate Professor Hernán Marchant (F/T) College of Design
- Associate Professor Fernando Magallanes (F/T) Landscape Department
- Assistant Professor Sarah Queen (F/T) Architecture Department
- Adjunct Assistant Professor Michael Bissinger (P/T) Art and Design Department
ARC 162 Introduction to Architecture (3 credits)

Course Description:
Key theoretical concepts and fundamental elements and strategies of architectural design illustrated by historically significant buildings and sites.

Course Goals & Objectives:
-to increase the level of architectural awareness by reading the writings of architects and architectural theoreticians
-to reinforce the ability to read critically and effectively comprehend the concepts presented in the readings
-to synthetically apply and interpret such ideas in concurrent classes
-to develop thoughtful reading and writing skills as tools in the consideration and making of architecture

Student Performance Criterion addressed:
A. 7. Use of Precedents

Topical Outline:
Introduction: Ordering of Space and the Elements of Architecture 20%
The Origins of Architecture 20%
Proportion and Space 10%
Architects' Drawings 10%
Precedent and Typology 10%
Space and Sequence 10%
Grounded Architecture 10%
Urbanism and the City 10%

Prerequisites:
Completion of D104 studio concurrent registration in D105, or permission of instructor

Textbooks/Learning Resources: (Examples of course readings)
Frances D.K. Ching's Architecture: Form, Space, and Order

Offered (semester and year): Spring only; annually

Faculty assigned
W. Redfield (F/T)
ARC 201: Architectural Design: Form (6 credits)

Course Description (limit 25 words):
Investigation of relationships between idea and form. Composition and precedent as parameters for generating, developing, and justifying architectural form.

Course Goals & Objectives (list):
- Studies of formal elements and their relationships;
- Studies of compositional principles and ordering systems (as embodied in significant buildings);
- Studies of architectural elements (walls, windows, doors, columns, rooms);
- Comparative studies of different form generating approaches.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.2. Design Thinking Skills: Ability
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents: Ability
A.8. Ordering Systems Skills: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Analysis and study of architectural composition (ordering principles and form making strategies) (40%)
Architectural design (60%)

Prerequisites: None

Textbooks/Learning Resources:
Various readings
Francis D.K. Ching. Form, Space and Order

Offered (semester and year): Spring Only

Faculty assigned
P. Morgado (F/T)
Katrina Stoll (F/T)
J. Johnson Moore (Adjunct)
L. Battaglia (Adjunct)
ARC 202: Architectural Design: Environment (6 credits)

Course Description (limit 25 words):
Investigation of the relationships between environment (Solar orientation, topography, vegetation) and the built form. Particular emphasis on modeling and architectural conventions of communication.

Course Goals & Objectives (list):
At the completion of this course, students will:
- Be aware of the design fundamentals as applied to built form;
- Be aware of the fundamental issues of building design posed as a response to external environmental factors;
- Be aware of the importance of integrating the attributes of the external environment into an architectural design.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 1. Communication Skills Ability
A. 2. Design Thinking Skills: Ability
A. 3. Visual Communication Skills
A. 5. Investigative Skills Ability
A. 6. Fundamental Design Skills Ability
A. 8. Ordering Systems Skills: Understanding
B. 4. Site Design Ability
C. 2. Understanding Human Behavior Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Analysis of context (macro and micro scale) (40%)
Architectural design (40%)
Presentation skills (20%)

Prerequisites: None

Textbooks/Learning Resources:
Various readings
Francis D.K. Ching. Form, Space and Order

Offered (semester and year): Fall Only

Faculty assigned
P. Morgado (F/T)
Sara Queen (F/T)
S. Vance (F/T)
J. Moore (Adjunct)
ARC 211 Natural Systems & Architecture (3 credits)

Course Description:
Exploration of the relationship between architecture and context – natural and cultural. The course covers a spectrum of site related issues, from bio-regionalism to city design.

Course Goals & Objectives (list):
1. To introduce architecture students to the poetics of landscape
2. To provide students with tools to Design with Nature and Design with Climate
3. To engender a strong sense of environmental stewardship
4. To connect students with tools for responsive, universal design at the site scale
5. To introduce concepts of city design, urban planning, urban infrastructure and site development

Student Performance Criteria addressed:

Topical Outline:

<table>
<thead>
<tr>
<th>Spirit of Place</th>
<th>20%</th>
<th>Genius Loci</th>
<th>Project 1: Environmental Autobiography</th>
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<tbody>
<tr>
<td></td>
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<td>Design with Nature</td>
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<td></td>
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<td>Bio-Regionalism</td>
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<td>Landscape Urbanism</td>
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<td>Sustainability &amp; Development</td>
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<tr>
<th>The Nature of Place</th>
<th>40%</th>
<th>Site Analysis</th>
<th>Project 2: 3D Modeling from a topographic map</th>
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<td>Slopes &amp; Topography</td>
<td>UNDERGRADS ONLY</td>
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<td>The Ways of Water</td>
<td>Project 3: Passive Solar Design</td>
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<td>Design with Climate</td>
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<td>Geology &amp; Soils</td>
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<td>Plants &amp; Habitat</td>
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<tr>
<th>The Design of Place</th>
<th>40%</th>
<th>The Design of Settlements</th>
<th>Project 4: Highest and Best Use of a Site Grad Students ONLY</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Overview of Land Planning</td>
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<td>Urban Movement</td>
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<td>Site Circulation &amp; Parking</td>
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<td>Integrated Infrastructure</td>
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<td>Neighborhood &amp; Housing Design</td>
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<td></td>
<td></td>
<td>Universal Design</td>
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Prerequisites:
Enrollment in ARC 201 or ARC 403, or permission of instructor

Textbooks/Learning Resources:
This course utilizes a wide range of online resources, including:
http://calculator.bioregional.com/;
http://www.london2012.com/;
http://reynolds.asu.edu/topo_gallery/topo_gallery.htm;

Offered (semester and year): Fall only; annually

Faculty assigned
R. Abrams (F/T)
ARC 232 Structures & Materials (3 credits)

Course Description:
Construction materials related to structural applications. Theory of structures and the introduction to quantitative analysis. Implications for design, historical examples and current practices. Laboratory and field trips required.

Course Goals & Objectives (list):
• To acquire a basic conceptual framework and vocabulary for dealing with building structures and materials;
• To be able to compare various possibilities for a given application;
• To understand some of the relationships between technical systems of a building and their influence on design.

Student Performance Criterion/a addressed:
Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B.12. Building Materials and Assemblies:
Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Topical Outline
Construction materials and methods (40%)
Structural Concepts (40%)
Laboratory Assignments (20%)

Prerequisites: None

Textbooks/Learning Resources:
Required Textbook(s)

Recommended Textbook(s)
     Wiley: New York, NY.

Offered (semester and year): Spring, Annually

Faculty assigned
     P. Battaglia (F/T)
     D. Gulling (F/T)
ARC 241 Introduction to World Architecture (3 credits)

Course Description (limit 25 words):
History of the built environment (buildings, urban planning, and associated arts) in western and non-western cultures, ranging from dawn of civilization to dawn of modern era.

Course Goals & Objectives (list):
Student Learning Objectives:
After successfully completing this course, students will be able to:
1. Assess the limitations of seeing the world only through the western lens.
2. Explain and compare the major architectural traditions in the context of their cultural, historical, and religious origins and traditions.
3. Identify key examples of world architecture.
4. Evaluate key examples of architecture based upon their responsiveness to cultural needs, environmental constraints, and available technology.
5. Distinguish between vernacular and so-called high-style architecture.
6. Describe key examples of architecture based upon form, symbolic content, design principles, and planning strategies.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Topical Outline (include percentage of time in course spent in each subject area):
Introduction and Orientation (2%)
Indigenous Peoples: Prehistory, Sub-Saharan Africa, North America, South America, Central America (17%)
Ancient Civilizations: Mesopotamian, Persian, Egyptian, Greek, Roman (20%)
South Asia: Hindu, Buddhist (17%)
East Asia: Chinese, Japanese (17%)
Monotheism: Judaism, Christianity, Islam (27%)

Prerequisites: None

Textbooks/Learning Resources:
Marian Moffett, Michael Fazio, and Lawrence Wodehouse, Buildings Across Time: An Introduction to World Architecture, New York: McGraw-Hill, 2009 ($91.57) (This text is also required for ARC 242), AND
Dora P. Crouch and June G. Johnson, Traditions in Architecture: Africa, America, Asia, and Oceania, New York: Oxford University Press, 2001 ($62.95)
Recommended:
Francis D.K. Ching, Mark M. Jarzombek, and Vikramaditya Prakash, A Global History of Architecture, Hoboken, NJ: John Wiley & Sons, Inc., 2007 ($75.00) (This text is required for ARC 242)

Offered (semester and year): Fall, Annual

Faculty assigned: K. Schaffer (F/T)
ARC 242 History of Western Architecture (3 credits)

Course Description (limit 25 words):
History of western architecture (including some landscape architecture and city planning) from the beginnings of the Renaissance in early 15th century to late 19th century.

Course Goals & Objectives (list):
Student Learning Objectives:
After successfully completing this course, students will be able to:
1. Describe, explain, and evaluate key examples of western architecture based on form, symbolic content, design principles, and planning strategies.
2. Explain and compare the major architectural works in the context of their historical and geographical origins.
3. Discuss major architectural works in terms of responsiveness to cultural needs, environmental constraints, and available technology.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
C. 2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
The Renaissance (21.5%)
The Baroque (28%)
The Beautiful, Sublime & the Picturesque (7.5%)
Neo-Classicism (21.5%)
Nineteenth-Century Architecture (21.5%)

Prerequisites: ARC 241 Introduction to World Architecture

Textbooks/Learning Resources:
Required textbooks (from last semester):
And (recommended last semester but required this semester):
New this semester:

Offered (semester and year): Spring, Annually

Faculty assigned: K. Schaffer (F/T)
ARC 251 Digital Representation (3 credits)

Course Description (limit 25 words):
Project based methodological investigation of digital representation in architecture including: two- three- and four-dimensional media. Purchase of laptop and necessary software required.

Course Goals & Objectives (list):
Students will be given a series of assignments in which they will investigate raster, vector, modeling, and rendering technologies. Upon successful completion of the course, students should be able to:

- Apply various digital visualization tools to enhance their design process
- Represent and communicate their design concepts in a variety of graphic methods
- Identify the effect design tools have upon perception and the design process
- Outline the effect representational techniques have upon the interpretation of design artifacts
- Use various resources, including online tutorials, to learn digital representation applications

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A3 Visual Communication Skills, A7 Use of Precedents

Topical Outline (include percentage of time in course spent in each subject area):
- Digital 3D modeling (50%)
- Digital representation skills (50%)

Prerequisites: M.Arch Track 3 Student

Textbooks/Learning Resources: No required textbooks. Various manuals and tutorials placed on course website. Topical reading assignments available on College of Design library reserve.

Offered (semester and year): Spring or Summer, Annually

Faculty assigned
D. Hill
S. Queen
ARC 301: Architectural Design: Form (6 credits)

Course Description (limit 25 words):

Focus is on creative thought processes, visual thinking, idea generation using architecture as the medium of expression with emphasis on composition, form, space & program, modeling and drawing.

Course Goals & Objectives (list):

This studio explores design as an experimental endeavor. Invention and investigation are encouraged to offer students the opportunity to familiarize themselves with the fundamental principles of architectural design.

Goals for this studio is to offer a slightly broader learning experience at the first year junior level and to insure that by semesters end students have had exposure to fundamental elements of architectural composition, form, space and idea generation to enable them to produce meaningful and appropriate design solutions.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1 Communication Skills
A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
B.2 Accessibility
C.3 Client Role in Architecture

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

Representational skills such as drawing, model making, computer modeling are integrated and often a simultaneous means of problem solving and expression. Each can share an equal percentage of emphasis in the intermediate design studio.

Prerequisites: None

Textbooks/Learning Resources:
Form Space & Order, Francis Ching
Analysis Of Precedent, Clark / Pause
Twenty Building Every Architect Should Understand, Simon Unwin
Analysing Architecture, Simon Unwin

Offered (semester and year): Fall Only

Faculty assigned
P. Morgado (F/T)
E. Weinstein (Adjunct)
E. Pazienza (Adjunct)
ARC 302: Architectural Design: Technology (6 credits)

Course Description (limit 25 words):
Architectural design studio emphasizing the nature and use of architectural structures, materials, and construction systems in building design.

Course Goals & Objectives (list):
Upon the successful completion of this course, the student will:
- understand the essential properties, possibilities and limitations of several common structural systems, environmental/energy systems, materials, enclosure systems, and construction systems
- understand the distinctions between structural and non-structural enclosure systems for buildings, including how these distinctions offer opportunities for meaningful articulation and expression
- understand concepts of modularity, prefabrication, repetition, economy and assembly as they relate to building design and traditional construction practices
- understand how circulation systems affect the design of buildings and be able to integrate horizontal and vertical circulation systems and code requirements for egress into a building design
- be able to compare and evaluate technical systems and evaluate their expressive role in selected examples of built architecture
- be able to organize and design simple structural systems to withstand gravity and lateral forces and to accommodate distribution requirements for common environmental control systems
- be able to select building materials and assemblies as integral parts of the design of a building

In summary, the student will be able to understand and incorporate into the design of a building the interdependence of structure, space and form.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

Topical Outline (include percentage of time in course spent in each subject area):
Pre-design – site analysis, program analysis and site planning (10%)
Schematic Design – spacing planning, vertical & horizontal circulations, elevation design and material selections (20%)
Technical development – building enclosure, materials and assemblies (20%)
Technical development – structure (20%)
Technical development – environmental control systems (10%)
Physical model / mock-up (20%)

Prerequisites:
Bachelor of Environmental Design in Architecture majors; ARC 301, ARC 331, Co-requisite: ARC 332, ARC 414

Textbooks/Learning Resources: No textbook required

Offered (semester and year): Spring Only

Faculty assigned
P. Battaglia (F/T)
W. Place (F/T)
J. Hu (F/T)
T. Martin (Adjunct)
ARC 331 Architectural Structures I (3 credits)

Course Description (limit 25 words):
The structural design process, including:
1. Selection of appropriate structural elements and assemblies of elements
2. The use of physical models and computer models for geometric exploration and understanding structural behavior
3. The use of design guidelines and rules of thumb.
   I. The use of look-up tables

Course Goals & Objectives (list):
After taking this course, the students will
• Be able to apply basic design guidelines and rules of thumb to understand how far various common structural elements and systems will economically span and be able to establish appropriate proportions for those elements.
B. Understand the nature and magnitude of various natural and made-made forces that will affect a structure.
C. Understand the basic nature of the common building materials and know where and how they are best used.
D. Understand how to analyze a simple structure using basic laws of mechanics.
E. Be able to use standard “look-up” references to size columns.
F. Understand the underlying principles employed in computerized structural analysis.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 8. Ordering Systems Skills
A. 11. Applied Research
B. 9. Structural Systems
B. 10 Building Envelope Systems
B. 12 Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
The structural design process, including:
4. Loads. (10%)
5. Structural properties of materials. (10%)
6. Selection of appropriate structural elements and assemblies of elements. (20%)
7. The use of physical models and computer models for geometric exploration and understanding structural behavior. (20%)
8. The use of design guidelines and rules of thumb. (20%)
II. The use of look-up tables. (10%)
III. The use of detailed analytic methods for the final sizing of elements. (10%)

Prerequisites: ARC 232

Textbooks/Learning Resources:

Offered (semester and year): Fall, Annually

Faculty assigned
W. Place (F/T)
ARC 332 Architectural Structures I (3 credits)

Course Description (limit 25 words):
The structural design process, including:
9. Selection of appropriate structural elements and assemblies of elements.
10. The use of physical models and computer models for geometric exploration and understanding structural behavior.
11. The use of design guidelines and rules of thumb.
IV. The use of look-up tables and economic analysis.
V. The use of detailed analytic methods for the final sizing of elements.

Course Goals & Objectives (list):
After taking this course, the students will
• Be able to apply basic design guidelines and rules of thumb to understand how far various common structural elements and systems will economically span and be able to establish appropriate proportions for those elements.
G. Understand the nature and magnitude of various natural and made-made forces that will affect a structure.
H. Understand the basic nature of the common building materials and know where and how they are best used.
I. Be able to use standard "look-up" references for common structural elements, such as beams and trusses, to size those elements and estimate their cost.
J. Understand how to analyze a simple structure using basic laws of mechanics.
K. Understand the underlying principles employed in computerized structural analysis.
L. Be able to use a computer to analyze simple structural systems.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 8. Ordering Systems Skills
A. 11. Applied Research
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
The structural design process, including:
12. Loads. (5%)
13. Structural properties of materials. (5%)
14. Selection of appropriate structural elements and assemblies of elements. (20%)
15. The use of physical models and computer models for geometric exploration and understanding structural behavior. (20%)
16. The use of design guidelines and rules of thumb. (20%)
VI. The use of look-up tables and economic analysis. (20%)
VII. The use of detailed analytic methods for the final sizing of elements. (10%)

Prerequisites: ARC 331

Textbooks/Learning Resources:
Multiframe Structural Analysis Software.

Offered (semester and year): Spring, Annually

Faculty assigned
W. Place (F/T)
**ARC 401/490**: Architectural Design: Urban (6 credits)
*ARC 490 taught in Prague*

**Course Description:**
Studio explores design issues within an urban environment. Formal and technical issues of urban sites; transportation and land use planning, development codes, regulations, and urban design principles.

**Course Goals & Objectives:**
- To introduce students to historical and contemporary design at an urban scale
- To provide experience working on teams to produce collaborative design
- To introduce best practices in sustainable community design
- To get students familiar with challenges of working within a culturally diverse, heavily regulated context
- To build basic skills in human observation and the integration of findings into design

**Student Performance Criterion addressed:**
A.1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 10. Cultural Diversity
C. 2. Human Behavior
C.9. Community and Social Responsibility:

**Topical Outline (include percentage of time in course spent in each subject area):**
- Initial Urban Investigation 20%
- Urban Design Project
  - Investigation of Site and Cultural, Contextual and Environmental issues
  - Conceptual Design/Teams: 20%
  - Design Development/Teams: 30%
  - Individual Element Design: 20%
  - Presentation in Public Exhibition at Raleigh Urban Design Center: 10%

**Prerequisites:** BEDA Major, ARC 302

**Textbooks/Learning Resources:**
- Alan Berger, *Drosscape*, The Landscape Urbanism Reader, pp 197-217
- Carol Burns, *On Site: Architectural Preoccupations*, Drawing, Building, Text, pp 146-167
- Carol Burns, *High-Performance Sites*, Site Matters, pp 297-310
- Andrea Kahn, *Defining Urban Sites*, Site Matters, pp 278-296
- From: The State of Architecture at the Beginning of the 21st Century, pp 11-24
- Bernard Tschumi and Irene Cheng, *Aesthetics and Urbanism*
- Kenneth Frampton, *Brief Reflections on the Predicament of Urbanism*
- Winy Maas, *Toward an Urbanistic Architecture*
- Stan Allen/James Corner, *Urban Natures*
- Robert A.M. Stern, *Urbanism is About Human Life*
- Michael Sorkin, *The Avant-Garde in Time of War*

**Offered (semester and year):** Fall Only

**Faculty assigned**
- P. Battaglia (F/T)
- W. Redfield (F/T)
- M. Perlik (Adjunct)
ARC 402: Architectural Design: Advanced (6 credits)

Course Description (limit 25 words):
Topical option studio for BEDA seniors. ARC 402 offers students a wide range of projects, scales, and sites, as well as a variety of topics, theoretical approaches, methodologies, and media. It allows students to focus on specific issues and interests within the framework of assigned studio projects. Students can fulfill this studio requirement also with a studio in another design discipline in the College of Design.

Course Goals & Objectives (list):
To provide a counterpoint to studios defined by a curricular focus and agenda.
To encourage active participation in problem definition.
To encourage experimentation and risk-taking rather than competent performance along codified paths.
To foster debate on conceptual alternatives rather than accepting the implicit values embodied in assignments.
To instill intellectual autonomy and a sense of personal responsibility in each student.
To emphasize independent research and exploration of design issues and their implications.

Student Performance Criteria addressed (list number and title – see list of Criteria):
Will vary greatly with the different foci determined by the instructors, but generally will demonstrate the following common denominators:
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 8. Ordering System Skills
A. 11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Topics, subtopics, and percentages not specified by definition.

Prerequisites: Senior standing

Textbooks/Learning Resources:
Will vary depending on the topic and the focus of the studio.

Offered (semester and year): Spring Only

Faculty assigned
T. Barrie (F/T)
P. Tesar (F/T)
R. Lanou (Adjunct)
E. Weinstein (Adjunct)
ARC 403 Architectural Design Fundamentals: Environment (6 credits)

Course Description (limit 25 words):
Introductory studio for Master of Architecture Track 3 students investigating the relationship between environment and built form. Emphasizes fundamentals of architectural communication.

Course Goals & Objectives (list):
After successfully completing this course, students will:
- Understand how site, place, and climate influence architectural design decisions.
- Appreciate basic architectural design principles, conventions, and working methods, including the traditional critic/students relationship and the format of various reviews and critiques.
- Appreciate the role and influence of occupants, clients, and the public on design requirements and expectations.
- Have acquired basic skills and understanding of the conventions of 2-D and 3-D representation in architecture.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

Topical Outline (include percentage of time in course spent in each subject area):
Example: Site analysis, city and regional scale (20%)
Site analysis, local site scale (20%)
Urban intervention, small scale design project (20%)
Site and building design (40%)

Prerequisites: M.Arch Track 3 Student

Textbooks/Learning Resources: No textbook required. Topical readings placed on College of Design Library reserve shelf.

Offered (semester and year): Fall, Annually

Faculty assigned
D. Hill (F/T)
D. Kranbuehl (Adjunct)
J. Johnson Moore (Adjunct)
M. Papiez (Adjunct)
ARC 404 Architectural Design Fundamentals: Form (6 credits)

Course Description (limit 25 words): The second of four core studios comprising the basis of the graduate studio curriculum, this studio examines architectural form – sources, cultural significance, and methodologies of composition.

Course Goals & Objectives (list):
1. For student to become skilled at generating an appropriate conceptual framework for their design work
2. For student to excel within the process of developing said work guided by concept, and responding to the myriad of influences and limitations inherent to architecture

Student Performance Criterion/addressed (list number and title – see list of Criteria):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6 – Fundamental Design Skills
A. 7 – Use of Precedents
A. 8. Ordering System Skills

Topical Outline (include percentage of time in course spent in each subject area):
Example: Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites: Prerequisite: M. Arch Track 3 student, ARC 403

Textbooks/Learning Resources:
Ching, Francis. "Form, Space, and Order"

Offered (semester and year): Spring, Annually

Faculty assigned
W. Redfield
E. Weinstein
L. Battaglia
K. Stoll
ARC 405 Architectural Design Fundamentals: Technology (6 credits)

Course Description (limit 25 words):
The third of four core studios for the Track III graduate curriculum. Introduction to design in relation to architectural technology – structure, materials, enclosure, circulation, fabrication, assembly, natural energies, and air distribution – and their capacity to affect form and tectonic expression.

Course Goals & Objectives (list):
After the completion of this course, the student will be able to conceptualize and refine the design for a building involving a reasonable range of architectural functions and accounting for:
- Conceptualization and refinement of a rational structural system accounting for all vertical and lateral forces, with members in reasonable proportion.
- A rational enclosure system, accounting for: insulation, structural loading, and glazing exposures to harvest appropriate natural light and solar heat.
- An air distribution system that is properly integrated with the other buildings systems.
- Identification of a rational location for the key elements of the HVAC systems, such as condenser units and air-handling units.
- A strategy for handling rain water.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 8. Ordering System Skills
A. 11. Applied Research
B. 2. Accessibility
B. 3. Sustainability
B. 5. Life Safety
B. 8. Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Varies according to who is teaching the studio, but typically, there will be:
- A precedent study (15%)
- A small design project (15%)
- A major design project (70%)

Prerequisites: M.Arch Track 3 Student, ARC 404

Textbooks/Learning Resources:
Activities are structured in a manner that students are required to make extensive use of the library. Extensive resources are also available for model building and 3-D printing.

Offered (semester and year): Fall, Annually

Faculty assigned
W. Place (F/T), P. Rand (F/T), J. Hu (F/T), M. Griffith (Adjunct)
ARC 414 Environmental Control Systems (3 credits)

Course Description (limit 25 words):
The course gives students an understanding of energy flows and systems for buildings. A review of energy and thermodynamics is followed by lectures in systems. Emphasis is placed on energy efficiency.

Course Goals & Objectives (list):
Upon completion of this course, students will:
• Understand the concepts and applications building systems.
• Have the technical knowledge and vocabulary required for appropriate systems integration in the built product.
• Be able to interact with building systems consultants and suppliers in the design process.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
B. 3. Sustainability
B. 8. Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):
Lectures (60%)
ECS Systems Design Project (15%)
ECS System Analysis (15%)
Examinations (10%)

Prerequisites:
ARC 211 - Natural Systems and Architecture
Junior standing in BEDA or Architecture Graduate status

Textbooks/Learning Resources:
Mechanical and Electrical Equipment for Buildings, 11th Edition; by Walter T. Grondzik, Alison G. Kwok, Benjamin Stein, and John S. Reynolds
Design of Mechanical and Electrical Systems in Buildings, by Frederick J. Trost and Ifte Choudhury

Offered (semester and year):
Spring each year

Faculty assigned
Charles Ladd, PE, RA (Adjunct)
ARC 432 Architectural Construction Systems (3 credits)

Course Description (limit 25 words):
Building construction systems related to architectural design. Historical and current building practices. Implications for design and systems selection. Case studies. Field trips are required.

Course Goals & Objectives (list):
1. To develop a basic conceptual framework and vocabulary for dealing with building construction issues
2. To examine various construction systems so that students are better able to design with construction principles in mind
3. To outline processes for comparing and selecting appropriate construction systems for a given application
4. To show the relationships between various subsystems of a building, and to examine their influence on design
5. To present the complexities of current construction practices in a clear way, and to develop abilities to discriminate good from bad practices

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 4. Technical Documentation: Ability
B. 12. Building Materials and Assemblies: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Construction industry trends (13%)
Construction Systems: foundations, concrete, masonry, wood, steel (50%)
Cladding, roofing, moisture protection, thermal protection, thermal movement, fire resistance (25%)
Case Studies (12%)

Prerequisites: ARC 232

Textbooks/Learning Resources:
Fundamentals of Building Construction; Edward Allen and Joseph Iano; 5th Ed., 2009
Architectural Graphic Standards; Student Edition; Bruce Bassler, Editor; 2008 (abridgment of the 11th ed)
Additional selections from other sources will be available in a Coursepack at the Student Bookstore

Offered (semester and year): Fall, Annually

Faculty assigned
P. Rand (F/T)
ARC 441 History of Contemporary Architecture (3 credits)

Course Description (limit 25 words): A survey and critical examination of modern architecture from its origins in 19th century philosophy and technology to the most recent developments in world architecture.

