

**University of Nebraska
College of Architecture
Architecture Program**

Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation

**Master of Architecture
(pre-professional degree + 54 graduate credit hours)
(non pre-professional degree + 92 credit hours)**

**Year of the Previous Visit: 2009
Current Term of Accreditation:**

“At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visting Team Report for the University of Nebraska, Lincoln, College of Architecture.

As a result, the professional architecture program: **Master of Architecture** was formerly granted a six-year term of accreditation. The accreditation term is effective January 1, 2009. The program is scheduled for its next accreditation visit in 2015.”

Submitted to: The National Architectural Accrediting Board
Date: September 15, 2014

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

I.1. Identity & Self Assessment

I.1.1. History Mission

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

The University of Nebraska–Lincoln is a public research university located in Lincoln, Nebraska. It is the state's oldest and largest university and the flagship university of the University of Nebraska system. The university was chartered by act of the state legislature in 1869 as a land-grant university under the 1862 Morrill Act, two years after Nebraska's admission to statehood. The school was given a mission to “afford to the inhabitants of the state the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.” The university received an initial land grant of about 130,000 acres and the campus construction began with the building of University Hall. By 1873, the University of Nebraska had offered its first two degrees to its first graduating class. During its first 20 years, the school struggled to find an identity as both a pragmatic, frontier establishment and an academic, intellectual institution. In the 1890s the university began to expand significantly, hiring professors from eastern schools to teach in the newly organized professional colleges while also producing groundbreaking research in agricultural sciences. Between 1890 to 1895 enrollment rose from 384 to about 1,500 students. A law school and a graduate school were also created at this time, making UNL the first school west of the Mississippi to establish a graduate school. The “Nebraska method” of ecological study, which pioneered grassland ecology and laid the foundation for research in theoretical ecology for the rest of the 20th century, developed here during that time. By 1897, the school was 15th in the nation in total enrollment. In 1913–14, a fierce debate arose over whether to keep the university in downtown Lincoln or to move it out of town. A statewide referendum that approved the downtown plan resolved the issue, and the school experienced a building boom, both on its new downtown property and on the farming campus. A second building boom occurred in the late 1940s, with the arrival of thousands of returning soldiers seeking education funded under the GI Bill.

In 2011 the University of Nebraska became a participant in the Committee on Institutional Cooperation, the academic consortium of the universities in the Big Ten Conference plus former conference member, the University of Chicago. This initiative forms a partnership for research, allows students to take distance courses at other participating institutions, and also allows them “in-house” viewing privileges at other participating schools' libraries.

The university is organized into eight colleges, located on two campuses in Lincoln with over 100 classroom buildings and research facilities. About 78 percent of UNL students are from Nebraska, while the rest are from all forty-nine other states and 114 foreign countries. In 2012-2013, the university granted 3,716 bachelors, 830 masters, 173 professional, and 325 doctoral degrees. Enrollment for the fall semester 2013 was 19,376 undergraduate, 4,554 graduate, and 515 professional students.

The University of Nebraska–Lincoln is accredited by the Higher Learning Commission, see “Statement of Affiliation Status”, **Section II.2.1**

The University of Nebraska–Lincoln does not discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.

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

From its first architecture course offering in 1894 to the establishment of the Department of Architecture in 1930, the creation of the School of Architecture in 1964, the founding of the School of Environmental Development in 1970 and the formation of the College of Architecture in 1973, the faculty and students in architecture and the allied disciplines have built a tradition of excellence in education, research & creative activity, engagement and service to the State of Nebraska. The 2014-2015 academic year will mark the 121st anniversary of the teaching of architecture on this campus.

In 1894, Ms. Alice Righter taught a course on "The Styles of Architecture," and Professor O.V.P. Stout taught "stereotomy" in the engineering program. Soon afterward a sequence of courses constituting a three-year professional curriculum in architecture was created within Engineering. Other courses included Statics, Materials of Construction, Theory of Architecture and History of Architecture. In 1913, the College of Engineering established a new area of emphasis -- Architectural Engineering -- under the direction of Dean Stout. This became a four-year degree offering, which prevailed through the 1920's.

In 1930, Harry F. Cunningham became the first Chair in a Department of Architecture at the University of Nebraska-Lincoln. With the appointment of Chair Cunningham who had been employed with Bertram Goodhue, the architect of the Nebraska Capitol, a new philosophy was introduced at the University. The faculty began to focus the curriculum on a blend of arts and aesthetics with scientific and technical aspects of design. Among degrees offered by the program were the five-year Bachelor of Architecture and a Master of Architecture degree. The Department also continued to offer the Bachelor of Architectural Engineering degree.

The Department of Architecture, under the long leadership of Professor Linus Burr Smith from 1934 to 1965, gained added dimension and stature. Evidence of this growth and importance of the program was recognized when the College of Engineering became the "College of Engineering and Architecture" in 1947. The Department of Architecture continued to mature until 1956, when the Architectural Engineering degree was discontinued. This course of study was reduced and transformed to become the "structures option" in the architecture curriculum.

The Board of Regents established the School of Architecture within the College of Engineering and Architecture in 1964 and six years later formally approved a recommendation creating the "School of Environmental Development" in November 1970. The new school, within the College of Engineering and Architecture, offered three degrees: Bachelor of Science in Architectural Studies, Bachelor of Science in Construction Science, and Master of Architecture. Professor Bertram Berenson was the director of this new school, while Professor Homer Puderbaugh served as Chair of the Department of Architecture. By 1971, the phase-out of the five-year Bachelor of Architecture began and the new four-year Bachelor of Science in Architectural Studies (BSAS) was offered in conjunction with the Master of Architecture (M.Arch) degree to comprise the six-year professional sequence.

An independent College of Architecture

With the Board of Regents and the State Legislature approval of the new College of Architecture in 1973, the faculty achieved a long-sought goal. Professor W. Cecil Steward was appointed to be the first Dean of the College of Architecture and undertook the responsibility and UNL's challenge to develop "...one of the five or six outstanding Colleges of Architecture in the nation..." In May 1990, Professor Steward was elected First Vice-president and President-elect of the American Institute of Architects. He was the first career, full-time educator to be elected to this prestigious position in the 135-year history of the American Institute of Architects.

The first student graduated from the College of Architecture's BSAS program in December 1973, followed by a class of 26 in May of 1974. The first M.Arch degree from this new college was awarded in 1976 and as of August 31, 2014 the College has awarded 810 M. Arch degrees. There are 3,874 alumni on record, and statistics reveal a geographical distribution of alumni in over 49 U.S. states (all but New Hampshire) and the District of Columbia.

The Department of Architecture began with the new collegiate administration under the leadership of Professor Homer Puderbaugh. Chairperson Puderbaugh served as the administrative head of the Department until his return to full-time teaching in 1981. At that time the faculty selected Dr. Ernest O. Moore as the new chair of the Department of Architecture, and Robert Duncan assumed the responsibility of vice chair. In 1987, Dr. Moore went into full-time teaching and the Dean appointed Dr. James J. Potter as Chair of the Department of Architecture. This period saw the beginning of the renewal of the faculty with both Philip Corkill and Ernest Moore retiring from the University and the hiring of three new faculty members. Dr. Potter stepped down as chairman in the summer of 1990 to return to his research and teaching. The decade came to a close, as it began, under the leadership of Chairman Homer Puderbaugh, as he retained the Chair until his retirement in the spring of 1993.

In 1993, following a national search, Professor David Cronrath, AIA, was appointed the new chair of the Department of Architecture. During his tenure the department achieved professional school status in the University, began the joint visual literacy course in collaboration with the College of Fine & Performing Arts and the College of Human Resources and Family Sciences, established the jointly-administered Ph.D. in Architecture Education with the UNL Teachers College. The Interior Design Program relocated into the Department of Architecture from the College of Home Economics. In the summer of 2000 Professor Cronrath stepped down as Chair to take an administrative position at another university.

The 1999-2000 academic year was a significant transitional year in the College of Architecture. Dean Cecil Steward, FAIA, the founding dean of the College, retired at the end of the fall semester after serving the College for 27 years. Dr. Brito Mutunayagam was appointed as the interim dean of the college while the University conducted a national search for a new Dean. The successful search resulted in the appointment of R. Wayne Drummond, FAIA as the second dean of the College of Architecture. Dean Drummond began his tenure as Dean the summer of 2000. With the departure of David Cronrath, Dean Drummond served as both Dean and Chair of the Department for the fall semester of 2000. The faculty, with the agreement of the Dean, decided to conduct an internal search that resulted in the appointment of Professor Mark A. Hoistad, AIA as the new Chair of the Department of Architecture beginning the spring semester of 2001. The

spring of 2001 also brought about the suspension of the Vice Chair position with Professor Bob Duncan stepping down to become the Director of the Omaha Program.

The 2000-2001 academic year the Bachelor of Science in Design degrees (BSD), replaced the Bachelor of Science in Architecture Studies (BSAS). Along with this change the faculty approved the implementation of a 2+4 academic structure eliminating the admission gate between the fourth and fifth year starting with the fourth year class of 2001.

In 2003-2004 at the request of the Chancellor, the College restructured, converting its Departments into Programs. The administration of these new units changed from Department Chairs to Program Directors. In this process, Interior Design was formally separated from Architecture and a new program in Landscape Architecture was anticipated. The Board of Regents approved the College Bylaws for this new structure in the summer of 2006 after an extended conversation with the Senior Vice Chancellor's Office. At the present time, because of accreditation requirements and programmatic design, this administrative change has had little effect on the operations of the College.

Visual Literacy, final years

In 2004 the College of Architecture and its partners in the Visual Literacy Program, received a five year \$1,420,000 grant, authored by Chair Hoistad and the faculty, to enhance the existing program. The grant specifically gave the funding for a new tenure track faculty line in the College, ongoing information technology support, and one-time funds to purchase computer equipment for the Visual Literacy studios. This was the second major grant for this program designated as a Program of Excellence by the University. But by fall 2012 pressures from within each of the partnering colleges led to a re-evaluation of the Visual Literacy program. The Colleges held a retreat on January 21, 2013 to discuss the history and future of Visual Literacy and concluded that the program as currently framed should be suspended. While all recognized the successes of the program, the group determined that collaboration between students in the Colleges should occur in ways other than through foundation design (see notes below on curriculum transformation in the College of Architecture).

Landscape Architecture

In April of 2005 the College of Architecture, the College of Agricultural Sciences and Natural Resources and the Cooperative Extension Division submitted a joint proposal for a Landscape Architecture program to the Chancellor and the University Academic Planning Committee. This proposal was approved and forwarded on to the University Board of Regents and the State Post Secondary Education Board where it also received approval. The \$1,260,500 six year commitment will bring the College two new tenure track lines, adjunct faculty funding, graduate teaching assistant funding, one half time staff line, operating funding and travel support funds. The Landscape Architecture Program began under the Architecture Program and the leadership of Mark Hoistad and became an independent program in 2009 when Professor Kim Wilson accepted a faculty position as director of Landscape Architecture. Professor Wilson was initially hired to direct Landscape Architecture but upon her arrival she was asked to direct, in addition, the Community and Regional Planning Program. The Landscape Architecture Program admitted its first class of students in the 2006-2007 academic year, held its first accreditation visit in 2008 and achieved initial accreditation in July 2012.

Expansion and contraction

In 2006, the Architecture Program added another joint degree opportunity, a Masters of Engineering in Construction Management to the other three existing offerings the Master

of Business Administration, Master of Community and Regional Planning, and Bachelor of Civil Engineering. In all cases the joint degree programs add an additional year to the six-year professional degree program. Planning also began for a new Industrial Design major under Program Director Mark Hoistad. In response to continuing enrollment pressure at the admission gate into the professional program after the second year, the University gave the Architecture Program two new tenure track faculty lines and increased funding for graduate teaching assistants in 2006. This enrollment expansion added an additional studio section to each year raising the admission number into the third year from 45 to 56 students. The first larger group admission occurred in the 2007-2008 academic year. In the spring of 2007 the Program faculty voted to reestablish the 2+2+2 model requiring the incoming freshman class of 2007-2008 to be the first group to once again apply for admission into the Master of Architecture portion of the professional degree curriculum. This policy was later reversed by faculty vote in the fall of 2012.

The expansion during these years created increased space problems in the College. Annex studio space was located in Old City Hall 3 blocks south of Architecture Hall and in Brace Hall, immediately north of the College. Two Landscape Architecture and one Architecture studio occupied Brace and fueled hopes for a permanent expansion into the adjacent building, but by 2012 the University had identified other uses for the building and the College of Architecture was asked to vacate the space. Under Dean Drummond's leadership, the College began a partnership with HDR-Architecture to found a Healthcare Design Initiative. Conceived as a design-research initiative that integrates student learning with faculty research, the program started with an interdisciplinary (Architecture plus Interior Design) studio offering and a set of elective courses. In 2009 HDR sponsored an annex studio in Lincoln's Haymarket to house the Healthcare Initiative thus providing additional space relief.

On 12/31/09 Mark Hoistad stepped down as Director of the Architecture Program but maintained his role as Associate Dean. With faculty support, Dean Drummond appointed Professor Tom Laging to Architecture Program leadership position as an Interim Director with an unspecified term.

As a result of the financial crisis of 2007-2008 and the Great Recession that followed, the number of incoming freshman experienced a dramatic drop with the class entering in fall 2009. While many schools of architecture in the US experienced greater enrollment drops and hardships, the Recession nevertheless hurt the College of Architecture. As a consequence, the Architecture program experienced its largest graduating class of 53 M.Arch students in 2012 followed by classes of only 29 and 19 in 2013 and 2014 respectively. Overall Architecture Program enrollment declined from 417 in 2008 to 277 in 2012 when enrollment began to stabilize. The impact of freshman enrollment declines in the Architecture Program has been felt for many years because the majority of our graduating M.Arch students matriculate through our full 6-year professional program. In response to this the faculty initiated an ad hoc committee on M.Arch Program promotion and recruitment in 2010 to explore ways to recruit more graduate-level professional students from outside the College. The committee focused on promotion efforts but no substantive actions emerged from this group. At the same time, the University mandated, with only a few exceptions, that all undergraduate degrees conform to a 120 credit hour maximum in order to control tuition and increase 4-year graduation rates. For the Architecture Program this meant reducing the curriculum by 9 credit hours.

- *Recent M.Arch graduation history showing trends:*
In the July 1, 2013 – June 30, 2014 cycle we awarded 19 M.Arch degrees.

In the July 1, 2012 – June 30, 2013 cycle we awarded 29 M.Arch degrees.
In the July 1, 2011 – June 30, 2012 cycle we awarded 53 M.Arch degrees.
In the July 1, 2010 – June 30, 2011 cycle we awarded 49 M.Arch degrees.
In the July 1, 2009 – June 30, 2010 cycle we awarded 30 M.Arch degrees.
In the July 1, 2008 – June 30, 2009 cycle we awarded 31 M.Arch degrees.

- *Recent College and Architecture Program History:*
The period from 2011 through the present day has been one of tremendous change and uncertainty. Following years of debate with the UNL central administration regarding an increase in the College of Architecture's professional fee, a funding mechanism essential to the operation of the College's programs, the Chancellor instead requested that the College keep its current fee and add a differential tuition increase for all courses in the College. With the level of differential tuition progressively increasing from in-state undergraduates, to out-of-state undergraduates, to in-state graduate students and to out-of-state graduate students, the fund generates significant resources; however, this decision was not welcomed by the College. The impact of the tuition increase is manageable for the in-state, undergraduate level but makes recruiting out-of-state M.Arch students significantly more challenging.

At the end of the spring 2011 semester, Dean R. Wayne Drummond stepped down from his leadership position to return to the faculty and full-time teaching. Now Emeritus Dean, Professor Drummond determined that he would dedicate his remaining years at the university to developing a Healthcare Design Initiative that is his passion.

Senior Vice Chancellor for Academic Affairs Ellen Weissinger asked the faculty of the College of Architecture to think deeply about its future and in August 2011 appointed an interim dean with deep experience at the university, James O'Hanlon, a former dean of the Teachers' College. The Program Directors and faculty representatives began a strategic vision in the summer of 2011 and engaged the full faculty and students in the fall. The document became known as "The September Plan" for its due date at the end of September 2011. The plan (see **Supplemental Information, IV.5**) outlined a newly conceived "College of Design" with a new mission statement and identified strategic goals for creating a new engagement with the broader university, increasing enrollment, improving retention and graduation rates, developing signature programs, and increasing engagement and service. The plan requested an immediate national search for a new dean, the renaming of the College as "College of Design", the immediate installation of the differential tuition plan to support College priorities, permanent space on campus for studios and other program facilities, a restoration of vacant faculty lines and cutting-edge equipment.

The September Plan was formally presented to the Senior Vice Chancellor in October 2011. After some deliberation and discussion the College was given the approval to launch a national search for a new dean with the support of a national search agency. The position was advertised at the end of the year and a search committee formed. During the spring semester of 2012, the search committee identified three candidates as finalists, two of whom accepted the offer to interview on campus. From this small pool the Senior Vice Chancellor made one offer but the candidate ultimately declined citing personal reasons. Left with a failed search, the Senior Vice Chancellor appointed Professor Kim Wilson Interim Dean of the College of Architecture with a three-year term. Dean Wilson accepted the offer with the understanding she would be charged with advancing the College, overseeing a new strategic plan and addressing important concerns such as enrollment, research and engagement with the wider university and the community.

Upon taking office in June of 2012, Dean Wilson appointed Professor of Architecture Jeffrey L. Day as Interim Director of the Architecture Program. Day accepted with the understanding that the position of Assistant Director would be re-established. Day appointed Associate Professor Steven Hardy to that position with the specific charge to oversee curriculum transformation. Mark Hoistad agreed to stay in his position as Associate Dean through December 2012 to aid in the transition.

During the summer of 2012 Professor Robert Duncan retired after several decades of teaching and Professor Janghwan Cheon began a leave of absence leading to his resignation so that he could return to Korea.

Dean Wilson initiated an inclusive Strategic Planning process by establishing the following task forces: Curriculum (Teaching, Research & Engagement); Facilities; Recruitment, Retention & Placement; Identity, Outreach, & Communications; Organization & By-Laws; Speakers, Exhibits and Events. (see **Supplemental Information IV.7**, "College of Architecture Strategic Plan, DRAFT 2014" for a list of faculty and staff members of each task force). After a summer of planning and benchmarking the work of each task force began at the fall College retreat prior to the fall 2012 semester. Task forces met weekly and reported to the Programs at month meetings and to the full College at a series of all-College meetings held throughout the semester. Various aspects of the emerging strategic plan (such as a new mission statement) were approved periodically throughout the process.

The college faculty and leadership began work on a new website, contracted with a graphic designer to create a new image for the College and coordinate all graphic output, and sought to hire a communications coordinator (that position was initially approved and then put on hold until fall 2014 when a search was initiated).

The Strategic Plan identifies strategic goals: to grow the College; develop the disciplines; integrate teaching, research & service; and distinguish the College's programs. These are followed by a series of direct objectives: recruit, retain and place students; transform curricula; re-organize the college; secure design programs; develop design-research & engagement and promote what we do. (For a complete, current draft of the plan see **Supplemental Information IV.7**, "College of Architecture Strategic Plan, DRAFT 2014".) The plan includes an approved, revised College mission statement and a longer college ethos (description):

College Mission Statement

To develop design professionals who will effect cultural, societal, and environmental change.

College Ethos

The College of Architecture brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative action. United by a commitment to the transformative power of planning and design, students and faculty come together in a creative environment integrating studio-based teaching, rigorous design-research and creative output, and community-focused engagement. By merging disciplinary theory and professional practice we innovate, add value and give form to all aspects of the designed environment.

Concurrent with this effort the Architecture Program updated its own mission statement:

Architecture Program Mission Statement

The mission for the Architecture program is to provide the educational foundation for articulate, intellectually aware, self-realizing architecture professionals capable of performing effectively in evolving design disciplines.

With curriculum transformation at the center of the strategic planning effort, a new model began to emerge and was approved in concept at the end of the fall 2012 semester. For the purposes of this APR, the new Architecture Program curriculum will be known as the “2012 Curriculum” to reflect the beginning of its development in 2012 (see below).

In the spring of 2013 the Architecture Program faculty voted to recommend Professor Jeffrey L. Day be appointed Program Director for a regular 5-year term. Day continues to fulfill the duties of that role.

After 46 years of service to the Architecture program at Nebraska Professor Tom Laging retired after the spring 2014 semester. In fall 2014 the Architecture Program initiated a faculty search for a new assistant professor (on Prof. Laging’s line). The College has also been approved to search for a professor of Industrial Design (on assistant professor of Architecture Janghwan Cheon’s line), a faculty replacement in Landscape Architecture and a new senior line in Community and Regional Planning.

- ***Towards a New College:***

In January 2014, with the Strategic Planning process well underway, Chancellor Perlman and Senior Vice Chancellor for Academic Affairs Weissinger announced to the faculty that they have asked the College of Architecture and the Hixon-Lied College of Fine and Performing Arts to merge to form a new, larger college. The University leadership stipulated that the new college would have Hixon-Lied in the name and it will be led by Charles O’Connor, current Dean of the Hixon-Lied College of Fine and Performing Arts. Additional details of the merger would be determined by faculty, staff, students and stakeholders through a process led by a Transition Committee formed at the end of the spring 2014 semester.

The University released a public announcement about the merger on February 11, 2014: <http://newsroom.unl.edu/releases/2014/02/11/UNL+to+launch+new+college+integrating+fine+and+performing+arts,+architecture>

Initial reactions to this announcement ranged from shock to anger to resignation. It became apparent that the Chancellor and Vice Chancellor have long felt that the College of Architecture, the smallest College on the UNL campus, would always have trouble succeeding in a university focused on growth (in enrollment and research funding). The College of Architecture, they argued, would be more successful at competing for UNL resources and other forms of support if it were part of a larger unit at the university. The Chancellor believed a merger with the College of Engineering would be advantageous due to the influence of the large A/E firms in Omaha. Without consulting the faculty, the central administration discussed a merger with the Engineering dean, but dropped the idea upon realizing the complexities involved and the ongoing transition already underway in Engineering. The Chancellor and Vice Chancellor then settled on a merger between Architecture and Fine & Performing Arts, also a small unit with enrollment and research-funding challenges. It should be noted that at no time in this process did the UNL central administration consult the Architecture faculty about the question of a merger with another unit.

The process of forming a New College began slowly in the spring of 2014 as Dean's Wilson and O'Conner worked to establish a process for engaging faculty input. In the summer of 2014 a Transition Committee began work exploring the options and challenges confronting a new college uniting the fine arts, art history, photography, theater, film, new media, the environmental design disciplines, graphic and interactive design, and music. The Committee reported to faculty and staff from both colleges on August 19, 2014 and sought input from both groups through a series of task forces. The first major deadline for New College formation is the submission of a plan to the UNL Academic Planning Committee on October 15, 2014. Other deadlines follow, including Regental approval, before a possible implementation in July 2015. Public information on the New College formation process can be found on a website set up for this process. Faculty and staff may log in to see much more detail including proposed College names and organizational charts: <http://newcollege.unl.edu>

We will provide updates to the Visiting Team between now and the NAAB visit in March 2015.

- *Final Thoughts:*
Regardless of our ultimate unit structure and place on the campus, the Architecture Program looks forward to a bright future. Enrollments are increasing, we have received approval to fill vacant faculty lines, faculty and students are doing great work, and our alumni are more supportive than ever. We encourage you to peruse our new website, launched in August 12, 2014, and to review on-line versions of our undergraduate and graduate recruiting publications:

College of Architecture website (still under construction as of this writing):
<http://architecture.unl.edu>

B.Book (undergraduate programs in the College of Architecture)
http://issuu.com/unl_arch/docs/2013_unl-b-book_issuu

M.Book (M.Arch and graduate programs in the College of Architecture)
http://issuu.com/unl_arch/docs/m.book

- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*

The College of Architecture aspires to be the "center for design" on the UNL campus. Beyond our core mission to educate future professionals, the College provides design expertise and design thinking for a wide variety of university initiatives. Our faculty members are engaged in collaborative research initiatives with teams spanning many other disciplines in the university. The Architecture Program has permanent positions on the UNL Aesthetic Review Committee and the Innovation Campus Architectural Review Committee (both currently held by Professor Jeffrey L. Day). The College offers university-wide courses such as ARCH 107, Sustainability Basics, developed and taught by Professor Sharon Kuska. A central feature of new d.ONE pre-professional program is a lab course in Design Thinking, DSGN 110. This freshman course is currently required for students entering Architecture, Interior Design, Landscape Architecture and the

Jeffrey S. Raikes School of Computer Science and Management at UNL:
<http://raikes.unl.edu/community/newsdetail/5> As the course matures we hope to expand its reach to include students of engineering and beyond.

The Architecture Program benefits greatly from being part of a BIG 10, Research University (RU/VH). Access to collaborative opportunities for research funding, support of a well-funded Office for Research, a full range of humanities and science disciplines, and widely respected cultural institutions such as the Sheldon Museum are a few of the benefits to the College community made possible by its position on the flagship campus of the University of Nebraska. For our students, the university offers many opportunities from a vibrant student cultural life, to extra-curricular activities and a very wide range of general education and minor-field studies. Our students have the best of both worlds: the intimacy of a small College and access to a large, diverse university.

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

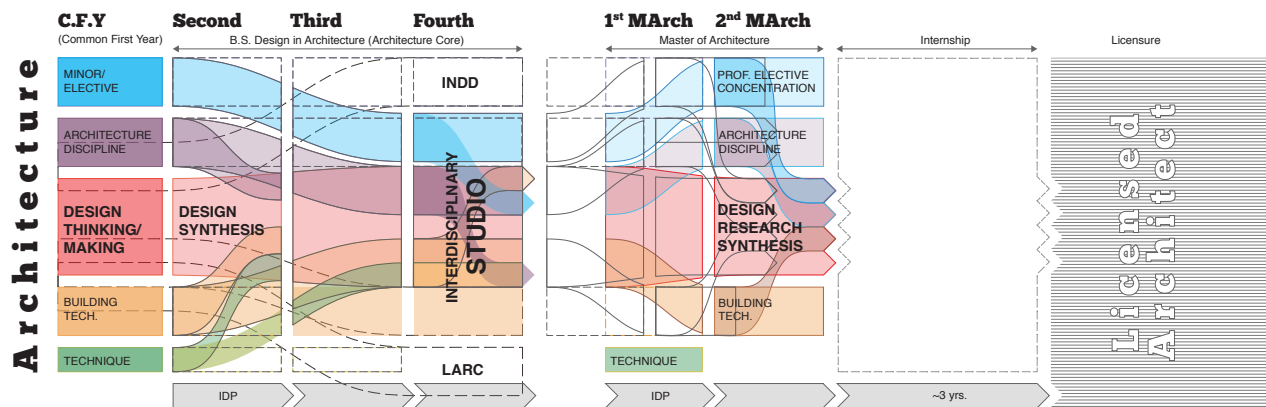
The Architecture Program faculty believes that a deep education in architecture must blend with a broad general education. This belief in the “T-Shaped Person” is at the core of the new curriculum that the faculty are currently developing and rolling out. At the center of this new curriculum is the synthetic design studio where knowledge gained from support courses and from other experiences is integrated into design projects in a creative and collaborative atmosphere.

The 2012 Curriculum begins with a common first year (known as d.ONE) for all undergraduate programs in the college. Having recognized that the Architecture Program and the other undergraduate programs essentially had two first years – a year of Visual Literacy followed by a year of Basic Design – the faculty determined to transform this situation with a more robust and strategic first year followed by second year curricula specific to each discipline. (For a description of the end of this university program see *Visual Literacy, final years*, above in this sections.) The new concept thus shifts entry into the professional design programs (Architecture, Interior Design and Landscape Architecture) to the end of the first year instead of the end of the second year as had been the norm for many years. This decision precipitated complete curricular review and transformation in each of the programs. While the urgency for this change was felt more strongly in Interior Design and Landscape Architecture due to the 120-credit undergraduate degree maximum it nevertheless offered an opportunity for Architecture to re-evaluate a long-standing curriculum. The Architecture Program faculty began the curriculum revision process by establishing the following goals and criteria:

- change the focus of fundamental design the first year from composition to creative problem solving
- create more explicit pedagogical emphasis on collaboration and interdisciplinarity
- begin the disciplinary focus in Architecture earlier, ie. in the second year
- focus the program on preparing students for the future of professional practice
- create a collaborative and interdisciplinary studio at the upper level (4th year)

- define clear curricular strands: “architectural discipline,” “building technology,” “technique,” “design synthesis (studio),” and “elective / minor” and reinforce each as separate but related areas or sequences
- distinguish the M.Arch level from the undergraduate level of the professional program
- create opportunities for faculty to integrate teaching, research and engagement in design-research studios at the M.Arch level
- include IDP and the full range of professional development toward licensure as part of the curriculum

With these goals in mind, the architecture faculty devised the following graphic curricular chart in order to guide specific course development (see **section II.1.1** for further elaboration of the 2012 Curriculum):



The new chart places greater emphasis on internship and practical experience as part of the program; however, the faculty decided not to make internship a requirement for all students. The Program has affirmed its support for internship by offering employment and IDP advising, a well-organized and popular annual career fair and up to 6 elective credits for undertaking a professional internship.

The 2012 Curriculum builds curricular space to accommodate many degree-minors at the UNL campus. The majority of minors take 12-18 credit hours to complete and the “minor / elective” strand accommodates for this with 15 credit hours for general elective education within the 120-credit hour undergraduate Bachelor or Science in Design – Architecture degree.

I.1.2. Learning Culture and Social Equity

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

The Architecture and the College of Architecture share a Studio Culture Policy reflecting the interdisciplinary focus of education at the College of Architecture. The policy applies to all learning environments, not simply design studios. (see link below)

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

The UNL College of Architecture Studio Culture Policy exists as a top-level menu item on the new College website:

<http://architecture.unl.edu/resources/studio-culture-policy>

Faculty are expected to include the Studio Culture Policy or a link to the policy in each course syllabus and are encouraged to review it with students each semester.

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

The dean and program director meet regularly with the Student Advisory Board (SAB) and every year the meeting focuses on the Studio Culture and issues related to the learning environment at the College of Architecture. The meeting addresses periodic concerns such as studio travel policies, sharing of project costs, and so on. When certain concerns raise to a level that general policies become necessary, the Studio Culture Policy may be amended.

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

The UNL College of Architecture Studio Culture Policy originated in the student body. The Director sent out an open call and asked the student organization leadership to participate in a drafting committee. The committee went through several drafts with different students taking the lead on drafting a document over a one-year period stretching over two academic years. It was always represented to the students that the document would have to pass faculty scrutiny and approval before it could be adopted. The document was forwarded to the faculty for their review. The Faculty delegated the Faculty Affairs Committee (FAC) to review the document based on the discussion of the faculty and bring it back to the body. After two rounds of discussions with the full faculty in consecutive faculty meetings the Policy was approved in the March 31, 2008 meeting. This was subsequently re-reviewed with the student authors and with no objections was distributed to all students electronically at the start of the Fall Semester of 2008, and posted in all studios shortly thereafter.

In 2012 the faculty and the student re-visited the policy and went through a similar series of iterative edits to update the policy. The new policy was ratified by the students and faculty of each of the disciplines within the College in the spring of 2014.

* For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

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

The University of Nebraska's policies related to harassment and discrimination can be found at this link to the UNL website:

<http://www.unl.edu/equity/NonDiscrimination.htm>

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

The University of Nebraska's policy on plagiarism can be found at this link to the UNL website:

<http://www.unl.edu/gradstudies/current/integrity#plagiarism>

...and in the complete UNL code of conduct:

<http://stuafs.unl.edu/ja/code/three.shtml>

- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts*

General information regarding the University of Nebraska's policies on diversity can be found at this link to the UNL website:

<http://www.unl.edu/equity/equity-access-diversity-programs>

Specific policies regarding diversity in faculty and staff searches can be found at this link to the UNL website:

<http://www.unl.edu/equity/searches.shtml>

The following statement appears on all faculty and staff search announcements:

"The University of Nebraska has an active National Science Foundation ADVANCE gender equity program, and is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers."

I.1.3. Responses to the Five Perspectives

- *A narrative description of the program's response to each of the five perspectives. And a narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*

The faculty and students embrace the Boyer-Mitgang Report on architectural education. We are particularly mindful of the dynamic nature of architectural practice and the communities and industries it serves. The Architecture Program at UNL maintains a focus not on the current state of architectural practice but on the future of practice and the world in which our graduates will emerge as architects. Accordingly, we continue to design and adjust our curriculum to empower students to define their own approach to the discipline and their role within the profession while at the same time to empower the faculty to pursue their passions. We have done this by maintaining an efficient curricular core designed to evolve with the profession, giving students opportunities to specialize via broad access to faculty design-research in elective coursework, and creating dual-degree opportunities for those students seeking a hybrid professional education. Below you will find indications of how we have responded to NAAB perspectives.

A. Architecture Education and the Academic Community

The College of Architecture and the Architecture Program exist within the flagship educational institution in the State of Nebraska. The institution is classified as both a Research University (RU/VH) and the Land Grant institution. The educational intent of the College of Architecture is to meet or exceed comparable standards set for other professional disciplines within this context. The situation of the College and Program in the greater University affords access to a broad range of intellectual expertise and resources. The College of Architecture also benefits by its designation as a Professional College within the University. This status makes the College unique among the traditional academic units within the University and administratively comparable to its professional peers, including Law, Medicine and Pharmacy.

The College is active in meeting the tripartite land grant mission of the University – teaching, research and service. The faculty aspires to teaching excellence. This is evidenced by faculty peer reviews, student assessments, and course evaluation. It is also expressed through the faculty's involvement in the professional community. Faculty development is actively supported through the provision of travel opportunities, financial support to participate in conferences, and the internal funding of research proposals. All full-time faculty members hold terminal degrees as related to their areas of expertise. Part-time faculty members are selected based upon professional ability as framed by the course content.

The College encourages the generation of new knowledge by making research and service a part of each faculty's workload. The University provides teaching and research support to faculty through the Research Council (financial support for scholarly activities associated with research and creative activities) and Teaching Council (financial support for scholarly activities associated with teaching and a peer review development program). The new Design-Research emphasis of the M.Arch studios supports both student learning and faculty research through the single mechanism of the studio.

