Architecture Program Report

Washington State University

September 21, 2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Washington State University**
Name of Academic Unit	School of Design and Construction
	☐ Bachelor of Architecture ☒ Master of Architecture 1-Year Track: Undergraduate degree with architecture major (from WSU) + 48 graduate semester credit hours 2-Year Track: Undergraduate degree with architecture or closely allied discipline major + 15 credits preparatory (12 at graduate level) + 48 graduate semester credit hours. 3-Year Track: Undergraduate degree with non-architecture major + 51 credits preparatory (12 at graduate level) + 48 graduate semester credit hours. ☐ Doctor of Architecture
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2014
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Matt Melcher, Program Head for Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Jason Peschel, Interim Director, School of Design and Construction
Chief Academic Officer of the Institution	Elizabeth S. Chilton, Provost and Executive Vice President. Chancellor, WSU Pullman
President of the Institution	Kirk H. Schulz, WSU President
Individual submitting the APR	Matt Melcher
Name and email address of individual to whom questions should be directed	Matt Melcher melcher@wsu.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatte

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Long Range Planning

2014 Visiting Team Assessment: *The economic crisis was a major driver for the creation of this new school. The team learned that a number of decisions had to be made rapidly during the early days of formation of the new school including shutting down the Spokane program and moving the LA and ID programs into the school. This did not allow for a full plan to be developed.*

Under the leadership of a strong interim director, the school has developed a mission and vision and has started a process of evaluating strengths, weaknesses, opportunities and threats. The administration of the School of Design & Construction has done their best to bring the programs together under this new framework. Resources have been spent on ensuring this integration is successful. Staff, Faculty and students have all reported amazing progress to that end.

Nevertheless, the result is that a long range planning process is not currently in place and a plan does not currently exist for the new school. When the new director arrives, it will be a high priority to take the good work that has been done by the interim director and his leadership team and manifest that in a new process and plan.

We have made substantial progress regarding Long Range Planning since the last cycle. Long-range strategic plans (2015-20) for the School of Design and Construction (SDC) and each of its programs (Architecture, Construction Management, Interior Design, and Landscape Architecture) were completed from scratch since the NAAB team visited in 2014. They followed a new strategic plan offered by Washington State University (2014-19) as well as the two colleges that oversaw its' operations at the time. The SDC Strategic Plan (2015-2020), together with the four academic program plans, were approved by faculty and upper administration in 2015. As our guiding document, the Architecture Strategic Plan (2015-2020) is referenced throughout this report when discussing program priorities, initiatives, and resource allocations. The SDC and architecture strategic plans are overdue for an update. Progress made on this was suspended in the spring of 2020 due to COVID-19 related impediments. The Architecture Program has since re-engaged the process of updating its' plan. A second draft was distributed to the faculty for review during our program retreat last May.

The school has developed, and continues to expand, a comprehensive set of policies, procedures and other guiding documents related to long-range planning. A total of 68 policy documents, the vast majority of which were created during this cycle, can now be found by visiting the policies and procedures tab on the SDC website. These include tenure and promotion guidelines; research themes, duties and responsibilities for all administrative and staff positions (see section 3); hiring plans; student policies (see section 4); budgeting processes; leadership team structure, roles, and protocols for transition; professional development and travel policies; study tour regulations (see sections 4 and 5) ; and a range of student policies that establish criteria for the

many activities that keep the school vital. Recent additions include a shared SDC teaching and learning culture document and value statement addressing equity, justice, and belonging.

The school now maintains 5 advisory boards (one dedicated to the school and one for each academic program) totaling 38 members. The role of the Architecture Advisory Board is to serve as a bridge between the academy to professional practice; promote the events, activities, and achievements of the Architecture Program through personal and professional networks; advise the Architecture Program on changing or required skills necessary for the workplace, professional licensure, and accreditation; and provide inspiration for the design professionals and leaders of the future. The board is active and impactful. Recent Architecture Advisory Board contributions are discussed in section 5.2.5.

Human Resources & Human Resources Development (Faculty)

2014 Visiting Team Assessment: *Human resources have been negatively impacted by severe budget cuts imposed by the state legislature. The program is small enough that the faculty has been able to manage the increases in workload as faculty vacancies have gone unfilled. However, the team believes this is not sustainable. It is expected that the new director will be hiring up to six positions in the School starting in Fall 2014. However, only one of these positions will be a shared architecture/CM resource for environmental systems.*

The two Weller Fellows who were brought in this year to provide new content and learning options for the students are not being renewed next year due to funding issues. A number of architecture faculty are overdue for sabbaticals and do not have the bandwidth for the faculty scholarship goals that the university has or will set. WSU was able to retain some key faculty who were hired for the Spokane program and have been relocated within the Pullman campus. However, on the whole, the faculty is stretched beyond capacity and there is no hiring plan in place to give the team assurances that a resolution will be found in the near future.

The interim director has done an excellent job this last year, and is highly revered by the faculty. Based on the faculty and staff report, it is his leadership that has propelled the school forward through this year of transition. However, everyone is waiting expectantly for the new director. The provost, dean, faculty, staff and students all have high expectations for him to continue to integrate the four programs and increase faculty scholarship. In the team's observation, the high levels of uncertainty are due to the rapidly changing environment, combining the programs into one school, and recovering from the economic downturn.

The team has concerns about the workload of the program coordinators. They are doing the same amount of work as chairs with two months less pay. They reported expanded responsibilities beyond their contract terms including budget oversight duties and fundraising.

The accredited program has policies in place and EEO/AA is documented on the website.

Awareness of the IDP program is low among the student body as a whole; those that do know about it were introduced to it in other settings (e.g., AIAS Quad Conference or by NCARB School Visits). The graduate coordinator is acting as the IDP coordinator. However, the student body is unaware of his role.

Sabbatical requests have been supported in regular measure for some years across the SDC.

Faculty and staff are afforded opportunities to pursue professional development. The APR stated that $1,000 was available per faculty member. However, this was viewed by the team as a reflection of the current tight budget conditions, and the faculty reported feeling supported in their development needs. There are opportunities for all faculty and staff to pursue professional development that contributes to program improvement. Additionally, there are established criteria for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

The staff expresses strong feeling of collegiality with the faculty. And the team observed cohesive faculty and staff working relationships.

We have made progress regarding faculty resources but some concern areas noted in the 2014 VTR remain legitimate through this reporting cycle.

Given the teaching resources available to the School of Design and Construction (SDC) during this accreditation cycle, the Architecture Program has been equitably resourced when compared to the other programs housed within the school. Our parent college, the Voiland College of Engineering and Architecture (VCEA), has been supportive in approving recent requests to conduct faculty searches in the wake of retirements and vacated positions. For example, in 2022, the Architecture Program benefited from a successful search process resulting in two tenure-track faculty hires at the rank of assistant professor. In addition, two faculty positions were elevated from instructor appointments to assistant professor, career-track lines. A search is underway this year for an additional permanent faculty member with primary teaching responsibilities in the architecture curricula. In this case, the program seeks to strategically bolster professional-practice oriented teaching expertise through a targeted clinical-track hire.

While the Architecture Program currently has the teaching resources needed to deliver the required curricula, the following concern areas are recognized. Teaching resources are not sufficient to deliver an adequate set of architecture emphasis elective courses. Additionally, we are unable to maintain appropriate student to faculty ratios in some upper-division undergraduate studios. Finally, faculty are faced with the challenge of meeting ever increasing research and scholarly expectations while delivering courses with high contact hours relative to peers within the college and university, with whom they are compared when pursuing tenure and rank advancement. These concerns are revisited in sections 5.2.4 and 5.4.1 of this report.

During this accreditation cycle, the program has experienced significant positive growth in enrollment in both the graduate program (+29%) and in the undergraduate program (+39%), while the number of faculty with primary teaching responsibilities in the architecture curricula has decreased from 14 to 13. During that period, faculty from the allied disciplines have contributed to teaching in the architecture curricula at an increasing rate, enabling the program to maintain appropriate faculty to student ratios across studio and non-studio courses in the graduate program, and manageable ratios in the undergraduate program, with some exceptions that are discussed in section 5.2.4. This model of cross-disciplinary instruction is done with clear-eyed intention, as we believe the program is enriched through the faculty diversity afforded and we recognize the value of providing students with exposure to multi-disciplinary perspectives. This is elaborated upon in the Context and Mission section of this report.

In the 2014 visiting team comments, concerns were raised regarding the amount of work expected of Program Heads (formerly titled coordinators) as well as the disparity in compensation relative to other administrative positions with comparable responsibilities. These concerns remain legitimate through this reporting cycle. Annual Program Head responsibilities have increased since the last cycle and compensation has not. An SDC Administrative Restructuring proposal

was submitted to the VCEA Dean in spring 2022, making the need-case for additional administrative resources give the size and complexity of the unit. This led to the reallocation of resources within the school to support a new Associate Director administrative position, effective fall 2023. Whether this has any future impact on the scope of responsibilities for Program Heads remains to be seen. The restructuring proposal did not address Program Head compensation.

Significant progress has been made this year regarding the level of support provided to the program for accreditation preparation, which is the shared responsibility of the Architecture Program Head and the M.Arch Program Director. To compensate for the additional accreditation workload this year, the SDC allocated resources to the program including a course release, paid student support, and additional summer salary.

Administrative Structure & Governance (Governance)

2014 Visiting Team Assessment: *The team did not find evidence that the students were equitably involved in the governance of the program.*

We have made substantial progress regarding student involvement in governance since the last cycle. See section 5.1.2 of this report for a comprehensive description of opportunities provided at the institutional, college, school, and program level.

B.2 Accessibility

2014 Visiting Team Assessment: *The evidence of the coursework indicative of teaching and student understanding was found in ARCH 472, however, in application, the students' project did not reveal that they were able to apply the needed standards of accessibility in a proper manner in their own design projects. Even the high passing projects had major flaws with accessibility standards' application. This criterion calls for* ***ability,*** *and the students' evidence in the files only could prove as far as understanding. The search in students' projects did not convince the team that this criterion was met.*

We have made substantial progress on student ability regarding Accessibility since the last cycle. Learning outcomes at the ability/application level previously Associated with criterion B.2. Accessibility (2009 NAAB Conditions) are now identified in student criteria SC.5 Design Synthesis in the 2020 NAAB Conditions. SC.5 conditions are met though Arch 511 Graduate Design Studio I, required for all tracks leading to the professional degree. This condition is also met through Arch 403 Comprehensive Design Studio. Through the end of AY 2021-2022, Arch 403 was only required for students in the 1-year track. Beginning AY 2022-2023, Arch 403 is required for all tracks leading to the professional degree.

Teaching and learning objectives targeting student understanding of accessibility principles and their application in design are distributed throughout the studio curriculum, from 2nd year undergraduate through the graduate program. The program's Course Design Criteria document identifies where specific aspects of accessibility understanding and application are to be taught on a course by course basis including the following:

- Arch 201: Circulation as an organizing element, ingress/egress design, ergonomics and anthropometrics.
- Arch 203: Introduction to accessibility, barrier free, and universal design.
- Arch 301: Circulation and egress systems including wayfinding strategies, door design including code compliant clearances, design of public restrooms.
- Arch 303: Vertical circulation and code compliant multi-story egress systems.

- Arch 403: Primary evidence for SC.5. Students demonstrate ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design.
- Arch 511: Primary evidence for SC.5. Students demonstrate ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design. In addition, students demonstrate accessibility of design solutions across scales, from site to interior elements, through annotated drawings, diagrams, and other means.

Further, we recognize that the application of accessibility principles in design must be grounded in, and guided by, shared values including equity and inclusion, professional responsibility, and leadership. Arch 530 Philosophies and Theories of Architecture (Discrimination and Design) provides one example of how our curriculum advances students' understanding of, and appreciation for, the relationship between values and application (see the program's response to item PC.8 in section 3.1 of this report).

Assessment practices and changes made over time to improve accessibility related learning outcomes are discussed in sections 5.2 and 5.3.

B.5 Life Safety

2014 Visiting Team Assessment: *The evidence of the coursework indicative of its teaching and student understanding was found in ARCH 472, however, in application, the students project did not reveal that they were able to apply the needed Life Safety requirements in a proper manner in their own design projects. Even the high passing projects had major flaws with exiting requirements.*

This criterion demands ability, and the students' evidences in the files only could prove as far as understanding of the criterion. The review of students' projects did not convince the team that this criterion was met.

We have made substantial progress on student ability regarding Life Safety since the last cycle. Learning outcomes at the ability/application level previously Associated with criterion B.5 Life Safety (2009 NAAB Conditions) are now identified in student criteria SC.5 Design Synthesis in the 2020 NAAB Conditions. SC.5 conditions are met though Arch 511 Graduate Design Studio I, required for all tracks leading to the professional degree. This condition is also met through Arch 403 Comprehensive Design Studio. As discussed in the prior section, Arch 403 will be a requirement for students in all tracks leading to the professional degree, beginning with the graduate cohort entering in fall 2022. Our curriculum further scaffolds SC.5 learning criteria in Arch 401, 570, and 701.

Assessment practices and changes made over time to improve outcomes related to SC.5 Design Synthesis are discussed in sections 5.2 and 5.3.

B.6 Comprehensive Design

2014 Visiting Team Assessment: *Evidences of the students' works in comprehensive studio ARCH 401, or ARCH 403, as well as the graduate thesis work in ARCH 511, and ARCH 513 did not demonstrate the ability to make sound decisions in integrating certain technical requirements mainly with respect to the exiting requirements and accessible path of travel in the design projects. This was encountered in high pass and low pass as well as additional student projects that were requested by the team for further review.*

We have made substantial progress on student ability regarding Comprehensive Design since the last cycle. Learning outcomes previously Associated with criterion B.6. Comprehensive

Design (2009 NAAB Conditions) are viewed as equivalents to SC.5 Design Synthesis and SC.6 Building Integration outcomes in the NAAB 2020 conditions. SC.5 conditions are met though Arch 511 Graduate Design Studio I, required for all tracks leading to the professional degree. This condition is also met through Arch 403 Comprehensive Design Studio. As previously mentioned, Arch 403 will be a requirement for students in all tracks leading to the professional degree, beginning with the graduate cohort entering in fall 2022. Our curriculum further scaffolds SC.5 learning criteria in Arch 401, 570, and 701.

SC.6 conditions are met through Arch 513 Graduate Design Studio II, required for all tracks leading to the professional degree. This condition is also met through Arch 403 Comprehensive Design Studio. As previously mentioned, Arch 403 is required for students in all tracks beginning fall 2022. Our curriculum further scaffolds SC.6 learning criteria in Arch 510, 571, and 701.

Assessment practices and changes made over time to improve outcomes related to SC.5 Design Synthesis, and SC.6 Building Integration are discussed in sections 5.2 and 5.3.

Cause of Concern: Faculty

2014 Visiting Team Comments: *The faculty has been stretched thin due to the five-year hiring freeze leaving several tenured positions vacant. A number of architecture faculty are overdue for sabbaticals and do not have the bandwidth for the faculty scholarship goals that the university expects. Lack of new hiring has negatively impacted the diversity of the faculty.*

The team has concerns about the workload of the program coordinators. Coordinators are doing the same amount of work as chairs with two months less pay. They reported expanded responsibilities beyond their contract terms including budget oversight duties and fundraising.

The use of the Weller Architecture Excellence Fund to provide two Weller Fellowships proved a valuable addition to the learning atmosphere of the Architecture Program. However, the team was informed that the funding will no longer be available after this academic year. Additionally, the team received students' explicit concerns about the lack of such fund as to them this was part of the opportunities for fresh insights and diverse points of view skill sets in the make-up of what can constitute a progressive architecture education.

On the whole, the faculty is stretched beyond capacity and there is no hiring plan in place to give the team assurances that a resolution will be found in the near future.

See the above section on Human Resources & Human Resources Development (Faculty) which addresses all of the causes of concern listed here.

Cause of Concern: Director

2014 Visiting Team Comments: *Everyone is waiting expectantly for the new Director. The provost, dean, faculty, staff and students all have high expectations for him/her to continue to integrate the four programs and increase faculty scholarship. However, without the new Director in place it is impossible for the team to know if these aspirations will come to fruition. Uncertainty among all stakeholder groups is high. Administrative delays caused by the dual college model in the hiring stage of the new Director exacerbated the problems that led the team to assess some of the conditions a not-met*.

We have made substantial progress in this area, however at the end of this cycle we find ourselves with an Interim Director while conducting a search for a permanent Director. When the

2014 VTR was written, SDC faculty member Max Kirk was serving as Interim Director and the school was awaiting the arrival of a permanent Director. At that time, a candidate had been offered the position through a national search and was granted a request to defer the start date for the position. Ultimately, this individual accepted a position elsewhere. In July of 2014, SDC faculty member Phil Gruen assumed the role of Interim Director. Gruen served one year in the interim capacity and then accepted a two-year term position as SDC Director. Under Director Gruen's leadership the SDC created a comprehensive backbone of guiding policies and procedures and created school and program-level strategic plans as discussed in the *Long Range Planning* section above. Following Gruen's three-year tenure as Director, Professor Gregory Kessler led the school as Interim Director for a period of one year (FY2018). Kessler brought deep administrative experience having previously served as Director for the School of Architecture and Construction Management for a ten-year period and also as the inaugural Director for the School of Design and Construction. Under Kessler's leadership, the school conducted a successful national search for the permanent Director position, ultimately filled by Ryan E. Smith.

Ryan E. Smith was named SDC Director on July 1, 2018 and served a four-year term ending June 30, 2022. Smith came to the school from the University of Utah's College of Architecture and Planning where he served as Associate Dean for Research and Community Engagement. Smith is recognized as a leader in of offsite prefabrication and modular construction practices. During his time as Director, Smith catalyzed research activity and engagement opportunities within the school, conducted multiple strategic hires, established and monitored progress towards strategic goals, and advanced the school's integrative vision for professional education. Smith shepherded the school through the COVID-19 challenges and Associated budget reductions as well. On March 22nd, 2022, Director Smith announced that he had accepted an administrative appointment at another institution and his service as SDC Director ended last June.

On July, 1 2022, SDC Associate Professor Jason Peschel assumed the role of Interim Director for the school. Since the school's inception, Peschel has served as a member of the SDC leadership team as Program Head for Construction Management. Peschel brings substantial construction management industry experience, a commitment to disciplinary rigor in professional education, and a record of development funding that has significantly benefitted the Construction Management program under his leadership. Peschel holds the position of Richard L. Silliman Distinguished Professor of Estimating and was the recipient of the VCEA Reid Miller Excellence in Teaching award in 2017.

Prior to the start of Interim Director Peschel's appointment, the VCEA Dean announced that a national search would be conducted to fill the permanent SDC Director position. The search committee has been formed and the notice of vacancy for this position is nearing completion. Internal and external applicants are eligible to apply. We anticipate the position will be advertised by this October and will include a starting date of July 1, 2023 for the permanent SDC Director.

Cause of Concern: Dual Dean Model

2014 Visiting Team Comments: *This team was not provided with the opportunity to meet the interim dean of the CAHNRS. Discussions with dean of the CEA revealed strong support for the dual college model. Several faculty and staff mentioned the challenge of managing program budgets within the School of Design & Construction, which is funded through its two parent colleges (CAHNRS and CEA). This will likely continue to be a challenge. On the positive side, it also provides twice the advocacy at the Dean level for all programs of the SDC, including architecture. The challenge will be maintaining the independence of the development fund for the program while establishing a development fund for the SDC.*

In July 2017, the two-parent college model was abandoned and the SDC has since been housed within, and wholly administered through, the Voiland College of Engineering and Architecture (VCEA). See Section 1 Context and Mission for a discussion of the school's relationship to VCEA, including how the school and Architecture Program benefits from this relationship. See Sections 5.1.1 and 5.1.2 for information regarding administrative structure and governance relationships. See Section 5.7 for a summary of institutional financial support afforded to the school and Architecture Program.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

We have made substantial progress regarding program adjustments to meet the 2020 NAAB Conditions. However, given the scope and complexity of this endeavor, this remains understandably a work-in-progress. The Architecture Program has engaged in a systematic and comprehensive process to revise curriculum design in an informed manner and enhance assessment practices to evaluate impact. We have dedicated substantial resources towards information gathering and training; soliciting input from students; analyzing, modeling and (re)visioning the curriculum; implementing course and curricular changes; enhancing assessment methods and practices; and applying knowledge gained from these activities to inform further refinements. Ongoing curricular honing is advanced through a participatory and iterative process of reflectively examining, evaluating, and adjusting aspects of individual courses as well as the overall curricular structure in tandem.

Information gathering and training related to new NAAB Conditions began in the fall of 2019 and has been ongoing. Program faculty and leadership participated in the 2019 ACSA Administrator's Conference, including the Future of Accreditation session and ACSA workshops including Making Assessment Work for You, Designing an Assessment Program with a Comprehensive Timeline, and Focusing Your Program's Assessment. In addition, the program has engaged WSU's Office of Assessment for Curricular Effectiveness on several occasions, seeking guidance on best practices towards designing effective and efficient assessment methods and tools. The program has benefited from tapping into these resources as we adjust to assessment expectations outlined in the 2020 NAAB Conditions.

The program mapped the NAAB 2020 program and student criteria to the existing undergraduate and graduate curricula during the fall term of 2019. The mapping was based on Draft 1 of the Conditions, as NAAB 2020 had yet to be officially adopted. The first iteration of the NAAB 2020 architecture curriculum matrix, completed on November 21st 2019, can be found here. All syllabi were revised to include learning outcomes consistent with the matrix in the spring of 2020. Faculty continue to refine course design and share successes and challenges Associated with changes in faculty meetings, retreats, and within committees. The curriculum matrix is revised incrementally in response to new insights and is updated accordingly at the end of each semester. The program's current matrix, Version 6.0, can be found here. A review of our current curriculum matrix reveals that, in addition to locating NAAB PC and SC criteria, multiple program-defined studio teaching and learning objectives are specified including code, regulatory, and accessibility understanding and application; and suggested design studio parameters such as

project type, scope, and scale. Further, NAAB 2020 shared values are mapped to the matrix by indicating curricular and co-curricular emphasis by semester (spring versus fall term).

Paralleling the development of the NAAB 2020 curriculum matrix, the program created an architecture Course Design Criteria document, consolidating the NAAB 2020 Conditions and program-defined criteria for every course in the graduate and undergraduate curricula into a single, user-friendly document. The primary purpose of this document is to ensure that the proper learning outcomes are incorporated into the design of individual course syllabi, and associated assignments, exams, and/or projects; with the overarching goal of ensuring curricular consistency over time. Similar to the curriculum matrix, the architecture course design criteria document is updated as needed at the end of each semester.

Complementing the course design criteria document is the program's Design Studio Curriculum Map. The product of a year-long collaborative effort involving program faculty and students, the Design Studio Curriculum Map serves as an illustrated guide to aid in the design of studio-based courses delivered at all levels of the curricula. This document was completed shortly before the announcement of NAAB 2020 and, as a result, it is mapped to NAAB 2014 student performance criteria. While the document is tied to the sunsetted conditions, it remains highly relevant as a tool to ensure systematic scaffolding of skill and knowledge-based learning outcomes.

Substantial progress has been made regarding assessment methods and practices in response to requirements in the NAAB 2020 Conditions. Our curricular assessment is conducted in a manner inclusive of both NAAB and program-defined criteria. The program also ensures that institutionally-defined outcomes for baccalaureate and master's level graduates are met. Targeting and assessing outcomes in response to multiple frameworks is an inherently complex and resource-intensive enterprise. The significant changes to NAAB criteria have required the program to adjust teaching and learning targets in a limited time frame and develop new tools and frameworks for assessing outcomes. The program's Curriculum and Assessment Committee has developed draft documents that will provide additional overarching structure to guide our practices. The Curriculum Assessment Cycle defines a schedule by which each NAAB criteria receives focused assessment attention over a three year cycle. In addition, it identifies sources of direct and indirect evidence to bring to bear on the assessment activities. This framework is conceived of as flexible, allowing for criteria to be relocated within the cycle based on priority need. A draft version of the program's Curriculum Assessment Matrix has also been issued by the committee. This document identifies courses within the curriculum which provide sources of evidence (primary and secondary) and whether evidence sources are direct or indirect in nature. A review of the curriculum assessment matrix reveals that NAAB PC and SC criteria are mapped, with M.Arch, B.S. Arch, and university-defined outcomes not yet completed.

Throughout this transition process, student focus meetings and exit surveys have served as the principle means for the program to gather student input and gauge the impact of revisions on the student experience. Exit surveys were modified in 2020 to include questions designed to provide insight into students' perceptions of how NAAB 2020 shared values, program criteria, and student criteria are being addressed in the program. Exit interview responses (graduate and undergraduate) are reviewed by program leadership annually. Any apparent patterns and/or themes emerging from the data are identified. Exit survey response data is shared with the faculty during the fall term, where is it discussed and used to inform future decision-making.

Examples of specific curricular changes made in response to assessment activities and/or the adoption of NAAB 2020 Conditions, are found at the end of section 5.2 of this report.

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NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The Master of Architecture Program is a STEM designated professional degree that balances teaching, research and service in its context. The program is located in the School of Design and Construction (SDC) in The Voiland College of Engineering and Architecture (VCEA) on the Washington State University (WSU) Pullman campus. Our delivery format is on-campus, with the exception of Washington State COVID 19 pandemic requirements for remote-learning (virtual delivery) from March AY 2020 to May 2022. The School (SDC) Director and degree Program Heads are located in Carpenter Hall on the ground floor. The Voiland College of Engineering and Architecture (VCEA) Dean's offices are also located in Carpenter Hall, on the 5th Floor. Carpenter Hall is one of two instructional facilities for the SDC degree programs, including the Architecture Program. The second facility is Daggy Hall, located next to Carpenter Hall. Carpenter Hall and Daggy Hall are located on the southwest side of the Pullman Campus near the City of Pullman's historic main street.

WSU is a public land-grant multi-campus university system (31,159 total enrollments, 2019). The Pullman campus, founded in 1890 and the traditional flagship of the system, is located in the City of Pullman (pop. approx. 35,000, 2019) in rural southeastern Washington State. Pullman is surrounded by the Palouse, a geographically and culturally distinct area with fertile pastoral rolling hills of windblown silt where the dryland farming of wheat and legumes is widespread.

Mass Timber research has played a prominent role in the Pacific Northwest AEC industry. WSU Voiland College of Engineering and Architecture (VCEA) Composite Materials and Engineering Center (CMEC) has a long history of mass timber research to address sustainable construction, forest health, wildfire risk reduction, and job creation. In 2013 CMEC began a pilot CLT supply chain project funded by a USDA grant, partnering with industry (Colville lumber mill; Columbia Falls, Montana, CLT manufacturer; Spokane, WA advanced systems manufacturer). The pilot project led to a partnership with Katerra (California & Spokane, WA based CLT manufacturer) combining CLT product research and development, manufacturing, design, and construction.

WSU's Strategic Plan 2020-25 reports the following Pullman Campus student profile, Fall 2019.

- Total enrollment: 20,976
- Undergraduate: 18,346
- Graduate: 2,173
- Professional: 457
- Students of color: 29.7%
- International: 9.1%
- Women: 50.5%
- First generation: 31.0%

Major new Pullman campus facilities include a digital classroom building, multiple plant sciences facilities, a multicultural center, a veterinary and biomedical research building, and the PACCAR Environmental Technology Building. WSU Pullman is a hub for most of the University's student organizations, including its athletic teams, as well as galleries, performance venues, and museums dedicated to art, anthropology, zoology, and other topics. The Pullman campus is largely residential; 46 percent of students live in residence halls, University-owned apartments, or fraternity and sorority houses.

In 2018, the Northwest Commission on Colleges and Universities (NWCCU) reaccredited WSU. Upon reaccreditation, NWCCU commended WSU for its:

- transparency and inclusiveness in decision-making
- sense of loyalty within the WSU community
- efforts to improve student access and success, especially among underrepresented groups
- assessment of student learning outcomes
- commitment to cutting-edge instructional approaches
- thematic approach to scholarship.

The WSU System Strategic Plan 2020-25 highlights WSU's mission as the state's land-grant research institution with high research expectations to deliver a statewide impact with a multi-campus system. WSU's core commitments are:

- education for all regardless of means or background
- scholarly activity that benefits the public and especially Washingtonians
- outreach to the residents of the state to share the institution's expertise and positively impact people and communities.

The Voiland College of Engineering and Architecture (VCEA) mission, as one of WSU's 11 colleges, is one of the pillars of WSU's strategic plan. The VCEA vision highlights collaboration, innovation, transformation, and world leadership in providing solutions to societal grand challenges and quality "work-ready, day-one" graduates. Supporting the vision, is VCEA's threefold mission:

- conduct fundamental and applied disciplinary and cross-cutting research that leads to new knowledge, transformative technology, and innovative designs.
- educate and prepare students through state-of-the-art programs, preparing them for professional careers and leadership in engineering and design professions.
- engage people, industry, and communities to improve quality of life and enhance economic development.

The VCEA research mission highlights the needs for a sustainable energy future, to apply technology to preserve our quality of life, and to educate tomorrow's innovators. VCEA Institutes, Centers and Labs focus on:

- Advanced Materials Research
- Air and Water Resources
- Energy/Catalysis: https
- Engineering for Health
- Smart Power Networks
- Sustainable Infrastructure

The School of Design and Construction (SDC), is one of 6 schools in the Voiland College of Engineering and Architecture (VCEA). SDC School Policies and Procedures are comprehensive. The SDC is currently updating its strategic plan, a process that was interrupted by the recent pandemic. As the SDC 2015-2020 Strategic Plan highlights, the SDC is an integrative framework of individually accredited disciplinary degree programs. This educational model is in step with AEC industry goals, the current VCEA and WSU Strategic Plans, as well as grand challenges identified in the WSU Strategic Plan: sustaining health, sustainable resources, opportunity and equity. As such, faculty in the school are SDC faculty with primary areas of teaching responsibility in Architecture, or Interior Design, or Landscape Architecture, or Construction Management, with research expectations in their areas. Faculty are also expected to contribute to teaching and research in the other areas by teaching interdisciplinary courses in the school e.g., SDC 120, SDC 140, and by doing cross-over research or innovative activity bridging with other areas.

SDC defines scholarship inclusively to support diverse kinds of peer reviewed research, scholarship, and/or creative activity in design and construction in tiers that generally correspond with regional, national, and international levels of peer review (SDC Tenure and Promotion Guidelines). The SDC Strategic Plan highlights research goals related to signature areas: health, performance, technology, experience, place. Faculty accomplishments in this APR cycle reflect these goals (Faculty CVs).

The SDC Strategic Plan highlights teaching goals including excellent instruction, collaborative activity, dedicated faculty, and transformational student experiences. The SDC Strategic Plan also highlights outreach and engagement goals. For practical and pedagogical reasons, outreach and engagement goals overlap in many ways with teaching and research goals: professional internships, study abroad, week-long study tours, competitions, regional and national conferences, community service in the Pacific Northwest and particularly rural communities, community college articulation agreements, AEC industry connections or partnerships. These goals are being met, usually in multiple ways.

The Master of Architecture (M.Arch) Program
The institutional and geographical context outlined above influences the Architecture Program mission, culture, and pedagogy and the development of the program, particularly the immediate institutional context of VCEA and SDC. The M.Arch Program is one of 6 curricular areas in the SDC: Architecture, Construction Engineering, Construction Management, Interior Design, Landscape Architecture, and the Interdisciplinary Ph.D. The SDC offers a Bachelor of Science in Architecture Studies degree (BS Arch), and a Master of Architecture degree (M.Arch). The M.Arch degree is a STEM degree and our NAAB accredited degree. The Architecture Program is currently updating its strategic plan, a process that was interrupted by the recent pandemic.

The 2015-2020 Architecture Strategic Plan mirrors the SDC Strategic Plan goal for individually accredited disciplinary degree programs to contribute to the integrative framework of the school. This educational model is in step the current VCEA and WSU Strategic Plans, as well as grand challenges identified in the WSU 2015-2020 Strategic Plan: sustaining health, sustainable resources, opportunity and equity. We believe an integrative model for architecture education is also in step with AEC industry goals. Accordingly, as stated in our Strategic Plan, we seek to provide an educational environment of local and global consequence, preparing students to understand and model multiple social and environmental factors that influence the built environment. We value research that can positively impact the design of the built environment, community health and safety, public policy and sustainable design across urban and rural settings. We integrate and collaborate with allied disciplines, industry and practitioners to help prepare students to succeed in the workplace and for lifelong learning to address dynamic grand challenges.

In support of our values, the Architecture Strategic Plan defines thematic areas for the Architecture Program: Exceptional Research, Innovation, and Creativity; Transformative Student Experience; Outreach and Engagement; Diversity, Integrity, and Openness. Indicators of success are noted as well though some have evolved in recent years, for example: research productivity aligns with signature themes (health, performance, technology, place, and experience); students are engaged in research through research and engagement labs and by mentoring of graduate student projects related to signature research themes; Architecture Program engagement with institutions, communities, governments, the private sector and alumni has been expanded and enhanced through summer studio collaborations with innovative practitioners, Eunoia Magazine, rural and urban community design studio projects, grants to improve AEC industry sustainable design and construction education and training.

Another example of how our context informs our program centers on faculty positions and responsibilities, as noted earlier. Faculty delivering courses in any degree program in the SDC are SDC faculty including faculty teaching in the architecture undergraduate and graduate curriculums. SDC faculty positions have primary areas of teaching responsibility such as in Architecture, or in Construction Management, or Interior Design, or Landscape Architecture. SDC faculty have research expectations and service expectations that are also tied to the goals of the degree program, the school (SDC), the college (VCEA) and the university (WSU). Accordingly, faculty with primary areas of teaching responsibility in the Architecture Program are also expected to contribute to teaching and research in other areas of the school by doing cross-over research or innovative activity that bridges with other areas. When hiring, the SDC seeks those with crossover potential and includes this in position notifications and contracts. The M.Arch Graduate Program Bylaws outline the general conditions for faculty participation in the M.Arch Program and list faculty participants with specialization in architecture as well participants that specialize in other areas in the school.

Students enter the undergraduate BS Arch studies curriculum after completing SDC Foundational courses which introduce students to the allied disciplines and the world of design and construction. The BS Arch curriculum is designed to encourage qualified WSU SDC BS Arch Studies graduates to progress into our M.Arch degree 1-year Track Program of Study. Applicants to the M.Arch program that do not qualify for admission into our 1-year Track Program of Study, can apply to enter into our 2 or 3-year Track M.Arch Program of Study. Students that successfully complete the first year of a 2-year Program of Study or the first two years of a 3-year Program of Study progress into the 1-year Program of Study. The Architecture Course Design Criteria document outlines the progression of learning objectives from SDC Foundational courses to BS Arch to M.Arch 1-year Track, 2-year Track, and 3-year Track coursework.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The Architecture Program has a strong tradition and loyal alumni base. While remotely located, we have a prominent alumni constituency in the major metropolitan areas of the Pacific Northwest. The program serves the State of Washington by educating future architects – fulfilling a key goal of WSUs land grant mission.

As noted earlier, mass timber research has played an important role in the regional AEC industry and VCEA research and innovation. In 2019, Katerra opened a 270,000-square-foot cross-laminated timber (CLT) manufacturing facility in Spokane, and in 2020 Katerra partnered with Avista Development, McKinstry and Eastern Washington University to build the Catalyst Building (150,000 sf) in the University District, Spokane, the first office building in Washington State constructed with CLT. Until Katerra closed suddenly in 2021, WSU Voiland College of Engineering and Architecture (VCEA) Composite Materials and Engineering Center (CMEC) had partnered with Katerra to facilitate CLT product research and development, manufacturing, design, and construction.

The Architecture Program engages Pacific Northwest communities through community oriented assignments, studio projects, and co-curricular initiatives. Mass timber has positively influenced our inter-institutional and extra-institutional institutional engagement and outreach activities. A recent example is the WSU SDC Architecture Program and University of Idaho (UI) Architecture Program 2022 Design with Wood Competition. The competition is the most recent iteration of several years of partnership with the UI Architecture Program involving the Idaho Forest Products Commission (IFPC). In 2022, undergraduate third year architecture design studios (WSU Arch 303) from both programs again explored mass timber design and construction methods. WSU students explored how CLT construction and design can be applied to address social equity and justice and multi-family housing in Seattle, WA. Guest lectures and events brought WSU and UI students and faculty together with industry experts. Craig Curtis delivered the Keynote address at the awards ceremony on May 4, 2022 (Partner, Mithun, Seattle, WA; formerly led Katerra's Building Platforms division, Spokane, WA; and former Design Partner, Miller Hull, Seattle, WA). Other regional practitioner-innovators in the design of housing for equity and innovation provided student project input and evaluations e.g., Grace Kim, Schemata, Seattle, WA, and Robert Humble, founder of Hybrid Architecture, Seattle, WA. Grace Kim is a WSU alumna and recipient of the National AIA Young Architect Award (2008). Robert Humble, Hybrid Architecture received a 2019 AIA Award of Honor (Seattle Chapter) for their work in urban infill multi-family design, build, development.

A recent faculty initiative to develop a building science certificate program focused on energy efficient housing was funded by the Department of Energy (DOE) curriculum development grant program (Omar Al-Hassawi, PI, SDC Assistant Professor, emphasis on architecture, and former M.Arch Program Director). The certificate program will make its courses available online to provide access to a wider audience than traditional architecture degree programs. The certificate program project is another example of how our larger institutional and industry contexts shape our initiatives and outcomes. Al-Hassawi leads a multi-disciplinary team including researchers from civil engineering, mechanical engineering, architecture, and construction management to develop undergraduate and graduate certificate programs and a master's degree program. The certificate program initiative leverages the fact that the VCEA is the only university college in the U.S. that includes all major design disciplines for the built environment.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

As noted above, in the response to academic context, the faculty and students in the Architecture Program engage directly beyond the classroom in initiatives and projects that are important to our

academic community, and the urban and rural communities we serve. Our institutional emphasis on inquiry supports those kinds of engagements. The activities described above also provide many examples of how we bring outside community resources into the classroom, intentionally blurring distinctions between what belongs inside and outside of the architect's classroom. Our commitments to research, innovation, and creativity ensure that faculty and students learn both inside and outside of the classroom. Inquiry beyond the classroom informs classroom learning and vice versa.

Our SDC Teaching and Research Engagement Labs are further examples of how faculty inquiry outside of the classroom involves students in individual and collective learning experiences beyond the classroom e.g., the Reuse Design Lab, the Morphogenesis Lab, Rural Communities Design Initiative (RCDI). Faculty teaching in the Architecture Program have leadership roles in our Teaching and Research Engagement Labs. They bring their outside classroom experience to the classroom. These are collective learning opportunities

In another example, our Summer Graduate Design Studio, Arch 510, involves partnerships with practitioner-innovators. In that studio model, students may be located off-campus in the architect's studio e.g., in Seattle or Spokane. There the studio and student learning is located off-campus in an actual architecture practice setting. The recent pandemic led to a virtual approach to this model whereby practice-innovators and students and faculty are brought together in a virtual studio environment (Zoom). The studios address important social, cultural and technological issues for architecture while drawing from practice-innovator and faculty expertise for student-based design inquiry. While not ideal, students and faculty and practice partners found this can be successful. Recent examples of virtual summer studio partners are Chris Sharples, Partner, SHoP Archtects, NYC, and Alan Maskin, Partner, Olson Kundig Architects, Seattle WA. Each practice-innovator delivered important material from practice beyond the classroom, benefiting students and faculty partners. Examples of recent SDC co-curricular community engagement activities involving architecture students are: Fall 2021 HFH / SDC partnership in Heal House; 2019 Hack a House.