Course Goals & Objectives (list):
1. To present a concentrated exposure to the architecture of the late 19th, the 20th and early 21st centuries.
2. To provide a framework for the understanding of current architecture and its evolution.
3. To develop the theories, principles, and forces that been the basis for the understanding of contemporary architectural form.
4. To enhance the awareness of historical method and antecedent as a critical basis for design through the understanding of how architects have exercised judgment in the recent past.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1 – Communication Skills
A.5 – Investigative Skills
A.9 – Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
1. Introduction and Overview – Conditions for Change, The Industrial Revolution: 10%
2. Technological Tradition – Late 19th and Early 20th Technological Innovation (Steel and Concrete), Paxton, Eiffel, Roebling, Maillart, Fuller, Nervi; The Chicago School and Early Highrise; Ludwig Mies van der Rohe; Late Highrise and High Tech; Megastructure; Megastructure Influence; Recent Technological Work: 20%
3. Rationalist Tradition – Early Rationalists, Labrouste, Berlage, Wagner, Perret, Garnier; Avant-Garde Movements, Futurism, Purism, Constructivism, DeStijl; Reitveld; Deutscher Werkbund and The Bauhaus; Walter Gropius; Influence of Gropius and The Bauhaus; Italian Rationalism and Reductive Abstract; New Rationalism, Deconstruction, and Recent Rational Work: 22%
4. Romantic/Picturesque Tradition – Arts and Crafts, Gothic Revival; Art Nouveau; Richardson; Furness; Sullivan; Frank Lloyd Wright; Aalto; California Regionalism, Greene and Greene, Maybeck, Gill; Venturi; Charles Moore; Recent Romantic/Picturesque Work: (28%)
5. Classical Tradition – Neo-Classicism and 19th Century Eclecticism; Asplund, Lutyens, Eliel Saarinen; Le Corbusier; Influence of Late Le Corbusier; Louis Kahn; Michael Graves; Peter Eisenmann; Richard Meier (15%)
6. Comparative Review (5%)

Prerequisites: Junior Standing and ARC 242

Textbooks/Learning Resources:
Modern Architecture Since 1900 by William Curtis, Phaidon Press, Paperback, Third Edition, 1996. This is supplemented by handouts and books on reserve in the library. There are a series of notebooks made available in the library that contain a factual sheet on each building discussed in class, and a website that is available to that has an image of buildings discussed in class.

Offered (semester and year): Fall, Annually

Faculty assigned:
R. Clark (F/T)
ARC 450 Architectural Drawing (3 credits)

Course Description (limit 25 words):
Introduction to freehand and constructed drawing including orthographic, paraline, and perspective drawing. Introduction to the basics of visual composition.

Course Goals & Objectives (list):
To competently represent 3D objects and spaces on paper using drawing to:
- record, represent, and observe the environment
- communicate ideas, space, and volume
- take visual notes

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Perceptual drawing (20%)
Orthographic drawings and architectural conventions (15%)
Paraline drawings (plan oblique) (15%)
Perspectives (30%)
Presentation drawings (20%)

Prerequisites: M.Arch Track 3 Student

Textbooks/Learning Resources:
Paul Lasau, Freehand Sketching (New York: W.W. Norton, 2004)
(and various readings)

Offered (semester and year): Fall or Summer, Annually

Faculty assigned
P. Morgado (F/T)
ARC 500 Architectural Design: Professional Studio (6 credits)

Course Description (limit 25 words): Comprehensive and integrative architectural studio for March. students involving the execution of a project in sufficient depth to understand the opportunities and discipline of building.

Course Goals & Objectives (list): Understand the relationship between the information, theory, techniques, and values presented and discussed in previous curricular elements.

Experience the impact that reality (through knowing how things would actually be accomplished) in a comprehensive and inclusive way.

Compare and select systems and techniques, to discriminate between appropriate and inappropriate systems and techniques, and to see the relationships between chosen systems and techniques and their implications on the design of a building.

Become aware of the professional responsibilities of the architect as related to architectural design.

Work independently, to seek out relevant resources, and manage their design process toward productive ends.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A1 Communication Skills, A2 Design Thinking Skills, A4 Technical Documentation, A5 Investigative Skills, A7 Use of Precedents, A8 Ordering Systems Skills, A9 Historical Traditions and Global Culture, A11 Applied Research,


C9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Example: Site and precedent analysis (10%) Comprehensive architectural project design (90%)

Prerequisites: M.Arch Track 1 and Track 3 student, ARC 405 or BEDA Degree (or equivalent)

Textbooks/Learning Resources:
The Architect’s Studio Companion; Rules of Thumb for Preliminary Design; Edward Allen and Joseph Iano建 Construction Illustrated; Francis D.K. Ching and Cassandra Adams
Architectural Detailing: Function, Constructability, Aesthetics; Edward Allen
Architectural Graphic Standards, Student Edition; Bruce Bassler, Ed.
International Building Code (IBC)
Americans with Disabilities Act (ADA) Code

Offered (semester and year): Fall or Spring, Annually

Faculty assigned
D. Hill (F/T), R. Clark (F/T), S. Queen (F/T),
B. Thomas (Adjunct), S. Cannon (Adjunct), J. Lee (Adjunct)
ARC 501  Professional Architecture Studio I (6 credits)

Course Description (limit 25 words): A comprehensive, integrative studio involving the execution of a project in sufficient depth to include building technologies and the development of details at large scale.

Course Goals & Objectives (list):
Understand the relationship between the information, theory, techniques, and values presented and discussed in previous curricular elements.
Experience the impact that reality (through knowing how things would actually be accomplished) in a comprehensive and inclusive way.
Compare and select systems and techniques, to discriminate between appropriate and inappropriate systems and techniques, and to see the relationships between chosen systems and techniques and their implications on the design of a building.
Become aware of the professional responsibilities of the architect as related to architectural design.
Work independently, to seek out relevant resources, and manage their design process toward productive ends.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
C9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
1. Pre-design: Site selection; site analysis; zoning, building, and accessibility code investigations; sustainable issues; precedent studies: 10%
2. Schematic design: Site studies, functional issues, formal considerations, presentation of design: (40%)
3. Design Development: While continuing to work on 1 and 2 above; design and inclusion of environmental and structural systems, development of wall section and details, elevation studies at large scale, building large-scale section models; final presentation drawings and models (50%)

Prerequisites: BEDA Degree

Textbooks/Learning Resources:
There is no text. However students refer to applicable codebooks, Architectural Graphic Standards, and books like Building Structures illustrated by Ching, etc., Ford’s Details of Modern Architecture, their textbooks and notes from applicable previous classes, handouts the faculty prepare, etc.

Offered (semester and year): Fall, Annually

Faculty assigned
R. Clark (F/T); D Hill (F/T); S. Queen (F/T)
S. Cannon (Adjunct); J. Lee (Adjunct); B. Thomas (Adjunct)
ARC 502 Professional Architecture Studio II (6 credits)

Course Description (limit 25 words): Design investigation aimed at the development of an understanding of the major issues confronting the contemporary architect and at the expanding of problem solving abilities in architectural design. Individualized, final project studio.

Course Goals & Objectives (list):
Understand the relationship between the information, theory, techniques, and values presented and discussed in previous curricular elements.
Experience the impact that reality (through knowing how things would actually be accomplished) in a comprehensive and inclusive way.
Compare and select systems and techniques, to discriminate between appropriate and inappropriate systems and techniques, and to see the relationships between chosen systems and techniques and their implications on the design of a building.
Become aware of the professional responsibilities of the architect as related to architectural design.
Work independently, to seek out relevant resources, and manage their design process toward productive ends.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 1. Communication Skills Ability
A. 2. Design Thinking Skills: Ability
A.4. Technical Documentation: Ability
A. 8. Ordering Systems Skills: Understanding
B. 2. Accessibility: Ability
B. 4. Site Design: Ability
B. 5. Life Safety: Ability
B. 6. Comprehensive Design: Ability
C. 7. Legal Responsibilities: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Alternative site strategies (13%)
Schematic design (37%)
Design development (50%)

Prerequisites: ARC 501, ARC 581

Textbooks/Learning Resources:
The following are base references. Additional resources may be added according to particular project being engaged.
Architectural Graphic Standards
The Architect's Studio Companion; Technical Guidelines for Preliminary Design, Edward Allen & Joe Iano
The Details of Modern Architecture Vols. I and II, Edward Ford
Materials for Design, Victoria Ballard Bell and Patrick Rand
Monographs from the publishers of DETAIL (see library reserve shelf)
Building Codes Illustrated, 2nd Edition, Francis Ching and Steven Winkel

Offered (semester and year): Spring, Annually

Faculty assigned: P. Rand (F/T); D. Stallings (Adjunct)
ARC 503  Advanced Architectural Design (Series)  (6 credits)

Course Description:
An advanced options studio that presents projects concerning various aspects of building design, urban design and community design in comprehensive and integrative manner.

Course Goals & Objectives:
These vary with the topic of the studio, but overall this studio should aim:
• To sharpen students’ investigative research skills;
• To enhance students’ appreciation of the role of precedents in design;
• To engage students in projects reflecting real-life problems;
• To encourage independent initiative, design thinking, and design production, as well as effective team building;
• To prepare students to go into practice.

Student Performance Criterion/a addressed:
Again, this varies among instructors, but overall the studio aims to reinforce the following skills:
A.1. Communication Skills
A.2. Design Thinking Skills
Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.11. Applied Research
C.1. Collaboration
C.2. Human Behavior
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Introductory Project 20%
Middle Project 30%
Final Project 50%

Prerequisites: M.Arch Student; completion of ARC 405 studio

Textbooks/Learning Resources:
This varies with the instructor

Offered (semester and year): Fall, Spring, Summer, Annually

Faculty assigned
T. Barrie (F/T)
G. Bizios (F/T)
R. Clark (F/T)
P. Tesar (F/T)
W. Place (F/T)
W. Redfield (F/T)
P. Battaglia (F/T)
R. Lanou (Adjunct)
M. Perlik (Adjunct/Prague)
S. Atkinson (Visiting)
S. Cannon (Adjunct)
F. Harmon (Adjunct)
ARC 534 Design of Architectural Details  (3 credits)

Course Description (limit 25 words):
Using detail patterns based on function, constructability, and aesthetics, students analyze existing successful building details, diagnose problems in existing buildings, and design details for their own projects.

Course Goals & Objectives (list):
The primary objective is to gain the ability to use a comprehensive set of principles for the design of architectural details. In accomplishing this goal, students will need to address the following secondary objectives:

VIII. Become able to define the performance objectives of architectural details.
IX. Develop a working knowledge of basic methods and resources relevant to the design of details.
X. Identify and analyze precedents regarding their architectural details.
XI. Develop ability to design architectural details for particular applications.
XII. Represent the conclusions of the investigations in oral, written and graphic form.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.5. Investigative Skills: Ability
B. 12. Building Materials and Assemblies: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Analyze and design details for a previous studio project  12%
Analyze and revise details from an existing built work  25%
Analyze and design details for a hypothetical building’s life cycle  25%
Analyze and design details for a current studio project  25%
Prepare a new pattern describing an important detailing principle  12%

Prerequisites:  ARC 432 or equivalent

Textbooks/Learning Resources:

Many other resources including online resources, books and periodicals will be used. Additional reading from other sources will also be placed on reserve in library for this course.

Offered (semester and year):  Spring, Annually

Faculty assigned
P. Rand (F/T)
ARC 543 Analysis of Precedent  (3 credits)

Course Description (limit 25 words): Investigation of architectural elements, relationships, and ordering ideas through comparative graphic analysis of buildings designed by architects. Emphasis on buildings as physical artifacts.

Course Goals & Objectives (list):
1. Expansion of physical form vocabulary,
2. Development of design and critical evaluation skills, and
3. To make examination of architectural precedent (i.e., history) a useful tool in designing buildings.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
1. A.1. - Communication Skills
2. A.3. - Visual Communication Skills
3. A.5 - Investigative Skills
4. A.8 - Ordering Systems Skills
5. A.9 - Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
Each student selects, from a list provided, four buildings by one architect for graphic analysis. At each class session the student presents a diagram for each building that represents the issue being examined. The analysis is completed using an agreed upon format. Class sessions center around these presentations and discussion of the information presented through analysis and comparison.
1. Factual information – plans, elevations, sections, site plan: 15%
2. Elements – circulation, structure, massing, natural light, etc.: 15%
3. Relationships – Building to context, circulation to use, plan to section, unit to whole, repetitive to unique, etc.: 25%
4. Ordering ideas – Symmetry/balance, configuration patterns, grid/geometry, additive/subtractive, progressions, etc.: 30%
5. Conclusions – Partis, similarities: 15%

Prerequisites: Graduate or B Arch Standing

Textbooks/Learning Resources:

Offered (semester and year): Spring, Annually

Faculty assigned
R. Clark (F/T)
ARC 546 Theory of Building Types (3 credits)

Course Description (limit 25 words):
Readings in typological theory; case studies analyzing the cultural, social, and historical context of selected architectural types in their evolution over time; discussion of contemporary uses of typology.

Course Goals & Objectives (list):
For a theory of types: to provide a conceptual framework for understanding the motives, the nature, and the purpose of typological thought in architecture.
For a history of types: to establish the cultural, social, and historical context for selected architectural types, emphasizing the evolution of use, building technology, and architectural expression.
For the use of types: to create an awareness of the historical and contemporary use of types and typologies in architectural design.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
Readings and written reading outlines/discussions (20%)
Class discussions of readings and their implications (20%)
Research for case studies (30%)
Presentation and documentation of case studies (30%)
General Reading Topics:
Art, Architecture, and the Public (3)
The Role of Precedent and Convention (2)
The Evolution and Transformation of Form (3)
Types and Typology (3)
Meaning and Expressive Systems (2)

Prerequisites:
ARC 211, ARC 232, ARC 241, ARC 242; two ARC studios

Textbooks/Learning Resources:
No textbook; general (shared) readings from a reading list (13 topics); specific (individual) readings are determined by the topics of the case studies. Previous case studies in the class are available as models and precedents.

Offered (semester and year):
Fall, Annually

Faculty assigned
P. Tesar (F/T)
ARC 548 Vernacular Architecture  (3 credits)

Course Description (limit 25 words):
Readings in theories of vernacular architecture; case studies analyzing the utilitarian, tectonic, and social aspects of selected examples vernacular architecture around the globe; examination of contemporary architecture influenced by vernacular precedents.

Course Goals & Objectives (list):
To familiarize students with a number of theoretical frameworks concerning the physical and human dimensions of indigenous building traditions and their evolution over time.
To analyze the utilitarian, tectonic, perceptual, and social aspects of selected examples of vernacular architecture from around the globe.
To examine the work of contemporary architects drawing on the vernacular context of a region.
To sensitize students to the similarities and differences of cultural values manifested in traditional buildings and urban fabrics around the globe.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Readings and written reading outlines/discussions (20%)
Class discussion of readings and their implications (20%)
Research for case studies (30%)
Presentation and documentation of case studies (30%)
General Reading Topics:
Tradition, Convention, and Habit (3)
The Ordinary and the Everyday (6)
Vernacular Architecture 1 (3)
Vernacular Architecture 2 (3)
The Vernacular Today (4)

Prerequisites:  ARC 211, ARC 232, ARC 241, 242; two ARC studios

Textbooks/Learning Resources:
No textbook; general (shared) readings from a reading list (19 topics); specific (individual) readings are determined by the topics of the case studies. Previous case studies in the class are available as models and precedents.

Offered (semester and year):
Spring, Annually

Faculty assigned
P. Tesar (F/T)
ARC 561 The Practice of Architecture  (3 credits)

Course Description
A lecture course which examines the practice of architecture, with emphasis given to both normative and emerging procedures in the private architectural firm. The role and function of the practicing architect, legal and regulatory conditions, the nature of professional services, office management, and project management processes will be given special attention.

Course Goals & Objectives (list):
To examine and describe the environment within which current and future architectural practice is developing.

To set forth the major economic and business principles underlying today’s architectural practice.

To describe and assess the role and function of the practitioner in current practice.

To provide an understanding of the organization and operations of architectural offices.

To identify emerging services and processes in architectural practice.

To serve as foundation for related courses in the business and management aspects of architecture.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 1. Communication Skills;
A. 5. Investigative Skills;
B. 7. Financial Considerations;
C. 3. Client Role in Architecture;
C. 4. Project Management;
C. 5. Practice Management;
C. 6. Leadership;
C. 7. Legal Responsibilities;
C. 8. Ethics and Professional Judgment;
C. 9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Analytical skills ( 60% )
Presentation skills (40%)

Prerequisites: Graduate student of architecture or landscape architecture or special permission

Textbooks/Learning Resources:  Coursepak and on line information posted on Moodle and the reserve shelf in the library

Offered (semester and year):  Fall and Spring

Faculty assigned
Hunt McKinnon (Adjunct)
ARC 570 Anatomy of the City (3 credits)

Course Description:
Investigation of cities throughout history. Examination of descriptive properties of interdisciplinary concepts and principles, and of the organizational characteristics of urban space.

Course Goals & Objectives (list):
• A working familiarity with historical and current urban design research, theory and history, enabling them to position their own design work within that context of learning.
• Knowledge of a wide variety of city design case studies, both historical and current.
• Ability to apply methodologies effectively in a city design studio or design practice.

Student Performance Criterion addressed (list number and title – see list of Criteria):
A. 7. Use of Precedents
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A.11. Applied Research
C. 1. Collaboration
C.9. Community and Social Responsibility

Topical Outline:

What Kind of World? A Critical Look at the Designed Urban Condition 30%
The Contemporary City
Cities & Sustainability
3rd World Cities

History & Theory of City Design 40%
The Evolution of Intentional Settlements Case Study II
The Medieval City
The Renaissance City
The Modern City

City Design Methodologies 30%
Tools for Analysis
Tools for Design
Tools for Presentation

Prerequisites:  Graduate Standing

Textbooks/Learning Resources:

Offered (semester and year):  Fall, Annually

Faculty assigned
R. Abrams (F/T)
ARC 574 Place and Place Making (3 credits)

Course Description:
Definitions, concepts and emergent research findings useful in explaining the human sense of place. Physical aspects and relationships influencing sense of place.

Course Goals & Objectives:
To form an understanding of design thinking at the scale of urban landscape.
To learn that it is possible to make better urban places both as a means to serve a city’s inhabitants, and also as a catalyst to urban regeneration.
To gain realization that urban landscape is a key functional and social ingredient of the city, a perceptual index of a city’s integrity and quality of life.
To view urban landscape as a means to ‘green the city’, through ecology, water harvesting, and food production.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

Topical Outline:
PART I. Integrity of place, and the threat of the urban non-place realm. Considers those forces and attitudes that have led to the erosion of place and the destruction of landscape. Trends that have proved harmful to neighborhoods, downtowns, and the environment generally in and adjacent to cities. 20%

PART II. A legacy of urban places, streets, and parks. Presentation and discussion of significant designed places and the social, political, and functional criteria that shaped them. From classical times to the modern period, from local contexts to internationally acclaimed places. Develop criteria to consider their integrity and design performance. 25%

PART III. The current context of urban landscape and place design. Better-educated public re-engaging cities. Design implications of emerging needs and lifestyles of urban living in the twenty first century. Influence of unction, quality of life, sustainability, art and culture. New design thinking regarding landscape and place making. 35%

PART IV. Designing a place as our own case study. In a group context apply findings to a defined urban fabric. Examine to opportunities of public place, and the appropriateness of selected theory and methods. 20%

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
Cooper, Marcus, Clare. People Places.
Gehl, Jan. Life Between Buildings and New City Spaces, and New City Life.
Haydn, Dolores. The Power of Place: Urban Landscapes as Public History.
Jodice, Francesco. What we want: Landscapes as a Projection of People’s Desires.
Lynch, Kevin. What Time is This Place.
Porter, Douglas. The power of Ideas: Five People Who Changed the Urban Landscape.

Offered: Spring, Alternate Years

Faculty Assigned : S. Atkinson (Visiting)
ARC 577 Sustainable Communities (3 credits)

Course Description: Historical precedents of sustainable communities. Examination of the Garden City, the New Towns Movement, and the New Urbanism. Comparison of sustainable communities to urban visions of Wright, Corbusier, and others.

Course Goals & Objectives:
A knowledge of the evolution of designed settlements, and the principles that have shaped them.
Insight regarding values with particular reference to: design related to context; design and community; landscape, architecture and settlement design aesthetics; critical sustainable design practice;
Knowledge of contemporary housing design case studies.
An introduction to skills applied to the design of a new community

Student Performance Criterion/a addressed:

Topical Outline:
Early Model Settlements. This section considers the basic ideas towards the formation of designed new communities in non-urban settings from early origins, through the Renaissance. Early 19th century concepts are explored as a basis to a thorough examination of the garden city and garden suburb movements, and opposing deterministic propositions of architects. This leads to contrasting views of 20th century ideals ranging from planned suburbs to new towns. 33%
Post War New Towns and Settlements. This section looks at more recent theories related to the urban edge condition, plus ways that cities have approached rapid growth and expansion. An examination and critique of the work of the group broadly referred to as the “New Urbanists” is undertaken. 33%
New Housing and New Communities. By offering a critique of previous attempts at settlement design, theories and principles are devised for possible approaches towards the design of new communities. Recent built case studies are considered, particularly with regard to sustainable design practice. A central feature of this part of the seminar will be a design case study undertaken by students for the design of a new community. 33%

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
Cities of Tomorrow. Peter Hall. 1988.
Garden Cities of Tomorrow. Ebenezer Howard. 1902.
New Urban Housing. Hilary French. 2006

Offered (semester and year): Spring, Alternate Years

Faculty Assigned S. Atkinson (Visiting)
ARC 581 Project Preparation Seminar (3 credits)

Course Description (limit 25 words):
Considerations as preparation for architectural design. Emphasis on research methods, data collection and interpretation, theoretical discourse, site analysis, programming and architectural precedent.

Course Goals & Objectives (list):
The primary objective is the preparation of a comprehensive problem statement in anticipation of its use for independent architectural design. In accomplishing this goal, students will be asked to address the following secondary objectives:

XIII. Define and organize the constituent elements of an architectural problem statement.
XIV. Develop a working knowledge of basic research methods employed in collecting data relevant to the intended problem statement.
XV. Establish and justify a specific thematic or theoretical position to which the architectural proposal will be directed.
XVI. Define relevant criteria for siting the intended architectural proposal, consider actual siting options and select, document, and analyze one optimal site for use in the Spring semester.
XVII. Define the components of an architectural program for a specific building use. Research and document the quantitative and qualitative requirements of a selected building use.
XVIII. Identify and analyze architectural precedents germane to the understanding of the selected theoretical position, siting, and/or building program.
XIX. Represent the conclusions of the course work in oral, written and graphic form.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.5. Investigative Skills: Ability
A. 7. Use of Precedents: Ability
B. 1. Pre-Design: Ability
C. 3. Client Role in Architecture: Understanding
C. 7. Legal Responsibilities: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical position articulation (13%)
Problem statement articulation: program and site (13%)
Precedent analyses regarding theoretical position and regarding program (20%)
Site documentation and analysis (20%)
Architectural program statement (20%)
Regulatory factors and code compliance (13%)

Prerequisites: Enrollment in B.Arch

Textbooks/Learning Resources:
project being engaged.
Architectural Programming: Information Management for Design; Donna P. Duerk, VNR, 2001
Design Thinking; Peter G. Rowe, MIT Press, 2001
Problem Seeking; William M. Pena, FAIA, AIA Press, 2001
Building Codes Illustrated, 2nd Edition, Francis Ching and Steven Winkel

Offered (semester and year): Fall, Annually

Faculty assigned P. Rand (F/T)
ARC 590 Special Topics: Architecture, Culture and Meaning (3 Credits)

Course Description (limit 25 words):
This course focuses on architecture as a cultural artifact and provides an overview of the interrelationship of architectural form, organization, symbolism, use and meaning. A broad range of examples from a variety of cultures, religions and historical periods are covered (including "non-Western"), illustrated by detailed case studies. Syncretic, holistic and homological approaches to understanding the meaning and significance of architecture are emphasized. Phenomenological and hermeneutical methods of interpretation are introduced and pertinent philosophical traditions discussed.

Course Goals & Objectives (list):
- Identify key examples from world architectural history.
- Understand the symbolism, ritual use, cultural significance and meaning of architecture.
- Interpret examples of architecture according to phenomenology, hermeneutics and other related philosophical and interpretive methodologies.
- Apply concise research and writing skills germane to the subject area.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

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

- One week  Introduction to Course
- One week  Analytical Methodologies: Critical Approaches + Philosophical Perspectives
- Two weeks  Architecture as a Cultural Artifact: Social Imperatives + Symbolic Agendas
- One week  Homologies of Communication and Content: The Media of Architecture
- Two weeks  Architecture as a Mediator: Place and Primordial Architecture
- Three weeks  The Dynamics of Place: Spatial Sequences and Symbolic Narratives
- Two weeks  Ordering the World: Measure, Proportion + Geometry
- Three weeks  Perfected Worlds: Historical + Cosmic Archetypes

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:
Reading list

Offered (semester and year): Varies

Faculty assigned
T. Barrie (F/T)
ARC 590 Special Topics: Architectural Theory (3 Credits)

Course Description (limit 25 words):
This course provides an introduction to the major themes and associated figures of architectural theory. It focuses on 20th and 21st century texts with a particular emphasis on historicism, phenomenology, structuralism and post-structuralism. Each week there is assigned reading from a range of texts, including extra-disciplinary writers. Lectures and discussions serve to identify principal themes, connect to contemporary issues, and establish relevancy to architectural design. Restricted to Architecture majors. Graduate standing required.

Course Goals & Objectives (list):
By the end of the course, the students will be able to:
• Identify major themes and associated figures of architectural theory.
• Apply architectural theory to contemporary issues and architectural design.
• Utilize critical thinking and analytical methodologies in architectural research.
• Apply comprehensive and concise research and writing skills.

Student Performance Criterion addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

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

<table>
<thead>
<tr>
<th>Duration</th>
<th>Topic</th>
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<tbody>
<tr>
<td>One week</td>
<td><strong>Introduction to Architectural Theory</strong></td>
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<tr>
<td>Two weeks</td>
<td><strong>Positions: Major Schools of Thought</strong></td>
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<td>Four weeks</td>
<td><strong>Origins + Place</strong></td>
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<td></td>
<td>• Historicism: Aspects and Applications</td>
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<td>• Phenomenology: Formative and Contemporary Perspectives</td>
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<td>• Site, Place and the Necessity of Meaning</td>
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<td>• The Primitive Hut and Other Authoritative Foundations</td>
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<td>Two weeks</td>
<td><strong>Order</strong></td>
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<td>• Structuralism: Systems of Order</td>
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<td>• Geometry + Proportion: Philosophy and Practice</td>
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<td>Two weeks</td>
<td><strong>Dynamics</strong></td>
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<td>• Post-modernism + Post-structuralism</td>
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<td>• Space + Sequence</td>
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<tr>
<td>Three weeks</td>
<td><strong>Colloquia 1 - 3</strong></td>
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<tr>
<td>One week</td>
<td>**Summary Comments</td>
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ARC 590 Special Topics: Sacred Architecture (3 Credits)

Course Description (limit 25 words):
This course focuses on the meaning and cultural significance of sacred architecture, including its environmental and socio-political contexts, and doctrinal and liturgical influences. The course is structured according to the world’s principle faiths and presented comparatively and holistically. There is a particular emphasis on the communicative roles of architecture and the symbolism and ritual use of sacred places. Contemporary theoretical methodologies are introduced and applied as a means establish relevancy to contemporary issues and architectural design.