Faculty and students actively participate in service projects to the community of Nebraska. Requests come in from various sources including University Extension, City of Lincoln through its Urban Development Department, and direct requests from the public. These requests are broadly distributed to the faculty for use in studios throughout the

curriculum. Collectively the Program has provided design assistance to a number of communities and organizations both across the State and in communities outside the State.

The University supports the College with a full range of administrative and technical services that strengthen its own services to faculty, students, and alumni. Academically the University supports the Program through service courses in general education, student tutorial centers, and a wide range of forums, colloquiums and conferences. In return the College offers students from across the University an opportunity to experience and learn about the issues of environmental design and its relationship to society and our culture. This is achieved through course offerings, extra-curricular activities sponsored by the College and Program, and faculty participation in interdisciplinary forums and discussions. In particular, the Hyde Lecture Series brings to campus speakers from the professions represented in the college to share their knowledge and experience with the campus community and the general public.

Standards and expectations are high at all levels in the University, College and Program. All faculty members hired for tenure leading positions are required to have an appropriate terminal degree (M. Arch for most faculty or the Ph.D. for faculty in history/theory or fields where appropriate). Faculty, with exception of those who are required to have a Ph.D, are strongly encouraged to hold a professional license prior to attaining tenure. Faculty search announcements may make licensure a requirement, or an exempt a position from the expectation of licensure.

All faculty members go through a rigorous evaluation process each year by the Director of the Program. This involves the requirement for the submission of annual reports each year by the faculty and the generation of a written annual evaluation by the Director. Qualitative standards for achievement have been approved by the faculty and are provided to all incoming faculty. These standards evolve as changes occur in achievement venues for both professional and academic environments. Changes to these standards are discussed with the Faculty Affairs Committee (FAC) or the faculty as a whole, depending on their nature or scope, for approval. The annual evaluations examine all three stated missions of the University and weigh achievement relative apportionment of their appointments. Tenure-track faculty members are formally evaluated by the tenured faculty each year during their tenure period. At the mid-point of their tenure period, tenure track faculty are required to stand for external peer review by two peers drawn from a common list developed by the candidate and the Director. The peer review process is repeated when the faculty member goes up for tenure with a minimum of three reviewers required by the University. The new faculty member is asked in their initial annual review, in the fall of their second year on campus, to identify the path or paths they plan to pursue as a faculty member and at the same time indicate the signifiers of achievement they believe validate success or excellence. The faculty evaluates this material and provides feedback on the plan the candidate has provided and the indicators of achievement. This establishes a kind of social contract between the tenured faculty and the tenure track faculty member. This does not mean that tenure will be granted automatically if the plan is carried out because the tenure decision is not based on what has been done, but rather the perceived potential of the candidate to succeed in the future using the achievements of the past as one indicator of this potential. It is however viewed as a strong indicator during the tenure review. The same kind of review process is used when a tenured faculty member goes up for promotion rank. The entire tenured faculty formally votes each year for the annual reappointment for tenure track faculty. This recommendation is given to the Director who independently

makes his assessment and this is passed on to the Dean if there is a disagreement between the faculty and the Director.

It is strongly recommended that each tenure track faculty member reach agreement with one of the tenured faculty to serve as a mentor. The process of securing a mentor is left to the discretion of the tenure track faculty member and the tenure faculty to work out. The Director can provide assistance during this process if requested, otherwise it is desired these arrangements be faculty to faculty leaving the administration out of the conversation. This process is spelled out in the Program bylaws.

Standards and expectations for the students are equally high. Admission standards for the pre-professional program are higher than the institution as a whole with additional math preparation and a higher minimum ACT score. Under the 2012 Curriculum, students have to pass an admission gate after the completion of the pre-professional curriculum to gain entry into the professional program. A second gate for entrance in to the graduate level of the professional program was dropped in 2012. Collectively these stringent requirements for admission and the associated student scholarship expected by the faculty assure the interests of architecture students and the architectural education mission is satisfied.

The Program has a long history working in partnership with other Programs and Departments in the University. These partnerships include both research and teaching activities. In research, joint efforts involving faculty from several units have been made to apply for and pursue grant activities. We believe these collaborative efforts will expand in the coming years as the University and granting agencies increasingly prioritize interdisciplinary teams.

The sharing of teaching expertise has been heightened in recent years with equitable arrangements established between the Architecture Program and other academic units such as the collaboration between the College of Architecture and the Raikes School to establish a diverse student population on the pre-professional Design Thinking course, DSGN 110. With the developing merger between the College of Architecture and the College of Fine & Performing Arts will likely produce more opportunities for shared teaching arrangements.

Acquiring a general or liberal education is also a valuable part of the Architecture Program curriculum for our students. This is largely provided by other academic units within the University through the ACE general education requirement < <http://ace.unl.edu> >. The Architecture Program has purposely been strategic in designating the courses that fulfill this requirement so that our students must go outside the program to fulfill these requirements. In our program these courses have been located in the area of History/Theory.

B. Architecture Education and Students

The Architecture Program has a long history of supporting the development of leaders in the student body both here on campus and in their professional careers after their academic careers. Leadership development begins with providing opportunities to lead. The College has several student organizations some discipline specific, some cross-disciplinary. The American Institute of Architects Students chapter (AIAS) is the largest and longest established organization in the College. Our College has produced six national presidents of the organization. Alpha Rho Chi is a cross disciplinary fraternity in the college with membership drawn from architecture, construction management, and interior design. This group focuses on professional development and annually pursues a

community service project. These efforts have included serving at a local soup kitchen and working on a Habitat for Humanity house. Tau Sigma Delta is the College honor society. Its membership is drawn from the top 20 percent of their respective classes. The newest student organization in the College is USGBC Students. This is a cross-disciplinary organization dedicated to promoting sustainability. Its membership is open to anyone in the University interested in this mission. Collectively, these various organizations offer students multiple opportunities to take on leadership positions. In addition, the College has a Student Advisory Board with a membership elected by student peers in all levels of the curriculum. The presidents of all the certified student organizations are also ex-officio members of the group. This group advises the Dean and administration on various issues and policies developed in the College. Students also serve as members, with appointed faculty members, of the Professional Program Committee (PPC). This committee is charged with the responsibility of monitoring of the curriculum and reviewing course substitutions proposed by students. Students also serve on faculty search committees as voting members. The Program views students as an important and vital part of the community. Their presence and leadership is something the faculty and administration consistently draws upon in the governance of the Program and College.

Empowerment and support for our students in both the curriculum and co-curricular activities is an important element in the design of the curriculum and the life of the Program. As noted above the student body is very active in the life of the school through student organizations and their participation in the governance of the College. One of the most important aspects of the current architecture curriculum is the empowerment of the students to have a significant role in defining the content of their education through studio selection elective options (especially at the graduate level).

Exposure to a global context has a long history in the Architecture Program. In the 1960's the faculty set up the first study abroad program in London. This program has been continuously running since this early beginning. Over the years more programs have been established and few have faded away. Today we offer all students in Architecture two different opportunities to study abroad. The first is during the fourth year of the curriculum. Students are able to choose to be an exchange student to an institution we have agreements. This opportunity has allowed our students to study in Ireland, Germany, France, Netherlands, Australia, China, and South Africa. These agreements have also brought exchange students from Ireland, Germany, France, and Malta to our Program giving the students who are not able to make it abroad a kind of international experience. Preparing our students to be self-aware of difference and prepared to enter a global practice environment is an essential aspect of the education and opportunities we offer to our students and to the diversification of our College community.

Exposure to different cultural situations through study abroad experiences and exchange student attending classes here is a part of our approach of embracing diversity, distinctiveness, and self worth. The University, in its General Education Program, requires all students to take at least one course in the area of Race, Ethnicity, and Gender as part of the general education requirement. However, we acknowledge that diversity in student and faculty ranks remains a challenge for us given the demographics of the State, but we are encouraged by progress made in recent years.

C. Architecture Education and Regulatory Environment

At the heart of our mission statement is the education of a professional architect. The faculty understands the education of a professional architect can be defined as a learning

experience that leads to the attainment of architectural registration after a suitable intern development program. As evidence of this commitment to architectural registration our graduates appear to be maintaining a pass rate for the NCARB Architect Registration Exam that is generally favorable when compared to the national average. The sample number pulled from the NCARB web site seem to fluctuate quite a bit with some years having a good sample and other years a very small sample. This makes it somewhat difficult to definitively judge how our graduates are fairing on the exam from a percentage basis. For ARE Pass Rates see:

<http://architecture.unl.edu/degree-programs/architecture>

<http://www.ncarb.org/en/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

The primary means for students to demonstrate the integration of all the knowledge, and how this relates to health, safety, and welfare issues, is through the studio sequence in the curriculum. In these studios, starting in the third year (second year in the 2012 Curriculum) to the vertical studios or design thesis in the graduate portion of the professional curriculum, information is integrated and judgment honed by foregrounding certain of the variables that must be considered in a design project. In the third and fourth years particular information is fore grounded by the studio adjuncts to allow the student to investigate the impact these variables have on the determination of building and site forms. In the graduate years this background knowledge permits the student to push their exploration into new areas of knowledge. The required architectural courses concentrated in years three and four form a core of information covering environmental, technical, historical, and human concerns. This architecture core provides information that is tested and applied through building design at that level and then built upon individually by the students at the graduate level in their individual degree plans.

The process of securing registration is something our students are well aware of as a result of our strong and ongoing relationship with the State Board of Engineers and Architectural Examiners. The College has for many years had a seat on the Board to insure continued communication between that body and the Program. The specific registration process is presented to all professional degree students by the Executive Director of the State Board in the professional practice course (ARCH 680) each year. The Director goes over the material and steps that must be pursued to gain licensure. The connection with the State Board is made again at the breakfast hosted by the AIA for graduating M. Arch students. The executive director attends this function and extends the Board's standing offer to pay for the first year costs involved in setting up the graduate's initial IDP file during the year following graduation.

After graduation, members of the college community also continue to assist and encourage former students to complete the licensure process both formally and informally. At various times over the years faculty have participated in study programs offered by the local AIA to assist candidates in preparing for the ARE. Registration is always one of the conversation topics college representatives have with younger alumni. Alumni are encouraged to let us know when they have successfully completed the examination process so we can congratulate them.

Following is an indication of how the Program offers additional experiences to its students that bring the issues related to architectural registration and practice to the forefront:

The Program has an active summer internship program that offers students admitted into the M. Arch degree program the opportunity to earn up to six credit hours toward their

degree. The intern experience typically occurs during the summer months, although some students have deferred admission for a year and enjoyed a more extended office experience. In recent years this program has had an international scope, reflecting the increasingly international nature of contemporary practice. (see course material for ARCH 695 Internship for additional information on this topic)

The Program has designated a faculty member as IDP Officer (Peter Hind). Each year students in the fifth year class are provided information about the IDP program and its requirements in the Professional Practice course (ARCH 680), and are encouraged to meet with the IDP Officer. These same students work closely with the IDP Officer when they begin the process of applying for summer internships. The IDP Officer also assists in arranging interviews for graduating students. The Program hosts a Career Fair each spring which the IDP Officer coordinates.

The faculty has maintained a voting position on the Nebraska State Board of Examiners for Engineers and Architects for a many years. Thomas Laging has long held this position and upon his retirement from the Board in January 2015 Peter Hind will assume the role. Through this opportunity the entire faculty has been made of pending legislative bills on architecture and engineering licensure.

D. Architecture Education and the Profession

The Program has declared shared foci on the future of practice and the development of the architecture discipline. Throughout the professional program we seek multiple ways to engage our students with many aspects of the evolving profession. The Program has actively pursued international opportunities for our students and this has generated two times and types of exchange during the six years of the Program. In the fourth year the students can be exchange students to institutions our Program or our University has agreements with. During the accreditation period we have had our students study in Ireland, Germany, France, Australia, China, and South Africa. In the fifth year students have two options to study abroad with one of our faculty members in association with a local architectural firm. In the fall this takes place in Tianjin, China and in the spring London, England. As a part of these agreements we have also had students and faculty come from France, Germany, Ireland, China, Japan, Kenya, Malta, and India come to study architecture with us. These experiences and opportunities have also led to our student securing internships and permanent employment in some of these countries and the same for some of the visiting students coming here.

As implied by our Program Mission Statement, we are interested in educating professional leaders, and not mere office functionaries. Thus, the faculty look to achievements beyond professional registration as a measure of their and student success. In the M. Arch. portion of the curriculum students are empowered to seek out a define their curriculum in ways that allow them to consider the increasing cultural diversity of our communities, changing client and regulatory demands in our rapidly changing times, and the growing challenge of knowledge based/research driven design in the profession.

The faculty and students are active participants in the professional community. They regularly attend AIA conferences, serve in the leadership positions in the AIA, the State Board of Examiners, and other related organizations, and engage in the exchange of ideas with their colleagues in the profession on a frequent basis.

The professional community is also an active participant in the delivery of course work in the curriculum. Many individuals from the professional community have served as adjunct faculty for design studios and critique participants at various levels. They are also frequent speakers in the professional practice course, sharing their knowledge about the profession on a full range of range of topics (see course material for ARCH 680 Professional Practice). The College of Architecture Friends Association is actively involved in contributing to the students understanding of the profession through their participation in studio reviews and the delivery of professional practice mini courses including specifications, marketing, and construction management (see course material for ARCH 597 Marketing, 597 Specifications, and 597 Contract Management). The AIAS student organization has sponsored brown bag talks by local architects and has run a mentorship program with the local AIA chapter. Collectively, the professional community's participation in the Program has both depth and breadth, and occurs with such frequency that it would be very difficult for any of our students to have avoided contact during the educational experience received here in the College.

Life long learning comes by developing in the students a sense of curiosity and the thirst to know. The studio is the environment where inquiry and exploration are not just possible but required. The studio however is not the only venue for understanding the need to pursue new knowledge. Most faculty members are able to teach one professional elective each year. This course typically relates to the research or creative activity of the faculty member. Depending on the nature of this class, students can be active participants in the faculty member's research through the requirements of the course. In the 2012 Curriculum this idea of shared design research will be integrated into the M.Arch-level studios. The design of the M. Arch portion of the curriculum ensures students have multiple opportunities to gain access to this experience. In the past we had an internal conference where all faculty members delivering papers during the year presented their paper to an open forum in the College. Students were able to see the faculty's research and discuss how this related to the faculty member's professional work or teaching activities. We hope to make this an annual event given the success of the first forum.

Students can also gain experience in contributing to the knowledge of the discipline through active participation in faculty research through participation in the university UCARE program, which pays students to serve as research partners with faculty members from the second year onward. The results of these collaborations are presented each year in a campus wide undergraduate research conference. Some of our students, as a result of this activity, have been selected to deliver at national and international venues. Upper level students have the opportunity to participate in funded research projects as research assistants.

One of the options for the final sixth year studio is the pursuit of a Design Thesis. Choosing this path the student is given the greatest latitude to propose a project and blaze their own path with the guidance of a faculty mentor. Students spend the first semester doing research for their particular project and then develop a conceptual proposal for the design pursued in the second semester. The design thesis projects are bound as books located in our library and also permanently uploaded to the internet for anyone to access. This experience we hope will be the first of many contributions they will make to the collective knowledge of the professional community.

Finally, the Hyde Lecture Series provides an opportunity for students to engage leaders in the practice of architecture and related disciplines. See **Section I.2.1** for a list of speakers since 2009.

E. Architecture Education and the Public Good

Professional responsibilities for the social and environmental impacts of architectural actions are seen as part of the core values that are cultivated by the College. The studio, as the integrative learning environment, is the best venue to see these issues addressed. The third and fourth year studios and their adjunct courses are designed to respond to the influence of people and site in the work done in studio and the dialogue between the adjunct and its associated studio (ARCH 310 Fundamentals of Architectural Design/ARCH 350 Design Process, ARCH 311 Architectural Design: Ecological Context/ARCH 360 Site Context Issues, 410 Architectural Design: Tectonics/ARCH 430 Technological Integration, and ARCH 411 Architectural Design: Urbanism/ARCH 461 Urbanism). The Urbanism studio exposes our student to the dynamic characteristics of working in the various conditions of cities where the ethical implications of decisions involving the built environment are so acute. These issues have always been present in the professional studio sequence, the graduate level vertical studios, and the many of the design thesis projects pursued by the students.

In the 2012 Curriculum architecture for the public good is seen as part of an interdisciplinary effort to engage communities. DSGN 110, Design Thinking develops in students an understanding of how teams can come together to serve common, socially-responsible goals. The College's Freshman Housing "Responsible Learning Community" is specifically set up to engage students with communities through public service projects. Students will come back together in interdisciplinary teams during the fall of fourth year studio (reframed ARCH 410) to address complex problems throughout design. ARCH 410 projects will emphasize public service. The Ecuador Study Abroad program and the elective course ARCH 518, Fabrication And Construction Team, both framed around a service learning pedagogy, engage communities of very different types. In 2012 an interdisciplinary team from the College won a \$82,812 grant from the Rural Futures Institute to develop service learning components in a variety of courses in order to better serve Great Plains communities through design.

Civic engagement and the commitment to professional and public service have a long tradition in the College and the Program. Students from this College have served as the national president for the AIA six times. The former and current Dean have collectively served as the president of the ACSA, NAAB (twice), and the AIA providing the students with evidence of their commitment to professional leadership. Faculty members have served on the Planning Commission, Capitol Environs Commission, UNL and Innovation Campus Architectural Review Committees, Downtown Lincoln Association Board, and numerous other boards and organizations. It has been noted above in the section related to the students that they have been active in a range of civic project both on and off campus. It has also been noted above that through the many service projects pursued, student become more aware of the complexities of working with clients and communities. In many cases, service projects have come to us through the advocacy of our students. The active participation by the faculty and students in both the professional and civic activities make clear that concern about the role of the profession in society is an important part of the learning experience here at the College.

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

All five perspectives inform the strategic planning process in the Architecture Program and the College. In addition, all self-assessment procedures in the Architecture Program

provide opportunities to address the professional program, and specifically the curriculum in light of each perspective on architectural education. The Program is particularly attuned to the evolving nature of the architecture discipline, the profession and all forms of practice and in this light, self-examination and re-evaluation are continual charges for all faculty members.

I.1.4. Long Range Planning

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

The Architecture Program engages in periodic strategic planning efforts. In 2004 all Colleges at UNL were asked to file strategic plans and subsequently to update them on an annual basis. That process began with a College-wide retreat followed by discussions within the Programs and then another retreat at which the faculty agreed upon an outline of plan. Dean Drummond made a final decision about priorities and submitted the plan. In the years that followed the Architecture Program faculty revisited the strategic plan each year to evaluate progress, update existing goals and determine new objectives. These were submitted to the Dean for compilation into the College strategic plan that he again submitted to the Vice Chancellor's office.

As previously mentioned, the turmoil of 2011 led to a hasty, outline strategic plan known as the "September Plan" (see **Supplemental Information, IV.5**). The College leadership produced this plan with the input of selected faculty members. In 2012, upon being appointed for a three-year term as Interim Dean, Kim Wilson initiated a comprehensive strategic planning process that began a series of targeted task forces engaging all faculty and staff working in areas of interest. The task forces reported periodically to the whole college at open meetings and continued to develop their areas of emphasis with input from others. In the summer of 2013 the College Leadership Team began to compile this work into a Strategic Plan that is now in draft form (see **Supplemental Information IV.7**).

In addition to the strategic planning process, the Architecture Faculty holds retreats at the beginning of every semester. These are at times focused on specific topics and at other times on broad assessments of critical issues facing the Program. Often these retreats help inform the strategic planning process for the Program and the College. Monthly Program faculty meetings provide a regular opportunity for open discussion of goals, objectives and topics of importance – for example, the September 2014 meeting with introduce NCARB's support for licensure upon graduation as a topic for discussion. Relative to curriculum in particular, the Architecture Faculty holds an *End of Semester Faculty Curriculum Review*: (see **Section I.1.5. Program Self Assessment**)

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

Long term planning in the Architecture Program draws upon data including enrollment trends, credit hour production, student retention rates, revenue generation (especially from differential tuition), expenditures, and university priorities. External information gleaned from the Professional Advisory Council, local and national practitioners, AIA Nebraska, ACSA Data Resources and more.

- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*

Long-range planning in the College of Architecture and the Architecture Program is situated in the strategic planning process and annual retreats. See **Supplemental Information, IV.5** and **Supplemental Information IV.7**. The strategic plan informs changes in mission statements (on rare occasions), curriculum transformation, budgetary allocations including equipment purchases, faculty position descriptions and hiring priorities, enrollment targets, research and creative activity incentive allocation, and new program development (such as the proposed Industrial Design Program).

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

See **Section I.1.3**

I.1.5. Program Self Assessment

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*

The small size of the school permits a close relationship between all constituents within the Program and College: the students, the faculty, the staff, and administration. On a formal level, the College holds leadership meetings generally on a bi-weekly basis for program administrators and staff leaders to share information and discuss College policy the results of these meeting are reported to the full faculty at faculty meetings and also electronically if the discussion warrants. The College also has a Student Advisory Board (SAB) made up of elected representatives from the various Programs in the College and the various levels in those Programs. The presidents of the various sponsored student organizations in the College are also ex-officio members of the SAB. This student board meets with the College administration monthly. The Program and College administration hold regular staff meetings with the staff to review issues that emerge on a periodic or one time basis. In addition, the Director meets monthly with student leaders to discuss student issues, plan events, and involve students in the process of devising solution strategies. The Program faculty meets at least once a month as a body for governance and discussion, and holds two retreats a year to address major issues concerned with self-assessment and improvement. In addition to the all faculty meetings, the Program has four standing committees, Faculty Affairs Committee (FAC), Professional Program Committee (PPC), Student Affairs Committee (SAC), and the Graduate Committee. The PPC, which focuses on curricular matters, has two student members. Each committee has particular responsibilities as spelled out in the Program Bylaws. The committee chairs report their activities to the full faculty at each Program faculty meeting. All of these forums, plus informal contacts, provide an opportunity to share information and solicit diverse perspectives before arriving at a decision on the issues we confront.

The Program Bylaws can be downloaded from the Architecture Program webpage under "NAAB Information":

<http://architecture.unl.edu/degree-programs/architecture>

The Program Mission Statement appears on every faculty meeting agenda keeping it fresh in the minds of the faculty. The statement reads as follows:

The mission for the Architecture program is to provide the educational foundation for articulate, intellectually aware, self-realizing architecture professionals capable of performing effectively in evolving design disciplines.

Additionally, the Architecture Program accepts and endorses the University's land grant tripartite mission of teaching, research, and service as well as the growing importance of engagement with the community in all three areas. This is a natural focus for a program that has exercised leadership in architectural education in the State since 1894. In the midst of cultural change and environmental challenge, the Program, College and the University are cognizant of the enormous responsibility of educating new and existing design professionals for active participation in local, regional, national, and international scales of involvement.

Consistent with these missions, the Architecture Program provides a professional program that is balanced between the standards of current professional practice and the future of practice our graduates will face. This is achieved through a combination of a broad general educational experience, a rigorous professional education, and the empowerment of the students at the graduate level to play a significant role in directing their own education. These goals are achieved through the University required general education ACE, required architectural courses and a range of professional electives, shared experiences by the school community and unique individual experiences that are exchanged between its members.

Our intention is guided by the following student learning objectives that are derived from our mission:

- Encourage the development of modes of thought and methods of inquiry that will help students gain access to the unfamiliar.
- Encourage an open mind that integrates knowledge from different disciplines.
- Consider the ethical and moral implications of student knowledge and the actions it leads them to perform.
- Realize the creative potential for each student.
- Appreciate and understand the student's own cultural heritage.
- Hold a pluralistic outlook that embraces and learns from the diversity that results from difference.
- Generate new knowledge while re-assessing historical precedent.
- Encourage curiosity that leads to life-long learning.
- Perform critical self examination as well as thoughtful participation in society.

It is the opinion of the faculty that these objectives are being achieved through the curriculum and an abundance of enrichment opportunities for students and faculty.

Faculty, Students' and Graduates' Assessments of the Accredited Degree Program's Curriculum and Learning Context, as Outlined in the NAAB Perspectives:

We have actively sought to make assessment an extension of the teaching and learning experience as opposed to an external force designed to prescribe excellence as opposed to letting it emerge through discovery. To strike this balance we have number of assessment/reflection vehicles put in place.

Curriculum Learning Context Reflection:

Curricular matters are the responsibility of the Professional Program Committee (PPC) of the Architecture Program. The PPC consists of three faculty members appointed to staggered three-year terms by the Director, two student representatives (one from the undergraduate program and one from the professional program), and the Director as an ex officio member. The committee is charged to perform the following functions:

- Review new course proposals for submission to the faculty
- Review and approve course substitutions
- Make recommendations for curricular change to the faculty
- Maintain and curate archival information on all architecture courses offered by the Program

End of Semester Faculty Curriculum Review:

At the end of each semester studio faculty are required to present to the entire faculty, student work completed that semester. These discussions focus in on different aspects of the curriculum and teaching as determined by the PPC. Discussions have focused on teaching strategies, perceived student deficiencies or strengths, curricular continuity issues, common goals and objectives for studios on the same level, connections with the studio adjunct course, and other issues. These conversations allow the faculty to see what everyone is doing, gain an ongoing sense of the overall curriculum and insight into the needs of the students they will be teaching next. These meetings are often the point of genesis for curricular changes as they pertain to studios and support courses.

Studio Reviews:

Studio reviews give students and faculty the opportunity to examine the work in relation to the goals and objectives of the studio and the particular parameters of the studio project. Review panels typically include other faculty, advanced students, practicing professionals, visiting academics, and occasionally lay people with a vested interest in the project. Studio reviews provide opportunities for faculty and students to assess the entire program and one's place within it, gain critical insight into the pedagogical success of a project through peer review, and bring diverse points of view to bear on the criticism of student work.

Professional Advisory Committee (PAC):

Twenty-five professionals, appointed by the Dean of the College, meet each fall semester and spring for an intensive two-day review of the College and its programs. The members of the PAC include alumni, firm principals, government leaders, and business leaders. Members of the PAC meet with each program to review activities, accomplishments, student work, and provide guidance on pending policies and opportunity creation.

College of Architecture Friends Association:

The College of Architecture Friends Association (CAFA) was founded in 1982 and has over 200 members. Through its various committees it offers advice on program development and achievement. In addition to their participation on reviews and as guest lecturers in various courses, CAFA has become an active participant in the program through the offering of professional practice courses and workshops for students. Their participation serves as an important barometer of our currency with contemporary practice.

Internship Program:

The student internship program offers a vehicle for professional assessment of student preparedness. Firms that participate in the program communicate through the faculty IDP

coordinator on student performance in a practice setting. One important measure of success is the number of students who are hired permanently by the firms who hired them as interns and/or the firm's desire to come back and hire more students as a result of the experience with our students in the past. We have consistently seen both the return of most firms, and a growing number wanting to participate in our career fair.

Professional Mentor Program:

Coordinated by the AIAS, the voluntary Professional Mentor Program pairs local AIA members with architecture students to provide professional mentorship and to assess the criteria achievement of professional standards.

Curriculum and Learning Context Oversight:

Student Evaluation of Faculty:

The Program, in accordance with University policy, has established a standing procedure for administering student course evaluations. Courses are evaluated every semester they are taught. The evaluation uses a standard format that employs both open-ended questions and a scalar rating system for course content, instructor effectiveness, usefulness of textbooks and resources, and an opinion of course importance relative to professional and career goals.

These evaluations are used in two ways. First, they are used by individual faculty members to assess their own performance. The Director situates each faculty member in relation to their peers in their annual evaluation and publishes the average rating for each scalar question to give the individual faculty a relative perspective. Faculty members are required to summarize the results of these surveys and assess their meaning as part of their annual review and tenure and promotion materials. Second, the Director uses these evaluations as part of the assessment of teaching performance and the making teaching assignments.

Peer Evaluation of Faculty:

Peer review of course material and teaching performance is accomplished through the external peer review process that is part of the mid-term review and tenure/ promotion review of faculty. In this review teaching materials are submitted to external reviewers to assess their development and quality. Faculty teaching performance is also evaluated through voluntary direct classroom observation. Faculty members are encouraged to have in-class observation and criticism of their performance by a senior faculty member as part of the tenure and promotion review process. The University runs a Peer Review of Teaching Project (PRTP) that takes place over the course of a particular semester. It involves discussion sessions, the assignment of a faculty peer teaching mentor and an overall assessment with suggestions for improvement. Information about PRTP can be found on the project website:

<http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=2>

Faculty Evaluation of Students:

Student performance is evaluated by each course instructor and awarded grades signifying different levels of achievement. Students are also required to receive at least a 'C' in all required course counted towards their degree. The architecture faculty also take comprehensive looks at students achievement on an ongoing and periodic basis. Students are required to maintain specified grade point averages each semester. Failure to do this can result in the student being put on probation, sent to general studies or dismissed from the Program. The description of these ongoing requirements is included in the University Bulletin.

Undergraduate Bulletin for Design (d.ONE pre-Architecture), 2014-2015:
<http://bulletin.unl.edu/undergraduate/courses/DSGN/>

Undergraduate Bulletin for Architecture (professional program), 2014-2015:
<http://bulletin.unl.edu/undergraduate/major/Architecture>

- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*

All students that transfer out of the College are asked to fill out a questionnaire that is designed to determine the reason for their departure. A longer exit survey is given to all graduating M.Arch students in order to assess their experiences in the Professional Program. Questions seek student knowledge and evaluation of specific courses but also each NAAB SPC as reflected in the curriculum. If specific trends or serious problems emerge from this process they are directed to the appropriate faculty committee both in and outside the Program.

See **Section IV.5** for a summary of data gathered from the 2014 College of Architecture Exit Survey given to all Master of Architecture students upon graduation.

- *A description, if applicable, of institutional requirements for self-assessment.*

The University has accepted the discipline-based accreditation process as the assessment vehicle for the Architecture Program. The University has periodically requested that the College create and then update strategic plans. Such plans always begin with the College's disciplines and programs and then inform, in a predominantly bottom-up process, the unified College strategic plan.

- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*

All of the above assessment strategies and mechanisms inform decision making throughout the Architecture Program. The results are reviewed regularly by the Director, periodically by the Program faculty and standing committees and regularly as well by the collective College leadership team. These data are the fundamental basis for all strategic planning efforts as well as for regular operations including teaching assignments, course scheduling, faculty performance evaluation and budgeting.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room[†]).*

See following 14 pages for Faculty Matrix.

[†] This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.

Fall 2012 Faculty Matrix

Faculty Credentials			Pre-Professional		Professional										Electives														
Faculty Name	Education	Personal Bio	101	210	223	240* Course includes Professional SPCs	310	331	333	350	410	430	510/610/810/910	885	880/880	417/617/817	418/618/818	446/546/846	466/566/866	467/567/867	481/581/881	497/597/897 Precix Router	497/597/897 Digital Design Techniques	497L/597L/897L	562/862	683/883	691		
Allisma, Tom	M.Arch	Licensed in Nebraska and Texas, interior hospitality architect, has earned 2 AIA design awards since 2009 along with ASID and 2 IDEC awards														X													
Bacon, Mark	M.S. Arch	Licensed in Kansas and Nebraska, currently practicing architect, current research in basic material logics and professional work in higher education facility design		X																									
Day, Jeff	M.Arch	Licensed in California and Nebraska, mentors award-winning Fabrication And Construction Team (FACT), recipient of 10 AIA and two ACSA design awards last five years	X														X												
Drummond, Wayne	M. Arch	Dean Emeritus, licensed in five states including Nebraska, AIA Nebraska Cunningham Gold Medal Winner in 2011, AIA Latrobe Jury Member in 2012													X														X
Fagerberg, Daniel	Architectural Association Diploma	Licensed in Sweden, internationally recognized for innovative and sustainable design, professional and educational experiences in the U.K., Australia, Sweden and U.S.											X																
Ford, Chris	Currently pursuing Ph.D. in Mechanical Engineering	Licensed in North Carolina, local, national and international grants and presentations regarding work with "REIs: Renewable Energy Infrastructures"								X	X																		X
Handa, Rumiko	Ph.D.	Licensed in Japan, AIA nationally recognized Honor Awardee, historian that authored 2011 textbook regarding the impact of architecture in 18th and 19th century fiction												X				X											
Hardy, Steve	M.Arch	NCARB member, current research focused on design techniques such as parametric and computational formations, multiple international conference presentations regarding environmental design catalvts					X																X						

Fall 2012 Faculty Matrix

Faculty Credentials			Pre-Professional		Professional										Electives														
Faculty Name	Education	Personal Bio	101	210	223	240* Course includes Professional SPCs	310	331	333	350	410	430	510/610/810/910	885	880/880	417/617/817	418/618/818	446/546/846	466/566/866	467/567/867	481/581/881	497/597/897 Precix Router	497/597/897 Digital Design Techniques	497L/597L/897L	562/862	683/883	691		
Hemsath, Tim	M.Arch	Research fellow for UNO Urban Sustainability center, various international conference presentations regarding energy modeling and digital ecologies, contributed chapter to Building Information Modeling textbook										X																	
Hind, Peter	M.Arch	Community based architecture through Mayor's Environmental Task Force and Urban Design committee, recipient of AIA Nebraska Honor and Merit Awards											X						X										
Hoistad, Mark	M.Arch	Licensed in Nebraska and Texas, 20+ years of international professional experience within US, Western Europe and China, received sustainability and development awards in China											X																
Karle, David	M.Arch	Multiple presentations regarding integrative teaching methods between architecture, landscape architecture and student engagement, research published in contemporary magazines including MAS Context and CURB		X																								X	
Kelly, Brian	M.Arch	Licensed in Nebraska and currently practicing privately, multiple IDEC Best of Category awards, articles published and presentations given regarding surface and proxy design										X																	
Krug, Nathan	M.Arch	Licensed in Nebraska, Kansas and North Dakota, recognized by UNL for contributing to students in 2013, currently practicing with focus on residential design					X																					X	
Kuska, Sharon	Ph.D.	Licensed architect and Professional Engineer in Nebraska, authored two "Sustainametrics" textbooks, professional and academic research focused on development of cities/communities, Design Futures Council Executive Board member										X										X							

Faculty Matrix Spring 2013

Faculty Credentials			Pre Professional	Professional		Electives			
Faculty Name	Education	Personal Bio	223	331	332	497	497/597/897 Evidence Based Design	497/597/897 Paris Abroad	497/597/897 Ecuador Abroad
Day, Jeff	M.Arch	Licensed in California and Nebraska, mentors award-winning Fabrication And Construction Team (FACT), recipient of 10 AIA and two ACSA design awards last five years				X			
Hemsath, Tim	M.Arch	Research fellow for UNO Urban Sustainability center, technological and socially charged activity including parametric typology energy modeling and food support					X		
Macklin, Molly	M.Arch	Member of AIA since 2011, professional architecture experiences in Nebraska and Minnesota, specializes in teaching design technology and computer-based design skills	X						
Olshavsky, Peter	Ph.D.	Architectural historian with extensive experience studying international architecture through Fulbright travel grants, specific focus on French design, local honors and community work within Nebraska						X	
Wagner, Jared	M.BA	Licensed professional engineer in Nebraska and North Dakota and structural engineer in Nebraska, extensive design code and structural design plans and management experience		X	X				
Wilson, Kim	M.LA	Licensed landscape architect in Rhode Island and Ohio, extensive professional experience within landscape design as senior associate and project architect, recognized for outstanding teaching							X

Fall 2013 Faculty Matrix

Faculty Credentials			Pre-Professional		Professional										Electives														
Faculty Name	Education	Personal Bio	107	210	240* Course includes Professional SPCs	310	331	333	341	350	410	430	510/610/810/910	680/880	683/883	685/885	417/817	424/624/824	467/567/867	487/687/887	497/597/897 Critical Sustainability	497/597/897 Digital Ceramics	497/597/897 Modeling and Analytics with Revit	497/597/897 Adv. Design with Revit and Dynamo	497/597/897 The Precix Router	497/597/897 Plastics	497/597/897 Project Territory	497/597/897 London Seminar	
Kuska, Sharon	Ph.D.	Licensed architect and Professional Engineer in Nebraska, authored two "Sustainametrics" textbooks , professional and academic research focused on development of cities/ communities, Design Futures Council Executive Board member	X				X											X											
Laging, Tom	M.Arch	AIA Fellow, NCARB, State Board of Engineers and Emerging Professionals member, previous Architecture Department Director, research focus on urban design and drawing				X																							
Miller, Nate	M.Arch	Focus on technological innovation within design including PocketArchitecture, BIM and parametric design, presenter at ACADIA conference from 2009-2012 regarding workflow and collaborative design efforts																					X	X					
Olshavsky, Peter	Ph.D.	Architectural historian with extensive experience studying international architecture through Fulbright travel grants, specific focus on French design, local honors and community work within Nebraska		X	X	X																							
Schultz, Andy	Ph.D. in Educational Administration	Extensive experience working with students in industrial design settings, supervised Industrial Technology programs in large Nebraska public school system																								X	X		

Faculty Matrix Summer 2014

Faculty Credentials			Professional		Electives	
Faculty Name	Education	Personal Bio	331	332	497/597/897 Paris Abroad	497/597/897 Ecuador Abroad
Kuska, Sharon	Ph.D.	Licensed architect in Nebraska along with Professional Engineer license, authored two "Sustainametrics" textbooks , professional and academic research focused on development of cities/ communities; Design Futures Council Executive Board member.	X	X		
Olshavsky, Peter	Ph.D.	Architectural historian with extensive experience studying international architecture through Fulbright travel grants, specific focus on French design, local honors and community work within Nebraska			X	
Wilson, Kim	M.LA	Licensed landscape architect in Rhode Island and Ohio, extensive professional experience within landscape design as senior associate and project architect, recognized for outstanding teachingg				X

- *A resume for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*

See Supplemental Information, **IV.2**

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

General policies for faculty, staff and students can be found at the website for the office of Equity, Access and Diversity:

<http://www.unl.edu/equity/>

Regarding employment, the University of Nebraska-Lincoln (UNL) seeks to achieve a working and learning environment that is open to all people. Diversity is one hallmark of great institutions of learning and has long been one of the strengths of our society. Dignity and respect for all in the UNL community is the responsibility of each individual member of the community. The realization of that responsibility across the campus is critical to UNL's success.

