IE School of Architecture and Design

Madrid and Segovia, Spain

Bachelor in Architecture / Bachelor in Architectural Studies + Master in Architecture

NAAB International Certification

Visit 2 – Program Self-Evaluation Report (PSER)

21 DECEMBER 2021

IE University

IE School of Architecture & Design

Bachelor of Architecture (BAR); 300 ECTS;

Bachelor of Architectural Studies (BAS) + Master of Architecture (MARCH) (300 ECTS + 60 ECTS)

President of the institution:

Dr. Santiago Iñiguez Onzoño

President

IE University

Velazquez, 130   8th Floor

28006 Madrid, SPAIN

santiago.iniguez.onzono@ie.edu

Tel.: +34 91 568 96 00

Chief academic officer:

Dr. Salvador Carmona

Rector

IE University

Castellón de la Plana 8

28006 Madrid, SPAIN

salvador.carmona@ie.edu

Tel.: +34 91 568 96 00

Head of academic unit in which program resides:

Martha Thorne

Dean

IE School of Architecture and Design

Velazquez, 130   8th Floor

28006 Madrid, SPAIN

martha.thorne@ie.edu

Tel.: +34 91 568 96 00

Program administrator and contact person for the visit:

Dr. David Goodman

Associate Dean; Director of Undergraduate Studies in Architecture

IE School of Architecture and Design

Campus de Santa Cruz La Real

Cardenal Zúñiga, 12

40003 Segovia, SPAIN

david.goodman@ie.edu

+34 921 412 410

Persons to whom all questions should be directed:

Dr. David Goodman

Associate Dean; Director of Undergraduate Studies in Architecture

Dr. Marcela Aragüez

Associate Director of Undergraduate Studies in Architecture, Assistant Professor

marcela.araguez@ie.edu

TABLE OF CONTENTS

Part I, Section 1 – Identify and Self-Assessment

<u>I.1.1 History and Mission</u>

PROGRAM CONTEXT

The IE School of Architecture and Design, one of the five schools that compose IE University, was founded in 2007, the year of the University's inauguration. IE University itself was founded in that year, as an expansion of IE Business School, originally founded in 1971 ("IE" is an abbreviation for the Spanish "Instituto de Empresa", or "Business Institute"). IE is a private, secular, international university, based on ideals of innovation, transdisciplinarity, and the values of the humanities. Currently, the School offers the Bachelor in Architectural Studies/Master in Architecture; a Bachelor in Design, and Masters Degrees in Real Estate Development, Strategic Interior Design, and Architectural Management and Design.

Our school is one of five that compose the University. The others include the Business School, Law School, School of Technology, and the School of Global and Public Affairs. While each of these schools operates with great independence, offering graduate, undergraduate, and continuing education programs in their specific area of knowledge, a good deal of overlap exists among them. Full-time faculty, for example, form part of a university-wide "unitary faculty", with research evaluation and support being offered at the University level. Professors are also quite often shared among programs in various academic programs. Furthermore, all five schools share the University's four "pillars", which form the shared DNA of the institution. These shared "pillars" are as follows:

1. Technological Immersion and a Culture of Innovation: Our students are immersed in a technologically innovative environment, preparing them to take a leadership role in the modern world's new digitally transformed landscape.
2. Entrepreneurial Mindset: IE University breeds entrepreneurship and intrapreneurship, creating an ecosystem that expands far beyond the confines of the campus, where students and graduates can grow and develop their innovative start-ups.
3. The Lens of the Humanities: IE University understands the Humanities are key in understanding the reality of our world, applying key critical-thinking skills to complex, global challenges.
4. A Diverse Experience: Diversity is at the heart of who we are. Our rich mix of nationalities, ideas and perspectives make up the fabric of IE University. With students, graduates and professors from more than 160 countries, our campus is a truly international hub.

Aside from these shared values, the IE School of Architecture and Design is guided by the conviction that architects and designers have an important role to play in addressing the complex challenges of present and future. Architects and designers of the 21st century may, in fact, have much more to contribute than architecture and design themselves. It is therefore our goal to engage our students in two intertwined paths of study: the first provides a rigorous and comprehensive training in the disciplinary skills of the architect and designer, while the second encourages students to think as broadly as possible about how those skills might be used.