Course Goals & Objectives (list):
By the end of the semester the students will be able to:
• Identify key religious structures of the world’s major faiths.
• Understand the history of architecture through the lens of the cultural significance of sacred architecture.
• Interpret the symbolism, ritual use, and meaning of sacred places.
• Apply analytical methodologies and concise research and writing skills germane to the subject area.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.1. Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
2 weeks Course Introduction
   Scope, Theoretical Positions and Interpretive Methodologies
   Enduring Themes + Indigenous Contexts
2 weeks Hindu Architecture
3 weeks Buddhist Architecture
2 weeks Judaic Architecture
3 weeks Christian Architecture
2 weeks Islamic Architecture
1 week Course Conclusion

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:
Reading list

Offered (semester and year):
Varies

Faculty assigned
T. Barrie (F/T)
ARC 590 Special Topics: Practicum: Architecture in the Public Interest (3 Credits)

Course Description (limit 25 words):
Participate in community service projects designing for and with nonprofit partners and/or municipalities.

Course Goals & Objectives (list):
Address design in the public interest architecture as a critical and growing element of the architectural profession.
Develop/apply students’ knowledge and skills to assist our communities and be leaders in the pursuit of quality environments for all.
Develop/apply the knowledge and skills of faculty and students to public interest architecture in order to positively contribute to the social, economic and environmental well being of our state.
Engage with local citizens to design projects of importance to their daily lives, with commitment to design excellence in the face of limited budgets, overburdened bureaucracies, and complex groups of stakeholders.
Develop strong entrepreneurial and communication skills, and balance patience with perseverance.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
C.1. Collaboration
C.3. Client Role in Architecture
C.6. Leadership
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design Exercise: affordable home designs working in teams and in partnership with stakeholders (50%);
Readings: written summary/critique of assigned readings and leading class discussion (30%); Short Papers: critical reflections on personal, academic, and civic learning (20%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
(Selected)
Bell, Bryan, and Katie Wakeford, eds. Expanding Architecture: Design As Activism.
"An Architecture of Change" by Jose Gamez and Susan Rogers.
"Designing with an Asset-Based Approach" by Amanda and Seth Hendler-Voss
"Toward a Humane Environment: Sustainable Design and Social Justice" by Lance Hosey
Bizios and Wakeford. "Renovate, save energy, live better. "A better built world."
Bizios, "Building on Principles" (pdf)
www.greenbuildingadvisor.com (website)
SEED Evaluator (pdf and website)

Offered (semester and year): Varies

Faculty assigned: G. Bizios (F/T)
ARC 590 Special Topics – Affordable Homes: Design Issues/ Community Actions (3 Credits)

Course Description (limit 25 words):
Address affordable and sustainable housing and the benefits/challenges of public-interest. Engage in community service projects, gain experience in designing homes and neighborhoods for nonprofit partners.

Course Goals & Objectives (list):
Address affordable housing specifically, and more broadly, design in the public interest as a critical and growing element of the architectural profession.
Develop/apply students’ knowledge and skills to assist our communities and be leaders in the pursuit of safe and healthy housing for all.
Develop/apply the knowledge and skills of faculty and students to affordable housing in order to positively contribute to the social, economic and environmental well being of our state.
Engage with local citizens to design projects of importance to their daily lives, with commitment to design excellence in the face of limited budgets, overburdened bureaucracies, and complex groups of stakeholders.
Develop strong entrepreneurial and communication skills, and balance patience with perseverance.

Student Performance Criterion/addressed (list number and title – see list of Criteria):
C.1. Collaboration
C.3. Client Role in Architecture
C.6. Leadership
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design Exercise: affordable home designs working in teams and in partnership with stakeholders (50%)
Readings: written summary/critique of assigned readings and leading class discussion (30%).
Short Papers: critical reflections on personal, academic, and civic learning (20%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
(Selected)

Offered (semester and year): Varies

Faculty assigned: G. Bizios (F/T)
ARC 590 Special Topics – Practicum: Affordable Housing (3 Credits)

Course Description (limit 25 words):
Design affordable housing in partnership with nonprofits and/or municipalities. Address affordable housing and the benefits/challenges of public-interest architecture through readings, discussions, presentations.

Course Goals & Objectives (list):
Address affordable housing specifically, and more broadly, design in the public interest as a critical and growing element of the architectural profession.
Develop/apply students’ knowledge and skills to assist our communities and be leaders in the pursuit of safe and healthy housing for all.
Develop/apply the knowledge and skills of faculty and students to affordable housing in order to positively contribute to the social, economic and environmental well being of our state.
Engage with local citizens to design projects of importance to their daily lives, with commitment to design excellence in the face of limited budgets, overburdened bureaucracies, and complex groups of stakeholders.
Develop strong entrepreneurial and communication skills, and balance patience with perseverance.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
C.1. Collaboration
C.3. Client Role in Architecture
C.6. Leadership
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design Exercise: affordable home designs working in teams and in partnership with stakeholders (50%)
Readings: written summary/critique of assigned readings and leading class discussion (30%).
Short Papers: critical reflections on personal, academic, and civic learning (20%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
(Selected)

Offered (semester and year): Varies

Faculty assigned: G. Bizios (F/T)
ARC 590 Special Topics: Case Studies in Architectural Detail (3 Credits)

Course Description (limit 25 words):
Analysis of functional, tectonic and experiential aspects of building methods within the context of economics and culture. Examination of assembly as a determinant of architectural form.

Course Goals & Objectives (list):
To analyze the functional, tectonic and experiential aspects of selected examples of architecture from a predominantly structural and construction perspective
To understand that architecture is not the result of an isolated, individual act, but one that is produced within a world of discourse, interpretation, theory, influences and fashion, as well as the context of client, climate, building codes and materials.
To analyze the intellectual, emotional, intentional and accidental milieu of architects making architecture
To gain insight into the student's own position in the discipline of architecture and its practice

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
Due to the complexity of the seminar's agenda and the graduate standing of the students, all criteria concerning critical thinking and representation are strongly addressed (A.1. – A.11.).

The experimental and hybrid nature of this course required that integrated building practices, technical skills, and knowledge being addressed as far as a 30% studio environment and assignment allows (criteria B.2., B.3., B.3., B.7., B.8. have been addressed with different degrees of intensity).

Leadership and practice were integrated in the fabric of this seminar as factors of our students’ future perspectives.
(See to criteria C.1., C.2., C.6, C.8, C.9.).

Topical Outline (include percentage of time in course spent in each subject area):
Example: Drawing and other representational techniques (50%)
Presentation skills (20%)
Research and analysis (30%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
There is no required text for this course, but three books form the foundation of the discussion that takes place in the investigation by the student of the contemporary architecture they analyze.

A number of assigned readings from contemporary periodicals are given during the course. Further reading is required of the student that relates directly to the building he or she analyzes.

Offered (semester and year): Fall, Annually

Faculty assigned
F. Harmon (Adjunct)
ARC 590 Special Topics: Experiments in Architectural Prototypes (3 Credits)

Course Description (limit 25 words):
Seminar investigates the effectiveness of prototype architectural solutions to technological, social, and environmental issues. Students will explore prototype design and construction in contemporary practice.

Course Goals & Objectives (list):
The course is organized so that students will:

- Demonstrate a working knowledge and critical understanding of architecture prototypes, both experimental and operational.
- Identify material, construction, and manufacturing advances that have enabled architects to propose various prototype models.
- Evaluate the effectiveness of prototypes as possible solutions to technological, social and environmental issues such as housing, education, infrastructure, and sustainable design.
- Describe methods and goals of prototype design and construction in contemporary practice and speculate on future applications.
- Identify and analyze historical and contemporary precedents.
- Research and design an experimental prototype and represent the project in graphic and oral form.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
Criteria vary according to student-directed research project. In general, the course addresses:

Topical Outline (include percentage of time in course spent in each subject area):
Lectures: Historical and contemporary architectural prototypes (30%)
Student-directed research and design projects (70%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources: Reading list and numerous book and journal resources placed on College of Design library reserve shelf. Students use College of Design Materials lab for fabricating their projects.

Offered (semester and year): Varies

Faculty assigned
D. Hill (F/T)
ARC 590 Special Topics: Sustainable Energy Systems for Architecture (3 Credits)

Course Description (limit 25 words):
Students will be exposed to building energy systems and computer-based analysis techniques with emphases on thermal envelope, solar geometry, daylighting, passive heating & cooling, and energy efficient MEP systems.

Course Goals & Objectives (list):
On successfully completing of this course, students will
1. Be able to understand sustainable building design theories and principles at the following three levels:
   - Level 1 – Basic Building Elements: Thermal Envelope; Thermal bridging; Innovative building insulation materials; Green roof and green wall.
   - Level 2 – Passive Strategies: Daylighting Fundamentals and Strategies; Passive Solar; Passive Cooling
   - Level 3 – Active Mechanical / Electrical Systems: Energy Efficient Electrical Lighting; Energy Efficient Mechanical Systems; Building Systems Integration
2. Use various digital and physical tools to conduct evidence-based research to optimize design options and demonstrate the benefits of sustainable design strategies.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 5. Investigative Skills;
A. 7. Use of Precedents;
A.11. Applied Research;
B.3.Sustainability
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration;
C. 9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Solar geometries, site and shading (10%)
Architectural daylighting (30%)
Integration of daylighting and electric lighting (15%)
Climate analysis and human comfort (10%)
Passive heating and cooling (15%)
Energy efficient mechanical systems (10%)
Building energy systems integration (10%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
B Stein, etc., Mechanical and Electrical Equipment for Buildings, John Willey & Sons, Inc., 2006

Offered (semester and year): Fall, Spring, Annually

Faculty assigned: W. Place (F/T) & J. Hu (F/T)
ARC 590 Special Topics: Daylighting (3 Credits)

Course Description (limit 25 words):
Using natural light for illuminating building interiors, with a focus on: lighting theory, user response to luminous environments, and experimental measurement or calculation of various factors relating to illumination.

Course Goals & Objectives (list):
Upon completion of the course, students will come to have a basic understanding of the following:
1. properties of light
2. human response to light
3. methods of filtering, dispersing, and directing light
4. methods of measuring illuminance levels and luminance distributions
5. nature of the solar resource in terms of spatial variability, temporal variability, and spectral content of beam sunlight and diffuse skylight
6. methods of manipulating natural light to achieve desired lighting conditions inside of buildings
7. integration of structure, HVAC, and other building subsystems with the daylighting system
8. effect of external elements (vegetation, buildings, paving, and land formations) on the performance of a natural lighting system within a building
9. how issues of solar and daylighting access can affect the planning and design of communities and urban environments.

Student Performance Criteria addressed (list number and title – see list of Criteria):

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. properties of light</td>
<td>10</td>
</tr>
<tr>
<td>2. human response to light</td>
<td>10</td>
</tr>
<tr>
<td>3. methods of filtering, dispersing, and directing light</td>
<td>10</td>
</tr>
<tr>
<td>4. methods of measuring illuminance levels and luminance distributions</td>
<td>15</td>
</tr>
<tr>
<td>5. nature of the solar resource in terms of spatial variability, temporal variability, and spectral content of beam sunlight and diffuse skylight</td>
<td>15</td>
</tr>
<tr>
<td>6. methods of manipulating natural light to achieve desired lighting conditions inside of buildings</td>
<td>15</td>
</tr>
<tr>
<td>7. integration of structure, HVAC, and other building subsystems with the daylighting system</td>
<td>15</td>
</tr>
<tr>
<td>8. effect of external elements (vegetation, buildings, paving, land formations) on the performance of a natural lighting system within a building</td>
<td>5</td>
</tr>
<tr>
<td>9. how issues of solar and daylighting access can affect the planning and design of communities and urban environments.</td>
<td>5</td>
</tr>
</tbody>
</table>

Prerequisites:
Enrollment in PhD in Design, Master of Architecture Program, or Bachelor of Architecture Program. (Senior undergraduates may enroll only with instructor approval.)

Textbooks/Learning Resources:
Course notes provided digitally by Professor. Additional reading resources are made available in the College of Design library. Extensive experimental equipment in the form of illuminance meters, luminance meters, High Dynamic Range cameras, sun-angle simulators, heliodons, and experimental models. Software is available to students who choose to use computer simulations as an alternative to measurement.

Offered (semester and year): Varies

Faculty assigned  W. Place (F/T)
ARC 590 Special Topics: Sustainable Building Design (3 Credits)

Course Description (limit 25 words):
Compete in the N.C. Sustainable Building Design Competition, a program to engage students in the state's universities to learn and apply the lessons of sustainable design and construction.

Course Goals & Objectives (list):
- review and analyze the Healthy Built Homes Rating System.
- use the Healthy Built Homes Rating System to verify "greenness."
- identify sustainable "low hanging fruit" to create cost effective green design.
- identify and integrate realizable sustainable solutions into residential design.
- integrate universal design principles
- team up with a group of students to generate a NC Sustainable Building Design Competition entry.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.4. Technical Documentation
A.11. Applied Research
B. 2. Accessibility
B. 3. Sustainability
B. 7. Financial Considerations
B. 8. Environmental Systems
B. 10. Building Envelope Systems
C. 2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
- System Research – 20%
- Site Design – 10%
- Schematic Design – 20%
- Design Development – 5%
- Construction Details – 10%
- System Specification and Integration – 20%
- Certification – 10%
- Construction Budgeting – 5%

Prerequisites:
Graduate Standing

Textbooks/Learning Resources:
Healthy Built Homes Rating System
National Green Building Standard
ASHRAE
Green Building Advisor
Energy Star
System Vision (Advanced Energy)

Offered (semester and year): Varies

Faculty assigned R. Lanou (Adjunct)
ARC 590 Special Topics: Latin American Architecture (3 Credits)

Course Description (limit 25 words):
Introduction to Latin America’s built environment from pre-Columbian to contemporary times. Special attention to the architectural events related to the construction of national identities.

Course Goals & Objectives (list):
At the completion of this course, students will have an understanding of:
- the diverse geographic and cultural landscapes of the region and the different architectural expressions;
- the indigenous’ compositions of space and sensibilities to nature;
- the social and political role Colonial architecture and urbanism had in the erasure of local cultures and westernization—as well as homogenization—of the region;
- the challenges intellectuals faced in the re-definition of national identities;
- the modes of “appropriation” of Modernist principles to produce architecture more suited to Latin America;
- the effects of the recent exchanges of ideas produced by globalization.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
Ability: 1. Verbal and writing skills; 2. Critical Thinking; 4. Research skills

Topical Outline (include percentage of time in course spent in each subject area):
Geographical and ethnic conformation (4%)
Pre-Columbian Period – (20%)
The Spanish and Portuguese Colonies (16%)
Independence and National Identities (8%)
Creating a Modern Nation (4%)
Rationalism in Mexico (4%)
Importing Modernism (4%)
The continent of the future (8%)
The ideal city: University Campuses (4%)
Luis Barragán (8%)
Searching identity – Critical Regionalism (8%)
Young generations (4%)
Student presentations (8%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:
Various readings

Offered (semester and year): Spring, Annually

Faculty assigned P. Morgado (F/T)
ARC 590 Special Topics: Regional Infrastructures (3 Credits)

Course Description:
Analyzes the contemporary networked metropolis as a means to discuss how infrastructural systems might be opened up to other, more expansive agendas in order to catalyze a set of dynamics that engage environmental, social, cultural, economic, and political systems.

Course Goals & Objectives (list):
- To understand diverse research methodologies used in design practices
- To establish a specific research methodology in order to collect, document, and analyze research within their topic
- To verbally and visually present research to a diverse audience
- To understand contemporary urban conditions and forces in developed global cities through readings and case studies, as well as be aware of urban conditions in developing cities
- To introduce sustainable urban practices and an awareness of the interconnected infrastructural systems which sustain urban regions
- To propose new agendas for infrastructural systems that engage environmental, social, cultural, economic, and political systems

Student Performance Criterion/addressed (list number and title – see list of Criteria):
A.1 Communication Skills - Ability
A.3 Visual Communication Skills - Ability
A.5 Investigative Skills - Ability
A.7 Use of Precedents - Ability
A.9 Historical Traditions and Global Culture - Understanding
B.3 Sustainability - Understanding
C.1 Collaboration - Understanding
C.2 Human Behavior - Ability
C.6 Leadership - Understanding
C.9 Community and Social Responsibility - Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Case study and reading analysis and discussions (40%)
Individual urban research project and methods (20%)
Graphic communication principles and techniques (20%)
GIS mapping skills (20%)

Prerequisites:
This is a graduate level seminar open to all Architecture and Landscape Architecture Masters Students as well as Fifth Year Architecture Students.

Textbooks/Learning Resources:
The course is organized through case study based lectures, theoretical reading discussion sessions, and skill workshops that address various topics associated with the contemporary networked city. The case studies and reading are gathered from a diverse set of publications and sources. The technology skills workshops are lead by a GIS specialist.

Offered (semester and year): Varies

Faculty assigned
S. Queen (F/T)
K. Stoll (F/T)
ARC 590 Special Topics: Materials for Design (3 Credits)

Course Description (limit 25 words):
Engage physical and technical properties of materials, and their impact on design. Search for resonance between a material and construction details, and with overall building design.

Course Goals & Objectives (list):
XX. Become able to define the performance qualities of architectural materials.
XXI. Develop a working knowledge of resources relevant to various architectural materials.
XXII. Identify and analyze case study projects regarding architectural materials.
XXIII. Represent the conclusions of the analyses in oral, written, and graphic form.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A.5. Investigative Skills: Ability
B. 12. Building Materials and Assemblies: Understanding

Topical Outline (include percentage of time in course spent in each subject area):
Analyze use of materials in several existing built works 50%
Compare material usage in particular buildings with state of the art regarding each material 25%
Summarize findings in oral, written and graphic presentation 25%

Prerequisites: B.Arch or M.Arch; ARC 432 or equivalent

Textbooks/Learning Resources:

Many other resources will be used to gain an understanding of subtle features of existing built works, including recent periodicals, books, and sometimes correspondence with architects. Additional resources on reserve in library will be used to establish state of the art regarding various materials.

Offered (semester and year): Course initiated Fall 2010; Fall, Annually

Faculty assigned
P. Rand (F/T)
ARC 590 Special Topics: Sustainable Energy Systems (3 Credits)

Course Description (limit 25 words): This is a survey course providing a solid knowledge base in numerous aspects of sustainable design. We touch upon both strategies and philosophies within sustainability.

Course Goals & Objectives (list):
- To provide students with a comprehensive background of the sustainability movement within the design and construction field
- To supply students with both technical and philosophical positions on sustainability
- To give students the skills necessary to examine design schemes and propose sustainable possibilities
- To expand critical thinking and analysis skills, as well as further develop research and writing abilities.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
A. 7. Use of Precedents
A.11. Applied Research
B. 3. Sustainability
B. 4. Site Design
B. 7 Financial Considerations
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies
C. 2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
- Scope of Environmental Issues, Green Building Frameworks (15%)
- In-depth Green Building Tours (45%)
- Systems and Strategies [Energy, Site, Materials, Construction Considerations, Water, Indoor Environmental Quality] (70%)
- Integrated Design [Engineering, Construction] (40%)
- Green in Different Building Types [Historic Pres, Existing Buildings, Commercial, Residential] (35%)
(Note there is some overlap among these sections of the course, hence more than 100%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:

Offered (semester and year): Varies

Faculty assigned
T. Rider (Adjunct)
ARC 598 Final Project Studio in Architecture (6 Credits)

Course Description (limit 25 words):
Final architectural design project for graduate students supervised by members of their graduate advisory committee.

Course Goals & Objectives (list):
During the course, students:

Investigate of an architectural idea and the embodiment of that idea in the design of one or more buildings.

Design a building or a complex of buildings that serve as an appropriate vehicle for the exploration and demonstration of the idea that was developed in ARC 697.

Design a project that further investigates, tests, and demonstrates the theoretical basis, idea, or architectural proposition.

The architectural issues investigated should be more inclusive than the building itself and the project must address the needs of constituents other than the student.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):
Criteria vary according to student-directed research project. In general, the course addresses:

Topical Outline (include percentage of time in course spent in each subject area):
Design of significant final architectural project (100%)

Prerequisites: Departmental Approval

Textbooks/Learning Resources:
Resources vary according to focus of student-directed project.

Offered (semester and year): Fall, Spring, Annually

Faculty assigned
Full Time Faculty serve as Chair of Student's Committee
Other committee members (min. one other ARC faculty) vary
ARC 697 Final Project Research in Architecture (1-6 credits, usually 3)

Course Description (limit 25 words):
Investigation of selected problems and projects in architecture of particular interest to graduate students under the direction of a faculty member on a tutorial basis.

Course Goals & Objectives (list):
Prepare students for ARC 598 Final Project Studio in Architecture

In the course, students:

Thoroughly and comprehensively investigate the theory, idea, or architectural proposition set forth in the Final Project proposal.

Produce a document that clearly states the theoretical basis that is to be investigated, that demonstrates knowledge and critical analysis of relevant literature by others about the subject, and that examines the position taken by others through analysis of relevant precedents.

Articulate and analyze an architectural program including both qualitative and quantitative intentions of the project that will integrate and demonstrate the theory, idea, or architectural proposition, as well as the documentation and analysis of the site and context to be used for the project.

Student Performance Criterion/a addressed (list number and title – see list of Criteria):

Topical Outline (include percentage of time in course spent in each subject area):
Research and documentation of theoretical position, site and precedent analysis, program requirements (100%)

Prerequisites: Departmental Approval

Textbooks/Learning Resources:
Resources vary according to focus of student-directed research project.

Offered (semester and year): Fall, Spring, Annually

Faculty assigned
Full Time Faculty serve as Chair of Student’s Committee
Other committee members (min. one other ARC faculty) vary
IV.2 FACULTY RESUMES
Robin Abrams, Ph.D., AIA, ASLA  
Professor and Head of the School of Architecture

Courses Taught Two Years Prior to Visit:  
ARC 211 Natural Systems & Architecture  
ARC 570 Anatomy of the City

Educational Credentials:  
B.A. in Urban Studies, Northwestern University  
M.S. in Urban & Regional Planning, The University of Texas at Austin  
M.Arch in Architecture, The University of Texas at Austin, concentration in Urban Design  
Ph.D., Landscape Studies, Sheffield University, England

Teaching Experience:  
2008 – Present: Professor and Head of the School, North Carolina State University  
2003-2004: Visiting Associate Professor, School of Architecture, University of Texas at Austin  
1999 – 2008: Associate Professor and Associate Head of Architecture, Texas A&M University  
1994 – 1999: Assistant Professor, Department of Architecture, Texas A&M University  
1990 – 1994: Assistant Professor, Department of Architecture, University of Texas at San Antonio

Professional Experience:  
1988 – Present, Partner, Urban Design Associates, Austin, Texas  
1979 – 1983: Urban Planner, City of Austin, Texas

Licenses/Registration:  
Licensed Architect in North Carolina and Texas  
Licensed Landscape Architect in Louisiana

Selected Publications and Recent Research:  

Professional Memberships:  
American Institute of Architects  
American Society of Landscape Architects  
Board of Directors, AIA North Carolina  
Board of Directors, Triangle Modernists  
Board of Directors, Marfa Foundation
Simon Atkinson, Ph.D., RIBA, MRTPI
Visiting Professor in City Design

Courses Taught Two Years Prior to Visit:
ARC 503: Advanced Architecture Studio (City Design)
ARC 574: Place & Placemaking
ARC 577: Sustainable Communities

Educational Credentials:
Diploma in Architecture with Honors, Leeds University School of Architecture & Planning, UK
M.A. in Regional Studies, The University of Sussex, England
Ph.D. in Architecture, The University of Sheffield, England

Teaching Experience:
Visiting Professor, School of Architecture Visiting, NC State 2008 - Present
Professor & M. Hogg Centennial Chair, School of Architecture, The University of Texas at Austin 1984 to Present
Head, Joint Center for Urban Design, Oxford Brookes University 1977-1982
Principal Lecturer in Urban Design, Dept. of Town Planning 1972-1977

Professional Experience:
Principal, Urban Design Associates, Austin, Texas 1990-Present
Principal, Atkinson International Associates 1980-1990
Principal, Black Atkinson & Vernooy 1982-1990
Partner, Oxford Planning Group, Oxford and London 1973-79

Licenses/Registration:
Licensed Architect, UK
Licensed Town Planner, UK

Selected Publications and Recent Research:
Atkinson, S. "Schools of Architecture Engaging the City.” ACSA Central Fall Conference, University of Waterloo, Canada, 2007.