Further examples of engagement outside of the classroom involving students in individual and collective learning experiences are faculty teaching in the Architecture Program who lead architecture students on field trips for inquiry and direct engagement with people and places e.g., Arch 309, Arch 511, Arch 513, SDC 444 and SDC 555. The Architecture curriculum involves students in local field trips (Pullman, Spokane, Seattle), national field trips (Chicago, Los Angeles, NYC), and international field trips (Japan, Jordan, The Netherlands). Courses in the curriculum are designated as having travel for site visit requirements e.g., Arch 513 Graduate Design Studio, Arch 511 Graduate Design Studio, Arch 571 Graduate Design Studio, Arch 570 Graduate Design Studio, Arch 401 Undergraduate Design Studio, Arch 309 Modern Architecture Theory (Architecture Course Design Criteria). While field trips were suspended during the recent pandemic, local trips have resumed, and architecture planning for national and international trips has resumed.

Architecture students are encouraged to participate in extracurricular organizations: AIAS, Eunoia, Alpha Rho Chi APX, DBIA, NCARB AXP. AIAS and Eunoia play a vital role In the life of the Architecture Program and the school, by organizing student events (e.g., AIAS portfolio mentoring events, and Eunoia organized the publication of student work in Eunoia Magazine. Our students have attained high-level leadership positions historically, including one recent graduate who served as West Quad Director for AIAS from 2020-2021. Architecture students take part in DBIA (Design Build Institute of America) sponsored competitions annually and work in collaborations with CM, LA, and ID students. Travel is involved for finalists; WSU SDC teams have a strong record of recognition/winning in this cycle.

One further example of Architecture Program support for student engagement and learning outside of the classroom is our Arch 580, the M.Arch Practicum, which is a required course. In this course students work under the supervision of an architect in the architect's office, or under faculty supervision e.g., in a research lab, to gain experiences outside of the classroom that can count toward licensure through the NCARB AXP program experience setting A and O.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:
The Master of Architecture Program is a STEM designated professional degree that balances teaching, research and service in its context. The program is located in the School of Design and Construction (SDC) in The Voiland College of Engineering and Architecture (VCEA) WSU Pullman campus, Pullman Washington. The SDC mission is to provide an integrative framework of individually accredited disciplinary degree programs. This is in step with AEC industry goals, and curricular strategic planning. The M.Arch Program prepares students to understand and integrate multiple social and environmental factors to positively impact the design of the built environment, community health and safety, public policy, and sustainable design across urban and rural settings. We partner with allied disciplines and industry to prepare students to succeed in the workplace and to address dynamic grand challenges. Many of our courses involve partnerships with recognized practitioner-innovators. Sustainable design and construction R&D has played a prominent role in the Pacific NW AEC industry the VCEA and the Architecture Program including Mass Timber CLT manufacturing and design and construction. For example, the WSU and University of Idaho (UI) Architecture Programs 2022 student Design with Wood Competition is a recent iteration of several years of fruitful regional partnership including the Idaho Forest Products Commission (IFPC). In another example of our integrative approach, the Department of Energy (DOE) curriculum development grant program recently funded a faculty initiative to develop a building science certificate program for a broad spectrum of allied professionals and students focusing on energy efficient housing.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
Our curricular design ties teaching and learning objectives to Shared Values (Architecture Course Design Criteria). Shared Values objectives are scaffolded vertically in the curriculum (PC+SC Matrices). Our Architecture Course Design Criteria document lists and describes all courses and Shared Values, PC and SC criteria for each course.

We believe that the design of the built environment offers a crucial foundation for progressively modeling, understanding, and mediating inherently complex environmental, social, technological, and economic relationships. We see design as a theoretical construct and a material practice and that balancing the two is vital and productive. Globalism and the recent global pandemic crisis have demonstrated we live in a time of unprecedented

interconnectedness that increasingly challenges boundaries, boundaries between areas of knowledge, between virtual reality (e.g., digital, data-scape, BIM) and physical reality (e.g., actual, manufacturing and assembly, 5-over-1 apartment block). To contribute to the design of safe, equitable, resilient, and sustainable built environments, design thinking must integrate these contexts for architecture knowledge and practice. Accordingly, we strive to think and work nimbly and practically with traditional, new, and emerging forms of knowledge and practice and to integratively model them across programs, colleges, communities, and professions. Design and construction are not simply the means for erecting a building, they can also establish networks of physical, cultural, and virtual connectivity responsive to pressing human and environmental issues. We advance the understanding that integrative design thinking and modeling go hand in hand with innovative and progressive design and construction. Design's enduring value centers on the ability to integrate and model applicable information to support wellbeing and resilience. These values guide our strategic plan, our research, teaching, and our curriculum design. Key examples of each are described below.

The core values outlined above are central to our 2015-2022 Architecture Strategic Plan. We are currently updating the strategic plan with the School's strategic plan. Overarching challenges, design goals, and initiatives are prominent in the plans. For example, de-carbonization, health and well-being, and advanced technology are overarching challenges in the school strategic plan. And, in the architecture strategic plan in Theme 1 Exceptional Research, Innovation, and Creativity, is the goal to "develop architecture's unique ability to manage concerns across disciplines through design-oriented research." Further, there is the architecture goal to align design research with signature research themes: health, performance, technology, place, and experience. Moreover, in Theme 4: Diversity, Integrity, and Openness, sub goal 4b is the initiative to "leverage the school's interdisciplinary makeup to encourage greater integration in studios, classes, and events." The goals are supported by related design initiatives: faculty directing research efforts and studio teaching towards the signature themes. These goals and initiatives help tie faculty expertise to the education and development of student-architects. Goals and initiatives are supported by metrics (quantitative and qualitative) for assessing progress e.g., peer-reviewed books, peer-reviewed articles, juried shows, exhibits, or designs. Teaching and learning activities tied to these goals and initiatives introduce students to multiple career paths, and help prepare them navigate career paths in the profession e.g., SDC Teaching and Research Engagement Labs, Lecture Series, and professional mentoring. Many accomplishments of the faculty teaching M.Arch courses during this time align with our strategic design research, innovation and creativity goals: peer reviewed publications of design research and design exhibitions and grants and awards for design research. Faculty engage students in areas of design scholarship in course instruction and in Teaching and Research Engagement Labs. Recent student design achievements align with strategic goals (regional and national student design awards) including AIA COTE Competition for Students (two 1st place national awards, 2019, 2022), AIA Northwest and Pacific Region student design awards program (Citation Award, 2021 and 2022), AIA Spokane biennial Student Design Awards (3 awards in 2022), and student interdisciplinary club publications (Eunoia, architecture students in club leadership positions).

Design studio courses have a central role in our curriculum. Cumulatively, our curriculum design sequence progresses from foundational design concepts, techniques and issues to complex projects whereby students acquire knowledge and skills to progressively model and mediate inherently complex environmental, social, technological, and economic relationships to support social and environmental wellbeing and resilience. Our curriculum design document (Architecture Course Design Criteria) highlights NAAB criteria for each course to

prepare students for licensure and for program accreditation. This is our guide to what is covered in each course at each level of the curriculum.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
We believe the architect's environmental stewardship and concern for the impact of their work on public health, safety, and welfare are interrelated. Further, we believe that ethical engagement and problem solving in response to these responsibilities hinge on understanding the social and environmental challenges of our time and the knowledge, skills, and ethical frameworks of the profession. We seek to engage in these responsibilities through teaching, research and service. While there are many particular examples of how the program engages environmental stewardship and professional responsibilities, several key examples outlined below signpost the different ways the program engages.

Our Strategic Plan embraces environmental stewardship and professional responsibilities. A particular example is Research, Innovation, and Creativity Goal 3 which highlights the grand challenge to design and construct sustainably, and the challenge to promote health and sustainable living. That strategic goal spans across our signature themes for research, innovation, and creativity: health, performance, technology, place, and experience. Faculty accomplishments, as noted in Faculty CV's, signpost recent grants and publications: DOE Grant, health research grants, and experience and well-being publications signpost how faculty have addressed these challenges through scholarly activity. Our curricular design ties teaching and learning objectives to environmental stewardship and professional responsibilities (Architecture Course Design Criteria). Objectives are scaffolded vertically in the curriculum (PC+SC Matrices). For example, our curricular design scaffolds SC.1 Health Safety and Welfare in the Built Environment and PC.3 Ecological Knowledge and Responsibility in Arch 403 Comprehensive Design Studio objectives and Arch 511 Graduate Design Studio objectives. Further, our faculty are involved in the leadership of SDC research and teaching labs. These dedicated research and teaching labs provide venues for examining particular impacts while advancing environmental stewardship and professional responsibility. Our students deepen their understanding of environmental stewardship and professional responsibilities from direct experience in those labs, experiences that can also count toward NCARB AXP professional licensure requirements (via our Arch 580 Architecture Practicum course). All of these kinds of experiences ensure students engage in grand challenges while in school and prepare them to continue engaging them in the profession.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
We actively support equitability, justice, and belonging. We set goals, measure results, and achieve progress toward goals to increase fairness, social justice and equity in architecture education. We endeavor in our teaching, research, and service to enrich and care for all people and places. Our equity, diversity, and inclusion policies and actions are examples of our commitments to our teaching and learning environments, and beyond.

The Architecture Program reduces the burden of student debt with scholarships, TA positions, and Research and Engagement lab positions. In academic year 2021-2022, the program awarded and distributed 50 scholarships to architecture students totaling $135,200. With a total enrollment of 208, this translates to 24% of our students receiving a scholarship through the program, with an average award amount of $2,704. Of the 22 gift use agreements Associated with these scholarships, 11 identify financial need as a criterion for selection (50%). In terms of dollars, this amounts to $99,000 out of the $135,200 awarded, or 73%. Of the 22 gift use agreements Associated with these scholarships, 1 identifies a diversity element as a criterion for selection (4.5%). In terms of dollars, this amounts to $6,000 out of the $135,200 awarded, or 4.4%. The school provides paid TA positions for graduate students as well. In the fall of 2021, 34% (15/44) of our graduate students received a funded TA position, funded through various combinations of money and tuition waivers. For the spring 2022 term, that figure was 16% (7/44). Additionally, the school provides undergraduate and graduate architecture students opportunities to earn hourly pay for services rendered in support of research labs, administrative offices, fabrication labs, and the like.

The program supports student understanding of paths into the profession and to licensure through coursework and supplemental offerings. Course related support includes Pacific Northwest professional practice mentors recruited yearly specifically for the Arch 403 Capstone Design Studio. Our required Professional Practice course highlights pathways to licensure and career avenues in Architecture, Interior Design and Landscape Architecture (SDC 473). Examples of recent supplemental offerings on paths into the profession and to licensure are:

- March 9, 2021 Demystifying the Hiring Process: Panel discussion webinar. Panelists included Michael Faulkner (Lever Architects), Angela Gee (Dean Allen Architects), Joanna Gallasch (GGLO), Michelle Kovacich (GGLO), Rick Peterson (OZ Architecture). Topics included: justice, equity, diversity and inclusion in the hiring process, how to differentiate yourself in a competitive market place, what are firms looking for in entry-level hires, how are resumes and portfolios reviewed, advice on creating application materials, interviewing skills, and others.
- November 19, 2020 Pathways to Architectural Licensure event/webinar. Hosted by WSU AIAS. Live Q+A session with members of the Washington State Board for Architects. Discussed the steps to becoming a licensed architect and defined the role of NCARB, ARE, AXP and others in this process.

Our new Teaching and Learning Culture policy sets general goals while standing against discrimination and systemic injustice faced by Black, Indigenous, and People of Color (BIPOC) and all underrepresented peoples, including LGBTQIA2S+ communities, people with disabilities, under-resourced people and communities, women, older people, neurodivergent people, and undocumented people. While we have not yet begun to track student and faculty data on all groups identified in our new policy document, we have tracked race/ethnicity categories indicated for NAAB annual reporting during the accreditation cycle. For example, the March 2021 NAAB Annual Architecture Program Report includes data on faculty and student race/ethnicity, gender, first generation students, and degrees awarded by race/ethnicity. Thus, our measurements for achieving general equitability, justice, and belonging center on collecting and monitoring that data. Since 2014/15, almost all race/ethnicity categories have been fairly consistently represented by students yearly during the accreditation cycle. The most obvious change is in the category of Nonresident Alien, which accounts for all of our international students. Between 2014/15 and 2021/22 international student representation in the graduate program increased from 15% (5/34) of

the total population to 34% (15/44). This increase is partly due to our recent participation in the WSU International Programs (IP) and our designation as a STEM program in 2019.

Further, we believe our plans and actions should be non-discriminatory, including the planning, design, and construction of institutional affordances where students, faculty, staff, and all people feel a sense of belonging, value, respect, and support (all races, ethnicities, socioeconomic classes, places of origin, genders, sexual orientations, physical abilities, ages, and spiritual belief systems). In support of this we track yearly awards to students with the goal to avoid bias across yearly cycles. Intentionally, this is a regular agenda item and discussion point in faculty meetings and leadership planning. We also have articulation agreements with community colleges in the NW region, and are developing community college articulation scholarships with industry partners for these students.

Caring includes an astute awareness of the effects of design and construction efforts on equity, diversity, and inclusion. By curricular design a number of our required courses address these issues (SDC 100, SDC 473, Arch 303, Arch 510, Arch 530, Arch 542). Further, architecture students participate the Rural Communities Design Initiative (RCDI), an action-oriented community development program focusing on the revitalization of underrepresented and under-resourced small rural communities. In 2021 our school public lecture series featured a lecture titled “Back to Our Roots: Inclusive Design and Biophilia,” by Mark Sindell, principal, GGLO, Seattle, WA. The lecture recounted the WSU/GGLO process of gathering ethnically diverse stakeholder input for the design of WSU’s Elson Floyd Cultural Center. Elson S. Floyd was the 10th president of WSU’s four-campus system (May 21, 2007 - June 20, 2015). Floyd was the first African American Washington State University President.

Another example of our commitments to equity, diversity and inclusion is Arch 530 Philosophies and Theories of the Built Environment (required all M.Arch tracks), a M.Arch course dedicated to systemic thought on discrimination and the built environment, raising awareness about the potential effects of our design and construction ideas and practices—positive and negative—on people and places. Greater awareness establishes an important basis for supporting equity, diversity, and inclusion through design and construction.

Care for people also means that we will not tolerate discrimination, bullying, or harassment in any form. This is in full support of university policy including guidelines from WSU Center for Community Standards for course syllabi to communicate that we do not tolerate outwardly egregious offenses such as sexual or physical violence or harassment. Further, we do not tolerate less obvious forms of harassment or disruptive behavior that impinge upon the learning experience in our teaching and learning spaces, such as excessive noise (or music) or microagressions that can lead to psychological trauma. Our commitment to an inclusive, interdisciplinary, and supportive culture is such that we do not expect such circumstances to arise, but in the event that they do, we will take appropriate disciplinary action. We expect that students and faculty alike will follow these standards and engage in an atmosphere of mutual respect and solidarity for one another, be mindful of each other’s physical, emotional, and mental health, and the challenges faced by students and colleagues.

Faculty awareness of student well-being is also part of our culture of care. To this end, our policy encourages faculty to allow reasonable time for student assignments and avoid overloading students with multiple assignments at the same time in different courses. This is supported each semester through architecture curriculum coordination in each year of the undergraduate and graduate program by faculty coordinators. Similarly, our equity, diversity, and inclusion policies and actions encourage faculty and invited guests to be mindful that

critiques of student work, at any time and in any form, should be constructive and should support and model healthy professional character development.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
As noted earlier, our school and program strategic plans encourage research, engagement, innovation, and creativity tied to sustainable design and construction to promote healthy and sustainable living. The strategic goals bridge particular research areas: de-carbonization of the built environment, performance, health and well-being, place and experience, emerging technologies and advanced computational design.

Our strategic research and innovation accomplishments are described in our Research and Engagement web page and in Faculty CVs. The accomplishments signpost how we create and disseminate knowledge through grants and publications at regional, national and international levels of peer review. The accomplishments address important needs in architecture and construction by clarifying connections among, for example, sustainable design and education, technology and health, place experience and well-being.

Students are introduced to architecture design and construction knowledge and innovation through direct involvement in research and teaching labs, through classroom and studio teaching by faculty doing research and by professional architects-innovators. Through these experiences students are encouraged to understand innovation often stems from a working-hypothesis and speculation on that basis involves risk-taking whereby architecture supports and advances culture while driving innovation.

All faculty teaching in the M.Arch degree program regularly engage in the creation and dissemination of knowledge focused on design and the built environment. That is a requirement for continuing participation in the M.Arch degree program (program Bylaws). In many cases faculty scholarship bridges research, innovation, and creativity (described in our Research and Engagement web page and in Faculty CVs). Hence, in the classroom and studio, our faculty connect research, innovation, and creativity thereby helping prepare students to balance myriad factors to optimize design and construction in view of environmental and human well-being issues.

Similarly, faculty engage students in their areas of specialization in the school's Research and Engagement Labs: Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab, Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.

Further, by curricular design, Arch 510 Summer Studio engages students and teaching faculty in an intensive experience in partnership with one or more practice-innovators in an architecture firm with emphasis on area of specialization and practice-based research. Summer 2021 partnerships involved two sections of the 510 studio. One section was delivered in partnership with Alan Maskin, principle and owner, Olson Kundig, Seattle, WA, a nationally distinguished firm specializing in modern art and technical craft determinants of architecture. The other section of the 510 summer studio was delivered in partnership with Chris Sharples, partner, SHoP Architects, NYC, renowned internationally for innovation in

digital design for fabrication and assembly (DfMA) as well as modular high-density urban housing.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
Leadership, collaboration, and community engagement are central to our organizational structure. The school integrates accredited degree programs in architecture, interior design, landscape architecture, and construction management. Architecture's foundational legacy in The School of Design + Construction underpins our enduring commitments to providing a transformative, integrated design and construction education. In our curriculum, architecture and design are modeled as collaborative, inclusive, creative, and empathetic projects with allied disciplines and the communities and clients we serve.

A key example of the school's support for leadership, collaboration and community engagement is in required foundational courses shared by the school degree programs. In these course, faculty and student teaching and learning centers on collaboration with allied disciplines in the classroom, in the studio, and beyond in the world of design and construction. That teaching and learning model scaffolds to the architecture graduate program which includes faculty with specialization in allied disciplines (ID, LA, CSTM). For example, Arch 403 (required all tracks) involves teaching and learning collaboration, leadership, and community engagement with students and faculty and professionals in allied disciplines, as do Arch 401 (required 1-year Track) and Arch 570 (required 2 & 3-year Track). In these courses, faculty and students from allied disciplines in the school work together to address community development issues. In doing so, their teaching, learning, collaboration, and leadership engagements involve communities beyond the WSU campus, even when just next to the campus as in the WSU Gateway Project (Arch 401, 2021).

Architecture students gain leadership, collaboration, and community engagement experiences in active student organizations supported by the school. Our chapter of the American Institute of Architecture Students (AIAS) offers leadership opportunities involving interaction with faculty leadership for school and program planning, as well as the organization of educational events e.g., portfolio mentoring workshops. AIAS also offers opportunities for AIAS regional and national leadership, including travel to engage with regional and national level leadership. Our M.Arch students have contributed at all of these levels of AIAS engagement in this accreditation cycle.

Eunoia, our school's student led organization comprised of students from allied disciplines works to advance the best interests of students in the School of Design and Construction (SDC) and enrich their overall collegiate experience by, among many things, fostering fellowship, cooperation, and unity between students and producing the annual publication of the Eunoia magazine. In Eunoia, architecture students gain leadership, collaboration, and community engagement experience with allied disciplines. Students practice responsibility and critical thinking to advocate for issues and change through direct interaction with school leadership, through organizing events, and through publication of the Eunoia magazine. In the publication process, students collaborate to share information about student and faculty activities with the WSU community and the general public.

In the Rural Communities Design Initiative (RCDI), students have the opportunity to gain leadership, collaboration, and community engagement experience with emphasis on rural community engagement. RCDI is an ongoing outreach, community service, and community development entity providing assistance to under-resourced rural communities. RCDI is supported by the communities it serves and supported and managed by school faculty with student participation from the schools allied disciplines.

The school's support for leadership, collaboration, and community engagement across allied disciplines is also expressed in its exhibitions program which, on a monthly cycle, features and celebrates exhibits on important topics and important works in allied disciplines, including year-end graduation exhibits of studio work by students. The exhibits are accompanied by lively public openings whereby the school hosts a public gathering to view, celebrate, and discuss the work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
We strive to model and promote lifelong learning through curricular and supplemental offerings that emphasize the professional benefits of inquiry and the skills and tools to sustain lifelong learning. As suggested earlier under Design, the ways we model and promote lifelong learning begin with helping students appreciate the need to account for inherently complex and dynamic environmental, social, technological, and economic relationships in the built environment. The relationships are central to overarching architectural challenges for supporting sustainability, health, and well-being. For example, in our design studios and in our Research and Engagement Labs, architecture faculty teach and model the need for sustained inquiry into challenges and research goals stemming from them.

An example of how our studios advance the understanding of sustained inquiry as a part of life-long learning is the 2021 Arch 510 Graduate Summer Studio partnering faculty with practitioner-innovators that demonstrate sustained inquiry for lifelong learning (Chris Sharples, SHoP Architects, NYC; Alan Maskin, Olson Kundig Architects, Seattle, WA). As with all of our graduate studios, this studio balanced theory about dynamic environmental relationships and material professional practice based conventions and innovations. In other words, the studio modeled design inquiry as a theoretical construct (scientific theory, social theory, and architecture histories and theories) and as a professional material practice while advancing the idea that balancing the two for life-long learning is vital and productive.

The school supports a number of Research and Engagement Labs. Each in its own way helps students appreciate the importance of interdisciplinary knowledge for life-long professional development and practice. For example, in the Integrated Design + Construction Lab (ID+CL) faculty and students in allied disciplines address, among 5 research areas, engagement of building occupants, building operators, designers, and contractors through research opportunities, training and education. Recent lab projects include The WSU Tenant Engagement Campaign, a program developed by the ID+CL to help WSU facilities operate more efficiently, and manage occupant comfort within them. Architecture faculty and the ID+CL are also engaged in "Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential

Buildings in Washington State," a Department of Energy Buildings Energy Efficiency Frontiers & Innovation Technologies (BENEFIT) grant (2021-2024).

Student appreciation for life-long learning is also promoted through travel study abroad experiences supported by school faculty in architecture and allied disciplines. Prior to the interruption of travel due to the COVID-19 pandemic crisis, all architecture graduate students were required to participate in travel study abroad e.g., Spain, the Netherlands, Jordan. In these intentionally expansive educational experiences, students gain a life-long appreciation for learning about buildings, places, cultures, and social contexts through travel-study including the value of direct observation and engagement. Partly in response to our rural campus location, our curricular design features requirements in many courses for travel study: SDC 444, SDC 555, Arch 301, Arch 303, Arch 309, Arch 401, Arch 403, Arch 510, Arch 511, Arch 513, Arch 570, Arch 571.

Our architecture practicum course, Arch 580, (required all tracks) provides opportunities for students to earn NCARB credits toward licensure for work in an architecture office under the supervision of a licensed architect. This enables students to experience first-hand the application of professional knowledge in practice and to observe architects engaging in inquiry supported by background research as well as engagement in the professional continuing education requirements.

NAAB

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Our curricular design ties teaching and learning objectives to Program Criteria (Architecture Course Design Criteria). Program Criteria Objectives are scaffolded vertically in the curriculum (PC+SC Matrices). Our Architecture Course Design Criteria document lists and describes all courses and PC and SC criteria for each course. The descriptions of requirements for each course, and for each course syllabus, include PC and SC criteria.

Our curriculum and supplemental offerings provide a solid foundation for understanding the paths to licensure in the US and the range of career opportunities in the Pacific Northwest and beyond that utilize architecture skills and knowledge. For example, curricular and supplemental offerings deliver content on market segments, small business, corporate practice, non-profit community development, government organizations (city, state, federal), international organizations, as well as research & practice relationships.

To ensure student understanding of career paths, our curricular design scaffolds PC.1 criteria vertically with the courses listed below. PC.1 objectives are identified as teaching and learning objectives in the courses and are addressed in one or more course activities. Supplemental offerings provide additional context for student understanding of career paths. Below we describe the courses and supplemental offerings in which we expect the greatest evidence of PC.1 Career Path content delivery and understanding: SDC 473 Professional Practice, Arch 580 Practicum, Pathway to Licensure Events, Research labs, Teaching Labs (bold font below),

Courses

- **SDC 473 Professional Practice** (required all tracks)
- **Arch 580 Practicum**, (required all tracks)
- SDC 100 World of Design and Construction, (required 1-year track)

Arch 473 Professional Practice

SDC 473 ensures students understand the fundamentals of career paths in architecture and closely allied professions of interior design and landscape architecture. The syllabus and highlight PC.1 objectives. Cumulatively, project assignments 1-4 and related lectures deliver content on the profession and allied professions, career tracks, practice example market segments, licensure, NCARB exam divisions (practice management, project management, compensation, etc).

Arch 580, AXP internships
This course focuses on the Architectural Experience Program® (AXP®), developed by NCARB, and required by most U.S. licensing boards. It offers students two options for enrolling in and reporting a range of professional experiences. Option 1, professional practice experience tied to internship in a professional firm supervised by a licensed architect and the M.Arch Program Director. Option 2, research, teaching, and community service experiences tied to our SDC Research and Engagement Labs as well as an option for individually tailored research, teaching, and community service experiences supervised by the Lab Director and the M.Arch Program Director.

Assessment of PC.1 student learning in SDC 473 Professional Practice was based on instructor evaluation of student assignment outcomes.

At the curricular level, self-assessment follows the model described in section 5.3.

Supplemental offerings

- **Pathways to Licensure Events**
  - **March 9, 2021 Demystifying the Hiring Process:** Panel discussion webinar. Panelists included Michael Faulkner (Lever Architects), Angela Gee (Dean Allen Architects), Joanna Gallasch (GGLO), Michelle Kovacich (GGLO), Rick Peterson (OZ Architecture). Topics included: justice, equity, diversity and inclusion in the hiring process, how to differentiate yourself in a competitive market place, what are firms looking for in entry-level hires, how are resumes and portfolios reviewed, advice on creating application materials, interviewing skills, and others.
  - **November 19, 2020 Pathways to Architectural Licensure** event/webinar. Hosted by WSU AIAS. Live Q+A session with members of the Washington State Board for Architects. Discussed the steps to becoming a licensed architect and defined the role of NCARB, ARE, AXP and others in this process.
- **Research Labs** (https://sdc.wsu.edu/research-engagement/): Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab.
- **Teaching Labs** (https://sdc.wsu.edu/research-engagement/): Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.
- SDC Public Lectures examples
  - Ray Calabro, “Recent Work, Bohlin Cywinski Jackson, Seattle WA,” 5:30pm PDT, Oct 19, 2021, Principal, Bohlin Cywinski Jackson, https://events.wsu.edu/event/sdc-lecture-ray-calabro-kyle-philips/
  - Peggy Deamer, “Reworking Architectural Work,” 5pm PDT, Feb 22, 2022, Professor Emeritus, Yale University, Principal, Deamer Studio, https://events.wsu.edu/event/sdc-lecture-peggy-deamer-reworking-architectural-work/, https://m.facebook.com/wsu.sdc/videos/sdc-lecture-peggy-deamer-reworking-architectural-work/497623138614964/?__so__=permalink&__rv__=related_videos
- Engagement with professional community through design studio reviews and field trips including office visitations
- Career Prep & Career Expo (https://sdc.wsu.edu/2021/12/03/spring-2022-wsu-career-expo/), Annual Portfolio Mentoring (Advisory Board and other professionals)
- NCARB Licensing Advisor: Marti Cowan, AIA, Matt Melcher

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
Our curriculum and supplemental offerings provide a strong framework for students to understand how design processes shape the built environment. We provide content on the methods by which design processes integrate multiple factors, different settings, and scales of development from buildings to cities to integrate part to whole relationships. To ensure student understanding of PC.2 design objectives, our curricular framework scaffolds PC.2 criteria vertically with the courses listed below. PC.2 objectives are identified as teaching and learning objectives in those courses and studios. Cumulatively, the program introduces students to a wide range of design processes and techniques. Generally, for this criterion, we expect high achievement in the Arch 403, Arch 511 and 513 Graduate Design Studios. Below we describe primary evidence in the Arch 511 Graduate Design Studio (bold font below). Other courses that address PC.2 Design are listed below, as are supplemental offerings that address PC.2.

Courses

- Arch 531 Advanced Tectonics (required all tracks)
- Arch 527 Site and Landscape Design (required all tracks)
- Arch 513 Graduate Design Studio (required all tracks)
- **ARCH 511 Graduate Design Studio** (required all tracks)
- Arch 510 Summer Graduate Design Studio (required all tracks)
- Arch 403 Comprehensive Design Studio I (reqd. 1-year track, all tracks starting 2022)
- Arch 401 Architectural Design V (required 1-year track)
- Arch 303 Architectural Design IV (required 1 and 3-year tracks)
- Arch 301 Architectural Design III (required 1-year track)
- Arch 215 Issues in Sustainable Architecture (required 1 and 3-year track)
- Arch 201 Architectural Design I (required 1-year track)

Supplemental offerings

- **SDC Public Lectures** key examples
    - Juhani Pallasmaa, “The Ethical and Existential Meaning of Beauty," March 7, 10AM, PDT, 2022, influential architect and author, former professor of architecture and dean at the Helsinki University of Technology, former Director of the Museum of Finnish Architecture. Pallasmaa’s lecture highlighted how architectural design and design thinking processes integrate many factors shape the phenomenological, psychological, psychoanalytic, and empirical experience at different scales from buildings to cities, (https://events.wsu.edu/event/sdc-lecture-the-ethical-and-existential-meaning-of-beauty-by-juhani-pallasmaa/)
    - Beatriz Colomina, “Sick Architecture, From TB to COVID 19,” November 15, 5PM, 2021, influential author, Professor, History of Architecture, Princeton University. Colomina’s lecture highlighted how public health professions and architecture influenced each other over time such that the design of furniture, rooms, buildings, and cities can be understood as layered and evolving responses to public health crises, (https://events.wsu.edu/event/sdc-lecture-beatriz-colomina-sick-architecture/).

- Research Labs (https://sdc.wsu.edu/research-engagement/): Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab.
- Teaching Labs (https://sdc.wsu.edu/research-engagement/): Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.
- Engagement with professional community through design studio reviews and field trips including office visitations

Arch 511 Graduate Design Studio (required all tracks)
Two sections of ARCH 511 are taught each Fall semester, section 01 & section 02. In both sections PC.2 Design is identified in the syllabus as a teaching and learning objective and addressed in assignments. In 2021, both sections of 511 participated in the 2022 ACSA COTE Competition for students. The competition guidelines highlight the AIA Framework for Design Excellence and strategies for integrating and processing design information for design decision making. Though the sections focused on different sites and programs, both followed a similar progression based on competition guidelines. Thus, the syllabus, schedule, lectures, and assignments 1-4 in each section cumulatively bring into focus pre-design research content on sustainable design theories as a basis for project design information gathering and processing leading to identification of design performance goals or benchmarks. Similarly, the studios engaged in site research tied to people, place, environmental justice and ecology. Further, the studios involved students in research into project type program and related precedents. Analysis and representation tools, techniques, and metrics were also introduced (e.g., climate analysis, diagramming, information visualization, design performance metrics (e.g., social resilience, Living Building Challenge). Those research activities were preliminary to conceptual master planning and mass form-finding, followed by schematic design modeling, followed by design development and final documentation. Each progression involved comparative analysis of alternative proposals based on performance goals. Analysis and representation tools and techniques were applied to guide design thinking and decision making. All assignments in both sections were team assignments. With overarching guidance by the instructor, student teams organically defined individual tasks and work flows to complete each assignment.

Studio topics and resources for student understanding of PC.1 Design, examples

- Topics: predesign research, schematic design, design development, final design & documentation, site, people, place, environmental justice, ecology, program, precedent, analysis and representation tools and techniques, performance benchmark, modeling, climate analysis, diagramming, color coding,
- Resources: ACSA 2021 COTE Competition Studio Guide; AIA Framework for Design Excellence; 2019 Living Building Challenge; Solemma ClimateStudio.

Assessment
Assessment of PC.2 student learning in both sections was based on instructor evaluation, student team peer feedback, and professional peer feedback. Instructor evaluation of student progress involved daily progress reviews. Instructor written evaluation of student outcomes occurred in 4-5 week intervals. Additionally, formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment follows the model described in section 5.3.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Our curriculum and supplemental offerings instill a well-rounded understanding of built and natural environment dynamics tied to how architects utilize and advocate principles of ecological knowledge, systems thinking, resilience, building performance, and tectonic innovation to mitigate human contributions to climate change. For example, curricular and supplemental offerings deliver content on international climate change research, climate action plans, mitigation strategies, project performance benchmarking models, and architectural innovations tied to ecological and social resilience. To ensure student understanding of PC.3 objectives, our curricular framework scaffolds PC.3 objectives vertically with the courses listed below. PC.3 objectives are identified as teaching and learning objectives in the courses and are addressed in course activities. Below we highlight and describe the courses for primary evidence of PC.3 objectives: Arch 511 Graduate Design Studio, Arch 215 Issues in Sustainable Architecture (bold font below).

Courses
Arch 513 Graduate Design Studio (required all tracks)
ARCH 511 Graduate Design Studio (required all tracks)
Arch 571 Advanced Architectural Design Studio (required 2 & 3-year tracks)
Arch 570 Advanced Architectural Design Studio (required 2 & 3-year tracks)
Arch 531 Advanced Tectonics (required all tracks)
Arch 527 Site and Landscape Design (required all tracks)
Arch 403 Architectural Design III (required 1-year track, all tracks starting 2022)
Arch 401 Architectural Design III (required 1-year track)
Arch 301 Architectural Design III (required 1-year track)
Arch 303 Architectural Design IV (required 1 and 3-year tracks)
Arch 215 Issues in Sustainable Architecture (required 1 and 3-year tracks)
Arch 203 Architectural Design II (required 1-year track)

Supplemental Experiences

- Research Labs (https://sdc.wsu.edu/research-engagement/): Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab.
- Teaching Labs (https://sdc.wsu.edu/research-engagement/): Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.
- Engagement with professional community through design studio reviews and field trips including office visitations

Arch 511
As noted earlier, two sections of ARCH 511 are taught each Fall semester, section 01 & section 02. In both sections PC.3 Ecological Knowledge and Responsibility is identified in the syllabus as a teaching and learning objective and addressed in assignments. In 2021, both sections of 511 participated in the 2022 ACSA COTE Competition for students. The competition guidelines highlight ecological knowledge and responsibilities principles e.g., theories of sustainable design and resilience dynamics tied to climate, ecology, energy and carbon factors. Though the sections focused on different sites and programs, both followed the competition guidelines emphasizing ecological knowledge and responsibility objectives.

Thus, the syllabus, schedule, lectures, and assignments in each section cumulatively bring into focus theories of sustainable design and dynamics tied to, for example, climate, ecology, energy and carbon factors. While such broad systems thinking theories provided a foundation early on in both sections, increasingly analysis tools and advanced building performance and tectonic innovation principles and examples brought into focus why and how the architect should evaluate and improve design to mitigate human contributions to climate change.

Studio Topics examples
Climate change, ecological and social resilience, systems thinking, climate action plan, urban form, building and site design adapting to climate to maximize performance (bioclimatic principles), carbon footprint, embodied energy, design performance analysis and metrics, advanced tectonics, case studies, mass timber, modular design and construction, off site manufacturing (OSM), digital design for manufacturing and assembly (DfMA).

Reference materials examples
2022 ACSA COTE Competition for Students Studio Guide & Resources, Living Building Challenge, Solemma ClimateStudio

Assessment
Assessment of PC.3 student learning in both sections was based on instructor evaluation, student team peer feedback, and professional peer feedback. Instructor evaluation of student progress involved daily progress reviews. Instructor written evaluation of student outcomes occurred in 4-5 week intervals. Additionally, formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

Arch 215 Issues in Sustainable Architecture (required 1-year track)
Arch 215 focuses on sustainable design. The course instills a well-rounded understanding of ecological knowledge and responsibility for building design. Course materials cover bioclimatic built and natural environment dynamics principles tied to architecture performance to minimize reliance on non-renewable resources in view of human comfort factors.

Course topics
Integrated design, climatic site resources and strategies, solar geometry, thermal comfort, building heat flow and assemblies, shading, daylighting, passive cooling and heating, Sefaira comparative analysis

Reference materials examples
DeKay, (2014), Sun, Wind & Light; Kwok, (2018), Green Studio Handbook; Lechner, (2015). Heating, Cooling, Lighting: Sustainable design methods for architects; Olgyay, (1963), Design with Climate: Bioclimatic approach to architectural regionalism

Assessment
At the curricular level, self-assessment follows the model described in section 5.3.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Our history and theory curriculum and supplemental experiences ensure students gain a well-rounded understanding of the histories and theories of architecture and urbanism covering

diverse social, cultural, economic and political forces nationally and globally. For example, curricular and supplemental offerings cover prehistory and early civilizations to present day histories and theories of the built environment. To ensure student understanding of PC.4 objectives, our curricular framework scaffolds PC.4 objectives vertically with the courses listed below. PC.4 objectives are identified as teaching and learning objectives in the courses and are addressed in course activities. Below we highlight and describe the courses for primary evidence of PC.4 objectives: Arch 309 Modern Architecture Theory (required 1-year track) (bold font below).

Courses
Arch 542 Issues in Architecture (required all tracks)
Arch 530 Philosophies and Theories of the Built Environment (required all tracks)
Arch 309 Modern Architecture Theory (required 1-year track)
Arch 209 Design Theory (required 1-year track)
SDC 350 Global History of Design (required 1-year track)
SDC 250 Global History of Design (required 1-year track)

Supplemental Experiences

- SDC Public Lectures, key examples as noted earlier (PC.2)
    - Juhani Pallasmaa, “The Ethical and Existential Meaning of Beauty," March 7, 10AM, PDT, 2022
    - Beatriz Colomina, “Sick Architecture, From TB to COVID 19,” November 15, 5PM, 2021

Arch 309 Modern Architecture Theory (required 1-year track)
This course covers built and theoretical developments in architecture from the nineteenth century to present highlighting representative or influential buildings, designers, and theories. Cumulatively, “the modern” is defined and examined in the course as a multi-layered theoretical framework of issues: stylistic, technological, material, ideological, political, gender, class, and race. Assignments entailed lectures, videos, required readings, short essays, and in class discussion.