Our contributions to the broader University community are several. First, the BAS+MArch/BAR program provides the University with a strong basis in the polytechnic fields of study. At present, the architecture program is the only technical degree offered at IE University, though others are currently in preparation. Second, our focus on digital fabrication has provided the University not only with access and exposure to the fabrication hardware, but it has also allowed this technology to be shared with the broader University community, through the production of physical installations for the Office of Student Life, or in collaboration with IE students interested in creating prototypes for potential business start-ups. Third, Our programs have also served as a key point of knowledge transfer as related to online pedagogy. In support of our internship program, we have been teaching Design Studios and other courses online since 2009. As the University acted to develop best practices for its "liquid learning" approach to online learning during the COVID-19 pandemic, our school played a leading role. Fourth, the d-Lab (Design Laboratory), run with faculty and students of the School, has provided the University with an important means of outreach with our local Segovia context. The d-Lab has developed and executed several projects with and for the Segovia municipal government, and has strengthened the University's relationship with local stakeholders.

The BAS+March/BAR program, as well as the broader School of Architecture and Design of which it is part, benefits from its institutional setting in IE University for several reasons. First, the program's full-time faculty, which form the core of the teaching and research team, form part of the University's transversal "unitary faculty". As a result, faculty participate in training, research and transverse coordination events shared among full time faculty from all 5 schools. Second, the program benefits from the institution's robust international office recruiting network. This network of international offices not only helps to recruit excellent students from around the world, but it also aids us in our efforts to collaborate with international organizations and to help with our ongoing international accreditation efforts in countries without the clearly delineated process of the NAAB or other similar boards. Third, we benefit from the University's extensive investment in facilities on both campuses, and on the hardware and software necessary for architectural education. Our Fab Labs, for example, have over the past 10 years, received over 750,000 EUR of direct investment from the University, for hardware acquisition and maintenance.

PROGRAM STRUCTURE

The current 5-year Bachelor of Architectural Studies (BAS) and 1-year Master of Architecture (MArch) are accredited degrees, leading to Spanish professional licensure immediately upon completion of the Master degree. This combined program, which was approved in 2015 by the regional academic accreditation agency of the Spanish autonomous region of Castille and León (ACSUCYL), was implemented in 2018, pursuant to a change in Spanish regulations regarding the requirements for professional licensure.

The previous plan of study, a 5-year Bachelor of Architecture (BAR) leading to immediate professional licensure in Spain, was offered from 2007 to 2017, at which time we ceased to admit new students, as we began gradually phasing out the program with the passing of each academic year. Currently, only one group of BAR students remains, in their fifth and final year. A total of 9 classes have thus far graduated from the outgoing program, and our first cohort of BAS graduates will complete the program in June 2023. In September of that year, we will begin offering the MArch degree, required for professional licensure. The BAR degree has been approved by the European Union, and is included in the Annex to Article 46 of the EU Directive 2005/36/ECT, providing for recognition of our program in all EU member states. We are currently pursuing the same recognition for our new BAS plan.

At present, first three years of the BAS are held on our historic Segovia Campus. A new vertical campus for IE University in Madrid was inaugurated in September 2021. Currently, the final two years of the BAS (as well as the final year of the outgoing BAR degree) will hold most of their educational activities on the new Madrid campus, where it will eventually be joined by the MArch degree in a purpose-built architecture studio space in the new IE Campus tower. This studio space will also host the 3rd and 4th years of the Bachelor in Design. When the MArch degree is offered, we will relocate the 4th year of BAS to the Segovia Campus.