UNL has a policy of equal educational and employment opportunities and of nondiscrimination in the classroom and workplace. Educational programs, support services and workplace behavior, including decisions regarding hiring, promotion, discipline, termination and all other terms and conditions of employment, should be made without discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation.

The following link outlines UNL's discrimination policies:
<http://hr.unl.edu/policies/unlawful-discrimination>

Students:

The general university policy is very clear in its attempts to recruit, admit, retain and graduate all students regardless their "gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, sexual orientation, or political affiliation". The Program has engaged in outreach efforts with alumni to attempt to recruit students who will enhance the diversity of the student body. Special recruiting efforts are to being made nationwide to recruit and attract students with underrepresented backgrounds in the student community. These efforts have included special scholarship support of high achieving students of color and underrepresented ethnic backgrounds. It is also hoped with the diversification of the faculty that mentoring will encourage students to adjust and be successful in the program. Some success can be seen from these efforts by the increase in numbers of students in the Program with under represented ethnicity (refer to the NAAB Annual Statistical reports).

Retention is pursued in the University through several programs for students with diverse backgrounds to provide the opportunity to get a head start on the education with a summer program that allows them to take a few core courses lightening their initial load in the first year. This program is called SIPS. There is also a program, OASIS, designed to establish study groups and tutorial support for students who apply for membership. We

also recognize that underrepresented students look for reinforcement of the importance of their cultural or demographic backgrounds.

Within the Program, over the past several years, we have encouraged the development of a number of courses that speak to these students' backgrounds. Dr. Sharon Kuska continues to offer a course titled Women In Design (Arch. 481/581/881), a practice-oriented professional elective that studies historical and contemporary contributions by women to the design professions. Courses including African Architecture by Dr. Mark Hinchman (ARCH 4/547) gave our students avenues to explore the influence of culture on design in non-western settings.

The faculty remains committed to the recruitment and retention of underrepresented students and continues to be committed to encouraging faculty diversity in cultural and individual scholarly pursuits with an open mind to all voices in the College community.

- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*

The faculty has stated strong support for licensure and the Program bylaws make this preference very clear. Faculty members are expected (but not required) to become licensed or obtain a PhD prior to attaining tenure. Each licensed faculty member must participate in continuing education as required for the maintenance of licensure. Out of 13 tenured and tenure track faculty members, 8 are licensed in the US, one is licensed in Japan and one is a licensed professional engineer. Most of the licensed faculty members are also active members of the AIA. Changes in practice are frequently discussed in Program retreats and monthly faculty meetings.

- *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*

Tenured and tenure-track faculty members in the Architecture Program have had access to travel funds and in most years these funds are not strictly limited. Faculty apply to the Director for funding and funding is usually available to individuals traveling to present peer reviewed papers or to attend the meetings of organizational boards on which the individual holds a position. The number of conferences supported each year is not limited but it is generally understood that funding for more than 2 may not be available. When funding is limited due to budget cuts or other reasons, priority is given to tenure-track faculty. In addition to travel support, faculty members have received financial stipends for core course development, publication subvention fees, and other research or teaching expenses.

The university offers several seed grants and research support for new initiatives. These are competitive and faculty in the Architecture Program have a strong record of success in winning these awards. The university research office also offers a variety of support mechanisms to aid faculty in obtaining external funding for research and creative activities.

Tenured and tenure-track faculty members are eligible for Faculty Development Leave funding every 6 years. Funding is not guaranteed and is subject to

approval the Program, College and University levels. See below for a list of recent faculty Leaves.

Within the college all tenured and tenure-track faculty members are assigned a private office, a computer (replaced on a 3-year rotation), software and IT support, and access to all of the College facilities including the shop, fabrication lab and media (printing) center.

- *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*

Sabbatical Leaves and Unpaid Leaves of Absence, 2009-2014

Peter Hind	FLMA Leave of Absence 1/1/2014 - 5/31/2014
Chris Ford	Educational Leave of Absence 9/1/2013 - 8/31/2014
Mark Hoistad	Faculty Development Leave of Absence 1/1/2013 – 5/31/2013
Janghwan Cheon	Unpaid Leave of Absence 9/1/2012 – 12/31/2012
Rumiko Handa	Faculty Development Leave of Absence 1/1/2012 – 12/31/2012

*Summary of faculty travel support 2009 – summer 2014, total = \$281,138.99.
Details per year / per faculty member available upon request*

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

The guidelines for (re)appointment, promotion, tenure and merit can be found in the Program Bylaws in Section II of the Appendix. The Program Bylaws can be downloaded from the Architecture Program webpage under “NAAB Information”
<http://architecture.unl.edu/degree-programs/architecture>

The University’s guidelines for tenure and promotion can be found on the UNL website:
<http://www.unl.edu/svcaa/faculty/promotion-tenure>

The College of Architecture is currently updating a unified guideline for promotion, tenure and reappointment as part of the ongoing strategic planning process.

- *A list of visiting lecturers and critics brought to the school since the previous site visit.*

The College of Architecture places great importance on bringing in original and important voices in architecture and design to the school each year. Due in part to the relatively remote location of the school (outside major metropolitan areas and distant from other schools of architecture) the faculty have long believed that the school should be continually reinvigorated with outside voices. Since 1986 the Hyde Lecture Series (including exhibitions) and the Hyde Chair of Excellence visiting professor have been a central and vital aspect of the culture of the school. This endowment allows the College of Architecture to invite renowned and up-and-coming scholars and practitioners to spend a semester or more at the College. This endowment was made possible by the generosity of Mrs. Flora Hyde in honor of the memory of her late husband, A. Leicester Hyde. The Hyde Lecture Series, Hyde Exhibitions and the Hyde Chair of

Excellence are overseen at the College level by the Speakers & Exhibitions Committee, established annually by the Dean.

Hyde Lecture Series

The Hyde Lecture Series is a long-standing endowed program within UNL's College of Architecture. Each year the College hosts experts in the disciplines of Architecture, Interior Design, Landscape Architecture and Planning that enrich the ongoing dialog around agendas which are paramount to the professions and our graduates.

daOMA Lecture Series

Design Alliance Omaha is a non-profit dedicated to public education and appreciation of architecture and the design arts. The organization sponsors a high-profile speakers series, Pecha Kucha Omaha, public discussions and design-related film screenings. The College of Architecture is an educational partner and frequent co-sponsor of lectures and events. Lectures and Pecha Kucha Nights are held in Omaha and the College often sponsors a bus to make these events more accessible to UNL students. Professor Brian Kelly is a board member and Professor Jeffrey L. Day is a founding board member.
<http://daoma.org>

2009-2010	Brian Delford Andrews	09.04.09
	Grace La and James Dallman	09.18.09
	Peter Kuttner	09.24.09
	Craig Dykers	10.01.09 daOMA
	Christopher J. Duerksen	10.09.09
	Patrick Rand	10.13.09
	Martin Haas	10.30.09
	Michael Hughes	11.13.09
	Larry Browne	01.29.10
	Jack DeBartolo	02.12.10
2010-2011	Majora Carter	02.25.10 daOMA
	Paola Antonelli	04.01.10 daOMA
	Inge Roecker	04.09.10
	Brian Delford Andrews	04.23.10
	Ulf Meyer	09.03.10
Toru Hasegawa	09.17.10	
Fritz Haeg	10.02.10 daOMA	
Michael Speaks	10.07.10	
Trey Trahan	10.14.10	
Joe Pettipas	10.22.10	
Evan Douglas	11.05.10	
Andreas Klok Pedersen	11.19.10	
Andrew Freear	01.28.11	
Chris Reed	01.25.11	
Petra Blaisse	cancelled daOMA	
Yves Behar	02.24.11 daOMA	
Tom Verebes	03.11.11	
Allison Arieff	04.01.11	
2011-2012	Alan Berger	09.02.11
	George Legendre	09.23.11
	Michael Rock	09.29.11 daOMA

	<i>Scott Bishop</i>	10.03.11
	<i>Robert Somol</i>	10.21.11
	<i>Christopher Herr</i>	10.26.11
	<i>Brad Tomecek</i>	
	<i>David Darling</i>	11.11.11
	<i>Nader Tehrani</i>	11.18.11
	<i>Preston Scott Cohen</i>	12.02.11
	<i>David Leven</i>	01.12.12
	<i>Gina Ford</i>	01.27.12
	<i>Patrik Schumacher</i>	02.07.12
	<i>Lisa Iwamoto</i>	02.24.12
	<i>Craig Scott</i>	
	<i>Jason Kelly Johnson</i>	03.09.12
	<i>Jonas Lundberg</i>	03.30.12
	<i>David Landis</i>	04.06.12
	<i>Jeanne Gang</i>	05.03.12 daOMA
2012-2013	<i>Erleen Hatfield</i>	09.07.12
	<i>Mark Foster Gage</i>	09.21.12
	<i>Ronnette Riley</i>	10.04.12
	<i>Paul Zucker</i>	10.19.12
	<i>Stephen Kieran</i>	11.02.12
	<i>Marc Tsurumaki</i>	11.16.12
	<i>Ronald Fleming</i>	11.30.12
	<i>Gina Ford</i>	1.22.13
	<i>Mark Goulthorpe</i>	cancelled
	<i>Daniel Fagerberg</i>	02.22.13
	<i>Jeffrey Carney</i>	03.08.13
	<i>Margaret McCurry</i>	04.05.13
	<i>Anne Trumble</i>	04.11.13
	<i>Robert A.M. Stern & Hillary Lewis</i>	05.10.13
2013-2014	<i>Marlon Blackwell</i>	10.03.13
	<i>Kevin Alter</i>	10.04.13
	<i>Bill Wenk</i>	10.11.13
	<i>Shohei Shigematsu</i>	10.14.13
	<i>Dror Benshtrit</i>	10.14.13
	<i>Bjarke Ingels</i>	10.14.13
	<i>Susan Szenasi</i>	11.08.13
	<i>Chanham Lee</i>	11.22.13
	<i>Sandra Pinel</i>	01.17.14
	<i>Lancelot Coar</i>	01.24.14
	<i>Bryan Cantley</i>	01.31.14
	<i>Neil Spiller</i>	cancelled
	<i>Martin Hogue</i>	02.07.14
	<i>Ellen Lupton</i>	02.13.14
	<i>Doojin Hwang</i>	02.21.14
	<i>Dana Cuff</i>	cancelled

Hyde Chair of Excellence (visiting professor)

This position rotates between programs in the College. Typically Architecture has the position for a full year, followed by a year in which Architecture has the position for one semester and a different program has the position for the other semester. However, staffing and enrollment needs sometimes lead to negotiated variations.

2009-2010	Brian Delford Andrews (ARCH)	Fall 2009 & Spring 2010
2010-2011	Ulf Meyer (ARCH)	Fall 2010
2011-2012	Gina Ford (ARCH)	Spring 2012
2012-2013	Daniel Fagerberg (ARCH)	Fall 2012 & Spring 2013
2013-2014	Sandra Pinel (CRPL)	Spring 2014
2014-2015	Robert Trempe (ARCH) Jason Griffiths (ARCH)	Fall 2014 Spring 2015

- *Invited Design Thesis Critics: When the sixth-year Terminal Project was reconceived as the Design Thesis, the faculty sought to raise the value of this curricular option by deciding to bring in one or two visiting critics to the final reviews for the Design Thesis:*

2009-2010	Gail Borden & Penelope Dean	03.31.10 - 04.01.10
2010-2011	John McMorrough & Nathaniel Kolbe	04.07-08.11
2011-2012	Matt Burgermaster & Judith de Jong	04.05-06.12
2012-2013	Lori Ryker & Bradley Walters	03.27-28.13
2013-2014	Marc Swackhamer & Blair Satterfield	04.23-24.14

Public Exhibitions: The number of exhibits hosted at the college by necessity has been limited. As the College has grown the demands of the review spaces has also grown hence it has become increasingly difficult to host exhibits for any significant period of time without causing a significant space shortage. This has led to more installations being installed by our Hyde Chairs in and around the building as opposed to hosting visiting exhibitions. However, in 2012 the revised structure of the Speakers & Exhibits Committee has made an effort to expand the exhibitions program. We have begun to look for alternative opportunities for exhibitions until we are able to secure additional space for use by the College.

2009-2010	Fall Midwest Quad Conference Lecture	10.31.09
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2010-2011	<i>Parametricism (SPC)</i> <i>Beginning of/In the End</i>	03.11.11 04.01-02.11
2011-2012	<i>No Public Exhibitions</i>	
2012-2013	<i>GamePlan Architecture</i> <i>Sasaki/UNL Master Plan</i> <i>Shifting Thresholds</i>	09.07-15.12 01.22.13 - 02.01.13 04.11-17.13
2013-2014	<i>Alterstudio</i> <i>Martin Hogue Exhibition</i>	10.04-11.13 02.07-14.14

Students

- *A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).*

Under the 2012 curriculum, students matriculating through the College's pre-professional program "design ONE" (d.ONE) apply for admission to the Professional Architecture Program at the end of their first year or study (applications are reviewed in May and August). Applications consist of a university GPA, a DSGN-course area GPA, a portfolio with prescribed content and a brief statement of purpose. The Student Affairs Committee (SAC) evaluates the applications and provides a ranked list to the Program Director who admits students based upon space and resources. No SPCs are assigned to the courses with DSGN prefixes in the d.ONE.

Under the old curriculum, as similar admissions process was applied to students after the second year in the pre-professional program.

Students with non pre-professional degrees applying to the 3-year M.Arch submit a transcript, statement, references and an optional portfolio. The GRE is not required for admission. The SAC evaluates the applications and provides a ranked list to the Program Director who admits students based upon space and resources.

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

The College employs three permanent staff whose primary roles are assisting students: an undergraduate admissions coordinator and advisor, a graduate admissions coordinator and advisor, and the Student Success Coordinator (SSC). The SSC is also the staff member of the ad-hoc College Leadership Team. Pre-professional students in the College have an assigned advisor from this staff cohort. Once admitted to the professional program in Architecture (now beginning in second year of the undergraduate program) students are assigned a faculty advisor. The faculty advisor serves all advising needs but is primarily thought of as an academic and career mentor. The SSC and other staff advisors are always available to help students with enrollment problems and other needs. Personal finance and financial aid advisors are available through the University. Professor Peter Hind is our IDP Coordinator and NCARB representative (Prof. Hind also sits on the Nebraska Board of Architects and Engineers) coordinates the College Career Fair and is the primary advisor for students seeking internship opportunities or IDP information. With several advising and mentoring opportunities, we believe our students are well supported throughout their time at UNL.

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

The College helps fund studio and course trips on an ad hoc basis. Faculty members apply to the program directors and dean and funding is provided as available. For several years 4th year students in Architecture, Landscape Architecture and Interior Design have travelled to Chicago or other regional cities as part of the Urbanism focus of ARCH 411 and ARCH 461. This coordinated trip benefits from group travel discounts and the College often aids students with funding. In fall 2014 the College leadership agreed to offer \$300 per student for organized studio trips that support educational goals. In special cases this amount could be raised or lowered (e.g. students in Mark Hoistad's fall 2014 ARCH 510/610 received \$600 each to help offset the costs of a 3-week studio trip to China. The students also received \$1000 each from the Killinger fund). Donor funds have been allocated to support students enrolled in certain study abroad programs: The annual fall semester China studio receives approximately \$1,000-\$1,200 per student from Scott Killinger. Students participating in the spring semester London program compete for Hess Scholarships. UNL recently reinstated Global Gateway scholarships through the Education Abroad office (but to date no College of Architecture students have competed for these). <http://educationabroad.unl.edu/scholarships>

Study Abroad

Study abroad opportunities have been a significant presence in the Architecture Program for over forty-five years. Students in the Architecture Program have opportunities to participate in study overseas at both the undergraduate and graduate levels.

First, after second year students may enroll in a summer elective course in Paris taught by one of the history / theory faculty, Professor Peter Olshavsky. In the fourth year students can choose to participate in exchange programs with Universities the Program has agreements with in Ireland (Dublin Institute of Technology, Dublin), Germany (Leibniz University, Hannover), France (Ecole D'Architecture, Clermont-Ferrand). In addition the University's Education Abroad office has been very aggressive in opening up study abroad opportunities with special emphasis on developing nations such as Brazil, India and China. Information on these can be found at: <http://educationabroad.unl.edu>

Below is a brief description of the College of Architecture's exchange programs:

Hannover, Germany - A student exchange is available to a limited number of fourth year students wishing to study for a spring/summer term at Leibniz University in Hannover. Depending upon the program, students can take classes in design, urban design and independent study. Likewise, students from Leibniz University can study architecture at the University of Nebraska. Normally one to three German students will spend a semester or year in the Architecture Program at UNL. The Architecture Program, along with the Community and Regional Planning Program, annually send one faculty member to Hannover.

Dublin, Ireland - This program is open to fourth year students in the Architecture Program and is available only during the fall semester. Qualified students study at the College of Technology in Dublin under the direction of a faculty member from either the Architecture or Community and Regional Planning Programs. Student from the DIT have also been may also attend UNL as part of the two-way exchange. Note: this program is currently on hold due to a directive from the UNL Education Abroad Office that a balance between

DIT students and UNL students must be achieved before more UNL students may participate. Faculty are also exchanged between the two institutions.

Clermont-Ferrand, France – During the spring semester of the fourth year qualified students may elect to spend one semester in residence at the EACF. The program is part of a student exchange that brings students from this school to Lincoln allowing students here the chance to be exposed to this school through the visiting students.

The second window of opportunity is in the fifth year through application to the London Program in the spring semester or the new China Program in Tianjin in the fall. The London Program has been in existence since the mid sixties and is now has an endowment in excess of \$100,000 endowment to support students participating in the program. These funds were made available thanks to the generosity of Ron and Judy Hess. Mr. Hess was the first professor to take students over to London beginning this program. The new Tianjin Program was initiated with the generosity of Scott Killinger. Using Mr. Killinger's firm in China, KX International, Architecture and Urban Design with offices in both Beijing and Tianjin as a base and in association with Tianjin University we will launch our first studio this fall. We intend for this to grow into a full semester studio like London in the future. Below is a brief description of the programs:

London, England - During the spring semester, qualified students in their fifth or sixth year of study have the opportunity to study in London for a semester. The focus of the London program is to study architectural and interior design in a cross-cultural mode. Students are offered classes in design, history and independent studies designed by the individual student under the leadership of a faculty member from the Architecture, Interior Design, and Landscape Architecture Programs.

Tianjin, China – During the fall semester, qualified students in the fifth or sixth year of study have the opportunity to study in Tianjin for a semester. The focus of the Tianjin Program is to study urban and architectural design in a cross-cultural mode. Students are offered classes in design, urban design, and independent study under the leadership of a faculty member from the Architecture or Landscape Architecture Program.

Extracurricular and Off-Campus Activities

Students participate in the full range of University organizations and activities including intercollegiate and intramural sports, marching band, scarlet and cream singers, Greek organizations, innocence honor society and many others activities that take place both on and off campus. In the professional area, students have always been welcome at the annual conventions of the Nebraska AIA and the College on many occasions has partially funded trips by student to the national convention of the AIA. Our students in the fourth year annually visit the brick manufacturing facility of Yankee Hill Brick and the concrete masonry and pre-cast manufacturing facilities of Reimers Kaufmann as a part of the ARCH 430 course. Other visits are also arranged to other construction related companies to get the students out to construction sites and manufacturing facilities during their time in the professional program.

- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*

Student Organizations:

There are five official, active student organizations involving architecture students within the College of Architecture: the Student Advisory Board (SAB); American Institute of

Architecture Students (AIAS); Tau Sigma Delta (TSD); and Alpha Rho Chi (APX) and USGBC Students. A new group sponsored by the National Association of Homebuilders has recently activated a chapter at the College of Architecture.

- The Student Advisory Board consists of elected representatives from the various levels of all Programs in the College of Architecture along with the presidents from the other student organizations within the College of Architecture as ex-officio members. The SAB selects students to serve on College committees, meets regularly with the Dean and Directors to discuss areas of concern and the needs of the students, and serves as a communication link between College committees and the student body.
- The American Institute of Architects Students serves as the liaison between students and practicing professionals, provides active leadership in organizing student functions in the College, coordinating Freedom by Design activities, facilitates mentorship programs with members of the AIA, and facilitates connection with other AIAS activities including Forum and Quad Conference activities. The AIAS is the largest student organization in the College and is called upon most frequently for assistance in many of the needed volunteer efforts in the College.
- Tau Sigma Delta is a national architectural and allied arts honorary society. Its purpose is to emphasize scholarship, leadership, and character; to stimulate academic achievement and effort, and to acknowledge those students who attain high scholastic standing in architecture and the allied arts of design by the reward of membership.
- Alpha Rho Chi is the national professional fraternity for students of architecture and the allied arts. The aim of APX is to unite students in fellowship in order to promote their artistic, scientific, and practical proficiency. It serves as a catalyst toward achieving academic excellence and professional development within a framework of fraternal opportunities. It also participates in collegiate and community service projects that strive to improve the general welfare and environment of our society. The group has recently been honored for its exemplary "De-Float" program through which students deconstruct and salvage materials from homecoming parade floats.
- USGBC Students: This organization is open to all students in the University interested in preserving the environment and as well as sustainability practices in the building community. The group offers seminars to prepare student for the LEED certification test, and takes on various other projects related to their primary mission.

Student Professional Mentor Program:

The AIA Nebraska and the Lincoln Chapter have formed a partnership with the Program and the local chapter of AIAS to provide a mentor program for students. This program has three broad objectives: prepare students to meet the challenges of the profession after the classroom; introduce interns and associates to the profession and prepare them for registration and/or career options; allow registered professionals to share ideas and view other perspectives. Over the past few years the AIAS and the AIA have been exploring ways to enhance and/or increase contact between the two groups including sponsoring a series of brown bag lunch presentation by various firms participating in the mentoring program. This has led to differing configurations of the groups and varying degrees of success. The two groups are continuing to work on improving this arrangement.

Peer Mentors:

The College of Architecture provides first-year students with a peer mentor in their declared program. Peer mentors are students who are in the third year or higher of their degree program. Mentors assist first year students in their transition to the College of Architecture by sharing their experiences and advice. For more information see: <http://architecture.unl.edu/degree-programs/student-opportunities/peer-mentors-student-ambassadors>

Responsible Design Learning Community:

In partnership with University Housing the College of Architecture sponsors the Responsible Design Learning Community. The goal of this community is to assist first-year students in their academic and social transition from high school to University life. For more information see: <http://architecture.unl.edu/degree-programs/student-opportunities/responsible-design-learning-community>

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

Since 2001, the Undergraduate Creative Activity and Research Experience has provided funding and opportunity for students to collaborate with faculty members on research or creative work outside of studios and classes.

<http://ucare.unl.edu>

Students in the Architecture Program are frequently invited by faculty members to serve as paid research assistants on funded research projects.

Following is a summary of funding provided by the Program to support student travel:

NAAB Report September 2014

Student Field Trips

FY 2009	Arch 411 Chicago Field Trip 3/5-9/09 with Prof Hind	6,098.00
FY 2010	Arch 411 Chicago Field Trip 2/18-21/10 with Prof Hind	6,194.00
FY 2011	Arch 411 Chicago Field Trip 2/17-20/11 with Prof Hind	8,041.00
FY 2012	Arch 411 Chicago Field Trip 2/23-26/12 with Prof Hind	2,693.00
FY 2012	Arch 461/411 Boston Field Trip 2/23-26/14 with Prof Karle	3,175.00
FY 2013	Arch 411 St Louis Field Trip 1/24-27/13 with Prof Hind	3,320.00
FY 2013	Bryce Willis: ACADIA 2012 San Francisco 10/17-20/12 present paper	1,248.00
FY 2014	Arch 411 Denver Field Trip 2/27-3/2/14 with Prof Hind	6,758.00
FY 2014	K. Bandhosseini: Sefaira Competition (Pratt UNI), New York, NY 5/16-20/14	613.00

Grand Total 38,140.00

FY 2009	Education Abroad London Program	6,000.00
FY 2010	Education Abroad London Program	14,424.00
FY 2011	Education Abroad London Program	13,956.00
FY 2012	Education Abroad London Program	13,744.00
FY 2013	Education Abroad London Program	8,000.00
FY 2014	Education Abroad London Program	14,100.00

Grand Total 70,224.00

FY 2009	Education Abroad China Program	15,175.00
FY 2010	Education Abroad China Program	12,500.00
FY 2011	Education Abroad China Program	14,781.00
FY 2012	Education Abroad China Program	15,000.00
FY 2013	Education Abroad China Program	15,000.00
FY 2014	Education Abroad China Program	0.00

Grand Total 72,456.00

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

Support to attend meetings of student organizations and honorary societies

FY 2009	AIAS Forum	1,000.00
	APX National Convention	500.00
FY 2010	AIAS Forum	1,000.00
	APX National Convention	500.00
FY 2011	AIAS Forum	1,000.00
	APX National Convention	500.00
FY 2012	AIAS Forum	1,000.00
	AIAS Quad Conferences	1,000.00
	APX National Convention	2,000.00
FY 2013	AIAS Forum	1,000.00
	AIAS Quad Conferences	1,000.00
	APX National Convention	900.00
FY 2014	AIAS Forum	1,000.00
	AIAS Quad Conferences	1,000.00
	APX National Convention	2,000.00
Grand Total		15,400.00

I.2.2. Administrative Structure & Governance

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

The University of Nebraska is governed by an eight-member Board of Regents. Members of the board are elected from representative districts and serve six-year terms. The four campus student body presidents serve as non-voting members of the board for one-year terms. In addition, central administration of the University of Nebraska includes the President and Executive Vice Presidents. The University of Nebraska-Lincoln campus administration consists of a Chancellor and Five Vice Chancellors who report to the central administration of the University.

The College of Architecture is comprised of four Programs, Architecture, Interior Design, Landscape Architecture and Community and Regional Planning. The Dean of the College of Architecture is the chief administrative officer for the College. The Dean reports directly to the Vice Chancellor for Academic Affairs and is one of 15 Deans (9 academic) within University of Nebraska-Lincoln. This reporting structure is the same for the Dean of the Law College. The other professional colleges, Pharmacy and Medicine, are part of the University of Nebraska Medical Center and report to the Chancellor of that unit.

The Dean's Office is the governing body of the College of Architecture and acts as the liaison to the University administration, the Dean of Libraries, and the University Foundation. The Dean has a staff that consists of an administrative assistant, secretary, accountant, Student Success Coordinator and development officer along with several technicians. The Dean's Office coordinates the College's speakers and exhibits program, visiting scholars program, through a faculty committee as well as oversee human resource support for the College. The Dean's office has in the past

had varying numbers of Associate Deans, currently none are serving in this role. The Dean's office also oversees support staff activities paid out of state support funds and differential tuition including the media center, shop and information technology.

The Architecture Program is an independent unit administered by the Director of the Architecture Program. There are three principal faculty committees, Faculty Affairs (FAC), Student Affairs (SAC), and Professional Program (PPC). The duties for each of these committees are defined in the Program Bylaws and Appendix. In addition, there is a Chair of Graduate Studies who assists in the coordination with the Graduate College for administration of post-professional studies. This person is elected by the faculty and serves a 3-year term. See the Program Bylaws under "NAAB Information" on the Program webpage:
<http://architecture.unl.edu/degree-programs/architecture>

Current Interim Dean Wilson has convened an ad hoc College Leadership Team (CLT) consisting of the Dean, Program directors for all College programs, the Assistant Director of the Architecture Program and the Student Success Coordinator. The purpose of the CLT is to share in the governance of the College and to ensure open sharing of information between programs.

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

Membership on the standing committees is distributed equitably across the Program faculty and is determined either by faculty vote or appointment by the Director (see Bylaws). Membership on standing committees is subject to a 3-year term and it is the tradition of the Program to allow faculty to rotate between committees when their terms end. The Program holds monthly faculty meetings plus additional meetings at the beginning and end of each semester. All curriculum decisions are first reviewed by the Professional Program Committee and then brought before the full faculty for discussion and action. All course changes, including the creation of elective courses, are subject to faculty approval.

The College maintains two faculty positions on the UNL Faculty Senate and one member on the University Curriculum Committee. Faculty members have many opportunities for involvement at the university level on committees such as the Academic Planning Committee and Research Council. The Architecture faculty always has a seat on the UNL Aesthetic (architectural) Review Committee and the Innovation Campus Architectural Review Committee (Professor Jeffrey L. Day currently serves on both committees and is chair of the NRC ARC).