Course Topics and resources, examples
Topics. Paris: Dazzle, Displacement, and the Modern World; Chicago: Skyscrapers, Speed, and Steel; Gendered Modernism: Mackintosh or MacDonald?; Garden Living: Light, Air, and Health; Totalitarian Modern? The Architecture of Power; Capital Modern: India and Brazil; Alternative Modernity: The Drifting City; The Color of Architecture: Equity and Justice; Sustainable Architecture: Environment, Preservation, and Culture

Resources. Richman-Abdou, "How Haussmann Architecture Transformed All of Paris with Modern Buildings." My Modem Met, May 26, 2019; The Long(ish) Read: Louis Sullivan Discusses the Tall Office, "Artistically Considered," ArchDaily, Sept. 10, 2015 (essay originally published in 1896); Kane, "Germany: Nazi-Era Architecture Lingers Today." Alfazeera, Jan 1, 2018; Murphy, "Architecture That's Built to Heal." TED talk, Feb. 2016. Recommended readings from: Curtis, Modem Architecture Since 1900, (1995); Mallgrave and Contandriopoulos, eds., Architectural Theory, Volume II, 2008.

Assessment
Assessment of PC.3 student learning is based on instructor evaluation of assignments. Instructor evaluation of student progress involved in-class feedback on assignment activity, instructor written evaluation of student outcomes occurring assignment intervals (scheduled).

At the curricular level, self-assessment follows the model described in section 5.3.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
Our curriculum and supplemental offerings provide a strong framework for students to engage and participate in practice-based research as well as theoretical research to understand, test, and evaluate architectural ideas and innovations. In studios and supplemental activities, we involve practicing-innovators as teachers e.g., Arch 403 Studio, and Arch 510 studio. In other cases, practitioner involvement focuses on scheduled engagement with students throughout a semester e.g., project development reviews. Though we do not offer a PhD degree, we provide instruction by faculty with specialization in forms of research that readily align with the college research mission and WSU's standing as a Research 1 University (Carnegie Classification System) including lab focused quantitative research e.g., Reuse Design Lab, as well as qualitative research e.g., architectural history and theory research which is ultimately disseminated in books, articles, exhibitions, and lectures.

To ensure student understanding of PC.5 Research and Innovation objectives, our curricular framework scaffolds PC.5 criteria vertically with the courses listed below. PC.5 objectives are identified as teaching and learning objectives in the course materials and activities. Cumulatively, the program introduces students to a wide range of research and innovation methods and techniques. Below we describe the courses and the supplemental offering that we expect to best achieve PC.5 objectives: Arch 540 Research Methods, Arch 510 Summer Graduate Design Studio, SDC Lecture Series (bold font below).

Courses

- ARCH 570 Advanced Graduate Design Studio (required 2 and 3-year tracks)
- **Arch 540 Research Methods** (required all tracks)
- Arch 531 Advanced Tectonics (required all tracks)
- Arch 513 Graduate Design Studio (required all tracks)
- ARCH 511 Graduate Design Studio (required all tracks)
- **ARCH 510 Summer Graduate Design Studio** (required all tracks)
- Arch 403 Comprehensive Design Studio I (reqd. 1-year track, all tracks starting 2022)

Supplemental offerings

- Research Labs: Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab.
- Teaching Labs: Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.
- WSU SDC Gallery exhibitions
- Engagement with professional community through design studio reviews and field trips including office visitations

Arch 540 Research Methods (required all tracks)
This course introduces students to quantitative and qualitative research. With this course, students understand research terminology, research methods using quantitative and qualitative approaches and examples of research tools used in social science research with emphasis on descriptive statistics. To ensure student understanding, assignments involve

students in the critical evaluation of research reports and the synthesis of information across multiple articles.

Course Topics and resources, examples
Quantitative and qualitative research, descriptive statistics, research report, dependent and independent variables, validity, reliability, questionnaire, sampling, coding, scatter plot, correlation. Resource: Neuman, Social Research Methods: Qualitative and Quantitative Approaches, 2011.

Assessment
Assessment of PC.5 student learning in the course is based on instructor evaluation of assignments, class participation, mid-term examination, and a final project.

At the curricular level, self-assessment follows the model described in section 5.3.

ARCH 510 Summer Graduate Design Studio (required all tracks)
This summer studio is an intensive experience in partnership with one or more practice-innovators in an architecture firm with emphasis on area of specialization and practice-based research. Recent partnerships involved faculty working with innovators on exploratory projects. For example, summer 2021 involved two sections of the 510 studio. One section was delivered in partnership with Alan Maskin, principle and owner, Olson Kundig, Seattle, WA, a nationally distinguished firm specializing in modern art and technical craft determinants of architecture. The exploratory project involved graduate students in Maskin's recent future-visioning investigations into how prose, subjective experience, design, culture, and social practice could intersect to cultivate and harvest rooftop layers of the city. The other section of the 510 summer studio was delivered in partnership with Chris Sharples, partner, SHoP Architects, NYC, renowned internationally for innovation in digital design for fabrication and assembly (DfMA). The exploratory project involved a group of graduate students in Sharples/SHoP's leading edge prototyping and construction of modular high-density urban housing based on digital DfMA and exploring how these can integrate US mass timber means, methods, and new mass timber construction codes to develop equitable and affordable housing proposals supporting a vulnerable ethnic community in Japantown, Seattle, WA.

Course Topics and resources, examples
Maskin/Rahmani section: experience, ideology, narrative, prose, content analysis, object analysis, tectonic investigation. Resources: "Narrative Discourse, Memory, and the Experience of Travel…," Pieldner, 2016; "Ideology as Dystopia," Williams, 2017; "Investigating Architectural Tectonics," Schwartz, 2019; Maskin/Olson Kundig seminars/projects

Sharples/Abell section: ethnicity, equity, affordable housing, systems thinking, case study research, modular design, programmatic modeling, versioning, design for manufacturing and assembly, off-site manufacturing. Resources: The Future of Modular Architecture, Wallance, 2021; K90 Building case study, 2019, Katerra; Mass Timber Design Manual, 2021, Metabolism is Architecture, Kurokawa, 1977; SHoP seminars & projects

Assessment
Assessment of PC.5 student learning in both sections was based on instructor evaluation, and professional peer feedback. Instructor evaluation of student progress involved daily progress reviews. Instructor written evaluation of student outcomes occurred in 2-3 week

intervals. Additionally, formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment follows the model described in section 5.3.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Our curriculum and supplemental offerings provide a solid foundation for understanding leadership and collaboration strategies in multidisciplinary teams, with diverse stakeholders, in evolving physical and social settings, to model and solve multifaceted problems. To ensure student understanding of PC.6 Leadership and Collaboration, our curricular design scaffolds PC.6 criteria vertically with the courses listed below. PC.6 objectives are identified as teaching and learning objectives in the courses and are addressed in one or more course activities. We expect the greatest evidence of PC.6 content delivery and understanding in Arch 401 and Arch 403 (required 1-year track, and 2-3 year tracks beginning 2022) (bold font below). Arch 401 brings multidisciplinary team dynamics into focus through collaboration among architecture, interior design and landscape Architecture Program teams. Arch 403 situates student learning in the context of construction management program and Architecture Program teams to collaborate on a complex problem in a dynamic urban social context in Seattle, WA. In recent years, the Arch 403 model for stakeholder leadership and constituency stems from the Paul G. Allen (co-founder of Microsoft) Family Foundation philanthropic organization in partnership with Vulcan Real Estate. Vulcan is an award winning developer with a strong commitment to sustainable commercial, residential, and retail based community development in the Puget sound region. Together, these courses deliver content on team dynamics, firm mission and organization management, information management, communication, types of project delivery e.g., Design-Build, collaboration, and group self-assessment.

Courses
- Arch 580 Practicum (required all tracks)
- SDC 473 Professional Practice (required all tracks)
- **Arch 403 Architectural Design** (required 1-year track, all tracks starting 2022)
- **Arch 401 Architectural Design** (required 1-year track)
- SDC 100 World of Design and Construction (required 1-year track)

Supplemental Experiences
- Research Labs: Integrated Design + Construction Lab, Interior Ambiences Lab, Morphogenesis Lab, ModX, Reuse Design Lab.
- Teaching Labs: Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, RCDI Rural Communities Design Initiative.
- American Institute of Architects Student Chapter (AIAS, SDC, WSU)
- Eunoia

Assessment
Assessment of PC.6 student learning in Arch 401 was based on instructor evaluation of assignment progress and outcomes. Instructor evaluation of student progress involved

scheduled progress reviews. Instructor written evaluation of student outcomes occurred in assignment intervals. Additionally, in the Arch 403 Design Studio scheduled group evaluations and formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback during phases of project collaboration.

At the curricular level, self-assessment follows the model described in section 5.3.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
We faculty, students, administration, and staff believe that a culture of care is fundamental to the success of a teaching and learning environment. Care prioritizes a positive school-work-life balance without sacrificing professionalism, productivity, and constructive critique. Care extends equally to all courses and facilities (classrooms, studios, seminar rooms, laboratories, and offices) all for teaching and learning in collaborative, thoughtful, innovative, and uplifting ways. These are the core principles of our new overarching SDC Teaching and Learning Culture policy document. Care also means that we will not tolerate discrimination, bullying, or harassment in any form. This includes outwardly egregious offenses such as sexual or physical violence or harassment. It also includes less obvious forms of harassment or disruptive behavior such as excessive noise or microaggressions (systemic or isolated) that can lead to psychological trauma. Further, our care for knowledge and discovery supports a sustainable, equitable, and just planet. We care for an ecologically and environmentally sound built environment; the allocation of resources necessary to sustain communities; fairness and justice embedded in the culture of people and place. We pursue knowledge and discovery in a variety of settings: the studio, the lecture hall, the seminar room, the laboratory, the office, and in cyberspace. We strive to innovate in open and collaborative ways that support caring and because design and construction should not be partitioned and isolated endeavors. Our teaching and learning culture values and policies dovetail with our Equity Justice and Belonging policy's and WSU's University Community Standards noted below.

Supplemental Experiences
Student Connections Committee
Equity Justice and Belonging
Student Learning Culture
University Community Standards
SDC Lecture Series

Assessment
At the curricular level, self-assessment follows the model described in section 5.3.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
We are committed to building and sustaining a world of equitability, justice, and belonging. Our social equity and inclusion commitments are demonstrated in our non-discriminatory policies, hires, and practices. We faculty, staff, and students recognize the discrimination and

systemic injustice faced by Black, Indigenous, and People of Color (BIPOC) and all marginalized peoples and realize that the professional world of design and construction must not foster exclusion and injustice. These are the core principles of our Equity Justice and Belonging policy. Further, we strive to model a progressive position whereby, opposing racism, we demonstrate our belief that Black Lives Matter and advocacy for underrepresented groups in the academic realm of design and construction: BIPOC, LGBTQIA2S+ communities, people with disabilities, under-resourced people and communities, women, older people, neurodivergent people, and undocumented people. We recently participated in the recruitment and hiring a new full time SDC faculty member, Kristina Bormann, a social justice in the built environment scholar. This is a new position awarded to the school by the provost as part of a competitive five-faculty cluster-hire to address diversity, equity, and inclusion across the WSU system. This is also an example of how we endeavor in our teaching, research, and service to support social equity and inclusion. We raise awareness about systemic spatial injustice legacies of the Anthropocene (colonialism, white supremacy, patriarchy) that continue to bias the contemporary world of design and construction. We examine what aspects of the built environment we choose to study along with how and why we study them. In doing so, we contribute to a more insightful, equitable, healthy, and inclusive understanding of canon.

Our curricular design scaffolds PC.8 social equity and inclusivity objectives vertically across the architecture curriculum (courses listed below). The objectives are identified as teaching and learning objectives in the courses and are addressed in one or more course activities. Arch 530 Philosophies and Theories of the Built Environment offers the most specific evidence of social equity and inclusivity course content.

Courses
Arch 570 Advanced Architectural Design (renamed 501, 2022) (required 2 & 3-year tracks)
Arch 542 Issues in Architecture (required all tracks)
Arch 530 Philosophies and Theories of Architecture (required all tracks)
Arch 510 Summer Graduate Studio (required all tracks)
SDC 473 Professional Practice (required all tracks)
Arch 303 Architectural Design IV (required 1 and 3-year tracks)
Arch 301 Architectural Design III (required 1-year track)
Arch 201 Architectural Design III (required 1 and 3-year tracks)
SDC 100 World of Design and Construction (required 1-year track)

Supplemental Experiences
Teaching Labs (https://sdc.wsu.edu/research-engagement/): RCDI Rural Communities Design Initiative.
SDC Lectures and Exhibits
Eunoia
Equity Justice and Belonging policy
New Tenure Track strategic hire in this area, Kristina Borman, SDC Assistant Professor

Arch 530 Philosophies and Theories of Architecture (required all tracks)
This course explores systematic thought which may explain the built environment including philosophies and theories of the built environment with particular focus on discrimination and design. Course content examines diversity, equity, and inclusion through the lenses of design discrimination, inequality, and injustice. Arch 530 ensures student understanding of social equity and inclusivity issues with lectures, assignments, and assignment evaluations. Assignments emphasize writing (discussion posts), in-class presentation (document) and

discussion based on research into articles, videos, podcasts, or other media intended for analysis and discussion, and in-class participation.

Course topics and resources for student understanding of SC.8, examples
Gentrification and Design; Gender, Sexuality, and Design; Race and Design; Climate, Nature, Health, and Design; Disability and Design; Memory and Design. Resources: Solnit, “Death by Gentrification: The Killing of Alex Nieto and the Savaging of San Francisco,” 2016; Costanza-Chock, “Design Justice, A.I., and Escape from the Matrix of Domination,” 2018; Ta Nehisi-Coates, “The Case for Reparations,” 2014; Budds, “The Green New Deal is really about designing an entirely new world," 2019; Sisson, “The ADA at 25: How One Law Helped Usher in an Age of Accessible Design,” 2015.

Assessment
Assessment of SC.8 student learning is based on instructor evaluation of assignments. Instructor evaluation of student progress involved in-class feedback on assignment activity, instructor written evaluation of student outcomes occurring with bi-weekly assignment intervals.

At the curricular level, self-assessment follows the model described in section 5.3.

NAAB

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
We provide students with a curricular framework of educational experiences through which they come to understand that health, safety and welfare at multiple scales of the built environment are central to architectural design in professional practice. To ensure student understanding, our curricular design scaffolds the SC.1 criteria vertically with the courses listed below. SC.1 topics are identified in each course syllabus as teaching and learning objectives and are addressed in one or more assignments. We expect the greatest evidence of SC.1 HSW content delivery and understanding in Arch 511 Graduate Design Studio (bold font below).

- **ARCH 511 Graduate Design Studio** (required all tracks)
- Arch 510 Summer Graduate Design Studio (required all tracks)
- Arch 701 M.Arch Capstone (required all tracks)
- SDC 473 Professional Practice (required all tracks)
- Arch 351 Structures I (required 1 and 3-year tracks)
- Arch 352 Structures II (required 1 and 3-year tracks)
- Arch 463/563 Structures III (required all tracks)
- Arch 403 Comprehensive Design Studio I (reqd. 1-year track, all tracks starting 2022)
- Arch 401 Architectural Design V (required 1-year track)
- Arch 303 Architectural Design IV (required 1 and 3-year tracks)
- Arch 301 Architectural Design III (required 1-year track)
- Arch 201 Architectural Design I (required 1 and 3-year tracks)

ARCH 511 Graduate Design Studio (required all tracks)
Two sections of ARCH 511 are taught each Fall semester, section “01” & section “02.” In both sections SC.1 (HSW) is identified in the syllabus as a teaching and learning objective. SC.1 is addressed in assignments, and is demonstrated in studio outcomes. In 2021, both sections of 511 participated in the 2022 ACSA COTE Competition for students emphasizing the AIA Framework for Design Excellence. The sections focused on different sites and programs. All assignments in both sections were team assignments. Students self-selected teams and organically defined individual tasks and work flows to meet assignment requirements.

In ARCH 511_01, the semester-long emphasis was on mixed-use affordable housing in Seattle’s ethnic Central District neighborhood based on mass timber construction and modular off-site manufacturing guidelines to support common pool resources as well as sustainable, resilient, and inclusive design. The objectives are tied to the AIA Framework for Design Excellence supporting sustainable, resilient, and inclusive design. One key point for student understanding of HSW impacts is “Design for Equitable Community” emphasizing the unique cultural and natural character of a given region. Another key point is “Design for Economy” emphasizing affordable solutions to benefit occupant health and productivity. Also, “Design for Wellbeing” emphasizes comfort, health, and wellness for people who inhabit the built environment.

Assignments 1a-c, situate HSW concerns in the context of COVID-19 challenges to 'the good life,' social equity, the impact of social systems and their role in supporting social life and public health safety and welfare e.g., impact on common-pool resources, their uses, and what sustains them (public squares, parks, air, water) and how they can support work-life, recreation, and leisure relationships. Assignments 2a-b, 3 and 4 build on the understanding of HSW emphasizing social and ecological resilience relationships: people, place, environmental justice, and ecology factors, accessibility, life safety, multiple scales. The 2019 Living Building Challenge Framework for Affordable Housing provides additional context for understanding on how the built environment can positively impact human HSW and how HSW goals can support site, building, and neighborhood context relationships.

Examples of lecture topics and reference materials for student understanding of the impact of the built environment on HSW at multiple scales are

- Topics: the good life, public health, common-pool resources, social and ecological resilience, people, place, environmental justice, ecology, multiple scales, design excellence, Living Building Challenge, neighborhood zoning, building code, accessibility.
- Resources: Latour, 2020, Keck, 2013; AIA Framework for Design Excellence; ACSA 2021 COTE Competition Studio Guide & Resources; 2019 Living Building Challenge Framework for Affordable Housing; City of Seattle 2035 Growth and Equity analysis, 2016; City of Seattle Zoning Books; 2018 International Building Code, DOJ 2010 ADA Standards for Accessible Design.

Outcomes
Student team final project documentation outcomes include: design proposal drawings, a design performance benchmarking rubric, annotation that benchmarks positive HSW features. Team benchmarking rubrics vary depending on strategy for integrating social resiliency, Living Building Challenge, and AIA Design Excellence factors. For example, one team annotates the positive impacts of their proposal matching with AIA Framework for Design Excellence wellbeing, community equity, and economy criteria to address health, safety, and welfare at multiple scales. Teams divided responsibility for research, design and documentation. Throughout the semester, team members reviewed and helped revise and build on each other's work. For example, teams shared responsibility for background research (assignments1-2) and design (assignments 2-4) and final project documentation (assignment 4). For final design and documentation, typically, one team member was mainly responsible for project site plan and building massing drawings. Another was responsible for floor plans. Another was responsible for building and site sections. Similarly, the team shared equally in final documentation production including layout, annotation, rendering, and presentation.

Assessment
Assessment of SC.1 student learning was based on instructor evaluation, student team peer feedback, professional peer evaluation, and curricular level self-assessment. Instructor evaluation of student progress involved daily team progress reviews aka 'progress critiques.' The goal for progress reviews was to facilitate team learning focusing on assignment progress. Open-ended interactive co-learning discussions emphasized critical thinking and application of research insights, concepts, and techniques in the development of outcomes. Instructor written evaluation of assignment outcomes occurred in 3-4 week intervals corresponding with the assignment schedule. Additionally, two formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment followed the model described in section 5.3.

In ARCH 511_02, the second section of the 511 studio, the semester-long emphasis was on repurposing a defunct veneer mill site in Post Falls, ID, to support community resilience by providing a new purpose for the mill e.g., modular home construction and affordable housing. Students self-selected teams and organically defined individual tasks and work flow within each team to meet assignment requirements.

Team Project 01 and 02 highlight HSW impacts of built environment construction on carbon emission, global warming, and the role sustainable design can have in reducing carbon emissions and global warming to positively impact HSW concerns. These sustainable design objectives are tied to the AIA Framework for Design Excellence supporting sustainable, resilient, and inclusive design. As noted above for section 01, key points for student understanding of HSW impacts were “Design for Equitable Community,” “Design for Economy,” and “Design for Wellbeing.”

Key instructional topics and reference materials ensure student understanding of the built environment on HSW at multiple scales.

- Topics. carbon emissions, global warming, sustainable design, equitable community, economy, and wellbeing, neighborhood zoning, building code
- Resources. AIA COTE Framework for Design Excellence; RE–USA: 20 American Stories of Adaptive Reuse: A Toolkit for Post-Industrial Cities, 2017, Robliglio; City of Post Falls Smart Code and Building Code.

Outcomes
Student team final project design documentation outcomes include: design proposal drawings, and benchmarking annotations based on the AIA Framework for Design Excellence. For example, in final project documents a team annotates positive impacts on health safety and welfare by reusing existing buildings on site for modular home manufacturing and to create new jobs, and affordable housing as a positive impact. Also, site design supports walking to and from the town center with public nodes for active and passive recreation and social interaction supported by retail spaces including local vendors. Typically, for practical reasons team members documented different scales of the proposed project with some overlap. For example, one team member was responsible for renderings and some sections. Another was responsible for floor plans, other sections, and annotations. Another was responsible for other floor plans and sections. All contributed diagrams and worked on layout.

Assessment
Similar to section 01, assessment of SC.1 student learning in section 02 was based on instructor evaluation, student team peer feedback, and professional peer feedback. Instructor evaluation of student progress involved daily progress reviews. Instructor written evaluation of student outcomes occurred in 4-5 week intervals. Additionally, three formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment follows the model described in section 5.3.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
We provide students with educational experiences through which they come to understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. To ensure student understanding, our curricular design scaffolds the SC.2 criteria vertically with the courses listed below. SC.2 topics are identified in each course syllabus as teaching and learning objectives and are addressed in one or more assignments. Below, we describe the course in which we expect the greatest evidence of SC.2 content delivery and understanding: SDC 473 Professional Practice (bold font below.)

- **SDC 473 Professional Practice** (required all tracks)
- Arch 580 Practicum, (required all tracks)
- Arch 701 M.Arch Capstone, (required all tracks)

SDC 473 Professional Practice, (required all tracks)
SDC 473 ensures students understand the fundamentals of professional practice in architecture and closely allied professions of interior design and landscape architecture. The syllabus and course assignments emphasize SC.2 professional practice topics: profession and licensing, ethics, practice, contracts, and project management. Assignment periods 1 and 2 cover ethics, licensure, and business planning to highlight the fundamentals of establishing and operating an architecture practice in the United States. Assignment 3 and 4 cover contracts and project management fundamentals.

SDC 473 instructional topics and reference materials highlight key SC.2 topics.

- Instructional topics: profession and licensing, ethics, practice, contracts, and project management
- Resources: AIA Code of Ethics; Bayles, Professional Ethics, 1989; IIDA Code of Ethics; ASLA Code of Ethics; Piotrowski Professional Practice for Interior Designers, 2020

Assessment
At the curricular level, self-assessment follows the model described in section 5.3.

Assessment of SC.2 student learning in SDC 473 Professional Practice was based on instructor evaluation of assignments.

Aside from SDC 473 Professional Practice, ARCH 580 Practicum provides students with a professional practice internship option whereby the student is employed under the direct supervision of a licensed architect gaining that experience that qualifies after formal documentation and evaluation, for NCARB AXP™ experience areas such as Practice Management, Project Management, and Project Planning & Design.

Supplemental Experiences
The school and the Architecture Program organize supplemental activities to raise awareness and the understanding of professional practice and pro-practice issues across the allied professions of architecture, interior design, landscape architecture, and construction management as well as the forces influencing change in each. The activities include:

- invited public lectures often corresponding with a curated exhibition
- SDC research lab internship experience options
- professional mentoring events
- professional office visitation events (often including mutual presentation of work)
- Design-Build Institute of America (DBIA) Competition with Construction Management students, faculty, and industry professionals
- WSU AIAS Chapter events (2021 portfolio and professional mentoring event), extra-curricular activities
- AIA Spokane regional schools design competition
- AIA Pacific NW Regional student design awards program.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
Fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project are core principals and central responsibilities for professional practice. To ensure student understanding, our curricular design scaffolds the SC.3 criteria vertically with the courses listed below. SC.3 topics are identified in each course syllabus as teaching and learning objectives and are addressed in one or more assignments. Further below we describe the course in which we expect the greatest evidence of SC.3 content delivery and understanding: Arch 511 Graduate Design Studio (bold font below).

- **Arch 511 Graduate Design Studio** (required all tracks)
- Arch 513 Graduate Design Studio (required all tracks)
- Arch 510 Graduate Design Studio (required all tracks)
- Arch 527 Site Design (required all tracks)
- Arch 701 M.Arch Capstone (required all tracks)
- Arch 403 Comprehensive Design Studio (reqd. 1-year track, all tracks starting 2022)
- Arch 401 Architectural Design Studio (required 1-year track)
- Arch 303 Architectural Design Studio (required 1 and 3-year track)
- Arch 203 Architectural Design Studio (required 1-year track)
- SDC 473 Professional Practice (required all tracks)
- SDC 100 World of Design and Construction (required 1-year track)

ARCH 511 Graduate Design Studio (required all tracks)
As noted earlier, two sections of ARCH 511 are taught each Fall semester, section “01” & section “02.” In both sections SC.3 (HSW) is identified in the syllabus as a teaching and learning objective. SC.3 topics are addressed in assignments, and are demonstrated in studio outcomes. In 2021, both sections of 511 participated in the 2022 ACSA COTE Competition for students emphasizing the AIA Framework for Design Excellence. The sections focused on different sites and programs. All assignments in both sections were team assignments.

In ARCH 511_01, Assignments 2-4, situate SC.3 topics in the context of requirements for neighborhood affordable housing. Assignment 2 brings into focus compliance with City of Seattle neighborhood land use planning and zoning laws and regulations as a context for preliminary site design and building massing proposals e.g., zoned use, height and floor area ratio (FAR) parameters, neighborhood specific planning goals. Assignment 3 progresses to compliance with life safety principles and building systems relationships in plan and section e.g., occupancy type, egress and service core, fire safety. Lastly, Assignment 4 highlights synthesis of land use and life safety parameters at multiple scales with particular attention to accessibility parameters e.g., wheel chair maneuvering clearance, door swing, accessible path of travel & transportation design.

Each assignment is part of an overall iterative-evaluative process involving the generation and evaluation of alternatives e.g., comparative evaluation (pros/cons) and annotation of alternatives in response to regulatory contexts and parameters.

Key instructional topics and reference materials ensure student understanding of SC.3 regulatory requirements.

- Topics: AIA Framework for Design Excellence, Living Building Challenge, neighborhood zoning, FAR massing, building code, accessibility.
- Resources: 2019 Living Building Challenge Framework for Affordable Housing; City of Seattle Zoning Books, International Building Code, DOJ 2010 ADA Standards for Accessible Design.

Outcomes
Assignment documentation for assignments 2-4 address SC.3 objectives at multiple scales noted above. The objectives include compliance with City of Seattle neighborhood land use planning and zoning laws and regulations as a context for preliminary site design and building massing proposals; compliance with life safety principles and building systems relationships in plan and section based on code analysis e.g., occupancy classifications for proposed program, construction type, fire safety rating and separation), egress & service core relationships, daylighting analysis (interior/exterior), accessibility parameters (wheel chair maneuvering clearance, door swing, accessible path of travel & transportation design).

Assessment
Assessment of SC.3 student learning was based on instructor evaluation, student team peer feedback, professional peer evaluation, and curricular level self-assessment. Instructor evaluation of student progress involved daily team progress reviews aka ‘progress crits.’ The goal for progress reviews was to facilitate team learning focusing on assignment progress. Open-ended interactive co-learning discussions emphasized critical thinking, application and compliance with regulatory parameters, concepts, and evaluations techniques in the development of outcomes. Instructor written evaluation of assignment outcomes occurred corresponding with the assignment schedule. Additionally, two formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback.

At the curricular level, self-assessment follows the model described in section 5.3.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
It is crucial for architecture students to understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. To ensure student understanding, our curricular design scaffolds the SC.4 criteria vertically with the courses listed below. SC.4 topics are identified in the syllabus as teaching and learning objectives and are addressed in one or more assignments in each course. There are several courses where we expect high levels of achievement in regarding SC.4: Arch 403, Arch 510, Arch 513, Arch 531. Below we describe primary evidence in Arch 531 Advanced Tectonics (required all tracks) and Arch 513 Graduate Design Studio.

- **Arch 531 Advanced Tectonics** (required all tracks)
- **Arch 513 Graduate Design Studio** (required all tracks)
- Arch 510 Summer Graduate Design Studio (required all tracks)
- Arch 511 Graduate Design Studio (required all tracks)
- Arch 403 Comprehensive Design Studio (reqd. 1-year track, all tracks starting 2022)
- Arch 463 Structures (required all tracks)
- CST_M 333 (required 1 and 3-year tracks)
- CST_M 332 (required 1 and 3-year tracks)
- CST_M 202 (required 1-year track)
- CST_M 201 (required 1 and 3-year tracks)

Arch 531 Advanced Tectonics (required all tracks)
Arch 531 ensures students understand SC.4 Technical Knowledge topics by involving students in designing, evaluating, and estimating the impact of individual building systems, as well as acquiring the entrepreneurial skills necessary to bring innovative solutions to market.

Key instructional topics and reference materials ensure student understanding of SC.3 regulatory requirements.

- Topics: Whole System Mapping and Life Cycle Assessment, Precedent Analysis and Preliminary Design, Lean Model Canvas and Design Development, and Fabrication, Testing, and Final Presentation.
- Resources: Benyus, (2002), Biomimicry; Fuller, (1969), Operating manual for spaceship earth; Hawken, Lovins, Hunter, (1999), Natural Capitalism; VentureWell Tools for Design and Sustainability

Outcomes
Course outcomes are team-based research reports emphasizing whole systems mapping and analysis through application of analytical tools focusing on predefined objects and building systems, precedents, and development of predefined system design proposals e.g., passive cooling tower proposal informed by whole systems mapping.

Assessment
Assessment of outcomes was based on three methods: instructor led progress review, formal review with peer professionals, whole systems mapping (e.g., Business Model Canvas and Life Cycle Analysis with Ecolizer 2.0), prototype evaluation in the SDC Environmental Test Chamber.

At the curricular level, self-assessment follows the model described in section 5.3.

Arch 513 Graduate Design Studio (required all tracks)
Two sections of ARCH 513 are taught each Spring semester, section 1 & section 2. In both sections SC.4 Technical Knowledge is identified in the syllabus as a teaching and learning objective. SC.4 topics are addressed in assignments, and are demonstrated in studio outcomes. The sections focused on different sites and programs. All assignments in both sections were team assignments.

In ARCH 513 01, Assignment 1 (Phase 1, 5 weeks), situates SC.4 topics in the context of student research into categories of technical requirements for a “quiet hotel” in Whitefish, Montana: life safety and codes, acoustics, occupancy and construction, HVAC, performance criteria and evaluation system (LEED, Living Building Challenge, The WELL building standard). Assignment 2 (phase 2, 11 weeks) brings into focus design applications of each category noted above with particular attention to development of proposals for a quiet hotel.

Students worked in teams, each team focused on a category of technical knowledge, each team researched and reported outcomes to the entire studio. Assignment 1 involved feedback on research projects as they developed.

Key instructional topics and reference materials to ensure student understanding of SC.4 Technical Knowledge.

- Key instructional topics and reference materials to ensure student understanding of SC.4 Technical Knowledge.
- Topics: life safety and codes, acoustics, occupancy and construction, HVAC, performance criteria and evaluation system
- Resources: The Architects Studio Companion, Allen; Building Codes Illustrated, Ching; Building construction Illustrated, Ching; LEED, Living Building Challenge, The WELL building standard, Whitefish, Montana Building Code (IBC, 2018), The Quiet Hotel Room (info@quiethotelroom.org)

Assessment
As noted above, assessment of SC.4 student learning was based on instructor evaluation. Instructor evaluation of student progress involved scheduled team progress reviews with the instructor. Additionally, two formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback.

At the curricular level, self-assessment follows the model described in section 5.3.

In ARCH 513 02, Assignment 1 (phase 1, 4 weeks) situates SC.4 topics in the context of research into 3 main studio topics: emerging technologies, advanced materials and computational design. Students explore, in teams, one of those topics, through background literature, related theoretical concepts, and case examples of innovation. Students draw from their background research to identify and propose studio-based applications of technologies to the design of one or more technic elements for a mixed-use project on Pier 70, San Francisco: e.g., building envelope, structure, component and component system, or construction method.

Key instructional topics and reference materials to ensure student understanding of SC.4 Technical Knowledge.

- Topics: emerging technologies, advanced materials and computational design
- Resources: Hornung, Philipp, Reinhold Krobath, Johannes Braumann, Sigrid Brell-Çokcan and Georg Glaeser. “Robotic Woodcraft: Creating Tools for Digital Design and Fabrication.”; Rafelski, S., Marshall, W. Building the cell: design principles of

cellular architecture; Ryan-Johnson, William Patrick, Larson Curtis Wolfe, Christopher Roder Byron, Jacquelyn Kay Nagel, and Hao Zhang. 2021. "A Systems Approach of Topology Optimization for Bioinspired Material Structures Design Using Additive Manufacturing"; Osman Attmann. Green Architecture: Advanced Technologies and Materials (Osman Attmann, 2010).

Assessment
As noted above, assessment of SC.4 student learning was based on instructor evaluation. Instructor evaluation of student progress involved scheduled team progress reviews with the instructor. Additionally, two formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback.

At the curricular level, self-assessment follows the model described in section 5.3.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
It is crucial that architecture students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. To ensure student ability for design synthesis, our curricular design scaffolds the SC.5 criteria vertically with the courses listed below. SC.5 topics are identified in each course syllabus as teaching and learning objectives and are addressed cumulatively in assignments. Further below we describe the courses in which we expect the greatest evidence of SC.5 content delivery, understanding, and ability: Arch 403 Undergraduate Design Studio, Arch 511 Graduate Design Studio (both in bold font below).

- **Arch 403 Comprehensive Studio** (reqd. 1-year track, all tracks starting 2022)
- **Arch 511 Graduate Design Studio** (required all tracks)
- Arch 570 Graduate Design Studio (required 2 and 3-year tracks)

Arch 403 Undergraduate Capstone Design Studio, Spring 2022 (required 1-year Track, to be required for 2 & 3-year Track)
The Arch 403 studio highlights the SC. 5 Design Synthesis objective. Two or three sections of ARCH 403 are taught each Spring semester. The ARCH 403 Studio delivery is intended to mirror professional practice by combining Architecture students and faculty, Interior Design students and faculty, Landscape Architecture students and faculty, and Construction Management students and faculty (CST_M 475 Senior Capstone. In Spring 2022, the semester project for all sections focused on developing design-build proposals for a mixed-use midrise building located in the South Lake Union Neighborhood, Seattle, WA. SC.5 Design Synthesis is identified in the syllabus as a teaching and learning objective. SC.5 is addressed in assignments, and is demonstrated in studio outcomes. Teams combining students from Architecture and CST_M collaborated on all phases of the project. The studio was divided into five phases: Research Phase, Conceptual Design Phase, Schematic Design Phase, Design Development Phase, Final Construction Documents and Physical Model. The

main teaching methods were: assignments, faculty led design reviews including formal reviews, workshops including software tutorials, mentoring by practitioners.

Assignment 1 brings into focus information on user requirements, site conditions, and the measurable environmental impacts of design decisions with emphasis on neighborhood research, Living Building Challenge performance criteria research (e.g., Petal Certification), and case study research. Assignments 2 and 3 deliver regulatory context information with emphasis on project building code analysis and accessibility analysis focusing on: occupancy type, height and area, construction type, means of egress, fire rating, and accessible path of travel from parking to and through the building including accessible equipment e.g., doors and hardware.

Outcomes
Student team final project documentation are the primary source of evidence of SC.5 Design Synthesis. For example, Team 5 achieved SC.5. criteria in their proposal by synthesizing user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions. The Typical Floor Plan design provides a code compliant design including structure, service core, egress and accessible bathrooms (see CD sheet A 0.7, A 0.8, A 2.3, and A 7.0). Section details illustrate integration of structural elements e.g., section detail 3, sheet A 5.2. Space planning integrating interior furnishings is illustrated on CD sheet A 9.2. Examples of the synthesis of measurable impacts of design decisions aligning with Living Building Challenge performance criteria are illustrated and annotated on CD sheets A 0.9 and A 0.10.

Arch 511 Graduate Design Studio (required all tracks)
To support design synthesis, this studio highlights SC. 5 objectives as well as SC.3 Regulatory Requirements, and SC.1 HSW objectives. Two sections of ARCH 511 are taught each Fall semester, section 01 & section 02. In 2021, both sections of 511 participated in the 2022 ACSA COTE Competition for students emphasizing the AIA Framework for Design Excellence, a widely acknowledged framework for design synthesis. In both sections SC.5 Design Synthesis is identified in the syllabus as a teaching and learning objective. SC.5 understanding and ability are addressed in the cumulative quality of assignments, and are demonstrated in studio outcomes. All assignments in both sections were team assignments. Students self-selected teams and organically defined individual tasks and work flows to meet assignment requirements. The main teaching methods in both sections were: assignments, faculty led design crits including formal reviews, lectures and workshops or tutorials, and mentoring by practitioners. The sections focused on different sites and programs. Both sections are described below.

In ARCH 511 section 1, the semester-long emphasis was on mixed-use affordable housing in Seattle’s ethnic Central District neighborhood based on mass timber construction and modular off-site manufacturing guidelines to propose sustainable, resilient, and inclusive designs. The syllabus indicates that studio objectives and assignments are tied to the AIA Framework for Design Excellence. Key Design Excellence points support student synthesize of SC. 5 objectives. For example, user requirements and programming are supported by “Design for Equitable Community” emphasizing the unique cultural and natural character of a given region and neighborhood. Resident health, community development, and financial well-being are supported by “Design for Wellbeing” and “Design for Economy” emphasizing comfort, health, and wellness for people inhabiting the site and neighborhood context as well as affordable solutions to benefit financial wellbeing.

ARCH 511 section 1 Assignments 1a-c, ensure student understanding of HSW relationships by calling attention to 'the good life,' social equity, public health, common-pool resources, and home-work-leisure relationships. Assignments 2-4 ensure the ability to synthesize SC. 5 objectives by calling for design proposals (schematic massing to final design) that synthesize HSW relationships with regulatory requirements, site conditions, and design performance rubrics for measuring impacts of design decisions making with emphasis on positively impacting the social and ecological resilience of the ethnic community. Student team research into rubrics for measuring the environmental impacts of design decisions led to the identification of a team rubric combining resilience criteria, AIA COTE Design Excellence criteria, and Living Building Challenge criteria, with further methods of evaluation supported by Solemma ClimateStudio tools, and City for Light evaluation concepts and techniques. Cumulatively, assignments 2-4 called for teams to apply rubrics for design thinking, analysis, and design decision making.