Our talented and dedicated faculty is composed of a mix of full-time scholars and researchers and adjunct faculty engaged in professional practice in architecture, engineering, fine-arts, and other areas of design practice. Taking into account two recent faculty hires for the current academic year, not included in the matrix presented here, our roster currently includes 9 full-time faculty and 31 adjunct faculty, from Spain and abroad. All 9 of the full-time professors hold doctoral degrees, while 8 of the adjunct faculty have completed their doctorate. In total, 42% of our teaching staff hold the rank of PhD. Of the full-time faculty, 44% are female, while 42% of our adjunct instructors are female. We supplement this strong core with a roster of rotating visiting professors, who teach in our Integration Workshop/Design Entrepreneurship Workshops. These professors have over the past years included renowned architects and scholars such as Bolle Tham and Martin Videgaard, Frank Barkow, Yvonne Farrell, Stefano Boeri, Anna Puigjaner,

Michael Murphy of MASS Design Group, Tatjana Schneider, and Ong Ker-Shing and Josh Comaroff, of Lekker Design.

Our 161 students, 79.5% of which are female, form a diverse and talented group, representing 48 different nationalities, with an average incoming high-school grade point average of 8.2, on a 10-point scale. Of these students, 19 (12%) are dual-nationalities, and a total of 17% are Spanish citizens. Our graduates have gone on to found their own firms, to work in the offices of firms such as Rick Joy Architects, Steven Holl Architects, Arup, and AECOM, and have continued their graduate studies at prestigious universities such as Columbia, Rice, Sci-Arc, and University College London. We also currently share a strategic partnership with Northeastern University School of Architecture, in which we host the entire cohort of Northeastern's 3rd-year undergraduate architecture program – adding a total of approximately 25 to 30 Northeastern students each semester.

In sum, the BAS/MArch program is a rich hybrid, mixing the rigor and technical basis of the Spanish polytechnic tradition with an open-ended, speculative approach more common elsewhere. This hybridity also includes an emphasis on entrepreneurial thinking and a rich diversity of backgrounds among faculty and students. It is our goal to provide an education that is at once specific and broad, global and local, rigorous and speculative. This document provides an overview of our present, and our experience over the past decade spent in pursuit of this hybrid goal.

For purposes of clarity, in this document we will refer to "the Architecture Program"

I.1.2 Learning Culture

Our program is based on a culture of respect, exchange, rigor, and transversality. We demand all four of faculty, staff, and students, and have put in place specific measures and initiatives to foster these values. Additional important aspects of our program are personalization, creativity, employability, and a strong international focus.

RESPECT

We insist on the utmost respect for diversity in all aspects of student life. As an international University, with over 50 nationalities represented in the architecture degree alone, this is especially important as our students represent a broad range of cultures and life experiences. An IE degree is consistently assessed not only by the academic reputation of the school but also by the reputation of those who carry its banner. Therefore, IE is dedicated to the continuous enhancement of the academic and community environment of this school. Our university must serve as a safe space for all. Any student who violates the policy of respect is subject to the IE Code of Ethical Conduct, and can be subject to disciplinary action including

expulsion or suspension. All students, faculty, and staff who may feel that their right to a respectful environment has not been respected may engage the services of the University Ombudsperson, who mediates such cases and can refer any case for action to the University Ethics committee.

IE Values

https://www.ie.edu/ie-ethics-code/ethics-and-integrity/

The IE Community promotes and foster diversity in a variety of ways, be it by means of diversity of opinions, backgrounds, nationalities, cultures, ethnicity, religious beliefs, etc. We are committed to provide our students, staff and faculty with an inclusive environment in which they can freely express themselves without any imposed dogma. As an academic institution, IE is defined by three core pillars: Innovation & Entrepreneurship, Global Vision, and Social Responsibility. These three pillars are further defined by a set of values to be followed by every single member of our community:
- To promote business that enhances progress and well-being
- To act fairly, honestly, and with respect for others
- To create value through entrepreneurship and other business activities
- To create and maintain an environment for the free exchange of ideas
- To celebrate diversity and global understanding
- To respect academic freedom in the classroom
- To uphold academic honesty and integrity
- To promote sustainable development and the preservation of natural resources
- To recognize that people are the foremost asset of any community, including business and organizations

IE Code of Ethical Conduct

https://www.ie.edu/ie-ethics-code/ie-code-of-ethical-conduct/

Through the IE Code of Ethical Conduct, the IE community affirms the importance of academic honesty, respect for other community members, and the expectation that students will conduct themselves in accordance with the highest standards of professionalism. Within IE, the Code sets forth ethical standards in relation to academic and community matters, as well as rules governing the IE Ethics Committee, procedures for dealing with alleged infractions, and sanctions which may be imposed in these cases. Standards related to plagiarism, cheating and academic dishonesty, forgery, respect and tolerance, harassment, respect for property and misrepresentation are defined in the IE Code of Ethical Conduct.