Professional Memberships:
Royal Institute of British Architects
Royal Town Planning Institute
Royal Society for the Arts
International Institute for Urban Design
Thomas Matthew Barrie, AIA  
Professor: School of Architecture, North Carolina State University

Courses Taught  
ARC 402 Architectural Design Advanced  
ARC 503, Architectural Design Advanced  
ARC 590, Sacred Architecture  
ARC 590, Architectural Theory

Education  
Master of Philosophy in Architectural History-Theory  
University of Manchester, England  
1993  
Master of Architecture  
Virginia Polytechnical Institute and State University  
1981  
Bachelor of English, University of North Carolina, Greensboro  
1978

Teaching and Administration  
North Carolina State University, School of Architecture, Professor  
2002 - Present  
Director  
2002-2007  
Lawrence Technological University, Professor  
1993-2002  
University of Manchester, England, Visiting Lecturer  
1991-1992  
Manchester Metropolitan University, England, Visiting Lecturer  
1990-1991  
Roger Williams University, Adjunct Professor  
1987-1990, 1993  
Boston Architectural Center, Instructor  
1990

Professional  
Thomas Barrie AIA, Raleigh, NC  
2002-Present  
Thomas Barrie Architect, Royal Oak, MI  
1993-2002  
Thomas Barrie Architects, Boston, MA  
1987-1990  
Payette Associates Inc., Boston, MA  
1983-1987  
Huygens and DiMella Inc., Boston, MA  
1981-1983  
Architectural Resources Cambridge Inc.  
1980

Professional Registration  
Registered Architect: Massachusetts and North Carolina

Selected Publications and Scholarly Activities  
The Sacred In-between: The Mediating Roles of Architecture  
(Shambhala Publications)  
Spiritual Path – Sacred Place: Myth, Ritual, and Meaning in  
Architecture,  
(Proceedings Ed. J. Malville and B. Saraswati, Indira Ghandi Center  
for the Arts) Chapter: “The Basilica of La Madeleine, Vêzelay: Spatial  
and Symbolic Narratives in the Western Christian Church”  
2009  
Co-Editor: 2A Magazine, Architecture, Culture and Spirituality  
2009  
Co-Editor: Journal of Architectural Education, Vol. 62.2  
Immateriality in Architecture  
2008

6 housing and urban design publications from funded projects  
Over 15 journal articles, book reviews and book introductions  
Over 20 papers presented and/or published at a broad range of  
academic conferences  
Articles on Thomas Barrie’s publications, funded studios and built  
work  
have appeared in over 20 publications  
Over 50 lectures and guest critics  
Over 20 exhibitions and installations

Memberships  
American Institute of Architects
Laura Battaglia
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit:
ARC201  2nd year Design Studio – FORM
ARC202  2nd year Design Studio – FORM
ARC404  graduate level Design Studio – FORM

Educational Credentials:
B.S., Cornell University, 1994
M. Arch., University of Virginia, 1998

Teaching Experience:
Assistant Professor of the Practice, North Carolina State University, 2008-2011

Professional Experience:
Principal, studio | battaglia, Raleigh, NC, 2008-present
Project Architect, Cherry Huffman Architects, Raleigh, NC, 2007-2008
Project Architect, BCWH, Richmond, VA, 1999-2005
Intern, SMBW, Richmond, VA, 1998-1999
Intern, CBT Architects, Boston, MA, 1994-1996

Licenses/Registration:
North Carolina
Virginia

Selected Publications and Recent Research:
"Modern Goes Modular", (News and Observer: Home of the Month Series, NC, 2009)
"A Core of Simplicity", (News and Observer: Home of the Month Series, NC, 2010)

Professional Memberships:
The American Institute of Architects, 1998-2007
Virginia Society, AIA, 2000-2006
Richmond Architects’ Forum, 2000-2002
Paul Battaglia  
Assistant Professor  

Courses Taught Two Years Prior to Visit:  

Educational Credentials:  
M.Arch. Virginia Polytechnic Institute & State University  
B.Arch Virginia Polytechnic Institute & State University  

Teaching Experience:  
2007-2011 Asst. Professor, School of Architecture, NC State  
2005-2007 Visiting Asst. Professor, School of Architecture, Virginia Tech  
1998-1999 Adjunct Faculty, Dept. of Interior Design, Virginia Commonwealth  

Professional Experience:  
2011-present Senior Architect, Clark/Nexsen, Norfolk, VA  
2006 Architect, Thompson & Litton, Radford, VA  
1999-2005 Project Manager, Project Architect, Gresham Smith + Partners, Richmond, VA  

Licenses/Registration:  
Registered Architect, VA  

Selected Publications and Recent Research:  
"Study Abroad: Its Impact on Design Students’ 'Openness to Experience’”  
co-authored with Prof. Art Rice (Dept. of Landscape Architecture, NCSU)  
Council of Educators in Landscape Architecture, Los Angeles, California, March 2011  
"The city as it is. The city as it should be.” Work of ARC401 Studio from Fall 2010. Urban Design Forum, Raleigh, North Carolina, February 2011  
"Why It’s Important for an Architect to Look Like a Jesuit”  
Architecture, Culture and Spirituality Symposium, Collegeville, Minnesota, June 2010  
"Between Study and Research; And the Value of Having Played with Plywood”  
(accepted for publication, but withdrawn by Battaglia)  
Prague Exhibition: Work of NCSU Students from Fall 2009  
Czech Technical University in Prague - Faculty of Architecture  
coordinated by Arch. Martin Perlik (Instructor, NCSU Prague Institute), Spring 2010  
"Prague Exhibit”  
NCSU College of Design, Raleigh, North Carolina, January 2010  
"ninety some odd day in prague and other places” (poster)  
Fishmarket, NCSU College of Design, Raleigh, North Carolina, September 2009  
"A Study in Profile” (poster)  
collaboration with Andrew Bywater (M Arch, NCSU, December 2008)  
ACSA National Conference, Portland, Oregon, March 2009  

Professional Memberships:  
American Institute of Architects  
NCARB
Georgia Bizios, FAIA, ACSA Distinguished Professor  
Professor  

Courses Taught (Two academic years prior to current visit):  
ARC 590 – Practicum: Affordable Housing, Spring 2011  
ARC 590 – Practicum: Architecture in the Public Interest, Fall 2010  
ARC 590 – Affordable Homes: Design Issues/Community Actions, Spring 2010  
ARC 503 – The Modest House, Fall 2009  

Educational Credentials:  
Master of Architecture, University of Oregon, Eugene, OR, 1974  
Bachelor of Architecture with Distinction, University of Minnesota, Minneapolis, MN, 1971  
Bachelor of Art, Colby College, Waterville, ME, 1967  

Teaching Experience:  
NC State University, School of Architecture, College of Design – Director, Home Environments Design Initiative  
Tulane University, School of Architecture, Associate Dean 1984-1986, Associate/Assistant Professor 1974-1986  

Professional Experience:  
Bizios Architect, Architectural Practice, 1990-Present  
Architectural Design Consultant, 1984-1990  
The Architectural Coalition, Tulane University, Professional Associate, 1982-1984  
Ellerbe Architects, New Orleans, LA, Professional Associate, 1978-1982  
Close Associates Architects, Intern Architect, 1971-72  

Licenses/Registration:  

Selected Publications: Publications since 2007  

Recent Research:  
The Home Environments Design Initiative (HEDI), directed by Professor Bizios, seeks to initiate, facilitate and coordinate scholarship, research and outreach services in the area of quality design for home environments. HEDI built partnerships and received service grants totaling approximately $300,000 during the last five years.  

Professional Memberships:  
American Institute of Architects (AIA), North Carolina Sustainable Energy Association (NCSEA), American Solar Energy Society (ASES)
Susan Cole Cannon, AIA, LEED AP
Professor of the Practice

Courses Taught Two Years Prior to Visit:
ARC 503 Architectural Graduate Options – “Craft of Architecture”
ARC 503 Architectural Graduate Options – ULI Competition and Urban Housing
ARC 500/501 Architectural Professional Studio

Educational Credentials:
BEDA, North Carolina State University, 1978
Masters of Architecture, Harvard University, 1983

Teaching Experience:
Adjunct Professor of Practice, North Carolina State University, 1988- present

Professional Experience:
Designer & Intern Architect, Graham Gund, Boston, MA 1984-1986
Cannon Architects, PC, Raleigh, NC 1995-present

Licenses/Registration:
AIA license, North Carolina, Massachusetts, Florida
LEED AP

Selected Publications and Recent Research:  
Design Awards with Cannon Architects
Leazar Hall Renovation - North Carolina State University  Raleigh, NC
AIA North Carolina Design Awards - Honor Award
AIA Triangle Design Awards - Honor Award
Brick Southeast Design Awards - President's Award
National Brick in Architecture - Gold Award
AV Metro Corporate Headquarters, Raleigh, NC
SAR (South Atlantic Regional AIA) Design Awards - Honor Award
AIA North Carolina Design Awards - Honor Award
AIA Triangle Design Awards - Merit Award
Sir Walter Raleigh Appearance Award
Architectural Record, April 2002
Inc. Magazine, October 2005
Cannon Architects Office, Raleigh, NC
AIA North Carolina Design Awards - Honor Award
Capital Fitness Health Club  Raleigh, NC
AIA Triangle Design Awards - Merit Award
Bungalow Addition + Renovation  Raleigh, NC
2006 - Remodeling Magazine Design Award - Grand Additions
2006 - Home of the Month - News & Observer

Professional Memberships:
American Institute of Architects
LEED Accredited Professional
United States Green Building Council
Society of North American Goldsmiths
Triangle Area Design Society
NCARB
Name: Roger H. Clark, FAIA
Professor

Courses Taught:
ARC 441 History of Contemporary Architecture
ARC 501 Professional Architectural Studio I
ARC 503 Advanced Architectural Design
ARC 543 Analysis of Precedent

Educational Credentials:
University of Cincinnati, BS in Architecture (now Bachelor of Architecture), 1963
University of Washington, Master of Architecture, 1964

Teaching Experience:
University of Virginia, School of Architecture
Instructor, 1964/65
Assistant Professor, 1965/69
North Carolina State University, College of Design, School of Architecture
Assistant Professor, 1969/72
Associate Professor, 1972/78
Assistant Dean, 1977/79
Professor, 1978-Present
Director of Graduate Programs, 1994/95

Guest Lecturer, Visiting Critic and/or Guest Juror at numerous universities including the University of Arizona, University of Colorado, University of Michigan, University of Cincinnati, University of Kansas, University of North Carolina at Charlotte, University of Tennessee, University of Illinois Chicago Circle, University of Virginia, Mississippi State University, Georgia Institute of Technology, University of Florida, Virginia Polytechnic and State University, Duke University, New York Institute of Technology, Pennsylvania State University, Morgan State University, Appalachian State University, University of Southern California, Purdue University, Carnegie-Mellon University, Robert Gordon University (Aberdeen, Scotland), and Helsinki (Finland) University of Technology.

Professional Experience:
The Architectural Team, Charlottesville, Virginia, 1964/69
Cannon Architects, Raleigh, NC, Design Architect, 1992-Present
Roger H. Clark, Architect, Raleigh, NC, 1976-Present

Licenses/Registration:
North Carolina
Ohio
NCARB

Selected Publications and Recent Research:
Fourth Edition of Precedents in Architecture now at Wiley, due for publication February 2012 (with Michael Pause).
Drawings and models exhibited at Vitra Design Museum (Germany) and Duke University Museum of Art
28 design awards for buildings I have designed.

Professional Memberships: The American Institute of Architects
Matthew Henning Griffith AIA  
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit: ARC 201, ARC 405

Educational Credentials:  
BS Mathematics - Davidson College - 1996  
MArch - NCSU College of Design - 2002

Teaching Experience:  
Visiting Assistant Professor of Architecture  
University of Arkansas - 2002-2004  
Adjunct Professor  
University of Arkansas - 2005  
Assistant Professor of the Practice  
NCSU College of Design - 2007 - Present

Professional Experience:  
Intern - Jackson Ryan Architects  
Houston, TX - Summer 2000  
Intern - Cannon Architects  
Raleigh, NC - Summer 2001  
Project Designer - UACDC  
Fayetteville, AR - 2004  
Project Designer - Marlon Blackwell Architect  
Fayetteville, AR - 2002-2006  
Project Designer - Frank Harmon Architect  
Raleigh, NC - 2006-2008  
Project Architect - Frank Harmon Architect  
Raleigh, NC - 2008-2010  
Founding Principal - in situ studio  
Raleigh, NC - 2010-Present

Key Projects:  
IMA Art + Nature Park  
Project Manager - 2004-2006  
NCBG Visitor Center  
Project Architect - 2006-2009  
AIA NC Headquarters  
Design Architect - 2008-2010  
First Presbyterian Church Raleigh  
Design Architect - 2008-2010  
Goodman Residence  
Architect - 2010-2011

Licenses/Registration:  
NC #11446

Selected Professional Awards:  
BSA Unbuilt Award  
Camden Community Center - 2004  
Gulf States Regional AIA Design Citation  
Srygley Office Building - 2006  
First Place  
AIA NC Headquarters Competition - 2008  
LEED Platinum  
NCBG Visitor Center - 2010

Professional Memberships:  
American Institute of Architects  
SEED Network
Frank Harmon, FAIA  
Professor of the Practice

Courses Taught  
ARC 503: Graduate Studio in Architecture  
ARC 590: Case Studies in Detail  
ARC 571: From The Bauhaus To Your House

Educational Credentials:  
School of Design, North Carolina State University 1959-1961  

Teaching Experience:  
Professor in Practice, North Carolina State University, School of Design: 1981-Present  
Auburn University, School of Architecture and Fine Arts: 1979-81  
Unit Master, The Architectural Association, School of Architecture: 1973-79  
Visiting Critic, Columbia University, University of Toronto, University of Liverpool, UNC Charlotte, University of Virginia

Professional Experience:  
Frank Harmon Architect PA, Raleigh, NC: 1979-Present  
McMinn, Norfleet & Wicker, AIA, Greensboro, NC: 1968-70

License/Registration:  
North Carolina Board of Architecture: 1970  
National Council or Architectural Registration Boards: 1970  
Architects Registration Council of the United Kingdom: 1978

Selected Publications about Frank Harmon:  
"Architect 50" (Architect, 2011)  
"RA 50: The Short List of Architects We Love" (Residential Architect, 2010)  
"Charleston’s Circular Church Goes Green" (The Interfaith Journal on Religion, Art and Architecture, AIA IFRAA, 2008)  
"Iron Studio, Penland School of Crafts" (BusinessWeek with Architectural Record, 2004)  
Tropical Modernism, by James Truelove (Harper Collins, 2001)

Selected Publications by Frank Harmon:  
"No One Drove Faster than a Horse," "Here Once the Embattled Farmer Stood," "Mr. Jefferson Builds His Dream House," "Louisiana’s Oak Alley" (Architects + Artisans, June -August 2011)  
"About Corncobs and the Unpainted Aristocracy" (Inform, Va. Society AIA, April 2011)  
"Regionalism and Preservation in the Work of Harwell Hamilton Harris” (Docomomo, 2004)  
“Toward a Green Architecture” (NCSU College of Design student publication, 2003)

Professional Membership:  
American Institute of Architects, AIA North Carolina, AIA Triangle, Triangle Architecture & Design Society  
Construction Specification Institute (CSI)

Special Honors:  
United States General Services Administration’s National Register of Peer Professionals (2005-2011),  
Kamphoefner Prize For Distinguished Design Over A Ten-Year Period (1995),  
14 AIA NC design awards, three AIA South Atlantic Region design awards, two AIA National design awards.

David B. Hill, AIA  
Assistant Professor
Courses Taught:
ARC 251 Digital Representation
ARC 500 Architectural Design: Professional Studio
ARC 501 Professional Architecture Studio I
ARC 503 Advanced Architectural Design (Options Studio)
ARC 590 (533) Experiments in Architectural Prototypes
ARC 590 Digital – Material Translations

Educational Credentials:
Master of Architecture, Harvard University, 2002
Bachelor of Architecture, NC State University, 1997
Bachelor of Environmental Design in Architecture, NC State University, 1996

Teaching Experience:
Assistant Professor of Architecture, NC State University, 2007-Present
Adjunct Assistant Professor of Architecture, NC State University, 2002-2007
Visiting Studio Instructor, Boston Architectural Center (now College), 2001-2002
Harvard University GSD Career Discovery Studio Instructor, 2001

Professional Experience:
Independent Architectural Consultant, 2007-Present

Licenses/Registration:
Registered Architect: North Carolina #10270

Selected Publications and Recent Research:
Co-PI: Strategic Research Initiative Grant
Project Title: “Building Design Process Innovation for Enhancing Energy and Environmental Sustainability”, 2010
Technical advisor (digital modeling and simulation): NEH Digital Humanities Start-up Grant
Vernon Shogren Fellowship
Project Title: “George Matsumoto and the Post-War Demonstration House”, 2010-2011
Association of Collegiate Schools of Architecture 99th Annual Meeting Proceedings: Where Do You Stand
Paper Title: “Responding to the Drape: Efficiency and Exuberance in Environmentally Responsive Fabric Reinforced Composite Panels” (with Laura Garofalo), 2011
National Conference on the Beginning Architecture Student Proceedings: Beginning of/in the End
Paper Title: “Primary Sourcing: Defining a Role for Physical Archives in Teaching Digital Media”, 2011
NC State College of Design Faculty Development Grant –
Project Title: “Exploring the Minimum Theory: Efficiency and Exuberance in Textile Composite Panels”, 2011
Winner, Architecture for Humanity – Charleston Hub Competition, 2010
Association of Collegiate Schools of Architecture (ACSA) Faculty Design Award, 2009
Association of Collegiate Schools of Architecture 97th Annual Meeting Proceedings: The Value of Design
Paper Title: “Prefabricated Recovery” (with Laura Garofalo), 2009
Association of Collegiate Schools of Architecture 96th Annual Meeting Proceedings: Seeking the City
Paper Title: “Sheltering Education”, 2008

Professional Memberships:
American Institute of Architects, Triangle (NC) Chapter: Board of Directors
Building Technology Educators Society
Davin Hong
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit: ARC 405

Educational Credentials:
M. Arch. Harvard University Graduate School of Design
B.Arch. Rice University
B.A. Architecture & Fine Arts Double Major, Rice University

Teaching Experience:
2009-2011 Assistant Professor of the Practice
School of Architecture
North Carolina State University

Professional Experience:
2011 – Present Senior Design Architect, RTKL, Baltimore
2007-2011 Senior Design Architect, Kling Stubbins, Raleigh
2001-2004 Project Designer, Kling Architects, Washington, DC
1998-2001 Architectural Designer, Elkus/Manfredi Architects Ltd., Boston

Licenses/Registration:
Registered Architect, Maryland

Selected Publications and Recent Research:

Design Awards:
Clipper Mill Assembly Building (Cho Benn Holback + Associates)
  2008 Grand Award – Residential Architect Magazine
  2007 Merit Award – AIA Maryland
  2007 Award for Excellence in Preservation – AIA Baltimore
  2004 Honorable Mention for Unbuilt Work – AIA Baltimore

FDA Shared Use Building (Kling)
  2007 Award of Merit in Architecture, AIA Washington

The Shops of Columbus Circle (Elkus/Manfredi)
  2005 Award for Excellence – Urban Land Institute
  2004 Project of the Year –New York Construction Magazine

Robert F. Wagner Park (Machado and Silvetti)
  1998 Award for Design – AIA New England
1998 Award for Urban Design – National Association of AIA
Jianxin Hu, PhD., R.A., LEED AP
Assistant Professor

Courses Taught (Two academic years prior to currently visit)
ARC302 Architectural Design: Technology
ARC590 Sustainable Energy Systems for Architecture

Educational Credentials:
B.Arch., Tianjin University, China, 1996
M.Arch., Tianjin University, China, 1999
PhD in Design, North Carolina State University, 2003

Teaching Experience:
Assistant Professor of Architecture, North Carolina State University, 2010 – present
Visiting Assistant Professor of Architecture, North Carolina State University, 2008 – 2010

Professional Experience:
Intern Architect / Designer, Elkus / Manfredi Architects, Ltd., Boston, MA, 2001

Selected Publications and Recent Research:

Professional Memberships:
Maryland Licensed Architect: No. 0015247
LEED Accredited Processional
American Solar Energy Society (ASES)
Building Enclosure Council
Margret Kentgens-Craig
Associate Professor of the Practice

EDUCATION
Ph.D.  Ruhr-Universität Bochum, Department of Art History, 1992.*
M.A.   Ruhr-Universität Bochum, Department of Art History, 1985.*
Teaching Certification (Grades 9-12), State of North Carolina, 1992.

ACADEMIC and PROFESSIONAL EXPERIENCE
Adjunct Associate Professor, North Carolina State University College of Design, School of Architecture, Fall 2007-current.
Guest Curator, Fall 2009 Exhibition of contemporary American art. Kunstverein/City Gallery Hattingen*, 2008-09.
Visiting Scholar, Duke University, Department of Art, Art History, and Visual Studies; NCSU College of Design (2001-06).
Head, Department of Collection and Archives (Sammlung), Bauhaus Dessau Foundation,* 1996 -2000.
Lecturer, University of Applied Sciences, Department of Design, Magdeburg, 1998-99.*
Planning Director, Berlin Academy Project, 1991. 1992-93, and Visiting Associate Professor, NCSU College of Design.

PUBLICATIONS
Exhibition and catalogue with Kunstmuseum Bonn; Bauhaus Dessau Foundation; Staatliches Museum Schwerin; Museum Ulm (1998).
The Arts: The German Influence in North Carolina. In: Henry Landsberger/ Christoph Schweitzer, They Fled Hitler’s Germany.

COMMITTEES
Committee on International Affairs, North Carolina State University, 1993.

RECENT LECTURES
Invitation to co-teach Bauhaus class at Columbia University, in preparation of the 2009 Bauhaus Exhibition at MoMA.
Kohn Pederson Fox, New York.
Black Mountain Museum and Art Center NEH Project (in collaboration with UNC Asheville).

* Institutions /Degrees in Germany
Don Kranbuehl, AIA, PE
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit:
ARC 403 - Architecture Design Studio - Environment

Educational Credentials:
B.S  Duke University, 1995
M.S.  Civil Engineering - Structures - Virginia Tech, 1999
M. Arch.  Virginia Tech, 2000

Teaching Experience:
Adjunct Faculty, North Carolina State University, 2007-present

Professional Experience:
Project Architect and Structural Engineer, Skidmore Owings and Merrill, Chicago, 2000-2003
Associate Partner, Project Lead Designer/Architect, Harding Partners, Chicago, 2003-2004
Associate, Project Lead Designer/Architect, PBC+L, Raleigh, 2005-present

Licenses/Registration:
RA, Illinois
RA, North Carolina
PE, California

Selected Publications and Recent Research:
Architecture Record On-line, February 2011- Adaptive Reuse Case Study - Park Shops

Professional Memberships:
American Institute of Architects
Charles Ladd, PE, AIA  
Assistant Professor of the Practice

Courses taught (two years prior to current visit):  
ARC 414 Environmental Control Systems

Educational Credentials:  
Mechanical Engineering Studies, Tulane University, 1978-1980  
BSME, NC State University, 1982  
M. Arch, NC State University, 2002

Teaching Experience:  
Teaching Assistant - NC State University, 2000-2002  
Research Assistant - NC State University and Synergetics, Inc., Raleigh, NC, 2002-2003  
Visiting Instructor - NC State University, 2003, 2006-2010  
Assistant Professor of the Practice, NC State University, 2011

Professional Experience:  
Architectural Intern - Sears, Hackney, Keener, and Williams, Cary, NC, 1999-2001  
Principal Engineer and Architect - Williard Ferm Architects, Raleigh, NC, 2007-2010  
Engineer and Architect - Southern Energy Management, Morrisville, NC, 2010-present

License/Registration:  
Architecture: North Carolina, South Carolina, Virginia  
Engineering: Georgia, Maryland, Mississippi, Missouri, New Mexico, North Carolina, South Carolina, Tennessee, Virginia

Selected Publications and Research:  
(Publication pending)  
Daylighting for Schools - Research, 2001  
Cornice Duct Efficiency - Research, 2002-2005  
Jeopardy! Champion - 2003

Professional Memberships:  
Member, American Institute of Architects (AIA)  
Member, American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE)  
Member, Society of American Military Engineers (SAME)  
Member, Institute of Electrical and Electronic Engineers (IEEE)  
Senior Member, Association of Energy Engineers (AEE)

Professional Certifications/Credentials:  
Building Energy Assessment Professional - ASHRAE  
LEED Accredited Professional: Building Design and Construction Specialty - Green Building Certification Institute (GBCI)
Randall Lanou
Associate Professor of the Practice

Courses Taught
ARC 590 Special Topics – North Carolina Sustainable Building Design Competition Seminar
Summer Design-Build Studio

Educational Credentials
BFA – Industrial Design, University of Illinois at Chicago, 1992
M. Arch, Minor in Business Management, North Carolina State University, 1997

Teaching Experience
Adjunct Associate Professor, North Carolina State University, 1998 to Present

Professional Experience
Owner, BuildSense, Inc., Durham, North Carolina, 2000 to Present
Partner, Studio B Architecture, Durham, North Carolina, 2007 to present

Licenses
North Carolina Unlimited Building Contractor

Selected Publications / Presentations / Research
Progressive ordinance that supports clean energy generation in Granville County, NC
NAHB Green Building Conference
Institute for Emerging Issues Regional Energy Forum
The North Carolina Affordable Housing Conference
News and Observer’s Home of the Month
Architectural Record
Fine Homebuilding
HGTV’s Beyond The Box

Professional Memberships
LEED accredited professional
NAHB Certified Green Professional
Associate member of the American Institute of Architects
ENERGY STAR Building Partner
U.S. Green Building Council
N.C. Sustainable Energy Association
Durham, Orange, and Chatham County Home Builders Association
Rotary
Durham Chamber of Commerce
Jeffrey S. Lee, FAIA
Professor of the Practice

Courses Taught (Two academic years prior to current visit):
ARC 501 Professional Architecture Studio I

Educational Credentials:
B.E.D.A. North Carolina State University, 1974
M. Arch Harvard University Graduate School of Design, 1979

Teaching Experience:
Adjunct Associate Professor of Architecture, North Carolina State University, 1988 - 2009
Professor of Practice, North Carolina State University, 2009 – present

Professional Experience:
Principal, Pearce Brinkley Cease + Lee PA, Raleigh, NC 1990 – present

Licenses/Registration:
North Carolina
Massachusetts

Selected Awards:
AIA Triangle Merit Award, SAS Hall NC State University, 2010
AIA South Atlantic Region Honor Award, SAS Hall NC State University, 2009
AIA North Carolina Merit Award, Building D, Northern Wake Tech Campus, WTCC, 2009
AIA North Carolina Merit Award, Phase 1A Classroom Building, Northern Wake Campus, WTCC, 2008
AIA Triangle Honor Award, Fayetteville Festival Park Performance Pavilion, 2008
AIA North Carolina Merit Award, Fayetteville Festival Park Performance Pavilion, 2007
AIA North Carolina Honor Award, Seabrook Auditorium Renovations and Additions, FSU, 2007
AIA Triangle Merit Award, Carolina Business Interiors, 2005
AIA North Carolina Honor Award, Health Sciences Building, Wake Technical Community College, 2004
AIA South Atlantic Region Merit Award, Progress Energy Center for the Performing Arts, 2003
AIA North Carolina Honor Awards, Progress Energy Center for the Performing Arts, 2003

Professional Memberships:
The American Institute of Architects
National Council of Architectural Registration Boards
Marvin Malecha, FAIA
Professor and Dean of the College of Design

Courses Taught Two Years Prior:
D100 Design Thinking I
D101 Design Thinking II

Educational Credentials:
B.Arch. University of Minnesota
M.Arch. Harvard University Graduate School of Design
Rotch Traveling Scholar (1980)

Teaching Experience:
Professor and Dean of the College of Design, NCSU, 1994 to Present
Dean of the College of Environmental Design at California State Polytechnic University, Pomona (1982-1994)

Professional Experience:
Lead architectural designer for the Chancellor’s Residence at NC State University (Current)
Peer reviewer for projects in the cities of Raleigh and Chapel Hill, North Carolina appointed by the City Councils to raise the standard of architecture in the urban context (Current)
Architect, Hugh Stubbins and Associates

Licenses/Registration:
North Carolina

Research and Publications
The Urge to Draw: The Cause to Reflect
Foundations, The Fabric of Architecture,
Learning About Architecture
Essays on Architecture
The Design Studio
The Study of Design, Form and Performance
The Learning Organization
The Study of Design
Form and Performance
The Nests of Pegasus
Angels in the Architecture (a children’s book)
Design in Life (a book for young adults)
"Architectural Education;” published in EKISTICS.
The Right of Inquiry, adapted as policy by the American Institute of Architecture Students.
The Junior Faculty Handbook on Tenure and Promotion, ACSA (with Robert Greenstreet)
The New Administrators Handbook, ACSA (with Robert Greenstreet)
Reconfiguration in the Study and Practice of Architecture (published by William Stout of San Francisco)

Professional Memberships:
Fellow of the American Institute of Architects (President 2009)
Association of Collegiate Schools of Architecture (ACSA) Distinguished Professor and Former President
Honorary Member of the European Association for Architectural Education
Senior Fellow of the Design Futures Council
Honorary Member of the Australian Institute of Architects, the Japan Institute of Architects, the Royal Institute of Canadian Architects and the Architects Institute of the Republic of China - Taiwan.
Tim Martin
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit:
ARC 302 Architecture Design Studio, (Sustainable) Technology

Educational Credentials:
Master of Architecture, NCSU, 2002 + Master of Civil Engineering, NCSU, 1998

Teaching Experience:
Co-Instructor for ARC 441 Environmental Control Systems, NCSU, Spring, 2003
Architecture design studios, ARC 405, 201, 302 (NCSU, Fall 2003 - Spring 2010)