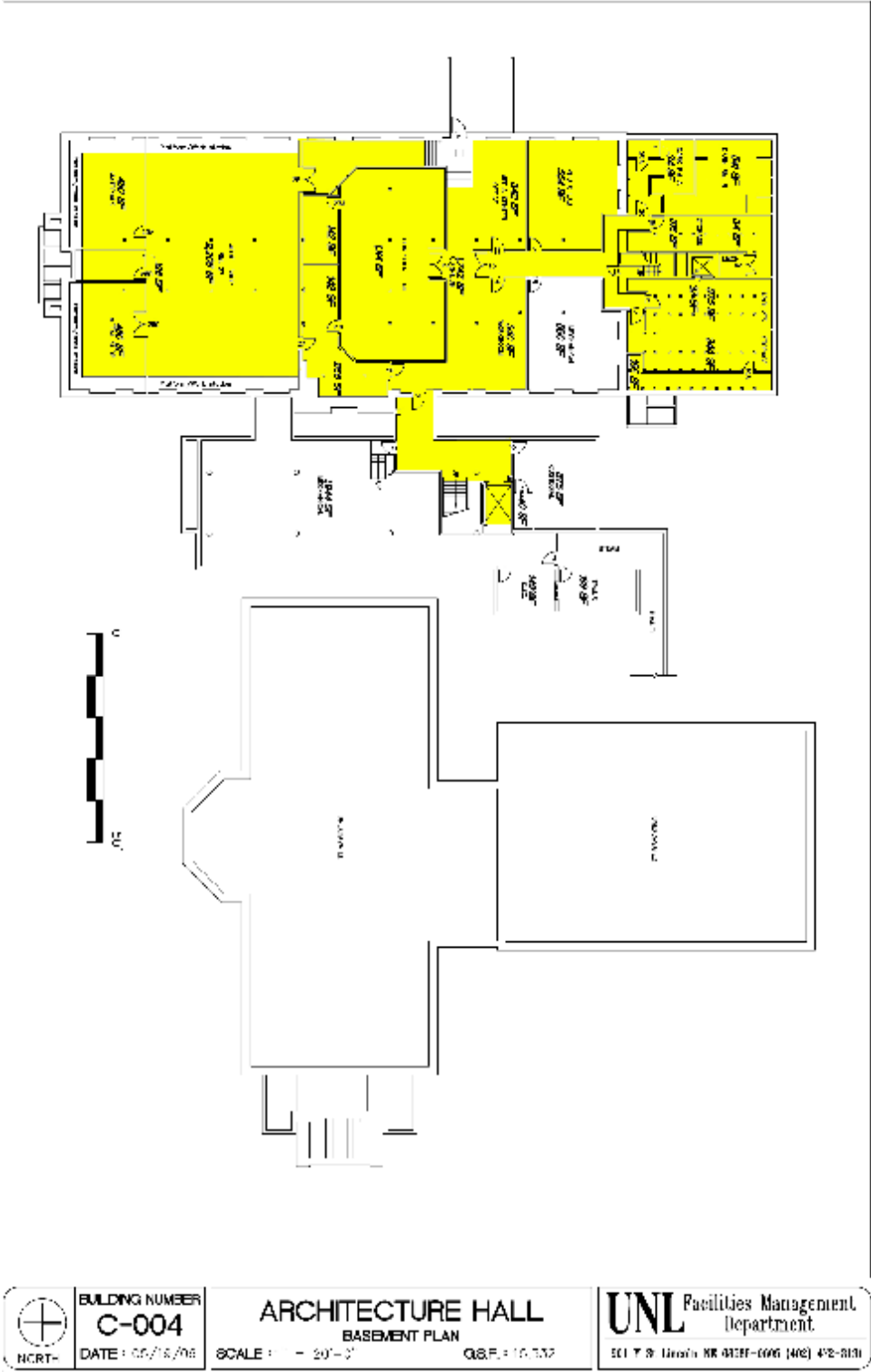
- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

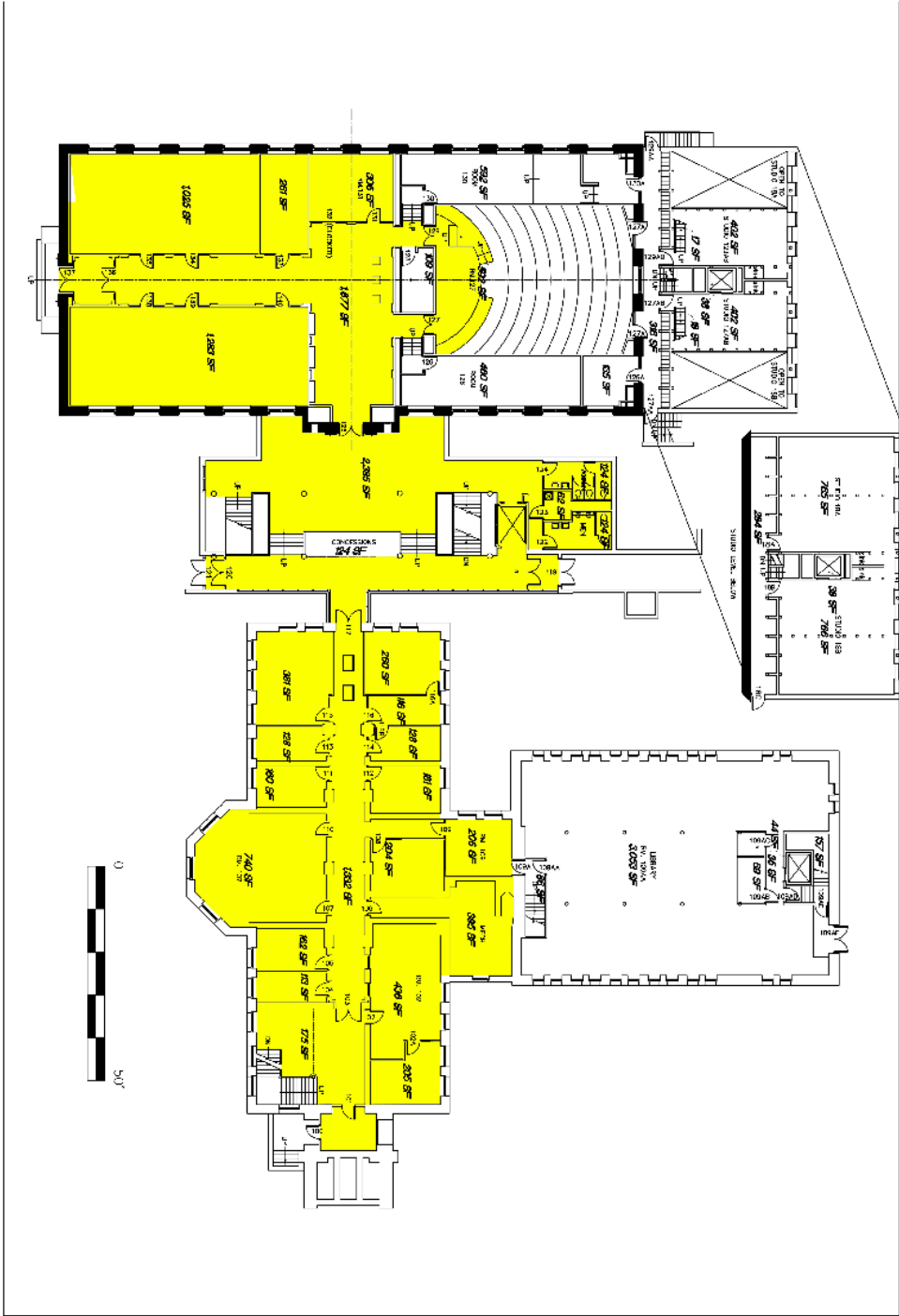
The College of Architecture currently houses undergraduate professional programs in Interior Design (CIDA-accredited Bachelor of Science), Landscape Architecture (LAAB-accredited BLA) and a graduate program in Community and Regional Planning (PAB-accredited MCRP). We have received tentative approval (including approval to hire one tenured faculty member at the associate rank) to plan for a new undergraduate degree in Industrial Design.


I.2.3. Physical Resources

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

See Following 5 Pages for Basement through Fourth Floor Plans.

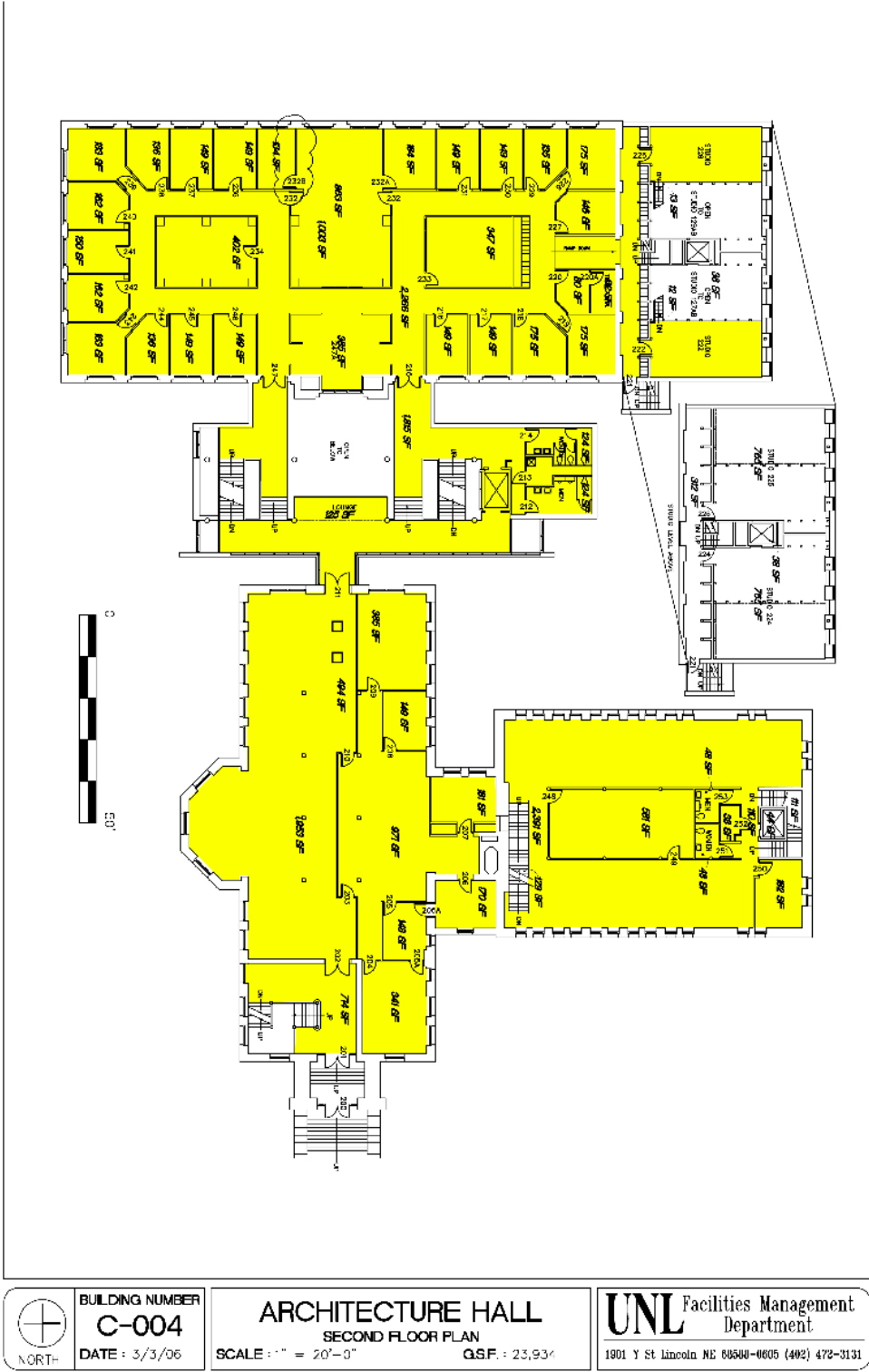






 BUILDING NUMBER
C-004
 DATE : 05/19/06

ARCHITECTURE HALL
 FIRST FLOOR PLAN
 SCALE : 1" = 20'-0"
 G.S.F. : 26,422

UNL Facilities Management
 Department
 1901 Y St Lincoln NE 68580-0605 (402) 472-3131

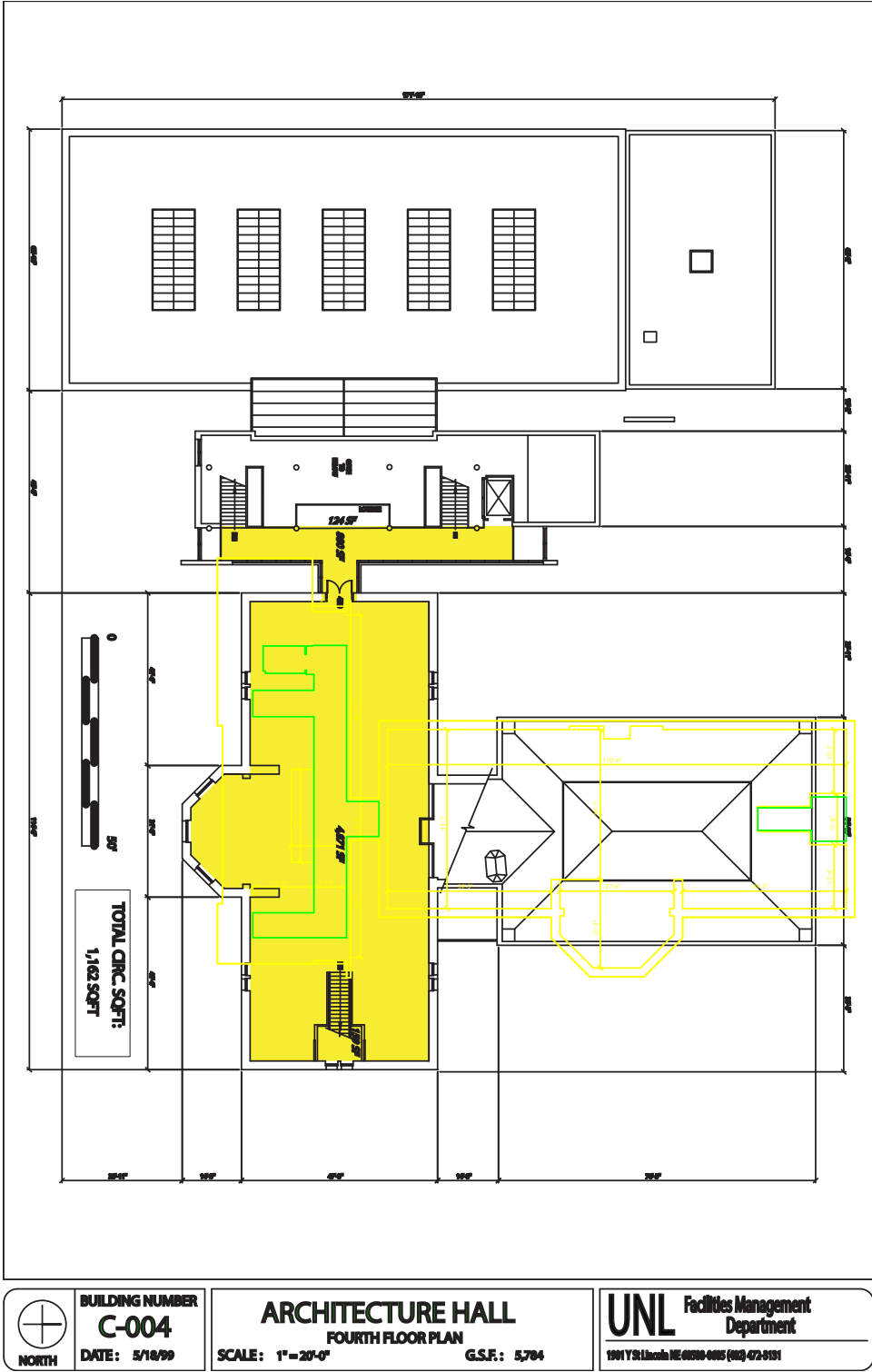





 BUILDING NUMBER
C-004
 DATE : 10/13/05

ARCHITECTURE HALL
 THIRD FLOOR PLAN
 SCALE : 1" = 20'-0"
 G.S.F. : 22,982

UNL Facilities Management
 Department
 1901 Y St Lincoln NE 68504-0605 (402) 472-3131



- *A description of any changes to the physical facilities either under construction or proposed.*

In the summer of 2013 the College renovated the south side of the Barn studio to create a space suited for the d.ONE courses “design Thinking” and “design Making”. The space now consists of new movable tables and chairs, rolling white boards and movable flat screen monitors. When not in use for d.ONE classes this space serves as an flexible area for collaboration and work among students.

The College Leadership Team has been exploring a plan to consolidate the Architecture Library and repurposed the lower level for new studio space. This is our only means for expansion within the bounds of Architecture Hall. Negotiations and planning with UNL Libraries is ongoing.

In 2014-2015 the College will upgrade furnishings in the Link (atrium space) to create a move flexible and engaging social space for students. As part of this the entry way (which formerly housed vending machines) will be renovated as a mini-gallery to showcase the work of the College. The vending machines were moved to the basement in 2013.

Finally, in 2014-2015 the College will replace the rolling display panels in the Gallery with more robust and attractive custom panels. Lighting in this area has already been improved by installing LED track heads.

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

Digital technologies are ubiquitous to contemporary architectural processes and practices. As such, digital technologies have been a priority of the College for many years.

Student Hardware – Computer Labs:

The College maintains two computer labs in Architecture Hall. The labs are used for both instructional purposes and available for individual student use. The labs are accessible 24 hours a day, 7 days a week via the University’s N-Card secure key system. Labs are occupied by courses 8:30am–12:30pm Mondays and Wednesdays, 5:30pm – 8:30pm Wednesday evenings, and periodically 8:30am-12:30pm Saturday mornings. This means that the labs are available for general student use the majority of the time. All workstation computers in the labs were purchased in August of 2013 and are all Dell Precisions T1700 with dual monitors or dual monitor capability. Lab computers have a 4-year replacement cycle with mid-term performance review of video card and/or memory upgrade potential.

Computer Labs:

- 1 - West Basement Computer Lab, Rm 23W
- 15 classroom workstations Dell Precision T1700
- 1 teaching stations Dell Precision T1700 w/ projector Dell M409WX
- 1 B&W printer(8x11, 11x17) HP 9050 – 24 hour PaperCut Printing
- 2 RhinoCAM workstations Dell Optiplex 780
- 3 large-bed scanners stations Dell Precision T1700

RhinoCAM and Scanning workstations are located at the side and can be used by students for general use when the other machines are occupied for teaching.

- 2 - East 2nd Floor Computer Lab, Rm 316E
- 12 classroom workstations Dell Precision T1700
- 3 classroom laptops Dell Precision M4700
- 1 teaching stations Dell Precision T1700 with projector Dell 1800MP
- 1 B&W printer (8x11, 11x17) HP 9050 – 24 hour PaperCut Printing
- 2 auxiliary workstations Dell Precision T1700

The 2 auxiliary workstations in the adjacent room 317 can be used by graduate students for general use when the lab is occupied for teaching.

Student Hardware – Student Laptop Policy:

The Architecture Program has also had a Computer Policy in place since 1995 that requires all students admitted to the program to have a laptop computer that meets or exceeds College specifications. Specifications are reviewed annually and set for a level of performance that can span multiple years. Students must have software installed as defined by the Program of Architecture. As much of the software as possible is made available for the students free of charge (all Autodesk software for example) and the needs and economy of other software requirements are reviewed yearly. The laptop policy specification:

- promotes equality between students
- enables mobility necessary for collaboration and field work
- levels out peak demand for available lab computers
- allows the College to focus on the implementation of other network, plotting, digital fabrication, and peripheral support necessary to keep us current with continual advances in digital technologies.

Student Software:

All computer workstations are equipped with the primary software used in all of the Programs within the College (software in bold is required on individual student laptops):

- Revit - free student installation
- AutoCAD - free student installation
- Rhinoceros v5
- Grasshopper - free student installation
- Photoshop, Illustrator, In-Design
- 3d Studio Max - free student installation
- ArcGIS

Other software used by advanced or professional elective courses are also installed on select computers or within only one lab:

- SPSS statistical software
- Google Earth Pro
- RhinoCAM
- Vasari
- Sefaira

Student Printing & Digital Fabrication:

Self-Service Printing:

Students can send prints from their computers to the 3 - B&W 8 ½ x 11 / 11 x 17 printers 24 hours a day 7 days a week. A small per-page amount is charged to their pre-paid PaperCut account. The charges and resource reports (available on-line) help prevent waste and curb unnecessary printing. The B&W printers are in:

- 1 HP 9050 in room 26W (computer lab)
- 1 HP 9050 in room 316E (computer lab)
- 1 HP 9050 in room 220W (has print release station)
- an additional b&w printer in the Haymarket HDR Health Care Studio

Media Center Printing:

The Media Center is operated by the College to provide large scale plotting, scanning, and color printing. The Media Center is non-profit; its aim is to pay for student workers, supplies, and contribute a small amount to the necessary replacement of equipment. The Media Center is typically open from 8:00am – 5:00pm, with the Digital Fabrication Center remaining open until 8:00pm.

Printing/Plotting: Students can send prints/plots directly from their computers to the Media Center's 11x17 color and large format B&W OCE plotter. Both will automatically be charged to their pre-paid PaperCut accounts but can only be picked up during the Media Center hours. Students can also upload these jobs to be processed and printed/plotted by the Media Center. Students can upload plot requests to the Media Center 24 hours a day or drop off the requests in person during regular hours. Both methods require that student pay for the plots at the Media Center desk and the large-format plots can only be picked up during normal Media Center hours.

Digital Fabrication: The Media Center also supports and gives students access to digital fabrication, and photography equipment. Students are required to attend a short 30-minute training session before using the 3d printers or laser cutters.

The Media Center supports, maintains, and assists with the following equipment:

Media Center, Rm 21W

- | | |
|---|-------------------------------------|
| • 3 laser cutters | Universal 2-660 single & 1-660 dual |
| • 3 laser cutter workstations | Dell Optiplex 780 |
| • 3 Makerbot Replicator v5 3d printers | PLA plastic |
| • 1 Makerbot Replicator 2x | ABS plastic |
| • 1 Makerbot Replicator 2 (held in reserve) | PLA plastic |
| • 1 3d printing workstation | Dell Optiplex 780 |
| • 1 Scanner (36") | OSE TDS320 |
| • 1 B&W plotter (36") | OSE TDS320 |
| • 1 Color printer (8x11, 11x17) heavy paper | HP CP6015 |
| • 1 printing/plotting release station | Dell Optiplex 760 |

Media Center, Rm 21W (back room)

Photography area with background & lighting equipment.
Cameras are available for checkout at the Media Center desk.

Media Center, Rm 22W

- 2 large scale (40") color plotters HP T1200 & T1300
- 1 large scale scanner HP
- 1 powder based 3D printer Z-Corp z450
- 2 student worker computers Dell Optiplex 920

Available for checkout:

- 7 LCD projectors - for faculty checkout (Epson & Dell, high resolution)
- 7 digital cameras – for student checkout (4 Canon PowerShot ELPH 20MP 10 x Zoom)
- 1 projection screen – for checkout

Workshop (back room), Rm 27A

- 1 3-axis CNC milling machine (Precix table, Pro series, 3-axis)
- 1 CNC milling workstation (Dell with FlashCut Controller)

Faculty & Staff Hardware & Software:

All faculty members in the Architecture Program and other College Programs are equipped with a laptop or desktop computer. All computers in faculty offices are networked to the University's internet hub. Any additional personal or research laptops and/or phones may be registered with the University to access the wireless network. The College supports a 3-year replacement schedule for computers, necessary software is updated annually. The University maintains the 'Blackboard' support environment which contains class rosters and from which faculty can manage their class environments: post readings, maintain a gradebook, do on-line testing, etc.

Faculty Printing:

In addition to the open access printers and Media Center plotters available to students, additional printing resources for faculty include:

- 1 HP Color Laserjet 5550dn in room 232
- 1 Ricoh C5100s in room 208 Dean's Office, also photocopier and scanner
- 1 HP Color Laserjet 9050dn in room 208 Dean's Office
- 1 HP Color Laserjet 5550dn in room 302

Faculty Equipment:

Faculty use of computer labs, media center, and digital fabrication equipment is possible, but this practice is limited, especially during the fall and spring semesters.

Networks:

All student lab, faculty, and staff workstations are networked via cable to the University's internet hub via a 2Gbps fiber optic connection (dual 1 Gbps links). It is our goal to upgrade to a 20 Gbps connection (dual 10 Gbps links) as the campus continues upgrades. Wireless networks access is available throughout the College and University for students, faculty, and staff via a 5 Ghz 802.11n wireless network.

Servers:

The College currently maintains its own servers to meet the needs of its faculty, staff, and students. There are currently four servers offering 5 terabytes of combined RAID 5 storage space used for printing, software installation builds, general storage, and website hosting. The server is backed up to a different campus building via Crash Plan Pro client. The University has recently partnered with BOX to implement a cloud storage system. The College is in the process of migrating 2 of its remaining 4 servers onto the BOX

system and in the future, will only maintain the Print Server and Software Installation servers locally. The current servers include:

- | | |
|---|----------------|
| • Print Server (tierceron.unl.edu) | PowerEdge 2950 |
| • Software Installation Server (Arch14.unl.edu) | PowerEdge R720 |
| • *Archhome (student/faculty/staff file server) | PowerEdge R710 |
| • **Webserver(archweb.unl.edu) | PowerEdge 2950 |

*The Archhome server is being phased out - to be replaced by the BOX cloud storage system.

**The College website was recently relocated to the main University webserver.

UNL BOX Cloud Storage:

At the time of this report all faculty, staff, and students have 50 gigabytes of personal storage. The College also has an unlimited BOX folder. All information stored in the BOX system is encrypted, backed up, and file recovery possible. The College is currently or will soon support:

- a COURSE folder for class material uploads and collaborative work
- a MEDIA CENTER folder for plot request uploads
- an ADMIN folder as a server for all administrators and staff
- a GENERAL folder for use by all faculty and staff – for storing committee files, meeting minutes, etc.

IT Support:

We have an Enterprise Technology Support (ETS) Service Level Agreement (SLA) in place for IT support. ETS is part of the University's centralized Information Technology Services (ITS) system. Our ETS arrangement provides us with:

1 FTE on-site Microcomputer Technician Specialist:

- is located in room 23A and 23B - in the back of the basement computer lab
- works closely with the faculty IT coordinator for strategic planning and implementation
- receive formal computer service requests via an on-line form and informal verbal requests
- are responsible for lab, classroom, and faculty/staff support
- are responsible for student laptop support, where reasonable – students can also receive assistance from the UNL Computer Help Center
- work closely with the Media Center student workers and equipment

.25 FTE off-site Specialist Support Team:

- provide support when the on-site support team member is absent
- provide a team-based support mechanism with multiple specialists

.1 FTE on-site Media Center Supervisor: (position advertised at time of this report)

- serves daily operations of Media Center
- supervises student workers
- implements operational initiatives
- works with on-site support specialist and faculty coordinator to plan and implement annual maintenance and strategic changes

It Administration:

Our faculty IT coordinator, human resources and business, and accounting staff work closely with our IT support specialists.

.10 FTE Human Resources, Business Manager

- currently manages Media Center student workers and cash register (this will change when the Media Center Supervisor is in place).

.05 FTE Faculty IT Coordinator

- serves as University, faculty, staff, and student technology liaison
- works closely with the College Leadership Team, on-site support specialist, and media center supervisor and student workers to implement strategic plans

Classroom Resources:

Classrooms supported by University Classroom Support:

Rm 127 – Large Classroom

- Lecturer station w/ dual projectors and large screen.

Classrooms supported by College:

Rm 133 – Small Classroom

- 1 65' LED monitor (w/ computer/cart) 65" Samsung Monitor w/ Dell Precision T1700

Rm 211E - Main Gallery

- 1 ceiling mounted projector Epson Powerlite 8300i
- 1 lecture podium (wall ports for projector)
- 1 65' LED monitor (w/ cart) 65" Samsung Monitor w/ Dell Precision T1700

Rm 233W & 305E

- 2 teaching stations (w/ computer/cart) Dell Precision T1700 w/ Dell 1610HD projector

Rm 2W-New Crit Space, 131W, 23W

- 1 65' LED monitor (w/ computer/cart) 65" Samsung Monitor w/ Dell Precision T1700

Rm 322W – Barn

- 1 65' LCD TV (stored in Rm 331W) 65" Samsung Monitor w/ Dell Precision T1700
- 1 projector & screen (stored in Rm 331W)
- 2 iPad mini's (stored in Rm 331W)

Additional University Resources:

Computer Labs:

There are a number of open-access computer labs around the University available for student use. The use of these labs for College of Architecture students is infrequent as our facilities and laptop policy seem to sufficiently serve student needs.

New Media Center:

The University's New Media Center is located on the lower level of the east building. This is an all university resource intended to promote and support new media delivery systems for education. These facilities have authoring and editing facilities for faculty along with staff to assist faculty in their efforts in this area. In addition there is a new media

classroom designed to both broadcast and receive educational material. The New Media Center will soon relocate outside of Architecture Hall – but this should not affect our normal operations.

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

The College has been working to implement systems that minimize significant problems that might impact normal operations or services:

- IT Support. Our ETS support arrangement provides us with both on-site and off-site support. This provides us with immediate support from a team member who closely understands our operations and needs. This also provides us with team support specialists that assist with specific problems falling outside the expertise of our on-site support specialist. Additionally, we have team support provided when our on-site support specialist is away or during busy times.
- Servers: We have recently implemented an off-site redundant back-up system via Crash Plan Pro client in case of server failure. We have also implemented the system for localized information from the Dean's Office – specifically Accounts, Human Resources, and Business Management. Our servers are aging and we have prepared for the migration to a cloud-based system. This system includes file and folder naming standards and will move all locally stored information to the cloud storage system.
- Loaner Laptops: The College maintains loaner laptops for faculty, staff, and student use in the event of a computer failure.
- The College is approaching maximum occupancy of available studio space in Architecture Hall and The HDR Health Care Design Studio. Furthermore, the future of the HDR Studio is secure only for the next 2 years and is subject to re-negotiation (though HDR has so far maintained that it will continue to support the space). The HDR Studio could accommodate one additional studio if necessary. In the past two years the China studio has been under-enrolled so it has not operated for a full semester, thus requiring a dedicated studio for those students. More active recruiting for the 3-year M.Arch track has led to a dedicated studio for entering students in the past two years. We hope this trend continues. In short, if the increasing enrollment trend continues, we may need additional space in the next 2 years. One plan under consideration involves consolidating library resources to free-up the lower floor of the Architecture Library.

I.2.4. Financial Resources

Program budgets:

- *Current fiscal year report(s) showing revenue and expenses from all sources*
- *Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.*
- *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

(See following 3 pages)

NAAB Revenue & Expenses - 2013 and 2014

2013-2014		EXPENDITURES		
COST OBJECTS	REVENUE	Instruction	Capital	Overhead
State-Aided & Internal Funding	2,359,425	2,215,723		126,397
Differential Tuition	394,542	152,013		76,471
Technology Fees	26,601	26,601		
Auxilliary & Revolving	73,995			
Scholarships	48,315			
Foundation Funds	123,537			
TOTAL	3,026,415	2,394,337		202,868

Lost one Professor's line & Assoc. Dean's Line

2,597,205 Expenditures
263 Students
9,875 Expenditures%Students

2012-2013		EXPENDITURES		
COST OBJECTS	REVENUE	Instruction	Capital	Overhead
State-Aided & Internal Funding	2,380,454	2,280,574		16,848
Differential Tuition	386,000	155,201		119,300
Technology Fees	24,970	25,750		
Auxilliary & Revolving	79,941			
Scholarships	67,824			
Foundation Funds	130,162			
TOTAL	3,069,351	2,461,525		136,148

\$100,000 Temporary Budget Cut
 Drop in Student Enrollment
 Reorganization of College Staff to Dean's Office

2,597,673 Expenditures
250 Students
10,391 Expenditures%Students

UNL COLLEGE OF ARCHITECTURE

2008-2009

EXPENDITURES

8/29/2014

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
2,872,322	2,415,799		127,924	2,543,723	339	7,504

2009-2010

EXPENDITURES

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
2,891,798	2,311,383		130,041	2,441,424	307	7,953

2010-2011

EXPENDITURES

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
2,906,547	2,328,049		134,599	2,462,648	374	6,585

2011-2012

EXPENDITURES

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
3,004,614	2,240,033		224,502	2,464,535	300	8,215

2012-2013

EXPENDITURES

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
3,069,351	2,461,525		136,148	2,597,673	250	10,391

2013-2014

EXPENDITURES

REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
3,026,415	2,394,337		202,868	2,597,205	263	9,875

UNL COLLEGE OF ENGINEERING

2013-2014

EXPENDITURES

Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
21,566,199	1,738,070	11,168,376	34,472,645	3237	10,650

UNL COLLEGE OF LAW

2013-2014

EXPENDITURES

Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
8,630,429		141,558	8,771,987	388	22,608

**UNIVERSITY OF NEBRASKA-LINCOLN
Student Tuition & Fees 2013-2014**

Undergraduate Tuition	Resident	Non-Resident
UNL College of Business Administration Courses	268.00	817.25
UNL College of Engineering Courses	309.50	860.00
UNL College of Architecture Courses	292.00	844.00
All Other UNL Undergraduate Courses	216.00	660.25
Criminal Justice, Gerontology, and Public Administration (UNO)	196.75	598.00

Graduate Tuition	Resident	Non-Resident
UNL College of Business Administration Courses	352.50	978.75
UNL College of Engineering Courses	394.00	1,021.50
UNL College of Architecture Courses	377.75	1,007.25
All Other UNL Undergraduate Courses	285.00	791.75
Criminal Justice, Gerontology, and Public Administration (UNO)	245.25	665.00

Professional Tuition	Resident	Non-Resident
UNL College of Architecture Courses	377.75	1,007.25
Law	339.00	869.75
Law-Space and Telecommunications (flat rate per semester)	12,500.00	12,500.00
Veterinary Medicine (flat rate per semester)	9,576.00	9,576.00

University Program and Facilities Fees 2013-2014	
Hours of Enrollment	Rate
1 to 6 hours	301.00
7 or more hours	557.00

Technology Fee: A \$7.35 per credit hour fee with a \$110.25 limit each semester is assessed to provide information technology resources to all UNL students.

Library Fee: \$4 per credit hour.

Registration Fee: A registration fee of \$20 is due each semester a student registers for classes.

New International Student Fee: A one-time fee of \$150 is due the first semester an international graduate student is enrolled.

International Student Fee: A \$120 fee is due each semester for international undergraduate students. A \$70 fee is due each semester for international graduate students.

Late Payment Fee: A late payment fee of \$20 is assessed each month on delinquent accounts by the Office of Student accounts

NCard/Student ID Fee: A charge of \$20 is assessed for your original Ncard, and each time a replacement card is needed.

Health Insurance: All nonimmigrant international students must have health insurance as a condition of their enrollment and will be automatically billed for health insurance, \$678.00 for Fall term and \$1,076 for the spring term, on their billing statements. Nonimmigrant international students taking less than seven credit hours will also be assessed the Health Center fee, \$144.28 each semester, on their billing statement.

For those taking seven or more credit hours this fee is already paid as part of their University Program and Facilities Fee.

- *Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.*

COLLEGE OF ARCHITECTURE PROJECTIONS

2014-2015 Projections		EXPENDITURES				
REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
3,105,591	2,458,306		195,316	2,653,622	319	8,319

Architecture enrollment was increased by 56 students in Fall 2014 increasing Differential Tuition and Student Technology Fees.

2015-2016 Projections		EXPENDITURES				
REVENUE	Instruction	Capital	Overhead	Total Expenditures	Students	Expenditures % Students
3,234,784	2,499,691		198,502	2,698,193	339	7,959

It is anticipated the Architecture enrollment will increase in 2015-2016. Also, a professor line will be returned from the Senior Vice Chancellor of Academic Affairs to hire an Assistant Professor of Architecture.

Institutional Financial Issues:

- *A brief narrative describing:*
 - *Pending reductions or increases in enrollment and plans for addressing these changes.*

We expect undergraduate enrollments to increase steadily and enrollment in the 3-year M.Arch track will increase to an arbitrary limit of 15 for the first-first year studio. The current plan is to cap undergraduate enrollment in the Professional Architecture Program at 60 students or 4 full studios of 15. Our current space plan will accommodate this if we are able to access the lower level of the Architecture Library. The additional differential tuition revenue produced by increased enrollment should offset the cost of additional TA and Lecturer positions required.