IE Ethics Committee

The Ethics Committee is a committee made up of IE professors and students that meet to give advice on issues of ethical conduct and analyze specific cases of potential violations of the Code of Ethical Conduct. It is called into session as deemed necessary to hear cases referred by the Academic Director of the respective program. To form the Committee for a particular matter, the Chair shall call on a suitable number of faculty members from among those named by the Dean of Faculty to serve on the Committee and a suitable number of student representatives from the corresponding section or program.

The Chair shall ensure a balanced number of faculty members and student representatives on the Committee. Whenever possible, faculty members and student representatives shall be chosen from those who are teaching or are enrolled in the program in question. In cases involving online/blended programs, personal conflict or programs with few students, the Chair may call on student representatives from another program or on alumni from prior editions of the program itself.

IE Environmental Policy

http://static.ie.edu.s3.amazonaws.com/campus-life/Sustainability/Environmental_Policy_eng.pdf

As an Institution of Higher Education, we aim to promote commitment and a sense of environmental responsibility among all members of the university community. That is why we decided to implement an **Environmental Management System** under the ISO 14001 Standard, making the following commitments:

- To comply with statutory environmental requirements and other requirements that IE University has agreed to with various stakeholders.
- To provide a frame of reference for setting environmental targets.
- To provide the resources necessary to ensure that the environmental targets are achieved, and that the Environmental Management System is implemented and continuously improved.
- To involve our employees and students, promoting their training and raising their awareness on environmental matters, and spreading the environmental culture throughout the organization.
- To protect the environment, identifying and measuring the environmental impacts of our activities so we can implement measures to reduce them and prevent pollution.
- To implement measures for minimizing resource consumption, reducing waste and encouraging energy efficiency.
- To review and continually adapt this policy, and to promote the continuous improvement of the Environmental Management System, to ensure we improve our environmental performance.

Compliance with the above commitments is monitored by the **IE Sustainability Office** under the management of Isabela Alcázar Benjumea, Global Head of Sustainability at IE University. A more thorough description of the activities managed by the Sustainability office is included in the Transversality section below.

IE Code for the Prevention of Harassment in the Workplace
https://docs.ie.edu/sustainability/resources/Code-for-the-Prevention-of-Harassment.pdf

Mutual respect for the dignity and diversity of all persons in the workplace has been a constant at IE University ever since its founding. IE believes in the intrinsic value of a community comprising people from different places of origin, with different competences, cultures, genders, sexual orientation, and individual traits.

The **IE Code for the Prevention of Harassment** condemns all forms of harassment and intimidation. Harassment and intimidation are a problem that could affect us all: faculty, students, staff and all the professionals that work here. Hence this code comprises a series of key principles aimed at providing guidelines on how to act in order to prevent, identify and sanction harassment and thus serve as a reference for the prevention, identification and sanction of any form of harassment and intimidation that might occur in the day-to-day of IE. This code was approved by the IE Executive Committee on the 29th of July 2009.

IE Equal Opportunities and Diversity Plan
https://docs.ie.edu/sustainability/resources/IE-Equal-Opportunities-and-Diversity-Plan.pdf

IE believes that the existence of persons of diverse origins, competences, culture, gender, sexual orientation or any other characteristics, forms part of the day-today fabric of our community, and is an asset which enhances performance and results in a creative and innovative learning environment. IE sees the diversity of talent among its faculty, student body and the professionals that work here as a key resource.