Examples of lecture topics and reference materials for student understanding and application of SC.5 objectives are listed below

- Topics: the good life, public health, common-pool resources, social and ecological resilience, people, place, environmental justice, ecology, multiple scales, design excellence, Living Building Challenge, neighborhood zoning, building code, accessibility.
- Resources: Latour, 2020, Keck, 2013; AIA Framework for Design Excellence; ACSA 2021 COTE Competition Studio Guide & Resources; 2019 Living Building Challenge Framework for Affordable Housing; City of Seattle 2035 Growth and Equity analysis, 2016; City of Seattle Zoning Books; 2018 International Building Code, DOJ

Outcomes
Student team final project documentation outcomes include: design proposal drawings, a rubric for design performance benchmarking, and annotations to benchmark design features. For example, team Brown, Bland, and Hanson highlight positive impacts of their proposal corresponding with wellbeing, community equity, and economy criteria (AIA Framework for Design Excellence) to address health, safety, and welfare at multiple scales. Each team shared responsibility for research, design and documentation. For example, team Brown, Bland and Hanson shared responsibility for background research (assignments1-2) and design (assignments 2-4) and final project documentation (assignment 4). For final design and documentation, Hanson was mainly responsible for project site plan and building massing drawings. Brown was responsible for floor plans. Bland was responsible for building and site sections. Similarly, the team shared equally in final documentation production including layout, annotation, rendering, and presentation.

Assessment
Assessment of SC. 5 student learning was based is instructor evaluation, student team peer feedback, professional peer evaluation, and curricular level self-assessment. Instructor evaluation of student progress involved daily team progress reviews aka 'progress crits.' Progress reviews were intended to facilitate team learning and project development based on a cumulative synthesis of design determinants and design performance criteria. Open-ended interactive co-learning discussions emphasized application of rubric concepts and benchmarking techniques in the development of outcomes. Instructor written evaluation of assignment outcomes occurred in 3-4 week intervals corresponding with the assignment schedule. Additionally, two formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment followed the model described in section 5.3.

In ARCH 511_02, the second section of the 511 studio, the semester-long emphasis was on repurposing a defunct veneer mill site in Post Falls, ID, to support community resilience by providing a new purpose for the mill Like section 01, section 2 studio objectives are tied to the AIA Framework for Design Excellence. Key points for student development of the ability to synthesize SC. 5 objectives including user requirements and programming are “Design for Equitable Community” emphasizing the unique cultural and natural character of a given region and neighborhood, “Design for Economy” emphasizing affordable solutions to benefit resident health and productivity, and “Design for Wellbeing” emphasizing comfort, health, and wellness for people inhabiting the site and neighborhood context.

Team Project 01 and 02 highlight HSW impacts of built environment construction on carbon emission, global warming, and the role sustainable design can have in reducing carbon emissions and global warming to positively impact HSW concerns. Assignments 2-4 ensure the ability to work with HSW SC. 1 and regulatory requirements (SC. 3) and other criteria for design decision making to positively impact the social and ecological resilience of the Post Falls ID community at multiple scales. With the AIA COTE Design Excellence criteria and Solemma ClimateStudio tools student teams synthesized design criteria and measured the environmental impacts of design decisions and overall proposals. Each team’s rubric was central to team design decision making and iterative analysis of design proposals. The application of team rubrics for design decision making and measurement of environmental impacts of design decisions is documented in assignments 2-4.

Key instructional topics and reference materials ensure student understanding of the built environment on HSW at multiple scales.

- Topics. carbon emissions, global warming, sustainable design, equitable community, economy, and wellbeing, neighborhood zoning, building code
- Resources. AIA COTE Framework for Design Excellence; Solemma ClimateStudio; City of Post Falls Smart Code and Building Code.

Outcomes
Student team final project design documentation outcomes include: design proposal drawings, and benchmarking annotations based on the AIA Framework for Design Excellence. For example, the final project documentation by team Avante, White, and Chu, highlight positive impacts of their proposal corresponding with wellbeing, community equity, and economy criteria (AIA Framework for Design Excellence) to address health, safety, and welfare at multiple scales. Each team shared responsibility for research, design and documentation. Avante was responsible for the renderings and the sections through the factory building, White was responsible for floor plans and sections for the single-family housing units, and annotations. Chu was responsible for floor plans and section through the multi-family housing units. Similarly, the team shared equally in final documentation production including layout, annotation, rendering, and presentation.

Assessment
Similar to section 01, assessment of SC.1 student learning in section 02 was based on instructor evaluation, student team peer feedback, and professional peer feedback. Instructor evaluation of student progress involved daily progress reviews. Instructor written evaluation of student outcomes occurred in 4-5 week intervals. Additionally, three formal reviews including peer professionals (faculty and practicing architects) were held to assess outcomes and provide feedback before final documentation.

At the curricular level, self-assessment follows the model described in section 5.3.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
We are committed to ensuring student ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. To ensure student ability for building integration, our curricular design scaffolds the SC.6 criteria vertically with the courses listed below. SC.6 topics are identified in each course syllabus as teaching and learning objectives and are addressed cumulatively in assignments. Further below we describe the courses in which we expect the greatest evidence of SC.6 content delivery, understanding, and ability: Arch 403 Undergraduate Design Studio, Arch 513 Graduate Design Studio (both in bold font below).

- Arch 401 Architectural Design Studio (required 1-year track)
- **Arch 403 Comprehensive Studio** (reqd. 1-year track, all tracks starting 2022)
- Arch 510 Summer Graduate Studio (required all tracks)
- **Arch 513 Graduate Design Studio** (required all tracks)

The Arch 403 studio highlights the SC. 6 Building Integration objective. As explained earlier (SC. 5), two or three sections of ARCH 403 are taught each Spring semester. The ARCH 403 Studio delivery is intended to mirror professional practice by combining Architecture students and faculty and Construction Management students and faculty (CST-M 475 Senior Capstone).

In Spring 2022, the semester project for all sections focused on developing design-build proposals for a mixed-use midrise building located in the South Lake Union Neighborhood, Seattle, WA. SC.6 Building Design is identified in the syllabus as a teaching and learning objective. SC.6 Building Integration is identified in the syllabus as a teaching and learning objective. SC.6 understanding and ability are addressed in the cumulative quality of assignments, and are demonstrated in studio outcomes. Teams combining students from each discipline collaborated on all phases of the project. Each team divided responsibilities among team members. The studio was divided into five phases: Research Phase, Conceptual Design Phase, Schematic Design Phase, Design Development Phase, Final Construction Documents and Physical Model. The main teaching methods were: assignments, faculty led design critiques including formal reviews, lectures and workshops or tutorials, and mentoring by practitioners.

Assignment 1-5, weeks 1-8 (Research Phase – Schematic Design Phase) delivered information ensuring student understanding that the following are interrelated: building life safety systems, structural systems, environmental control systems, measurable outcomes of building performance, and building envelope systems. For example, assignments 1-3 entailed assignment descriptions, research, workshops, tutorials, & deliverables. Each assignment had multiple due dates leading up to final design (Course Schedule, research, conceptual design, schematic design). Cumulatively, the assignments ensured student ability to synthesize SC. 6 objectives by calling for student teams to develop design proposals integrating requirements for building life safety systems, structural systems, environmental control systems, measurable outcomes of building performance, and building envelope systems.

Examples of lecture, tutorial and workshop topics and reference materials for student understanding and application of SC.6 Building Integration are listed below

- Topics: code (e.g., egress, fire suppression), structure, skin & envelope, HVAC system, wall section, accessibility,
- Resources: 2019 Living Building Challenge; Seattle Living Building and 2030 Challenge Pilots; City of Seattle Building and Construction Code (2018 IBC), Seattle Municipal Land Use Code; Architects Studio Companion, Allen; Building Codes Illustrated, Ching; Building Construction Illustrated, Ching.

Outcomes

Student team final project documentation are the primary source of evidence of SC.6 Building Integration. For example, the Team 5 Final CD documentation Building Integration in their building proposal by integrating requirements for building life safety systems, structural systems, environmental control systems, measurable outcomes of building performance, and building envelope systems. Sheet A 0.7 documents integration of code requirements for the proposed building featuring code and life safety system annotations on plan levels 1-3. Sheet A 0.8 documents integration of accessibility and area of refuge requirements for the proposed building featuring accessibility and area of refuge annotations on plan levels 1-3. Sheet A 0.9 documents integration of measureable outcomes of the proposed building performance based on Sefaira energy analysis with ASHRAE climate zone data. Sheet A 0.10 documents integration of measureable outcomes of the proposed building performance based on Living Building Challenge criteria (place, health, equity, etc.). Sheets A 2.1 and A 5.1 document integration of structural systems for the proposed building in plan and section. Sheets A 4.1, A 4.2, A 5.1, and A 5.3 document integration of building envelope systems for the proposed building. Sheets A 2.3, A 2.4, A 3.2, and A 5.1 document integration of environmental control systems spaces in plan and section (mechanical/electrical rooms). Team 6 sheets A 9.7 and A 9.8 take integration of environmental control systems a step further by documenting drop ceilings with diffusers, can lighting, and HVAC ducts to and from mechanical rooms.

Assessment

Assessment of SC. 6 student learning was based is instructor evaluation, student team peer feedback, professional peer evaluation (faculty and practitioners), and curricular level self-assessment. Instructor evaluation of student progress involved desk critiques on class days. Desk critiques facilitated team learning and the cumulative integration of SC. 6 Building Integration objectives in the development of outcomes. Instructor written evaluation of assignment outcomes occurred in 2-3 week intervals. Regularly scheduled “Presentations” included professional peer reviewers to provide feedback on assignment outcomes as they developed.

At the curricular level, self-assessment followed the model described in section 5.3.

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4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional 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.

Program Response:
WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU oversees accreditation for most public institutions and some private institutions in Washington, Idaho, Montana, Oregon, Nevada, Utah, Alaska, and British Columbia. WSU has been continuously accredited since 1916.

WSU is on a seven-year accreditation cycle. Every seventh year its academic procedures and outcomes undergo a comprehensive review by a team of external evaluators who are affiliated with institutions that are similar to WSU. The team writes a formal report that identifies areas of needed improvement and areas of strength. Within the seven-year cycle the university also experiences some focused evaluations including an annual report on key indicators of the university's health and viability; third-year review of student learning assessment processes; and sixth-year review of university finances and policies.

WSU's accreditation was most recently reaffirmed in 2018. This is reflected in a notification letter from NWCCU, dated July 24, 2018. A copy of the letter can be found here and is included as an appendix to this document.

Detailed information regarding WSU accreditation including the additional documents listed below can be found here.

- WSU Mid-Cycle Review Letter
- 2021 Mid-Cycle Report
- Year Seven Peer Evaluation Report
- Preliminary Commendation and Recommendations
- Year Seven Self-Evaluation Report
- NWCCU Accreditation Standards Summary
- History of Recommendations

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: See 4.2.5 below

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The Northwest Commission on Colleges and Universities (NWCCU) does not set minimum credit requirements for general education. Instead, they require a general education program as a curricular component and mandate that learning outcomes within it are assessed. The NWCCU Accreditation Handbook, can be accessed here for additional information.

WSU requires 34 credits of general education requirements. The general education program is structured by the University Common Requirements (UCORE). WSU's UCORE curriculum ensures that students acquire foundational skills and a broad knowledge of the world that complements their specific areas of study. Through exposure to multiple disciplinary perspectives, students develop intellectual and civic competencies, practical skills, and the ability to apply knowledge and skills in real-world settings. The UCORE curriculum prepares graduates to address diverse, complex issues for the benefit of themselves, their communities, their employers, and for society at large.

WSU's UCORE program is structured by four broad categories that are divided into eleven requirements. The curriculum is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS]. Foundational courses and inquiry-based learning in the disciplines are complemented by a diversity requirement that embraces both American and global issues. The program's structure includes coursework in contemporary issues, social sciences, humanities, creative or professional arts, quantitative reasoning, natural sciences, diversity, and communication, to support achievement of WSU's Learning Goals of Undergraduate Education.

UCORE Curriculum

First Year Experience
Roots of Contemporary Issues [ROOT] 3 credits

Foundational Competencies
Quantitative Reasoning [QUAN] 3 credits

Communication [COMM] [WRTG]	6 credits
Ways of Knowing	
Inquiry in the Social Sciences [SSCI]	3 credits
Inquiry in the Humanities [HUM]	3 credits
Inquiry in the Arts [ARTS]	3 credits
Inquiry in the Natural Sciences [BSCI] [PSCI]7 credits	
Diversity	
Diversity [DIVR]	3 credits
Integrative Learning	
Integrative Capstone [CAPS]	3 credits
Total required semester credit hours	34 credits

A sample program of study for WSU's pre-professional B.S. Architectural Studies degree, indicating how these general studies requirements are mapped into the curriculum, can be found online at the following link: https://sdc.wsu.edu/documents/2020/06/wsu-architecture-advising-plan-fall-2020-spring-2021.pdf

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Undergraduate architecture students can pursue minors offered within the School of Design and Construction and those offered by other academic units. Minors provide recognition of a degree-seeking student's knowledge in a discipline outside of their major. The SDC offers a construction management minor that requires a minimum of 17 credits, 9 of which must be upper-division. Students pursuing the CM minor must take three of the required courses during the summer session. To be eligible, students must be admitted into a major and have a minimum GPA of 2.70. The SDC also offers a minor in interior design. The ID minor offered thought the SDC requires a minimum of 16 credits, at least 9 of which must be upper division. To be eligible, students must have completed either SDC 100 or SDC 120. Minors offered outside of the SDC that are frequently recommended by advisors include Digital Technology and Culture, Fine Arts, and Business.

Typical elective courses completed by M.Arch students include Arch 491 Seminar in Architectural Communication (detailing), additional ARCH 580 credits (beyond those required in their program of study), ID 326 codes, and courses offered through Fine Arts. Students may also to take advantage of study tour opportunities beyond what is required, including our integrated domestic and international study tours (SDC 444, SDC 555) and our Paris summer program (ID 279). Students in the undergraduate program can complete TA for credit for optional studies, where they can work with faculty on independent research through research labs, fabrication labs, and the like.

A comprehensive list of elective courses offered by the SDC that are approved for undergraduate and graduate students, together with the elective credit requirements, are listed for each track in section 4.2.5 below.

Starting in Spring 2023, the school is planning to offer a certificate program in Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State. This will expand opportunities for students to develop additional expertise through discipline-relevant optional studies.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M.Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
Degrees offered at the School of Design and Construction are as follows:

- Bachelor of Science in Architectural Studies
- Bachelor of Science in Construction Management
- Bachelor of Arts in Interior Design
- Bachelor of Landscape Architecture
- Master of Architecture
- Master of Arts in Interior Design

In addition to the above degree offerings, the Construction Management program jointly administers/delivers the Bachelor of Science in Construction Engineering (BSConE) degree program which is housed in the Department of Civil and Environmental Engineering.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: Not Applicable

4.2.5 Master of Architecture. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Master of Architecture (**1-Year Track**)

The Master of Architecture 1-year track (2 semesters plus summer) is for students with a four-year pre-professional undergraduate degree in architecture from WSU (B.S. Architectural Studies). Coursework listed below includes requirements for both the undergraduate pre-professional and graduate professional degree programs. The same 48 credits of professional coursework are required for all students pursuing the Master of Architecture degree, regardless of track.

Required Courses: Preparatory	cr.
Studio	
SDC 140 Foundational Studio	3
ARCH 201 Architectural Design I	5
ARCH 203 Architectural Design II	5
ARCH 301 Architectural Design III	5
ARCH 303 Architectural Design IV	5
ARCH 401 Architectural Design V	6
ARCH 403 Comprehensive Design Studio	6
Design Communication	
SDC 120 Foundational Drawing	3
SDC 300 Introduction to Fabrication Labs	1
ARCH 210 Digital Analysis and Representation	3
ARCH 451 BIM Tools	3
History and Theory	
ARCH 209 Design Theory I	3
ARCH 309 Modern Architecture and Theory	3
SDC 250 Global History of Design I	3
SDC 350 Global History of Design II	3
Technical Knowledge	
ARCH 215 Issues in Sustainable Architecture	3
ARCH 351 Architectural Structures I	3
ARCH 352 Architectural Structures II	3
CSTM 201 Materials I	3
CSTM 202 Materials II	3
CSTM 332 Building Science I	3
CSTM 333 Building Science II	3
Professional Practice	
SDC 100 World of Design and Construction	3
Required Credits	**81**

Electives: Preparatory	cr.
Design Communication	
CSTM 483 Building Information Modeling I	3
ID 460 Portfolio and Representation	3
History and Theory	
ID 279 Paris, a Designer's View	1
ID 312 Interior Design Theory	2
ID 350 History of Design II	3
LND ARCH 327 Theory in Landscape Arch.	3
SDC 444 Indigenous City	1
SDC 495 Seminar in Design and Construction	3
Technical Knowledge	
CSTM 368 Safety and Health	3
CSTM 451 Delivery Systems	3
CSTM 484 Temporary Structures	3
CSTM 485 Mechanical, Electrical, and Plumbing	3
ID 278 Materials Resource Lab	V
ID 325 Interior Building Systems	3
ID 326 Codes for Interior Design	3
LND ARCH 380 Ecological Applications	3
ID 325 Interior Building Systems	3
Professional Practice	
CSTM 102 Intro to the Built Environment	2
Practicums / Research Labs	
CSTM 499 Teaching Assistant	V
ID 490 Cooperative Education Internship	V
ID 499.01 Exhibition Design Practicum	V
ID 499.02 Interior Ambiances Lab Practicum	V
SDC 499 Teaching Assistant (Design)	V
SDC 499 TA Practicum	3
CSTM 499 Special Problems	V

LND ARCH 499 Special Problems	V
Site and Environment	
LND ARCH 150 Landscapes of the Palouse	3
Required Elective Credits	**5**

General Studies: Preparatory	cr.
English 101 College Composition [WRTG]	3
PSYCH 105 or SOC 101 [SSCI]	3
Math UCORE [QUAN]	3
HIST 105 Roots of Contemp. Issues [ROOTS]	3
FINE ARTS 101, 201, OR 202 [ARTS]	3
COM 102 Public Speaking / Digital Age [COMM]	3
PHYSICS 101 [PSCI]	4
Biological Science UCORE [BSCI]	3
Diversity UCORE [DIVR]	3
Humanities UCORE [HUM]	3
Integrative Learning [CAPS]	3
Required Credits	**34**
Total Preparatory Credits	**120**

Minor Offerings: Preparatory	cr.
Construction Management Minor	
CSTM 102 Intro to the Built Environment	2
CSTM 252 Construction Admin + Documentation	4
CSTM 370 Estimating I	3
CSTM 462 Planning and Scheduling	3
300-400 level business elective	3
300-400 level construction emphasis elective	3
Interior Design Minor	
ID 215 Materials and Components of ID	3
ID 350 History of Interior II	3
300-400 level ID emphasis coursework	6

Required Courses: Professional	
Studio	
ARCH 510 Summer Graduate Design Studio	6
ARCH 511 Graduate Design Studio I	6
ARCH 513 Graduate Design Studio II	6
History and Theory	
ARCH 530 Philosophies and Theories	3
ARCH 542 Issues in Architecture	3
Technical Knowledge	
ARCH 463 Architectural Structures III	3
ARCH 531 Advanced Tectonics	3
Professional Practice	
SDC 473 Professional Practice	3
ARCH 580 Architectural Practicum	4
Site and Environment	
ARCH 527 Site Planning	3
Research and Innovation	
ARCH 540 Research Methods	3
Capstone	
ARCH 701 Master's Exam	2
Required Credits	**45**
Total Professional Credits	**48**

Electives: Professional	
*Lifelong Learning / Travel Experience**	
SDC 444 Integrated Study Tour	3
SDC 555 Global Engagement in Design+Constr.	3
Also See Pre-Professional Electives	V
Required Elective Credits	**3**

** A travel experience is required for students in the professional program. In the event that no travel experience is available, students may choose a supportive elective.*

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Master of Architecture (**2-Year Track**)

The Master of Architecture 2-year track (4 semesters plus summer) is for students with an undergraduate degree in architecture of for those with a degree in a closely allied discipline. A student's actual program of study may vary based on review of portfolio and transcripts. Additional coursework may be required to ensure NAAB criteria are met. The same 48 credits of professional coursework are required for all students pursuing the Master of Architecture degree, regardless of track.

Required Courses: Preparatory	cr.
Studio	
ARCH 570 Advanced Arch. Design Studio I	6
ARCH 571 Advanced Arch. Design Studio II	6
Technical Knowledge	
ID 326 Codes for Interior Design	3
Total Preparatory Credits	**15**

Required Courses: Professional	
Studio	
ARCH 510 Graduate Design Studio III	6
ARCH 511 Graduate Design Studio IV	6
ARCH 513 Graduate Design Studio V	6
History and Theory	
ARCH 530 Philosophies and Theories	3
ARCH 542 Issues in Architecture	3
Technical Knowledge	
ARCH 463 Architectural Structures III	3
ARCH 531 Advanced Tectonics	3
Professional Practice	
SDC 473 Professional Practice	3
ARCH 580 Architectural Practicum	4
Site and Environment	
ARCH 527 Site Planning	3
Research and Innovation	
ARCH 540 Research Methods	3
Capstone	
ARCH 701 Master's Exam	2
Required Credits	**45**
Total Professional Credits	**48**

Electives: Professional	
*Lifelong Learning / Travel Experience**	
SDC 444 Integrated Study Tour	3
SDC 555 Global Engagement in Design+Constr.	3
Also See Pre-Professional Electives	V
Required Elective Credits	**3**

** A travel experience is required for students in the professional program. In the event that no travel experience is available, students may choose a supportive elective.*

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Master of Architecture (**3-Year Track**)

The Master of Architecture 3-year track (6 semesters plus summer) is for students with a non-architecture undergraduate degree, or for those with a degree in an allied discipline who have submitted application materials demonstrating the need for additional experience beyond a two-year timeframe. A student's actual program of study may vary based on review of portfolio and transcripts. Additional coursework may be required to ensure NAAB criteria are met. The same 48 credits of professional coursework are required for all students pursuing the Master of Architecture degree, regardless of track.

Required Courses: Preparatory	cr.
Studio	
ARCH 201 Architectural Design I	5
ARCH 303 Architectural Design IV	3
ARCH 570 Advanced Arch. Design Studio I	6
ARCH 571 Advanced Arch. Design Studio II	6
Design Communication	
SDC 300 Introduction to Fabrication Labs	1
ARCH 210 Digital Analysis and Representation	3
ARCH 451 BIM Tools	3
Technical Knowledge	
ARCH 215 Issues in Sustainable Architecture	3
ARCH 351 Architectural Structures I	3
ARCH 352 Architectural Structures II	3
CSTM 201 Materials I	3
CSTM 332 Building Science I	3
CSTM 333 Building Science II	3
ID 326 Codes for Interior Design	3
Subtotal	**48**
Total Pre-Professional Credits	**51**

Electives: Preparatory	cr.
History and Theory	
Required History / Theory Elective*	**3**
** Chosen in consultation with the graduate academic coordinator from the following:*	
ARCH 209 Design Theory I	3
ARCH 309 Modern Architecture and Theory	3
SDC 250 Global History of Design I	3
SDC 350 Global History of Design II	3
ID 312 Interior Design Theory	2
ID 350 History of Interiors II	3
LA 327 Theory in Landscape Architecture	3

Required Courses: Professional	
Studio	
ARCH 510 Graduate Design Studio III	6
ARCH 511 Graduate Design Studio IV	6
ARCH 513 Graduate Design Studio V	6
History and Theory	
ARCH 530 Philosophies and Theories	3
ARCH 542 Issues in Architecture	3
Technical Knowledge	
ARCH 463 Architectural Structures III	3
ARCH 531 Advanced Tectonics	3
Professional Practice	
SDC 473 Professional Practice	3
ARCH 580 Architectural Practicum	4
Site and Environment	
ARCH 527 Site Planning	3

Electives: Professional	
*Lifelong Learning / Travel Experience**	
SDC 444 Integrated Study Tour	3
SDC 555 Global Engagement in Design+Constr.	3
Also See Pre-Professional Electives (1-Year)	V
Required Elective Credits: Professional	**3**

* A travel experience is required for students in the professional program. In the event that no travel experience is available, students may choose a supportive elective.

Research and Innovation	
ARCH 540 Research Methods	3
Capstone	
ARCH 701 Master's Exam	2
Subtotal	**45**
Total Professional Credits	**48**

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: Not Applicable

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:
Applicants to the Master of Architecture degree program must have earned a Bachelor's degree from an accredited university. Eligibility for each track leading to the M.Arch degree is based upon previous degree(s) earned, academic coursework completed, and review of the candidate's portfolio. The application process involves two separate submissions. Candidates submit a dossier of materials for an internal, provisional recommendations. If admission is recommended, candidate's then must complete WSU's General Application to the Graduate School for review. Submission requirements and instructions are accessible to prospective students here. Applicants must be recommended for admission by both the Architecture and WSU's Graduate School.

There are four pathways for prospective students to enter into WSU's Master of Architecture Program. Each is described below.

- 1-year guaranteed acceptance
- 1-year traditional application

- 2 and 3-year traditional application
- International Program (IP) Bridge pathway

1-Year Guaranteed Acceptance
Students pursuing WSU's B.S. Architectural Studies degree program, can apply for guaranteed acceptance to the 1-year M.Arch program through the guaranteed acceptance track after successfully completing the third year of the undergraduate program. To qualify for guaranteed acceptance, students must have earned a minimum GPA of 3.5 in all non-elective major courses and a minimum grade of B in all studio courses. Students who meet all criteria must submit a GPA worksheet and portfolio. The submission deadline is typically during the first or second week in May. Notification of provisional recommendation of admit or deny typically occurs during the last week in May.

For students applying through the guaranteed acceptance route, admission to the 1-year M.Arch program and to WSU's Graduate School requires submission of the General Application in early January of the following year. Final acceptance to WSU's Graduate School and the M.Arch program is contingent upon completion of all requirements for the baccalaureate degree with a 3.0 or better GPA and includes up to 9 credits of 400-500 level coursework (reserved for graduate credit) with a grade of B or better [typically, ARCH 463 (fall) and ARCH 531, SDC 473 (spring)]. Students must also earn a letter grade of B or better in ARCH 401 and ARCH 403, and show continued evidence of the maturity, professionalism, and commitment necessary to be successful in graduate school.

1-Year Traditional Application
Students completing the spring semester of the third year of the B.S. Architectural Studies program who do not meet the criteria for guaranteed admission may apply for the 1-year program. All applicants must have a minimum 3.0 cumulative GPA and submit a personal statement (250-500), resume, and portfolio. Applications are typically due during the second week in May. Notification of provisional recommendation of admit or deny typically occurs during the last week in May. Students not accepted into the 1year program or who are unable to complete 1-year admission requirements may apply to the 2-year program.

2 and 3-Year Traditional Application
The M. Arch program accepts applications for the upcoming fall semester through early January of each year. Applications may be accepted after that date on a space available basis. The program does not accept spring semester admissions. Some of the application materials are sent directly to the Graduate School. These include official transcripts, contact information for (3) references, and international student documents if applicable (English language proficiency scored, financial verifications). The following application materials are sent directly to the M.Arch Program: personal statement (250-500 words), resume, digital portfolio, and academic transcripts.

The Master of Architecture Admissions Committee (MAAC) is charged with reviewing all applicant dossiers and providing acceptance/denial decisions and preliminary recommendation for duration of program of study (1-year, 2-year, or 3-year). The three committee members independently review and evaluate the applicant's portfolio, personal statement, and prior academic transcripts. Each committee member completes a rubric for each applicant. Committee members then meet and share individual recommendations and come to consensus. The rubric for evaluating applicant portfolios includes drop down windows prompting committee members to look for demonstrated competencies in areas such as: ability to solve architectural problems creatively and comprehensively; ability to work across scales; technical aspects of building design; technical drawing, freehand drawing, and

modelling skills; command of compositional and organizational principles; ability to diagram information and communicate design solutions using a variety of approaches and techniques; application of design elements, principles, and ordering systems; awareness of contemporary design culture and aesthetics; and ability to communicate effectively through writing. See section 4.3.2 below for a description of how final program of study requirements are determined.

International students who need additional academic support due to not meeting English language proficiency requirements and/or having a less competitive GPA may apply to the M.Arch Program through WSU's International Master's Program (IM). The IM provides a preparatory program of study serving as a bridge through which students transition from non-degree seeking, to degree seeking. Students are not admitted to the WSU M.Arch Program until after they have completed the "bridge program" set of coursework. IM candidates are admitted to WSU as non-degree seeking students per Washington State regulations and are allowed to take a set of program-defined courses in the M.Arch curriculum to demonstrate their academic competencies and ability to be successful in the M.Arch Program. Upon completion of one or two-semesters of the International Master's program curriculum, students are reviewed for admission by the M.Arch program and WSU's Graduate School. The Graduate School verifies that the minimum GPA (3.0) and English language requirement has been fulfilled (level 6, this is established within WSU and is equivalent to 7.0 IALS 80 TOEFL).

For admission to WSU's IM Program, the minimum GPA required is 2.5 (as compared to 3.0 traditional route) and the minimum English language proficiency is 6.0 IALS and 65 TOEFL. During a recruitment process, the IM Program advises students with less competitive GPA and language scores, to pursue the IM bridge pathway as opposed to the traditional route. See the IM Student Prospectus for additional information.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
Following a determination of acceptance into the M.Arch program, a program of study is established through a review of prior coursework conducted by the Academic Program Manager. The program of study is then reviewed by the Program Head and M.Arch Program Director for final approval. Applicant's transcripts are reviewed to determine if gaps exist in the preparatory education using content delivered in WSU's B.S. Architectural Studies required courses as the benchmark, as this curriculum is designed to deliver the NAAB defined learning outcomes necessary to prepare students for the 1-year (3 semester) professional program. If gaps are identified, modifications are made to the 1, 2 or 3-year program of study templates to ensure the program of study includes all necessary preparatory content.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or Associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
Once a candidate is recommended for admission to the M.Arch Program, the SDC Academic Program Manager communicates the duration of, and required courses within, the candidates program of study, based on the content review of prior academic coursework.

5—Resources

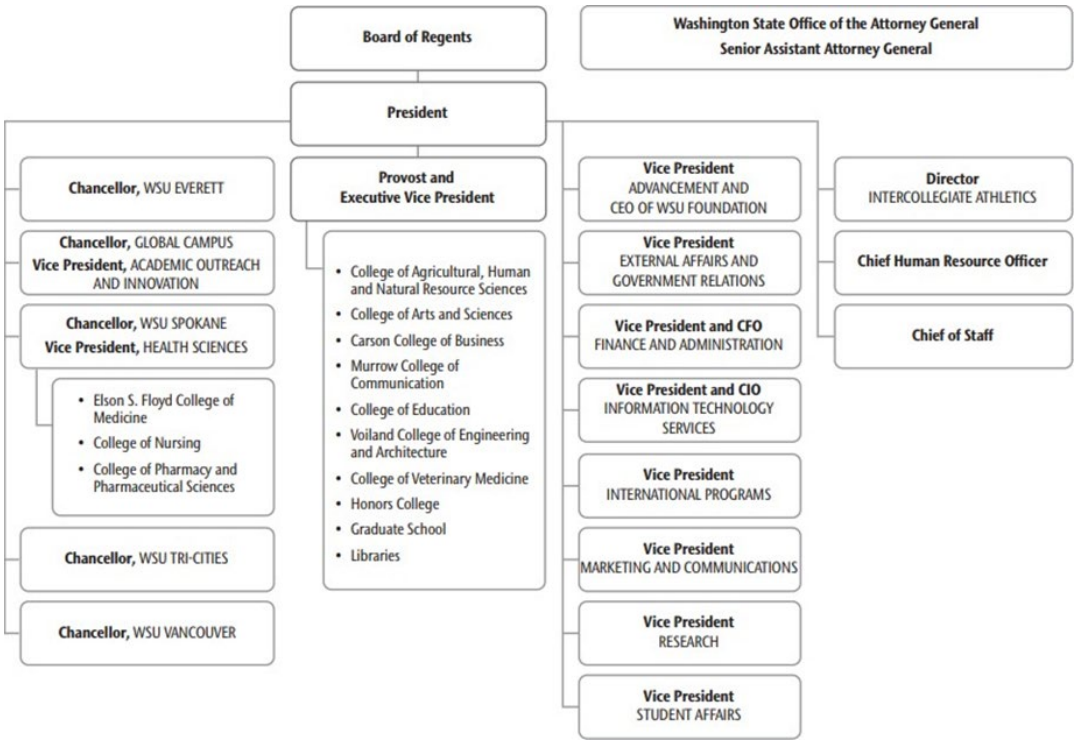
5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

WSU's executive leadership team includes a Board of Regents, President, Provost/Executive Vice President, Campus Chancellors, and an array of administrative Vice Presidents. Kirk H. Schultz joined WSU as the 11th President in 2016. President Schultz reports to the Board of Regents. Elizabeth Chilton was named Provost and Executive Vice President in July of 2020. Provost Chilton and the Campus Chancellors, administrative Vice Presidents and Vice Chancellors report to President Schultz. WSU is a statewide system with campuses and other locations in Pullman, Everett, Seattle, Spokane, Tri-Cities, Vancouver, Yakima, and Bremerton, Washington. The Global Campus further extends WSU's reach, delivering academic programming worldwide. The WSU system includes eleven colleges, seven of which are administered on the Pullman campus. Colleges are led by Deans. Most of the system's senior administrative team, including WSU's President and Provost, are based in Pullman. WSU's organizational chart is included below. The Architecture Program is in the School of Design + Construction which is housed in the Voiland College of Engineering and Architecture.



5.1.1.1 Organizational Chart, Washington State University

The Voiland College of Engineering and Architecture (VCEA) is located on the Pullman Campus and is home to the School of Design and Construction. The college is led by Dean Mary Rezac, who joined WSU in this role in 2017. Dean Rezac reports directly to the Provost. VCEA's Associate Dean of Research, Graduate Studies, and Strategic Initiatives is Haluk Beyenal. Krishnamoorthy Sivakumar (Siva) is the Associate Dean for Academic Affairs. Shelley Pressley serves as Associate Dean of Student Success. A Directory of VCEA's administrative and staff team can be found here.

The School of Design and Construction is comprised of academic degree programs in Architecture, Interior Design, Landscape Architecture, and Construction Management. The degrees offered at the SDC include: Bachelor of Science in Architectural Studies; Master of Architecture; Bachelor of Arts in Interior Design; Master of Arts in Interior Design; Bachelor of Landscape Architecture; and Bachelor of Science in Construction Management. In addition, the Construction Management program jointly administers/delivers the Bachelor of Science in Construction Engineering degree program which is housed in the Department of Civil and Environmental Engineering. The SDC offers minors in architectural studies, construction management, and interior design.

The SDC is led by the school Director. The Director is supported by the Associate Director, a new position initiated in August, 2022. The 4 academic programs in the SDC are led by Program Heads. Program Heads, along with the SDC Director, Academic Program Manager, and Administrative Manager are all part of the school's Leadership Team. Two Graduate Program Directors oversee the M.Arch and M.A. Interior Design programs. The SDC is supported by an Academic Program Unit, Administrative Unit, and staff members dedicated to Information Technology Services, Communications and our Fabrication Laboratories.

Personnel serving these roles as of September 2022 are as follows.

SDC Leadership Team
SDC Interim Director: Jason Peschel, Associate Professor
SDC Associate Director: Bob Krikac, Associate Professor
SDC Academic Program Manager: Jaime Rice, Assistant Professor
SDC Administrative Manager: Kate Barnes
Program Head for Architecture: Matt Melcher, Associate Professor
Program Head for Construction Management: Rick Cherf, Associate Professor
Program Head for Interior Design: Judy Theodorson, Associate Professor
Program Head for Landscape Architecture: Jolie Kaytes, Professor

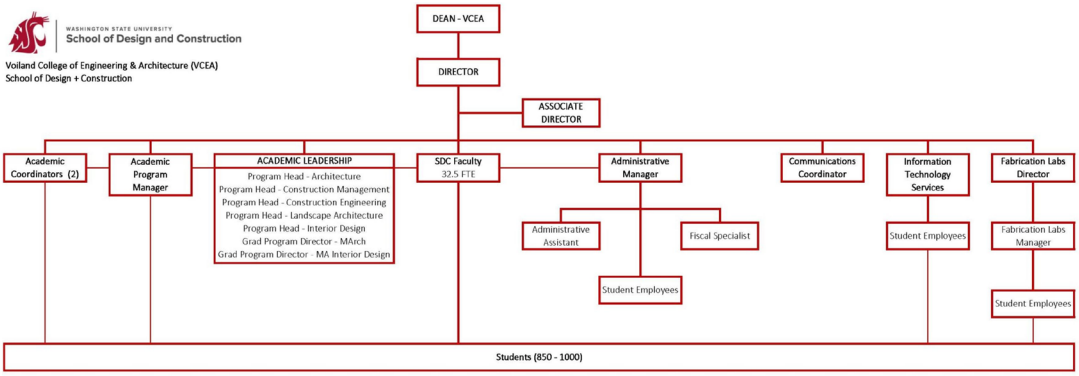
Graduate Program Directors
M.Arch Program Director: John Abell, Associate Professor
MA I.D. Graduate Coordinator: Judy Theodorson, Associate Professor

SDC Academic Program Unit
Unit managed by Jaime Rice (see above)
Academic Coordinator/Advisor I: Ashley Baughman
Academic Coordinator/Advisor II: Treva Beebe

SDC Administrative Unit
Unit managed by Kate Barnes (see above)
Administrative Assistant II: Wesley Underhill
Fiscal Specialist: Position Currently Vacant

SDC Staff (Tech/Comm/Lab)
Web Development / Social Media (VCEA/SDC): Dylan Freeman
Fabrication Lab Director: David Drake
Director, IT Systems (VCEA): Tony Burt

The SDC Organizational Chart illustrates functional and reporting relationships among members of the SDC administrative and academic leadership, staff, academic units and programs, faculty and students.



5.1.1.2 Organizational Chart, School of Design and Construction

SDC Leadership Team
The SDC Leadership Team was formed in 2012 to facilitate the management of a new school with four accredited programs, two of which had previously been stand-alone departments with department chairs. Because the school is structured to mirror the integrated, collaborative workplace of contemporary design and construction, there are integrated requirements and initiatives that encompass all of the school's programs—or multiple programs. The LT is encouraged to act in a collaborative manner, and to do its best always to favor the best interest(s) of the school. Achieving synergy among and within programs requires shared governance and, at times, ongoing conversations. The composition of the LT is determined by the selection, appointment, or hiring process for the Director, program heads, M.Arch Program Director(s), administrative manager, and Academic Program Manager.

SDC Director
The Director of the SDC carries out the mission, vision, and values of the school and represents the school to the students, the college, the university, the community, the professions, and industry. The Director provides strategic leadership; advances the professional development and promotion of faculty and staff; oversees curriculum development and instructional assignments; and manages, assesses, and supports research programs. The Director also participates in the graduate and undergraduate programs; recruits and manages personnel; heads the school's leadership team; monitors facilities, equipment, and promotional material; is responsible for developing, overseeing, and managing budgets; and works to secure extramural support for research and educational programs through relationships with alumni, the advisory board, and other constituents.