Professional Experience:
1. Tim Martin Engineer, 2002-present
   structural engineering + ecological design consulting projects:
   nc aia headquarters, raleigh, nc (with frank harmon architect),
   lath house, jc raulston arboretum, raleigh, nc (with frank harmon architect),
   children's nature zoo, nc zoological park, asheboro, nc (with frank harmon architect),
   walnut creek urban wetland park, raleigh, nc (with frank harmon architect),
   merchant's millpond visitor center, gates county, nc (with frank harmon architect),
   goodall residence, raleigh, nc (with tina govan architect),
   starworks center for creative enterprise, star, nc (with frank harmon architect),
   ocean science teaching center, duke marine lab, beaufort, nc (with frank harmon architect),
   duke smart house, duke university, durham, nc (with frank harmon architect),
   prairie ridge ecostation, nc museum of natural science, raleigh, nc (with frank harmon architect),
   design projects (architectural, ecological, structural):
   pickle home renovation, raleigh, nc
   neil home addition & renovation, raleigh, nc
   daum hamrick cabin, blowing rock, nc
   larry's beans roasting facility and office green renovations, raleigh, nc
   blue lotus yoga and movement arts studio, raleigh, nc
   office renovation, southern environmental law center, chapel hill, nc

Licenses/Registration:
Architect Intern, NC + Professional Engineer, NC

Selected Publications and Recent Research:
(None)

Professional Memberships:
(None)
Hunt McKinnon
Assistant Professor of the Practice

Courses Taught Two Years Prior
ARC 561 Practice of Architecture

Academic Credentials
Bachelor of Environmental Design, NC State University 1973
Bachelor of Arts in Politics, NC State University 1973
Master of Architecture, Princeton University 1976

Teaching Experience
NC State University, Department of Architecture 1990–Present
East Carolina University, School of Human Ecology 1999–Present
Duke University and Salem College- Continuing Education Ongoing

Professional Experience
Architect for the Medical School, East Carolina University 1997–1999
Currently maintains a private practice as an architect

Academic and Professional Honors
Admitted to the Honor Society of Phi Kappa Phi 1988
AIA Scholars Grant for research in comparing techniques for the construction of masonry cavity walls 1989
Presented the Golden Section Award, Department of Architecture 1991
Winner of the NCARB Prize for Creative Integration of Practice and Education in the Academy 2002
Presenter and co-convenier Summer Practice Institute at Cranbrook 2004
Winner of the NCARB Prize for Creative Integration of Practice and Education, Honorable Mention 2005
Co-chairman of the AIA Case Study Work Group 2005
ASID Educators Award for the Carolinas Chapter 2006
Faculty Recognition Award from the ECU Career Center 2007
ECU Scholar Teacher Award 2007
Secretary of the Faculty (ECU) 2008-2011
Chancellor’s Leadership Academy (ECU) 2009
UNC Board of Governors Distinguished Professor for Teaching 2010

Publications

Registration
Registered Architect, North and South Carolina
NCARB Certificate
NCIDQ Certificate
LEED AP
Jessica Johnson Moore  
Assistant Professor of the Practice

Courses Taught
ARC 201 Architectural Design: Environment
ARC 202: Architectural Design: Form
ARC 403: Architectural Design Fundamentals: Environment

Academic Credentials
Master of Architecture North Carolina State University, School of Architecture
2003 Graduation Honors: Kamphoefner Honor Fellowship, NCSU
National Alpha Rho Chi Gold Medal
Henry Adams Certificate of Merit (AIA Design Award)
Academic Achievement Award, NCSU (Highest GPA in M.Arch Program)
2003 Phi Kappa Phi (National Honor Society)
2002-2003 AIA/AAF Scholarship
2001-2002 Little + Associates Fellowship

Bachelor of Environmental Design in Architecture, North Carolina State University, Magna Cum Laude

Teaching Experience
2007 to Present
Assistant Professor of Practice
North Carolina State University, School of Architecture

2005-2007
Teaching Fellow
North Carolina State University, School of Architecture

Summers 2006-2008 Architecture Instructor- Design Camp
North Carolina State University, College of Design

Professional Experience
2008-present Jessica Johnson Moore, Architect
Freelance Architect: residential design, new construction, additions/renovations

770 Broadway, 4th Floor. New York, NY 10003
Design focus + Method Articles, Product Research/Reviews

05.2004-07.2005 Polo Ralph Lauren, Designer + Project Manager (Store Development + Creative Services
980 Madison Avenue, 4th Floor. New York, NY 10021
Retail architecture, fixture design, millwork detailing

06.2003-05.2004 Boney Architects, PLLC (Currently LS3P Associates, LTD.)

08.1999-08-2001 Project Manager + Construction Administrator
2537 Independence Blvd. Wilmington, NC 28412

Licenses/Registration
2001-2009 Member of the American Institute of Architects (AIA)
2008-present Registered Architect: North Carolina (No. 11593) + New York State (No. 032531)
2008-present NCARB Certificate No. 65528
Patricia Morgado
Associate Professor

Courses Taught:
ARC 201 Architectural Design FORM; ARC 202 Architectural Design SITE; ARC 301 Architectural Design;
ARC 450 Architectural Drawing; ARC 590 Special Topics - Latin American Architecture

Educational Credentials:
Ph.D., Architecture, Universidad de Sevilla, Spain, 2007
Professional Degree, Architecture, Universidad Ricardo Palma, (Lima) Peru, 1987
Bachelor Degree, Architecture, Universidad Ricardo Palma, (Lima) Peru, 1984

Teaching Experience:
Associate Professor of Architecture, College of Design – North Carolina State University, 2008-present
Assoc. Prof., College of Architecture - University of Nebraska - Lincoln, 2008
Assistant Professor of Architecture, College of Architecture - University of Nebraska - Lincoln, 2002-2008
Visiting Assist. Prof., Escuela de Arquitectura - Universidad Nacional Andrés Bello – Santiago de Chile, 1999-2002
Visiting Assist. Prof., Facultad de Arquitectura y Urbanismo, Universidad Ricardo Palma – Lima, Peru, 1985-1986

Professional Experience
Patricia Morgado Maúrtua Arquitecta - Santiago de Chile, 1998-2002
Murtinho y Asociados – Arquitectos - Santiago de Chile, 1994-2002
Oficina Técnica Municipal del Plan General de Ordenación Urbana de Madrid, Ayuntamiento de Madrid - Madrid, Spain, 1992
Departamento de Investigación e Información del Colegio Oficial de Arquitectos de Madrid and Consejería de Política Territorial de la Comunidad Autónoma de Madrid - Madrid, Spain, 1992
EXPO’92 - División General de Proyectos y Construcción EXPO’92 - Seville, Spain 1990-1991
Emilio Soyer Nash – Architect - Madrid, Spain, 1990

Licenses/Registration:
Registered and Licensed Architect – Chile, Registration # 5652
Registered and Licensed Architect - Peru, Registration # 2594

Selected Publication and Recent Research:
Un palimpsesto urbano: Del asiento indígena de Lima a la ciudad española de Los Reyes (An Urban Palimpsest: From the indigenous settlement of Lima to the Spanish city of Los Reyes) (Sevilla: Universidad de Sevilla, forthcoming)
“(Star)architecture in Latin America: Own or Foreign?,” in, Herrle, Peter and Erik Wegerhoff (editors). Architecture and Identity (Berlin: LIT Verlag, 2008), 165-176.

Professional Memberships:
Latin American Studies Association (LASA), 2011-present
Society of Architectural Historians (SAH), 2010-present
Colegio de Arquitectos de Chile A. G. (Association of Professional Architects of Chile), 1993-present
Colegio de Arquitectos del Perú (Association of Professional Architects of Peru), 1987-present
Epifanio Louis Pazienza
Assistant Professor of the Practice

Courses Taught Two Years Prior to Visit:
Arc 301 - Intermediate Architectural Design -- Studio
Arc 202 - Architecture Design Form -- Studio

Educational Credentials:
M.Arch  NCSU College of Design 1990
BEDA    NCSU College of Design 1983

Teaching Experience:
Assistant Professor of the Practice of Architecture
NCSU College of Design  1990 to Present

Professional Experience:
epifanio pazienza design studio - principal , Raleigh NC
Lucy Daniels Foundation - Director Facilities , Cary NC
Frank Harmon Architects - associate, Raleigh NC
Rudy Hunziker Architect - Lugano Switzerland

Licenses/Registration:
N.A.

Selected Publications and Recent Research:
Comparative analysis of 5 Italian Swiss Architects

Professional Memberships:
N.A.
Martin Perlík, Ing. Arch.
Associate Professor of the Practice

Courses Taught Two Years Prior to Visit:
ARC 490 Architectural International Studio
ARC 503 Advanced Architectural Design
ARC 590 Advanced Special Topics in Architecture

Educational Credentials:
1979 - Master of Architecture, Faculty of Architecture, Czech Technical University, Prague, Czech Republic

Teaching Experience:
1976-1979 – student teaching assistant for visual simulation in urban and architectural design and model making;
1979-1994 – assistant professor (teaching studios of architectural and urban design, and seminars of model projecting, model making and visual simulation);
1991 – 2005 – summer courses for the NSCU College of Design students in Prague;
2005 – up to now – Prague Institute, College of Design, NCSU (studios and seminars);

Professional Experience:
1979-1990 - Individual Practice through the Faculty of Architecture programs and through the Chamber of Czech Architects;
1991-up to now – Private practice - Principal of the AP Studio PERLÍK & KNYTL, architects;
2001 – Dundalk (Maryland) UDAT Team workshop (with Prof. Peter Batchelor, head of the team);

Licenses/Registration:
1981 to present– member of the Czech Chamber of Architects;
1991 to present – licensed architect for the full private practice by the Czech Chamber of Architects (No. 00882)

Selected Publications and Recent Research:
List of some of the most recent projects :
- Hotel + Sport and leisure time Facility STEP, Prague, Czech Republic;
- Reconstruction of Castle Líčkov, Northern-Western Bohemia, Czech republic;
- Designs/Projects for famous CZ glass company MOSER (shop facilities), Czech Republic;
- Special hunting lodge in forest preserved park, Czech Republic;
- Reconstruction of Castle Potštejn, Czech Republic;
- Golf Shop Mstěnice, Czech Republic;
- Large Apartment house Šlikova, Prague, Czech Republic;
- Shopping malls/centers "Olympia" in Teplice and Pilsen, Czech Republic;
- Large mixed used complex at "Jarov spot", Prague, Czech Republic
- Larger family houses;

Professional Memberships and Appointments:
Czech Chamber of Architects;
Chairman of the commissions/boards for bachelor and master degree in architecture at Czech Technical University, Faculty of Civil Engineering, Architectural Program (registered by CZ Ministry for Education);
Member of the commissions/boards for PhD degree in Architecture (registered by CZ Ministry for Education);
Wayne Place  
Alumni Distinguished Professor of Architecture

Courses Taught Two Years Prior to Visit:  
ARC 302 Architectural Design: Technology  
ARC 331 Architectural Structures I; ARC 332 Architectural Structures II  
ARC 405 Architectural Design Fundamentals: Technology  
ARC 503 Advanced Architectural Design  
ARC 590: Special Topics Daylighting

Educational Credentials:  
PhD in Physics from University of North Carolina at Chapel Hill  
Master of Architecture from North Carolina State University  
Graduate level studies in Engineering at North Carolina State University

Teaching Experience:  
Taught architecture at NC State University for 28 years.  
Taught physics at UNC Chapel Hill, Brown University, and NC State University.

Professional Experience:  
Was the daylighting consultant on: BodyShop Corporate Headquarters, Marbles Museum, Montessori Center for South Raleigh, Cleveland Elementary School, Cape Fear Middle School, Wake County Human Services Building, Johnson County Skills Training Center, Chatham County Community College Library, Chatham County Community College Classroom Building, Siemens Medical Building. Was the structural analyst on: Lucy Daniels Inman Office building, Penland Iron Forge Building, North Carolina Estuarium, Shaw University Wellness Center and Basketball Arena, SAS Exhibition Pavilion, Farm Bureau space-frame roof, grand staircase in the Kenan-Flagler School of Law, Christ United Methodist Church; Wake East Library, trellis and exhibit structures of the Marbles Museum, and Clancy-and-Theys Corporate Headquarters. Daylighting, structural design, and systems integration for the Wildlife Resources Commission Headquarters and Exhibition Center, a 6-story building on Centennial Campus of NC State University. Principal designer on the Briscoe House on Harkers Island.

Licenses/Registration:  
Professional Engineer in the States of North Carolina and California

Selected Publications and Recent Research:  

Professional Memberships:  
Society of Building Science Educators; Building Technology Educators Society  
American Solar Energy Society; Illumination Engineering Society of North America  
Architectural Research Centers Consortium; American Institute of Steel Construction  
American Society of Civil Engineers ; Prestressed/Precast Concrete Institute
Sara Glee Queen, Associate AIA
Assistant Professor

Courses Taught:
ARC 202: Architectural Design: Site
ARC 241/441: History of Contemporary Architecture
ARC 500/501: Architectural Design: Comprehensive Studio
ARC 590: Regional Infrastructure, Graduate Level Seminar

Educational Credentials:
M. Arch, Harvard University, Graduate School of Design, 2006-May 2010, Distinction
B. EDA, North Carolina State University, 1998-2002, Magna Cum Laude

Professional Experience:
Frank Harmon Architects, Project Manager and Intern Architect, 2002-2005
Synergetics, Intern Architect, 2000

Teaching Experience:
Teaching Fellow, NCSU School of Architecture, College of Design, fall 2010-spring 2011
Career Discovery Studio Instructor, GSD Harvard University, 2010
LINK LITE, Principal Instructor, GSD Harvard, 2009
DIY: Project Link GSD, Principal Studio Instructor, GSD Harvard, summer 2009
Career Discovery, Drawing Instructor, GSD Harvard, summer 2008
Skills Workshop and Studio, Principal Instructor, GSD Harvard, 2008
Teaching Assistant GSD Harvard University 2007-2009:
  GSD 6202: Analysis and Design of Building Structures II
  GSD 6203: Science and Technology: Construction Technology
  GSD 6112: Environmental Technologies in Buildings, Teaching Assistant

Selected Publications and Recent Research:
Thick Descriptions, Studio Works Publication, GSD Harvard University, 2010-2011
TANK: A View on Harvard GSD Volume 1 5.2009
Progress in Process, WiD Exhibition GSD Harvard University, Spring 2008
Architectural Record, 11.2006, ”Prairie Ridge Eco Station, North Carolina” p.168
Studio Works Exhibition and Publication, GSD Harvard University, fall 2006

Professional Memberships:
The American Institute of Architects
James Patrick Rand, FAIA
Alumni Distinguished Professor of Architecture

Courses Taught (two academic years prior to current visit):
ARC 405; Architectural Design Fundamentals: Technology
ARC 432 and ARC 432 Lab; Architectural Construction Systems
ARC 502; Professional Architecture Studio II
ARC 534; Design of Architectural Details
ARC 581; Final Project Preparation Seminar
ARC 590; Special Topics: Materials for Design
ARC 598; Final Project Studio
ARC 697; Final Project Preparation

Educational Credentials:
Bachelor of Architecture, Virginia Polytechnic Institute; 1973
Master of Architecture, University of Oregon; 1977

Teaching Experience:
Visiting Professor, Dept. of Architecture, Virginia Tech; Summer, 1977
Assistant Professor, School of Architecture, NCSU; 1977-83
Associate Professor, School of Architecture, NCSU; 1983-98
Professor, School of Architecture, NCSU; 1998-present

Professional Experience:
Rand Architect; Principal; 1980-present

License / Registration:
Virginia; 1977 – 1985
North Carolina; 1977 – present

Selected Publications and Recent Research:
Materials for Design; Book co-authored with Victoria Ballard Bell. Princeton Architectural Press, 2006
“Evaluation of Masonry Education in the United States and Canada”; peer-reviewed paper; North American Masonry Conference, St. Louis, 2007
“Life Cycle Assessment; The Basis for Design & Construction Decision-making”; article in Masonry Edge magazine, Chicago, 2010
Detailing for Landscape Architects; Book co-authored with Edward Allen and Thomas Ryan. Wiley, 2011
“Comparison of Masonry and Other Cladding Materials in terms of Embodied Energy and Carbon Dioxide Costs”; peer-reviewed paper; North American Masonry Conference, Minneapolis, 2011

Professional Memberships:
American Institute of Architects
The Masonry Society
Building Technology Educators Society
Building Enclosure Council
Wendy Redfield
Associate Professor

Courses Taught Two Years Prior to Visit:
ARC 162, ARC 404, ARC 401, ARC 590

Educational Credentials:
M.Arch., University Virginia
B. A. (Arch. Major) Barnard College, Columbia University

Teaching Experience:
2011-Present  Associate Dean for Academics, Tulane School of Architecture
2005-2011 Assoc. Professor, NC State School of Architecture
2005-2008 Associate Director, Director of Graduate Programs NCSU School of Architecture
1998-2005 Assistant Professor, NC State School of Architecture
1994-1998 Lecturer and Assistant to the Chair/Dean, School of Architecture, University of Virginia

Professional Experience:
2002 – Present  Principal, Wendy Redfield, Architect
1999-2002 Partner, Clark & Redfield Architects

Licenses/Registration:
Registered Architect, Commonwealth of Virginia

Selected Publications and Recent Research:
http://vimeo.com/album/261667
Traci Rose Rider, PhD, LEED AP  
Assistant Professor of the Practice

Courses Taught:  
ARC 590 Special Topics: Sustainable Architecture

Educational Credentials:  
B.Arch, University of Cincinnati, 2000.  
M.S. Human-Environment Relations, Cornell University, 2006.  

Teaching Experience:  
Teaching Assistant, Cornell University, 2003-2005.  
Adjunct Faculty, North Carolina State University, 2006-current.

Professional Experience:  
Intern, Shriver and Holland Assoc, Norfolk, VA 1996.  
Intern, Gensler, Houston, TX, 1999.  
Intern, HOK, Houston, TX, 2000-2003.  
Partner, Trace Collaborative, LCC, Chapel Hill, NC, 2007-present.  
Director, Downtown Design Studio at North Carolina State University’s College of Design, 2011-present.

Selected Publications and Recent Research:  
Understanding Green Building Guidelines (W.W. Norton, 2009)  
Understanding Green Building Materials (Co-authored, W.W. Norton, 2011)

Professional Memberships:  
NC Triangle Chapter of USGBC (Board of Directors, Treasurer)  
Assoc. AIA  
Society of Building Science Educators (SBSE)

Honors:  
Dwell magazine’s featured “Nice Modernist.” July/August 2005.  
North Carolina State University’s Annual Earthwise Faculty Award. Student nominated. April 2007.  
NC Triangle Emerging Green Builders Legacy Award, 2009.  
North Carolina State University’s Graduate Leadership Development Series, Spring 2010.  
ARCC King Student Research Medal, May 2011.
Kristen Schaffer  
Associate Professor

Courses Taught (Two academic years prior to current visit):  
ARC 241 Introduction to World Architecture (every fall)  
ARC 242 History of Western Architecture (every spring)  
ARC 590 Special Topics: American City Planning History  
ARC 590 Special Topics: The Plan of Chicago  
ARC 590 Special Topics: The City of New Orleans  
ARC 590 Special Topics: The World Trade City, A History

Educational Credentials:  
B.A., Environmental Design, SUNY Buffalo, 1973  
M.A., History of Architecture & Urbanism, Cornell University, 1990  
Ph.D., History of Architecture & Urbanism, Cornell University, 1993

Teaching Experience:  
Assistant Professor, Syracuse University, 1993-2000  
Associate Professor, Syracuse University, 2000-2001  
Associate Professor, NC State University, 2002-present

Professional Experience:  

Licenses/Registration:  
None

Selected Publications and Recent Research:  

Professional Memberships:  
Society of Architectural Historians
Dennis E. Stallings, AIA
Professor of the Practice

Courses Taught (Two academic years prior to current visit):
ARC 502 Professional Architecture Studio II

Educational Credentials:
B.E.D.A. North Carolina State University, 1984
M. Arch North Carolina State University, 1988

Teaching Experience:
Adjunct Associate Professor of Architecture, North Carolina State University, 1993 - 2009
Professor of Practice, North Carolina State University, 2009 – present

Professional Experience:
Principal, Pearce Brinkley Cease + Lee PA, Raleigh, NC 2004 – present
Principal, The Freelon Group, Research Triangle Park, NC 1993 – 2004
Project Designer, Tise Architects, Carrboro, NC 1991 – 1993
Project Designer, McClure NBBJ, Raleigh, NC 1985 – 1987
Project Designer, Burnstudio, Raleigh, NC 1982 – 1985

Licenses/Registration:
North Carolina, 1988

Selected Awards:
North Carolina AIA Merit Award, Corporate Office-PBC+L Architecture, 2006
North Carolina AIA Merit Award, The Freelon Group Office Upfit, 2006
North Carolina AIA Unbuilt Honor Award, NC Central Regional Psychiatric Hospital, 2006
South Atlantic Region Merit Award: Interiors, The Freelon Group Office Upfit, 2006
Triangle AIA Honor Award, Lake Johnson Water Activities Center, 2005
DesignWorks Award for Excellence in Interior Design, The Freelon Group Office Upfit, 2004
Triangle AIA Merit Award, The Freelon Group Office Upfit, 2004
South Atlantic Region Merit Award, Julius Chambers Biomed/Biotech Research Institute, 2003
North Carolina AIA Honor Award, Lord Corporation World Headquarters, 2002
North Carolina AIA Merit Award, The Hill Center, 2002
Triangle AIA Honor Award, Julius Chambers Biomed/Biotech Research Institute, 2001
City of Raleigh, Sir Walter Raleigh Award, Lake Johnson Water Activities Center, 2000
City of Raleigh, Sir Walter Raleigh Award, Renovation of the Old Revenue Building, 1999
North Carolina AIA Honor Award, Julius Chambers Biomed/Biotech Research Institute, 1999

Professional Memberships:
The American Institute of Architects
Katrina Stoll  
Teaching Fellow  

Courses Taught Two Years Prior to Visit:  
ARC 202 Architectural Design: Environment  
ARC 403 Architectural Design Fundamentals: Environment  
ARC 441 History of Contemporary Architecture  
ARC 590 Special Topics: Architecture as Infrastructure  

Educational Credentials:  
M.Arch. Columbia University  
B.A. in Cultural Anthropology, Cornell University  

Teaching Experience:  
2010-2011  Teaching Fellow, School of Architecture, North Carolina State University  
2008-2010  Director, Master of Advanced Studies in Urban Design  
           Departement Architektur, ETH, Zurich  
2007-2008  Assistant Professor, Syracuse University School of architecture  

Professional Experience:  
2011 – Present  Architect Intern, Studio Gang, Chicago  
2007  Intern, Atelier Bow-Wow, Tokyo  
2003-2004  Architectural Assistant, Woof Stavran d Architects, Charlotte, VT  

Licenses/Registration:  
Currently working on IDP  

Selected Publications and Recent Research:  
2009-2010  “Now and When: Australian Urbanism” Venice Architecture Biennale  
           “Tasmania Future”, Leading team member  
2009  “modus operandi” in Quo Vadis Addis?, ETH Press: Zurich  
2007  “Center for Dispossessed People” in Building on Tempo Mayor, New hyork: Columbia University Press  
2007  “Syracuse Builds”, Syracuse University Exhibition
Paul Tesar  
Alumni Distinguished Professor of Architecture

Courses Taught (past two academic years):  
ARC 402 Architectural Design: Advanced  
ARC 503 Advanced Architectural Design  
ARC 546 Theory of Building Types  
ARC 548 Vernacular Architecture

Educational Credentials:  
Dipl.Ing. (Architecture), Technical University Vienna, 1968  
M.Arch., University of Washington, 1971  
Ph.D. (Dr.techn.), Technical University Vienna, 1992

Teaching Experience:  
Instructor, North Carolina State University, 1970–1971  
University Assistant and Lecturer, Technical University Vienna, 1971–1974  
Visiting Assistant Professor, Rensselaer Polytechnic Institute, 1974–1975  
Assistant Professor, North Carolina State University, 1975–1980  
Associate Professor, North Carolina State University, 1980–1993  
Professor, North Carolina State University, 1993–2011 (retired since 7/1/2011)

Professional Experience:  
Intern, Various Offices (K. Erhartt, E. Krisch, K. Widter), Vienna/Austria, 1962–1965  
Project Designer, Luciano Savi, Architect, Lugano/Switzerland, 1966  
Project Designer, Walter Jaksch, Architects, Vienna/Austria, 1967  
Urban Design Consultant, Vienna Department of City Planning, 1974–1975  

Licenses/Registration:  
None

Administrative Experience:  
Acting Head, Department of Architecture, North Carolina State University, 1991–1992  
Acting Associate Dean, School of Design, North Carolina State University, 1994  
Acting Director, School of Architecture, North Carolina State University, 2007–2008

Selected Publications and Recent Research:  

Professional Memberships:  
Environmental Design Research Association (EDRA)  
International Forum for Architecture, Culture, and Spirituality (ACS)  
American Association of University Professors (AAUP)
Robert William Thomas, AIA
Assistant Professor of the Practice

Courses Taught:
ARC 503 Professional/ Comprehensive Studio
ARC 405 Technology Studio
ARC 403 Environment Studio

Education
M Arch, North Carolina State University, 1999
BS Arch, Lawrence Technological University, 1996

Teaching Experience
NC State College of Design 2004-Present
Guest Critic:
NCSU COD, Duke University, University of Michigan, Lawrence Technological University

Professional Experience
Principal, Kenneth E Hobgood, architects 2004-present
Associate / Lead Designer of a Studio, FREELON, Research Triangle, NC 2000-2004

License / Registration:
North Carolina 9995

Professional Memberships
American Institute of Architects
Triangle Area Design Society

Awards / Recognition
Since 2002 has served as a lead designer on professional projects that have received a total of 18 AIA Design Awards at the Local, State and Regional Level.
International Interior Design Association NC- Honor Award- Freelon Office Uplift 2004
Faculty Exhibit 'Work', 2006
Boston Society of Young Architects Award / Professional Scholarship, 2009
AIA North Carolina, Young Architects Award 2008
**Ellen Weinstein, AIA, LEED**
Professor of the Practice

**Courses Taught Two Years Prior to Visit**
- ARC 404, Architectural Design Fundamentals: Form
- ARC 301, Architectural Design: Intermediate
- ARC 402, Architectural Design: Advanced

**Educational Credentials**
- 1980  BS Landscape Architecture, Ohio State University
- 1987  Masters of Architecture, NC State University

**Teaching Experience**
- 2010 – present  Professor of Practice, N C State University
- 1991 – 2010  Adjunct Faculty, N C State University
- 1998 – 2002  Instructor, Duke Continuing Education

**Professional Experience**
- 2009 – present  Weinstein Friedlein Architects, Carrboro, NC
- 1995 – 2009  Dixon Weinstein Architects, Chapel Hill, NC

**Licenses/Registration**
- North Carolina  Registered Architect

**Design Juries**
- 2011 CEFPI, South Carolina Chapter, Jury Chair Richmond, Virginia AIA
- 2010 AIA Winston Salem, Georgia AIA, Jacksonville AIA
- 2009 AIA Maryland, Lyceum Foundation, National Student Travel Fellowship, Columbia, SC, AIA
- 2008 AIA Greenville, South Carolina Design Awards, AIA South Carolina Design Awards
- 2007 AIA Charleston
- 2006 AIA Southern Arizona Chapter

**AIA Potomac Valley, The Potomac Valley Chapter of Maryland, AIA, InhOrons and Awards**
- 2010 American Institute of Architects - North Carolina Chapter Honor Award Pullen Memorial Baptist Church
- 2010 American Institute of Architects - North Carolina Chapter Merit Award, Orange County Animal Services
- 2010 Presidential Award in recognition of outstanding dedication and commitment to furthering the goals of AIA
- Triangle AIA Triangle Volunteer Award
- 2009 American Institute of Architects - North Carolina Chapter COTE Award
- Pullen Memorial Baptist Church
- 2006 American Institute of Architects - North Carolina Chapter Honor Award
- Pullen Memorial Baptist Church (unbuilt project)
- 2006 Design Expo Raleigh, NC
- 2005 Home of the Month Raleigh News and Observer and NC State University Home Initiative House at Wood’s Edge

**Professional Memberships**
- North Carolina AIA (former Board Member)
- AIA Triangle (former Section President)
- USGBC
IV.3 VISITING TEAM REPORT (2006)
The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

North Carolina State University is designated as a “Research 1” university. This creates both challenges and opportunities for the College and the School.