IE's core values include respect for and promotion of equal opportunities. We are committed to the elimination of discrimination, harassment in all forms, as well as any circumstance that might hinder the professional development of the men and women that comprise the organization. IE wishes to enable access to employment, education, promotion and remuneration policy in conditions of strict equality. We aim to provide a discrimination-free work environment, and to enable a work/life balance.

The **IE Equal Opportunities and Diversity Plan** was drawn up in accordance with the above stated values and with the principles and directives laid out in Spanish law "LEY ORGANICA 3/2007 de 22 de marzo para la igualdad efectiva de hombres y mujeres", and it was approved by the IE Executive Committee on the 29th of July 2009.

IE Non-discrimination and Anti-harassment Policy and Procedures
https://docs.ie.edu/sustainability/resources/IE-Non-discrimination-and-Anti-harassment-Policy-and-Procedures.pdf

As a diverse global community, at IE University we foster positive change through education, research and innovation with respect for human dignity support for equality and protection against discrimination as outlined in the UN Declaration of Human Rights. At IE we embrace the following principles:

ETHICS: The IE community is dedicated to the advancement of ethics in the professional world. Professional ethics and integrity are at the core of our community. Every member of the IE community has the right to expect even-handedness, honesty, and respect for others from their peers.

DIVERSITY: The IE community believes in the importance of diversity. Different opinions, experiences, values and identities enrich the learning process and the shared experience of the whole community, and it is what makes us unique. The IE community promotes a culture within which every member can freely express their opinions regardless of their birth, nationality, culture, race, ethnicity, religious beliefs, diversity of conviction or opinion, gender, gender identity, gender expression, sexual orientation, sexual identity, disability, disease, age, socio-economic status, idiomatic or linguistic, political or syndical affinity, physical appearance, overweight or obesity, or by any other personal or social circumstance or condition.

ACCEPTANCE AND RESPECT: IE is a community built on ideas, and as such, we nurture and cherish academic freedom. We do this by fostering a culture of respect and acceptance of different opinions, experiences, and outlooks and by creating an environment that observes mutual respect.

INCLUSION: The IE community embraces the contribution each individual makes, not simply because humanism is at the heart of our values, but also because it is only by creating an inclusive space that we will thrive. IE University guarantees all members of our community a secure space where they can feel free to express themselves and make their contribution to the common good.

EXCHANGE

The culture of exchange engages our faculty, staff, and students in a process of dialogue. Our faculty and staff are invited to participate in a range of personal and professional development courses each year, including training in presentation and interpersonal skills, research methodology, and foreign language training. Beyond the required coursework, our students have the possibility of participating in travel courses within Spain, as well as in an international lecture series held on campus, and are assigned a faculty advisor upon arrival, who will remain their advisor over the course of the program. As part of this culture of exchange, there is also a range of mechanisms supporting the participation of faculty, staff, and students within the development process of policies related to learning culture, as well as in their assessment and evaluation. The following initiatives evidences the presence of a learning culture of exchange and the provision of continuous education through specific initiatives:

Internships

https://www.ie.edu/school-architecture-design/programs/undergraduate/bachelor-architectural-studies/internships-study-abroad/

In their third and fourth years, students from the Architecture Program are given the opportunity to participate in international professional internships, conducted either after the end of the spring semester, or during the semester, as students connect to the university online during their spring internship period. In our experience, the students gain important knowledge during their internship period, which ultimately becomes manifest in their work upon return. The internships are secured and coordinated by the School's Internship Committee (consisting of the Dean, a full-time faculty director and a program assistant). IE's Careers Office oversees the hiring process and drafts employment contracts for students. The successful completion of the internship period is listed on the student's academic diploma as an extracurricular activity.

Each fall, the Internship Committee reaches out to potential collaborators with a survey regarding their hiring forecast for the spring. Collaborators who respond positively are placed on a list that is then shared with 3rd and 4th year students. Students rank their preferred employers, and the Internship Committee puts a limited number of students in touch with each employer. The Committee attempts to distribute equal numbers of applicants per employer – typically 2 applicants for each opening. Students submit application materials, including portfolio, CV and letter of intent, to the employer and interviews are set for shortlisted candidates. Confirmed candidates are directed to IE's Careers Office, which then drafts an employment contract in collaboration with the employer.