The Director actively promotes and fosters consensus building and teamwork through collaborative school activities such as faculty-staff and all-school meetings; committee arrangements; the lecture series; symposia; student competitions; and commencement. S/he is committed to the diversity and breadth of the students, faculty, staff, teaching agendas, and research programs in the school while facilitating the rise of the school's prominence on the regional, state, national, and international stage. Upholding the mission of a land-grant university is essential, particularly its dedication to openness, accessibility, applied learning, and service to people. As the face of the school to the university, community, region, state, nation, and world, the Director assumes a high- profile role and publicly represents the school and its interests in every capacity. Additional information about the SDC Director can be found here: https://sdc.wsu.edu/about-us/policies-and-procedures/3-3-Director/

SDC Associate Director
The Associate Director of the SDC is a member of the school's leadership team, has signature authority, and acts as a "second-in-command" in the Director's absence. The Associate Director may be asked to participate in, oversee, or execute other duties that conventionally fall under the purview of other members of the school leadership, and serve on SDC, college, and/or university committees as requested. All responsibilities are conducted with an eye towards meaningful integration and collaboration, and in an effort to establish and ensure collegiality, professionalism, and respect amongst faculty, staff, and students in the school.

SDC Academic Program Manager
The Academic Program Manager for the SDC is a member of the school's leadership team and collaborates closely with the Director and Associate Director to foster initiatives that maintain the school's overall vision in relation to academic programs. S/he provides leadership for the Academic Program Unit which includes the academic coordinators who are responsible for advising and supporting students. All responsibilities are conducted with an eye towards meaningful integration and collaboration, and in an effort to establish and ensure collegiality, professionalism, and respect amongst faculty, staff, and students in the school. Additional information about the SDC Academic Program Manager can be found here: https://sdc.wsu.edu/about-us/policies-and-procedures/3-7-academic-program-manager/

Program Heads
Program heads for architecture, construction management, interior design, and landscape architecture are part of the school's leadership team and are appointed to three-year terms. Their principal role is two-fold: 1) they serve in the best interest of the school and 2) they serve in the best interest of their program. These two roles are not mutually exclusive; program heads understand those roles as linked. However, they must always place their first priority on the overall well-being of the school. Program heads meet regularly with other members of the school leadership team and provide the Director with feedback, information, and guidance. The program heads are vital to school operations and are regularly engaged in crucial decisions concerning the school and its programs. Program head responsibilities are distributed over the following areas: curriculum; recruitment; personnel; accreditation; assessment; development; and budgets. Additional information about the roles and responsibilities of program heads can be found here: https://sdc.wsu.edu/about-us/policies-and-procedures/3-4-program-heads/

M.Arch Program Director
The M.Arch Program Director provides overall academic leadership, develops and implements program policies, represents the interests of the program to the campus and University administrators, and calls and presides at meetings of the program faculty. The

M.Arch Program Director is also responsible for duties indicated under graduate program coordinator (as outlined in Chapter 1D3: Graduate program participants of the graduate school policies and procedures manual). This includes recruitment, admission, and advisement of students in the graduate degree program. The M.Arch Program Director must maintain familiarity with the policies and procedures of the graduate school and provide overall coordination of graduate activities within the program. This position generally has the departmental signature authority for recommendations for admissions, and changes to programs of study, advisory committees, and majors. The M.Arch Program Director works under supervision of the Architecture Program Head and in coordination with the Academic Program Manager and/or other faculty and staff who are involved with graduate programs at the SDC. The M.Arch Program Director is not a member of the Leadership Team. The Program Head represents the M.Arch Program Director's interests in Leadership Team meetings.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Washington State University, VCEA, the SDC, and the Architecture Program provide ample opportunities for faculty to participate in governance, serve in positions of influence, and engage in dialogue and decision-making processes shaping our culture and practices at various institutional levels. At the university level, the SDC is currently represented by faculty on the WSU Faculty Senate, General University Classroom (GUC) Committee, WSU Advance, Athletics Council, and the Center for Arts and Humanities advisory board. At the college level, faculty serve on the VCEA Tenure and Promotion Committee, Assessment Committee, Dean Advisory Committee, and three positions tied to VCEA facilities planning for the proposed Schweitzer Hall Student Success Building (teaching, steering, and shops). College-wide faculty and staff meetings, facilitated by the Dean, provide a forum for information sharing and faculty input. At the school level, faculty contribute to SDC Committees including Student Connections, Gallery and Public Spaces, Neighborhood for Social Justice, Lecture Series, Technology/Safety/Facilities, 1st-Year Design Curriculum, Digital Design Curriculum, History Curriculum, and search committees organized as needed for new faculty and staff positions. SDC faculty and staff meetings are typically held at four or five week intervals punctuated by beginning and end-of-year retreats.

The SDC Leadership Team meets weekly to address matters of governance and administration. Program heads represent the interests of their disciplinary teaching faculty and student body in Leadership Team meetings, while always favoring what is in the best interest of the school to guide discussions and decision-making.

The Architecture Program values and advances a model of inclusive, participatory, and transparent governance. Faculty contribute to governance at the program-level principally through faculty meetings, committee assignments, program surveys, and asynchronous discussion. The program head is responsible for involving faculty in governance and is charged with final decision-making in most matters. The M.Arch Program Director makes final decisions on a number of items specifically tied to the graduate program. Whenever practical, decisions are informed by input from the faculty at-large, through processes facilitated by program leadership, committees and/or members of the faculty.

The program head consults with the M.Arch Program Director to establish committees, articulate charges, and determine committee compositions. Current committees include the Strategic Planning committee and the Curriculum and Assessment committee, whose responsibilities span the undergraduate and graduate programs. Two standing committees specific to the graduate program include the M.Arch Admissions Committee and the Graduate Student Advisory Committee (see sections 4 and 5 of the M.Arch Program Bylaws). In addition, faculty members are selected to serve the role of curriculum coordinators for each year in the degree programs (second, third, fourth-year, and graduate-level). Ad hoc committees are formed as needed. Committees report activities, findings, and recommendations to the faculty at the request of the program head. A listing of all Architecture Program-level committees from AY 2021/22, including charges, can be found here.

Architecture faculty meetings provide the opportunity to share new information, gather faculty input to inform program-level decision-making, address areas of concern, and engage in dialogue regarding program priorities and planning. Assessment activities are often facilitated through dedicated faculty meetings and retreats as well. The program head consults with the M.Arch Program Director when setting agendas for faculty meetings and retreats. Faculty members are invited to add items to agendas as well. In the interest of transparency, and to the benefit of those who are unable to attend, faculty meetings are recorded, with links to the recordings provided immediately after. Meeting minutes are taken by the M.Arch Program Director. Minutes are distributed to faculty in draft form for input, followed by a vote to approve in the next meeting. Faculty can access documentation of faculty meeting agendas, minutes, and attachments, (combined in a single PDF document for each meeting) on an MS Teams site maintained by the program head. Additionally, the program head and M.Arch Program Director facilitate asynchronous discussion or program matters through email. Surveys are also administered as needed to determine where consensus lies, which, in turn, informs decision making. Surveys are typically designed to maintain anonymity, to avoid power differentials impacting the quality and quantity of responses.

Staff members of the School of Design and Construction are provided with opportunities to engage in governance to the benefit of the university, college, school and academic programs. At the institutional level, staff can participate on university committees, commissions, and task forces, including Presidential Committees. WSU recognizes these contributions as official work time for staff and affords a process by which staff members obtain release approval to serve. College and school-level faculty and staff meetings, facilitated by the Dean and Director respectively, provide a forum for information sharing and staff input on matters impacting governance culture, practices, and policies. Staff members participate on numerous college and school-level committees. For example, a distinct Staff Committee was recently formed at the college level, charged with providing guidance in the pre-design and programming phase of the future VCEA Schweitzer Engineering Hall / Student Success Building. Those who do not serve on the Staff Committee can provide direct input by participating in surveys and focus group activities. The SDC includes staff on committees in regular measure. During the 2021/22 academic year, staff members served on committees including Student Connections; Equity, Justice and Belonging; and Technology, Safety, and Facilities. Staff members serve the school in other high impact roles; two staff members currently serve on the SDC Leadership Team and one on the SDC Director search committee. Staff provide additional leadership through the coordination of our SDC Ambassadors program, facilitating recruitment and engagement opportunities for students as described in the following section.

Students participate in governance and provide impactful leadership shaping our culture, policies, curricula, and co-curricular experiences to the benefit of all. Examples of student governance and leadership opportunities include: participating in committees at the institutional, college, school and program level; advisory board engagement; ambassadorships; student club involvement and leadership; philanthropic activities; teaching and research assistantships; and public events coordination. The program solicits student perspectives on matters of curricula and student experience annually through exit surveys and meetings convened with student cohorts. Focus meetings are arranged involving students, faculty, and program leadership; providing a forum for direct student input and free exchange of perspectives on matters such as curriculum. Currently, our students have the rare opportunity to provide direct input on a capital planning project during the pre-design and programming phase of the future VCEA Schweitzer Engineering Hall / Student Success Building.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The SDC Director, with input from the Leadership Team, regularly updates a set of targeted Smart Goals for the school and monitors progress towards achieving these. These goals are aligned with the school's strategic themes, serving to advance the strategic plan in support of the mission and vision for the SDC. Progress towards achieving Smart Goals are updated in a living document housed on a shared drive, accessible to members of the school's leadership team. Found at the following link, the SDC Strategic Planning and Smart Goals for 2021-2025 defines relationships between strategic themes and goals, establishes implementation timelines, identifies essential participants, records advisory board and/or other stakeholder input, and indicates fundraising activity if applicable. The current status of each goal is indicated as in-progress, completed, abandoned, and/or slated for pursuit in the future.

On an annual basis, the SDC compiles and shares data related to the performance indicators listed in the section immediately following. School and program level successes and challenges are also compiled annually. Data is shared with faculty and staff as well as the SDC's five advisory boards at annual (and sometimes biannual) board meetings which typically take place in the month of March. Data, as well as summaries of progress towards goals, and significant successes and challenges of the year, are reported to the college through Annual Reports to the Dean. The architecture program contributes to this by reporting program-level successes and challenges.

At the program level, multiyear strategic objectives follow priorities established in the Architecture Strategic Plan. As discussed in section 5.2.2 below, our strategic plan identifies four thematic areas of priority: Exceptional Research, Innovation and Creativity; Transformative Student Experience; Outreach and Engagement; and Diversity, Integrity and Openness. The program identifies initiatives and allocates resources in a strategic manner to advance goals. Maintaining NAAB accreditation is foundational to our success and thus always central in guiding short, medium, and long range planning decisions. The Program Head conducts annual accounting of successes in areas related to goals as a means to measure progress, these include data such as: awards, recognitions, graduation rates, and

other indicators of student successes; external partners/communities engaged through curricular and co-curricular activities; noteworthy class/studio activities and outcomes; number of engaged partners; faculty awards and recognitions; research lab outcomes; program level curriculum development and revisions; and faculty scholarship and/or grant activity. The Program Head also solicits and compiles faculty-reported challenges including, but not limited to, those impeding faculty and student success and facilities related limitations. All information collected is reported to the Director and discussed with the Director, to aid in future decision making and goal-setting. All Program Heads share data collected with the Leadership Team, informing discussion of implications and potential future actions.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
Performance indicators are tied to strategic goals at the institutional level (WSU) to the unit level (SDC) and the program level (Architecture).

Washington State University
The WSU System Strategic Plan for 2020-2025 identifies key performance indicators and metrics tied the university's four overarching goals.

Goal 1: Research, Innovation, and Creativity
Washington State University will be recognized for embracing risk and bold thinking to serve the needs of its communities through innovative research, scholarship, and creative activities. Metrics used as key indicators of progress towards this goal include: licensing agreements including revenue and number of agreements, research and development expenditures per full-time, tenured/tenure track faculty, graduate and professional degrees awarded per tenure and tenure-track faculty, and faculty promotions from Associate to full professor.

Goal 2: Student Experience
Washington State University students will engage in scholarship, research, and experiential learning activities to prepare future leaders, scholars, and global citizens. Metrics used as key indicators of progress towards this goal include: affordability index, retention rates, 6-year graduation rate, number of students engaged in experiential learning and community engagement, number of doctorates awarded, and social mobility index.

Goal 3: Outreach, Extension, Service, and Engagement
Washington State University will be a national leader in advancing quality of life, economic development, sustainability, and equity through meaningful engagement in discovery, education, and service with partners throughout the state, nation, and world. Metrics used as key indicators of progress towards this goal include: outreach, extension, service, and engagement activities of campus, colleges, schools, and units; sponsored funding for community-engaged initiatives with external partners that addresses key quality-of-life indicators in the state of Washington; media stories; social engagement and service; and amount of volunteer time contributed through extension.

Goal 4: Institutional Effectiveness and Infrastructure
WSU will advance a culture of engagement and collaboration across its multi-campus system that values and invests in resources—physical, financial, human, and intellectual—leveraging these to become the social and economic drivers for the community, the state, and the world. Metrics used as key indicators of progress towards this goal include: percent of faculty and staff diversity; facility condition index; reserves; return on investment from alignment of goals and strategies; and annual giving.

Comprehensive information regarding WSU's strategic goals, objectives, key performance metrics, and sub-categories of metrics can be found on pages 31-35 of the WSU System Strategic Plan for 2020-2025.

School of Design and Construction
The 2015-2020 SDC Strategic Plan identifies key performance indicators and metrics tied to the school's four overarching themes. The themes and primary goals associated with each, are described below.

Theme 1: Exceptional Research, Innovation, and Creativity
Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.
Goal 2: Further develop the SDC's unique strengths and opportunities for research, innovation, and creativity based on its programs; its relationship to its colleges; and its land-grant mandate to be responsive to the needs of Washington state.
Goal 3: Advance the SDC's reach regionally, nationally, and internationally in existing and emerging areas of achievement.

Theme 2: Transformative Student Experience
Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
Goal 2: Provide a university experience centered on student engagement, development, and success which prepares graduates to lead and excel in a diverse regional, national, and global society.
Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Theme 3: Outreach and Engagement
Goal 1: Increase access to and breadth of SDC's research, scholarship, creative, and academic programs throughout Washington and the world.
Goal 2: Expand and enhance SDC's engagement with institutions, communities, governments, and the private sector.
Goal 3: Increase SDC faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Theme 4: School Effectiveness: Diversity, Integrity, and Openness
Goal 1: Create and sustain a university community that is diverse, inclusive, and equitable.
Goal 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the school's academic aspirations.
Goal 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure the school's economic viability.

Sub goals, potential initiatives and tactics, quantitative metrics, and other types of evidence identified as key indicators of progress towards goals are found on pages 15-25 of the SDC Strategic Plan (2015-2020).

Key Performance Indicators: SDC
Data is collected annually from each academic program on the following SDC key performance indicators.

Total Enrollment
Data is broken down by academic program and by graduate vs undergraduate. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Degrees Conferred
Data is broken down by academic program and by graduate vs undergraduate. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Student Gender Distribution
Data is broken down by academic program and by graduate vs undergraduate. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Placement Rate and Starting Salary of Graduates
Data is broken down by academic program. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Total Faculty FTE
Total faculty FTE for the SDC is calculated annually. Data is broken down by tenure track and non-tenure-track. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Student to Faculty FTE ratios
Ratios are calculated annually. Data is broken down by salaries and operations. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

State Appropriated Funds (PBL)
Total PBL for the SDC is calculated annually. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Annual Donations
Total donations (measured in dollars) for the SDC is calculated annually. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Scholarships Awarded
Total scholarships awarded (measured in dollars) for the SDC is calculated annually. Data over multiple years is included in tables. Trends and/or indicators of progress towards goals may be identified in annual reports to the Dean.

Architecture Program

The 2015-2020 Architecture Strategic Plan identifies key performance indicators and metrics tied to the school's four overarching themes. The themes and primary goals associated with each, are described below.

Theme 1: Exceptional Research, Innovation, and Creativity
Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges of the future.
Goal 2: Develop architecture's unique ability to manage concerns across disciplines through design-oriented research.
Goal 3: Advance architecture's local and global reach through research in areas that promote healthy and sustainable living.

Theme 2: Transformative Student Experience
Goal 1: Provide teaching and learning opportunities to a larger and more diverse student population.
Goal 2: Provide opportunities for students to work with faculty, staff, and alumni in advancing the school's vision and its integrative possibilities.
Goal 3: Support professional clubs and associations working with faculty and community to better the world through design.

Theme 3: Outreach and Engagement
Goal 1: Increase access to the research, scholarship, creativity, and academic offerings of the Architecture Program throughout Washington and the world.
Goal 2: Expand and enhance architecture's engagement with institutions, communities, governments, and the private sector.
Goal 3: Enhance alumni connections and seek to develop future projects and interests together.

Theme 4: Diversity, Integrity, and Openness
Goal 1: Create and sustain an educational environment that is diverse, inclusive, and equitable.
Goal 2: Cultivate a culture of organizational integrity and openness that facilitates the pursuit of the program's academic aspirations.
Goal 3: Diversify resources in ways that promote new classes and outreach opportunities that enhance and advance architecture's vision.

Sub goals, potential initiatives and tactics, quantitative metrics, and other types of evidence identified as key indicators of progress towards goals are found on pages 8-15 of the 2015-2020 Architecture Strategic Plan.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

Our mission is to provide a comprehensive professional educational experience, preparing students for a career that is rich with intellectual, creative, and technical challenges. To these ends, we structure learning and assessment processes to ensure all of our graduates understand the role of architecture within current cultural and global conditions; the role of architecture in the enhancement and preservation of natural resources; and the role of history and its transformations over time. We are committed to ensuring that all students develop a desire and passion for life-long learning, and the intellectual and analytical skills that will be the foundation for future leadership.

The Architecture Strategic Plan situates long-range goals within four themes: Exceptional Research, Innovation and Creativity; Transformative Student Experience; Outreach and Engagement; and Diversity, Integrity and Openness. Themes are supported by goals and sub-goals. Potential initiatives and tactics suggest actionable items. Quantitative metrics and other suggested types of evidence provide means to demonstrate progress.

The program has made substantial progress towards our commitment to Exceptional Research, Innovation and Creativity. Recent examples demonstrating the range of activities and accomplishments among our students and faculty include: student success in national competitions (e.g. ACSA1, ACSA2), national teaching and creative promise awards (e.g., ACSA3, ACSA4, VP); scholarly contributions in history and theory (e.g., SAH, FFA, FLW); increased faculty research productivity including federal grant procurement (e.g., DOE); international recognition of faculty scholarship (e.g., WAA); national recognition for product innovation (e.g. DWB); national competition jury participation (e.g., TIC); and international exhibitions of creative scholarship (e.g., VB, JV).

We have made substantial progress in providing Transformative Student Experiences during this accreditation cycle. For example, the school has established five new faculty-led research labs and one additional teaching lab (Trimble Technology). Two new interdisciplinary study tours were created (SDC 444, SDC 555) targeting domestic and international destinations respectively. The architecture program created a structured opportunity for graduate students to engage thought-leaders from practice in the design studio (Arch 510) and the opportunity to earn credits while collaborating with faculty on research projects (Arch 580).

The program has made substantial progress towards our commitment to Outreach and Engagement. Teaching and learning with outreach and engagement components are discussed at length in section 2 of this report. The school now maintains 5 advisory boards totaling 38 members; the impact of board engagement is discussed in section 5.2.5.

The program has made substantial progress advancing multi-year goals supporting our commitment to Diversity, Integrity, and Openness. The SDC completed its Equity, Justice, and Belonging statement last May and the committee is actively working to develop policies and initiatives in alignment with the values articulated in the document. We see increasing diversity among faculty, staff and students as discussed in section 5.5.2 and 5.5.3. In addition, we now provide alternative pathways for students to attain degrees in architecture at WSU. Since the last accreditation visit, the program has created articulation agreements with 3 community and technical colleges in the state. A cohort of between 10-15 students now transfer in to the BS degree at the third-year level. Many of these articulation transfer students continue on to complete our M. Arch program. In AY 2021/22, our AIA Medal for Academic Excellence recipient, as well as our program's Outstanding Junior, joined our program through these agreements.

Both our undergraduate and graduate degrees were approved as STEM designated fields during this accreditation cycle, effective as of Fall 2020. This will allow international students to stay in the country for an extended time period following graduation. This designation has the additional benefit of allowing faculty to apply for STEM based grants both federal and through foundations, as well as internal STEM based fellowship opportunities.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths and Opportunities
Our people are our greatest strength and we are enriched through the distinctly integrative framework of the SDC. This report includes many examples of how teaching, scholarship, and outreach activities are amplified through this deliberate cross-pollination and structured (and unstructured) faculty and student collaboration. Architecture students and faculty benefit from exposure to a vast array of diverse perspectives. Our program is richer for it and we will continue to build upon this.

The diversity and rigor of research activities, scholarly outputs, and creative work within the program and school is a strength. More and more, the work of our faculty and students are being recognized at the national and international level. Grant-funded research activity is growing at fast pace within the school and program, and delivering impactful outcomes. Faculty research and scholarly work engages grand challenges and opportunities at the global scale as well as those rooted in our regional context.

We celebrate the substantial progress in advancing our shared commitment to a world of equitability, justice and belonging at all levels of the institution, including the Architecture Program. Looking forward, we are steadfastly committed to building upon this momentum – and aspire to reach the point where diversity is no framed as a goal, but is instead the norm.

Challenges
Over this accreditation cycle we have seen high levels of turnover across the program and school, including the Director position, and faculty and staff alike. This has increased since the onset of the pandemic, and we have been in a nearly constant state of searching to fill vacant positions. This presents significant challenges in all aspects of the Program, including curriculum delivery, future planning, and morale.

Our teaching resources have for some time remained insufficient to deliver an adequate set of architecture emphasis elective courses. Additionally, we are unable to maintain appropriate student to faculty ratios in some upper-division undergraduate studios (see table 5.2.4.1).

	2021 2022	2020 2021	2019 2020	2018 2019	2017 2018	2016 2017	2015 2016	2014 2015
ARCH 201	16:1	16:1	16:1	15:1	13:1	19:1	10:1	11:1
ARCH 203	15:1	14:1	14:1	13:1	16:1	18:1	15:1	15:1
ARCH 301	15:1	15:1	15:1	13:1	14:1	12:1	11:1	12:1
ARCH 303	21:1	14:1	19:1	13:1	12:1	15:1	14:1	17:1
ARCH 401	17:1	18:1	21:1	19:1	23:1	25:1	22:1	25:1
ARCH 403	25:1	26:1	24:1	34:1	29:1	25:1	17:1	26:1
Averages	18:1	17:1	18:1	18:1	18:1	19:1	15:1	18:1

5.2.4.1 Student to Faculty Ratios in Undergraduate Studios (2014-2022)

Our faculty are faced with the challenge of meeting ever increasing research and scholarly expectations while delivering courses with high contact hours relative to peers within the college and university, with whom they are compared when pursuing tenure and rank advancement.

Our level of IT support within the SDC is insufficient to advance our programs. This has been a consistent point of concern throughout this accreditation cycle. Significant time lags in software and hardware purchasing and set up for faculty impacts productivity. Student access to technology is compromised by delays on a recurring basis. Printing and plotting for faculty and students has been an ongoing source of frustration leading to avoiding printing and plotting entirely in many cases.

Targeting and assessing program learning outcomes addressing multiple frameworks (NAAB, program, and institutionally-defined) is an inherently complex and highly resource intensive enterprise. This presents an ongoing resource challenge that will continue into the future.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
We value external input and recognize the essential role this serves in our commitment to continuous improvement. The program takes advantage of an array of external sources for input. These include the SDC and Architecture Advisory Boards, practice mentors in our senior capstone course.

The SDC as a whole maintains five active advisory boards. Each of the four academic programs has a distinct board governed by independent bylaws. The SDC Central Board is comprised of two members from each of the academic program boards.

The role of the SDC central advisory board is to: support and promote the SDC in its mission to provide an integrated education that fosters innovation, application, leadership, and diversity; to advise school leadership about the integrated opportunities and models being advanced in the design professions and construction industry; to serve as liaisons to program boards and ensure that mission, vision, and goals of SDC are aligned with programs (and vice-versa); and to promote the events, activities, and achievements of the SDC through personal and professional networks. The board identifies, and advances, initiatives to enrich the school through: delivering lectures, workshops, and other content related to integrated design and construction practices; investigating demand for future degree programs; providing guidance and advice related to curriculum; providing financial contributions to the school through annual donations; and offering in-kind contributions of goods such as equipment, materials, or furniture.

The frequency of SDC board meetings has fluctuated between one and two times per year since the last accreditation visit, with some in-person meetings on the Pullman campus and some in Seattle. Examples of board impact include funding the refresh and retrofit of Carpenter Hall room 412 to provide digital presentation technology improvements for student use, numerous guest lectures in courses (several per year), panel discussions related to career path preparation, and visioning exercises with faculty related to curricula.

The Architecture Advisory Board consists of industry practitioners, many of whom are alumni and deeply committed to the future success of the program. The role of the board is to: serve as a bridge from professional practice to the academy, and from the academy to professional practice; promote the events, activities, and achievements of the Architecture Program

through personal and professional networks; advise the Architecture Program on changing or required skills necessary for the workplace, professional licensure, and accreditation; and provide inspiration for the design professionals and leaders of the future. The board identifies, and advances, initiatives to enrich the program through: board member engagement with students, student engagement with practice, and development activities to grow and advance the program.

The architecture board is both active and impactful, aiding the program in advancing goals. The board recognizes the limitations associated with the program location in a rural location, namely, limited opportunity for internships and other opportunities for professional engagement and mentorship. Board members provide student internship opportunities including AXP mentorship, host Arch 510 summer design studios within their firms, provide portfolio mentorship, and serve as team mentors in the Arch 403 capstone studio. The Architecture Advisory Board has contributed to panel discussions addressing topics including "pathways to licensure" and "demystifying the hiring process". The Program Head typically meets with the architecture board three times per semester. Once per year, all five boards convene together, typically in either Pullman or Seattle.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The Curriculum Assessment Cycle defines a schedule by which each NAAB criteria receives focused assessment attention over a three year cycle. This framework is conceived of as flexible, allowing us to cycle through criteria and focus on particular criteria in response to ongoing assessment. Our assessment included the aforementioned program-defined objectives and the NAAB criteria. We use the results of self-assessments to guide changes and adjustments to individual courses, curricular structure, and co-curricular experiences provided by the program on a regular basis. We report the results of these efforts following period-cycles prescribed by WSU's Graduate School and the Office of Assessment for Curricular Effectiveness.

Following a biennial cycle, the program provides summary reports of assessment activities and outcomes related to the Master of Architecture degree program to WSU's Graduate School. In the summary reports, the program describes changes made to our assessment plan or student learning outcomes; assessment activities including faculty meetings, retreats, work groups, special studies, or review of assessment results by faculty; assessment of student learning outcomes; use of assessment data to improve graduate student learning outcomes; and program goals for the upcoming year. Additionally, the program identifies specific learning outcomes assessed; data collected and method of assessment; analysis of data; areas of needed improvement; and an action plan to improve.

A review of the two most recently completed Graduate Program Assessment Reports (see: 2019, 2020) reveals that the program engages in a robust and diverse set of assessment activities that lead to changes in the interest of continuous program improvement. Select examples of changes and adjustments made in the time period since the last report was issued are included below.

AY 2021/22: A review of the graduate capstone experience led to the redesign of the designated capstone course (Arch 701). The capstone course had been intertwined with the final graduate design studio (Arch 513) for some time, and repeated challenges with this model were observed. A series of faculty discussions led to decoupling the two, and significantly revising the Arch 701 course. Student input on the revised course, gathered during the inaugural delivery, led to some immediate refinements. A follow-up meeting with the graduate cohort provided additional insight

that is being used to inform further adjustments for the second delivery in spring 2023.

AY 2021/22: The two and three-year tracks to the M. Arch degree were adjusted to include Arch 403 as a preparatory requirement. This followed from a faculty review of outcomes (and inputs) from the recently revised Arch 403 course during a faculty retreat. The course had been re-tooled to address NAAB criteria SC.5, in addition to SC.6. Following the retreat, it was determined that because the high level of success demonstrated, the program would require that all graduates of the M. Arch program complete this course in their program of study. This change has been implemented.

For the B.S. Architectural Studies degree, the program provides a summary report of assessment activities and outcomes annually to the Office of Assessment for Curricular Effectiveness. The program demonstrates the effective application of assessment practices by providing key program assessment elements; senior major achievement of program-level student learning outcomes; and faculty involvement in program assessment. Additionally, the program provides information including activities, outcomes, and changes relative to program-level student learning outcomes; curriculum map(s); assessment plan(s); direct measures of student learning; indirect measures of student learning; and use of assessments to inform decisions and actions.

A review of the three most recently completed Undergraduate Program Assessment Reports (see: 2019, 2020, 2021) reveals that the program engages in a robust and diverse set of assessment activities to guide continuous program improvement. Select examples of changes and adjustments made in the time period since the last report was issued are included below.

AY 2021/22: The undergraduate capstone studio (Arch 403) was mapped to address NAAB criterion SC.6 back in 2019. A review of outcomes (and inputs) from Arch 403, as delivered in 2021, revealed the potential for this course to also address criterion SC.5, with some adjustments. The teaching faculty refined course content to target the SC.5 outcomes. After the course was delivered, that faculty presented the course revisions, together with student outcomes, to the program faculty for feedback. The faculty response was overwhelmingly positive and the program looks forward to NAAB's assessment of this course. We believe it represents an exemplary model for delivering combined SC.5 and SC.6 objectives. It was immediately apparent, however, that in order to sustain this model, the course must be delivered with a lower student to faculty ratio. This has been addressed by adding another faculty member to the Arch 403 teaching team for 2023.

AY 2021/22: Student input and faculty observations led to two recent, and mutually reinforcing, changes to the undergraduate curriculum. The program now requires an additional digital tools course in the undergraduate curriculum to address a recognized gap and to aid in the assimilation of our cohort of community and technical college transfer students who join the program in the third year. As of AY 2021/22, Arch 451 is now a requirement for all undergraduate architecture students. In addition, our lab hours for all digital tools course are now delivered in our design studio classrooms, facilitating application of skills being learned to studio projects underway. This change was made in the spring of 2022 and is being implemented currently.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

As described in section 5.2 above, our process balances architecture curricular strategic planning and assessment including NAAB requirements, school and program strategic planning, college

and university strategic planning and accreditation assessment. At the curricular level, course assessment occurs in fall, winter, and spring faculty retreats where, on a rolling basis, course delivery and outcomes are presented by instructors to the faculty for discussion and feedback relative to curricular design goals.

Our curriculum design, and corresponding assessment practices, are rooted in the program's mission and our learning objectives for the graduate program. The NAAB program criteria, student criteria and shared values serve to broaden and deepen our strategic objectives. We see the combination of program-defined objectives and NAAB criteria as interrelated and mutually reinforcing. We design and assess our curriculum in a manner inclusive of both and make adjustments accordingly.

The program's mission is to provide a comprehensive professional educational experience, preparing students for a career that is rich with intellectual, creative, and technical challenges. To these ends, we structure learning and assessment processes to ensure all of our graduates understand the role of architecture within current cultural and global conditions; the role of architecture in the enhancement and preservation of natural resources; and the role of history and its transformations over time. We are committed to ensuring that all students develop a desire and passion for life-long learning, and the intellectual and analytical skills that will be the foundation for future leadership.

Additional objectives are tied exclusively to graduates of the M. Arch program. We structure learning and assessment processes for our graduate students to ensure they are prepared to challenge conventions through innovative thinking and the use of technology; and possess the professional skills and theoretical foundations to prepare them for leadership and other productive positions in the profession.

We recognize the important role that NAAB criteria serve in ensuring graduates have a solid educational foundation and are capable of leading the way in innovation, emerging technologies, and in anticipating the health, safety and welfare needs of the public. We directly target NAAB criteria and scaffold them in our curriculum and co-curricular offerings, create opportunities for students to achieve NAAB prescribed objectives, and assess outcomes tied to NAAB criteria regularly to guide future changes.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Program Response:
Faculty assess student performance in courses through assignments, exams, external reviews, evaluating project outcomes, and other means. Faculty work with program leadership to define and assess content and objectives in courses across the curriculum. Student course evaluations are one window into achievement of objectives (VCEA administered student course evaluations). Faculty see the student course evaluations for their courses and can use these to assess how they, and their students, are doing. While these course evaluations are a topic for individual faculty annual review (the School Director reviews results of evaluations with individual faculty members), they could also potentially be used systematically by leadership to inform overall curricular assessment, planning, and revisions.

At the curricular level, our Course Design Criteria document provides a key basis for assessment. We measure course success against the Course Design Criteria – and vice-versa. Progress towards meeting course design criteria is a regular topic of discussion in faculty retreats (fall/winter/spring cycle). Retreats serve to gather and share information about course delivery and outcomes, share progress and challenges, reflect and provide input. In some regular faculty meetings, course content is presented for discussion because it has curriculum design implications. Faculty retreats and regular (bi-weekly) faculty meetings engage faculty as a whole to participate in assessment. The university requires faculty involvement in assessment, and the program recognizes the intrinsic value of holding and structuring faculty retreats and regular meetings accordingly.

Program assessment also occurs as a primary task of the Architecture Curriculum Committee. Assessment of program level progress and SDC progress relationships occurs during periodic SDC leadership meetings, and SDC academic, administrative, and program faculty and staff meetings. For example, Accessibility, Codes, Regulatory Requirement Curricular objectives have been focus topics for the Curriculum Committee. The committee brought recommendations for mapping accessibility, codes and regulatory content across the curriculum to the faculty in a faculty retreats (2019, 2022). Since recommendations were adopted, the committee and the faculty have been involved in assessing the results of across-the-curriculum strategies.

Other important opportunities for program assessment are the reviews that take place several times per semester in all studio courses, whereby other faculty and often outside guests serve as jury members to critique student work. The architecture program conducts end-of-semester reviews of student outcomes and/or courses in a faculty retreat. In addition to faculty engaged assessment practices, the program benefits from other forms of assessment.

Student Exit Surveys
The program conducts student exit surveys yearly. The survey results provide important insights into student experience and perception on how well they understand objectives, and curricular content at completion of degree. Exit surveys were recently revised to include NAAB 2020 criteria. These survey results are reported to faculty and discussed in faculty retreats and inform curricular assessment and development.

External Assessment - Competitions
Faculty members have entered their studio work in student design competitions, which provide an external form of assessment since they are based on comparisons with work outside our school. Competitions and other external forms of engagement with the larger architectural community are healthy and invigorating forms of assessment that could be incorporated into our curriculum assessment and development in a more systematic way.

Graduate School Assessment of Programs
WSU's Graduate School conducts academic program reviews of all graduate degrees every three years with support from faculty and the college deans of each academic unit. The Graduate School works with program directors and graduate chairs to schedule, coordinate, and disseminate the results of the program reviews. The purpose of graduate program review is to assist college and program leadership in: (1) evaluating how effectively the graduate program is achieving its educational goals, (2) identifying the program's strengths and weaknesses, and (3) developing plans for improvement and priorities for future program growth and development.

Looking Forward
As a next logical step towards a more systematic approach to curricular assessment, we intend to create an adaptable evaluation rubric targeting program and NAAB learning outcomes, allowing evaluation to span across the years of the undergrad and grad program. A rubric such as this can then be used to assess progress at all levels of the curriculum, and be used in evaluating dossiers from undergraduate transfer student as well as applicants to the graduate program.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or Directors.

Program Response:
Ensuring the quality and integrity of the undergraduate and graduate architecture degree programs begins with the Architecture Program Head and the M.Arch Program Director. The program head monitors the curricula, coordinates assessment activities, administers curriculum-focused committees, maintains and distributes curriculum framework documents, gathers and disseminates stakeholder input, enacts curricular revisions; and reports curriculum assessment activities, findings, and actions to internal and external groups (including NAAB) as required. The M.Arch Program Director is principally focused on the graduate program and curriculum. However, since the undergraduate and graduate curricula are intertwined, her/his purview often includes both. The program Director provides academic leadership, monitors the M.Arch curriculum, coordinates curriculum changes, chairs the graduate admissions committee (MAAC), convenes meetings with the graduate faculty, administers exit surveys, disseminates results, and reports curriculum assessment activities, findings, and actions to WSU's Office of Assessment for Curricular Assessment (ACE) as required.

The Architecture Program Head appoints faculty members to serve on the Architecture Curriculum Committee. The committee is broadly charged with assessing program curriculum and providing recommendations for faculty consideration and implementation by the Program head and/or M.Arch Program Director. The committee's recent efforts have focused on honing the program's assessment plan, methods, and cycle of activities; identifying diversity goals in alignment with school and program values (as recently articulated in the SDC Equity, Justice, and Belonging statement); and assessing our program's model for distributing codes, accessibility, and regulatory content across the curriculum. The committee reported their progress to the faculty at the Architecture Program retreat in May 2022.

To ensure essential content is delivered with consistency in all courses, the Architecture Program Head appoints members of the faculty to serve as curriculum coordinators. One coordinator is assigned for each year in the program, including second, third, fourth-year, and graduate-level. Coordinators convene meetings with the team of faculty who are teaching courses in each year of the program. They meet prior to, and during, the semester to achieve the following objectives: ensure that all studio and non-studio course learning objectives align with Architecture Program objectives identified in the program's Course Design Criteria document, Curriculum Matrix, and Studio Curriculum map; coordinate course schedules including assignment deadlines and review dates to minimize conflicts for students and maximize opportunities for faculty engagement across course sections; and share plans for what is to be taught in each lecture and studio course for the cohort and look for opportunities to integrate and/or reinforce content between courses to enrich the student learning experience. Coordinators are charged with familiarizing themselves with course content

delivered in the previous semester and year, including projects explored in prior studio courses, to effectively scaffold student learning and avoid unintentional redundancies.

Ensuring the quality and integrity of all SDC prefix courses begins with the SDC Director. S/he relies heavily on input from the SDC Academic Program Manager, Program heads, SDC curriculum committee(s) and the teaching faculty for ongoing assessment and improvements to the suite of offerings, several of which are curricular requirements in multiple degree programs within the school. SDC prefix courses include a foundational sequence required for admission to the majors (SDC 100, 120, 140); a two-course history sequence (SDC 250, 350); a fabrications lab training course (SDC 300); a professional practice course (SDC 473); and two integrated study tour offerings (SDC 444, 555). Elective courses facilitating professional practice cooperative opportunities and delivery of special topics content are administered by the SDC as well (SDC 488, 495, 498, 499).

Three courses addressing digital tools competencies are shared among the SDC design programs and delivered to students from two or more disciplines through cross-listing (ARCH210/LA210, ARCH451/ID 397, ID 297/LA297). While the academic programs sharing these courses are ultimately responsible for the content, quality, and integrity of these courses; the SDC Director administers an SDC Digital Design Curriculum Committee to foster collaborative course design and assessment practices, conduct shared needs assessments and curricular visioning, and provide recommendations for the future.