- *Pending reductions or increases in funding and plans for addressing these changes.*

There are no pending reductions or increases at this time.

- *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*

In 2012 the University approved the implementation of a differential tuition model for all courses in the College of Architecture. After several years of attempts to raise our professional fees (charged per credit hour in the College) the University declined but offered differential tuition as an alternative. The result of this is a

significant increase in funding that the College leadership is still tracking. To date the funds have been used to improve facilities, fund graphic design and image work, fund student travel and to hire temporary staff. We are still discussing how to use funds effectively but there is not formal policy in place. There is a general feeling that funds from differential tuition should be of a direct benefit to the students paying tuition in the College.

- *Any other financial issues the program and/or the institution may be facing.*

With the ongoing discussions surrounding the New College we are hopeful that funding will stabilize and possibly increase but only time will tell. In 2012 there was little support for expansion or even stasis in the Architecture Program pending strategic planning and enrollment increases. However, in 2014-15 it appears that support is returning. Open faculty lines previously held back by the university pending the outcome of strategic planning are beginning to be released. Bob Duncan retired in summer 2012, but at the time of this writing we received news of possible restoration of the line in 2014-15. Janghwan Cheon resigned his tenure track faculty position in 2012-2013. The Vice Chancellor declined to allow the Architecture Program to hire faculty to fill the line but she did allow the College to use the line to make the first faculty appointment in Industrial Design. The line was on hold in 2013-14 but a new search has been approved for 2014-15. A faculty search in Architecture has also been approved to fill Tom Laging's line (he retired after 2013-14).

I.2.5. Information Resources

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

The University Libraries supports teaching, learning, and research activities of faculty and students of the University of Nebraska-Lincoln. The University Libraries operates under a strategic plan, enjoys oversight by a Faculty Senate University Libraries Advisory Committee, and fosters a culture of innovation, assessment and data-driven decision-making.

The primary information resource within the College of Architecture is the Architecture Library. Operating as a branch of the University Libraries, it receives the support of the larger library system, while providing the specialized services characteristic of branch libraries. Also housed within the Architecture Library is the Architecture Visual Resources Collection. Both units serve the faculty and students associated with the College of Architecture, as well entire university community and residents of the State of Nebraska.

The Architecture Library occupies the north wing of Architecture Hall, and is conveniently located near studios and faculty offices. The Architecture Library supports teaching, learning, and research activities of faculty and students by offering services, collections, instruction, and outreach that is targeted to the College of Architecture, including programs in Architecture, Interior Design, Landscape Architecture and Community and Regional Planning.

Core functions of the Architecture Library include:

- Reference and consultation services provided via staffing at a circulation/reference desk and other public service points, on site within the schools of the College of

Architecture, and via office consultations, phone, email, online chat and instant messaging.

- Collection development and management in various media including books and e-books, periodicals and e-journals, visual resources, and electronic resources such as databases and other Web-based products.
- Instruction and teaching activities including library orientation, information literacy instruction, and teaching and learning with collections.
- Outreach to programs, faculty, and students through promotion of library resources and services, creation of Web-based content, social media, participation in school culture and project reviews, and so forth.
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*

The Collections

The University Libraries holds over three million volumes and is a member of the Association of Research Libraries. Collection development activities are governed by written collection development policies for the Architecture Library collection. Organization and cataloging of library collections is executed in a timely fashion according to national standards. Books are classified using the Library of Congress Classification system, and are primarily accessed via Encore, the UNL Libraries Catalog. Cataloging and Acquisitions functions are centralized at Love Library, but purchases are made at the direction of the Architecture Librarian.

Materials owned and acquired by the Architecture Library are intended to reflect the curriculum of the programs offered by the College of Architecture. Currently the library contains approximately 55,000 volumes, with an additional 2800 architecture related volumes at the Library Depository and Retrieval facility, and 546 media titles (micro formats) at the main library, Love Library. All facets of architecture are represented in the collection to a greater or lesser degree, depending on program emphasis. Architectural history, theory, criticism, design, and practice are purchased at a research level. These materials are predominantly English language; however, many foreign publications are acquired as well, predominantly from England, Germany, Italy, Spain, France, the Netherlands, Japan, and Australia. Materials are also purchased in the areas of building technology and construction, although at a slightly lower level, since many similar materials are collected at the Engineering Library to support the Construction Management degree program offered through the College of Engineering and Technology. In the past fifteen years, the library has accelerated the purchase of materials relating to Landscape Architecture to reflect the addition of that program to the College of Architecture in 2006.

In addition to print books and journals, the Architecture Library has regularly added non-print materials to the collection. The Library has extensive holdings in electronic formats such as e-books and electronic journals. E-book packages have been added in the past five years that include SpringerLink, Wiley, and other major academic publishers, as well as ProQuest and Ebsco e-book collections, which together contain nearly 150,000 titles in all disciplines/subjects.

While e-book collections include monographic publications on architecture, architecture is not represented in electronic publishing as heavily as the sciences and social sciences, primarily due to photographic copyright problems and readers' preference. A recent study showed that less than 2% of the total Proquest e-book collection of 90,000 titles was related to art or architecture. Print books continue to be very important in architecture and other visually oriented fields.

The Visual Resources collection

The former slide collection was fully converted to digital images in the past decade, and was renamed the Visual Resources Collection in 2007. The Visual Resources Collection now contains nearly 300,000 digital images, all fully available to faculty and students via the Library's electronic catalog for teaching, research and presentations. Images are added and acquired at the request of faculty and at the discretion of the Visual Resources Manager and the Architecture Librarian. Images are nearly always added to supplement instruction. The Libraries also subscribe to ARTstor, a large database of digital images representing art and architecture that is available to all university constituents.

The Visual Resources Manager works closely with faculty to develop visual content for course taught within the College of Architecture. The VR Manager has .5 fte student support as well.

Services...staff, facilities and equipment

The Architecture Library maintains extensive service hours during the academic year. Whenever possible, the Architecture Library attempts to provide the same services offered at Love Library, the main library. Circulation services such as course reserves, interlibrary loan, and electronic document delivery are identical. Reference services are provided on both a formal and informal basis from full time staff and trained student assistants. The Architecture Librarian is available to provide instruction in advanced library use and research methods upon faculty request. During academic year 2013/2014 formal classroom instruction was presented in numerous sessions, reaching over 200 students. Informal instruction through one-on-one reference interaction takes place in the library on a nearly daily basis.

The Architecture Library is open 73 hours per week during the academic year, and 45 hours per week during the summer months. Full-time staff is available Monday-Friday, 8-5. Student assistants operate the Library during other hours.

Staff

Architecture Library is staffed by three full time employees and 2.5 fte student assistants. The Architecture Librarian holds the rank of Professor and is responsible for the overall operation of the library, collection building, instruction, and supervision of two support staff. Daily library operations are managed by the Operations Manager, who is responsible for the circulation desk and supervision of student staff, as well as numerous operational functions. The Visual Resources Collection is managed by the Visual Resources Manager.

The librarian and staff members at Architecture Library are experienced long term employees who are readily available to work with students and faculty on projects, programming, instruction and other activities.

Facilities and equipment

The Architecture Library is housed on three levels in Architecture Hall East. The facility is convenient to classrooms and faculty offices within the College of Architecture, and provides space for individual and group study. The Architecture Visual Resources Collection is housed within the Library.

Architecture Library is considered to be one of the most attractive and pleasant branch libraries on the UNL campus. Space for students working in groups is provided, although stacks areas are filling. Portions of the collection continue to be moved to the LDRF, the Library Depository and Retrieval Facility, based on ongoing usage and space requirements. Architecture Library materials stored at the LDRF are delivered to library patrons within 24 hours. Material can be delivered in both digital and physical form. In addition to providing scholarly materials the Library also provides access to technology in the form of computers and software, numerous flatbed scanners, a large format scanner and a slide scanner. A photocopier is also available.

Support for the mission, planning, curriculum, and research specialties of the program

The University Libraries supports all aspects of the College of Architecture's academic programs including the undergraduate and graduate level programs. Collection development emphasizes the undergraduate curriculum in keeping with University policy, although substantial efforts are made to meet the needs of the graduate programs and students.

The Architecture Librarian is designated as liaison to the College of Architecture. The Architecture Librarian solicits participation in library programming from faculty and students. Faculty and student requests and input are always given full consideration and normally meet with a positive response. The Architecture Librarian recommends key information resources for architecture through the use of LibGuides, a tool for developing and delivering electronic reference guides. These guides have been developed for general use as well as specific needs, such as for particular courses like Architecture History. This suite of web pages is continually updated and acts as a reference and instruction tool.

Library instruction sessions tied to specific courses and assignments in the School of Architecture orient students to the Libraries and instruct them in the uses of information resources and technology. Presently, library instruction occurs primarily in architectural history classes that require research papers. The Architecture Librarian and/or teaching faculty take responsibility for this instruction. Tours and orientation sessions are offered at the beginning of the academic year and commonly introduce students to a suite of important Web-based information resources including the University Libraries catalog, Encore, the Avery Index, the Image collections, and the Architecture LibGuide. The University Libraries hosts the Digital Commons, an institutional repository for scholarly output including research from the School of Architecture. Faculty publications and graduate students' final theses are included in the Digital Commons and are searchable and retrievable via Google and other search engines. UNL's Digital Commons is one of the largest institutional repositories in the United States.

Funding

Funding for library operations takes place within a centralized University Libraries context. The Architecture Librarian is a member of the Libraries Collection Development Committee and participates in the allocation process for materials funding, and has full responsibility for expending funds that are allocated to the architecture accounts. Until 2012, funding explicitly allocated for architectural monographic resources hovered around \$30,000 annually. In 2013, due to the highly integrated nature of electronic materials that are being acquired for the Libraries, discrete budgets for subject librarians were eliminated. A centralized purchasing fund for monographs was created and the Architecture Librarian uses this fund for all discretionary purchases. The Architecture Library also acquires many monographs through the Libraries approval plan. This plan automatically supplies the Libraries with newly published monographs that meet established criteria. These criteria are constantly adjusted to deliver the best possible materials to meet the needs of students and faculty, and are varied by discipline. A new approval plan vendor was hired in 2014 and a plan for architecture was developed that reflects the current curriculum and interests of students and researchers.

Periodical and serial publications are funded through a central integrated serials budget. While print collections are shrinking, access to electronic periodicals has vastly increased over the past decade. Architecture Library has converted many titles to electronic formats when the image quality is high, although some publishers are not investing the resources necessary to make good electronic facsimiles. The University Libraries has begun a program to add new serial subscriptions and Architecture Library added several new titles in 2013 and will add more in 2014. These are in addition to increased access to electronic journals through publisher packages such as SpringerLink, Wiley and others. Expenditures for visual resources and DVDs are made by the Architecture Librarian with input from faculty and the Visual Resources manager. The Architecture Library DVD collection is supplemented by a large DVD collection at Love Library.

Significant problems

Space is a precious commodity on the UNL campus and in Architecture Hall in particular. The College of Architecture is struggling to house studios, labs, faculty offices and student spaces under one roof. The Architecture Library occupies three levels of renovated space and is frequently mentioned as an area that the College could move into, by converting one level of the library into studio space.

Architecture Library developed plans for downsizing the collections that would have included sending twenty five thousand volumes to the LDRF. These would have been lower use items and back files of periodicals. To use these materials would have necessitated waiting for delivery, either of the actual item or a digital, for a day or two. For faculty conducting research this is not unmanageable. For students working in the studio on short deadlines it is more problematic.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Comparative Data for Students

I. Total **Master of Architecture** Enrollment Compared to the Time of the Last Visit (full academic year)

Ethnicity	As Reported in the 2013 ARS (AY 12-13)									As reported for the academic year in which the last visit took place (AR 2008)								
	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	1	1	0	0	0	0	1	1	1	1	2	0	0	0	1	1	2
Asian	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	2	0	2
Hispanic/Latino	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
White	33	9	42	4	2	6	37	11	48	36	16	52	5	3	8	41	19	60
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	3	0	3	1	0	1	4	0	4	1	0	1	1	0	0	1	0	1
TOTAL	38	10	48	5	2	7	43	12	55	40	17	57	6	4	10	46	21	67

	As reported in the 2013 ARS (AY 12-13)		As reported for the academic year in which the last visit took place (AR 2008)	
II. Qualifications of Students Admitted				
SAT:				
<i>Critical Reading</i>				Note that all the GRE scores use the old scoring system. The new system was not implemented until Fall 2011
25th percentile SAT score	510		510	
75th percentile SAT score	660		670	
<i>Mathematics</i>				
25th percentile SAT score	540		530	
75th percentile SAT score	680		670	
<i>Writing</i>				
25th percentile SAT score	n/r	UNL does not report on this statistic	n/r	UNL does not report on this statistic
75th percentile SAT score	n/r	UNL does not report on this statistic	n/r	UNL does not report on this statistic
ACT:				
25th percentile ACT score	22		22	
75th percentile ACT score	29		28	
Graduate Record Examination				
Verbal (200-800)	152		479	
Quantitative (200-800)	153		623	
Analytical (0.0-6.0)	3.9		4.1	

	As reported in the 2013 ARS (12-13)		As reported for the academic year in which the last visit took place (AR 2008)	
III. Time to Graduation				
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	4 sem		4 sem	
Percentage of students who completed in normal time	77%		94%	
Percentage of students who completed in 150% of normal time.	97%		97%	

I. Full-time Instructional Faculty Compared to the Time of the Last Visit (full academic year)													
<i>As reported in the 2012-13 ARS</i>													
Ethnicity	Prof. - Male	Prof. - Female	Prof. - TOTAL	Assoc. Prof. - Male	Assoc. Prof. - Female	Assoc. Prof. - TOTAL	Assis. Prof. - Male	Assis. Prof. - Female	Assis. Prof. - TOTAL	Instruct or - Male	Instruct or - Female	Instruct or - TOTAL	GRAND TOTAL
American Indian or Alaska Native													
Asian	0	1	1	0	0	0	0	0	0	0	0	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	1	0	1	0	0	0	1
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0
White	5	1	6	3	0	3	5	0	5	0	0	0	14
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	1	0	1	1
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	2	7	3	0	3	6	0	6	1	0	1	17
<i>As reported for the academic year in which the last visit took place (2008)</i>													
Ethnicity	Prof. - Male	Prof. - Female	Prof. - TOTAL	Assoc. Prof. - Male	Assoc. Prof. - Female	Assoc. Prof. - TOTAL	Assis. Prof. - Male	Assis. Prof. - Female	Assis. Prof. - TOTAL	Instruct or - Male	Instruct or - Female	Instruct or - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	1	1	0	1	0	0	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	1	1	0	0	0	1
White	5	1	6	4	0	4	3	0	3	0	0	0	13
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	1	6	4	1	5	4	1	5	0	0	0	16

II. Faculty Promotions	2008-09	2009-10	2010-11	2011-12	2012-13
<i>Faculty in the accredited program</i>					
Assistant to Associate Professor	1	0	0	1	0
Associate to Full Professor	0	0	1	0	1
<i>Faculty in the institution</i>					
Assistant to Associate Professor	26	27	30	31	37
Associate to Full Professor	18	18	25	24	20

III. Faculty Receiving Tenure	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty in the accredited program	1	0	0	1	0
Faculty in the institution	2715	2713	2617	2613	2621

I.3.2. Annual Reports

All statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies. All data is obtained through the UNL office of Institutional Research and Planning: <http://irp.unl.edu>

Signed: Professor Jeffrey L. Day, AIA, Director of the Architecture Program



Annual reports from 2009-2013 are available on the Architecture Program college website. Annual reports from 2004-2008 are included in the 2008 APR, also located on the Architecture Program website:

<http://architecture.unl.edu/degree-programs/architecture>

I.3.3. Faculty Credentials

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

For credentials and relevant experience see the Faculty Matrix (**Section I.2.1**) and Faculty Resumes (**Section IV.2**)

http://architecture.unl.edu/pdfs/NAAB2015_Faculty%20Resumes%20PDF.pdf

- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

Out of 13 tenured and tenure track faculty members, 8 are licensed in the US, one is licensed in Japan and one is a licensed professional engineer. A faculty search currently under way requires the successful candidate to obtain licensure prior to attaining tenure.

For credentials and relevant experience see the Faculty Matrix (**Section I.2.1**) and Faculty Resumes (**Section IV.2**)

http://architecture.unl.edu/pdfs/NAAB2015_Faculty%20Resumes%20PDF.pdf

I.4. Policy Review

Following is a list of the documents to be placed in a binder in the team room:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies Including:
 - > Position description for all faculty and staff
 - > Rank, Tenure & Promotion
 - > Reappointment
 - > EEO/AA
 - > Diversity (including special hiring initiatives)
 - > Faculty Development support for research, scholarship, creative activity and Faculty Development Leave
- Student-to-Faculty ratios for each curriculum component
- Square fee per student for space designated for studio-based learning
- Square fee per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies including policies for evaluating students admitted from other preparatory programs that include SPCs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

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

The Architecture Program faculty believes that a deep education in architecture must blend with a broad general education. This belief in the “T-Shaped Person” is at the core of the new curriculum that the faculty are currently developing and rolling out. At the center of this new curriculum is the synthetic design studio where knowledge gained from support courses and from other experiences is integrated into design projects in a creative and collaborative atmosphere. For the purposes of this report, we will refer to the curriculum currently phasing out as the “old curriculum” and the new curriculum as the “2012 Curriculum.”

While we are phasing out some long-standing curricular structures, we firmly believe that we have for years offered a comprehensive professional education. The need for change at this time has as much to do with the changing circumstances of professional practice as it does with developments internal to the university (such as the mandated 120 credit hour limit on undergraduate education). We believe that it is ultimately our mandate to provide an efficient, comprehensive, future-focused curriculum that has the flexibility to give students opportunities to customize their education as well as to provide the faculty with a curricular structure that can be continually adjusted to meet the every changing world of practice.

Old Curriculum description:

In 2013 – 2014 the faculty began to phase out the old curriculum but the final classes are still progressing through this program. The old curriculum is designed to establish a firm general educational foundation in the pre-professional program during the first two years, define the framework required in the education of an architect during the middle two years and then facilitate the opportunity for exploration within that framework during the last two years. Architectural and architecture related courses extend over all six years, but the focus on professional studies occurs in the last four years.

The first two years are designed to permit the student to explore visual literacy and foundation design issues, so they can determine their interest in the design professions, while fulfilling general education requirements that lay a foundation for future professional studies. The general focus of the first two years permits students who discover architecture is not the profession for them to move to another interest without undue hardship. The first year’s studio, visual literacy, (ARCH 140A, 140B, 141A, and 141B) is designed to make the student aware of the visual and formal world while building basic representational skills designed to help the student be self aware of the world around them. These courses are taught in collaboration with Art, and Textiles faculty who teach the two drawing units and color theory application. The Architecture, Landscape Architecture, and Interior Design faculty teach the analysis, composition unit. The second year studios (Arch 210, 220, 211, & 221) are designed to teach students basic design and the conventions of representation, focusing on issues related to problem solving and design moving toward tectonics in anticipation of architectural design in the professional program. These studios are taught by Architecture, Interior Design and Landscape Architecture faculty members. Fundamentally the intent of the pre-professional portion of the curriculum is to deliver to the student a strong liberal arts and basic design education upon which the professional program can build.

The middle two years feature an architectural design studio each semester that is linked to an adjunct course. Each studio is intended to have a holistic focus with projects building in depth and complexity as the students move through the curriculum (ARCH 310 Architectural Design: Systematic Approach, ARCH 311 Architectural Design: Ecological Context, ARCH 410 Architectural Design: Tectonics, & ARCH 411 Architectural Design: Urbanism). The content of these studios however shifts slightly with the content of the associated adjunct course. The adjunct courses have a close relationship with the studio and provide additional technical and theoretical information related to the issues that are being brought to the foreground in the particular studio. These issues are design process (ARCH 350 Design Process) in the first semester of third year, site and context (ARCH 360 Site Context Issues) in the second semester of third year, technology and construction (ARCH 430 Technological Integration) in the first semester of the fourth year, and urbanism (ARCH 461 Urbanism) in the second semester of fourth year as a points of departure for design. The location and order of these adjunct courses is choreographed with the completion of other supporting course work to allow their content to inform the activities of these courses and studios. The technological integration adjunct (ARCH 430) occurs after the technology courses (ARCH 331 Structures I, 332 Structures II, 333 Environmental Systems I, & 334 Environmental Systems II) have been completed and previously the theory and criticism adjunct occurs after the architecture history sequence has been completed. At this point in their education the students will also have had the greatest exposure to the full range of the general studies and core architectural studies courses. Collectively this two year sequence, the Bachelor's portion of the professional curriculum, is intended to deliver to the student the fundamental core architectural education in the program.

The final two years feature advanced professional electives, specialized vertical and mentored studio instruction and instruction in professional practice. These years are seen as an opportunity for students to begin a personalized definition for the practice of architecture and begin to actualize that definition through professional electives. The vertical studios are designed to introduce the students to process of framing the design problem and the notion of design as an avenue for exploration and research (ARCH 510 Architectural Design; Vertical Studio & ARCH 511 Architectural Design: Vertical Studio). These studios prepare the students for the challenges of the optional final year long mentored studio (ARCH 613 Architectural Design: Design Thesis Studio I & ARCH 614 Architectural Design: Design Thesis Studio II). The final year gives the student the opportunity to conclude their professional studies with a yearlong student initiated project supervised by a faculty mentor. This Design Thesis permits the student to identify an architectural issue of interest and explore it in depth through intensive research and design. Students propose their project in the spring semester of their fifth year. Those students who elect not to pursue a Design Thesis take an additional year of vertical studio.

Students also engage in exploring professional practice issues through course work (ARCH 680 Professional Practice) and internships (ARCH 685 Internship). Students are not required to do an internship, but approximately 80% of our master's level students do an internship between either the fourth and fifth or fifth and sixth year. The department also allows students to defer continuing on in the program for a year to give greater flexibility in pursuing internship opportunities. Other opportunities for professional practice studies come in the form of mini courses offered by members of the College of Architecture Alumni Association. Topics offered to date have included specifications, marketing and construction management. In summary, the intention of the master's portion of the professional curriculum is to build on the education they have received to date, give the student the opportunity and obligation to chart a path of inquiry through studio and elective offerings, familiarize themselves with the practice of architecture and ultimately launch themselves into the professional career for which they have been preparing.

2012 Curriculum description:

The goal of the new curriculum is to prepare students for the future of professional practice in architecture. See **Section I.1.1**, page 16 for a brief description of the reasoning behind the new curriculum and a curricular flow chart of the new 2012 Curriculum. The College of Architecture is in the process of transforming its programs' curricula as part of an effort to move design from the products of downstream composition (as represented by the Visual Literacy approach to design fundamentals) towards the more contemporary notion of design as an upstream problem-solving process. The second and third year curricula are refined to offer the specific discipline-based knowledge and skills required by individual programs while the first and fourth years are envisioned as bookends to address design - as an overall discipline, as interdisciplinary collaboration, and as design-based research. The common first year, called d.ONE, is the College's first bookend, focusing on the specific culture, methods, and phenomena of design, along with its unique problem-solving skill set. Commonly referred to and popularized as design thinking, this skill set has been adopted by major businesses, design technology practices and many large architectural practices as an invaluable tool for innovation and creative problem solving. It has also proven to be an asset to general education at both the graduate and K-12 levels but UNL's College of Architecture and Raikes School[‡] will be the first to study its impact on undergraduate students. The second curricular bookend exists in two parts. The first is a new type of collaborative studio engaging interdisciplinary teams of 4th year students in real-world design problems and issues. Students from Architecture, Interior Design, Landscape Architecture and possibly other disciplines from outside the College will come together in the new ARCH 410 to work on critical issues that transcend the purview of a single design discipline. The second part is being developed in the Master of Architecture Program's studios to enhance students' life-long learning abilities by combining design and research.

The aim of the new Design Research Studio (ARCH 510, 511, 610, 611) is to transform the student learning experience, challenging students to not only hone their design skills by providing compositional solutions to fixed project briefs, but also to become co-creators of disciplinary knowledge while investigating complex design issues. Design problems vary between studio engagements, disciplinary need, and faculty expertise and include a variety of subjects - from material and organizational systems, energy performance, healthy environments, climate change and the built environment, to computational design, and fabrication and construction. The goal is to introduce design-specific research and conjectural prototyping methods alongside the studio agenda and charge students to both discover and structure the premise of the problem. The documentation of the process and dissemination of the resulting design scenarios and prototypes are an integral part of the studio outcomes. The Design Research Studios are a natural evolution of our existing Vertical Studios and will launch in 2014-15, however, a precursory studio was tested in the spring semester of 2014. Through staffing and careful enrollment management we will give students the option to continue with the same studio for 2 consecutive semesters in order to explore an issue in much greater depth than is permitted in the typical semester-long studio course.

The 2012 Curriculum enhances curricular strands and integrates cumulative knowledge while at the same time eliminating the limiting and complicated logistics of the older "adjunct course" model. Each strand supports studio synthesis and builds towards its own capstone:

[‡] *The Jeffrey S. Raikes School of Computer Science and Management at UNL < <http://raikes.unl.edu> > is partnering with the College of Architecture to develop and offer the first comprehensive undergraduate design thinking course in the region (DSGN 110). Initial development work occurred in collaboration with the Stanford d.School.*

- The Disciplinary strand places attention on architectural knowledge itself – its history, its theories and its core values. This strand ends with a revised ARCH 680, Practice, a synthetic course that integrates knowledge towards the student’s future in professional practice.
- Technique courses teach specific graphic and information-based techniques and their use in architecture. After d.ONE, these course are taught like workshops and apart from ARCH 222, BIM for Design, most are electives. Students can chose from a set of advanced BIM courses, Parametric Modeling, Energy Modeling and a range of focused electives such as Digital Ceramics.
- The Building Technology strand focuses on specific aspects of building technology such as architectural structures, materials and environmental systems and ends with a revised ARCH 430, Building Integration that helps students synthesis all areas of building design, including financial constraints, into a single project. This course IS tied to the Integrative Design Studio like the older adjunct model.
- The Design strand is the studio sequence in which students synthesize knowledge gained in the other strands into projects that increase in complexity as the sequence progresses. Faculty members have the freedom to develop their own project briefs as long as they meet the curricular goals of the studio. The undergraduate sequence ends with the new ARCH 411, “Integrate” (formerly ARCH 410, Tectonics), a comprehensive architecture studio that is paired with ARCH 430. In the graduate level of the M.Arch professional program studios become Design Research Studios as described above.
- Finally, general education and focus areas are included as a series of electives: 21 credit hours at the undergraduate level and 27 credit hours at the graduate level (plus a 3 credit History/Theory Elective and 2 credits of Technique Electives)

In summary, the goals and criteria of the new curriculum are:

- change the focus of fundamental design in the first year from composition to creative problem solving.
- create more explicit pedagogical emphasis on collaboration and interdisciplinarity
- begin the disciplinary focus in Architecture earlier, i.e. in the second year
- distribute general education throughout the program and not cluster it in pre-professional years
- define clear curricular strands: “architectural discipline,” “building technology,” “technique,” “design synthesis (studio),” and “elective / minor” and reinforce each as separate but related areas or sequences
- regain Program control of critical aspects of the curriculum (e.g. Statics & Strengths) to improve relevance and student success and to develop cumulative pedagogical strands, especially in Building Technology
- distinguish the M.Arch level from the undergraduate level of the professional program; re-frame emphasis from consumption of architectural knowledge to the production of architectural knowledge
- create opportunities for faculty to integrate teaching, research and engagement in design-research studios at the M.Arch level
- include IDP and the full range of professional development toward licensure as part of the curriculum (optional but encouraged)

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

Following are 4 SPC matrices representing in the following order the old M.Arch Curriculum (pre-professional degree + 54 graduate credit hours), the 2012 M.Arch Curriculum (pre-professional degree + 54 graduate credit hours), the old 3-year M.Arch Curriculum (non pre-professional degree + 92 graduate credit hours), and the 2012 3-year M.Arch Curriculum (non pre-professional degree + 92 graduate credit hours). In each, red crosses represent best evidence of SPC achievement in the curriculum while black circles represent SPCs that are introduced before or repeated after best achievement. In the 2012 Curriculum, gray SPCs represent courses not taught before the 2015 NAAB visit. SPC distribution in these may change but an updated Matrix will be available in the team room. Elective courses fulfill not SPCs and are therefore not shown.

SPC Matrix: old M.Arch Curriculum, pre-professional degree + 54 graduate credit hours.

Old Curriculum
4+2 SPC Matrix

		Communication Skills											Professional Skills												Humanities & Social Sciences													
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9					
		Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering System Skills	Historical Traditions & Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility						
NAAB SPCs (bold = ability)																																						
PRE-PROFESSIONAL PROGRAM: REQUIRED																																						
ARCH 140A	Visual Literacy																																					
ARCH 140B	Visual Literacy																																					
ARCH 141A	Visual Literacy																																					
ARCH 141B	Visual Literacy																																					
ARCH 143	Visual Literacy Lecture																																					
ARCH 223	Computer Applications in Design																																					
ARCH 210	Studio: Fundamentals of Design																																					
ARCH 240	Architecture History & Theory I																																					
ARCH 211	Studio: Fundamentals of Design																																					
ARCH 241	Architecture History & Theory II																																					
PROFESSIONAL PROGRAM: REQUIRED																																						
ARCH 310	Studio: Systematic Approach - Process																																					
ARCH 350	Design Process																																					
ARCH 331	Architectural Structures I																																					
ARCH 333	Building Environmental Technical Systems I																																					
ARCH 311	Studio: Ecological Context																																					
ARCH 360	Site Context Issues																																					
ARCH 341	Architectural Theory																																					
ARCH 332	Architectural Structures II																																					
ARCH 334	Building Environmental Technical Systems II																																					
ARCH 410	Studio: Tectonics																																					
ARCH 430	Technical Applications																																					
ARCH 411	Studio: Urbanism																																					
ARCH 461	Urbanism																																					
ARCH 510	Studio																																					
ARCH 680	Professional Practice																																					
ARCH 683	Architectural Programming																																					
ARCH 511	Studio																																					
ARCH 610	Studio																																					
ARCH 611	Studio																																					
ARCH 613	Design Thesis																																					
ARCH 614	Design Thesis																																					

SPC Matrix: 2012 M.Arch Curriculum, pre-professional degree + 58 graduate credit hours.

2012 Curriculum
 4+2 SPC Matrix

d.ONE

DSGN 101
 DSGN 110
 DSGN 111
 DSGN 120
 DSGN 123
 DSGN 140

NAAB SPCs (bold = ability)

PRE-PROFESSIONAL PROGRAM: REQUIRED

Introduction to design
 design Thinking
 design Making
 design Drawing
 Computer Applications in design
 design History

2012ARCH

ARCH 241
 ARCH 210
 ARCH 231
 ARCH 222

PROFESSIONAL PROGRAM: REQUIRED

Modern History
 Studio: Represent
 Structural Fundamentals
 Technique: Introduction to BIM

COURSES INAUGURATED IN SP:2015 OR LATER

ARCH 262 Building Organization
 ARCH 211 Studio: Ideate
 ARCH 232 Materials & Assemblies
 ARCH 240 Classical History
 ARCH 310 Studio: Organize
 ARCH 331 Structural Mechanics
 ARCH 360 Site
 ARCH 311 Studio: Situate
 ARCH 3xx Structural Optimization
 ARCH 461 Urbanism
 ARCH 410 Studio: Collaborate
 ARCH 333 Environmental Systems

ARCH 341 Architectural Theory
 ARCH 411 Studio: Integrate
 ARCH 430 Building Integration

ARCH 5xx design.Research Methods
 ARCH 510 design.Research Studio

ARCH 511 design.Research Studio

ARCH 680 Practice
 ARCH 610 Studio
 ARCH 613 Design Thesis (optional)

ARCH 611 Studio
 ARCH 614 Design Thesis (optional)

	Communication Skills		Design Thinking Skills		Visual Communication Skills		Technical Documentation		Investigative Skills		Fundamental Design Skills		Use of Precedents		Ordering System Skills		Historical Traditions & Global Culture		Cultural Diversity		Applied Research		Pre-Design		Accessibility		Sustainability		Site Design		Life Safety		Comprehensive Design		Financial Considerations		Environmental Systems		Structural Systems		Building Envelope Systems		Building Service Systems		Building Materials and Assemblies		Collaboration		Human Behavior		Client Role in Architecture		Project Management		Practice Management		Leadership		Legal Responsibilities		Ethics and Professional Judgment		Community and Social Responsibility	
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9																																
DSGN 101	o																																																															
DSGN 110	o	o																																																														
DSGN 111	o	o	o																																																													
DSGN 120	o	o	o	o																																																												
DSGN 123	o		o																																																													
DSGN 140	o		o																																																													
ARCH 241	o				o																																																											
ARCH 210	o	o	+		o	+				o	+																																																					
ARCH 231							o				o																																																					
ARCH 222			o				o				o																																																					
ARCH 262		o	o																																																													
ARCH 211		o	o																																																													
ARCH 232		o	o																																																													
ARCH 240		o	o																																																													
ARCH 310		o	o																																																													
ARCH 331		o	o																																																													
ARCH 360		o	o																																																													
ARCH 311		o	o																																																													
ARCH 3xx		o	o																																																													
ARCH 461		o	o																																																													
ARCH 410		o	o																																																													
ARCH 333		o	o																																																													
ARCH 341		o	o																																																													
ARCH 411		o	o																																																													
ARCH 430		o	o																																																													
ARCH 5xx		o	o																																																													
ARCH 510		o	o																																																													
ARCH 511		o	o																																																													
ARCH 680		o	o																																																													
ARCH 610		o	o																																																													
ARCH 613		o	o																																																													
ARCH 611		o	o																																																													
ARCH 614		o	o																																																													

SPC Matrix: old 3-yr. M.Arch Curriculum, non pre-professional degree + 92 graduate credit hours.