Five years ago the School of Design and Department of Architecture evolved into the College of Design and the School of Architecture. This resulted in increased stature, autonomy and influence and responsibility within the University. The implications of this change are still being assimilated by the School faculty.

The College Dean is the senior Dean in the University and has earned recognition and influence as a result of his activities in the institution, region and nation. There is strong evidence of positive leadership and program development.

Since the last visit the School has a new School Director and a new Associate Director/Director of Graduate Programs who are both actively engaged in revising, updating and coordinating courses and programs.

The faculty, both full-time and adjunct, presented clear evidence of teaching excellence and passion for their profession.

The College has its own Director of Development and a Director of Professional Relations whose full time responsibility is outreach to the local and regional architectural community and a Director of Communications promoting the College’s activities and achievements. All support staff were articulate in defining their individual program needs and goals.

The School has final selection of all otherwise-qualified applicants for admission to its programs. There are normally at least five times more applicants for the undergraduate program than seats available. The pool of applicants for the M Arch program is also strong. The students at all levels in all of the degree programs demonstrated excellence in the work displayed. The School graduates about 90% of those admitted.

Response:
Typically 400 – 450 students apply to the university and note architecture as their first choice. Last year university admissions sent us over 250 qualified applicants. We made offers to 55 with the goal of an entering class of 40 – 45.

In the last year the School has started a Downtown Studio/Urban Design Center, an affordable housing initiative, an Applied Technologies Lab (jointly with the Industrial Design Department of the College), expanded the Prague Institute and reinvigorated the (nationally known) Center for Universal Design. A School of Architecture Advisory Committee has also been started.

Response:
The school has started an Applied Technologies Lab with the Industrial Design Department of the college, an affordable housing initiative, and created a School of Architecture Advisory Committee. The others are college efforts.

The College is in the midst of active renovation and expansion of its facilities. It is about to occupy all of a completely renovated Leazar Hall. Renovations to provide full accessibility to all of its facilities have been completed. The reconfiguration and expansion of the main lecture hall in Kamphoefner Hall and renovation of all of the Kamphoefner restrooms will begin in the Spring. Plans are underway to double the size of the library in Brooks Hall in the next 12-18 months. A
The master plan has been adopted by the University which will result in the start of design in the next 12-24 months of a new building for the College to provide 65,000 sqft of additional space.

The College and School have raised over 60% of a $9 million “Achieve!” fund raising campaign goal with two years remaining on the campaign. This goal is part of a university-wide campaign.

The College has just received permission from the University for a tuition supplemental fee that will raise $105,000 annually for the School to be used for student aid, visiting faculty and faculty development.

The Visiting Team would like to compliment the Chancellor and Provost on their knowledge of and support for the School of Architecture.

The Visiting Team was impressed by the energy, commitment and leadership of the Dean to encourage excellence across all of the College’s programs.

The dedication and vision of the School Director, as demonstrated in his “Visions, Goals and Priorities”, and the Associate Director have proposed strategies for shaping the programs in ways that are vital for the School’s future.

The Faculty’s skills and passion are clearly demonstrated as being exemplary, as are the Students’ intelligence, craft and work ethic.

2. Progress Since the Previous Site Visit

Update of Previous Team Findings

CONDITIONS PREVIOUSLY NOT MET

Condition 3: Public Information

Previous Team Report: While the program has provided a letter quoting the text of Appendix A-2 of the NAAB requirement to the student body and the public, it has not been published in the catalogue of the university.

Program Response
The required statements have been included in all university catalogs and School of Architecture student handbooks, applications, and informational brochures, and on the college’s Website.

Team Finding: All information appears in the requisite places.

Condition 8: Information Resources

Previous Team Report: As noted in the previous NAAB visit report, the space allocations for the library are not adequate; however, the administration has plans for the resolution of this issue. It was further noted that the space and resources of the slide and audiovisual center are inadequate for the quality of the program.

All faculty, the school and department administration, staff and central administration apparently recognize the critical space and functional needs of the branch library in Brooks Hall. There also is agreement that the branch library be maintained and there are plans to address the deficiencies, specifically the addition of storing materials in the space below the main floor.

Program Response
During 2001–02 the College of Design engaged a prominent local architecture firm to undertake a comprehensive physical master plan of our facilities. The study established space needs and standards for the college, including the Design Library. The plan proposes a new building that will include significant space for the College of Design and will allow the library to expand from the existing 3,800 square feet to a total of 9,000 square feet. The master plan has been endorsed by the NC State University administration and the proposed new building is number two on the university’s bond list.

During 2002–03 the college secured $25,000 to expand the slide collection. A college committee was formed to oversee a comprehensive review of the collection, to create slides, and to purchase slide sets to rectify deficiencies in the collection. The effort has resulted in an approximately 20 percent increase of slides in the architectural collection, and has significantly enhanced its relevance and currency. Concurrently, the entire collection is being recataloged under one system. Dr. Kristen Schaffer, the associate professor hired in 2002 to teach architectural history, has served on the committee and has been instrumental in the actions and outcomes of the committee’s work. The building of the slide collection is ongoing.

**Team Finding:** The team concurs with the Program’s affirmative response.

**Condition 12.14: Accessibility**

*Previous Team Report:* The observation of the team was that the School of Design has one of the leading Universal Design Centers in the nation, however, the impact of these issues was not reflected in the student work presented.

The team found insufficient evidence that this criterion was achieved. The faculty has also recognized this issue and the team is confident that these issues will become an integral component of the design program in the future.

**Program Response**

All undergraduate students participate in the Sight–Sound–Motion workshop during their sophomore year in the school, and all Track 3 graduate students during their first year. Led by outside professions and facilitated by the Center for Universal Design, the Sight–Sound–Motion workshop provides students with a series of experiences and discussions that instill a lasting understanding of the principles of universal design. Subsequent studios reinforce the principles learned in the Sight–Sound–Motion workshop, particularly the Architectural Design: Technology (ARC 302), Architectural Design: Professional Studio (ARC 500), and Professional Architecture Studio I (ARC 501) studios. Students working on final projects in the B. Arch. program (Professional Architecture Studio II [ARC 502]) and M. Arch. program (Final Project Studio in Architecture [ARC 598]) are also called upon to incorporate universal design principles. The final project option allows staff from Research, Extension and Engagement, including the Center for Universal Design, to serve as ex officio members of students’ committees.

Since losing its federal funding in 2004, the Center for Universal Design has been in transition. However, it has just received state funding, and during 2005–06 the college will conduct a search for a new director. The current plan is for the new director of the center to be an architect who will participate in its educational programs, including teaching studios or courses.

**Team Finding:** The Team concurs with the Program’s affirmative response.

**PREVIOUS AREAS OF CONCERN**

A. Curricular Flexibility

*Team Comment*
The overall curriculum, in all programs, has very limited flexibility, and the faculty should explore possible options. The constraints of the university requirements and those of the professional curriculum are significant factors in this process.

Program Response
During 2002–03 the faculty undertook a comprehensive review of the curriculum, and the changes they suggested were implemented during 2003–04. In the BEDA and B.Arch curricula, required courses were realigned to achieve a more coherent course sequence. Other changes were made to increase flexibility in the curriculum. The final year of the B.Arch curriculum now has 12 of its 30 credits as electives. The final two years of the M.Arch curriculum now have 24 of their 48 credits as electives. The M.Arch curriculum includes three option studios (ARC 503), from which students choose from a variety of topical offerings. The curriculum committee and full-time faculty continue to explore means to increase curricular flexibility while adhering to the objectives of the professional degree curricula.

Changes to the curricula are documented on the curriculum displays in section 3.12, and include the following:

Changes to the BEDA Curriculum
Move ARC 414, “Environmental Control Systems,” to spring of the third year.
Move ARC 441, “History of Contemporary Architecture” to fall of the fourth year.
Add a new 2-credit-hour course, D100, “Design Thinking,” to the required Design Fundamentals curriculum in spring of the first year.
The total credit hours of General Education Courses has changed from 52 to 47. The total credit hours required by the BEDA program are unchanged (127).

Changes to the B.Arch curriculum:
Combine and integrate the ARC 500 (M.Arch) and ARC 501 (B.Arch) studios, renamed “Architectural Design: Professional Studio.”

Changes to the M.Arch 1 curriculum
ARC 598, “Final Project Studio,” and ARC 697, “Final Project Research,” are now optional. The final project description now includes broadened topical areas that students can explore, and student eligibility and proposal requirements are more rigorous. Students not choosing the final project option have greater flexibility to choose graduate electives from the various units in the college.

Changes to the M.Arch 3 curriculum
ARC 598, “Final Project Studio,” and ARC 697, “Final Project Research,” are now optional. The final project description now includes broadened topical areas that students can explore, and student eligibility and proposal requirements are more rigorous. Students not choosing the final project option have greater flexibility to choose graduate electives from the various units in the college.
The M.Arch 3 now requires 93 credit hours and is designed to be completed in three and a half years. Formerly it required 108 credits and was designed to be completed in four years. The program comprises 45 credit hours of pregraduate studios and courses in technology and history, followed by 48 credit hours of graduate studios and courses.

Team Finding: The school has explored some areas and improved flexibility in the program but some concern remains. Graduate students do not select electives outside the College. It appears that the scheduling of studios severely limits access to courses with the College and University. Alternatives should be explored to remove these scheduling conflicts, thereby allowing students to broaden their educational experiences.

Response:
The conflict between satisfying NAAB conditions/criterion and creating curricular flexibility should be recognized. That said, the following changes to the curriculum were made since the last team visit in 2000:

- The Track 3 program is now a seven-semester sequence, with the last three semesters composed of option studios and elective seminars.
- Two new topical option studios have been established in the senior year, Architectural Design: Urban (ARC 401), and Architectural Design: Advanced (ARC 402); and one, to the junior year, Architectural Design: Intermediate (ARC 301).
- The graduate final project is now optional and more broadly defined. New seminars have also been introduced on topics including sustainability, hand drawing, materials and processes, urban design, American urbanism, the World Trade Center, and Eastern Architecture.
- Of the forty-eight hours of graduate coursework in the Track 1 and 3 programs, forty-two are either option studios or electives.
- M.Arch students can take up to two independent studies (six credit hours), and B.Arch students one (three credit hours), which many choose to do, some as teams. Students have in the past done independent studies with faculty from other academic units in the college. Final project students on occasion have faculty from other academic units in the college on their committees.
- The school continues to work with other academic units in the college to increase the number of seminars available to our students.

B. Professional Practice

Team Comment
There is a heavy reliance on professional-practice course material that could be developed and integrated throughout the curriculum.

Program Response
The comprehensive studios, Architectural Design: Professional Studio (ARC 500), Professional Architecture Studio I (ARC 501), and Professional Architecture Studio II (ARC 502), incorporated many areas of professional practice. The combined studio, Architectural Design: Professional Studio (ARC 500 and ARC 501), will continue to provide this content. (Professional Architecture Studio II [ARC 502] remains unchanged.) Many faculty who teach upper-level studios in the professional degree programs are adjunct faculty with extensive distinguished professional experiences. They are encouraged to incorporate their professional values and methods into the studios that they teach. It is notable that in summer 2002 the professional practice course received an NCARB award for the integration of practice into education.

Team Finding: The revised program has responded successfully to this concern. Several locations within the curriculum provide exposure to professional development and professional practice, led by practicing architects.

C. Social Equity

Team Comment
The issue of social equity continues to be a concern of the Department of Architecture and the School of Design. While significant efforts have been made to hire female and minority faculty, their retention and full inclusion into the tenured faculty has been problematic. These concerns, regarding equity and diversity are acknowledged by the faculty, staff and administration. As noted in other sections of this report, this is a critical area of concern that is also reflected in the concerns of the students. The resolution of these concerns must become the highest priority of
the program especially with its planned change in administrative leadership and the potential retirement of senior faculty within the next five years.

**Program Response**
The School of Architecture faculty have been aware for some time of the social equity issues raised by the visiting team. The composition of the full-time tenure-track architecture faculty currently is three females and eleven males, plus one half-time male faculty member in phased retirement. No full-time faculty is African-American or from any other under-represented group.

Since the last accreditation visit the faculty have sought to bring better balance as new positions become available. This particularly applies to gender equity. Since the last accreditation visit, two new tenure-track faculty have been hired, one female and one male, and one female faculty member was promoted to associate professor with tenure. In 2004 the school established a new non-tenure-track teaching fellowship position. During 2005–06 two teaching fellows, both women, will join the faculty on one-year, full-time appointments.

Search committees actively seek applications from women and minority candidates, including searches conducted in 2000–01, 2001–02, and 2004–05. In the coming years, retirements and new program initiatives will create opportunities for hiring new faculty, and we will continue to prioritize social equity in our searches.

Every academic year the School of Architecture hires between fifteen and twenty-five visiting faculty to teach studios and courses. In 2002–03 the school made twenty-five visiting (adjunct) faculty appointments. More than 30 percent (eight) of these appointees were women. In 2003–04 the school made eighteen visiting and adjunct faculty appointments. More than 25 percent (five) of these appointees were women. In 2004–05 the school made twenty-nine visiting (adjunct) faculty appointments. More than 20 percent of these appointees were women, and one was an African-American male. Many of these visiting faculty were from among the leading professionals in the Triangle area.

In addition, each year the school brings in a diverse group of notable professionals as featured lecturers and guest critics.

The school director has made diversity a priority. During 2003–04 he chaired the College Diversity Committee, and he has worked closely with the dean and the assistant dean for student affairs to develop strategies to achieve greater diversity in the faculty and student body. In 2004 the full-time faculty of the School of Architecture adopted a “Plan for Diversity for the School of Architecture” (see supplemental information 4.16).

**Team Finding:** This continues to be a significant concern.

**Response:**
See comments at “4. Social Equity,” p. 14

### 2.2 Summary of Responses to Changes in NAAB Conditions

*The Team has verified that each of these nine changes has been formally addressed by the School and the response provided for all nine fulfills the requirements specified in the changes. (There is, however, a fault in the argument presented in change number 8. The program notes that they have 47 units of non-architecture based in the B Arch degree program. These 47 units include a 3 unit Arch 241 Architectural History course, which on the NCSU campus fulfills a GER and architecture students are allowed to take this course for GER. It is the team’s evaluation that this is not acceptable. There is, however a 6 unit design fundamentals course DF 101 that is an arts based basic design course that is a non-architecture based course making a total of 50 units of non-architecture based courses thereby fulfilling the requirement of the NAAB Condition requirement).*

**Changes to the Conditions:**
1. Programs are asked to use the table of contents in the Conditions as the outline format for writing their Architecture Program Reports (APRs).
2: What was formerly called a “strategic plan” is now referred to as “self-assessment
document.”
Response: The School of Architecture’s 2005 APR includes a self-assessment document. (Yes)

3: The section on program self-assessment has been rewritten to emphasize the necessity
for each program to write a description of its self-assessment process.
Response: The School of Architecture’s 2005 APR includes a “Plan for Assessment” document
that was adopted in 2004 and implemented in 2005. (Yes)

4: The Student Performance Criteria are presented as part of the 2004 Conditions.
Evidence is required that faculty and students have been informed of how to access them on the
NAAB Website.
Response: The 2005 undergraduate and graduate handbooks include the current NAAB Student
Performance Criteria and reference the NAAB Website. (Yes)

5: There is a new condition: Studio Culture. Programs are required to have a written policy
on studio culture and include it in their APR.
Response: The School of Architecture’s 2005 APR includes a “Studio Culture Statement that was
adopted in 2005. (Yes)

6: The requirement for a minimum number of volumes in the library is once again 5,000, but
the titles may bear whatever call numbers best support the program’s unique needs.
Response: The College of Design Library contains 12,913 architecture volumes. (Yes)

7: The home institution for the program must be accredited by one of the regional
accrediting agencies (they are listed in the Conditions) rather than a “recognized” accrediting
agency.
Response: North Carolina State University is accredited by the Southern Association of Colleges
and Schools (SACS). (Yes)

8: The section on professional degrees and curriculum has been completely rewritten.
There are minimum credit requirements for each of the three degree titles accredited by the
NAAB: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Schools have
until 1 January 2015 to conform to the new minimum credit requirements. Also, the requirement
that course distribution be 60 percent professional studies and 40 percent general studies has
been replaced with a requirement that each degree must include a minimum of 45 credits of
coursework with no architectural content. (Yes)
Response: The School of Architecture’s accredited professional-degree programs already satisfy
the 2015 requirements. Of the 157 credit hours required for the B.Arch, 47 are general education
courses (including the required History of Architecture course [ARC 241]). For a complete
description of the curriculums of accredited professional-degree programs see section 3.12. (See
Item 2.2 Comments above)

9: The Student Performance Criteria have been reorganized and rewritten so that there are
now thirty-four rather than thirty-seven. One of the levels of achievement, “awareness,” has been
abandoned so that all criteria must be met at the level of either “understanding” or “ability.” Many
of the criteria have been reworded to eliminate redundancy, to strengthen intentions, and to
clarify meanings. There are two new criteria—Sustainable Design and Client Role in
Architecture—and several criteria have had significant additions of content. The phrase
“appropriate application and performance” has been added to four criteria and “trends that affect
practice, such as globalization, outsourcing, project delivery, expanding practice settings,
diversity, and others” has been added to Professional Practice, “issues of growth, development,
and aesthetics in their communities” has been added to Leadership. Also, the content of some of
the technical criteria that were eliminated has been added to criteria that were retained.
Response: The School of Architecture’s 2005 APR incorporates the changes to the Student Performance Criteria outlined above. (Yes)

3. Conditions Well Met

13.3 Graphic Skills
13.6 Fundamental Skills
13.16 Program Preparation

4. Conditions Not Met

1.4 Social Equity
13.7 Collaborative Skills
13.25 Construction Cost Control

5. Causes of Concern

1. Numerous opportunities for interdisciplinary collaboration, which should be a strength of the School in its College setting, are missed or ignored.

Response:
Implicit in the above statement is that because the school is part of a multidisciplinary college the expectation for interdisciplinary collaboration is higher than at other schools/departments. To state that interdisciplinary collaboration is “missing or ignored” is inaccurate. There are numerous recent examples of interdisciplinary collaboration including:

- The Prague Summer program has offered a joint architecture/landscape architecture studio for the past 14 years.

- The Campus Design Initiative was a multidisciplinary architecture and landscape architecture graduate studio, which ran from 1999 – 2004. (It ended because of budget cuts.)

- In 2002-03, a graduate studio was funded by a specialty architectural products manufacturer and included students and faculty from architecture, industrial design and graphic design.

- In 2003 a graduate architecture studio and a landscape architecture graduate studio collaborated on a project that addressed urban design issues in an underserved Raleigh community.

- In 2004 a joint architecture/landscape architecture graduate studio was conducted that addressed issues of “healthy living by design.”

- BEDA students have the option of taking one “swing studio” in another academic unit in the college. Many choose to do so.

2. There has been only limited progress, with several notable exceptions, in achieving the goals of the “plan for Diversity for the School of Architecture” adopted in 2004. In addition, the course descriptions and syllabi do not reflect course content which would demonstrate the diversity of contributions to the profession and canons of architecture.

Response:
See comments at “4. Social Equity,” p. 14
3. While critical thinking was found to be implicit in student work in design and technology, evidence of evaluative processes must be made more explicit. Student work should record more evidence of the processes by which solutions were determined and of critical evaluations of the solutions themselves. A broader application of documented evaluation of political, social, cultural, economic and ecological impacts and influences in student work and case studies would help as well. [there are three thoughts here, all about teaching more explicitly to raise the critical consciousness of the student: a) how the work has been reasoned while it is being done, b) how the work is evaluated by the student and made explicit after it is done, and c) broadening the conversation beyond technology and design as aesthetics of construction]

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

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The Chancellor and Provost have an excellent understanding of the history and importance of the College of Design and specifically the School of Architecture in the mission of the University. It is apparent that the campus administration has substantial respect for the leadership in the College and School and turns to them for guidance in matters of design.

The College of Design is composed of a number of strong design based programs that reinforce the importance of design and elements of discourse in the mission of the University and in the larger community and public. There are many opportunities for collaborative and interdisciplinary interactions that are not being fully captured by the faculty of the School.

One specific opportunity is service learning. This is clearly a major agenda item for the University. The College of Design is positioned to be a major contributor to this effort. The Downtown Studio of the College provides an excellent vehicle for engaging service activities. The Landscape Architecture Department has embraced this opportunity, but it appears that, other than the School Director, there is limited interest on the part of the School faculty.

Response:

• Two undergraduate architecture/urban design studios have been conducted at the Downtown Design Studio, which included working with the city planning department, professionals and residents. One was an urban design project funded by the Raleigh News and Observer Newspaper and resulted in an extensive report that convinced the newspaper to maintain their headquarters in downtown Raleigh.
1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

Met Not
B. Arch. [ X ] [ ]
M. Arch. [ X ] [ ]

The School of Architecture supports and encourages its students to assume leadership roles through their representation on the College’s Design Student Council and through organizations such as the AIAS and Tau Sigma Delta. However, there are limited opportunities for students to measurably share in the decision making process with regard to their own education, particularly in the formal School committee structure.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met Not
B. Arch. [ X ] [ ]
M. Arch. [ X ] [ ]

It is evident from the abundance of well-documented projects that architectural education is alive, well, and thriving at NC State University. Discussions with students within the school indicated familiarity with NCARB’s Intern Development Program (IDP) and the Architects’ Registration Exam (ARE). The informality of this very important knowledge dissemination among students could be reinforced through association with the NC Board of Architecture’s office in Raleigh. ARC 561 will have a presentation by the state IDP Coordinator in April to reinforce IDP requirements.

1.4 Architecture Education and the Profession
The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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The Case Studies program launched through ARC 561 gives students exemplary exposure to the inner-workings of an architectural project as it passes through an office. However, there is no mention of cultural diversity within this course. This issue could easily be addressed within the context of Case Studies by discussing the MBE (Minority Business Enterprise) and WBE (Women Business Enterprise) requirements of public projects in the State of North Carolina. It is notable that the Case Studies program received national recognition from NCARB and AIA for its structure and content.

The presence of numerous adjunct faculty members who are practicing architects further reinforces awareness of professional practice within the School. Alternative delivery methods are addressed within a studio setting by the offering of a Design-Build studio by adjunct faculty.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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Interdisciplinary and international studios offer students exposure to social and environmental issues in communities. Not all students elect these studios. Skills of mitigation and ethical implications of architecture are not always covered in the strict professional atmosphere of the studio. Students should be guided through improved critical analysis of the political, social, cultural, and ecological aspects of architecture.

There are several areas of the program that illustrate this commitment, the history of architecture, the research and creative work topics of the faculty, national and international exchange programs, and service by faculty, students, and staff to community committees and task forces. The summer Design Camp is a specific example of providing high school students with an
understanding of the impact of design in their lives and opportunities to pursue educational experiences in these areas.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

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In 2004 the School of Architecture adopted a formal “Plan for Assessment,” part of a University requirement for continuous assessment of undergraduate programs (see supplemental information 4.15). The NC State Graduate School also requires regular self-assessment, and the school provides a report to the Graduate School on the same cycle as its NAAB accreditation visits. This process provides an opportunity to discuss and evaluate issues of overall program goals, teaching methodologies, performance standards, coordination strategies, facility and equipment needs, and specific course requirements and delivery strategies. A report of this effort is provided to the Dean and Provost at the end of each academic year. A review of an example provides substantial evidence of an excellent process and outcome.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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Although the School of Architecture has created a plan for diversity which clearly outlines the diversity issues plaguing the teaching and practice of architecture, there still remain areas of concern in terms of creating equitable opportunities for women and minorities who teach or study within the School environment. Attempts have been made but progress has been limited. This continues to be a significant challenge within the School.

Response:

- The school challenges this determination and requests that justification for this condition not being met be provided.

- The description of this condition is almost exclusively limited to the educational environment for current faculty, students and staff. The determination by the visiting team that this condition is not met is not justified in a manner that is consistent with this description. For example, there is no evidence offered that faculty, students and staff are not equitably treated at the school.

- It should be noted that the school has responded to the 2000 NAAB Visiting Team Report recommendation that the school should develop a long-range plan that gives a very high priority to gender, racial, and intellectual diversity with its Plan for Diversity. The APR outlines progress and initiatives since the last team visit.

- Implicit in the visiting teams comments is that the school should have a more diverse faculty, which the APR clearly recognizes. However, the school should not be judged on outcomes of a plan for diversity that was only adopted in 2004.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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The program culture within the studio structure exhibits commendable levels of respect, collegiality and optimism between faculty, students and coordinators. There exists, however, a disconnect between the Studio Culture Policy adopted by the School of Architecture and the implementation of studio-specific expectations and requirements. The policy should reflect the aspirations of the collective body of students, faculty and administrators for a collegial, supportive and balanced academic culture in which knowledge and experience gained in co-requisite courses, electives and community involvement are valued and integrated on an individual basis. Consequently, the academic culture should reflect the School’s adopted Policy.

Response:

The School of Architecture adopted a Studio Culture Policy in the spring of 2005 (and thus meets this NAAB Condition). This policy will be reviewed on an annual basis by faculty and students.
6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met Not

B. Arch. [X] [ ]
M. Arch. [X] [ ]

There is adequate administrative, technical, and faculty support staff. The size and breadth of the faculty is a concern, however. The faculty is small and staffing the wide range of required courses creates a fragile staffing situation. The faculty cohort is exceptionally thin at the mid-career associate level.

The stated total teaching load of one studio and one course per term is comparable to national norms, but its application and distribution across the curriculum and across the three degree programs is uneven. The amount of teaching release, though laudable, exacerbates this difficulty and the tendency to assign early design studios to visiting faculty is problematic.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met Not

B. Arch. [X] [ ]
M. Arch. [X] [ ]

There is support and teaching release for tenure-track faculty and a number of short-term and long-term arrangements for tenured faculty. In addition, there are considerable resources and opportunities available to support faculty research, particularly in community, service learning, and collaborative interdisciplinary projects. Interdisciplinary and international studios also offer the students and faculty opportunities for growth outside the program. Adjunct faculty are a considerable human resource and a clear policy should be developed that integrates and acknowledges their role as a faculty resource.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not

B. Arch. [X] [ ]
M. Arch. [X] [ ]
The School provides dedicated studio space for all the undergraduate and graduate students in the degree programs in Brooks Hall, Kamphoefner Hall and the nearby Leazar Hall. The creation of the Raleigh Downtown Studio provides additional space for studios shared by other units in the College. The College of Design has rented a 3000 square foot facility in Prague as a studio space for the Prague Institute. Research facilities exist in the Materials Laboratory, Daylighting facility, and Masonry Research Facility.