In addition to the SDC Digital Design Curriculum Committee, two other committees serve to ensure quality and integrity of shared courses; the 1st Year Design Curriculum Committee and the newly formed History Curriculum Committee (April 2022). The 1st Year Design Curriculum committee is charged with developing key learning outcomes, recommended course content and delivery methods, and approaches to ensure grading consistency for SDC 100, 120, and 140. The SDC Digital Design Curriculum committee assesses the shared digital tools courses and provides recommendations for revisions when appropriate. The newly formed (Fall 2022) History Curriculum committee is developing key learning outcomes, methods, and appropriate content for the SDC shared history sequence (SDC 250, 350).

SDC curriculum committees typically include faculty from each academic program which require the courses within their respective curricula. The Academic Program Manager often serves on curriculum committees as well. Committees are given focused charges at the onset of each academic year and provide a summary report and recommendations to the SDC Director at year's end. Any action recommended is then typically vetted through program faculty and the SDC Leadership Team prior to implementation.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Abbreviated CVs of the faculty with primary teaching responsibilities in the Architecture Program can be accessed here; these are also included as an appendix to this report. The

SDC Director is responsible for assigning teaching responsibilities and SDC related service contributions, including committee assignments, for all faculty in the school. S/he solicits input from the SDC Leadership Team in the process. The Leadership Team works collaboratively to guide decision-making, sharing perspectives on how to make the best and most efficient use of faculty resources to optimize the delivery of curricula, advance school initiatives; facilitate synergy between research, service, and teaching; and maintain balance in faculty workloads. Program heads may solicit preferences from faculty within their respective units. Faculty may also make their preferences known to the SDC Director. The process is carefully considered and may span over multiple months, typically during the spring term. The management of this is led by the SDC Academic Program Manager and SDC Director. Careful attention is paid to assigning teaching and service responsibilities in an equitable manner and to assign faculty to teach in their primary area(s) of expertise.

In the interest of arriving at equitable and manageable teaching assignment distributions, the SDC Director and Leadership Team take into consideration factors such as course credit hours, credit type and contact hours, anticipated enrollment in classes, relative time required for grading based on course type, teaching assistant allocations, and whether the faculty member has previously delivered a course. Consideration is also given to research and scholarly activities underway; external service commitments and outreach activities; and where a faculty member stands in the tenure process timeline, if applicable.

Every effort is made to distribute teaching assignments in a timely fashion to allow for course preparation for the fall term to be completed prior to the end of 9-month appointments. There are occasions when this does not occur, however, whether due to ongoing/unfilled searches, unanticipated vacancies, or other dynamic factors. Any changes to committee and other service assignments for the academic year are generally established at the beginning of the fall term and shared at the SDC welcome back retreat.

While every effort is made to balance faculty workloads to promote success, we continue to face resource based impediments. For example, the Architecture Program has been unable to maintain targeted student to faculty ratios in a number of upper division design studios during this accreditation cycle due to a lack of available teaching resources. High student to faculty ratios result in increased faculty workloads and compromise our ability to meet curricular learning objectives. Additionally, the fact that the program delivers a significant number of studio-based courses in our curricula poses challenges unique to faculty in the design disciplines. Faculty are faced with meeting ever increasing research and scholarly expectations while delivering courses with high contact hours relative to peers within the college and university, with whom they are compared when pursuing tenure and rank advancement. These concern areas have been exacerbated by high turnover rates of faculty, staff, and administrators experienced during this accreditation cycle.

Impactful service is essential to fulfill WSU’s land grant mission and ensure the success of the program, school, college and university. Faculty are expected to engage in community service, professional service, and provide contributions to academic program(s), school(s), college(s), and the university, most typically through committee work. The highest level of service expectations is from the tenured faculty. While, tenure-track and career-track faculty are not expected to provide service at the same level as their tenured colleagues, they must contribute annually, in some manner. Service expectations of adjunct faculty is kept to a minimum and aligned with conditions outlined in their contract(s). As discussed above, the SDC Director assigns committee service responsibilities at the school level. Program heads assign committee responsibilities at the program level. Faculty also serve on committees at the college and university level, by request.

Table 5.4.1.1 below provides a summary of teaching and service assignments from AY 2021/22 for SDC faculty who taught in the required architecture curriculum (B.S. Arch Studies and M.Arch.). Data is separated by faculty position including tenured, tenure-track, career-track, and adjunct.

5.4.1.1 Table summary of AY 2021/22 teaching and service assignments by faculty position

2021/22	**Teaching Assignments**				**Service Assignments**				
	Credits	Studios	Lecture	Additional	WSU	VCEA	SDC	Program	Tot. #
Tenured	15.7	2.1	1.9	78%	.11	.33	2.7	1.7	4.8
Tenure-Tr.	15.1	1.7	2.0	75%	0.0	0.0	2	1	3.0
Career-Tr.	19.3	2.9	2.9	100%	0.0	.33	1.3	.67	2.3
Adjunct	18.5	2.6	2.5	44%	0.0	0.0	.55	.44	1.0

The “Additional” column, included in the above table, refers to courses taught in addition to primary teaching assignments. The data included indicates the percentage of faculty who taught at least one additional course in the reporting year. Additional courses may be under a special topics title and/or account for responsibilities such as independent internship supervision, graduate student mentoring, supervision of students engaged in lab research, community engagement projects, and the like. While these types of courses are typically not equivalent to the required courses in terms of workload, they represent additional workload nonetheless. Some faculty teach additional courses by choice, in other cases, these are assigned. A more finely-grained accounting of individual faculty service and teaching assignments, including additional courses delivered, course enrollment, contact hours, and semester of delivery can be found in the 2021-22 Teaching and Committee Assignments document.

At WSU, tenured faculty members are expected to teach and advise students at both the undergraduate and graduate levels; conduct a program of independent, collaborative, and/or cross-disciplinary peer-reviewed research and scholarship; pursue internal and external grant funding; and provide service to the academic program(s), school, college, university, public, and/or profession. Unless otherwise negotiated, distribution is 40% teaching, 40% research/scholarship and/or creative activity, and 20% service. The current teaching load expectation for tenured faculty in the SDC is four (4) courses per year – most typically including two studio courses (4-6 credits each) and two lecture courses (3 credits each).

Table 5.4.1.1 (above) illustrates actual course and service/committee assignments for tenured faculty in AY 2021/22. The table reveals that primary teaching assignments align with expectations, while it also recognizes that 78% of tenured faculty taught at least one additional course during the reporting period. Tenured faculty delivered, on average 15.7 credits through primary teaching assignments and taught, on average, 2.1 studio courses and 1.9 lecture courses. As mentioned earlier in this section, service expectations are highest for tenured faculty. The table indicates that tenured faculty were, on average, assigned to serve on 4.8 committees in the reporting year, the majority of which were in service to either the SDC (2.7/year) or an academic program within the SDC (1.7/year). Detailed tables accounting for individual faculty teaching and service contributions, organized by position type and rank, can be found here.

Tenure-track faculty expectations mirror those of tenured faculty with a couple of distinctions. To foster success toward promotion and tenure, tenure-track faculty members are typically granted a one course reduction in any one semester during the first three years on the tenure track and one course reduction in any one semester during the second three years. They may also negotiate an additional course release(s) at the time of initial hire. Additionally, tenure-track faculty members are generally not expected to provide service at the same level as tenured faculty, particularly in their initial years of appointment. They must, however, contribute annually to service in some fashion.

Table 5.4.1.1 (above) illustrates actual course and service/committee assignments for tenured-track faculty in AY 2021/22. The table reveals that primary teaching assignments align with expectations, while it also recognizes that 78% of tenured-track faculty taught at least one additional course during the reporting period. Tenure-track faculty delivered, on average 15.1 credits through primary teaching assignments and taught, on average, 1.7 studio courses and 2.0 lecture courses. Service assignments were significantly lower for tenure-track than for tenured faculty (3.0 versus 4.8). The majority of committee assignments were in service to either the SDC (2.7/year) or an academic program within the SDC (1.7/year). Detailed tables accounting for individual faculty teaching and service contributions, organized by position type and rank, can be found here.

Career-track appointments are academic faculty positions which include rank designations (e.g., Assistant Professor, Associate Professor). Career-track faculty can advance in rank but are not on a pathway to tenure. Career-track appointments include a specified sub-track designation (e.g., Clinical, Research, Scholarly, Teaching, or Extension) and may be divided into three categories: fixed one to five-year term appointments with specific end dates determined by the nature of the assigned task, funds, or contracts; contingency appointments, with end dates, in which continued performance is determined by contingencies (indefinite term); and continuous appointments. For faculty members holding career track positions in the SDC, the workload distribution is 80% teaching and 20% service unless otherwise negotiated. Career-track faculty in the SDC on with 80% teaching and 20% service distributions are typically expected to teach five (5) to six (6) courses per year.

Table 5.4.1.1 (above) illustrates actual course and service/committee assignments for career-track faculty in AY 2021/22. The table reveals that primary teaching assignments align with expectations, while it also recognizes that 100% of career-track faculty taught at least one additional course during the reporting period. Career-track faculty delivered, on average 19.3 credits through primary teaching assignments and taught, on average, 2.9 studio courses and 2.9 lecture courses. Service assignments were significantly lower for career-track than for tenured faculty (2.3 versus 4.8). The majority of committee assignments were in service to either the SDC (1.3/year) or an academic program within the SDC (.67/year). Detailed tables accounting for individual faculty teaching and service contributions, organized by position type and rank, can be found here.

Adjunct faculty, Instructors, Lecturers, and the like, serve non-permanent appointments that vary in duration. For faculty in these categories, workload distribution, number of courses taught, committee responsibilities, and other duties are negotiated.

Table 5.4.1.1 (above) illustrates actual course and service/committee assignments for adjunct faculty, instructors, and/or lecturers in AY 2021/22. Faculty in these categories delivered, on average 18.5 credits through teaching assignments and taught, on average, 2.6 studio courses and 2.5 lecture courses. Service assignments were significantly lower for adjunct

than for any other faculty category (1.0/year). Detailed tables accounting for individual faculty teaching and service contributions, organized by position type and rank, can be found here.

Mentoring Committees are established for all tenure-track hires following initial appointment. Committees meet with candidates at least once per year and keep abreast of the candidate's research trajectory. They review materials and provide guidance and direction as they progress towards tenure.

Professional leave (sabbatical) is granted to faculty members for specific projects to further professional study or development, leading to improved instruction, research or public service. Architecture faculty have been going on sabbaticals in regular measure. The most recently sabbaticals were granted in 2019 and 2020.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
WSU's Architect Licensing Advisor is Assistant Professor, Marti Cowan. Professor Cowan is licensed to practice architecture in New York State and is a member of the American Institute of Architects. Cowan assumed this role in May 2022 and thus has not yet attended the biannual summit or training opportunities afforded. The program, together with our AIAS leadership, faculty advisor, and Professor Cowan's participation, is organizing an NCARB outreach virtual visit and presentation for students that will take place this semester.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:
The SDC accommodates requests for professional development of staff and faculty by request to the Director. Development funds can be applied to training, attendance for conferences, and other related items. At the time our two-year interim program report was issued in 2016, allotments for professional development funds had been raised from $1,000 to $1,500 per faculty member per year. By FY2019 the SDC line item for development support topped $56,000 comprising an allocation of $2,000 for tenure and tenure-track faculty and $1,000 per career track. Professional development funds reached a high point in FY2020 when $2,500 was allotted per faculty member per year. Since then, budget cuts Associated with lower student enrollments and other pandemic related impediments have substantially reduced development funding allocations.

For FY2023, the SDC line item for development is approximately $20,000, which equates to less than $700 per faculty member. It should be noted that, since the onset of the pandemic, the need for faculty to travel for development purposes have been reduced substantially as many development opportunities have shifted to remote participation. Thus, the impact of these reductions has been lessened. In this time of diminished resources, faculty are encouraged to use research and/or startup funds to the extent possible. In addition, the school and programs have access to donation funds that can be used for faculty development. In the event funds are not sufficient, the SDC endeavors to foster faculty development to the extent possible with additional support based on need and justification.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
The SDC academic advisors work to build an authentic relationship with students and help facilitate student development. Students are expected to formally meet with their advisor each semester in preparation for the upcoming semester. However, students are encouraged to meet and maintain correspondence with their advisor throughout the year.

By working with students throughout their undergraduate education, advisors are able to learn why students want to pursue architecture, if there are specific aspects of the profession to which they are drawn, and what they hope to accomplish at WSU. The advisor's objectives are to ensure that students fulfill UCORE and program requirements; help students take responsibility for their education; and urge students to undertake their studies with intent and enthusiasm so as to sharpen their interests and develop new ones. More information about academic advising is provided in the SDC Advising Syllabus.

The VCEA Office of Internships and Career Services provides career-planning services to assist students in clarifying career goals. Under the direction of "Career Coach" Sandi Brabb, students can receive mentorship and participate in the college's Professional Practice and Experiential Learning (ProPEL) program and on-campus recruiting activities including: interviews, networking events, technical career fairs, and information sessions. The Office of Internships and Career Services hosts job postings and coordinates with the SDC and Architecture Program to amplify AEC industry engagement and participation in annual Design Career Fairs and other student recruitment activities. The Architecture Program collaborates with Sandi Brabb to coordinate and advertise career-focused events, lectures, and panel discussions on a regular basis.

WSU's Office of the Dean of Students provide access to support services, including the Student Care Network, a resource for students whose psychological well-being, physical health, or academic performance is suffering. The WSU Access Center provides campus-wide support for students to address many kinds of systemic challenges.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:
Washington State University system social equity, diversity, and inclusion goals are reflected in its mission to "embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability." The ultimate goal is to "create an institutional culture in which diversity is the norm." The WSU Access Center provides campus-wide support for students to address many kinds of systemic challenges. WSU social equity, diversity, and inclusion goals are also reflected in the of WSU Affirmative Action/Equal Employment Opportunity policy. In 2018, WSU created the position of Vice Provost for Native American Relations and Programs + Tribal Liaison to the President. In 2020, WSU created the position of Associate Vice Provost for Inclusive Excellence and

began the Racism and Social Inequality in the Americas cluster hire program. Assistant Professor Kristina Borrman recently joined the School of Design and Construction as part of the inaugural cohort of the hiring program. The program was initiated to address system wide needs for scholarship, teaching, and outreach aimed at dismantling systemic racism and to recruit and retain a more diverse faculty and student body. Accordingly, Kristina contributes to the school's Equity, Justice, and Belonging committee work.

School processes for planning and decision making regarding distribution of human resources outlined at the top of section 5.4.1 above are in step with university and school goals and polices. In sum, the SDC Director assigns teaching responsibilities and service roles for all faculty in the school after input from the SDC Leadership Team. The leadership team works collaboratively with the director to balance equity, diversity and inclusion in human resource decision making in view of school Equity, Justice, and Belonging policy as well as school Teaching and Learning Culture policy. The policies stand against discrimination and systemic injustice, and advance a culture of care and mutual respect for "different pedagogical methods, reflecting a desire to be innovative while maintaining tradition and respect for accreditation requirements in our professional disciplines." Both policies resulted from a collaborative effort by leadership and school faculty committees with student participation. University and school policy guides long range planning. The distribution of human resources within our facilities impacts the teaching, learning, and workplace culture. We make decisions accordingly, guided by our commitment to a world of equitability, justice, and belonging.

To further demonstrate the SDC's and architecture program's commitment to diversity and equity, all faculty are requested to include the following statement in their syllabi:

The School of Design and Construction at Washington State University is committed to providing its students with an exceptional, welcoming, and collaborative educational experience. In accordance with university guidelines, the school is committed to creating and maintaining environments in which students, faculty, and staff can work, study, and recreate free from all forms of prohibited discrimination and harassment. The school's student, faculty, and staff makeup is diverse, and students must exercise respect and non-discriminatory behavior without regard to race, ethnicity, color, creed, religion, national origin, gender, sexual orientation, gender identity/expression, age, or marital status. The school also requires non-discriminatory behavior towards the presence of students, faculty, or staff with any sensory, mental or physical disability; towards the use of a trained guide or service animal by a person with a disability; and/or towards status as a veteran.

The Architecture Program and the SDC has increased faculty diversity over the past five years. As faculty success and retention is a priority for the architecture program and the SDC, strategies to sustain and strengthen both are ongoing, and include mentoring and start-up support.

In terms of physical resources, all program facilities resource distribution decisions are made by SDC leadership (Director and Leadership Team) in a manner similar to human resource decisions as described immediately above. SDC facilities resource issues (classrooms, seminar rooms, studio rooms, labs, technologies, systems) are explored by the school Technology/Safety/Facilities committee which reports to the School Director. The leadership team works collaboratively with the director to balance equity, diversity and inclusivity in physical resource planning and decision making in view of WSU Affirmative Action/Equal Employment Opportunity policy. Physical resource decisions are further guided by school

Teaching and Learning Culture policy which sets general goals while standing against discrimination and systemic injustice.

Prior to the formation of the School of Design and Construction, Carpenter Hall was home to the School of Architecture and Construction Management. At that time, the school's administrative and faculty offices were located on the top floor of the building. Studio classrooms below were typically arranged in a manner reflecting progression through the degree programs, with graduate and upper division studios most commonly located on floors above foundational and lower division classes. That hierarchical organization reflected a traditional model of professional development in architecture and construction management. In 2012, the formation of the School of Design and Construction brought two additional academic programs into a new school in Carpenter Hall - Interior Design and Landscape Architecture. With that came the challenge of accommodating students from four academic disciplines and the opportunity to thoughtfully explore classroom and office arrangements in alignment with our current goals and values. Since that time, we have consciously strived to allocate studio spaces in a manner that is non-hierarchical and equitable among the disciplines. With intention, we often combine studio sections from two or more allied disciplines within a studio space. Underpinning this is the belief that much can be gained by bringing together diverse perspectives, including the opportunity to learn from each other and develop mutual respect among our students and faculty.

The architecture program, along with the construction management, interior design, and landscape architecture programs underwent faculty office relocation in the Spring of 2017. Those with offices in Carpenter Hall were relocated from the top floor to the ground floor, along with the school's administrative offices. The relocation has increased the School's public presence and accessibility in Carpenter Hall. The new office arrangement mimics the open layout of many contemporary design practices. Faculty spaces in Carpenter Hall are ADA compliant, adequately maintained, and serve the professional requirements of the faculty, students, and staff, apart from there being few private, acoustically isolated spaces.

The Architecture Program is supported by the SDC Academic Program Manager and two academic coordinators, who advise and support our students as they navigate through important, and sometimes challenging, life decisions. They share information and work together on sensitive student issues. Accordingly, their offices are located in Daggy Hall in close proximity along a corridor that is much less traveled than those in Carpenter Hall. While they are easily located and accessed, these offices provide enhanced privacy for students and the ability for the advising staff to communicate effectively.

We have a number of faculty and offices locate in Daggy Hall and Sloan Hall as well. While it may be preferable to have us all together, every effort is made to accommodate office location preferences from new faculty. Many who are in Daggy and Sloan, are there by choice, including faculty across the range of ranks, from full professor to junior faculty.

Some facilities have been reconfigured to reflect diversity and inclusion in other ways as well. Examples include: lactation spaces, dedicated areas of refuge for disabled persons to be rescued from in event of a multi-story building elevator outage (or fire), and gender neutral/indiscriminate restrooms. Physical resources are scarce and typical unit level distributions are not determined based on employee diversity or inclusion, rather the "basic philosophy is to allocate space using market-based approaches. New allocation and continued usage of space will be based on user-affordability and use-efficiency." The college space management policy is found here.

Substantial financial resources have been allocated to human and physical resources to support social equity, diversity, and inclusion - as indicated by initiatives described above in section 5.5.1. Further, most recently, in summer of 2022 the school supported an accounting and equitable redistribution of furniture (tables, chairs. storage lockers, moveable monitors). Currently, the school is supporting the develop new articulation agreements in the architecture program, one with a scholarship for underrepresented minorities; another to revise an existing gift use agreement to include a diversity component, and another is a new gift use agreement that includes a diversity component.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
Section 5.5.1 above describes the how our plans and policies to support and increase diversity have aligned with university planning. Accordingly, our faculty/staff demographics have changed since the last accreditation cycle to reflect greater diversity and gender equality. For example, in 2015 there was 1 female faculty member and male faculty represented 93% of the faculty. In 2022 there are 8 female faculty, and Male faculty represent 68% of the faculty. Gender by rank reflects a similar trend, though full professor rank remains 100% male. See Tabulated Program Data for additional faculty and student demographic data over this accreditation cycle.

Certainly, the number of female faculty now on tenure track raises the importance of mentoring of these faculty towards promotion. Mentoring committees now consistently meet with all faculty for guidance. Notice of Vacancy statements for hiring new faculty are now crafted to reflect new equity, diversity, and inclusion policies. Diversity, equity, and inclusivity related training is required by WSU for search committee members. Further, we require candidates to submit a statement describing past contributions to equity, diversity, inclusion, and future plans for continuing this effort as part of their application for a faculty position. For SDC searches, we articulate the school's commitment to these issues in our notice of vacancies and require applicants to provide a statement describing their equity, inclusion, and diversity commitment. Accordingly, the school's Equity, Justice, and Belonging committee works to (1) ensure that our commitments and values are articulated and (2) ensure that NOV position statements are inviting to applicants with diverse backgrounds and perspectives and (3) that the position is advertised in venues which are likely to be viewed by those with diverse backgrounds and perspectives.

We seek out diverse candidates by advertising positions in venues intended to reach underrepresented candidates. A resource guide from the Office of Outreach and Education provides incoming faculty and staff from under-represented populations with an introduction to the resources and cultural riches available within the WSU System, and within each specific campus and community.

When a search committee is formed in the School of Design and Construction, the VCEA Dean distributes a recruitment toolkit providing access to resources and training venues for search committee members including information related to unconscious (or implicit) bias. An implicit association test is provided to help committee members determine and examine conscious and unconscious divergences related to attitudes and beliefs about race, gender, religion, sexual orientation, disability, and other social categories. A handout is provided

discussing research related to bias and assumptions; coupled with a video on countering bias in the interview and an article discussing how faculty hiring committees reproduce "whiteness" and practical actions that can be taken to combat this. The recruitment toolkit directs search committee members to additional resources provided by HRS to assist in recruitment efforts, including equity resources with information on how to broaden candidate pools.

Voluntary professional development training sessions addressing equity and inclusion practices are administered by the Office of the Vice Chancellor for Equity and Inclusive Excellence. Three modules are delivered in 1.5 hour sessions on the following topics: DEI Hiring Practices, Equity Minded Mentoring, and Intentional Inclusion: Minimizing Unconscious Bias and Microaggressions.

Our national searches, Spring 2022, resulted in the hiring of 1 male and 1 female into tenure-track positions at the rank of Assistant Professor, whose primary teaching responsibilities are in the architecture program and 2 female faculty members were elevated from temporary instruction positions to Assistant Professor, career-track positions, also with primary teaching responsibilities in the architecture program. These results are encouraging.

The majority of SDC staff are female. The SDC leadership team is evenly split between male and female. The two graduate program directors are also evenly split with 1 male and 1 female. SDC Director and Associate Director are both male. The VCEA Dean is female.

As noted earlier, there are gender disparities at the full professor rank, though with recent retirements the school has only 3 faculty at the full professor rank: 2 males (architecture emphasis), 1 female (landscape architecture emphasis). Though faculty gender data trends are encouraging, they do not yet reflect student gender data (M.Arch & Pre-Professional). As suggested above, our equity, diversity and inclusion policies, our hiring practices, and our mentoring practices support the ideal that students should be able to "see themselves" represented in staff, faculty, and leadership.

We strive to create a culture and climate for all to thrive and be inclusive and affirm action when required to foster equity, justice and belonging. In service of this, the SDC Equity, Justice and Belonging committee completed the school's Equity, Justice, and Belonging statement in the spring of 2022, affirming this commitment. The statement is positioned as the top link of the school's website, reflecting of the importance of this value statement and to maximize visitation. Looking forward, the committee is charged with establishing initiatives, guidelines and/or policies to advance, through action, the values and aspirations articulated in the statement. We believe the initiatives, policies, practices, and results identified above in support of equity, diversity, and inclusion will continue to positively impact the architecture program moving forward through the next accreditation cycle.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
We participate in campus initiatives to recruit and support diverse students, faculty, and staff. Our academic coordinators, faculty, and student ambassadors attend numerous WSU outreach and recruiting events on campus, such as Fall Preview, Experience WSU, and

Future Cougars Embracing Diversity, all of which are intended for incoming freshmen and transfer students. These events provide a venue for prospective and incoming students to interact with the SDC community and focus, in part, on reaching underrepresented and first-generation populations.

The Architecture Program takes pride in providing efficient pathways for students from community and technical colleges to pursue architecture here. Since the last accreditation visit, the program has established articulation agreements with 3 community and technical colleges in the state, increasing the number of transfer students we serve annually. New agreements were made effective in 2014 (Spokane Community College), 2016 (Lake Washington Technical College), and 2018 (Clover Park Technical College). A cohort of between 10-15 students now transfer in to the undergraduate degree program at the third-year level, some of whom continue on the graduate professional program.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
We strive to create a culture and climate for all to thrive. Our goals and actions align with University goals and actions to foster equity, justice and belonging.

Washington State University has a strong Affirmative Action/Equal Employment Opportunity policy that can be found here: https://policies.wsu.edu/prf/index/manuals/executive-policy-manual-contents/ep12-equal-employment-opportunity-affirmative-action-policy/. WSU's president is responsible for ensuring that the policy is administered effectively system wide. The Office of Compliance and Civil Rights is responsible for monitoring the University's EEO/AA program and policies. College and division managers are responsible for ensuring that the respective college/division meets its EEO/AA obligations. Each college and division is evaluated annually on progress toward goal achievement. Compliance and Civil Rights is responsible for overseeing the daily activities of the University's EEO/AA programs and developing the University's Affirmative Action Plan.

In 2020 WSU created a new administrative position to provide leadership to Academic Affairs in implementing WSU's commitment to equity, diversity and inclusion. The position of Associate Vice Provost for Inclusive Excellence was ultimately filled by Professor Lisa Guerrero. Guerrero helps to identify and implement best practices and evidence-based approaches in faculty hiring, tenure and promotion, research support, faculty retention, teaching and mentoring, and curriculum planning. She collaborates with faculty and staff system wide, coordinating efforts with the Division of Student Affairs, the Office of Compliance and Civil Rights, Institutional Research, campus leadership, and other units. Guerrero also manages WSU's Racism and Social Inequity in the Americas cluster hire program which was initiated by WSU Provost Elizabeth Chilton in 2020 to address system wide needs for scholarship, teaching, and outreach aimed at dismantling systemic racism and to recruit and retain a more diverse faculty and student body.

The School of Design and Construction benefitted directly from this cluster hire program. In the inaugural year of the program, 27 proposals were submitted for consideration, of which 5 were funded. The SDC was the beneficiary of a funded proposal for a new faculty hire focused on Social and Environmental Justice, filled by Professor Kristina Borrman. In addition

to her research and teaching contributions, Professor Borrman currently serves on the school's Equity, Justice and Belonging committee.

In service to the WSU's land-grant tradition of service to society, the WSU Office of Outreach and Education serves to promote, create, and sustain an inclusive campus and community environment through education. The Office of Outreach facilitates programs including an equity workshop series, community and equity certificate program, training on navigating differences, and a social justice peer educators program. See: https://diversity.wsu.edu/home/

WSU's Office of Student Equity (OSE) seeks to facilitate the best undergraduate experience for multicultural, first generation, and other underrepresented students through the provision of culturally relevant services to enhance their learning and development and foster their successful transition, adjustment, persistence, achievement, and graduation. https://www.mss.wsu.edu/home/. Specific programs offered through the OSE can be found here: https://www.mss.wsu.edu/programs/.

The Gender Identity/Expression and Sexual Orientation Resource Center (GEISORC) serves and supports LGBTQ+ students, faculty, staff, and alumni throughout the Washington State University system by providing resources, fostering community building, and relevant initiatives. https://thecenter.wsu.edu/

WSU Presidential committee, Commission for Gender Identity/Expression and Sexual Orientation (GIESO): https://president.wsu.edu/gender-identity-sexual-orientation/

WSU's commitment to fostering diversity and sense of belonging among its student population is reflected through the creation of La Bienvenida, a new orientation program for Spanish-speaking students and families. La Bienvenida is administered through the WSU's Undocumented Initiatives (UI) program. UI provides additional services and support including immigration consultations and workshops addressing empowerment, resilience and self-care (see Mariposas Poderosas, Mariposas Creative Care). In partnership with WSU First Year Programs, Undocumented Initiatives also offers a course design specifically to assist students in learning and applying the skills needed to navigate their college and professional careers. https://undocumented.wsu.edu/our-programs/

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
Our facilities are maintained in compliance with the Americans with Disabilities Act (ADA), regulatory Life Safety Code/NFPA, and applicable building codes. As new facilities are built, they are constructed in compliance with laws and codes, including the ADA, per state regulations.

Accessibility requirements have changed significantly since many buildings used by the school and program, such as Daggy and Carpenter Halls, were first occupied. As buildings age, the state requires WSU to modify them for ADA compliance when significant renovations occur. The university's ADA Coordinator is responsible for coordinating WSU's efforts to comply with Title II of the American with Disabilities Act and other federal and state laws and regulations pertaining to persons with disabilities. WSU and VCEA are required to ensure

program accessibility. Facilities that are compliant with the ADA Standards and state and local building codes may nonetheless present barriers to individuals with disabilities. In such cases, WSU has policies and procedures in place to provide reasonable accommodations for those individuals with disabilities. For example, some SDC faculty offices located on the third floor of Daggy Hall are not accessible to some individuals with mobility impairments requiring assistive devices such as wheelchairs. If a student needs to meet with a faculty, and the faculty office/route is not accessible, a reasonable accommodation is typically arranged. This may include a change in venue to an alternate location such as a conference room.

WSU has an ADA Committee with a Facilities review sub-committee that allocates funding for accessibility upgrades even where code may not require it. In some instances, either this committee or the VCEA have allocated funding to upgrade facility elements to make them more accessible. For example, there are automatic door openers on several exterior building doors, but not on all exterior doors. The same example applies to restrooms. Specific accessible routes are maintained across the campus for ADA access, including inclement weather such as ice and snow.

The WSU Access Center assists students in requesting reasonable accommodations https://accesscenter.wsu.edu/. This office can, for example, assist in transferring students across campus, provide specialized furniture in classrooms while the student is enrolled in a course, and ensure hearing impaired technologies are available in general university classrooms. Employees with disabilities contact WSU HRS Disability Services to request reasonable accommodations here: https://hrs.wsu.edu/employees/disability-services/. If an area, such as a faculty/staff office, is not accessible the faculty may be relocated for appropriate accommodations. This is a process undertaken by HRS and the person's supervisor. The WSU online map includes a Disabled Vehicle Parking location, found here: https://map.wsu.edu/t/5ADB7682.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Architecture studios are delivered in Carpenter Hall. Carpenter Hall was one of seven buildings designed by the first University architect and first chair of the Architecture Department, Rudolph Weaver. First known as the Mechanic Arts (or Mechanical Arts) Building, it was named on October 22nd, 1949 after H. V. Carpenter, the first dean of the College of Mechanic Arts and Engineering. Today, Carpenter Hall houses design studios, gallery space, classrooms, administrative offices, and labs utilized by the School of Design and Construction.

Within Carpenter Hall are 5 classrooms dedicated exclusively to design studio instruction, CARP 201, 301, 320, 401, and 420. Each is approximately 3,000 SF with high ceilings and ample daylighting. Studio spaces are shared among the design disciplines in an effort to facilitate collaborative and interdisciplinary engagement. Studio class locations vary from semester to semester based on studio section enrollments and to support pedagogical goals, including collaboration between disciplinary studio sections and the delivery of interdisciplinary studios. All students are provided a dedicated workstation including a desk

and stool, and can request locking movable storage units to protect belongings. When space allows, multiple tables are joined and dedicated to collaborative activities and some casual furniture is provided to support social interaction. Faculty can request that demountable privacy screens be added to studio desks on a semester by semester basis to provide additional visual and acoustical privacy as well as opportunities for students to personalize their workstations. Studio equipment includes one dedicated large-format, high resolution monitor mounted on a rolling stand. Studio spaces include pin-up space and mobile whiteboards. Both of the fourth floor studios include a 60sf spray booth equipped with a vent-hood. These spray booths are shared by all students in the design disciplines. Carpenter Hall studios have direct access to a 350+/-SF seminar room used as break-out instructional space to engage smaller groups. Seminar spaces include whiteboard and projectors. Students have 24/7 access to studio spaces, using student ID cards to entered the secured spaces in the evening and on weekends. Generous corridor spaces adjacent to studios allow for pin-up and display of studio work and to support periodic studio project critiques/reviews.

As a precondition for admission to the undergraduate architecture major, students take two foundational studio courses in Daggy Hall. Dedicated in 1973, Daggy Hall was designed by Pacific Northwest architect and educator Fred Bassetti, AIA. The building was originally designed to house the university's speech facilitates and was named for Maynard Lee Daggy, head of the speech department from the 1920's through the 1940's. Both the SDC 120 foundational drawing, and SDC 140 foundation studio courses are taught in Daggy Hall room 1A, located on the lowest level of the building. These courses are delivered using a hot desk model. Daggy 1A has high ceilings and receives ample daylight through a series of tall, south facing, windows.

See the SDC Space Distribution document for detailed information on both Carpenter Hall and Daggy Hall, including building layout, square footage, and program allocation.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Teaching Labs

In addition to the teaching spaces described above where students and faculty participate in interactive learning, the school provides the following teaching labs.

Trimble Technology Lab
The Trimble Technology Lab provides students with hands-on experience with a wide breadth of Trimble solutions. The lab expands the university's access and expertise in surveying and GIS, cost- and model-based estimating, construction sequencing, site logistics, building energy analysis, constructible Building Information Modeling (BIM) and others. The Trimble Technology Lab is located in Carpenter Hall room 325.

Fabrication Labs
The School of Design and Construction Fabrication Labs (Fab Labs) offer 3500 square feet of maker-space, conveniently located next to Carpenter Hall. Digital fabrication services (CNC milling, laser cutting, 3D printing) are provided by trained shop technicians. Students can make reservations for laser cutting through an online system. Analog machines are available

for use by students with appropriate training. Some hand tools are available for short-term checkout.

Fab Lab I is a 2700 square feet, full-scale prototyping facility with loading dock access via an 11’ x 10’ x 16’ 10,000 lb. capacity freight elevator. Digital fabrication includes a 3-axis CNC router capable of milling up to 96” x 48” x 6” in wood, wood-composites, foam, and plastic. The Big Shop has a complete suite of industrial- grade analog machines for fabricating wood, wood-composites, and plastics. Vacuum forming for plastic and vacuum pressing for wood is also available. Fab Lab I is located in Daggy Hall room 253.

Fab Lab II is a 650 square feet model-scale prototyping facility. Digital fabrication services include: laser cutting (up to 36” x 24”) and 3D printing (up to 10” x 6” x 6”). Desktop CNC milling (up to 36” x 24” x 4”) is also available. The Model Shop is equipped with model-scale analog machines, for modeling and prototyping work in wood, wood-composite, and plastics. Hot-wire foam cutters are available for short-term checkout. Fab Lab II is located in Daggy Hall room 257.

Access to the Fab Labs requires completion of safety orientation, with additional safety training required to use tools and machines. Safety orientation for the model shop is approximately 1 hour, offered by appointment throughout the first ten weeks of every semester. Additional training for model shop tools is available on an as-needed basis during regular lab hours.

Students pay a shop fee that covers the cost of using most of the machines in the Fab Labs. There is a nominal, additional charge for 3D printing, which includes materials, and a nominal hourly charge for CNC use, which covers the cost of tooling. Students provide their own materials and a wide selection of model-making materials is available for purchase in the model shop. Plywood, foam, and other materials for full-scale fabrication can be purchased or ordered though the Big Shop.

Access to the Big Shop requires completing SDC 300, Introduction to Fabrication Lab Practice. This 1 credit course is required for all SDC students certified in the design disciplines. SDC 300 lasts 4 weeks and is offered multiple times during each semester. Some sessions emphasize use of analog tools; other sessions are geared toward digital fabrication.

BIM Lab: Through generous support from Hoffman and McKinstry, the BIM Lab and Associated curriculum give construction management students and faculty access to equipment, software, and updated classrooms that reflect current industry technology in Building Information Modeling.

Materials Resource Library: The SDC materials resource library provides students with physical samples of interior and exterior finish materials and information on current material technology and performance. The open library surrounds a lecture space in Daggy Hall (room 300) and is open for use without appointment. A team of students maintain and update the materials library under the supervision of a dedicated SDC faculty member.

Information Technology: The Information Technology room is located in Carpenter 425. Available resources include 42″ plotters (glossy / bond), scanners, laser printers, computer labs, software, building, and studio access. Any certified student enrolled in an SDC major can get a computer account. An SDC computer account is required to print and scan

Research Labs

Faculty-led research labs supported by the SDC are described below. With the exception of RCDI, each lab has been established during this accreditation cycle.

ID+CL: The Integrated Design + Construction Lab (ID+CL) conducts sponsored design and construction research activities and advances innovation in practice as part of an allied regional network of university labs.

Morphogenesis: An interdisciplinary lab that explores the relationship between the built environment and psychology, research in the Morphogenesis Lab examines "compassionate spaces," cyber-physical smart adaptive built environments that can feel, learn, and respond to physiological and psychological user needs.

Reuse Design Lab: The Reuse Design Lab works with industry to identify construction and demolition (C&D) waste streams where robust recycling and reuse is constrained by a lack of current applications.

Interior Ambiances Lab: The Interior Ambiances Lab studies conditions of light, space, form, and material to advance understanding of architectural ambiance and the human experience.

RCDI: The Rural Communities Design Initiative (RCDI) aims to enhance the social, cultural, economic, and natural capital of unique rural places through design interventions in the physical environment.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
The Architecture Program, along with the landscape architecture, interior design and construction management programs, underwent faculty office relocation in the Spring of 2017. Faculty in the Architecture Program who had offices in Carpenter Hall were relocated to the ground floor of Carpenter along with the School's administrative offices. Faculty who had offices in Daggy Hall were unaffected.

The relocation has increased the School's presence in Carpenter Hall and the new office arrangement reflects the open layout of many contemporary design practices. The change overall has been positive. Faculty spaces in Carpenter Hall are ADA compliant, adequately maintained, and serve the professional requirements of the faculty, students, and staff, apart from there being few private, acoustically isolated spaces.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
See sections 5.6.1, 5.6.2, and 5.6.3 above.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Funding within the School of Design and Construction is provided as a single budget allocation from the Voiland College of Engineering and Architecture (see table 5.7.1). Thus, the budget of the Architecture Program is intertwined with the general budget for the School which also includes the Interior Design, Landscape Architecture and Construction Management programs. Budget authority lies with the SDC Director.