Old Curriculum
 3M SPC Matrix

NAAB SPCs (bold = ability)

PROFESSIONAL PROGRAM: REQUIRED

ARCH 310	Studio: Systematic Approach - Process
ARCH 350	Design Process
ARCH 240	Architecture History & Theory I
ARCH 331	Architectural Structures I
ARCH 333	Building Environmental Technical Systems I
ARCH 311	Studio: Ecological Context
ARCH 360	Site Context Issues
ARCH 241	Architecture History & Theory II
ARCH 332	Architectural Structures II
ARCH 334	Building Environmental Technical Systems II
ARCH 410	Studio:Tectonics
ARCH 430	Technical Applications
ARCH 680	Professional Practice
ARCH 683	Architectural Programming
ARCH 511	Studio
ARCH 341	Architectural Theory
ARCH 461	Urbanism
ARCH 610	Studio
ARCH 611	Studio
ARCH 613	Design Thesis
ARCH 614	Design Thesis

	Communication Skills											Pre-Design						Comprehensive Design						Collaboration								
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9
ARCH 310	o	+	+			+	+	+					o	o							o					o	o					
ARCH 350	+	o				+																				o	o					
ARCH 240	o	o			o		o	o	+	o	o															o						o
ARCH 331														+						+		o	+									o
ARCH 333																				+		o	+									o
ARCH 311	o	+	o		o	+	o	+				o	+	o	+								o	+		o						o
ARCH 360	o		o		o		o		o	+	o	o	+	o	+								o	+	o							o
ARCH 241	o				o		+	o	+	+	o			o	+						+		o	+	o							o
ARCH 332																				+			o									o
ARCH 334														o						+		o	o									o
ARCH 410		o		+	o			o	o			+	+	o	+	+	+			o	o	+	+									o
ARCH 430	o		o	+	o							o	+	o	+				+	o	o	+	+									o
ARCH 680	o	o			o		o				o	+							+	o	o	+	+	o	o	+	+	+	+	+	+	o
ARCH 683	o	o			o		o				o	+							+	o	o	+	+	o	o	+	+	+	+	+	+	o
ARCH 511		o			o		o	o	o		o																					o
ARCH 341	+	o			o		o	o	o	+	o															o						+
ARCH 461		o			+																					+						+
ARCH 610		o			o		o	o	o		o																					o
ARCH 611		o			o		o	o	o		o																					o
ARCH 613	o	o	o		o	o	o	o																	o							o
ARCH 614	o	o	o		o	o	o	o																	o							o

SPC Matrix: 2012 3-yr. M.Arch Curriculum, non pre-professional degree + 92 graduate credit hours.

2012 Curriculum
 3M SPC Matrix

pre-requisites

NAAB SPCs (**bold** = ability)
UNL courses or equivalent
 DSGN 111 design Making
 DSGN 120 design Drawing
 DSGN 123 Computer Applications in design

nuARCH

PROFESSIONAL PROGRAM: REQUIRED
 ARCH 241 Modern History
 ARCH 231 Structural Fundamentals
 ARCH 222 Technique: Introduction to BIM
 ARCH 5xx design.Research Methods
 ARCH 500 Studio: Represent / Ideate

COURSES INAUGURATED IN SP.2015 OR LATER

ARCH 262 Building Organization
 ARCH 232 Materials & Assemblies
 ARCH 360 Site
 ARCH 501 Studio: Organize / Situate

ARCH 240 Classical History
 ARCH 461 Urbanism
 ARCH 331 Structural Mechanics
 ARCH 510 design.Research Studio

ARCH 341 Architectural Theory
 ARCH 3xx Structural Optimization
 ARCH 511 design.Research Studio

ARCH 680 Practice
 ARCH 333 Environmental Systems
 ARCH 610 design.Research Studio

ARCH 430 Building Integration
 ARCH 411 Studio: Integrate

ARCH 613 Design Thesis (optional)
 ARCH 614 Design Thesis (optional)

	Communication Skills											Pre-Design												Collaboration																																							
	Design Thinking Skills			Visual Communication Skills		Technical Documentation		Investigative Skills		Fundamental Design Skills		Use of Precedents		Ordering System Skills		Historical Traditions & Global Culture		Cultural Diversity		Applied Research		Pre-Design		Accessibility		Sustainability		Site Design		Life Safety		Comprehensive Design		Financial Considerations		Environmental Systems		Structural Systems		Building Envelope Systems		Building Service Systems		Building Materials and Assemblies		Collaboration		Human Behavior		Client Role in Architecture		Project Management		Practice Management		Leadership		Legal Responsibilities		Ethics and Professional Judgment		Community and Social Responsibility	
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9																															
ARCH 241																																																															
ARCH 231																																																															
ARCH 222																																																															
ARCH 5xx																																																															
ARCH 500																																																															
ARCH 262																																																															
ARCH 232																																																															
ARCH 360																																																															
ARCH 501																																																															
ARCH 240																																																															
ARCH 461																																																															
ARCH 331																																																															
ARCH 510																																																															
ARCH 341																																																															
ARCH 3xx																																																															
ARCH 511																																																															
ARCH 680																																																															
ARCH 333																																																															
ARCH 610																																																															
ARCH 430																																																															
ARCH 411																																																															
ARCH 613																																																															
ARCH 614																																																															

I.2. Curricular Framework

II.2.1. Regional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF NEBRASKA-LINCOLN
201 Canfield Administration Bldg. 14th & R Street
Lincoln, NE 68588-0419

Affiliation Status: Candidate: Not Applicable
Accreditation: (1913-)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A, B, M, S, D, 1st Prof

Conditions of Affiliation:

Stipulations on Affiliation Status: None.
Approval of New Degree Sites: No prior Commission approval required for offering existing degree programs at new sites within the state.
Approval of Distance Education Degrees: No prior Commission approval required.
Reports Required: None.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2006 - 2007
Year for Next Comprehensive Evaluation: 2016 - 2017
Date of Last Action: 04/25/2007



ORGANIZATIONAL PROFILE

UNIVERSITY OF NEBRASKA-LINCOLN
 201 Canfield Administration Bldg. 14th & R Street
 Lincoln, NE 68588-0419

Enrollment Demographics (by headcount) (HLC Posted: 04/04/2007)

	<u>Full-Time</u>	<u>Part-Time</u>
Undergraduate:	16107	1264
Graduate:	2309	2027
Post-baccalaureate First Professional:	393	6
Non-Credit headcount:	0	

Educational Programs (HLC Posted: 04/04/2007)

		<u>Program Distribution</u>	<u>Degrees Awarded</u>
Leading to Undergraduate degrees:	Associate	1	14
	Bachelors	235	3187
Leading to Graduate degrees:	Masters	88	765
	Specialist	3	4
	First Professional	1	164
	Doctoral	42	245
Certificate Programs:	Pre-Associate	0	0
	Other Undergraduate	0	0
	Post-baccalaureate	1	6

Dual Enrollment (HLC Posted: 04/04/2007)

Headcount in all dual enrollment (high school) 0

Off-Campus Activities (HLC Posted: 04/04/2007)

In-State:	Campuses:	None
	Sites:	None
	Course Locations:	1
Out-of-State:	Campuses:	None
	Sites:	None
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Sites:	None
	Course Locations:	None

Distance Education Certificate and Degree (HLC Posted: 04/04/2007)

Doctorate (Ed.D. or Ph.D.) in Educational Studies, specialization:	Internet
Ed.S. and endorsement in Spec Ed & Comm Disorders - Deaf	Internet
Ed.S. and endorsement in Spec Ed & Comm Disorders - Early	Internet
Ed.S. and endorsement in Spec Ed & Comm Disorders - Severe	Internet
Ed.S. and endorsement in Spec Ed & Comm Disorders - Visual	Internet
Ed.S. in Spec Ed & Comm Disorders - Special Educ Admin	Internet
Ed.S., M.Ed. and endorsement in Spec Ed & Comm Disorders -	Internet
Family Financial Planning (graduate certificate)	Internet
M.A. in Journalism & Mass Communication	Internet

HLC Posted: 04/30/2007
 Revised: 05/03/2007



ORGANIZATIONAL PROFILE

UNIVERSITY OF NEBRASKA-LINCOLN
201 Canfield Administration Bldg. 14th & R Street
Lincoln, NE 68588-0419

M.A. in Textiles, Clothing, & Design	Internet
M.Ed. Deaf Education	Internet
M.Ed. Early Childhood Special Ed	Internet
M.Ed. Severe Disabilities	Internet
M.Ed. Teacher, Learning, & Tchr Educ	Internet
M.Ed. Visual Impairment (P-12)	Internet
M.Engr Engineering Management	Internet
M.S. in Entomology	Internet
M.S. in Family & Consumer Sci (Family Fin Plng)	Internet
M.S. in Family & Consumer Sci (Youth Dev)	Internet
Master of Agriculture, concentration in Community Development	Internet
Master of Agriculture, concentration in Plant Protection	Internet
Masters in Agriculture	Internet
Masters in Business Administration	Internet
Masters of Education, Ed Admin, Higher Educ	Internet
Masters of Education, Ed Admin, K-12	Internet
MBA specialization in Agribusiness	Internet
MBA specialization in International Business	Internet
Meat Culinology (undergraduate certificate)	Internet
Certificate (graduate) in Youth Development	Internet
Certificate in Educational Studies (Ed Ldrshp Specialization)	Internet
Certificate in Educational Technology	Internet
Certificate in NCA School Improvement Specialist Pgm	Internet

II.2.2. Professional Degrees and Curriculum

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

M.Arch track 1; pre-professional degree + 54 graduate credit hours:

BS in Design – Architecture, 120 credit hours

M. Arch, 54 credit hours

M.Arch track 2 (3-year M.Arch); non pre-professional degree + 92 credit hours:

4-year non-professional undergraduate degree

M.Arch, 92 credit hours

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

See above for a description of the new 2012 Curriculum and curriculum transformation.

See following 4 pages for curriculum course charts for old and new curricula in both tracks.

Curriculum course chart: old M.Arch Curriculum (pre-professional degree + 54 graduate credit hours)

Entrance to the Professional Program in Architecture was after the second year of the 2-year pre-professional program. Students graduating with the BSD-Architecture would apply to the M.Arch program after 4th year in order to complete the professional program and professional M.Arch degree.

FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIFTH YEAR		SIXTH YEAR	
Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester
Visual Literacy ARCH 140A (ACE 2) 2 Credit Hours	Visual Literacy ARCH 141A (ACE 2) 2 Credit Hours	Elements I ARCH 210 5 Credit Hours	Elements II ARCH 211 5 Credit Hours	Arch Design ARCH 310 (ACE 10) 5 Credit Hours	Arch Design ARCH 311 (ACE 10) 5 Credit Hours	Arch Design ARCH 410 (ACE 10) 5 Credit Hours	Arch Design ARCH 411 (ACE 10) 5 Credit Hours	Arch Design ARCH 510 5 Credit Hours	Arch Design ARCH 511 5 Credit Hours	Arch Design ARCH 613 6 Credit Hours	Arch Design ARCH 614 6 Credit Hours
Visual Literacy ARCH 140B (ACE 2) 2 Credit Hours	Visual Literacy ARCH 141B (ACE 2) 2 Credit Hours									Arch Design ARCH 610 5 Credit Hours and Professional Elective 1 Credit Hour	Arch Design ARCH 611 5 Credit Hours and Professional Elective 1 Credit Hour
Intro to Arch ARCH 101 1 Credit Hour				Studio Adjunct ARCH 350 3 Credit Hours	Studio Adjunct ARCH 360 3 Credit Hours	Studio Adjunct ARCH 430 3 Credit Hours	Studio Adjunct ARCH 461 3 Credit Hours				
Computers ARCH 223 3 Credit Hours		Arch History I ARCH 240 (ACE 5) 3 Credit Hours	Arch History II ARCH 241 (ACE 7) 3 Credit Hours		Arch Theory ARCH 341 3 Credit Hours	Arch History Elective 3 Credit Hours		Prof Practice ARCH 680 3 Credit Hours	Professional Elective 3 Credit Hours	Professional Elective 3 Credit Hours	Professional Elective 3 Credit Hours
Physics PHYS 151 (ACE 4) 4 Credit Hours	Geom & Calc MATH 108 (ACE 3) 5 Credit Hours	Statics ENGM 220 3 Credit Hours	Strengths ENGM 324 3 Credit Hours	Structures I ARCH 331 3 Credit Hours	Structures II ARCH 332 3 Credit Hours			Programming ARCH 683 3 Credit Hours	Professional Elective 3 Credit Hours	Professional Elective 2 Credit Hours	Professional Elective 3 Credit Hours
English Elec. (ACE 1) 3 Credit Hours	English Elec. (ACE 1) 3 Credit Hours		Communication Elec. (ACE 2) 3 Credit Hours	Systems I ARCH 333 3 Credit Hours	Systems II ARCH 334 3 Credit Hours			Professional Elective 3 Credit Hours	Professional Elective 3 Credit Hours		
	Elective* (ACE 6) 3 Credit Hours	Elective* (ACE 9) 3 Credit Hours		Elective* (ACE 8) 3 Credit Hours		Elective* (Open) 3 Credit Hours	Elective* (Open) 3 Credit Hours			Elective Open 3 Credit Hours	
15	15	14	14	17	17	14	14	14	14	12	14
FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIFTH YEAR		SIXTH YEAR	
Pre-ARCHITECTURE				BSD-ARCHITECTURE (non-professional degree) 120 Credits for Degree				M-ARCH (professional degree) 54 Credits for Degree			

College of Architecture/University of Nebraska-Lincoln (2.24.12)

*Please consult the Undergraduate Bulletin regarding Achievement-Centered Education (ACE) requirements.

Curriculum course chart: 2012 M.Arch Curriculum (pre-professional degree + 58 graduate credit hours)

Entrance to the Professional Program in Architecture is after d.ONE, the College of Architecture's pre-professional common first year curriculum. Students graduating with the BSD-Architecture do not have to apply to the M.Arch program in order to complete the professional program and professional M.Arch degree – instead students are asked to declare their intentions to continue into the graduate component of the professional program. Students are also asked to write a 250-word statement of purpose for their final 2 years in the M.Arch program. Note that all SPCs are contained in the professional program that extends from the 2nd year through the 6th year.

	Pre-ARCHITECTURE		BSc. Design in ARCHITECTURE								MASTERS of ARCHITECTURE			
	COMMON FIRST YEAR		DISCIPLINARY IDEATION				INTERDISCIPLINARY REALIZATION				PROJECTIVE DESIGN RESEARCH			
	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester
DISCIPLINARY	DSGN 101 INTRO to DESIGN 2	DSGN 140 DESIGN HISTORY 3 (ACE 5)	ARCH 241 MODERN HISTORY 3 (ACE 7)	ARCH 262 BUILDING ORGANIZATION 3	ARCH 240 CLASSICAL HISTORY 3 (ACE 5, 7)	ARCH 360 SITE 3	ARCH 461 URBANISM 3	ARCH 341 THEORY 3	ARCH 5XX DESIGN RESEARCH METHODS 3	HISTORY/THEORY ELEC 3	ARCH 680 PRACTICE 3			
DESIGN	DSGN 110 DESIGN THINKING 3 (ACE 7)	DSGN 111 DESIGN MAKING 4	ARCH 210 ARCHITECTURAL DESIGN STUDIO: REPRESENT 5	ARCH 211 ARCHITECTURAL DESIGN STUDIO: IDEATE 5	ARCH 310 ARCHITECTURAL DESIGN STUDIO: ORGANIZE 5 (ACE 10)	ARCH 311 ARCHITECTURAL DESIGN STUDIO: SITUATE 5 (ACE 10)	ARCH 410 INTERDISCIPLINARY DESIGN STUDIO: COLLABORATE 5 (ACE 10)	ARCH 411 ARCHITECTURAL DESIGN STUDIO: INTEGRATE 5 (ACE 10)	ARCH 510 M.Arch DESIGN RESEARCH STUDIO 5	ARCH 511 M.Arch DESIGN RESEARCH STUDIO 5	ARCH 613 M.Arch THESIS 6 ARCH 610 M.Arch DESIGN RESEARCH STUDIO 5	ARCH 614 M.Arch THESIS 6 ARCH 611 M.Arch DESIGN RESEARCH STUDIO 5		
BUILDING TECHNOLOGY	MATH 104 CALCULUS 3 (ACE 3)		ARCH 231 STRUCTURAL FUNDAMENTALS 3	ARCH 232 MATERIAL ASSEMBLIES 3	ARCH 30X STRUCTURAL MECHANICS 3	ARCH 30X STRUCTURAL OPTIMIZATION 3	ARCH 333 ENVIRONMENTAL SYSTEMS 3	ARCH 430 BUILDING INTEGRATION 3						
TECHNIQUE	DSGN 120 DESIGN DRAWING 3 (ACE 2)	DSGN 123 COMP APPS in DESIGN 3	ARCH 222: BIM 1 1	TECH. ELECTIVE 1					TECH. ELECTIVE 1	TECH. ELECTIVE 1				
SPECIALIZATION & DISTRIBUTION		ELECTIVE 3 (ACE 6, 8, 9)		ELECTIVE 3 (ACE 6, 8, 9)	OPEN ELECTIVE 3	OPEN ELECTIVE 3	OPEN ELECTIVE 3	OPEN ELECTIVE 3	OPEN ELECTIVE 3	OPEN ELECTIVE 3	ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3
	ENGL 150/151 ENGL 3 (ACE 1)	COMM 109/286 COMM 3 (ACE 2)	PHYS 151 PHYSICS 4 (ACE 4)		ELECTIVE 3 (ACE 6, 8, 9)				COLLEGE PROF. ELECTIVE 3		ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3	ARCH PROF. ELECTIVE 3
	14	16	16	15	17	14	14	14	15	15	14	14	14	14
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIFTH YEAR		SIXTH YEAR			

possible 15 cr minor

possible specialization

Curriculum course chart: old 3-yr. M.Arch Curriculum (non pre-professional degree + 92 graduate credit hours)

Students with undergraduate degrees in fields other than a professional architecture program apply to the M.Arch program and are admitted to the 3-year M.Arch with or without deficiencies. Students with deficiencies such as Statics, Strengths, basic design and computer applications in design would be required to complete necessary course at UNL or elsewhere prior to beginning Year One. Typically these students would spend an additional pre-professional year at UNL completing courses from the College of Architecture's pre-professional program. This 3-year M.Arch curriculum began to be phased out in the 2013-2014 academic year.

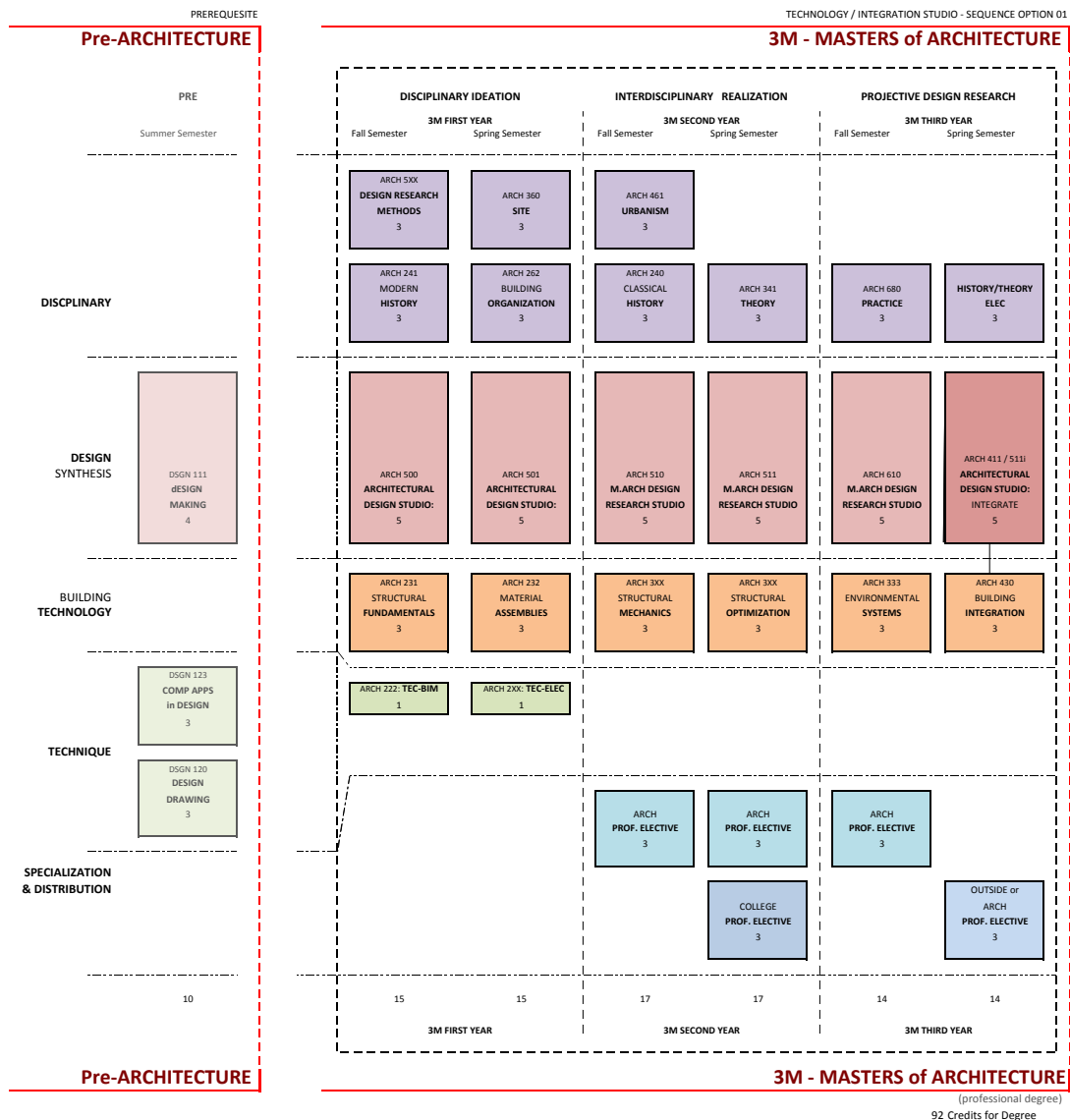
3 Year MArch / Architecture Program / University of Nebraska-Lincoln

Year One		Year Two		Year Three		* Students have the option of choosing a Thesis track or Studio track in the third year of the Three Year MArch Program. Please see your academic advisor for details.					
Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester						
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 310 Design Studio 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 350 Studio Adjunct 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 240 Arch History I 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 331 Structures I 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 333 Systems I 3 Credit Hours</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 311 Design Studio 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 360 Studio Adjunct 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 241 History of Arch II 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 332 Structures II 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 334 Systems II 3 Credit Hours</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 410 Design Studio 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 430 Studio Adjunct 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH Elective History & Theory 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 680 Pro Practice 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 683 Programming 3 Credit Hours</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 511 Design Studio 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 341 Arch Theory 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">CRPL 400 Intro to Planning 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 2 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 2 Credit Hours</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 613 Thesis Option* 6 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 610 Design Studio Option* Design Studio* 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 1 cr hr</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 2 Credit Hours</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 614 Thesis Option* 6 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ARCH 611 5 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 1 cr hr</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 3 Credit Hours</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Professional Elective 3 Credit Hours</div>		<p>17</p>	<p>17</p>	<p>17</p>	<p>15</p>	<p>14</p>

3 Year Master of Architecture Degree
92 Credit Hours (Updated 10.28.08)

Curriculum course chart: 2012 3-yr. M.Arch Curriculum (non pre-professional degree + 92 graduate credit hours); option A; normal program sequence ending with Comprehensive (Integrative) Studio.

Students with undergraduate degrees in fields other than a professional architecture program apply to the M.Arch program and are admitted to the 3-year M.Arch with or without deficiencies. Students with deficiencies such as basic design and computer applications in design would be required to complete necessary course work at UNL or elsewhere prior to beginning Year One. Typically these students would take summer courses from the pre-professional year at UNL prior to entering the fall semester of the professional program. This program began in the 2014-2015 academic year.



Curriculum course chart: 2012 3-yr. M.Arch Curriculum (non pre-professional degree + 92 graduate credit hours); option B; allows students to select the Design Thesis option:

Students with undergraduate degrees in fields other than a professional architecture program apply to the M.Arch program and are admitted to the 3-year M.Arch with or without deficiencies. Students with deficiencies such as basic design and computer applications in design would be required to complete necessary course work at UNL or elsewhere prior to beginning Year One. Typically these students would take summer courses from the pre-professional year at UNL prior to entering the fall semester of the professional program.

PREREQUISITE	TECHNOLOGY / INTEGRATION STUDIO - SEQUENCE OPTION 02						
Pre-ARCHITECTURE	3M - MASTERS of ARCHITECTURE						
PRE	3M FIRST YEAR		3M SECOND YEAR		3M THIRD YEAR		
Summer Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	
DISCIPLINARY	ARCH 50X DESIGN RESEARCH METHODS 3	ARCH 360 SITE 3	ARCH 461 URBANISM 3		ARCH 240 CLASSICAL HISTORY 3	ARCH 341 THEORY 3	
DESIGN SYNTHESIS	ARCH 241 MODERN HISTORY 3	ARCH 262 BUILDING ORGANIZATION 3	ARCH 500 ARCHITECTURAL DESIGN STUDIO: 5	ARCH 501 ARCHITECTURAL DESIGN STUDIO: 5	ARCH 411 / 511 ARCHITECTURAL DESIGN STUDIO: INTEGRATE 5	ARCH 613 M.Arch THESIS 6 ARCH 610 M.Arch DESIGN RESEARCH STUDIO 5	
BUILDING TECHNOLOGY	ARCH 231 STRUCTURAL FUNDAMENTALS 3	ARCH 232 MATERIAL ASSEMBLIES 3	ARCH 333 ENVIRONMENTAL SYSTEMS 3	ARCH 430 BUILDING INTEGRATION 3	ARCH 614 M.Arch THESIS 6 ARCH 611 M.Arch DESIGN RESEARCH STUDIO 5		
TECHNIQUE	DSGN 123 COMP APPS in DESIGN 3	ARCH 222: TEC-BIM 1	ARCH 2XX: TEC-ELEC 1	ARCH 3XX STRUCTURAL MECHANICS 3 <i>or summer</i>	ARCH 3XX STRUCTURAL OPTIMIZATION 3 <i>or summer</i>	ARCH PROF. ELECTIVE 3	
SPECIALIZATION & DISTRIBUTION	DSGN 120 DESIGN DRAWING 3					ARCH PROF. ELECTIVE 3	
	10	15	15	17	14	17	
	Pre-ARCHITECTURE	3M FIRST YEAR		3M SECOND YEAR		3M THIRD YEAR	
	Pre-ARCHITECTURE	3M - MASTERS of ARCHITECTURE					

(professional degree)
92 Credits for Degree

- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*

Following a belief that students of architecture need to develop a breadth of knowledge in addition to depth within the field, the Architecture Program has formally adopted the position that we will accept all minors as defined by the academic unit offering the minor. Common minors pursued by students in the Architecture Program (M.Arch track 1; pre-professional degree + 54 graduate credit hours) include Business, Art, and Landscape Architecture. Students may pursue any undergraduate minor for which they qualify. Minors typically require 12 to 18 credit hours to complete.

The Architecture Program currently offers 2 joint degrees, a joint MBA / M.Arch and a joint MCRP / M.Arch. Curricula for both programs are currently being revised pending course development in the 2012 M.Arch Curriculum and concurrent changes in both the MBA and MCRP degree programs. A third dual degree program, the Bachelor of Civil Engineering (BSCE) / M.Arch, is likely cancelled due to the fact that it is not longer possible to achieve the dual degree in less time than pursuing both degrees separately in sequence.

MBA/M.Arch Dual Degree Program:

The Architecture Program and the Business College have a joint program where students obtain the Master of Architecture degree and a Master of Business Administration after approximately three years of study (this adds an additional year to the normal course of study for the M.Arch). The academic units work with individual students in tailoring a joint degree program. Completion of the dual degree program provides the student with a professional business degree and a professional degree in architecture.

This joint degree program, which suggests a three-year course sequence, is built upon the following assumptions:

1. Participants entering the dual degree program will have completed the UNL Bachelor of Science in Design (BSD) or equivalent degree program.
2. Participants will have satisfied all entrance requirements for each of the two masters degree programs.
3. Designated requirements in one program will be accepted as elective courses in the other program, and vice versa.
4. Participants will be awarded the M. Arch and MBA degrees simultaneously upon successful completion of the required courses in each program.

If a student identifies an interest in business early in their BSD degree program, they may utilize their elective course requirement to take a sequence of suggested courses that would be a helpful experience in preparing for graduate course work in business. Although under the MBA program, these courses are not required, they will be beneficial to those students who chose to better prepare for graduate school course loads. Certain courses under the suggested MBA preparation courses will be accepted as fulfilling electives for students undertaking the joint degree program.

MCRP/M.Arch Dual Degree Program:

This dual degree program is based upon the strength of interrelationships between the professions of architecture and community and regional planning. In recognizing the reality of these continually expanding interdisciplinary professional responsibilities and opportunities, this dual degree program provides a means of completing requirements for the Master of Community and Regional Planning (MCRP) and the Master of Architecture (M. Arch) degrees in a three year course sequence (this adds an additional year to the normal course of study for the M.Arch).

The MCRP/M.Arch Dual Degree Program requirements are:

1. Participants entering this program for joint completion of degree requirements for the MCRP and M Arch degrees will have completed the UNL Bachelor of Science in Design (BSD) or equivalent degree program.
2. Participants will have satisfied all entrance requirements for each of the two master's degree programs.
3. Participants will be awarded the M.Arch and MCRP degrees simultaneously upon successful completion of the thesis.

The thesis project shall involve issues and problems in both architecture and community and regional planning. In addition to requirements stipulated by the University of Nebraska Graduate College, the examining committee for the professional project design studio shall consist of four members, including one co-chair from the Department of Architecture, one co-chair from the Department of Community and Regional Planning, and at least three of the four members from the College of Architecture. In addition, the advisory committee shall have one non-faculty, nonvoting, practicing professional or client representative selected by the student, but the selection of whom shall be subject to approval by the co-chairs of the advisory committee.

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

Semester credit hours vary from 14 to 17 at the undergraduate level and 14 to 15 at the M.Arch level. See curriculum course charts above for recommended credit hour distribution across each semester.

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

See curriculum course charts above for general education credit hour distribution the program.

In the fall of 2009 the University replaced the former dual general education requirement (IS and ES courses, see 2009 APR on the College of Architecture Website, <http://architecture.unl.edu/degree-programs/architecture>) with a new, more straight forward system called ACE, Achievement Centered Education. For a description of the ACE program see the ACE page on the UNL website: <http://ace.unl.edu>

- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

Required programs:

Omaha d.ONE pre-professional common first year:

All d.ONE first year courses offered at UNO campus

Students enroll as UNO students and transfer to UNL upon acceptance into the professional program.

2 semesters, fall and spring only

facilities include a dedicated studio room, computer area and access to UNO campus.

Optional programs; See **Section I.2.1** for a detailed description of study abroad programs:

London Program:

one semester – typically 12-14 weeks of required study and travel

12 credit hours including 5 credit hours of studio plus elective credit

Facilities vary each year: typically include group accommodations and a rented studio.

China Program:

one semester – typically 12-14 weeks of required study and travel

12 credit hours including 5 credit hours of studio plus elective credit

Facilities vary each year: typically include group accommodations and a rented studio.

Hannover Exchange:

one semester, April – August

9 credit hours at the host university including 5 credit hours of studio plus elective credit

ARCH 461, distance section, 3 credit hours

Facilities provided by host institution

Claremont-Ferrand Exchange:

one semester, spring

9 credit hours at the host university including 5 credit hours of studio plus elective credit

ARCH 461, distance section, 3 credit hours

Facilities provided by host institution

Paris Program:

5-week, summer session, minimum 3 weeks in Paris

3 credit hour elective course

facilities vary

Ecuador Service Learning Program:

5-week, summer session, minimum 3 weeks in Ecuador

3-6 credit hour elective course

facilities vary

II.2.3. Curriculum Review and Development

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

Curriculum review and development is one of the most important tasks for the faculty in the Architecture Program. While all core curriculum decisions are ultimately made by the faculty as a whole, the Program bylaws establish a standing committee and specific procedures for course review.

Curricular matters are the responsibility of the Professional Program Committee (PPC) of the Architecture Program. The PPC consists of three faculty members appointed to staggered three-year terms by the Director, two student representatives (one from the undergraduate program and one from the professional program), and the Director as an ex officio member. The committee is charged to perform the following functions:

- Review new course proposals for submission to the faculty
- Review and approve course substitutions
- Make recommendations for curricular change to the faculty
- Maintain and curate archival information on all architecture courses offered by the Program

Once a new course has been reviewed by the PPC, the committee brings the course to the Architecture Program faculty at a regular Program meeting for discussion and action. All approved courses are submitted to the University Curriculum Committee for final approval:

<http://www.unl.edu/facultysenate/university-curriculum-committee>

See **Section I.1.5** for additional course assessment and evaluation procedures including a description of the End of Semester Curriculum Review meeting.

Under special circumstances College ad-hoc committees may become involved in course development. In 2012, Interim Dean Wilson appointed a Curriculum Task Force to initiate a re-evaluation of the interdisciplinary curricula in the College. The outcome of this committee is the genesis of the d.ONE common first year and the 2012 Curriculum. In response to the work of the Curriculum Task Force the PPC and the Architecture faculty began their own curriculum evaluation and transformation that has led to the framework we are developing today. The PPC and the Program leadership developed a framework that was approved by the faculty in the spring of 2013. Following that milestone individual faculty members were assigned specific courses to develop and obtain approval for through the normal PPC and faculty review process. We are currently in the midst of this effort.

II.3. Evaluation of Preparatory/Pre-professional Education

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).*

Transfer Students are required to have the Registrar at their previous educational institutions send official transcripts to the University of Nebraska-Lincoln Admissions Office. The Admissions Office verifies each student's course work is from a regionally accredited institution and presents a list to the Program Director along with a copy of the student's transcript. The College evaluates both the credits presented and the transcript and prepares an initial evaluation of courses applicable to the B.S.D. degree. This evaluation is performed using resource material defining course transferability and a portfolio review for architecture studio courses. The portfolio review is performed by the Program faculty and coordinated by the Director of the Architecture Program. If an architecture course is determined to be transferable a Confirmation Form prepared by the Director accompanies the Initial Evaluation. Copies of the Initial Evaluation and Portfolio Review Form are placed in the student file for advising.

In the case of international credit, the UNL Admissions Office interprets the international transcript, verifies the course work is college/university level, interprets the credit hour value, the subject area and the grade, and then requires international students to seek validation from each department. Each Department only validates their subject area. If validation is received, the Validation Forms are returned to Admissions Office and Admissions presents a list to the College Dean with the transcript. The College evaluates the credits presented and the transcript and prepares an initial evaluation of courses applicable to the B.S.D. using the same process as described above.