The Team viewed evidence of renovated space for an expanded shop and new foundation studios for the entire College. Plans have been approved for the renovation of the College’s lecture hall and expansion of the library.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The financial resources are adequate to support the basic programs of the School. The support resources, computer technology, shops, etc. of the School and College are excellent, providing significant opportunities for students and faculty to connect their learning, creative work and research efforts enabling them in a positive manner. This is not the case with regard to faculty position allocation to the department. The policies and procedures for allocations and expenditures are not transparent to the faculty. This includes the process for determining the number of regular faculty, adjunct faculty, and the amount of operational resources. Transparency of this allocation policy, procedure and process is critical so that the faculty can engage these issues in a fresh and innovative manner.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association
of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met  Not

B. Arch.  [ X ]  [ ]
M. Arch.  [ X ]  [ ]

The Dean of the College and the Director and Associate Director of the School are excellent. They have innovative visions for the programs which need support and strong encouragement to move forward with their initiatives.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met  Not

B. Arch.  [ X ]  [ ]
M. Arch.  [ X ]  [ ]

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met  Not

B. Arch.  [ X ]  [ ]
M. Arch.  [ X ]  [ ]

There is ample evidence of writing skills in both the binders and studio work. It is clear that in general the criteria is met, but not in a uniform manner.

13.2 Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

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*(See Cause of Concern)*

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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This criteria is Well Met. Examples of digital media, model building and freehand drawing demonstrate a consistently high caliber and professional level of architectural representation. This was a Cause of Concern for the 2000 Visiting Team and is now a strength of the program.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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Few of the bibliographies in the course binders show evidence of broad or focused literature searches or critical review of outcomes.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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This criteria is Well Met. Focused attention is paid to the elements and principles of design. In the B. Arch program the foundation course and other studios fundamental issues and concepts of design are an integral part of the education of the student. The first year of the M Arch 3 program also provides an excellent foundation experience and is continued in the more advanced studios. It is also apparent that many of the non-studio based courses provide important fundamental design concepts and issues that inform design decision making.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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While collaborative exercises are required in both studio and technology courses, there is little evidence of the use of interdisciplinary design project teams.

Response:

The school challenges the determination that this criterion is not met. See response to “5. Causes of Concern, #1, on page 9.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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13.10 National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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**13.11 Use of Precedents**

Ability to incorporate relevant precedents into architecture and urban design projects

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**13.12 Human Behavior**

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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**13.13 Human Diversity**

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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This criteria has been Met, however there is a need to expand the range of case studies to include additional examples of works by women and minorities – such as Black American, Latino and Native American architects. Content in courses speak to human behavior, but diversity issues are not directly referenced as topics for discussion, merely implied.

**13.14 Accessibility**

Ability to design both site and building to accommodate individuals with varying physical abilities

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**13.15 Sustainable Design**
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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This criteria is Well Met in the B. Arch program by course ARC581.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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Three-dimensional models and site sections indicate attention to contour information. However, a broad range of responses to solar, ventilation, vegetation and precipitation are not consistently addressed nor indicated.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

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13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope
13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met

B. Arch. [ ]
M. Arch. [ ]

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met

B. Arch. [ ]
M. Arch. [ ]

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met

B. Arch. [ ]
M. Arch. [ ]

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met

B. Arch. [ ]
M. Arch. [ ]

Although projects display the students’ ability to integrate a variety of building systems into their designs, there is limited evidence of their assessment and selection process.

13.24 Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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There is limited evidence of coverage of the environmental impact and reuse components of this criteria.

Response:

In ARC 432 Construction Systems course the students are required to read the following articles contained in the course pack: “How Long Should a Building Last” (Dorris), “Understanding the International Systems for Rating Sustainable Buildings” (Bruncati), and “10 Shades of Green” (Russell).

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

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There is no evidence that the program provides coverage of life-cycle cost issues or construction estimating at the Understanding level.

Response:

This criterion is for Understanding not Ability. In this context it should be noted that ARC 432 requires students to read “Making Economics Integral to Design” (Suprenant) and that ARC 561, The Practice of Architecture utilizes case studies that often include analysis of construction cost control.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

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13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand and resolve the needs of the client, owner, and user

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13.28 Comprehensive Design

*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability*

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13.29 Architect's Administrative Roles

*Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

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13.30 Architectural Practice

*Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

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13.31 Professional Development

*Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

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13.32 Leadership

*Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

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### 13.33 Legal Responsibilities

*Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

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### 13.34 Ethics and Professional Judgment

*Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

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Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 North Carolina State University Architecture Program Report:

North Carolina State University is North Carolina's largest comprehensive university. Founded in 1887 as a land-grant institution under the Morrill Act of 1862, NC State has a three-part mission: instruction, research, and extension.

NC State University is a member institution of the sixteen-campus University of North Carolina system, which is directed by a board of governors and the university president. NC State University is governed by a board of trustees and a chancellor as administrative and executive head. Decisions affecting academic affairs and allocation of resources at NC State are made by the provost, subject to approval of the chancellor. The chief administrative officer of each college is an academic dean. The colleges of the university are: Agriculture and Life Sciences, Design, Education, Engineering, First Year College, Natural Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Management, Textiles, Veterinary Medicine, and the Graduate School.

NC State has a long and distinguished history. When it opened in 1889 as the North Carolina College of Agriculture and Mechanic Arts, the college's first president, Alexander Q. Holladay, and a faculty of five offered courses in agriculture, horticulture, pure and agricultural chemistry, English, bookkeeping, history, mathematics, physics, practical mechanics, and military science. During the ensuing 116 years, its leadership has established new programs and expanded the breadth and scope of the institution.

In 1917 the institution's name was changed to North Carolina State College of Agriculture and Engineering. By the 1950s two new schools had been established: the School of Design and the School of Forestry. The faculty and student population more than doubled during the post World War II period, and in 1965 the name of the institution itself was changed to North Carolina State University, signifying its new role as a comprehensive university.

By the late 1970s NC State University was recognized as one of two major research universities within the statewide University of North Carolina system. During the 1980s the university added a 1,000-acre Centennial Campus and created a board of visitors. In recent years, the university has focused on building the campus community, promoting partnerships, implementing a progressive business model, and supporting the growth of the Centennial Campus.

On April 29, 2005, Dr. James L. Oblinger became NC State's thirteenth chancellor. Chancellor Oblinger's vision for NC State stresses scholarship for the twenty-first century, a culture of innovation, an inclusive and diverse campus community, and organizational capability and effectiveness. To ensure that the university remains relevant and responsive to the needs of students, citizens, business and government, Chancellor Oblinger works with a range of internal and external constituencies. Bringing a deep knowledge of North Carolina to the role of chancellor, as well as a history of inter-institutional collaboration and program development, Chancellor Oblinger describes NC State as "innovation in action."

Since its founding, NC State has been a nationally recognized leader in science and technology with historic strengths in agriculture and engineering. But NC State has evolved into a comprehensive community of scholars that also has outstanding degree programs in the humanities and social sciences, design, education, life sciences, management, natural resources, physical and mathematical sciences, textiles and veterinary medicine. The university's unique research park, Centennial Campus, hosts more than one hundred companies and agencies and creates an advanced technology community where university, industry, and government partners...
produce scientific and technical innovations. NC State serves all North Carolina communities through statewide research, extension and engagement activities.

NC State offers bachelor's degrees in 100 fields of study, master's degrees in 106 fields, and doctoral degrees in 60 fields. Fifty-five research centers, institutes, and laboratories support more than 400 faculty, 900 graduate students, and 200 undergraduates. The NCSU Libraries ranks thirty-second among national research libraries. Campus libraries offer a wealth of research resources for faculty and students, and, through the Triangle Research Libraries Network, also provide access to resources housed at Duke University, the University of North Carolina at Chapel Hill, and North Carolina Central University.

NC State has an annual budget of approximately $820 million and an endowment valued at more than $289 million. It is ranked twelfth among national research universities in non-federal-funded research, seventh among national research universities in industry-funded research, and thirtieth nationally in total expenditures for research and development. NC State is ranked first in total research expenditures in the sixteen-campus University of North Carolina system, and second in total state and local research funding among national research universities. NC State's expenditures for research and sponsored programs exceed $440 million.

The university has nearly 7,000 employees, including approximately 1,800 faculty and extension field faculty. Currently, NC State faculty includes nine members of the National Academy of Sciences, nine members of the National Academy of Engineering, and numerous fellows in a large number of professional associations. Excellence in teaching, research, extension, engagement and public service, and student services are valued highly throughout the university. NC State students come from all 50 states and 110 countries. The average incoming freshman scores 1193 on the SAT and has a grade point average of 4.01. In 2002 alone our undergraduates won many of the nation's most prestigious academic honors: a Marshall Scholarship, a Truman Scholarship, a Udall Scholarship, and four Goldwater Scholarships. Ten NC State graduate students received National Science Foundation Graduate Research Fellowships—an indication of the quality of students that NC State attracts and produces.

Located in Raleigh, North Carolina's capital city, NC State anchors one corner of the Research Triangle Park, which houses more than 140 organizations dedicated to innovative research and development. Duke University in Durham and the University of North Carolina at Chapel Hill mark the other two points of the triangle.

2. Institutional Mission

The following text is taken from the 2005 North Carolina State University Architecture Program Report:

The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement, North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

Approved by:
Strategic Planning Committee, 3/5/96
Administrative Council, 4/3/96
NC State University Board of Trustees, 4/19/96 UNC Board of Governors, 11/8/96

Revised by:
UNC Board of Governors, 9/14/2001
College of Design Mission Statement
The College of Design is a community devoted to excellence in scholarship, artisanship, and action with the perspective of social and environmental responsibility. The college community is
dedicated to a tradition of individualized instruction in the design studio, fostering scholarly research, creative activity, and community service. College programs and curricula value the integrity of the individual by cultivating curiosity and cherishing the results of creative effort.

3. Program History

The following text is taken from the 2005 North Carolina State University Architecture Program Report:

History of College of Design
The North Carolina State University School of Design was established in 1948 with two original academic components: the Department of Architecture and the Department of Landscape Architecture. In the late 1950s the school added a third degree-granting unit, the Department of Product Design. In its early years, under the leadership of founding Dean Henry L. Kamphoefner, the School of Design experienced a remarkable period of creative and intellectual development. Designers and theorists such as Buckminster Fuller, Matthew Nowicki, Lewis Mumford, and Eduardo Catalano joined the faculty and helped build a reputation for innovation and experimentation. Frank Lloyd Wright, Mies van der Rohe, Walter Gropius, Louis I. Kahn, Pier Luigi Nervi, Charles Eames, Marcel Breuer, and numerous other internationally prominent figures came to lecture, to conduct design experiments, and to inspire a new generation of designers. The legacy of imagination, diversity, and excellence set by this first generation has continued throughout the school's history.

During the School of Design's early history its students won numerous national recognitions, including Prix de Rome, Fulbright scholarships, and five Paris prizes. They initiated an outstanding student publication reflecting the school's experimental posture. Many went on to the nation's leading graduate schools and assumed important positions in architectural practice and education. Recent graduates continue this illustrious tradition, readily gaining admission to prestigious graduate programs and quickly entering positions of leadership in the profession.

On the retirement of founding Dean Kamphoefner in 1973, the administrative leadership of the School of Design passed on to Dean Claude E. McKinney. During McKinney's fourteen-year tenure as dean, the school's curricula were substantially reshaped and increased attention was given to cross-disciplinary connections and public-service programs. Graduate programs in architecture and the related disciplines expanded greatly and reached maturity.

In 1987 Deborah Dalton, associate professor of landscape architecture, was appointed interim dean, a position she filled until 1990, when she was succeeded by J. Thomas Regan, who had previously served as dean at the University of Miami.

Dean Regan presided over a period of growth and innovation. During his tenure the School of Design became the home of the national Center for Accessible Housing, which quickly became recognized as the nation's foremost research agency for the design needs of persons with disabilities. Foreign study was given new impetus, and increased emphasis was placed on computer-enhanced design processes.

In 1994 Marvin J. Malecha, FAIA, was appointed as Dean Reagan's successor. During Dean Malecha's tenure the School of Design has experienced a remarkable period of expanding academic programs, service, and research initiatives, and the school's ties to the university community, its alumni, and professional constituencies have been greatly strengthened. Technical and academic resources have been greatly expanded. Media laboratories, workshops, design library, and other support facilities are among the best in the nation. Recent accomplishments have included the creation of the Prague Institute and the Raleigh Downtown Design Studio. In 2000 the School of Design evolved into the College of Design.

History of NC State's School of Architecture
Since it was founded in 1948, the NC State's School of Architecture has earned a national reputation for the depth and breadth of its programs. According to Robert Burns, FAIA, and former department head, "At the core of the school in these early years was an uncompromising
belief that comprehensive design would produce a healthy environment, an improved society, and a better way of life for all. Experimental in nature, the school was open to new ideas and challenges. It identified with the progressive aspirations of the New South, but its perspective was global. Unlike many of its peer institutions emerging from traditional academic positions, the school’s zeal for the new was balanced by an uncommon concern for the broad development of the individual student who was expected to assume a formative role as a creative leader and committed citizen.”

Founded in part on Bauhaus educational principles, the school emphasized the interrelationship of the design disciplines, materials and craft, and social responsibility. As Matthew Nowicki noted, “Art una—species mine.” (“Art may be one, but there are a million species.”)

In its early years the Department of Architecture offered a single degree: the five-year Bachelor of Architecture. In the late 1960s, it added a 4+2 professional Master of Architecture curriculum. This new structure was seen as a way to address many newly emerging professional and academic issues and provide broader opportunities for students to pursue alternative as well as traditional career paths. The 4+2 curriculum encouraged diversity and increased student choice in shaping their future roles in architecture. The Bachelor of Architecture degree was phased out in 1972, but was reactivated a decade later.

Since the 1980s the Department of Architecture has offered three degrees: the four-year, pre-professional Bachelor of Environmental Design in Architecture (BEDA), the professional-4+1 Bachelor of Architecture (B.Arch), and the Master of Architecture (M.Arch). The latter two degree programs are accredited by the National Architectural Accrediting Board and, as such, satisfy the educational requirements for architectural licensure in North Carolina and throughout the nation.

In the last twenty years, the School of Architecture has been ably guided by a succession of department heads and directors, including Robert Bums, FAIA, from 1983 to 1991; Dr. Paul Tesar from 1991 to 1992; Christos Saccopoulous, AIA, from 1992 to 1997; Dr. Fatih A. Rifki from 1997 to 2001; and Robert Bums, FAIA, from 2001 to 2002. Thomas Barrie, AIA, was appointed director in 2002.

A new generation of architecture faculty and students has furthered the tradition of innovation and commitment to excellence established in the college’s formative period. The sister departments of Landscape Architecture, Graphic Design, Industrial Design, and Art and Design offer architecture students opportunities for educational enrichment. A variety of foreign study programs are available in many parts of the world.

In 2000, when the School of Design was renamed the College of Design, the Department of Architecture was renamed the School of Architecture in anticipation of expanding its degree and program opportunities. In August 2004 Director Thomas Barrie presented to Dean Malecha, the full-time faculty, and students of the School of Architecture a document entitled Visions, Goals and Priorities for the Future of the School of Architecture at North Carolina State University (see binder of additional documents accompanying the APR). This document outlines strategies for retaining and revitalizing the traditional strengths of the School of Architecture while making changes to retain relevancy and establish leadership in design education and scholarship.

Professor Barrie envisions a school that offers diverse opportunities for students, creates an optimal setting for the support of faculty teaching, scholarship and leadership, and contributes significantly to the professional community and public. His goal is to foster an academic community of leaders on the leading edge of design, scholarship, and the profession.

4. Program Mission

The following text is taken from the 2005 North Carolina State University Architecture Program Report:

The mission of the School of Architecture is:
To educate students for the profession of architecture;
To promote growth, change, and improvement in the profession and academic discipline of architecture through creative work, scholarship, research and service; and
To increase public awareness of the nature of architecture and its essential contribution to life and society.
5. Program Strategic Plan

The following text is taken from the 2005 North Carolina State University Architecture Program Report:

Since its creation, the NC State's School of Architecture has emphasized the intrinsic relationship between high-quality design and modernism (in its broadest definition). The school's teaching and scholarship have always been firmly embedded in contemporary issues. The school is deeply committed to graduating skilled designers who will become leaders in their profession. The curriculum emphasizes innovative and buildable designs that are deeply rooted in context, materials, and the art of making. The school's core values also include an emphasis on applied technologies, materials, craft and tectonics, engagement with social and cultural issues through urban and community design, and the scholarship of place-making and the cultural significance of the built environment. Perhaps most importantly, the School of Architecture highly values excellence of teaching, as evidenced by the numerous teaching awards of its faculty.

A true strength of the School of Architecture is its full-time faculty. For a small faculty, the school has achieved notable distinction in national and university teaching awards, fellowships in the AIA, design awards, and publication. But the School of Architecture is a faculty that is in transition, with a number of new hires likely in the next five to ten years. During this time the school will face the critical challenge of diversifying its faculty and student population and broadening its range of inquiry and educational approaches.

The 2000 NAAB Visiting Team Report noted that the school should develop a long-range plan that gives a very high priority to gender, racial, and intellectual diversity. In spite of sincere and consistent efforts since that report, faculty recognizes that the school has not yet achieved its goals. At present only 20 percent (three out of fourteen) of our full-time faculty are women. One is a tenured professor, another is a tenured associate professor and the third is a tenure-track associate professor. The visiting faculty pool includes twelve females, approximately 25 percent of the total. The School of Architecture has no African-Americans who are full-time faculty members, and only two African-Americans are on the current visiting faculty pool (two out of forty-six, or less than 4 percent). Currently our student population is approximately 55 percent female and 22 percent minority. Of the minority population, 8 percent are African-American.

To address diversity concerns, in 2003 the director of graduate programs initiated a program, funded by the Graduate School, to recruit students from North Carolina Agricultural and Technical University, a historically black university in Greensboro. In addition, in 2004 the school adopted a "Plan for Diversity," which includes a commitment to diversifying the applicant pools for faculty searches and degree programs. The school director works closely with the college's assistant dean for student affairs, who serves as the college's diversity officer. The director has also challenged the faculty to create a "culture of open inquiry" that includes expanded definitions of scholarship and a broadened context for the education of architects.

Like the permanent faculty, the visiting faculty of the School of Architecture is distinguished by their professional accomplishments and commitment to education. The use of visiting faculty strengthens the connections between the school and the profession, a relationship that comprises another unique virtue of the program. The strong connection between the academy and the profession is demonstrated by the joint school/AIA lecture series and the fact that the dean of the college serves on the national AIA board and school director on the state board. Another step in formalizing these beneficial relationships was the creation of the School of Architecture Professional Advisory Committee in 2005. But the school's reliance on visiting faculty to teach
core design studios also has its down side—the students benefit from working with accomplished professionals, but sometimes at the expense of the continuity and commitment full-time faculty provide.

The 2000 NAAB Visiting Team Report noted that the relatively new central administration of the College (then School) of Design had been successful in articulating the goals and initiatives of the college, and added that the plans for new leadership and the establishment of a School of Architecture were "critical to (its) next phase of development."

The stated goals of the creation of the College of Design and School of Architecture included creating "an organization that fosters a dynamic culture" with opportunities to grow and diversify, and "greater autonomy of units," which were to lead to growth in both the intellectual program and resources. In order to facilitate the development of expanded programs and increase the school's public profile, the plan proposed elevating the Department of Architecture to school status. School structure was deemed an appropriate structure for a "larger unit of multiple curricular offerings," which implied potential expansion into a number of departments.

Since its establishment as a School of Architecture, the school has undertaken several initiatives to formulate specific objectives consistent with its new status, the school director has conducted five faculty retreats, which have focused on setting-new goals and strategies for the next five to ten years (see binder of additional documents accompanying the APR). The document *Visions, Goals and Priorities for the Future of the School of Architecture at NC State University* is the result of these collective faculty efforts (see binder of additional documents accompanying the APR). It outlines a focused strategic agenda for the school; proposes new degree programs, curricular paths, and initiatives; and proposes an expanded administrative structure, additional faculty, an increase in enrollment, and a larger budget.

The School of Architecture's success in achieving true school status depends on the commitment of the faculty to expand, and the administration's skill in securing budgetary, faculty, and facility resources to support expansion. If we are to be successful in defining and distinguishing the School of Architecture and in attracting-and retaining the highest caliber of faculty and students, we must secure the resources that match our aspirations and communicate our programs, values, and outcomes internationally.

The 2000 NAAB VTR observed that the School of Architecture's administration was "overburdened and understaffed" to support the number of programs and activities of the students and faculty. As of this writing, this situation has not greatly improved. Faculty and administration often feel overburdened by administrative, teaching, and service obligations, and the school director continues to serve as both director of the school and chair of the BEDA program. On the other hand, since the last team visit the college's administrative structure has expanded to the benefit of the school, including the establishment of a college-level External Relations Office and expanded offices of Students Affairs and Budget Management. The School of Architecture's office is now staffed with two administrative secretaries whose broad range of duties includes managing admissions to all programs in the school. The school director has reorganized the school office and clarified procedures to better serve faculty and students. In 2005 an entirely new administrative team will be in place, including an associate director, with clarified and expanded roles.

One strength of the School of Architecture is its success in attracting a very high caliber of students in all its degree programs. Of our four degree programs, only the M.Arch I program ever fails to meet its enrollment target; success is routine for the targets for the BEDA, B.Arch and M.Arch 3 programs. To achieve our goals in all our programs, we need to expand scholarships, teaching assistantships, and tuition remission opportunities. Also, the school should no longer content itself with being a "well-kept secret." It deserves, and should court, a much broader audience and impact. One part of distinguishing the School of Architecture will be communicating its core values; distinguished history; faculty, student, and alumni accomplishments; and
programs to the national and international academic and professional communities. To recruit the very best students and faculty, we need to develop a high-quality Website and collateral materials such as posters, prospectuses, and handbooks. Another essential step is developing new programs that build upon the school's historic strengths.

A unique and significant asset of the School of Architecture is its setting in the multidisciplinary College of Design. Students benefit from enriched opportunities including swing studios (one studio in the BEDA program can be in another discipline), multidisciplinary option studios, the Prague Institute, the Downtown Design Studio, and the Ph.D. in Design program. Architecture students are also encouraged to pursue independent studies, which some do with faculty from other academic disciplines. However, in the context of a profession that is increasingly diverse in its disciplinary composition, the school should consider additional means to capitalize on its unique setting. The 2000 VTR noted that students wanted more "choice and flexibility in the curriculum." While not diminishing the responsibilities of professional education and the standards of accreditation, a more flexible and adjustable curriculum that responds to student interests and initiative should be considered.

Another strength of the School of Architecture's program is its commitment to outreach, service learning, and design-build studio projects. The establishment of the College of Design's Downtown Design Studio portends additional opportunities for the school. A current challenge is the degree to which the faculty is willing to commit to formalizing community and urban design and design-build efforts into new initiatives and programs, and to more fully incorporating sustainable architecture and urbanism, and collaborative-design methodologies into the curriculum.

Since the last accreditation visit in 2000 there have been a number of significant changes to the curriculum that have clarified and broadened the undergraduate and professional programs and opened up the curriculum to student interest and initiative. For example, making the final project optional has resulted in expanded studio and elective choices for students. Also, since the last team visit, the school has coordinated the structures of its undergraduate and graduate programs. The associate director now serves as curriculum coordinator, and year coordinators are responsible for studios at their level. Discipline coordinators are responsible for courses and studios in digital technology, building technology and history. In 2003, as part of a university requirement for continuous assessment of undergraduate programs, the school adopted an assessment plan for engaging in regular self-assessment of its programs (see section 3.2 and supplemental information 4.15). An assessment plan for graduate programs will be implemented during 2005-06.

Unfortunately, budget issues continue to affect the school's ability to serve its students and support its faculty. Ten years of budget reductions and reassignments of full-time faculty to administrative and research positions in the college have led to significant reductions in budgetary and faculty resources for the school. To remain in the black, the school currently depends on maintaining an unfilled faculty position, administrative releases, reassignments, practicum appointments, and, in some years, scholarly leave. Budgetary pressure has resulted in an overreliance on visiting faculty to teach important studios; heavy advising, admissions, and committee loads for full-time faculty; and severe limitations regarding scholarly leave, contract buy-outs, reassignment, and release time for scholarly pursuits. Moreover, the school is only one person deep in areas such as history and ECS. In the face of such increases in teaching and service loads, many faculty members feel a strain on their ability to successfully pursue scholarship. Students have expressed concerns about the number of visiting faculty teaching core design studios, large studio sizes, the small number of graduate seminars, and the diminished availability of faculty for advising.

It is to the credit of the college administration that the budget reductions have not more severely affected the school, and to the faculty, who have remained laudably productive during this period. In spite of budget reductions, the college has been able to expand its information-technology and
shop facilities and capabilities, and the physical resources of the college remain a significant strength. However, much more needs to be done, and the college’s compact plan and the school director’s Visions, Goals, and Priorities document request significant additional funding to mitigate chronic budget shortfalls (for the compact plan, see supplemental information 4.7; for Visions document, see binder of additional documents accompanying the APR).

To create new programs and garner the resources necessary to achieve its goals, the school must create and sustain a collective vision. An important first step is a school tuition supplement for students enrolled in the professional programs, which is currently awaiting university approval. The school is also considering instituting a studio fee for all students (including undergraduates). In addition, we must work to identify and access available university and college resources and funding. All such efforts must work together in a long-range, comprehensive plan that will mitigate current deficiencies and lead us to a robust future in which we fulfill our promise and achieve true school status.

In short, to achieve its goals, the NC State School of Architecture must build on its strengths, focus on its core values, optimize current resources, and capture new financial, faculty, and physical resources. The process will involve retaining and revitalizing the traditional strengths of the school while changing to retain relevancy and establish its leadership in design education and scholarship. The result will be a school that offers diverse opportunities to its students; creates an optimal setting for the support of faculty teaching, scholarship and leadership; and contributes significantly to the professional community and public—an academic community of leaders on the leading edge of design, the profession, and scholarship.
Appendix B: The Visiting Team

Team Chair, Representing the NCARB
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IV.4 CATALOGS

The Undergraduate Curricula can be found here:

BEDA: http://www.ncsu.edu/uap/academic-standards/RR/curricula/design/12eda.html

B.ARC: http://www.ncsu.edu/uap/academic-standards/RR/curricula/design/archive/12bar.html

The School of Architecture Course List can be found here: http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ARC.html

The NCSU Graduate Catalogue can be found online at this location: http://www.ncsu.edu/grad/catalog/index.php

The Master of Architecture Graduate Handbook can be located on this webpage: http://design.ncsu.edu/academic-programs/architecture/march
IV.5 STUDIO CULTURE POLICY

The studio is an essential experience for architecture students and serves as the core of their education. The School of Architecture is committed to creating a studio environment that supports the achievement of design excellence and personal maturity.