Given the resources available to the School of Design and Construction (SDC) during this accreditation cycle, the Architecture Program has been equitably resourced when compared to the other programs housed within the school. Architecture students comprise approximately 34% of the SDC undergraduate student population and 82% of the SDC graduate student population. Approximately 42% of the total School of Design + Construction budget and revenues (via institutional funds) are estimated to be dedicated to running the Architecture Program. This figure is based on the number of faculty teaching in the Architecture Program compared to the total number of faculty in the SDC. Following this same method of accounting, the budget distribution for the remaining programs would be Interior Design 21%, Landscape Architecture 16% and Construction Management 21%.

While the funding allocation is sufficient for the Architecture Program to deliver the required curricula, the following concern areas are recognized. Teaching resources are not sufficient to deliver an adequate set of architecture emphasis elective courses. Additionally, architecture teaching faculty are faced with the challenge of meeting ever-increasing research and scholarly expectations while delivering courses with high contact hours relative to peers within the college and university, with whom they are compared when pursuing tenure and rank advancement.

The Architecture Program maintains a gift-funded account that is used to support prioritized program needs. The balance of that account is currently $39,775.13. Any positive revenue from architecture courses taught during the summer session(s) is typically made available for program discretionary use as well.

5.7.1 Table Summary of SDC Operating Revenue and Expenditures (FY 2022)

Revenue Source	**Revenue Amount $**	**% of Total**
Institutional Funds	3,182,515.00	68.6%
Arch (Summer Revenue)	52,350.00	1.1%
Other (Summer Revenue)	119,438.00	2.6%
Other (EBB State Tuition funds)	1,117,112.00	24.1%
Other (INTO Program)	0.00	0.0%
Arch (Course Fee revenue)	29,188.00	0.6%
Other (Course Fee revenue)	140,408.00	3.0%
TOTAL REVENUE	**$4,641,011.00**	**100.0%**

Expenditure Type	Expenditure Amount $	% of Total
Salaries		
Faculty (Tenured/T-Track/C-Track)	2,979,422.00	67.4%
Lecturers	496,676.00	11.2%
Staff	453,795.00	10.3%
Other (State Allocation for TAs)	65,662.00	1.5%
Subtotal Salaries	$3,995,555.00	
Operating		
Supplies - Department	36,486.00	0.8%
Educational Materials / IT / Phone	118,325.00	2.7%
Equipment - Ricoh Copiers	7,500.00	0.2%
Recruiting/Accreditation/Dues	54,643.00	1.2%
Student Assistance – Lab TAs	99,113.00	2.2%
Travel	66,288.00	1.5%
Other Expenses (Mod Fee @.05%)	40,103.00	0.9%
Subtotal Operating	$422,458.00	
TOTAL EXPENDITURES	**$4,418,013.00**	**100.00%**

External Grant Funding

SDC faculty are successful in procuring external grant funding to support research activities through an array of sources. The table below provides an inventory of externally funded projects currently underway. Amounts listed reflect the total performance period award.

5.7.2 Table Summary of SDC External Grant Funded Projects (FY 2022)

External Grant Funding (Source)	**Amount ($)**	**Performance Period**
WA DOT: Transp. Consortium FY 2020	$16,961.36	8/16/19-6/30/23
PMU: Drywall Waste Block	$60,000.00	9/1/20-3/31/24
WA DOT: Transp. Consortium FY 2021	$40,000.00	8/1/20-6/30/23
WA DOT: Transp. Consortium FY 2021	$50,000.00	8/1/20-6/30/23
In-Depth Study PNW Highway Projects Types	$40,001.43	8/1/17-6/30/23
Commercialization Gap Fund	$35,152.00	1/1/19-12/31/50
Commercialization Gap Fund, 2020	$27,680.50	1/1/20-12/31/50
Fixed-Price Consolidation Acct	$13,486.13	1/1/21-12/31/50
Commercialization Gap Fund, 2020	$21,721.00	1/1/20-12/31/50
Evidence-Based Carbon Neutral Design	$30,000.00	6/30/20-1/31/24

WA Turfgrs Seed Comm: Stormwater Suitability Factors of Turf and Native Grasses	$29,565.00	3/1/21-12/31/22
WA Turfgrs Seed Comm: Turfgrass Design and Water Maintenance Perceptions	$12,383.00	3/1/21-12/31/22
DOE: Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State	$186,582.00	10/1/21-3/31/23
DOE: Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State	$24,314.00	10/1/21-3/31/23
DOE: Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State	$16,798.00	10/1/21-3/31/23
DOE: Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State	$22,357.00	10/1/21-3/31/23
DOE: Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State	$19,648.00	10/1/21-3/31/23
NSF: Rivers, Watersheds, Communities: Training an Innovative, Cross-Sector Workforce	$31,874.00	9/1/21-8/31/26
WSDOT: Maintenance Performance Measure Algorithm	$50,000.00	4/1/22-6/30-23
WA DOT: Impacts of Safety Rest Areas	$40,000.00	9/1/17-6/30/23
WA TURFGRS SEED COMM: Performance and Recovery of Turfgrass in Grass Pavers	$33,816.00	3/1/22-5/31/23
WSDOT: Maintenance Performance Measure Algorithm	$50,000.00	4/1/22-6/30/23
NEH: Dwelling in American Literature: An Experiential Program for Architects and Engineers 1	$34,647.00	6/1/22-5/31/23
TOTAL	**$886,986.42**	

Fellowships and Internal Funding: SDC faculty are successful in procuring internal funding, to support research and scholarly activities through an array of sources. The table below provides an inventory of internally funded projects currently underway. Amounts listed reflect the total performance period award.

Fellowships (Source)	**Amount** ($)
Arts and Humanities Fellowship	$10,281.67
Faculty Seed Grant	$23,000.00
TOTAL	**$33,281.67**

Internal Funding Recent Successes
New faculty seed grants are made available through WSU's Office of Research and Office of the Provost to help junior faculty develop research, scholarly, or creative programs that lead to sustained professional development and extramural funding. Individual grants may not exceed $25,000 and the total allocation is $200,000 (2023). Since 2019, three SDC faculty members, all of whom teach required courses in the Architecture Program, have been awarded a new faculty seed grant (Pulay, 2022; Ghandi, 2019; Day, 2018). See: https://orap.wsu.edu/new-faculty-seed-grant/

The M.J. Murdock Commercialization Initiation Program provides critical "gap" funding to take a potential technology from concept to the next step in the commercialization pathway. One proposal per university is support per year. The recipient is awarded $75,000 with a one-to-one match from the university. A team of two SDC faculty members (Drake, Miyasaka), both with primary teaching responsibilities in the Architecture Program, received the 2020 M.J. Murdock commercialization grant to support their bricks-from-waste project, whereby gypsum waste material is transformed into an interior finish product.

Pending Reductions or Increases in Enrollment
For the B.S. Architectural Studies degree program, we do not anticipate any reductions or increases in enrollment in the foreseeable future. Undergraduate admission to the major in architectural studies is capped at 45 students and admission is competitive. To be considered for admission into the architectural studies program, a student must complete a set of 8 pre-professional courses, earning a grade of C or better in each, and have an overall GPA of 3.3 or higher. A cohort of community and technical college transfer students join the undergraduate program in the third year. The size of this cohort is reliably between 10-15 students. Since 2019, undergraduate enrollment in the B.S. Architectural Studies has ranged between 147 and 165 students. Our ability to control and thus anticipate enrollment numbers into the future is advantageous from a planning perspective, namely forecasting teaching and facilities resource needs.

For the Master of Architecture Program, we do not anticipate any substantial reductions or increases in enrollment in the foreseeable future. We do, however, see the potential for steady increases in international student applications to the M.Arch program through WSU's International Program pathway as their team is conducting on-site recruiting and partnering activities overseas. With multiple admissions pathways to the Master of Architecture Program, enrollment numbers vary more than in the undergraduate program, but still remained within a range that is manageable to adjust to. Since 2019, graduate student enrollment has varied between 38 and 47 students. Maintaining consistent enrollment numbers is advantageous from a planning perspective and enables the program to forecast teaching and facilities resource needs.

Pending Budget Reductions or Increases
A new WSU budget model has been shared in draft form, however, the rollout schedule and impacts are not known. As such, forecasting future reductions or increases in funding is not possible at this time. We are operating in the wake of successive budget reductions, directly resulting from COVID-19 impediments including university system-wide reductions in enrollment. The SDC responded to an 11.6% budget cut in FY2021, 7.5% in FY2022 and 7% in FY2023 compared to FY2019. This was accommodated by reducing travel and development allocations, program allocations, and holding fewer events. The SDC paired back on gallery expenses and did not conduct a symposium. Deficits were also addressed using summer session profits and non-recurring 17A funds.

Institutional Development Campaigns
The SDC and Architecture Program stand to benefit substantially from a recently completed and highly successful development campaign that will fund the construction of a new student success center serving the students, faculty and staff in the Voiland College of Engineering and Architecture. Fundraising was punctuated last April by a landmark set of matching gifts from the Schweitzer Engineering Laboratory and Edmund and Beatriz Schweitzer, totaling $20,000,000. VCEA's new Schweitzer Hall is envisioned as "a central hub where engineering and design students can innovate, collaborate with each other, and have access to advising, technology and other activities that are foundational to their success at college and beyond". The process of defining specific building program distribution is underway, with input solicited from an array of stakeholders, including students.

Student Scholarships
In AY 2021-2022, the program awarded and distributed 50 scholarships to architecture students totaling $135,200. With a total enrollment of 208, this translates to 24% of our students receiving a scholarship through the program/unit, with an average award amount of $2,704. Of the 22 gift use agreements associated with these scholarships, 11 identify financial need as a criterion for selection (50%). In terms of dollars, this amounts to $99,000 out of the $135,200 awarded, or 73%. Of the 22 gift use agreements Associated with these scholarships, 1 identifies a diversity element as a criterion for selection (4.5%). In terms of dollars, this amounts to $6,000 out of the $135,200 awarded, or 4.4%.

The program is committed to increasing need-based and diversity-oriented student scholarships. Two efforts are currently underway; one involves adjusting an existing scholarship agreement and the other shows promise in creating a new diversity-oriented scholarship this year. Efforts in this direction will take high-priority for the program during the next accreditation cycle.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:
The Washington State University Libraries includes the main campus library in Pullman, the four regional campus libraries located in Spokane, Vancouver, the TriCities, and Everett, as well as the Global Campus. A member of the Association of Research Libraries (ARL), an association of the largest research libraries in the United States and Canada, WSU ranked 104th of 116 of the largest American academic research libraries during 2020 (ranked by total library expenditures). Expenditures for FY19/20 totaled $15,400,389 including $7,943,545 for materials and $6,370,106 for salaries for 112 faculty and staff. Within the same report, the

WSU system listed a collection of 2,736,192 unique titles in all formats, amounting to 3,325,757 volumes, of which 881,720 are ebooks. In recent years, ebook purchases have increased as title availability increased, patrons discovered the convenience of ebooks, and more remote learning took place during the COVID-19 pandemic. Because journal literature is important for students and researchers, the Libraries' maintains subscriptions to many article abstracting and indexing databases; the website's Databases A-Z lists 700 across a wide subject range. At present, much of the journal literature as well as the indexing is online. During a 12-month period from October 2020 through September 2021, the WSU community initiated 1,497,410 full-text downloads of journal articles from the top 20 article platforms.

Approximately 35,000 volumes are added to the collections annually in Pullman. Although the regional campus libraries maintain core collections in support of their academic programs, the Libraries in Pullman also provides resources to support and augment academic work statewide. Strategic cooperative programs such as those with the Orbis-Cascade Alliance (a consortium of 37 academic libraries in Washington, Oregon, and Idaho providing access to 22 million items in support of the needs of 275,000 students), the Washington State Cooperative Library Project, and the Greater Western Library Alliance more than complement WSU's core collections and services and extend WSU's resources--they increase the currency, depth, and breadth of resources available.

The three libraries on the Pullman campus (Holland and Terrell, Owen Science and Engineering, and Animal Health) provide services to the Pullman campus. During Fall semester 2021, the Holland and Terrell Library was open 24 hours a day, Owen Science and Engineering Library was open 15 hours a day, and the Animal Health Library was open 14 hours a day. Among the three facilities, 245 public computers are available and a sophisticated computer lab, called the Dimensions Lab, addresses students' higher end computing needs including audio, 3-D printing, 3-D scanning, Oculus virtual reality and more. Many well-used group study areas are available to students, including 23 group study rooms between the Holland and Terrell and Owen Science and Engineering Libraries and 4 tables equipped with large screens and computer plugs called huddle stations. Additional spaces, such as quiet reading, current periodicals, and newly acquired materials reading rooms, are available to accommodate student needs. The library instruction program has access to five classrooms (three in Holland and Terrell Library and two in Owen Science and Engineering Library). Reference services support constituent needs and are available in person, through the telephone, or email during business hours as well as through an instant messenger client 24/7.

The Owen Science Library has ample room for the Architecture collections. There is also ample space for students to study and examine books prior to checking out. Library hours for Fall 2021 were Monday-Thursday (7:30am-10:45pm), Friday (7:30am-5:45pm), Saturday (noon-5:45pm), and Sunday (noon-10:45pm).

Library users also have broad access to the library collections through the Libraries' online portal. By logging on to libraries.wsu.edu, students can search the world's holdings and access much of the online journal content and e-books instantaneously. Additionally, they can request print items owned by WSU Libraries, borrow from other ORBIS Cascade partners through the SUMMIT interface, or initiate interlibrary loan requests through ILLIAD from libraries across the nation and the world. Response times are impressive as many electronic copies reach library patrons within 48 hours, physical SUMMIT items arrive after being trucked throughout the Pacific Northwest via the ORBIS Cascade courier in 5-6 days, and interlibrary loans generally arrive via USPS or FedEx in 10 days to two weeks.

The Architecture Library was moved from Carpenter Hall in the summer of 2012 to the Owen Science Library as a part of a budget reduction initiative when all branch libraries at the University were consolidated with the one exception of the Animal Health Library. The Owen Science Library is located close to Carpenter Hall about 300 feet east of Carpenter Hall on College Street.

The Owen Science and Engineering Library houses the physical monograph and journal collections related to architecture. Recent counts of volumes indicate there are 13,412 volumes in the Library of Congress, NA classification (architecture) including 10,732 physical monographs and 1851 ebooks. There are also 5651 volumes in the Library of Congress TH classification (building construction) including 3647 physical monographs and 81 ebooks. Additional materials related architecture including art, history, photography, and design are housed in the Holland and Terrell (arts and humanities) Libraries.

The Libraries' acquired The Bloomsbury Architecture Library (BAL) in 2020, the result of a suggestion from an architecture faculty member. The highlight of this online collection is a virtual version of the newest edition of Sir Banister Fletcher's Global History of Architecture. The BAL combines the Global History with additional ebooks, interactive materials, and images.

Of the Libraries' databases, several are architecture and design oriented. These include the Avery Index to Architectural Periodicals and the International Bibliography of Art (IBA) as well as the more art-related Art Index, Art Index Retrospective, and ARTBibliographies Modern; the more general Humanities & Social Sciences Index Retrospective: 1907-1984, Humanities International Index; the more behavior-related Psyclnfo and Sociological Abstracts; and the more engineering-related IEEE Explore, ASTM Compass, and Web of Science.

Two departments within the Libraries are of interest to architecture scholarship including a substantial Media Materials and Reserves unit (MMR) that houses a 200-item biographical DVD collection of prominent architects and the Manuscripts, Archives and Special Collections (MASC) unit, a treasure trove of content for local projects. Among its collections are the papers of prominent regional architects, the 500,000-image Historical Photograph Collections that includes images of important WSU campus and regional buildings in the Inland Northwest taken from the late 19th century to the late 20th, and the university archive of College of Engineering and Architecture's records.

Generally, funding for library materials is based upon predetermined collection levels and the level of degree offered at WSU. A set of collection development policies in Pullman contains collection levels and other rationale for each academic program offered. Coordination and oversight for collection development is provided by the Libraries' Collection Management Working Group that coordinates activities institution-wide and includes representation from the regional campuses.

Collection analysis for resources held by the libraries, and those that have been cooperatively arranged, is informed using metrics on use, distribution, and expenditures, and is further informed by subject liaisons who work closely with disciplinary faculty to ensure accommodation of curricular and research needs. These efforts have been enriched in recent years by an Alma analytic module working in tandem with the with the other modules in the Libraries' Ex Libris system. Purchased jointly with the other 37 ORBIS Cascade member libraries at the end of 2013, this shared integrated library system (SILS) helps to provide data for comparison resulting in better decision making overall.

Analysis of serial holdings is conducted using the Serials Decision Database (SDD), which merges journal information from a variety of sources, providing calculated values including total use, cost per use, and priority assignments based on multiple values of usage. The SDD has proven to be an invaluable asset in shaping the collections, making individual selection and cancellation decisions, managing the budget, marketing, and assisting with serials management.

The Libraries' materials budget is derived significantly from indirect funds from research grants (F&As). Over the past nearly two decades, F&As used for Library materials have grown at approximately 2% per year. The Libraries' materials budget has periodically been added to by the University' central administration since 2016, adding $1,035,000 in annual budgets. Unfortunately, the COVID-19 crisis led to a university wide budget reduction and the Libraries' materials budget declined $347,000 during the 2020-2021 fiscal year from both budget cuts and declining F&As. During this period, serials prices continued to increase at approximately five to six percent per year. In the FY2021/22, serials expenditures for the Pullman Campus were $5,887,710.52.

Although the financial situation for collection development is likely to impact the architecture collections somewhat, however, whether major sources of online journals and eBooks are to be cancelled or not depends on maintaining the current ongoing financial commitment by Washington State University to fund these resources.

As of the last fiscal year (2021-2022), $6,105.00 was allocated specifically for Architecture monographs, $1,685.00 for Interior Design monographs, and $1,612.00 for Landscape Architecture monographs. Although the Libraries largely pays for serial publications in multidisciplinary packages, the Pullman campus spent $3,105.49 on serial subscriptions for these subject areas. As illustrated above, the prices for library materials continue to rise at rates significantly greater than general measures of inflation, the Libraries' collections budget has not kept pace with these price increases. This situation undermines the libraries' ability to collect broadly and with the great depth expected of a research library collection.

There are many future challenges facing the WSU Libraries from the traditional challenges in maintaining a large academic library system to those incurred while trying to remain current and provide the most up-to-date products and services in a rapidly changing information environment. In their problem solving, WSU library administrators meet these challenges by seeking novel alternatives, by implementing improvements in hardware and software technologies and upgrades, and by joining with other academic libraries and librarians through consortia to extend finite physical resources and knowledge.

Stagnant or reduced funding for library collections challenges the ability of the Libraries' to collect broadly or even keep pace with inflation. Certainly greater care needs to be given with diminished budgets in order to purchase wisely the best works in a field or to cancel only those journals that are superfluous and no longer matter to the faculty. To counter what could be a very dire situation, the Libraries' must take advantage its consortia and interlibrary loan arrangements to complement and extend WSU's core collections and services.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
WSU Faculty Librarians are dedicated to the teaching, learning, and research needs of students, faculties, and staff in support of the mission of Washington State University. Faculty Librarians with subject specialist responsibilities serve as subject liaisons that collect and make library resources available. Joel Cummings serves as Head of Collection Development and Collection Manager for the Sciences and Christy Zlatos is the WSU liaison librarian who supports the School of Design and Construction.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The language in the 2020 NAAB Conditions, Appendix 2, can be found in its entirety on the Architecture Accreditation page of the SDC website.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The Architecture Accreditation page of the SDC website includes links to the following documents required to satisfy the conditions of this section:

NAAB Conditions for Accreditation, 2020 Edition
NAAB Conditions for Accreditation, 2009 Edition
NAAB Procedures for Accreditation, 2020 Edition
NAAB Procedures for Accreditation, 2012 Edition

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

The VCEA Office of Internships and Career Services provides career-planning services to assist students in clarifying career goals. Under the direction of "Career Coach" Sandi Brabb, students can receive mentorship and participate in the college's Professional Practice and Experiential Learning (ProPEL) program and on-campus recruiting activities including: interviews, networking events, technical career fairs, and information sessions. The Office of Internships and Career Services hosts job postings and coordinates with the SDC and Architecture Program to amplify

AEC industry engagement and participation in annual Design Career Fairs and other student recruitment activities. The Architecture Program collaborates with Sandi Brabb to coordinate and advertise career-focused events, lectures, and panel discussions on a regular basis.

The Architecture Program provides structured curricular and co-curricular opportunities designed to assist students with identifying career paths options as well. For example, Arch 580 Practicum provides students with a professional practice internship option whereby the student is employed under the direct supervision of a licensed architect gaining that experience that qualifies after formal documentation and evaluation, for NCARB AXP™ experience areas such as Practice Management, Project Management, and Project Planning & Design. Recently invited panel presentations for students addressing career planning include Demystifying the Hiring Process (2021) and Pathways to Licensure (2020). The program also coordinated a two-day event that included a student "firm crawl" supported by member firms from AIA Spokane, WA in 2022.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
The Architecture Accreditation page of the SDC website includes links satisfying items (a) through (h).
The SDC Teaching and Learning Culture satisfies item (i).
The SDC Equity, Justice, and Belonging statement satisfies item (j).

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:
Application forms, instructions, and requirements for admission to the B.S. Architectural Studies major are found here: https://sdc.wsu.edu/architectural-studies/admission-to-arch/

Application forms, instructions, and requirements for admission to the Master of Architecture Program are found here: https://sdc.wsu.edu/architectural-studies/master-of-architecture/m-arch-admission-procedures/

Requirements and forms for applying for financial aid can be found on the WSU website here: https://financialaid.wsu.edu/getting-started/

Requirements and forms for applying for scholarships can be found on the WSU website here: https://financialaid.wsu.edu/scholarships/

The SDC Scholarships and Graduate Assistantships web page provides: instructions and deadlines for applying for scholarships and financial aid; instructions and a link to the application form for graduate assistantships; and information regarding academic practicum opportunities here. This site also directs potential graduate students to university's web pages providing information on FAFSA and WSU General Scholarship applications; WSU's scholarship database; and the Graduate School's current job postings.

Students are admitted to our degree programs based on strength of prior academic performance. This allows for students from any and all backgrounds to be considered. Rather than establishing diversity goals per-se, we strive to create a culture and climate for all to thrive and to be inclusive and affirm action when required to foster equity, justice, and belonging.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
WSU's Office of Student Financial Services provides support and information to assist students in making decisions about financial aid.

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

Program Response:

The following information is included in our M.Arch Program Handbook. The handbook is available online for student access and updated annually.

WSU Tuition, Fees, and Living Expenses
The WSU office of Student Financial Services provides a customizable tool for estimating the cost of graduate education including items such as tuition, mandatory fees, room and board, books, miscellaneous living expenses, and transportation. Students can select the year(s) of enrollment, campus location, and career path as appropriate.

Estimated Cost of Attendance at WSU (online) https://financialaid.wsu.edu/tuition-expenses/

SDC Laptop Requirement, Computing Fee, and Shop Fee
In the interest of student success, the SDC requires all students to have a laptop computer that meets a set of defined specifications. A computing fee and shop fee are also mandatory for all students. These fees allow us to provide access to a suite of analog and digital tools supporting design pedagogy. To assist in budgeting, detailed information on laptop specifications and costs associated with the computing and shop fees are provided.

Laptop requirement, computing fee, and shop fee (online) https://sdc.wsu.edu/student-resources/laptop-requirement/

Special Course Fees
The courses listed below include a special course fee to be paid by the student. Special course fees are used to benefit all students enrolled in the course(s) and are applied to items such as course-related travel expenses, procuring materials required to complete class projects, and other goods and/or services deemed appropriate to advancing course learning objectives.

For Arch 351 and SDC 100, 120, and 140, special course fees may be used to support teaching assistants specific to those courses. Review your program of study to verify which of these courses you are required to complete to determine total special course fee costs.

Graduate-level Special Course Fees: Arch 501 ($100), Arch 503 ($100), Arch 511 ($100), Arch 513 ($100), Arch 527 ($40), Arch 531 ($45)

Undergraduate-level Special Course Fees: Arch 210 ($25), Arch 301 (80$), Arch 351 ($25), Arch 401 ($90), Arch 403 ($90), SDC 100 ($35), SDC 120 ($55), SDC 140 ($55), SDC 444 ($1050) travel for domestic study tour.

Specialized Materials
To support learning objectives in the graduate program, faculty may assign work that requires students to purchase specialized tools, materials, software and/or equipment. The most common example is in design studios classes, where students are often required to construct both digital and physical models; illustrate their design projects using graphic tools of the trade (analog and digital); and/or create and print graphic posters communicating their work. Costs per class for specialized items will vary depending on learning objectives and instructor pedagogy. For cost estimating purposes, a good rule of thumb is to budget $50 for each studio- based class in your program of study.

NAAB

Northwest Commission on Colleges and Universities
NWCCU

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Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

July 24, 2018

Dr. Kirk Schulz
President
Washington State University
P.O. Box 641048
Pullman, WA 99164-1048

Dear President Schulz:

This letter serves as formal notification and official record of action taken concerning the Spring 2018 Year Seven Evaluation of Washington State University by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 27-29, 2018. This action was taken after consideration of evidence, including the Institution's Self-Evaluation Report, the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

Based on these materials and deliberations, the Commissioners took the following actions:

Accreditation

- Reaffirm Accreditation.

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 1 of the Spring 2013 Year Three Peer-Evaluation Report is fulfilled and no further action is required.
- Recommendation 2 of the Spring 2013 Year Three Peer-Evaluation Report is continued as new Recommendation 4 of the Spring 2018 Year Seven Peer-Evaluation Report.

Recommendations: Spring 2018 Year Seven Evaluation In Need of Improvement
The Commission recommends that the University:

1. Engage in comprehensive planning that is informed by the collection of appropriately defined data, which can be disaggregated to identify differences among campuses, learning modalities, and other subdivisions of this large and complex institution (3.A.3).
2. Expand plans to include fully comprehensive emergency preparedness and contingency planning for continuity and recovery of operations at all campuses (3.A.5).
3. Utilize results of core theme assessments and results of assessments of programs and services more consistently for improvement by informing planning, decision making, and allocation of resources and capacity (3.B.3, 4.B.1).
4. Incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (1.B.2)

1-YEAR TRACK
PROGRAM AND STUDENT CRITERIA MATRIX
WSU Master of Architecture Degree

Undergraduate Year 1

	Preparatory Education	Fall: SDC 100 World of Design and Construction	Fall: SDC 120 Foundational Drawing	Fall: ENG 101 College Composition	Fall: PSYCH 105 or SOC 101 Intro Psychology or Intro Sociology	Spring: SDC 140 Foundational Studio	Spring: HISTORY 105 The Roots of Contemporary Issues	Spring: FA 101, 201, or 202 Intro to Art or World Art History I or II	Spring: COM 102 Public Speaking in the Digital Age	Spring: PHYSICS 101 General Physics
Shared Values										
Design										
Env. Stewardship & Professional Respon.		S								
Equity, Diversity & Inclusion		S								
Knowledge & Innovation										
Leadership, Collab. & Community Engmt.		S	S			S				
Lifelong Learning										
Program Criteria										
PC.1 Career Paths		S								
PC.2 Design										
PC.3 Ecological Know. & Respon.										
PC.4 History & Theory										
PC.5 Research & Innovation										
PC.6 Leadership & Collaboration		S								
PC.7 Learning & Teaching Culture		S	S			S				
PC.8 Social Equity & Inclusion		S								
Student Criteria										
SC.1 HSW in the Built Environ.										
SC.2 Professional Practice		S								
SC.3 Regulatory Context		S								
SC.4 Technical Knowledge										
SC.5 Design Synthesis										
SC.6 Building Integration										

Undergraduate Year 2

	Fall: ARCH 201 Architectural Design I	Fall: ARCH 210 Digital Analysis & Representation	Fall: CSTM 201 Materials I	Fall: SDC 250 Global History of Design I	Fall: SDC 300 Intro to Fabrication Labs	Spring: ARCH 203 Architectural Design II	Spring: ARCH 209 Design Theory I	Spring: ARCH 215 Issues in Sustainable Architecture	Spring: CSTM 202 Materials II	Spring: SDC 350 Global History of Design II
Shared Values										
Design	S					S				
Env. Stewardship & Professional Respon.								P		
Equity, Diversity & Inclusion	S									
Knowledge & Innovation							S	S		
Leadership, Collab. & Community Engmt.										
Lifelong Learning				S			S			S
Program Criteria										
PC.1 Career Paths										
PC.2 Design	S					S		S		
PC.3 Ecological Know. & Respon.						S		P		
PC.4 History & Theory				S			S			S
PC.5 Research & Innovation										
PC.6 Leadership & Collaboration										
PC.7 Learning & Teaching Culture	S	S	S	S	S	S	S	S	S	S
PC.8 Social Equity & Inclusion	S									
Student Criteria										
SC.1 HSW in the Built Environ.	S									
SC.2 Professional Practice										
SC.3 Regulatory Context						S				
SC.4 Technical Knowledge			S						S	
SC.5 Design Synthesis										
SC.6 Building Integration										

Undergraduate Year 3

	Fall: ARCH 301 Architectural Design III	Fall: ARCH 309 Modern Architecture & Theory	Fall: ARCH 351 Architectural Structures I	Fall: CSTM 332 Building Science I	Spring: ARCH 303 Architectural Design IV	Spring: ARCH 352 Architectural Structures II	Spring: CSTM 333 Building Science II	Spring: ### Biological Science
Shared Values								
Design	S				S			
Env. Stewardship & Professional Respon.	S							
Equity, Diversity & Inclusion	S				S			
Knowledge & Innovation		S						
Leadership, Collab. & Community Engmt.								
Lifelong Learning		S						
Program Criteria								
PC.1 Career Paths								
PC.2 Design	S				S			
PC.3 Ecological Know. & Respon.	S				S			
PC.4 History & Theory		P						
PC.5 Research & Innovation								
PC.6 Leadership & Collaboration								
PC.7 Learning & Teaching Culture	S	S	S	S	S	S	S	
PC.8 Social Equity & Inclusion	S				S			
Student Criteria								
SC.1 HSW in the Built Environ.	S		S		S	S		
SC.2 Professional Practice								
SC.3 Regulatory Context					S			
SC.4 Technical Knowledge				S			S	
SC.5 Design Synthesis								
SC.6 Building Integration								

Undergraduate Year 4

	Fall: ARCH 401 Architectural Design V	Fall: ARCH 451 BIM Tools	Fall: ID 326 Codes	Fall: ### Diversity	Fall: ARCH 463 Structures III	Spring: ARCH 403 Comprehensive Design Studio I	Spring: ### Humanities UCORE	Spring: ### Supportive Elective	Spring: ARCH 531 Advanced Tectonics	Spring: SDC 473 Professional Practice
Shared Values										
Design	S					S			S	
Env. Stewardship & Professional Respon.						P				S
Equity, Diversity & Inclusion				S						S
Knowledge & Innovation										
Leadership, Collab. & Community Engmt.	S					P				S
Lifelong Learning										S
Program Criteria										
PC.1 Career Paths										P
PC.2 Design	S					S			S	
PC.3 Ecological Know. & Respon.	S					S			S	
PC.4 History & Theory										
PC.5 Research & Innovation						S			S	
PC.6 Leadership & Collaboration	P					P				S
PC.7 Learning & Teaching Culture	S	S	S		S	S			S	P
PC.8 Social Equity & Inclusion				S						S
Student Criteria										
SC.1 HSW in the Built Environ.	S				S	S				S
SC.2 Professional Practice										P
SC.3 Regulatory Context	S					S				S
SC.4 Technical Knowledge					S	P			P	
SC.5 Design Synthesis						P				
SC.6 Building Integration						P				

Graduate Final Year

	S: ARCH 510 Professional Summer Studio	Fall: ARCH 511 Graduate Design Studio I	Fall: ARCH 530 Philosophy/Theory	Fall: ARCH 542 Issues in Architecture	Fall: ARCH 580 Architecture Practicum	Spring: ARCH 513 Graduate Design Studio II	Spring: ARCH 527 Site Planning	Spring: ARCH 540 Research Methods	Spring: ARCH 701 Master's Exam	Spring: SDC 444, 555 or other Travel Experience Credits
Shared Values										
Design	S	P				S				S
Env. Stewardship & Professional Respon.		P								S
Equity, Diversity & Inclusion	S		P	S						S
Knowledge & Innovation	P		S	S						S
Leadership, Collab. & Community Engmt.										S
Lifelong Learning	P		S	S						S
Program Criteria										
PC.1 Career Paths					P					
PC.2 Design	S	P				S	S			S
PC.3 Ecological Know. & Respon.		P				S	S			
PC.4 History & Theory			S	S						S
PC.5 Research & Innovation	P	S				S		P		
PC.6 Leadership & Collaboration					S					
PC.7 Learning & Teaching Culture	S	S	P	S	S	S	S	S	S	S
PC.8 Social Equity & Inclusion	S		P	S						S
Student Criteria										
SC.1 HSW in the Built Environ.	S	P							S	
SC.2 Professional Practice					S				S	
SC.3 Regulatory Context	S	P				S	S		S	
SC.4 Technical Knowledge	S	S				P			S	
SC.5 Design Synthesis		P							S	
SC.6 Building Integration	S					P			S	

Non-Curricular Activity

	Lectures, Exhibitions, and Symposia	Research and Engagement Labs	Faculty Research and Scholarship	Professional Mentoring	Particpation in Design Competitions	Non-Curricular Community Engagement	NCARB AXP Program	Assistantships and Academic Practucum	Student Employment (SDC, VCEA, WSU)	Policies, Procedures, and Standards	Student Clubs (i.e., AIAS, Alpha Rho Chi, Eunoia)	Career Prep Events and Services	Student Ambassador Program / Recruitment
Shared Values													
Design	S	S	S	S	S		S						
Env. Stewardship & Professional Respon.	S	S	S	S			S			S			
Equity, Diversity & Inclusion	S	S	S			S	S	S	S	S	S		S
Knowledge & Innovation	S	S	S	S	S		S						
Leadership, Collab. & Community Engmt.	S	S		S	S	S	S	S	S	S	S		S
Lifelong Learning	S	S	S		S	S	S	S		S	S		S
Program Criteria													
PC.1 Career Paths	S	S					S	S	S		S	S	
PC.2 Design	S	S		S	S		S						
PC.3 Ecological Know. & Respon.	S	S					S			S	S		
PC.4 History & Theory	S	S					S						
PC.5 Research & Innovation	S	S	S		S		S						
PC.6 Leadership & Collaboration	S	S		S	S	S	S	S	S	S	S		S
PC.7 Learning & Teaching Culture	S	S	S	S	S	S	S	S	S	S	S		S
PC.8 Social Equity & Inclusion	S	S				S	S	S	S	S	S		S

P — Primary Evidence Source
S — Secondary Evidence Source

2-YEAR TRACK
PROGRAM AND STUDENT CRITERIA MATRIX
WSU Master of Architecture Degree

		Year 1								Graduate Final Year								Non-Curricular Activity															
		Fall				Spring				S	Fall				Spring																			
	Preparatory Education	***ARCH 570*** *Advanced Architecture Studio I*	***ARCH 463*** *Structures III*	***ID 326*** *Codes*	***ARCH 580*** *Architecture Practicum*	***ARCH 571*** *Advanced Architecture Studio II*	***ARCH 531*** *Advanced Tectonics*	***SDC 473*** *Professional Practice*	***SDC 444, 555 or other*** *Travel Experience Credits*	***ARCH 510*** *Professional Summer Studio*	***ARCH 511*** *Graduate Design Studio I*	***ARCH 530*** *Philosophy/Theory*	***ARCH 542*** *Issues in Architecture*	***ARCH 580*** *Architecture Practicum*	***ARCH 513*** *Graduate Design Studio II*	***ARCH 527*** *Site Planning*	***ARCH 540*** *Research Methods*	***ARCH 701*** *Master's Exam*	***SDC 444, 555 or other*** *Travel Experience Credits*	*Lectures, Exhibitions, and Symposia*	*Research and Engagement Labs*	*Faculty Research and Scholarship*	*Professional Mentoring*	*Participation in Design Competitions*	*Non-Curricular Community Engagement*	*NCARB AXP Program*	*Assistantships and Academic Practucum*	*Student Employment (SDC, VCEA, WSU)*	*Policies, Procedures, and Standards*	*Student Clubs (i.e., AIAS, Alpha Rho Chi, Eunoia)*	*Career Prep Events and Services*	*Student Ambassador Program / Recruitment*
Shared Values																																	
Design	S					S	S		S	S	P				S				S	S	S	S	S		S							
Env. Stewardship & Professional Respon.						S		S	S		P								S	S	S	S				S			S			
Equity, Diversity & Inclusion								S	S	S		P	S						S	S	S	S		S	S	S	S	S	S		S	
Knowledge & Innovation									S	P		S	S						S	S	S	S	S		S							
Leadership, Collab. & Community Engmt.		S						S	S										S	S		S	S	S	S	S	S	S	S		S	
Lifelong Learning								S	S	P		S	S						S	S	S		S	S	S	S	S	S		S		S	
Program Criteria																																	
PC.1 Career Paths					P			P					P						S	S					S	S	S		S	S		
PC.2 Design	S						S		S	S	P				S	S			S	S		S	S		S							
PC.3 Ecological Know. & Respon.	S					S	S				P				S	S			S	S					S			S	S			
PC.4 History & Theory	P								S			S	S					S	S	S					S							
PC.5 Research & Innovation		S				S	S			P	S				S		P		S	S	S		S		S							
PC.6 Leadership & Collaboration		P			S			S						S					S	S		S	S	S	S	S	S	S			S	
PC.7 Learning & Teaching Culture		S	S	S	S	S	S	P	S	S	S	P	S	S	S	S	S	S	S	S		S	S	S	S	S	S	S			S	
PC.8 Social Equity & Inclusion		S						S	S	S		P	S						S	S				S	S	S	S	S	S			S	
Student Criteria																																	
SC.1 HSW in the Built Environ.	S		S	S				S		S	P							S														
SC.2 Professional Practice					S			P					S					S														
SC.3 Regulatory Context	S							S		S	P				S	S		S														
SC.4 Technical Knowledge	S		S				P			S	S				P			S														
SC.5 Design Synthesis		S									P							S														
SC.6 Building Integration						S				S					P			S														

P Primary Evidence Source
S Secondary Evidence Source

3-YEAR TRACK
PROGRAM AND STUDENT CRITERIA MATRIX
WSU Master of Architecture Degree