Outside applicants to the 2-year M.Arch are evaluated in the same manner as are applicants to the 3-year M.Arch. However, given the necessity to review the completion of SPCs from the applicant's previous accredited institution, the following process is necessary.

1. Students are evaluated and provisionally admitted based upon application materials submitted.
 2. Staff review the students transcripts and request syllabi from any courses that are suspected to have covered SPCs.
 3. If the evidence provided demonstrates that the student has completed enough SPCs and relevant professional credit hours the student maybe admitted for a 2-year M.Arch track. However, if deficiencies are found the student may be required to attend for a longer period of time or to complete greater than 54 credits in the professional program.
- *If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*

In the old curriculum, **A9 Historical Traditions & Global Cultures** is the only SPC that is met only in pre-professional course (ARCH 240 and 241). In the 2012 Curriculum these courses are part of the professional program.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

- See *Architecture Program web page*:

<http://architecture.unl.edu/degree-programs/architecture>

II.4.2. Access to NAAB Conditions and Procedures

- See *Architecture Program web page*:

<http://architecture.unl.edu/degree-programs/architecture>

II.4.3. Access to Career Development Information

- See *Architecture Program web page*:

<http://architecture.unl.edu/degree-programs/architecture>

II.4.4. Public Access to APRs and VTRs

- *Links to APRs, VTRs and Annual Reports can be found on the Architecture Program web page:*

<http://architecture.unl.edu/degree-programs/architecture>

II.4.5. ARE Pass Rates

- *Links to NCARB's ARE pass rate database can be found on the Architecture Program web page:*

<http://architecture.unl.edu/degree-programs/architecture>

<http://www.ncarb.org/en/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

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Part Three. Progress Since Last Site Visit

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

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities.

Comment from previous VTR [2009]:

No comments provided in this section of VTR, see B. Responses to Causes of Concern.

Response from Program [2014]:

We are of the opinion that, like sustainability, accessibility should be embedded deeply into the curriculum and in several focused areas of the overall curriculum. Given this perspective, the studio is the place to demonstrate of the ability to “produce designs conscious of individuals with disabilities.” We don’t limit our efforts to the studio alone because it may not give our students the breadth of understanding required for dealing with the needs of the disabled. Issues related to ADA compliance, building codes, life safety, construction and technology integration are covered in ARCH 430 the adjunct course to the ARCH 410 studio. Turning radiuses, ramp slopes, stair geometry and safe havens are covered in a lecture format in this course. Students are evaluated by examination and projects in this course. In the 2012 Curriculum, ARCH 430 will continue to address accessibility and will be taught concurrent with ARCH 411, the “Integrate” studio.

ARCH 360, the Site Planning course concurrent with the ARCH 311 studio has also instituted an accessibility design problem. In recent year the problem involved a ramping system to the University’s Sheldon Art Gallery.

A professional design build elective ARCH 466/566/866 transformed a previously inaccessible camel exhibit at the Lincoln Children’s’ Zoo to a more interactive and completely accessible display. The class also utilized parametric techniques to assist in the design. The exhibit was a state AIA award winner.

Our end of term studio review process (a meeting after the end of each semester during which faculty present and discuss successes, challenges and failures in their studio courses) allows us to reflect on the degree of success in achieving the accessibility criterion.

B. Responses to Causes of Concern

**Title of Cause for Concern:
Accessibility**

Comment from previous VTR [2009]:

“Out of the 34 criteria we have found only one that is not met. After reviewing coursework from throughout the program, we do not feel there is an apparent ability among the student body to produce designs conscious of individuals with disabilities.”

Response from Program [2015]:

See response under A. Conditions Not Met

**Title of Cause for Concern:
Challenges for the future**

Comment from previous VTR [2009]:

“The team concurs with much of the self assessment provided in the appendix and adds to our assessment these with:

Strengthen the college’s emerging research agenda with a research center supported by corporate sponsorships including:

Digital Fabrication:

With the recent development of parametric software and BIM project delivery as well as the more widespread use of 3-D modeling software, we believe the pursuit of digital fabrication is an important step for the program. It has become obvious during our visit that more students are using and embracing the use of digital technology. Architects are also increasing their use of digital fabrication and Building Information Modeling. The dean has a plan for corporate sponsorship to position UNL at the forefront.

Over the last three years the program has acquired significant resources for the pursuit of this endeavor, including a CNC router, two laser cutters, and a 3-D printer. This innovative program supported by new faculty keeps the College of Architecture on pace with similar Research 1 Universities.

Perhaps the biggest hurdle preventing this expansion is the lack of available space in the current physical facilities. An expansion would allow the program to continue pursuits with units of similar interest such as the College of Engineering as well as professionals outside of the program.

The faculty’s goal of attaining research dollars and corporate sponsorships could make this a reality, and could position Nebraska’s College of Architecture as a leader nationwide in digital fabrication.

Sustainability:

As the impact of climate change continues to effect communities and building design, architects will be required to provide leadership in sustainable design. The strategic plan of the college includes the engagement of the entire university cross-discipline studies on sustainability. Sustainability requires the early integration of many disciplines into the design process. Current initiatives include a new elective offered to the general university population for the first time in the

spring of 2009, and the establishment of a new university learning community with a focus on sustainability.

The college is challenged to continue to integrate sustainability in all of its programs and to build knowledge at all levels of architectural education. By building into its strategic planning the development of a research agenda in planning, design, engineering, site design and construction management, the College has the opportunity to build new leaders for sustainability for the 21st century.

An example of a current initiative includes proposal to the School of Public Health at the University Medical Center to establish a joint program with the college. The first joint health care studio began this year through a partnership between the College and the AE firm HDR in Omaha who is providing both space and funding for this knowledge based studio based on sustainability and green healthcare. This public-private partnership is a model for future initiatives that may draw on the strong Professional Advisory Committee (PAC), support from the large local firms, and partnerships with other academic units.

Space and facilities

This dynamic program continues to grow, exceeding the available studio space in Architecture Hall. Graduate Studios are located apart from the main building in Old City Hall and in the HDR offices off campus. A majority of graduate studios are located in places that are not physically accessible. The library stacks and the attic in Architecture Hall provide unique facilities, but are inaccessible to those students and faculty with physical disabilities. The new space in Old City Hall is also inaccessible and considered less “safe” for evening studies, primarily by the female students. Graduate students are separated from each other and from the undergraduate students, in a way that limits the rich learning experiences provided by adjacent and open studios.

The college has proposed a solution to this challenge through the use of the building to the immediate north of Architecture Hall, which will be vacated in the near future with the completion of the new Physics Building in 2011. The assignment of the majority of the space in this building to the college, along with some funding to do basic renovations would give the college the ability to consolidate remote facilities, and accomplish their research agenda. This space will also facilitate more collaboration, particularly between graduate and undergraduate students. This building will allow the college to deliver more of the cross-disciplinary programs in the heart of the campus and accommodate increased student enrollment.”

Response from Program [2009]:

While the College of Architecture has not created a research center per-se (due in part to enrollment, economic and administrative challenges since 2009, our faculty and strategic planning process continues to identify the following as areas for significant investment and focus.

Design Computation and Digital Fabrication:

The concern with this issue seems to be with our ability to keep building the considerable momentum we have already established in this area. The program at the University of Nebraska-Lincoln has taken on the challenge to be among

the academic leaders in digital design and fabrication. Our faculty embraced this effort by hiring four faculty members with strong computational skills in design and research. The faculty group took the initiative to sponsor the first Regional ACADIA conference, Parametricism SPC, in March 2011 and this event continues to receive very good reviews.

Digital fabrication increasingly requires additional staff resources and equipment to meet the student demand. After upgrades in the summer of 2014, we are well equipped with the basics: three laser cutters, 6 3D printers (a Z-Corp powder printer and 5 Maker-Bots operating 2 different plastics), and a 3-axis CNC-router. In 2014 we outfitted a new, more functional and accessible room for the laser cutters and 3-D printers. However, as demand for more and advanced equipment develops we will need to have both additional staff and technical support. A strategic task force is currently looking at multiple issues: improved and increased space for a new computer lab and an improved fabrication lab, additional equipment investments tied to specific pedagogical and technological objectives, a render farm for student and faculty use and future faculty hires. The program is challenged by the loss of one faculty member in 2013.

As we reach the limits of our internal production, the faculty is looking outside the College for additional capacity. One class has established a relationship with Nebraska Prison Industries to extend our capabilities utilizing them to produce a new reception area and desk (Bemis InfoShop) for the Bemis Center for Contemporary Art, an artist support group in Omaha. This effort received 2 state AIA awards a regional AIA award and was recognized as part of a program that won the first ACSA Design-Build Award. Another class also utilized parametric techniques to assist in the design and building of the Camel Exhibit done as a collaborative studio with the Lincoln Children's Zoo. This was also a state AIA award winner.

We are continuing our conversations with the College of Engineering, the College of Business and the Interior Design Program to develop a joint Industrial Design Program. Just as we did in the development of the Landscape Architecture Program, this could yield greater opportunities for our students and positive synergy in both faculty and facility resources in the area of digital design. We believe these actions could move this digital design effort toward a signature status within the University. A faculty search in 2012-13 failed to yield a new hire but after a year on hold, the Senior Vice Chancellor has again approved a search for an Industrial Design faculty member. With approval to hire at the associate professor rank, we are hopeful that the search will bring a new faculty member to our College who will have the experience and support to build the new degree program.

Finally, the 2012 Curriculum includes a suite of "Technical Electives" that offer workshop-like education in specific software and software types. The first offerings tested in 2013-14 include ARCH 222 (Required), BIM for Design – Introduction to BIM (a required course featuring Revit), BIM for Design – Conceptual Modeling and Analysis (advanced Revit), BIM for Design – Advanced Parametric Design (Dynamo for Revit), ARCH 327/527 (Elective), Parametric Modeling for Design (Rhinceros), Energy Modeling in Design (Sefaira), and Digital Ceramics (taught in partnership with Art). Connecting student learning and faculty research, digital design is central to the emerging design-research orientation of the Architecture Program.

Sustainability:

Like the previous area the team is interested in continuing our momentum in this area. We continue looking at how we “green” the curriculum. In this area we have added faculty hires who have played a significant role in adding momentum to both teaching course work and research. An imperative of the school and the profession’s future is the fulfillment of the goal of carbon neutrality. From a curricular perspective this means embedding ecological literacy deeply into both our design studio sequence and its supporting curriculum. While we do offer specific elective courses on the subject, our philosophy has been to see sustainability as a part of everything we do and not as a specialization. In addition, through ARCH 107 Sustainability Basics, we are offering an introduction to this important issue to the broader university.

As previously reported, several faculty members are investing in research programs integrating building industry players and their energy-related goals. These projects are ongoing, new projects have been initiated and several new grants are pending.

Our recent efforts have focused on an \$80,000 grant to pursue the construction of a second zero net energy house in Omaha. These research efforts have resulted in release time for one of our faculty. We have also finished construction of a LEED-certified house with a non-profit neighborhood development organization. Grants for testing and follow-up research of these housing projects are in the works. Much of this material was presented in papers at the 2010 AIA Convention in Miami. We have taken a lead role in a series of research proposals working co-operatively with faculty from architectural engineering and construction management programs at The Durham School in Omaha. Our faculty has received REI: Renewable Energy Infrastructures grants. The AIA Upjohn Research grant combined with the Nebraska Center for Energy Sciences grant have totaled more than \$60,000 dollars. This has enabled research and publication of an urban- based energy farm. We participated in a joint grant to study lighting with the interior design faculty and Kansas State University. The grant “Lighting across the Curriculum” was awarded by the Nuckolls Fund. Most recently, two courses taught by Tim Hemsath contributed research data to the June 2014 “Nebraska Commercial Energy Code Compliance Report”. Prof. Hemsath is also developing new research programs through the Omaha Center for Urban Sustainability where he holds a .05 FTE joint appointment.

Sustainability and the public health is another area of developing focus in the College and Architecture Program. The Healthcare Design Studio in conjunction with the AE firm HDR is in its 6th year this fall. This partnership has grown with the leasing of a significant studio space in the Haymarket by HDR. The space is large enough to also do room mock-up in partnership with medical equipment manufacturers and other space in the healthcare environment. Several faculty are getting involved with this effort.

Space and Facilities:

The need for a range of facilities continues to be a challenge for us. Relative to current enrollments we continue to be well situated in studio spaces off campus but those spaces may be unavailable in the near future. The objective of

consolidating space near Architecture Hall remains a challenge but we have a new plan that will resolve this issue for the current study body. The Landscape Program occupied three studios and a crit space in Brace Hall but the College was forced to vacate these after 2012-2013. After several years and various re-submittals, our requests for additional space in the Brace Hall were declined as the University instead identified the building as a university-wide teaching center with classrooms and life science labs and that adjacent structure, Behlen Hall will be renovated for various highly-funded research efforts included secure labs for DOD programs. Landscape Architecture no occupies part of the Attic in Architecture Hall. The Haymarket District space housing the HDR-sponsored Healthcare Studio continues to be available at least through 2014-2015 but the use of this space is pending future developments with the Healthcare Initiative itself.

In light of both of these changes, and the widely-shared desire for our students to be consolidated in or close to Architecture Hall, we have initiated a space study of our home building in order to find ways to accommodate all of our needs. The team has identified the lower level of Architecture Hall East (currently home to the UNL New Media Center and part of the library stacks) as a location for expansion and consolidation. The Senior Vice Chancellor has given preliminary approval to move the NMC out of the building and to consolidate the library so that we may occupy the entire lower level. The additional space, combined with other shifting occupancies in the building will allow us to do the following: 1. identify a permanent area for Landscape Architecture within the building, 2. expand our shop and digital fabrication labs, 3. create a new and improved computer lab, and 4. create efficient, accessible studios for an expanding Architecture Program and the anticipated Industrial Design Program. This additional space will suffice for our immediate and near-term needs but if our enrollment increases as projected we will need additional space in the next few years. One alternative under study by the faculty is to demolish the studios in the old Law Library stacks (inaccessible and not well liked as they are) and replace these spaces with a larger and more efficient building addition. Any action on these ideas is on hold pending the results of the College's merger with the College of Fine & Performing Arts.

2. Summary of Responses to Changes in the NAAB Conditions

Changes from the 2004 Conditions to the 2009 NAAB Conditions for Accreditation were absorbed without the need for significant changes in the curriculum. Upon the adoption of the 2009 Conditions the Professional Program Committee (PPC) undertook a comprehensive review of the professional curriculum. As part of this the PPC mapped 2004 SPCs to 2009 SPCs and recommended a limited number of changes to existing courses in order to accommodate the new conditions. Each faculty member was asked to review the changes relative their required and elective courses and the faculty as a whole adopted the changes without lengthy debate. The PPC is now poised to do the same in 2015 after the 2014 Conditions are fully adopted.

In early 2014, in anticipation of the 2015 visit and the new requirement that “the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement”, the program director and the PPC identified the SPCs in each course where greatest achievement is evident. While courses may cover additional SPCs in advance of or following “evidence of greatest achievement,” the current SPC matrix and the team room exhibit highlights SPCs at specific points in the curriculum. The director and PPC made a recommendation to the faculty and all agreed upon the location of the highlighted SPCs. This process will be repeated upon the adoption of the 2014 Conditions.

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Part Four: Supplemental Information

1. Course Descriptions, download from the following link:
<http://architecture.unl.edu/pdfs/NAABcoursedescriptions2015%20PDF.pdf>
2. Faculty Resumes, download from the following link:
http://architecture.unl.edu/pdfs/NAAB2015_Faculty%20Resumes%20PDF.pdf
3. Visiting Team Report (VTR) from the previous visit:
<http://architecture.unl.edu/pdfs/NAAB2009%20Report.pdf>
4. Catalog

Undergraduate Bulletin for Design (d.ONE; pre-Architecture Common First Year), 2014-2015:
<http://bulletin.unl.edu/undergraduate/courses/DSGN/>

Undergraduate Bulletin for Architecture (professional program), 2014-2015:
<http://bulletin.unl.edu/undergraduate/major/Architecture>

Undergraduate Bulletin for Architecture (professional program), courses 2014-2015:
<http://bulletin.unl.edu/undergraduate/courses/ARCH/>

5. College of Architecture Exit Survey: Master of Architecture Program
6. *"The September Plan"* – 2011 Strategic Vision from the College of Architecture
7. College of Architecture Strategic Plan, DRAFT 2014

Part 4: Supplemental Information 5 – *College of Architecture Exit Survey: Master of Architecture Program* (following 17 pages)

Results of the College of Architecture Exit Survey: Master of Architecture Program 5/1/2014

Gender

Male	12
Female	3

Ethnicity

White	15
Black	0
Hispanic	0
American Indian	0
Asian/Pacific Islander	0
Two or more races	0
Not Specified	0

Residency at time of enrollment

United States: Nebraska Resident	14
United States: Non Nebraska Resident	1
International	0

Program of Study

Master of Architecture	15
Did you obtain a dual Masters?	0

Why did you enroll at UNL? Please check all that apply.

<input type="checkbox"/> Program I wanted was offered	10
<input type="checkbox"/> The College of Architecture's reputation	1
<input type="checkbox"/> The Architecture Program's reputation	1
<input type="checkbox"/> Advice of a current or former student	3
<input type="checkbox"/> Advice of a high school counselor	0
<input type="checkbox"/> Affordable/low cost	10
<input type="checkbox"/> Close to home	8
<input type="checkbox"/> Attended recruitment event	4
<input type="checkbox"/> Other	3

Enrollment Type

<input type="checkbox"/> Full time	15
<input type="checkbox"/> Part time	0
<input type="checkbox"/> Enrollment varied by semester	0

How well did the academic advising process at the College of Architecture serve your needs?

<input type="checkbox"/> Excellent	10
<input type="checkbox"/> Very Good	5
<input type="checkbox"/> Good	0
<input type="checkbox"/> Fair	0
<input type="checkbox"/> Poor	0

How satisfied were you with your Academic Advisor?

<input type="checkbox"/> Very Satisfied	9
<input type="checkbox"/> Satisfied	2
<input type="checkbox"/> Neutral	3
<input type="checkbox"/> Dissatisfied	0
<input type="checkbox"/> Strongly Dissatisfied	0
<input type="checkbox"/> Not Applicable	1

Were you involved in any of the following activities while enrolled at UNL? Check all that apply

<input type="checkbox"/> Research Opportunities (UCARE, Faculty Research Assistant, etc.)	5
<input type="checkbox"/> College of Architecture Ambassador	4
<input type="checkbox"/> Architecture Student Organizations (AIAS)	14
<input type="checkbox"/> College of Architecture Study Abroad Program(s)	11
<input type="checkbox"/> College of Architecture Peer Mentoring Program	2
<input type="checkbox"/> Other	2

Please rank the physical environment of the CoA (5 being most valuable – 1 least valuable):

Studio Space	Five = 2	Four = 5	Three = 6	Two = 2	One = 0
Lecture Space	Five = 1	Four = 9	Three = 5	Two = 0	One = 0
Seminar Space (NR = 2)	Five = 2	Four = 7	Three = 4	Two = 0	One = 0
Link	Five = 5	Four = 6	Three = 3	Two = 1	One = 0
Kruger Gallery	Five = 0	Four = 5	Three = 1	Two = 4	One = 5
Architecture Library	Five = 7	Four = 6	Three = 2	Two = 0	One = 0
Media Center	Five = 5	Four = 4	Three = 3	Two = 3	One = 0
Shop	Five = 4	Four = 7	Three = 4	Two = 0	One = 0
Computer Lab	Five = 4	Four = 3	Three = 4	Two = 2	One = 2

Reflecting back upon the [X] years of your education in the UNL College of Architecture, how did you find the physical facilities and amenities of our College to be sufficient for your personal success in your respective curriculum? (Circle One)

Excellent	1
Above Average	8
Average	5
Below Average	0
Poor	0
No Response	1

How did you pay for you UNL education? Please check all that apply.

- | | |
|--|----|
| <input type="checkbox"/> Personal contribution (Employment, savings, etc.) | 14 |
| <input type="checkbox"/> Teaching / Research Assistantships | 9 |
| <input type="checkbox"/> UNL Scholarships | 10 |
| <input type="checkbox"/> Outside Scholarships | 3 |
| <input type="checkbox"/> Financial Aid | 7 |
| <input type="checkbox"/> Student Loans | 9 |
| <input type="checkbox"/> Parental contribution | 11 |
| <input type="checkbox"/> Other: | 0 |

Were you employed while enrolled at UNL?

- | | |
|------------------------------|----|
| <input type="checkbox"/> Yes | 13 |
| <input type="checkbox"/> No | 2 |

If you were employed during the school year, how many hours a week did you work?

- | | |
|--|---|
| <input type="checkbox"/> 1 – 10 hours per week | 3 |
| <input type="checkbox"/> 10 – 15 hours per week | 6 |
| <input type="checkbox"/> 15 – 20 hours per week | 3 |
| <input type="checkbox"/> More than 20 hours per week | 1 |

Did you have an internship while enrolled at UNL?

- | | |
|------------------------------|----|
| <input type="checkbox"/> Yes | 12 |
| <input type="checkbox"/> No | 3 |

What are your career objectives in architecture?

- | | |
|--|----|
| <input type="checkbox"/> Management | 3 |
| <input type="checkbox"/> Marketing | 2 |
| <input type="checkbox"/> Education | 1 |
| <input type="checkbox"/> Small independent practice | 6 |
| <input type="checkbox"/> Part of a larger team oriented practice | 12 |
| <input type="checkbox"/> High design | 7 |

Do you plan to become licensed as an architect?

- | | |
|------------------------------|----|
| <input type="checkbox"/> Yes | 15 |
| <input type="checkbox"/> No | 0 |

Have you begun the NCARB IDP (Intern Development Program)?

- | | |
|------------------------------|----|
| <input type="checkbox"/> Yes | 10 |
| <input type="checkbox"/> No | 5 |

Did the interactions with faculty and staff generally meet or exceed your expectations?

Extremely Valuable	2
Valuable	12
Somewhat Valuable	1
Not Valuable At All	0
Not Applicable	0

Were they helpful in connecting you to the profession?

Extremely Valuable	4
Valuable	4
Somewhat Valuable	7
Not Valuable At All	0
Not Applicable	0

Were they helpful in guiding you through the program?

Extremely Valuable	4
Valuable	10
Somewhat Valuable	1
Not Valuable At All	0
Not Applicable	0

Were they generally positive professional role models?

Extremely Valuable	2
Valuable	10
Somewhat Valuable	3
Not Valuable At All	0
Not Applicable	0

Please rank the diversity of opinions shared with you during your MArch career

Excellent	4
Above Average	5
Average	5
Below Average	1
Poor	0

Please rank the cultural diversity of your faculty

Excellent	2
Above Average	2
Average	8
Below Average	1
Poor	2

Please rank the cultural diversity of the CoA student body

Excellent	3
Above Average	3
Average	6
Below Average	2
Poor	1

Did you feel that your experiences with the visiting faculty added value to your education?

Extremely Valuable	4
Valuable	3
Somewhat Valuable	5
Not Valuable At All	1
Not Applicable	2

Please rank the Hyde Lecture series

Excellent	4
Above Average	8
Average	2
Below Average	0
Poor	1

How prepared do you feel in the follow areas after your MArch education?

5=VERY PREPARED 1= NOT VERY PREPARED

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

5 Very Prepared	9
4	5
3	1
2	0
1 Not Very Prepared	0

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

5 Very Prepared	10
4	4
3	1
2	0
1 Not Very Prepared	0

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

5 Very Prepared	9
4	6
3	0
2	0
1 Not Very Prepared	0

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

5 Very Prepared	3
4	2
3	1
2	5
1 Not Very Prepared	4

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

5 Very Prepared	5
4	8
3	2
2	0
1 Not Very Prepared	0

A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

5 Very Prepared	9
4	5
3	1
2	0
1 Not Very Prepared	0

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

5 Very Prepared	10
4	4
3	1
2	0
1 Not Very Prepared	0

A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

5 Very Prepared	1
4	9
3	4
2	1
1 Not Very Prepared	0

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

5 Very Prepared	0
4	3
3	9
2	3
1 Not Very Prepared	0

A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

5 Very Prepared	0
4	4
3	9
2	2
1 Not Very Prepared	0

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

5 Very Prepared	3
4	9
3	3
2	0
1 Not Very Prepared	0

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

5 Very Prepared	5
4	5
3	1
2	4
1 Not Very Prepared	0

B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

5 Very Prepared	1
4	9
3	4
2	1
1 Not Very Prepared	0

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

5 Very Prepared	5
4	4
3	3
2	2
1 Not Very Prepared	1

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

5 Very Prepared	1
4	7
3	4
2	2
1 Not Very Prepared	1

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

5 Very Prepared	1
4	4
3	7
2	2
1 Not Very Prepared	1

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

5 Very Prepared	3
4	10
3	1
2	1
1 Not Very Prepared	0

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

5 Very Prepared	1
4	1
3	2
2	4
1 Not Very Prepared	7

B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

5 Very Prepared	1
4	7
3	3
2	2
1 Not Very Prepared	2

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

5 Very Prepared	1
4	4
3	7
2	2
1 Not Very Prepared	1

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

5 Very Prepared	2
4	1
3	8
2	4
1 Not Very Prepared	0

B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

5 Very Prepared	0
4	1
3	7
2	6
1 Not Very Prepared	1

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.

5 Very Prepared	0
4	5
3	7
2	2
1 Not Very Prepared	1

C. 1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

5 Very Prepared	8
4	5
3	1
2	0
1 Not Very Prepared	1

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

5 Very Prepared	4
4	7
3	3
2	1
1 Not Very Prepared	0

C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

5 Very Prepared	0
4	6
3	5
2	2
1 Not Very Prepared	2

C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

5 Very Prepared	0
4	2
3	3
2	7
1 Not Very Prepared	3

C. 5. Practice Management: *Understanding* of the basic principles of

architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

5 Very Prepared	0
4	2
3	5
2	5
1 Not Very Prepared	3

C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

5 Very Prepared	0
4	8
3	7
2	0
1 Not Very Prepared	0

C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

5 Very Prepared	0
4	1
3	6
2	5
1 Not Very Prepared	3

C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

5 Very Prepared	2
4	8
3	3
2	2
1 Not Very Prepared	0

C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

5 Very Prepared	4
4	7
3	4
2	0
1 Not Very Prepared	0

Do you feel that there is too much emphasis on the design studio?

Yes	6
No	9

Vertical Studio: The vertical studio model adds greater choice of professors and problem types to students in the MArch program. Do you feel that mixing 5th and 6th year students in the vertical studios has

<input type="checkbox"/> added	12
<input type="checkbox"/> subtracted	0
<input type="checkbox"/> an indifferent factor in the academic environment of the studio	3

Do you feel that the studio sequence at the MArch level should be more focused on specific tracks? ie. Urban Design, Construction, Digital Design, Environmental Design

<input type="checkbox"/> Yes	8
<input type="checkbox"/> No	7

Do you feel that a "comprehensive studio" should be a more evident part of the MArch design sequence?

Yes	11
No	4

Should studios engage more practitioners and interdisciplinary professional at the MArch level?

Yes	15
No	0

Thesis: Did you do a thesis?

Yes	5
No	10

Were you given enough guidance during the thesis process?

Yes	4
No	1

Were the thesis instructions and expectations clear?

Yes	1
No	4

Did you feel that the thesis evaluation process and criteria were fair and transparent? If not why not?

Yes	5
No	0

Please rank your history and theory education

Excellent	1
Above Average	7
Average	7
Below Average	0
Poor	0

Please rank your structures & technology education

Excellent	0
Above Average	9
Average	5
Below Average	1
Poor	0

Please rank your computers education

Excellent	3
Above Average	6
Average	1
Below Average	5
Poor	0

Are there courses that you feel would be beneficial?

More history/theory or reflective seminar courses:	
() Yes	1
() No	14
More representation courses:	
() Yes	8
() No	7
More technically related architectural engineering courses:	
() Yes	14
() No	1
More business related courses: Marketing, Bldg finance, Project Development, Mgmt	
() Yes	12
() No	3
More construction related courses: Contract docs, Cost estimating, Project Admin	
() Yes	13
() No	2
More urban design and planning related courses:	
() Yes	8
() No	7

More design-computation courses:	
<input type="checkbox"/> Yes	10
<input type="checkbox"/> No	5
More community service related courses:	
<input type="checkbox"/> Yes	10
<input type="checkbox"/> No	5
More energy and green related courses.	
<input type="checkbox"/> Yes	14
<input type="checkbox"/> No	1

Would you have had difficulties if a foreign study experience were required for graduation?

Yes	3
No	12

If you were a 3 yr MArch do you feel you got the necessary background to compete with the 6 year students?

Yes	1
No	0
N/A	14

Please rank how well the MArch helped you towards fulfilling your career goals?

Excellent	4
Above average	7
Average	3
Neutral	1
Poor	0

What aspects are most crucial to your future career?

Critical Thinking	12
Design Ability	11
Portfolio	3
Professional Competency	12
Rigor and Work Ethic	13
Social Network	6
Skills and Techniques	10
Other	3

What was the most difficult aspect of your education?

Critical thinking	0
Studio intensity	7
Math requirement	0
Skill and Techniques	0
Professional competency	1
Reading/writing/comprehension	3
Rigor and work ethic	3
Social aspects	2

Please list three subjects where you wish you had received more education during your graduate work:

Construction Documents	10
Sustainability	4
Marketing	4
Advanced Computers	4
(Multiple courses received 3 or fewer mentions)	

Please list the three courses you feel were most beneficial to your education.

Studio	11
Professional Practice	6
Systems I	5
(Multiple courses received 3 or fewer mentions)	

Please list the three courses you feel were least beneficial to your education:

Programming	9
Systems II	5
Theory	4
(Multiple courses received 3 or fewer mentions)	

Would recommend other students to enter the Nebraska program? Why?

Yes	14
No	1

Please rank the value of your education compared to price?

Excellent	2
Above average	10
Average	2
Neutral	0
Poor	1

Were you given enough resources and support to help you accomplish your educational and design goals?

Yes	14
No	1

Were you able to lead a balanced academic and social life?

Always	2
Most of the time	3
Sometimes	6
Rarely	3
Never	1

Was the College of Architecture a positive social experience?

Yes	15
No	0

Has the studio culture policy been fairly enforced?

Yes	13
No	1
No Response	1

Please rate the overall quality of the Master of Architecture Program

EXCELLENT 5	0
4	10
3	2
2	1
POOR 1	0

Do you have a job upon graduation?

YES	12
NO	3

Have you interviewed with any firm?

YES	13
NO	1
No Response	1

Are you willing to relocate outside of Nebraska?

YES	13
NO	1
No Response	1

Are you willing to relocate outside of the Midwest Region?

YES	11
NO	3
No Response	1

Part 4: Supplemental Information 6 – College of Architecture “September Plan, October 3, 2011 (following 11 pages)

Strategic Vision: UNL College of Design

In response to a request from the chancellor's office following Dean Drummond's decision to step down from his leadership position, the students, faculty, and leadership team, in consultation with the members of the College Professional Advisory Council, have looked closely at the future mission and organization of the College of Architecture and we present the following proposal.

For many years the College of Architecture has provided top-quality professional design education to emerging architects (*Design Intelligence*¹ ranks the UNL Architecture Program in the middle of the second of four tiers, comparable to other Big Ten programs.) More recently, the array of accredited programs within the designated Professional College has expanded to include Community & Regional Planning, Interior Design and Landscape Architecture. Since Interior Design's move to the College, Design Intelligence has consistently ranked the Program among the top twenty in the country (at both undergraduate and graduate levels) and as high as 5th in the country. With this collection of related disciplines the College has long been *the* center for design education, research and outreach at the University of Nebraska. The College has developed an innovative interdisciplinary design education model and is the only fully integrated design college in the Big Ten.

Design is to create, fashion, execute or construct an object, space or system according to plan. Concurrent with the trends of the College, the recognition of the value of design as a prime source of innovation and economic development has become central to the success of many businesses and organizations; "Design can be a critical competitive advantage – if American business seizes the moment."² Design is not just an object or product but a creative process and source of innovation that can be applied broadly. Design is human-centered and outward focused. Design approaches big issues with big ideas. Design drives innovation. Design adds value. Design is thinking by doing. *Design thinking* is a flexible and integrated system allowing for dynamic collaboration among multiple disciplines that creates radical overlaps and a unique foundation for innovation and signature solutions.

Design takes into consideration diverse, and often conflicting, values – cultural, aesthetic, humanitarian, economic, technological – and arrives at a viable solution for the future. Unlike the sciences, design uses both divergent and convergent thinking to ideate and explore plausible solutions to problems – design creates. As the center for design at the University of Nebraska, the College is in the unique position to offer expertise in design thinking and design education to a broad spectrum of the University in support of multiple priorities and programs across disciplines. The College intends to become the 'go to' place for all design questions at UNL. "The emerging problems facing society and industry in general (sustainability, complexity, etc.) will not be solved with traditional siloed approaches but instead require cross-functional systemic thinking. Is this America's design moment? Only if we choose to take a leadership position in addressing today's challenges."³

Reflecting trends in design practice, we are striving to become a *national model* for design education through the integrated curriculum we have deployed. The College has successfully recruited a strong group of early and mid-career faculty who will contribute to its increasing productivity and visibility through the continued development of this curricular approach. As part of the evolution of the College of Architecture, and a bold new vision aligned with expanding university priorities, we propose the **UNL College of Design**.

Realizing the Vision

The current academic programs in the College benefit from a highly integrated curriculum, shared courses, faculty, and other resources that reflect real world professional practice, allow the programs to maximize resources and partnerships, and have generated national attention for the College as a leader in design education. Only 5 of the Big Ten universities have accredited programs in Architecture; 8 in

¹ Design Intelligence is a bi-monthly report of the Design Futures Council. It delivers a report on the future, delivering original research, insightful commentary, and instructive best practice.

² Fastcompany.com, October 2011.

³ Eric Ryan, p. 91 October 2011 Fastcompany.com

Landscape Architecture; 6 in Interior Design and 4 in Planning. Currently only two Colleges of Design exist in the Big Ten and neither has an integrated curricular structure. We are poised to become a national model for design education.

As outlined in the following goals and objectives we propose strategies not only for expanding our current professional programs but also to introduce new, necessary programs such as Industrial / Product Design and Environmental Graphic Design to the University and the State of Nebraska. In order to enhance potential synergies and to expand our reach, we also invite related programs on campus to join our College such as Graphic Design and Textiles Clothing & Design. New courses, the further development of collaborative degree programs, and new programs will result not only in increased enrollment, but also in increased national recognition for the College. Reflecting the most productive professional and commercial design agencies, the College of Design will be inclusive and open to multiple forms of collaboration.