Student-Student Relationships
The relationships formed between students within the studio provide opportunities for development while contributing to a studio culture rich in energy, passion and intensity. In support of this, students must respect each other’s unique personalities, outlooks and gifts and provide constructive criticism and support. These relationships are fostered through working in the studio space; therefore the faculty of the School of Architecture expects that students work on their design work in studio unless doing so creates unusual hardship.

It is a fundamental principle that each individual has the right to learn without fear of character depredation or retribution for personal opinions. Students must expect and help foster a learning environment of trust and respect. A individual must never suffer in the learning environments because of race, religion, gender, sexual orientation, ethnicity or national origin.

Student-Teacher Relationship
A respectful student - teacher relationship is essential to the learning environment of the studio. Faculty deserve the respect of students for their training, knowledge and dedication to architectural education. Students are expected to respectfully participate in all studio related activities.

Teacher-Student Relationship
The student has the right to expect their studio teacher to respond to them as an individual. Teachers shall set fair and obtainable goals in the studio. While studio serves as the core of an architect’s education, students have the right to expect faculty to appreciate obligations outside of studio.

Student and Faculty–Studio Relationship
The studio’s physical environment must foster and reflect the creativity, hard work, and passion of the School of Architecture. While a studio “dense” with work and supplies signals a productive workspace, students are expected to respect the communal nature of studio through a respect for the space of their peers and faculty. The use of the studio is a privilege that comes with responsibilities. Any words, images, actions, and music must respect the collegial environment shared with your colleagues, faculty, and staff.

Understandably, music is an integral part of the design process for many people. However, not everyone has the same taste or volume preferences. During studio and class meeting times music must not be played. At other times, headphones must always be worn while listening to music. Cell phones must also be turned off during class and studio meeting times. If you need to engage in discussion or other potentially noisy activity, do so without interrupting those who want to work. In other words, be considerate of others and keep noise to a minimum at all times — not just scheduled studio times.

Studio Care
All areas of the studio, and adjoining spaces, must remain accessible and passable to all. This includes maintenance people, those with disabilities, and firefighters. The use of volatile materials, including all spray finishes and adhesives must only be done in the appropriate shop spaces such as the spray booth. Sharp materials and cutting tools should be stored with care and disposed of properly. No power cutting tools (saws or routers) are permitted in studio. At the end of the semester your space must be restored to the condition you received it in, allowing for normal wear and tear. Students have the right to expect that the College and University will maintain useable studio and review spaces by providing optimally functioning building and shop equipment.
To ensure personal safety and to assist in preventing theft, close all doors after hours and during weekends and holidays. Always close doors that have been propped open. Each student is responsible for maintaining and protecting his or her own property, and must seek to protect the property of others. Remember, computers, electronic equipment, wallets, purses, and other valuables are attractive items. Report all thefts to the School of Architecture and to Public Safety.

This studio policy will be reviewed by faculty and students on an annual basis.
Adopted April 2005
Reconfirmed August 2011
### IV.6 BRANCH CAMPUS QUESTIONNAIRE

#### Appendix 2. Branch Campuses Questionnaire

<table>
<thead>
<tr>
<th>Name of Institution:</th>
<th>North Carolina State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Degree:</td>
<td>B.Arch, M.Arch</td>
</tr>
<tr>
<td>Name of Program Administrator:</td>
<td>Robin Abrams</td>
</tr>
<tr>
<td>Name of Person Completing this Form:</td>
<td>Robin Abrams</td>
</tr>
<tr>
<td>Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:</td>
<td>Prague Institute; Prague, Czech Republic</td>
</tr>
<tr>
<td>Distance from Main/Flagship Campus:</td>
<td>4500 miles</td>
</tr>
<tr>
<td>Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site:</td>
<td>No Required Courses, but four elective courses offered.</td>
</tr>
</tbody>
</table>

*List all courses: number, title, credits offered*

- ARC 490 Architecture International Studio (6 credit hours)
- ARC 503 Advanced Architectural Design (6 credit hours)
- ARC 590 Special Topics in Architecture: Drawing (3 credit hours)
- ARC 590 Special Topics in Architecture: Urban Architecture (3 credit hours)

Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program? No.

Who has administrative responsibility for the program at the branch campus?
Dana Bartelt, Director + Adjunct Associate Professor

To whom does this individual report? Professor Art Rice, Associate Dean of the College of Design

Where are financial decisions made? At the Prague Institute, in collaboration with Dottie Haynes, Assistant Dean for Budget and Administration in the College of Design

Who has responsibility for hiring faculty? Dana Bartelt, with approval of faculty of the School of Architecture

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? Dana Bartelt, in collaboration with Head of the School of Architecture and College of Design guidelines. This is for title only, tenure is not applicable.

Does the branch campus have its own curriculum committee? N/A

Does the branch campus have its own admissions committee? N/A
IV.7 SCHOOL OF ARCHITECTURE SCHOLARSHIPS & FELLOWSHIPS

Merit Awards Available to BEDA Students

**Boney Architects Scholarship**
Endowed – BEDA student
Donor: Boney Architects
Award amount: $1,500.00
The scholarship recipient must be an undergraduate Architecture student enrolled in the BEDA or Bachelor of Architecture curriculum. It will be made available to students each year by application and will be awarded by the Architecture faculty according to established procedures for awarding merit-based scholarships. The recipient must be enrolled in the College of Design, maintain a GPA of 3.0 or better, and carry a full course load for continued eligibility of the scholarship each semester. The School of Architecture may award this scholarship to the same student more than once; however, he or she must reapply for the scholarship each year.

**Irwin Jones/Horacio Caminos Travel Scholarship**
Annual – Undergraduate student
Donor: Irwin E. Jones
Award amount: $1,000.00
This scholarship will be a study-abroad scholarship available to undergraduate architecture students at NC State College of Design who are in good standing and possess outstanding academic and creative qualifications. It is desired that students who meet these criteria, but also need financial assistance, be given first consideration. The scholarship will be awarded by the department of Architecture in accordance with its established procedures.

**William B. Little Scholarship**
Endowed - Open
Donor: William B. Little
Award amount: $2,000.00
Provide annual scholarship to undergraduate or graduate students enrolled in the Department of Architecture, College of Design, NC State University and awarded by the Architecture faculty according to established procedures for awarding merit-based scholarships. Students must maintain a GPA of 3.0 or better, and carry a full course load for continued eligibility of the scholarship each semester. This scholarship may be awarded to the same student more than once.

**NC Masonry Contractors Association Sigmon Memorial Scholarship**
Annual – Based on class competitions
Donor: NC Masonry Contractors Association, Inc.
Award amount: $2,700.00
The scholarship recipient should be a student in the School of Architecture. Scholarship will be awarded based on a competition in the Architectural Construction Systems class, ARC 432, or its closest equivalent. The jury will be composed of practitioners from the field of architecture and masonry. Architectural designs submitted to the competition will be evaluated based on architectural designs that best demonstrate an understanding of the nature, conventional uses, and potential uses of masonry construction. The Head of Architecture will make final approval of the scholarship recipients. The recipient must be enrolled in the College of Design as a full-time student in good standing.

**Louis Sullivan Brick Competition**
Annual – Design competition
Donors: Brick Association of North Carolina (BANC)
Award amount: $3,000.00
Awards are made to winners of a design competition open to College of Design students in their 3rd or 4th year in the fall semester after the contest award in the spring; also students who are
graduating in the spring semester and planning on moving into fellowship programs and other post-graduate work in the fall. Judges should include: two local, reputable architects who are very experienced in brick design (may or may not be members of CSI); one architect from within the local chapter of CSI; one representative engineer from the BANC to judge structural engineering of brick design; Pat Rand as the College’s faculty representative.

**AIA Triangle Scholarship**
Annual – Pending requirements  
Donor: AIA NC Triangle Section  
Award amount: $2,000.00 scholarship + $2,000.00 fellowship  
The AIA Triangle will notify the Head of the School of Architecture in the spring semester prior to the academic year in which the scholarship & fellowship will be awarded. Each year the scholarship & fellowship requirements may include but will not be limited to one of the following:
  a) A design competition to be juried by NC State School of Architecture and AIA Triangle representatives.  
  b) Call for proposals for travel to be juried by NC State School of Architecture and AIA Triangle representatives.  
  c) Other types of programs that provide a framework for pro-active, independent research and investigation as established by AIA Triangle

**AIA NC Eastern Section Scholarship Special Allocation**
Annual – Regional restrictions  
Donor: AIA NC Eastern Section  
Award amount: $1,500.00  
The scholarship recipient must be a graduate student in Architecture and meet the following criteria: first priority should be given to a student from the area covered by the Eastern Section of AIA NC (from Rockingham to Kitty Hawk); second the student should have high academic merit; third the student should have financial need. The Head of Architecture will make the final selection of the scholarship recipient.

**C.T. Wilson Scholarship**
Annual – Jr. or Sr. BEDA student  
Donor: C. T. Wilson Construction Company  
Award amount: $2,000.00  
The scholarship recipient must be a junior or senior Architecture student working toward BEDA degree in Architecture who possesses demonstrable financial need and adequate academic performance acceptable by the Department Head in Architecture and the Dean. Preference to NC residents.

**AIA NC Piedmont Section Scholarship**
Annual – Regional restrictions  
Donor: AIA NC Piedmont Section  
Award amount: $1,000.00  
The scholarship recipient must meet the following simultaneous criteria; First priority should be given to an Architecture student from the area covered by the Piedmont Section of AIA NC, this includes the counties of Alamance, Caswell, Davidson, Guilford, Randolph, and Rockingham; second the student should have high academic merit. The Head of Architecture will make the final selection of the scholarship recipient.

**AIA Winston-Salem Scholarship**
Annual – Regional restrictions  
Donor: AIA Winston-Salem Scholarship  
Award amount: $1,000.00  
The scholarship recipient must meet the following criteria; First preference should be given to an Architecture student from the area covered by the Winston Salem Section of AIA NC (Forsyth, Alexander, Alleghany, Ashe, Caldwell, Davie, Stokes, Surry, Watauga, Wikes, and Yadkin...
counties); second the student should have high academic merit. The Head of Architecture will make the final selection of the scholarship recipient.

**CertainTeed Architectural Merit Scholarship**  
Annual - Open  
Donor: CertainTeed Architecture  
Award amount: $1,000.00  
The scholarship recipient can be either an undergraduate or graduate Architecture student. An architecture scholarship selection committee can select the recipient. The award should be based on merit first and need second.

**Doug Westmoreland Scholarship**  
Annual (Endowment Building) – 2nd year or up  
Donor: Doug Westmoreland  
Award amount: $1,000.00 & set at income yield from endowment  
The scholarship recipient(s) should be a second year or up architecture student(s) based on a combination of demonstrated ability and performance in architectural studies and financial need. The award (to one or more students) should be made by the Head of Architecture, or his/her designee in accordance with the established procedures for awarding scholarships.

**Kimmel Architecture Scholarship**  
Annual – Graduate + Undergraduate students (one each)  
Donors: Kimmel & Associates  
Award amount: $2,000.00  
Two $1000.00 scholarships will be awarded each year to one undergraduate architecture student and one graduate architecture student with outstanding academic merit and financial need. A committee established by the Head of Architecture will select the recipient with final approval from the Head of Architecture.

**Pat Rand-CCMA Scholarship**  
Annual – Course requirements  
Donor: Carolinas Concrete Masonry Association (CCMA)  
Award amount: $2,700.00  
The scholarship recipient must be a student who has taken the ARC 232 Structures and Materials-Concrete Masonry design project in the Spring, and ARC 432 Architectural Construction Systems-Masonry design project in the Fall, or their future course equivalents. The scholarship will be awarded to the student who scores the highest in the Concrete Masonry project combined with the results of the Masonry design project. Final approval will be made by the Head of Architecture. Recipient names/addresses to be sent to CCMA so a congratulations letter can be sent from the Association.

**Peterson Associates Scholarship**  
Endowed – 1st year BEDA, BArch or MArch  
Donor: Peterson Associates, P.A.  
Award amount: $2,000.00  
The scholarship recipient (s) must be a first-year student in the BEDA, BArch, and MArch programs in the Architecture Department. The Head of Architecture will make final approval for the recipient(s). All other qualifications being equal, preference will be given to a resident of North Carolina.

**Roughton Nickelson De Luca Architects Scholarship**  
Annual - Open  
Donor: Roughton Nickelson De Luca Architects  
Award amount: $2,500.00
The scholarship recipient should be an Architect student who possesses outstanding academic merit and creative qualifications and who have financial need. A committee established by the Head of Architecture will select the recipient with final approval from the Head of Architecture.

**Smith Sinnett Architecture Scholarship**  
Annual – 4th year BEDA student  
Donor: The Smith Sinnett Associates, PA  
Award amount: $3,000.00  
The scholarship recipient should be a fourth year Architect student pursuing a BEDA who possesses outstanding academic merit and creative qualifications and who has financial need. A committee established by the Head of Architecture will select the recipient with final approval from the Head of Architecture.

**Merit Awards Available to Entering Students in the B.ARCH Program**

**Elizabeth B. Lee Honor Scholarship**  
Endowed – Female student 1-2 yrs remaining  
Donor: Elizabeth B. Lee  
Award amount: $2,000.00  
Awarded to a woman majoring in Architecture with 1-2 years remaining; candidates must demonstrate outstanding academic qualifications evidenced by ability to articulate in verbal, written and graphic communications and should also demonstrate commitment to a career in architectural practice upon graduation. Department Head nominates, in writing, student(s) who meet the criteria; final approval by the Dean. *(Elizabeth Lee has said that it is not necessary to give to a woman.)*

**Triangle Brick Company Scholarship**  
Annual – 3 recipients (rising 4th year, rising 5th year, Graduate student)  
Donor: Triangle Brick Company  
Award amount: $3,000.00  
The Triangle Brick Scholarship will be awarded on an annual basis to three students. Scholarship recipients will be students working toward a baccalaureate, professional, or masters degree in the department of Architecture. One scholarship will be awarded to a rising fourth year student who intends to pursue a professional degree, one to a rising fifth year student, and one to a student in the postgraduate program. Recipients should show outstanding academic and creative qualifications. The recipients should have graduated from a high school in the State of North Carolina. The scholarship will be awarded in accordance with School of Architecture’s established procedures for awarding scholarships. The Director of the School of Architecture will make final approval of the scholarship recipients. The scholarship cannot be awarded to the same student more than once.

**Michael Tribble Scholarship**  
Endowed - Open  
Donor: Michael Tribble  
Award amount: $1,000.00  
The scholarship recipient should be either an undergraduate or graduate student enrolled in the Department of Architecture at NC State University’s College of Design. The architecture faculty, according to established procedures for awarding merit-based scholarships, will award the scholarship. The scholarship recipient must maintain a GPA of 3.0 or better and carry a full course load for continued eligibility of the scholarship each semester and may be awarded to the same student more than once.

**Peterson Associates Scholarship**  
Endowed – 1st year BEDA, BArch or MArch  
Donor: Peterson Associates, P.A.  
Award amount: $2,000.00
The scholarship recipient(s) must be a first-year student in the BEDA, BArch, and MArch programs in the Architecture Department. The Head of Architecture will make final approval for the recipient(s). All other qualifications being equal, preference will be given to a resident of North Carolina.

**Merit Awards Available to BEDA Graduates Entering the B.Arch Program and Continuing Students in the M.Arch Program**

**Duda/Paine Architects Fellowship**
Annual – open (essay requirement)
Donor: Duda/Paine Architects
Award amount: $1,500.00
The fellowship recipient must possess the simultaneous criteria of outstanding academic performance, design excellence, and professional promise. The recipient must submit an application to include two letters of recommendation and an essay. A committee established by the Head of Architecture will select the recipient with final approval from the Head of Architecture. Applicants should have aspiration to practice and remain in North Carolina.

**Freeman/White Fellowship**
Annual – 5th year Bachelor or Graduate student with 12-36 credit hours
Donor: FreemanWhite, Inc.
Award amount: $2,000.00
The fellowship recipient should be a Fifth-year Bachelor of Architecture and Master of Architecture Program student with not less than one nor more than three semesters (12-36 credit hours) remaining, who demonstrates outstanding academic performance and professional promise. The recipient shall be known as the FreemanWhite Fellow. The recipient may perform a summer internship required prior to first semester of receiving award. Selection to be made by a committee established by the Head of the Architecture Department in the spring semester prior to the summer when the internship will be performed.

**Moseley Architects Fellowship**
Annual - Graduate student with 12-36 credit hours
Donor: Doug Westmoreland
Award amount: $4,000.00
The fellowship recipient must possess the simultaneous criteria of outstanding academic performance, design excellence, and professional promise. This fellowship will be limited to students enrolled in the M.Arch program who have not less than one nor more than three semesters of graduate study (12-36 credit hrs) remaining. Candidates for this fellowship will be selected by a committee established by the Head of Architecture. An interview and portfolio review will be part of the selection process. The interview committee will include Doug Westmoreland. The Head of Architecture will make final decision. Once selected the recipient may perform an internship with Moseley Architects at their Richmond, VA office during the summer months with a paid salary.

**Odell Associates Fellowship**
Annual - Graduate student with 12-36 credit hours
Donor: Odell Associates
Award amount: $2,000.00
The fellowship recipient should be a graduate student pursuing a Masters of Architecture degree. Candidates must possess outstanding academic performance and professional promise and be enrolled in Master of Architecture program with 12-36 credit hours remaining. The recipient should be selected by the Head of Architecture in the spring semester prior to the fall semester in which the award will be made. Recipient may perform an internship with Odell Associates during the summer months following selection; salary to be negotiated between Odell and the recipient.

**Kimmel Architecture Scholarship**
Annual – Graduate + Undergraduate students (one each)
Donors:  Kimmel & Associates
Award amount:  **$2,000.00**
Two $1000.00 scholarships will be awarded each year to one undergraduate architecture student and one graduate architecture student with outstanding academic merit and financial need. A committee established by the Head of Architecture will select the recipient with final approval from the Head of Architecture

**Peterson Associates Scholarship**
Endowed – 1st year BEDA, BArch or MArch
Donor:  Peterson Associates, P.A.
Award amount:  **$2,000.00**
The scholarship recipient(s) must be a first-year student in the BEDA, BArch, and MArch programs in the Architecture Department. The Head of Architecture will make final approval for the recipient(s). All other qualifications being equal, preference will be given to a resident of North Carolina.

**Merit Awards Available to Entering Students in the M.Arch Program**

**David Allen Company Fellowship**
Annual - Open
Donor:  David Allen Company
Award amount:  **$5,000.00**
The scholarship recipient should be a student working toward a baccalaureate, professional or Masters level degree in the College of Design who possess outstanding academic qualifications or demonstrate financial need. Department Heads nominate, in writing, a student who meets the criteria; final approval by the Dean. Scholarship paid in equal installments at the beginning of each semester. Donor has requested that award be given to an Architecture student.

**Harry B. Gilbert Fellowship**
Endowed – Graduate student
Donor:  Harry B. Gilbert bequest
Award amount:  **$4,000.00**
The fellowship recipient should be pursuing a Masters of Architecture degree in the College of Design and show promise of excellence in the study of Architecture. The files state that the department head and faculty of the Architecture Department would determine the selection criteria. The Architecture Department should give two fellowships if possible.

**O'Brien/Atkins Associates Fellowship**
Endowed – Graduate 1-2nd year
Donor:  O'Brien/Atkins Associates
Award amount:  **$1,900.00**
The fellowship recipient should be a graduate student in the first or second year of Master's of Architecture program; candidates must possess the simultaneous criteria of academic performance and professional promise. Department Head nominates, in writing, a student who meets the criteria; final approval by the Dean. Fellowship may be awarded to the same student more than once.

**Tony Sharp Memorial Scholarship**
Annual - Open
Donor:  Adams Products Company
Award amount:  **$4,000.00**
This scholarship will be limited to students working toward a baccalaureate, professional or Masters level degree in the Department of Architecture who possess outstanding academic and creative qualifications. Scholarship will be awarded in accordance with the department's established procedures for awarding scholarships with final approval made by the Department
Recipient must be enrolled as a full-time student in good standing each semester for continued eligibility of the scholarship.

**Triangle Brick Company Scholarship**
Annual – 3 recipients (rising 4th year, rising 5th year, Graduate student)
Donor: Triangle Brick Company
Award amount: $3,000.00
The Triangle Brick Scholarship will be awarded on an annual basis to three students. Scholarship recipients will be students working toward a baccalaureate, professional, or masters degree in the department of Architecture. One scholarship will be awarded to a rising fourth year student who intends to pursue a professional degree, one to a rising fifth year student, and one to a student in the postgraduate program. Recipients should show outstanding academic and creative qualifications. The recipients should have graduated from a high school in the State of North Carolina. The scholarship will be awarded in accordance with School of Architecture’s established procedures for awarding scholarships. The Director of the School of Architecture will make final approval of the scholarship recipients. The scholarship cannot be awarded to the same student more than once.

**Merit Awards Available to Continuing Students in the M.Arch Program**

**Henry L. Kamphoefner Honor Fellowship**
Endowed - Graduate student with 12-36 credit hours
Donor: Henry and Mabel Kamphoefner
Award amount: $1,000.00
The fellowship recipient should be a graduate student who has at least two semesters and not more than three semesters remaining for completion of Masters of Architecture degree; to be selected on basis of total academic achievement without regard to financial need. Selection to be made by the three most senior members of the Architecture faculty who are Fellows of the American Institute of Architects.

**Robert A. Chase Scholarship**
Endowed – Graduate student
Donor: various
Award amount: $1,000.00
The scholarship recipient should be a student enrolled in the School of Architecture at the NCSU College of Design. The prize will be made annually to the candidate for a Master’s level degree in Architecture entering his or her last year of study, who has demonstrated promise and interest in urban design, historic preservation and renovation and/or city redevelopment utilizing restoration practices. Selection of the prize recipient will be made according to established departmental procedures by the Architecture faculty.

**WGM Fellowship Award**
Annual – Graduate TA
Donor: WGM Design, Inc.
Award amount: $2,000.00
The fellowship recipient must be awarded as a graduate teaching assistantship to an Architecture student working full-time towards a Master’s level degree and is in academic good standing with creative qualifications. Final approval for the fellowship recipient will be made by the Head of Architecture. This fellowship may be awarded to the same student more than once.

**Merit Awards Available in Multiple Architecture Curricula**

**J.A. Jones Architecture Scholarship**
Endowed – Open (interest in construction industry)
Donor:  J. A. Jones, Inc.
Award amount:  **$1,000.00**
The scholarship recipient should be an undergraduate or graduate students enrolled in the Department of Architecture at the NCSU College of Design. Recipients will be limited to students working toward a baccalaureate, professional or Masters level degree in Architecture and have a background or demonstrated interest in the construction industry. The Head of the Architecture Department, in consultation with the faculty, shall nominate one or more candidates who meet these criteria. These nomination(s) will be forwarded to the Dean of the College of Design for review with the executive(s) designated by J. A. Jones, Inc. The final decision will, however, rest with the Dean of the College of Design.

**Other Scholarships/Fellowships**

**Prizes**

**Shawcroft Prize for Drawing**
Endowed - Competition
Donor: Brian Shawcroft
Award amount:  **$2,000.00**
All enrolled architecture students at NC State University College of Design will be eligible for the prize. However, the prize may not be awarded to the same student twice. The administration of the prize will be as follows:

a) All enrolled architecture students at the NC State University will be eligible for the prize. However, the prize may not be awarded to the same student more than once.

b) Early in the fall semester a memo will be sent each year to all architecture studio instructors informing them of the prize, the deadline, and the conditions of the award. Each instructor will be asked to nominate appropriate students to the award committee as outlined in item (f) below.

c) The nominated students will receive a letter outlining the requirements for applying for the award. The student must respond as to whether they intend to apply for the award.

d) All entries will consist of a portfolio that must include a minimum of five but no more than ten drawings. More than 50% of all submitted drawings must be manual, one must be a freehand drawing of any subject (not just architecture) and one must be a perspective drawing of a building (can be a mixed digital/manual technique).

e) A portfolio of Brian Shawcroft’s drawings will be available in the Design Library for students to review.

f) A jury to include three people – two faculty members and one practicing architect - will be convened mid spring semester by the faculty member in charge of the Shawcroft Prize for Drawing.

g) The jury may elect to divide the award among more than one recipient or not to award the prize in any year, should they determine that submissions are not of sufficient quality.

h) The School of Architecture will arrange for the drawings of the top three entries to be displayed for at least one week after the final jury selection.

i) Digital documentation of the winning entries should be taken each year for future publication and archival use.
IV.8 COLLEGE OF DESIGN LEADERS’ COUNCIL

John Atkins, FAIA
Architect
Principal, O’Brien/Atkins
Durham NC
obrienatkins.com

L. Franklin Bost, MBA, IDSA
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Professor of the Practice
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Jorge E. Barragan
Textile designer, consultant, former lead designer at Mastercraft
Lake Lure NC

Paul F. "Chip" Callaway
Residential, hospitality and historic garden designer
Callaway & Associates Inc.
Greensboro NC
chipcallaway.com

Matt Checkowski
Film designer and director
Department of the 4th Dimension
Los Angeles
thed4d.com

Randolph R. Croxton, FAIA
Winner of three consecutive National AIA COTE ‘Top Ten Green Projects’ Awards
Croxton Collaborative Architects, PC
New York City
croxtoncollaborative.com

Richard A. Curtis
Former head of graphics and photography
USA TODAY founder
Washington DC

David Wayne Evans
Designer, photographer and filmmaker
Washington DC
davidevansimages.com

Curtis W. Fentress, FAIA
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Fentress Architects
Denver
fentressarchitects.com

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Landscape architect/greenway designer
Alta/Greenways Inc.
Durham NC
altaplanning.com
William L. Flournoy, Jr., FASLA
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Triangle Greenways Council
Raleigh
trianglegreenways.org

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cbtarchitects.com

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Architect
Kohn Pedersen Fox Assoc.
Brooklyn NY
kpf.com

Kristen Ford Haaf, ASLA
Landscape Architect
Roots First Design, LLC
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NC State University, retired Campus Architect
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Walt Havener, ASLA
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Lappas + Havener, PA
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lhpa-nc.com

Alexander M. Isley
Graphic designer plus (see website), principal
Alexander Isley Inc.
Ridgefield CT
alexanderisley.com

Linda Jewell, FASLA
Professor and Landscape Architect
College of Environmental Design, UC Berkeley
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Timothy D. Kirkman
Filmmaker/Director
Brooklyn and Los Angeles
imdb.com/name/nm0456693

Jonathan F. Kuniholm
Industrial designer/engineer
Opensource Prosthetics
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openprosthetics.ning.com

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EYP Arch. & Eng
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Monty Montague
Industrial Designer plus (see web site)
BOLTgroup
Charlotte NC
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clearscapes.com

Daniel J. Stillion
Design Director and Associate Partner (interaction design)
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San Francisco
ideo.com

Rodney L. Swink, FASLA
Landscape Architect/Consultant/Main Street revitalization
Office of Rodney Swink
Raleigh

William E. Valentine, FAIA
Architect
HOK Architecture
San Francisco
hok.com

Chipp F. Walters
CEO, serial entrepreneur
Altuit, Inc
Austin TX
altuit.com

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