		Year 1										Year 2										Final Graduate Year										Non-Curricular Activity									
		Fall					Spring					Fall				Spring						S	Fall				Spring														
	Preparatory Education	***ARCH 201*** *Architectural Design I*	***ARCH 210*** *Sigital Representation*	***ARCH 351*** *Architectural Structures I*	***CSTM 201*** *Materials I*	***SDC 300*** *Intro to Fab Labs*	***ARCH 303*** *Architectural Design IV*	***ARCH 215*** *Sustainable Architecture*	***ARCH 352*** *Architectural Structures II*	***###*** *History/Theory Elective*	***SDC 444, 555 or other*** *Travel Experience Credits*	***ARCH 570*** *Advanced Arch Studio I*	***ID 326*** *Codes for Interior Design*	***CSTM 332*** *Building Science I*	***ARCH 451 or ID 397*** *BIM tools*	***ARCH 571*** *Advanced Architectural Studios II*	***ARCH 531*** *Advanced Tectonics*	***CSTM 333*** *Building Science II*	***SDC 473*** *Professional Practice*	***ARCH 510*** *Professional Summer Studio*	***ARCH 511*** *Graduate Design Studio I*	***ARCH 530*** *Philosophy/Theory*	***ARCH 542*** *Issues in Architecture*	***ARCH 463*** *Structures III*	***ARCH 580*** *Architecture Practicum*	***ARCH 513*** *Graduate Design Studio II*	***ARCH 527*** *Site Planning*	***ARCH 540*** *Research Methods*	***ARCH 580*** *Architecture Practicum*	***ARCH 701*** *Master's Exam*	***SDC 444, 555 or other*** *Travel Experience Credits*	*Lectures, Exhibitions, and Symposia*	*Research and Engagement Labs*	*Faculty Research and Scholarship*	*Professional Mentoring*	*Participation in Design Competitions*	*Non-Curricular Community Engagement*	*NCARB AXP Program*	*Assistantships and Academic Practucum*	*Student Employment (SDC, VCEA, WSU)*	*Policies, Procedures, and Standards*	*Student Clubs (i.e., AIAS, Alpha Rho Chi, Eunoia)*	*Career Prep Events and Services*	*Student Ambassador Program / Recruitment*
Shared Values																																									
Design	S	S					S				S					S	S			S	**P**					S					S	S	S	S	S			S	
Env. Stewardship & Professional Respon.								**P**			S					S			S		**P**						S				S	S	S	S				S	
Equity, Diversity & Inclusion		S					S				S								S	S		**P**	S				S				S	S	S		S	S	S		S
Knowledge & Innovation								S			S									**P**		S	S				S				S	S	S	S					
Leadership, Collab. & Community Engmt.											S	S							S								S				S	S		S	S	S	S		S
Lifelong Learning											S								S	**P**		S	S				S				S	S	S		S	S	S		S
Program Criteria																			**P**																					
PC.1 Career Paths																			**P**												S	S			S	S	S		S	S	
PC.2 Design	S	S					S	S			S					S				S	**P**					S	S				S	S						S	
PC.3 Ecological Know. & Respon.	S						S	**P**								S	S				**P**					S	S				S	S					S		
PC.4 History & Theory	**P**									S	S											S	S						S		S	S							
PC.5 Research & Innovation												S				S	S			**P**	S					S		**P**			S	S	S	S		S			
PC.6 Leadership & Collaboration												**P**							S					S					S		S	S	S	S	S	S	S		S
PC.7 Learning & Teaching Culture		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	**P**	S	S	**P**	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		S
PC.8 Social Equity & Inclusion		S					S				S	S							S	S		**P**	S				S				S	S			S	S	S		S
Student Criteria																																								
SC.1 HSW in the Built Environ.	S	S		S			S		S				S						S	S	**P**			S				S												
SC.2 Professional Practice																			**P**						S				S	S									
SC.3 Regulatory Context	S						S												S	S	**P**					S	S												
SC.4 Technical Knowledge	S				S												**P**		S	S			S				**P**				S								
SC.5 Design Synthesis												S								**P**											S								
SC.6 Building Integration																S			S								**P**				S								

P Primary Evidence Source
S Secondary Evidence Source

Name: Abell, John

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. **ARCH 580**: Architecture Practicum
- SP 2022. **ARCH 701**: Master's Capstone
- FA 2021. **ARCH 511**: Graduate Design Studio I
- FA 2021. **ARCH 580**: Architecture Practicum
- SU 2021. **ARCH 510**: Summer Graduate Studio
- SP 2021. ARCH 303, Architecture Design Studio
- SP 2021. ARCH 203, Architecture Design Studio
- SU 2020. **ARCH 510**: Summer Graduate Studio
- FA 2020. **ARCH 511**, Graduate Design Studio
- FA 2020. ARCH 301, Architecture Design Studio

Educational Credentials:

- Ph.D., Histories and Theories of Modern Architecture, The Architectural Association, London, 2006
- Master of Architecture, University of Utah, SLC, 1985
- Bachelor of Science in Resource Economics, University of Vermont, Burlington, 1982

Teaching Experience:

- Associate Professor, WSU, School of Design and Construction, 2012-Present
- Associate Professor, WSU, Interdisciplinary Design Institute, Spokane, 1991-2012
- Instructor, GRS Studio, UG Studios; Coord. Summer Inst. Travel-Study, CUA, WA, D.C., 1990-1991

Professional Experience:

- PA, Keyes Condon Florance Architects, WA., D.C., 1987-1990
- Intern, Hallet Hermanson Knudsen Architects, SLC., UT., 1986-1987
- Intern, Prescott Muir Architects, SLC., UT., 1983-1986

Selected Publications and Recent Research:

- Abell, J. *Freud for Architects*, on the psychological basis of architectural design creativity and experience, Routledge, London, 2020.
- Abell, J. "Elements 2014 Architecture Biennale, directed by Rem Koolhaas/AMO, was it research, was it scientific?" UAAC, Universities Art Association of Canada Conference, session on the History of Science in Modern Art and Architectural Historiography, October, 2020.
- Abell, J. "Designing Social Agency: Computational Architectural Modeling of Social Organization and Action," CCG Publishing, Design Principles and Practices Knowledge Community, 2015.
- Abell, J., Alhusban A., Alhusban, S., Lurasi, S. "Habitat, Housing Social Connectivity to Promote Social Well-being," *International Journal of Design & Nature and Ecodynamics*, Volume 8, Number 4, 2013.
- Abell, J., Hyslop, J., "Public Square Architecture Installation," Genetic Systems + Non-standard Modes of (Re)Production" Research+Design Project Monograph chapter, ACSA New Constellations New Ecologies, editors Ila Berman and Edward Mitchell, ACSA Press, WA. D.C., 2013.
- Abell, J., Carnegie, T., "Information, Architecture, and Hybridity: The Public Library," Technical Communication Quarterly, New Information Spaces, Francis & Taylor, 2009.
- Abell, J., "Logos, Ethos, Pathos, and Ecos: Neighborhood Housing Design Research and Development," Metropolitan Universities Journal, Ed., Roger Munger, Indiana University-Purdue University (IUPUI), Volume 21, Issue 2, 2010.

Professional Memberships:

- Member, Architectural Association, London Present-2000
- Member, Society of Architectural Historians Present-2006
- Member of American Institute of Architects 2013-1990
- Registered Architect, Utah 2013-1990

Name: Al-Hassawi, Omar

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. ARCH 403: Comprehensive Design Studio I (Capstone)
- SP 2022. **ARCH 531**: Advanced Tectonics
- FA 2021. **ARCH 511**: Graduate Design Studio I
- FA 2021. ARCH 201: Architectural Design Studio I
- SP 2021. **ARCH 531**: Advanced Tectonics
- SP 2021. **ARCH 571**: Advanced Arch. Design Studio II
- FA 2020. ARCH 401: Architectural Design Studio V

Educational Credentials:

- Doctor of Philosophy, Design, Environment, & the Arts / Arizona State University, Tempe, AZ, 2017
- Master of Architecture, Design and Energy Conservation / University of Arizona, Tucson, AZ, 2011
- Bachelor of Science, Architectural Engineering / University of Jordan, Amman, Jordan, 2005

Teaching Experience:

- Assistant Professor, WSU School of Design + Construction, Pullman, WA, 2018-
- Clinical Assistant Professor, WSU School of Design + Construction, Pullman, WA, 2017-18
- Instructor, WSU School of Design + Construction, Pullman, WA, 2015-17

Professional Experience:

- Architecture Grad Program Head, WSU School of Design + Construction, Pullman, WA, 2019-21
- Lead Architect, Omrania & Associates, Manama, Bahrain, 2009-11
- Architect, Omrania & Associates, Manama, Bahrain, 2007-09
- Architect, Omrania & Associates, Amman, Jordan, 2005-07

Selected Personal and Student Awards:

- AIAS/ACSA New Faculty Teaching Award, 2021
- Winner (student): 2018-19 AIA COTE Top Ten for Students Design Competition, 2019
- Honorable mention (student): 2018-19 Timber in the City Student Design Competition

Selected Grants:

- PI, Department of Energy BENEFIT Grant, *Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Bldgs. in WA State*. ($749,080), 2021
- PI, VentureWell Faculty Grant, Sustainable Design Accelerator: *An Entrepreneurial Approach to Evidence-based Carbon Neutral Design for the Built Environment*. ($30,000), 2020

Selected Publications:

- Chapter 12: Passive Cooling Downdraft Cooltower strategy in Grondzik, W. T., & Kwok, A. G. (2019). Mechanical and electrical equipment for buildings (13th ed.). Hoboken, N.J.: Wiley.
- Al-Hassawi, O. D. (2020). Experimental Evaluation of Passive and Hybrid Downdraft Cooling Towers. Special Issue of Architectural Science Review: Smart and Healthy within the 2-degree Limit. Retrieved from: https://doi.org/10.1080/00038628.2020.1731677.
- Al-Hassawi, O. D., & Drake, D. (2021). Sustainable Design Accelerator: Infusing Entrepreneurship and Evidence-based Design into Architecture Pedagogy. In ACSA 110th Annual Meeting | EMPOWER. Los Angeles, CA.

Professional Memberships:

- Building Technology Educators Society and the Society of Building Science Educators

Name: Drake, David

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. ARCH 203: Architectural Design II
- SP 2022. **ARCH 571**: Advanced Architectural Studio II
- FA 2021. SDC 120: Foundational Drawing
- FA 2021. SDC 300: Fabrication Lab Practice
- SP 2021. ARCH 203: Architectural Design II
- SP 2021. **Arch 531**: Graduate Tectonics (Team taught with Omar Al-Hassawi)
- SP 2021. **Arch 571**: Advanced Architectural Studio II (Team taught with Omar Al-Hassawi)
- FA 2020. SDC 120: Foundational Drawing
- FA 2020. LA 366: Landscape Architectural Construction II

Educational Credentials:

- M. Arch, Washington State University, Pullman, 2011
- MFA, Ohio University, Athens, 2001
- BFA, Washington State University, Pullman, 1997

Teaching Experience:

- Scholarly Assistant Professor, Washington State University, Pullman, 2020-Present
- Adjunct Professor, Washington State University, Pullman, 2018-2020

Selected Publications and Recent Research:

- D. Drake and T. Miyasaka. “Investigation Of A Novel Insulation Foam Made From Gypsum Drywall Waste.” 2019 Modular and Offsite Construction Summit, Edmonton, Alberta, Canada. July 2022.
- PI, 2020 WSU Commercialization Gap Fund. Foamed Drywall Waste Panels (FDWP): A novel fire protective insulation made from gypsum drywall waste. January 2020 ($50,000).
- 13th Annual Architect Magazine R+D award. With Taiji Miyasaka. Drywall Waste Block, A Green CMU. July 2019.

Name: Ghandi, Mona

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. *On leave from university*
- FA 2021. **ARCH 570**: Advanced Architectural Design Studio
- FA 2021. ARCH 201: Architectural Design I
- SP 2021. **ARCH 513**: Graduate Design Studio II
- FA 2020. ARCH 301: Architectural Design III
- FA 2020. ARCH 201: Architectural Design I

Educational Credentials:

- Master of Architecture, University of California, Berkeley, CA, USA, May 2012
- Master of Science in Architecture, Esfahan University of Art, Esfahan, Iran, March 2010
- Bachelor of Architecture, University of Tehran, Tehran, Iran, November 2006

Teaching Experience:

- Assistant Professor of Architecture, Washington State University, Pullman, WA, Jan 2016-Present
- Visiting Assistant Professor, Ohio University, Athens, OH, August 2014-December 2015
- Visiting/Adjunct Lecturer, San Jose State University, San Jose, CA, January 2014-May 2014
- Lecturer, University of California Berkeley, Berkeley, CA, January 2013-May 2013

Professional Experience:

- Designer| Researcher| Production Assistant, Emerging Objects, Oakland, CA, 2014
- Architectural Designer, MEM Architecture, San Francisco, CA, 2013
- Senior Designer| Project Manager| Researcher, VAV Studio, Tehran, Iran, 2004-2011
- Designer| Researcher, Rahro Architects, Tehran, Iran, 2003

Selected Publications and Recent Research:

- Ghandi, M., Blaisdell, M., (2021), “Neurospace”, in the press and to be published in the book: Interactive Future, Editors: Neil Leach, Philip Yuan, and Behnaz Farahi. Tongji University Press.
- Ghandi, M., Blaisdell, M., & Ismail, M. (2021). “Embodied empathy: Using affective computing to incarnate human emotion and cognition in architecture”. International Journal of Architectural Computing, 2021;19(4):532-552. doi: 10.1177/14780771211039507, SAGE Publications Inc.
- Ghandi, M., Blaisdell, M., & Ismail, M. (2021). "Parasympathy: A Space of Empathy and Active Compassion". In the project proceeding of Association for Computer-Aided Design in Architecture (ACADIA) conference: REALIGNMENTS, Toward Critical Computation, Nov 2021.
- Ghandi, M. (2020). “Reducing Energy Consumption by Cyber-Physical Adaptive Spaces and Occupants’ Biosignals”. In proceedings of the 25th International Conference of the Association for Computer-Aided Architectural Design Research in Asia conference (CAADRIA) Conference - Volume 2, Chulalongkorn University, Thailand, 5-6 Aug 2020, pp. 121-130.
- Ghandi, M. (2019). “Cyber-Physical Emotive Spaces: Data, Human Cyborg, and Biofeedback Empathetic Interaction with Compassionate Spaces.” In proceedings of the 37th Association for Education and Research in Computer Aided Architectural Design in Europe (eCAADe) and 23rd SIGraDi Conference - Volume 2, University of Porto, Portugal, 11-13 Sep 2019, pp. 655-664
- Selected Awards: Design Educates Awards (International, Honorable Mention), Architizer A+Award (International, Jury Finalist, Popular Choice Winner), The World Architecture Award (International, Jury Award), Vilcek Prize (National, Winner)
- Selected Exhibitions: DATMA (Shelter), eCAADe 2022 (JVIE), Bellevue Arts Museum (Atoms and Bytes), Trisolini Gallery (Place and Process), Melbourne Design, Boston Society of Architects Exhibition, Venice Biennale of Arch. 2012, Lewis-Clark State College Center for Arts & History.

Professional Memberships:

- ACADIA and ACSA Professional Member (since 2016), SimAUD, eCAADe, and CAADRIA Paper reviewer, eCAADe Scientific Committee member.

Name: Gruen, Phil

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. SDC 495: Seminar in Design and Construction (Social Justice/Built Environment)
- SP 2022. Honors 380: Global Issues/Arts and Humanities (Global Palouse)
- FA 2021. ARCH 309: Modern Architecture and Theory
- FA 2021. **ARCH 530** / ID 530: Phil/Theory Built Environment (Discrimination and Design)
- SP 2021. Honors 380: Global Issues/Arts and Humanities (Global Palouse)
- FA 2020. ARCH 309: Modern Architecture and Theory
- FA 2020. **ARCH 530** / ID 530: Phil/Theory Built Environment (Discrimination and Design)

Educational Credentials:

- Ph.D., Architecture / University of California, Berkeley, 2004
- M.A., History of Architecture and Art / University of Illinois, Chicago, 1995
- B.A., Art History/Criticism (*cum laude*) / University of California, San Diego, 1992

Teaching Experience:

- Associate Professor, School of Design and Construction, WSU, Pullman, 2010-
- Assistant Professor, School of Architecture and Construction Mngmnt., WSU, Pullman, 2004-10
- Visiting Asst. Professor, School of Architecture and Construction Mngmnt., WSU, Pullman, 2003-04
- Visiting Asst. Professor, Department of Architecture, University of Oregon, Eugene, Summer 2003
- Lecturer, Department of Architectural Studies, Calif. College of the Arts, San Francisco, 2001-02
- Adjunct Faculty, Department of Liberal Studies, Roosevelt University, Chicago, Fall 1995

Professional Experience:

- Board of Directors, Vernacular Architecture Forum, 2019-22
- Director, School of Design and Construction, WSU, Pullman, 2015-17
- Interim Director, School of Design and Construction, WSU, Pullman, 2014-15
- Assistant Director, School of Design and Construction, WSU, Pullman, 2013-14

Selected Publications and Recent Research:

- "Discrimination and Design: Equity, Justice, and Architectural Education," ARCC-EAAE 2022 International Conference, Miami, Florida, 2022 (proceedings).
- *Constructing WSU: The Built Environment of Washington's First Land-Grant University* (working title), (Pullman: Washington State University Press, provisional contract), in progress.
- "Blocked Out: Mount Rainier and the Landscape of Disappearance," Buildings & Landscapes: Journal of the Vernacular Architecture Forum 28, no. 1 (spring 2021): 30-57.
- "The Land-Grant Campus" thematic essay and linked case studies, *SAH Archipedia*, Eds. Gabrielle Esperdy and Karen Kingsley, Charlottesville: University of Virginia Press (2020).
- Co-Coordinator and Author, *SAH Archipedia*, State 100 (Washington), Eds. Gabrielle Esperdy and Karen Kingsley, Charlottesville: University of Virginia Press (2020), 18 essays.
- *Manifest Destinations: Cities and Tourists in the Nineteenth-Century American West* (Norman: University of Oklahoma Press, 2014).
- "Vernacular Architecture," in *Encyclopedia of Local History*, 3d edition, ed. Amy H. Wilson (Lanham, Maryland: Rowman & Littlefield, 2017): 697-98.

Professional Memberships:

- Society of Architectural Historians (National)
- Society of Architectural Historians (Marion Dean Ross Chapter/Pacific Northwest)
- Vernacular Architecture Forum

Name: Hirzel, Paul

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. **ARCH 513**: Graduate Design Studio II
- SP 2022. **ARCH 527**: Site and Landscape Design
- SP 2021. **ARCH 513**: Graduate Design Studio II
- SP 2021. **ARCH 527**: Site and Landscape Design
- SP 2020. ARCH 303: Architectural Design IV
- SP 2020. **ARCH 527**: Site and Landscape Design

Educational Credentials:

- Master of Architecture, Cornell University 1984
- Bachelor of Architecture, Cornell University 1983
- Bachelor of Arts, Industrial Education, University of Washington 1972
- Bachelor of Arts, Art Education, University of Washington 1971
- Bachelor of Arts, General Humanities, Washington State University 1969

Teaching Experience:

- Washington State University, Pullman, Washington, School of Design and Construction Professor of Architecture, 2006-2022; Associate Professor of Architecture, 1997-2006; Assistant Professor of Architecture, 1991-1997; Visiting Professor of Architecture, 1991-1989
- Graduate Teaching Assistant, Cornell University, College of Art, Architecture and Planning, Ithaca, New York 1981 - 1984
- Teaching faculty, Bainbridge High School, Bainbridge Island, Washington1973 – 1981

Professional Experience:

- Paul Hirzel, AIA, Owner, Pullman, Washington1989 – Present
- Smith-Hirzel Architects, Partner, Louisville, Kentucky1988 - 1989
- The Berger Partnership, Architect, Landscape Architecture & Site Planning, Seattle 1986 - 1988
- James Cutler, Architects, Architect, Bainbridge Island, Washington1984 – 1986

Selected Publications and Recent Research:

- ACSA National Design-Build Award, Honors best practices in school-based design-build projects 2017
- Arch Daily Award – Top 100 Projects in the United States, 2016
- AIA Seattle Merit Award for River Structures, Potlatch River, Idaho 2013
- AIA Northwest and Pacific Region Honor Award for Mountain House, Moscow Mountain, Idaho 2011
- National American Institute of Architects (AIA) Housing Award, one of eight awards given for innovative housing design in the United States 2005.
- AIA Seattle Honor Award, one of three awards given for outstanding building design (150 entries). 2004

Professional Memberships:

- Member of American Institute of Architects, Spokane, Washington Chapter
- Certified Architect by National Council of Architectural Registration Board
- Registered Architect, State of Washington

Name: Ibrahim, Ahmed

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. ARCH 352: Architectural Structures II
- FA 2021. ARCH 351: Architectural Structures I
- FA 2021. **ARCH 463**: Architectural Structures III
- SP 2021. ARCH 352: Architectural Structures II
- FA 2020. ARCH 351: Architectural Structures I
- FA 2020. **ARCH 463**: Architectural Structures III

Educational Credentials:

- Ph.D. in Civil Engineering, University of Missouri (MU)-Columbia (2010)
- M.Sc. in Structural Engineering, Zagazig University, Egypt (2005)
- B.Sc. in Civil Engineering, Zagazig University, Egypt (with Honor) (2000)

Teaching Experience:

- Instructor, School of design and Construction, Washington State University, 2019 to present.
- Associate Professor with Tenure, Dept. of Civil and Environmental Engineering, University of Idaho, April 2019-present
- Assistant Professor, Dept. of Civil and Environmental Engineering, University of Idaho, August 2015-March 2019.
- Assistant Professor, Dept. of Civil Engineering, KFUPM, Saudi Arabia. August 2014-August 2015
- Visiting Assistant Professor, Dept. of Civil Engineering, Saint Louis University, August 2013-August 2014
- Assistant Professor, Dept. of Civil Engineering, Bradley University, August 2010 to August 2013

Professional Experience:

- Consultant for many residential projects in the pacific northwest, CM Experts LLC. 2018-present.
- Structural Design Engineer at “Engineering Consultations Bureau”, Egypt, 2001-2007.

Selected Publications and Recent Research:

- Elshazlia, M.T.*, Saras, N.*, Ibrahim, A. (2022). Structural Response Of High Strength Concrete Beams Using Fiber Reinforced Polymers Under Reversed Cyclic Loading. Sustainable Structures. 2(2): 000018. DOI: 10.54113/j.sust.2022.000018.
- Coutinho, L. *, Abada, M.*, Ibrahim, A., Jung, S. (2022). Energy absorption of CFRP composite thin-walled tubes with PVC foam-filled cores. Innovative Infrastructure Solutions.7:168. doi.org/10.1007/s41062-022-00765-4
- Elshazli, M.T.*, Ramirez, K.*, Ibrahim, A.; Badran, M. (2022). Mechanical, Durability and Corrosion Properties of Basalt Fiber Concrete. Fibers 2022, 10,10. https://doi.org/10.3390/fib10020010

Professional Memberships:

- Registered Professional Engineer: State of Michigan, License No. 435853.
- Registered Professional Engineer: State of Idaho, License No. 17234
- Structures Safety Assessor-State of California, License No. 84740
- ABET Program Evaluator

Name: Krikac, Robert

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. **SDC 473**: Professional Practice
- SP 2022. ID 279: Study Abroad
- SP 2022. ID 415: Advanced Interior Construction and Detailing
- SP 2022. ID 526: ID Graduate Studio II
- FA 2021. ID 425: Interior Design Studio VI
- FA 2021. ID 490: Cooperative Education Internship
- SU 2021. ID 490: Cooperative Education Internship
- SP 2021. ID 415: Advanced Interior Construction Detailing
- SP 2021. ID 333: Interior Design Studio V
- FA 2020. ID 201: Interior Design Studio II
- FA 2020. SDC 120: Foundational Drawing

Educational Credentials:

- Master of Science, Interior Design, Arizona State University, Tempe, AZ 1999
- Bachelor of Science, Interior Design, Arizona State University, Tempe, AZ 1979

Teaching Experience:

- Associate Professor, Interior Design/SDC, Washington State University, 1998-Present
- Distinguished Visiting Professor, School of Architecture, UNLV, 1997
- Graduate Teaching Assistant, School of Design, Arizona State University, 1996-1998

Professional Experience:

- Project Manager, Schweitzer Engineering laboratories, Pullman, WA 2009,
- Senior Project Manager, HNTB Corporation, Phoenix, AZ 1987-1998
- Project Manager, Michael Wilson Kelly Architect, Tempe, AZ 1986-1987
- Project Manager, Robert Frankeberger Architect, Phoenix, AZ, 1984-1986
- Project Manager, Jones & Mah Architects, Scottsdale, AZ, 1980-1984

Selected Publications and Recent Research:

- Sleipness, O.R., Ryan, K.A., & Krikac, R. (2014). Interdisciplinary Design and Service Learning: Strategies for Successful Program Implementation. Council of Educators in Landscape Architecture, CELA2014 Baltimore, MD.
- Krikac, R., & Ryan, K.A. (2014). Co-design Methodologies in Design Studios. Presentation at International Conference of the Interior Design Educators Council, New Orleans, LA.
- Krikac, R.J., Vaux, D., & Ryan, K.A. (2014). Perspective as a Method of Engaging Critical Thinking. Design Communication Conference 2014 Proceedings. Design Communications Conference 2014, Marietta, GA.
- Rural Communities Design Initiative (RCDI) – College Avenue Design Guidelines, College Place, WA, 2019
- RCDI – Conceptual site design and building adaptive reuse for Pullman, WA Depot Heritage Center, 2019
- RCDI– Conceptual design for Culinary Arts Training Center, Stevenson, WA, 2019

Professional Memberships:

- National Council for Interior Design Qualification Certificate No.: 003787 (October 1981)
- CIDA Board of Visitors 2002 to present
- NCIDQ Member, Peer-Review Task Force 2009 to 2019
- NCIDQ Member, Multiple-Choice Examination Committee 2006 to 2009

Name: Mansoori, Maryam

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. ARCH 303: Architectural Design IV
- SP 2022. **ARCH 513**: Graduate Design Studio II
- FA 2021. ARCH 210: Digital Analysis and Representation
- FA 2021. LA 362: LA Design III
- SP 2021. *On leave from university*
- FA 2020. *On leave from university*

Educational Credentials:

- Ph.D. Candidate, Texas A&M, College Station, Texas, In progress
- Master of Architecture, UCLA, Los Angeles 2014
- Master of Landscape Architecture, SBU, Tehran, Iran, 2006
- Bachelor of Architecture, Yazd University, Yazd, 2009

Teaching Experience:

- Assistant Professor Career-Track, WSU School of Design and Construction, Pullman, WA (Effective August 15, 2022)
- Instructor, WSU School of Design and Construction, Pullman, WA, 2019-2022
- Instructor, Texas A&M, College Station, Texas, 2019

Professional Experience:

- Researcher, Texas A&M, Center for infrastructure and College of Architecture, 2016-2019
- Architectural Designer, Morris Architecture, Houston, Texas, 2015

Selected Publications and Recent Research:

Recent Peer-reviewed book chapters

- 2022 Mansoori M., Rybkowski Z., Kalantar N., Creasy T., Materail Driven Adaptive Architecture (MDAD): Introducing a Self Responsive, Flexible, Interrelated Design Model, In Advanced Materials in Smart Building Skins for Sustainability: Nano to Macroscale, Wang, J. & Shi, D., Song, Y. (ed.), Springer Nature.
- 2019 Mansoori M., Kalantar N., Creasy T., Rybkowski Z., Adaptive Wooden Architecture: Designing a Wood Composite with Shape-Memory Behavior, In Digital Wood Design, Bianconi F., Filippucci M. (ed.), Springer: New York.

Recent Journal Publications

- 2020 Vahdat V., Mansoori M., Architectural Education in the Age of the Intelligent Machine, In Two series of Essays on Architectural Education: On the Future of Architectural Education, Edited by Salingaros, N., Richards, K., New Design Ideas 4, no. 1, pp.50-57

Recent Research Grant:

- 2022 Co-Principal Investigator: Robotic in Architecture, Awarded $10,000 Cougar Cage Grant, WSU

Professional Memberships:

- Member, Association for Computer Aided Design in Architecture
- Member, International Association for Shell and Spatial Structures
- Member, Association for Computer-Aided Architectural Design Research in Asia

Name: Miyasaka, Taiji

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. ARCH 303: Architectural Design IV
- SP 2022. SDC 140: Foundation Studio I
- FA 2021. ARCH 301: Architectural Design III
- FA 2021. SDC 120: Foundation Drawing
- SP 2021. ARCH 303: Architectural Design IV
- SP 2021. SDC 140: Foundation Studio I
- **FA 2020. ARCH 510**: Summer Graduate Design Studio
- **FA 2020. ARCH 570** / ID 525 Advanced Arch Design Studio I
- FA 2020. SDC 120: Foundational Drawing

Educational Credentials:

- Master of Science in Advanced Architecture Design, Columbia University, New York, NY, 1992
- Master of Architecture, University of Michigan, Ann Arbor, MI, 1991
- Bachelor of Engineering in Architecture, Kyoto University, Kyoto, Japan, 1989

Teaching Experience:

- Professor, Washington State University, Pullman, WA, 2017-present
- Associate Professor, Washington State University, Pullman, WA, 2008-2017
- Assistant Professor, Washington State University, Pullman, WA, 2002-2008

Professional Experience:

- In charge of interior coordination and display system team, OMA, Rotterdam, The Netherlands, 2000-2001
- Senior Designer, Pasanella + Klein Stolzman + Berg, New York, NY, 1997-2000
- Senior Designer, Brian E. Boyle, New York, NY, 1995-1997

Selected Publications and Recent Research:

- Co-PI, The U.S Department of Energy, Developing Curricula for Comprehensive Design and Construction of High-Performing Energy-Efficient Residential Buildings in Washington State, October 2021 ($749.080).
- PI, Commercialization Initiation M.J. Murdock Charitable Trust Grant, Drywall Waste Blocks: Producing a Market-Ready Prototype for Waste-Based Interior Walls in Collaboration with Industry, October 2020 (Total $145,000).
- Permanent Installation: “Chromasphere”, (in collaboration with Clayton Binkley), Podium, Spokane, WA, permanently installed in September 2021.

Name: Pulay, Alana

Courses Taught (Graduate studios + professional degree program courses in bold):

- SP 2022. **ARCH 540**: Research Methods
- SP 2022. ID 333: Interior Design Studio V
- SP 2022. ID 526: Interior Design Graduate Studio II / ID 702: Master's Directed Study
- FA 2021. **ARCH 451**/ID 326: Computer Aided Design I
- FA 2021. ID 326: Codes for Interior Designers
- FA 2021. ID 526: ID Graduate Studio II / ID 702: Master's Directed Study
- SP 2021 **ARCH 540**: Research Methods
- SP 2021 ID 333: Interior Design Studio V
- SP 2021. ID 526: ID Graduate Studio II / ID 702: Master's Directed Study
- FA 2020 **ARCH 451**/ID 326: Computer Aided Design I
- FA 2020 ID 326: Codes for Interior Designers
- FA 2020 ID 702: Master's Directed Study

Educational Credentials:

- Doctor of Philosophy, Design and the Human Environment / Oregon State University, Corvallis, Oregon, 2015
- Master of Science, Architecture Specializing in Interior Design / University of Nebraska, Lincoln, Nebraska, 2010
- Bachelor of Science, Interior Design / The Ohio State University, Columbus, Ohio, 2003

Teaching Experience:

- Assistant Professor: School of Design + Construction, Washington State University, Pullman, Washington, 2019-
- Assistant Professor: Design, Housing and Merchandising, Oklahoma State University, Stillwater, Oklahoma, 2015-18
- Graduate Teaching Assistant: Design and the Human Environment, Oregon State University, Corvallis, Oregon, 2012-15
- Interior Design Instructor: Department of Design, The University of Charleston, Charleston, West Virginia, 2010-12

Professional Experience:

- Contract Interior Designer, Spiral Design Elements, Corvallis, Oregon, 2012-15
- Interior Design Studio Manager, Powell Construction, Corvallis, Oregon, 2013-15
- Contract Interior Designer, Williamson Shriver Architects, Charleston, West Virginia, 2010-13
- Interior Designer, Michael Baker, Inc, Cross Lanes, West Virginia, 2010-11
- Interior Designer, ZMM, Inc, Charleston, West Virginia, 2003-10

Licenses/Registration:

- NCIDQ, WELL AP, LEED AP

Selected Publications and Recent Research:

- Pulay, A., (2020). Correlating Interior Lighting with Teacher Productivity Levels in the Public PreK-12 Classroom. In Dana Vaux & David Wang (Eds.), *Interiority: A Research Methods Primer for Interior Design* (Chapter 9). Routledge.
- Pulay, A., & Tibbitts, S. (2022). Exploring How FCS Educators Teach Interior Design in Idaho, Utah, and Washington. *Family and Consumer Sciences Research Journal*. DOI: 10.1111/fcsr.12429
- Pulay, A., & Tripp, A., (2022). FCS Teacher Recruitment and Retention as Related to Classroom Environment and Teacher Productivity. *Family and Consumer Sciences Journal.*

Professional Memberships:

- Interior Design Educators Council, CIDA Board Member

Name: Rahmani, Ayad

Courses Taught (Graduate studios + professional degree program courses in bold)**:**

- SP 2022. ARCH 203: Architectural Design III
- SP 2022. ARCH 209: Design Theory I
- FA 2021. ARCH 301: Architectural Design III
- FA 2021. **ARCH 542**: Issues in Architecture
- SU 2022. **ARCH 510**: Summer Graduate Studio
- SU 2022. **ARCH 510**: Summer Graduate Studio
- SP 2021. ARCH 303: Architectural Design III
- SP 2021. ARCH 209: Design Theory I
- FA 2020. ARCH 401: Architectural Design III
- FA 2020. **ARCH 542**: Issues in Architecture

Educational Credentials:

- Master of Architecture in Building Design, Washington University in St. Louis, 1988
- B.S. in Architecture, The Ohio State University,1985

Teaching Experience:

- Professor, Washington State University, Pullman, WA, 2022
- Associate Professor, Washington State University, Pullman, WA, 2003-2022
- Assistant Professor, Washington State University, Pullman, WA, 1997-2003
- Adjunct Professor, Catholic University of America, Washington DC., 1989-1990

Professional Experience:

- Project Architect, ALSC Architects, Spokane, WA, 1993-1995
- Project Designer, Hayes Large Architects, Altoona, PA, 1990-1993
- Junior Designer, Morris Archi6ects, Baltimore, MD, 1988-1989

Selected Publications and Recent Research:

- Book, *F.L.Wright and R.W.Emerson: Transforming the American Mind*, Baton Rouge: Louisiana State University Press, due out in Summer 2023
- Book, *Kafka's Architectures*, Jefferson, NC: McFarland Press, 2014, ISBN: 978-0-7864-7653-4
- Book: *Place, Meaning and Form in the Architecture and Urban Structure of Eastern Islamic Cities*, W/ Co-author Bashir Kazimee, Rochester: Edwin Mellen Press, 2003, ISBN-13: 978-0773466692
- Book Chapter: "Control, Feedback and Information Transfer: The Architecture of Kafka's Communication and Cybernetic Machines," in Journal of the Kafka Society of America, A New International Series, eds. Maria Luise Caputo-Mayr, Co-eds., Dagmar C. G. Lorenz, Julius M. Herz, Astrid Weigert, New York: Land Karnten Kultur. 2018, P133-142
- Fellowship: Bogliasco Foundation, Bogliasco, Italy, November 18-December 20th, 2019
- Grant: "Dwelling in American Literature: Teaching literature to architects and engineers" with CoPI Donna Campbell, WSU Professor of English. This is a grant proposal submitted to the NEH Connection program, Submitted: Sept. 1st, 2021. Grant won, 2022: $35000
- Paper: "A progressive interpretation of a progressive building: The Abraham Lincoln Center," a paper submitted and accepted for presentation at the annual Wright Conservancy Conference, Chicago, Il, Oct.19-23, 2022

Professional Memberships:

- Registered Architect: State of Pennsylvania
- Frank Lloyd Wright Conservancy, Board member, (on publication and advocacy committees), October, 2021-present
- Bogliasco Foundation Fellowship, Board member, April, 2021-present
- Pullman Community Montessori, Board member, May, 2021-present

Name: Smith, Ryan E.

Courses Taught (Graduate studios + professional degree program courses in bold):
- SP 2021. **SDC 473**: Professional Practice

Educational Credentials:
- PhD Built Environment, Edinburgh Napier University, Scotland, Fall 2022 (ABD)
- M.Arch, University of California, Berkeley, May 2003
- B.Arch, University of Arizona, Tucson, May 2002

Teaching Experience:
- Professor and Director, Washington State University, Pullman, 2018-2022
- Associate Professor & Associate Dean, University of Utah, Salt Lake City, 2004-2018
- Visiting Assistant Professor, University of Oregon, Eugene, 2003-2004

Professional Experience:
- Project Designer, Gould Evans Associates, Salt Lake City, 2004-2006
- Project Designer, Bohlin Cywinski Jackson, Berkeley, 2002-2003
- Intern, Swaim Associates Architects, Tucson, 2001-2002
- Intern, Gresham & Beach Architects, Tucson, 2000-2001
- Draftsman, ADP Marshall, Tucson, 1999
- Draftsman, Woods Associates Architects, Mesa, 1994-1995
- Draftsman, Lamb Architects, Phoenix, 1992-1994

Selected Publications and Recent Research:
- Smith, R.E., Rupink, I., Schmetterer, T. & Barry, K. (2022). HUD Offsite Construction for Housing Research Roadmap. US Department of Housing and Urban Development, PD&R.
- Smith, R.E., Rupink, I. & Schmetterer, T. (2022). Mass Timber Modular: Building Products to Product Platforms. International Mass Timber Report. Forest Business Network.
- Rupnik, I., Smith, R.E. & Schmetterer, T. (2022). Modularization Precedes Digitalization in Offsite Housing Delivery. Bringing Digitalization Home: how can technology address housing challenges? Harvard Joint Centers for Housing Studies Whitepaper.
- Smith, R.E. (2020). Rethinking Wood: Future Dimensions of Timber Assembly. Technology Architecture + Design. Vol 4:2. 244-245.
- Smith, R.E. (2019). Modular Mass Customization. In Mass Customization and Design Democratization. B.Koleravic & J.Duarte (Eds.) Routledge Taylor & Francis.
- Smith, R.E. (2011, 2019 Korean). Prefab Architecture: a guide to modular design and construction. Hoboken & Canada: John Wiley & Sons, Inc.
- Smith, R.E. & Rupnik, I. (2019). Productivity Innovation and Disruption: Offsite Construction in the U.S.. In Offsite Production and Manufacturing for Innovative Construction: People, Process and Technology. Goulding and Rahimian (Eds.) Routledge Taylor and Francis.

Professional Memberships:
- National Institute of Building Sciences/Offsite Construction Council, Board Member/Chair, 2013-present
- Ivory Innovations for Housing Affordability, Role (Member, Chair, etc.), 2018-present
- MOD X, Founding Partner, Offsite Construction Consulting, 2019-present
- Offsite Task Force, Housing Development Consortium, Chair, 2020-2022
- National Renewable Energy Laboratory, Advisory Board, 2019-present
- Association of Collegiate Schools of Architecture, West Region Director, 2013-2016
- Routledge Taylor and Francis, Book Series Editor, Technical Design Series, 2012-2017
- Building Technology Educators' Society, President, 2010-2012
- AIA Education Liaison, Center for Integrated Practice, 2011-2015