Programs and individual faculty in the College have formed numerous connections and started productive pedagogical and research initiatives with other units such as College of Fine & Performing Arts, College of Business, College of Engineering, the Durham School, IANR and more. Our success has been a product of the agility that college status affords. In order to continue on our positive trajectory and to facilitate new initiatives, *the College must remain intact and independent.*

New Identity

More than identity → new realities.

Building on the integrated curriculum model shared among the disciplines, this new college requires a new name and a new mission. Such a name should be *provocative, projective and concise*. In order to project an interdisciplinary identity the name should be simple, straightforward, inclusive and open. This is a time for unity, collaborative approaches to big problems, and creative, unpredictable allegiances. But most importantly a change in name reflects a change of attitude and a change of priorities.

We propose renaming the College of Architecture, the **UNL College of Design**.

Applying good design thinking to our new identity, we recommend associating the College of Design with a familiar name, **NU Design**. This brand would be on all College communication promotions and this would be how the College is known. The official name would identify the College as a proper academic unit with the autonomy required to achieve the goals to which we aspire.

The realization of the College of Design will provide increased opportunities for students, increased enrollment, additional partnerships for research, and broader opportunities for engagement. The College of Design will serve as a national model for integrated design education. At the same time, the new college model will allow us to engage more directly with communities throughout the State of Nebraska to address real problems and difficult challenges with innovative design.

Proposed Mission Statement

The College of Design brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative design action. United around a commitment to the transformative power of design, students and faculty representing diverse fields come together in a creative environment combining studio-based teaching, innovative research and creative output, and community-focused service. By merging theory and practice we innovate, add value and give form to all aspects of the designed environment.

To achieve this new vision, to enrich the discourse of design, and to form new and innovative partnerships the College needs:

- New and enthusiastic leadership now
- Differential Tuition to support priorities

- Space = Brace
- Restoration of vacant faculty lines
- Cutting-edge equipment

Planning for NU Design

To develop the college and to align with UNL priorities, the students, faculty, and leadership team, in consultation with the members of the College Professional Advisory Council, present the following goals:

A. Evolve College of Design to establish a dynamic presence on campus; evolve leading-edge programs

B. Engage New Generations in Lifelong Professional Design Careers

C. Increase Retention and Graduation Rates

D. Develop Highly Significant Signature Programs

E. Increase Engagement and Service

The following pages illuminate these goals with associated objectives, strategies, metrics and necessary resources.

GOAL A

The College of Design will have a dynamic presence on campus with programs of excellence

OBJECTIVES:

1. Develop linkages and visibility outside of the College
2. Increased specialized support staff
3. Increase representation in University activities and committees
4. Reach out to other programs to enrich choices for students

Metrics

SHORT-TERM (1-3 yrs)

- Increased visibility and communication across campus
- Simplified College structure, processes and procedures
- Increased collaboration with other Colleges
- Each professional program maintains successful accreditation

MID-TERM (3-5 yrs)

LONG-TERM (5 -10 yrs)

Strategies

SHORT-TERM (1-3 yrs)

- Reduce number of credit hours to 120
- Secure partnership with another College for additional specialized staff support
- Develop unified bylaws for the College
- Faculty members will serve on at least one University or Professional Committee
- Enhance Visual Literacy through the development of other learning units to provide more flexibility for students in the program (e.g. orthographic drawing unit)
- Increase partnerships with Durham School, FPA, CBA, JMC, IANR, CPACS

MID-TERM (3-5 yrs)

- Build on the professional electives to offer areas of specialization
- Continue to explore synergies with research and engagement activities

LONG-TERM (5-10 yrs)

Resources

SHORT-TERM (1-3 yrs)

- Implement Differential Tuition
- .5 FTE Communications Director
- .5 FTE Human Resources Director

MID-TERM (3-5 yrs)

LONG-TERM (5-10 yrs)

GOAL B

Engage new generations in lifelong professional design careers

OBJECTIVES:

1. Enhance existing and develop new professional programs
2. Develop a comprehensive recruitment strategy
3. Develop a formalized recruitment program with Chinese Institutions

Metrics	Strategies	Resources
<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Increase freshman enrollment - (5% per year) • Increase graduate enrollment - (5% per year) • Increase production of student credit hours - 3 % per year • Increase and expand space/facility utilization across 12 months <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Professional program enrollments reach capacity based on faculty/space • Increase transfer student enrollment - (5% per year) <p>LONG-TERM (5 -10yrs)</p> <ul style="list-style-type: none"> • Sustained enrollment in existing Professional Programs • Increased enrollment for new programs 	<p>SHORT-TERM (1-3 yrs)</p> <p><i>Objective 1:</i></p> <ul style="list-style-type: none"> • Develop new major in graphics with FPA • Develop CRPL 200/300 level course on urban and rural development issues (ACE) • Develop a design strategies course for upper-level students in CBA • Explore delivering curricula over 12 months • Work with FPA and CBA to develop specializations in business/system design, design computation • Establish Master of Interior Architecture (CIDA & NAAB Accredited) <p><i>Objective 2:</i></p> <ul style="list-style-type: none"> • Increase faculty involvement in recruitment • Develop marketing material • Visit high schools locally and regionally • Target Big Ten geographical region for undergraduate & graduate recruitment • Double the size of the High School Workshop • <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Establish a Masters of Landscape Architecture (LAAB) • Establish a new program in Industrial/Product Design • Increase student credit hour production <p>LONG-TERM (5-10 yrs)</p> <ul style="list-style-type: none"> • Establish a Non-Professional BSD Major • Establish an Undergraduate Major in CRP 	<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • 1.0 FTE faculty hire for Interior Design • Space for studios and medium-size lecture by relocating Visual Literacy studios to Brace • Relocate the New Media Center on campus • Relocate NE AIA Office off campus • Scholarship support for 1st & 2nd year students - Capital Campaign <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • 1.0 FTE faculty hire for Master of Landscape Architecture • 1.0 FTE faculty hire for Industrial Design <p>LONG-TERM (5-10yrs)</p> <ul style="list-style-type: none"> • 1.0 FTE faculty hire for BSD Major

GOAL C

Increase Retention and Graduation Rates

OBJECTIVES:

1. Increase advising efforts to 1st and 2nd year students
2. Increase the number of students accepted into 3rd year to max. space capacity
3. Increase the size of existing MArch program
4. Streamline the transfer process from other Institutions

Metrics	Strategies	Resources
<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Increase retention of undergraduate students • Increase MArch graduation rate from 64 to 70 percent • Increase students participating in UCARE <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Increase retention of undergraduate students • Increase MArch graduation rate • Increase students participation in international experience to 20 percent by 2017 • Increase graduate students participating in funded research and scholarly activities <p>LONG-TERM (5 -10yrs)</p> <ul style="list-style-type: none"> • Increase of graduate students participating in funded research and scholarly activities 	<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Reduce number of credit hours to 120 • Establish mentorship program for 1st & 2nd year students with upper level students • Increase opportunities for undergraduate students who have meaningful research or creative activity experience • Increase opportunities for undergraduate students to participate in internships • Build on the professional electives to offer areas of specialization <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Provide additional opportunities for undergraduate students to have an international experience • Develop funding for scholarships supporting freshmen and sophomores • Develop funding for teaching assistantships supporting professional program students • Develop undergraduate and graduate research assistantships through funded research. • Establish a transfer path from Metro, SCC and UNK <p>LONG-TERM (5-10 yrs)</p> <ul style="list-style-type: none"> • Develop graduate and PhD assistantships through funded research 	<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Acquire Brace Hall for College of Design studios, critique spaces, offices, dedicated research spaces, labs and the UNL Visual Literacy program • .5 FTE for a Communications Director • Funding to support undergraduate and graduate research assistantships <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Scholarships to support undergraduates participating in international programs • Funding to support undergraduate and graduate research assistantships • Dedicated Research and creative activity space <p>LONG-TERM (5-10yrs)</p> <ul style="list-style-type: none"> • Dedicated Research and creative activity space

GOAL D

Develop Highly Significant Signature Programs

OBJECTIVES:

1. Develop the Healthcare Initiative as a Signature Program
2. Develop Design Computation as a Signature Program
3. Play a Leadership Role in the IANR *Institute for The Rural Future*

Metrics

SHORT-TERM (1-3 yrs)

- Faculty publication/presentation awards
- Student publication/presentation awards
- External awards and scholarship recognition

MID-TERM (3-5 yrs)

- Attract in-state and out-of-state students
- Faculty publication/presentation awards
- Student publication/presentation awards
- External awards and scholarship recognition

LONG-TERM (5 -10 yrs)

- Attract in-state and out-of-state students
- Faculty publication/presentation awards
- Student publication/presentation awards
- External awards and scholarship recognition

Strategies

SHORT-TERM (1-3 yrs)

- Leadership role in the development of University Healthcare Initiatives
- Development of the MS/MARCH joint degree with Public Health
- Leadership role in the development of the *Institute for The Rural Future*
- Establish a Spatial Informatics Lab
- Establish a Design Computation LAB
- Establish a focused design studio sequence for signature programs

MID-TERM (3-5 yrs)

- Faculty hire with expertise in Healthcare
- Course and research development to support initiatives
- Secure industry partner support for Design Computation
- Secure intellectual property development

LONG-TERM (5-10 yrs)

- New Signature Programs emerge

Resources

SHORT-TERM (1-3 yrs)

- Adoption of differential tuition
- Acquire funding - grants/private sponsorship for the Healthcare Initiative
- Acquire grant funding (internal and external) to support the Spatial Informatics Lab
- Acquire grant funding (internal and external) to support the Design Computation Lab
- Flexible graduate research studios

MID-TERM (3-5 yrs)

- 0.5 FTE support staff for Design Computation Lab
- 1.0 FTE faculty for Healthcare Initiative

LONG-TERM (5-10 yrs)

GOAL E

Increase Engagement and Service

OBJECTIVES:

1. Contribute to the economic development of the State of Nebraska
2. Contribute to the economic development of global initiatives

Metrics	Strategies	Resources
<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Increase the value of service provided from \$300,000 per year to \$400,000 • Increase number of communities/partners served • Increase faculty involvement in engagement activities • Increase student involvement in engagement activities • Number of students who received the Civic Engagement Certificate • Faculty awards and recognition for engagement impact • Student awards and recognition for engagement impact • Increase of publications, presentations and awards • Increase external funding to support engagement efforts <p>MID-TERM (3-5 yrs)</p> <ul style="list-style-type: none"> • Increase the value of service provided from \$400,000 per year to \$500,000 <p>LONG-TERM (5 -10 yrs)</p>	<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • Identify a college coordinator for service and engagement activities • Identify courses contributing to Civic Engagement Certificate • Active Participant in the IANR <i>Institute for The Rural Future</i> • Active Participant in the <i>Global Water for Food Institute</i> • Studios support engagement initiatives • Recognize and reward scholarship of engagement • Track the impact of engagement on economic development • Communicate the results of engagement • Invest in sponsored studios to function as Research and Development Centers <p>MID-TERM (3-5 yrs)</p> <p>LONG-TERM (5-10 yrs)</p>	<p>SHORT-TERM (1-3 yrs)</p> <ul style="list-style-type: none"> • .5 FTE for College Service and Engagement Coordinator <p>MID-TERM (3-5 yrs)</p> <p>LONG-TERM (5-10 yrs)</p>

College of Design Resources

1. Differential Tuition

Differential tuition remains central to maintaining an accredited education for licensed design professionals. These funds will be used to support strategic priorities.

a. Preferred Model

25% Differential Tuition + existing Pro Fees (generates an additional \$836,196 based on 2010-2011 enrollment)

b. Alternative Model

45% Differential Tuition (generates an additional \$687,093 based on 2010-2011 enrollment)

2. One-Time Expenditures - Renovation of Brace Hall

Lack of contiguous space constrains our programs. Space in Brace is necessary to meet our strategic objectives.

Minimum (paint, clean, code compliance)	\$ 300,000
Intermediate	\$1,000,000
High (complete renovation & remodel)	\$4,500,000

3. Continuing Expenditures for Faculty and Staff

The qualities of the College programs have been built around a thoughtful faculty, an energetic leadership team and a dedicated staff. These are the most important and critical short-term investments in the transformation of the College.

There is an immediate need to begin a dean search to maintain the momentum of our recent successes. This dean must be committed to our vision of an integrated design college. This needs to be followed closely by an architecture program directors search, restoration of vacant faculty and lines filling the needs for specialized support staff.

Short-term

a. First Priority

1.0 FTE Dean of the College of Design	\$ 220,000-250,000 plus benefits
1.0 FTE Architecture Program Director	\$ 125,000-150,000 plus benefits
1.0 FTE Interior Design	\$ 60,000-65,000 minimum plus benefits
1.75 FTE Computer Tech.	\$ 115,000
0.5 FTE Shop Master	<u>\$ 30,000</u>
	\$ 490,000 – 610,000

b. Second Priority

0.5 FTE Communications Director	\$ 15,000-20,000
0.5 FTE Human Resources Staff	\$ 15,000-20,000
0.5 FTE Service/Engagement Coordinator	<u>\$ 25,000-30,000</u>
	\$ 55,000 – 70,000

c. Third Priority

1.0 FTE Architecture / Graphic Design	\$ 60,000 - 65,000
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Mid-term

1.0 FTE Industrial Design faculty	\$ 60,000-65,000 minimum plus benefits
2.0 FTE Landscape Architecture faculty	\$ 120,000-130,000 min. plus benefits
1.0 FTE Healthcare faculty	\$ 60,000-65,000 min. plus benefits
0.5 FTE Design Computation staff support	<u>\$ 20,000-40,000</u>
	\$ 200,000 - 235,000

Long-term

1.0 FTE BSD Faculty

\$ 60,000-65,000 minimum plus ben

4. Focused Capital Campaign (ongoing)

Funding for scholarships for 1st and 2nd year students

Funding for additional assistantships for professional and graduate students

Funding for support of International Programs

Notebook of College Documentation

Map of Colleges of Design

2010-2011 College Strategic Priorities

Student Fee Projections

Existing Partnerships and Collaborations

Existing International Programs

Potential Specializations

University-wide Departmental Teaching Award Nomination

New Partnerships and Collaborations

Industrial/Product Design Program

College Research and Creative Activity

Significant National Recognition

UCARE Participation

Service & Engagement

Proposal: Centers for Design Innovation and Research

Healthcare Initiative

Design Computation

Distribution of College Alumni

Big Ten Design Program Inventory

Big Ten International Opportunities in Design Programs

Part 4: Supplemental Information 7 – College of Architecture Strategic Plan, DRAFT 2014 (following 11 pages)

College of Architecture

Strategic Plan

DRAFT, Spring 2014

DRAFT

PROCESS

The College of Architecture developed the content of this strategic plan over the 2012-13 Academic Year. The process included all college faculty and staff members as well as students. This draft represents the culmination of work developed by six task forces focused on – curriculum, research, and engagement; facilities; recruitment and retention; branding and communications; organization and bylaws; and speaker, exhibits, and event. Below, is the list of the task forces and their membership.

STRATEGIC PLANNING TASK FORCES

1. Curriculum, research, engagement

Steve Hardy, chair
Jeff Day
Peter Olshavsky
Peter Hind
Betsy Gabb
Lindsey Bahe
Sarah Thomas
Kim Wilson
Gordon Scholz
Yunwoo Nam
Stephanie Kuenning

Zhenghong Tang
Leslie Brehm
Jenna Hilligoss

2. Facilities

Betsy Gabb, chair
David Karle
Nate Krug
Lindsey Bahe
Tim Hemsath
Yunwoo Nam
Bret Betnar
Kay Logan-Peters

4. Branding, communications

Jeff Day, chair
Chris Ford
Nate Bicak
Bret Betnar
Rodrigo Cantarero
Stephanie Kuenning

3. Recruitment, Retention

Stephanie Kuenning, chair
Peter Olshavsky
Chris Ford
Tom Laging
Tom Allisma
Steve Rodie

5. Organization and bylaws

Mark Hoistad, chair
Sharon Kuska
Jeff Day (ex officio)
Mark Hinchman
Richard Sutton

6. Speaker, exhibits, events

Steven Hardy, chair
Brian Kelly
Mark Hinchman
Sarah Karle
Gordon Scholz
DiAnna Hemsath
Geri Wesely
Wendy Uribe

College of Architecture

MISSION STATEMENT

To develop design professionals who will effect cultural, societal, and environmental change.

COLLEGE ETHOS

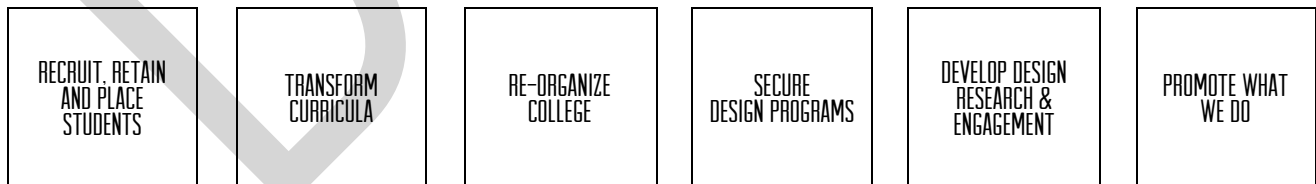
The College of Architecture brings together an array of disciplines to address real problems and difficult challenges with innovative and collaborative action. United by a commitment to the transformative power of planning and design, students and faculty come together in a creative environment integrating studio-based teaching, rigorous design-research and creative output, and community-focused engagement. By merging disciplinary theory and professional practice we innovate, add value and give form to all aspects of the designed environment.

STRATEGIC GOALS



- stabilize and continue to grow diverse ecology of related design programs
- transform Professional College to include Discipline and the production of disciplinary knowledge
- support development of faculty research and teaching initiatives through integration of teaching, research, and service – through engagement and Design.Research
- position programs and faculty initiatives in the College to become nationally recognized.

DIRECT OBJECTIVES



- implement College recruitment plans for undergraduate, professional, and graduate programs; support Student Success, Graduate and Undergraduate Admissions Coordinators
- change curriculum from composition to problem solving with d.ONE (common first year), foster core design methodology - Design Thinking, simplify transfer into and between programs
- reorganize College structure to act as a more cohesive unit with single by-laws and procedures
- secure Industrial Design major, foster collaborations with other design disciplines
- adopt Design.Research and Engagement to integrate teaching, research, and service missions
- better recognize and promote what we already do

GOALS

We want to engage the University's priorities with clarity of vision that not only meets expectations, but also provides the inspiration that transforms our College. We recognize the situational challenge that we are a Profession without a developed and fully articulated Discipline. Our size and ability to transform rapidly will work to our advantage.

GOAL: GROW THE COLLEGE

Intention: *We want to continue to grow by developing our current programs and by continuing to nurture a more diverse ecology of related and relevant design majors, programs, and students. We want to become the center for Design Education and Design Innovation in concert with the formation and continual growth of the National Academy of Environmental Design¹.*

Background: *Our College has grown from separate departments of Architecture and Community and Regional Planning to include equal programs of Architecture, Interior Design, Landscape Architecture, Community and Regional Planning, and Design. The Architecture professions and consequentially most educational units in Architecture struggled through the recession. Our need for diversification and design unification is a necessity as well as both a pedagogical and philosophical goal.*

Initiated by Objectives:

- *Recruit, Retain, and Place Students*
- *Transform Curricula*
- *Reorganize College*
- *Secure Design Programs*
- *Promote What We Do*

GOAL: DEVELOP THE DISCIPLINE & ADVOCATE DESIGN

Intention: *We will continue serving the educational needs of our allied practices as a strong professional college while becoming a leader in the development of a formally recognized discipline of design – as a branch of knowledge of, and about design.*

- The College will expand its role of professional training to include the goal of understanding the role of design in education, culture and society.
- The College will open its courses, collaborations, and minors in design (design thinking, history, theory, disciplinary inquiries, and collaborative studios) to a larger university audience to both engage and challenge students and advocate for the transformative potential of design added value.
- We aim to advance disciplinary pursuits by actively participating in the research and development arm of the profession while becoming ambassadors of future practice by engaging in the production of knowledge relevant to evolving practices within our fields.

Background: *Design has been called a third form of human knowledge and inquiry, independent from but equivalent to the sciences and humanities²; however, the discipline of design remains largely absent from contemporary academia. Outside of history/theory, few Colleges of Architecture engage in the production of disciplinary knowledge. Many schools offer design training in various forms for specific professional applications but few schools offer true design education as a part of general education.*

Initiated by Objectives:

- *Transform Curricula*
- *Reorganize College*
- *Secure Design Programs*
- *Develop Design.Research & Engagement*
- *Promote What We Do*

GOAL: INTEGRATE TEACHING, RESEARCH, & ENGAGEMENT

Intention: We will combine efforts across the teaching, research, and service missions by capturing the project-oriented modes of inquiry found in our design studio education, the scholarship of engagement, and the emerging area of Design.Research. Our undergraduate, professional, and graduate student design studio model will thus transform - from learning by the consumption of knowledge to learning through the synthesis and co-creation of knowledge.

Background: The College of Architecture aims to increase relevant research and scholarly activity while maintaining teaching quality and feasible FTE apportionments. We will promote current basic and applied research and scholarship while transforming our apprentice-like studios from professional training and formal composition towards a conjectural prototyping culture of creative problem-solving in collaborative real-world problems and engagement opportunities.

Initiated by Objectives:

- *Transform Curricula*
- *Develop Design.Research & Engagement*
- *Promote What We Do*

GOAL: DISTINGUISH PROGRAMS & FACULTY INITIATIVES

Intention: We aim to increase national recognition by positioning our programs to become nationally ranked. We will also grow and support robust faculty initiatives supported by our curricular and Design.Research / engagement structure that capture national attention.

Background: Our College has historically focused on the local impact of educating quality professionals, mostly for our State, without worrying about the emerging importance of program rankings. We wish to continue educating quality professionals but want to correct the importance of ranking indicators. We believe we have strong programs but have not focused on disseminating the strengths of the work/teaching as much as we should.

Initiated by Objectives:

- *Transform Curricula*
- *Reorganize College*
- *Secure Design Programs*
- *Develop Design.Research & Engagement*
- *Promote What We Do*

OBJECTIVES

We aim to transform our College through seven measurable objectives.

OBJECTIVE: Recruit, Retain, and Place Students

Intention: *The College of Architecture faculty and staff are committed to recruit, enroll, and retain academically talented undergraduate, professional and graduate students from Nebraska and beyond to meet UNL's enrollment priorities as well as to continue to develop the College and expand the depth and breadth of the field and emerging discipline. We have enjoyed a high placement rate as a professional College in a state with large firms and will continue to nurture strong relationships with the profession. As we continue the maturation of the College, our aim is to continue to focus on specific professional employment but also on more diverse recruiting and placement for broader design applications.*

Existing Situation: *VisLit (Composition), 3rd year entry to professional programs and more to be added.*

New Situation: *d.ONE / Common First Year (Problem Solving / Design Thinking), second year entry to professional programs.*

Actions:

- **implement College recruitment plans**
 - distinct plans for undergraduate, professional, and graduate programs
 - support Student Success, Graduate and Undergraduate Admissions Coordinators
- **better coordination with Admissions to increase recruitment**
- **increase scholarship opportunities**
 - redirect percentage of existing scholarship money and find new money to direct toward first-year freshman scholarship program
 - increase scholarship and financial support for professional and graduate students
- **develop an effective College website for recruiting and supporting students**
- **increase camps/workshop offerings to high school students through on-campus summer workshops**
- **increase ability to transfer into and between College programs** (see Transform Curricula)
 - development of Common First Year Program to allow transfer between Programs
 - staggered semester and summer sessions to enable mid-year transfers into College
- **develop undergraduate learning community**
- **develop College-wide studio/course culture policy**
 - foster College-wide culture of respect and collaboration
- **develop new facilities where faculty, staff and students socially interact**
- **improve student advising**
 - faculty training and infrastructure (wiki?) to improve student advising
 - invest in short and long-term success of students through advising, mentoring, career placement and alumni networking
- **develop a more robust internship and career placement initiative**
 - career service workshops
- **diversify opportunities for design education employment**
- **grow the three-year M.Arch program** – (see Transform Curricula)
 - development independent first year studios
 - distribute concentration of core courses from first year across the three years

- **transform Product Design minor into new Industrial Design major to attract and retain students from d.ONEs Design Thinking course**
- **further develop MSc. programs with clear specializations related to faculty and M.Arch areas.**
 - develop MSc. in Design.Research with IDP credit?
- **develop a Ph.D program**

Resources:

- five new freshmen scholarships for pre-design majors
- faculty stipends for professional development
- funding & scholarships for graduate/professional and out-of-state students
- identify learning community faculty sponsor(s) and resources
- support for a peer mentoring program
- funds and space for informal gathering and learning spaces: \$xxx

OBJECTIVE: Transform the Curriculum

Intention: *The College of Architecture seeks to prepare its graduates to succeed as leaders, professionals, informed consumers, responsible citizens, and lifelong learners who will effect cultural, societal, and environmental change. We need graduates who can address real problems and difficult challenges with innovative and collaborative action. To realize these expectations, it follows that a learner-centered curriculum will involve changes to: support recruitment and retention, build transfer flexibility, align majors to 120 credit hours, gain sufficient disciplinary knowledge while providing interdisciplinary opportunities and encouraging extra-disciplinary breadth, develop the discipline of design, and Design.Research activity.*

Actions:

- **establish a common curriculum structure for undergraduate programs in College (1-2-1) that incorporates:**
 - d.ONE, a common first year for all College of Architecture undergraduate students
 - open d.ONE course to larger University audience where feasible
 - 2nd and 3rd year intensive - program specific curriculum
 - o develop robust and effective courses with efficient faculty delivery and specialization
 - o increase disciplinary courses and open to larger University audience where feasible,
 - 4th year intra/interdisciplinary studio – reintegrates programs in a collaborative studio
 - o develop robust and effective courses with efficient faculty delivery and specialization
 - increase disciplinary courses and open to larger University audience where feasible
- **increase flexibility and transfer opportunities in-between and into programs**
- **develop Design Thinking as core disciplinary methodology** (relates to DSGN110 Design Thinking)
 - engage multiple Colleges & Programs with Design Thinking, Raikes School, possibly Engineering, Business, etc.
 - explore design thinking impacts on upper level courses
- **expand student learning opportunities in transformative pedagogy**
 - service-learning & community engagement
 - Design.Research
 - collaborative and Interdisciplinary courses
- **implement effective learning technologies**
 - blended, flipped, augmented course developments

- on-line education
- **emphasize minors to add breadth**
 - offer minors in Design, Landscape Architecture, Architecture, Planning, History, etc.
 - integrate possibility of minors in 120 credit hour degrees - encourage minors to add focused breadth
- **embed internships (IDP, etc) into student edu.plans**
- **develop new interdisciplinary Industrial Design program and degree**
 - secure faculty line(s) in Industrial Design
 - seek agreements and collaboration with Colleges of Engineering, Business, and Art
- **energize study abroad programs**
- **systematically review programs for learning outcomes and student success**
 - develop common program syllabi

Resources:

- faculty lines
 - secure line(s) for Industrial design (see Reorganize the College)
 - restore faculty lines in Architecture and Interior Design
 - look for opportunities to add a .5 FTE to Community and Regional Planning
- technology
 - training and ongoing support for effective on-line tools
 - software
 - on-going consultation and training:

OBJECTIVE: Reorganize the College

Intention: *The creation of a new College vision and mission statement will be emphasized through the creation of a College-wide governance system. This will ultimately increase respect and collaboration among the faculty community leading to a stronger cadre of faculty, promotion of signature programs, and College-wide growth.*

Existing Situation:

New Situation:

Actions:

- **create new College vision, organizational diagram, mission statement, and description**
- **establish College-wide governance system and by-laws**
- **reformulate College P&T criteria process**
- **redefine FTE (how)**
- **grow affiliate programs (start with Industrial Design)**
- **define, nurture, promote, and reward signature programs**
- **increase respect and collaboration among faculty community**
- **improve faculty mentoring structure**
- **set student/faculty ratios, curricular effectiveness, credit hour production, research, and impact ratio equation for programs**
 - restore/hire FTE faculty in line with College strategic plan and program effectiveness
 - establish trajectories for growing new programs (see Secure Design Programs)
 - set faculty line strategy for new programs based on progressive effectiveness

Resources:

- reconfigure studio spaces to accommodate transformative curricula, collaborative studios, and
- expand shop and digital facilities to support new Industrial Design Program and growth of all Programs

OBJECTIVE: Secure Design Programs

Intention: *We want our College to become a more diverse ecology of related and relevant design majors, programs, students, and faculty. We want to become the center for Design Education and Design Innovation in concert with the formation and continual growth of the National Academy of Environmental Design. Our College has grown from separate departments of Architecture and Community and Regional Planning to include equal programs of Architecture, Interior Design, Landscape Architecture, Planning, and a Design. Our goal is to continue working on the integration of our existing programs. Our second is to establish a new Industrial Design Program from our existing Product Design minor. Our third goal is to seek out and establish working relationships with other design programs in the University; Graphic Design, Textile and Fashion Design, Raikes School, etc.*

Existing Situation:

New Situation:

Actions:

- **develop Industrial Design major - seek initial approvals**
- **hire Industrial Design Faculty to assist major/ program development**
 - faculty can serve DSGN110 Design Thinking while major is gaining approval

Resources:

- additional faculty line for Industrial Design Program
 - a low ratio of 1:20 gives approximately 60-65 students in a 4 year program = 3 faculty
 - o 2014-15 first line, 20 possible students in 1st year (pre-INDD major)
 - o 2015-16 second line, 20 in 1st + 15 in 2nd
 - o 2016-17 third line, 20 in 1st + 15 in 2nd + 15 in 3rd + 15 (in future 4th)
 - o INDD curriculum is possible with a minimum of 2 faculty lines and fully effective at 3
- 2-4 FTE faculty lines for growing existing programs, based on program equation, effectiveness, and impact
 - Lines should be strategically cross-disciplinary where possible

OBJECTIVE: Develop Design, Research and Scholarship of Engagement

Intention: *The College intends to continue to support basic and applied research and scholarship. In our efforts to address our FTE apportionment, cut across Teaching, Research, and Service, work towards our College Ethos, and more effectively engage that which we already do, the College aims to develop and further promote - Design, Research and Community Engagement and the Scholarship of Engagement.*

- **Design, Research:** the goal is to transform our studio cultures into a productive student-centered learning and research experience where students become the co-creators of knowledge, innovation, and projective ideas which impact and challenge the real-world problems of contemporary and emerging practice.
- **Scholarship of Engagement:** Aiming to make a difference in the world we aim to engage students, faculty and staff with a range of partners to learn about and address complex systemic problems that challenge the university, the state, the nation, and the world.
- **Design, Research and Engagement studios** prepare students to be self-motivated professionals capable of using design to work to address complex problems and generate new architectural knowledge. For faculty, these studios become de facto laboratories in which they may collaborate with students towards shared goals

with a high potential for impact. The College will support design-research and engagement initiatives once they demonstrate initial success, potential impact and connections to the College mission and strategic initiatives. Support may range from direct funding of seed grants, endowed limited-term professorships, assignments of special project facilities, long-term teaching assignments in design-research studios, student research assistantships, College-funded publications, and so on.

Existing Situation:

New Situation: *Will work alongside basic and applied research to increase scholarly productivity & impact*

Actions – Design.Research:

- **engage in the emerging discourse of Design.Research**
 - organize Design.Research symposium
 - extend Design.Research to local, regional, national, and international communities
- **establish studio and course structure to engage Design.Research**
 - support emergent initiatives to grow signature programs
 - promote and support creative risk-taking
 - formalize faculty development for combining TRE
 - reorganize professorships to reward initiative & success
- **develop publications program**
 - promote and reward the successful production of knowledge through the combination of teaching, research, and engagement
 - disseminate a cohesive and continually evolving body of what we do
- **expand student research support (beyond UCARE)**
 - connect to engagement and
 - support directed student initiatives with research outcomes, papers, design competitions, etc.
- **hire faculty with proven record of integrating Design.Research with teaching**
 - restore faculty lines
 - high cross-disciplinary faculty

Actions - Engagement:

- **develop studio and course structures in efforts to engage key local, state, national, and international constituencies**
 - cultivate reciprocal partnerships
- **formalize relationships with NU centers and institutes**
 - contribute to the university community
- **integrate engagement into promotion & tenure and awards systems**

Actions - Combined:

- **incorporate the integration of Teaching, Research, and Service/Engagement into the P&T criteria and process**
 - mentor towards and support emergent faculty initiative/programs
 - incorporate Design.Research and Scholarship of Engagement into the P&T criteria and process
- **share transformative pedagogy**
- **enhance alumni, practice, and the professions relations by cultivating alumni and practice interest**
 - increase communications
 - involve alumni, practices, and the profession in College programs

- disseminate production of knowledge related to contemporary practice

Resources:

- redefine exiting professorships to support Design.Research and Engagement
- develop new faculty support opportunities including project prototyping / making grants, subvention support, and internal seed grants that require faculty / student collaboration
- prototyping and fabrication space dedicated to long-term, large-scale projects (eg. design-build, fabrication, and materials testing).
- resources to support Design.Research and Engagement initiatives
- Faculty line for Associate Dean for Research, Design.Research, and Engagement

OBJECTIVE: Promote What We Do

Intention: *The mission of the College of Architecture depends on a wide understanding of what we do. Recruiting & Retention, Scholarship, Design.Research, Design Advocacy and Engagement all rely on a clear articulation of intentions paired with wide dissemination of results to professional, academic and general audiences. To this end the College will increase communications efforts for all strategic goals and objectives and we will do this in a coordinated manner.*

Existing Situation:

New Situation:

Actions:

- **hire a director of communications**
- **define and maintain a strong identity around Discipline of Design and Design Values**
- **design and develop website and keep current**
- **develop and maintain ongoing promotional publications program**
- **develop and maintain relationship for ongoing research publications**
- **better promote and expand impact of what we currently do – lectures, symposia, events**
- **increase awareness of the value of design**
- **continue to energize and focus recruiting efforts**

Resources:

- staff line for a director of communications
- establish annual budget for promotional materials
- establish sponsorship for annual budget for new College publication series
- establish budget for new website and regular maintenance
- establish faculty travel budget for lectures and dissemination

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