The Architecture Internship Program relies on ongoing collaboration with over 100 employers in all five continents. Some of the prominent firms that our school works with regularly are SOM, David Chipperfield Architects, Arup and AECOM, among others. In addition to architectural design firms, this list also includes leading architecture magazines, cultural institutions, engineering firms, technology consultants, branding firms, real estate developers, and interior design agencies. Below is a list of the employers that the program has worked with during the past two academic years:

Employer	Discipline	Location
Modelical	Technology consulting	Madrid, Spain
AGI Architects	Architectural design	Madrid, Spain
Rafael de la Hoz	Architectural design	Madrid, Spain
Mola Architekten	Architectural design	Berlin, Germany
Izaskun Chinchilla	Architectural design	Madrid, Spain
Miralles Tagliabue	Architectural design	Barcelona, Spain
Rubio Arquitectos	Architectural design	Madrid, Spain
RCR Arquitectes	Architectural design	Olot, Spain
Enorme Studio	Architectural design	Madrid, Spain
Openact Architecture	Architectural design	Madrid, Spain
B720	Architectural design	Madrid, Spain
2PMA	Architectural design	Bordeaux, France
Bigsea Marcom India Pvt. Ltd.	Design publication	Pune, India
La Morada Interiores	Interior design	Madrid, Spain
Miguel Judas	Architectural design	Lisbon, Portugal
DataAE	Architectural design	Barcelona, Spain
Steiner Architecture	Architectural design	Vienna, Austria
Losada Garcia architects	Architectural design	Cáceres, Spain
AW2	Architectural design	Paris, France
Rehark Aquitectos	Architectural design	San Sebastian, Spain
AO Arquitectura	Architectural design	Barcelona, Spain
AO Arquitectura	Architectural design	Madrid, Spain
Districto Castellana Norte	Urban development	Madrid, Spain
Penales Studio	Architectural design	Madrid, Spain
Fenwick Iribarren	Architectural design	Madrid, Spain
Vöksä	Architectural design	Helsinki, Finland
Shehab Mazhar Architects	Architectural design	Cairo, Egypt
OPTA Arquitectos	Architectural design	Madrid, Spain
EDM	Architectural design	Madrid, Spain

Mallol Arquitectos	Architectural design	Panama City
Skrein Studio	Architectural design	Madrid, Spain
Avcı Architects	Architectural design	Istanbul, Turkey
Almar Consultings	Real estate development	Madrid, Spain
Uribe Schwarzkopf	Real estate development	Quito, Ecuador
Fulgar Architects	Architectural design	Manila, Philippines

In order for the internship to be recognized in their diploma, students are required to submit a 10-minute presentation slide deck addressing the following points about their internship experience:

- What is the main activity of the office/firm/institution? How does it position itself and distinguish itself for others that are similar? In other words, if you had to write a brief paragraph describing the "DNA", what would you say?
- How is work organized at the office (personnel, space, technology)? Who are the key players (inside and outside of the office)? Explain in words and draw a diagram showing the organization and relationships of the people involved.
- How, when and why was the firm, office, institution founded? How has it evolved over time? Looking towards the future, where do you think it is going? Why?
- How does work come into the office? Who is responsible for securing new jobs? What techniques are used? How are costs controlled or efficiency gained?
- What is the role of the intern in the office? What have you learned during the internship? How could you have taken better advantage of the experience? Do you think that the internship has influenced your future career direction? What is the relationship, if any, between your internship and your academic studies?

Study abroad / exchange

https://www.ie.edu/university/ieu-experience/international-experience/
https://www.ie.edu/school-architecture-design/about/internships-study-abroad/

Our School has bilateral agreements with prestigious universities worldwide, allowing our students to spend a semester abroad and live a unique mix of study, culture and unforgettable experiences. We also host international students from our partner universities, who join us in taking part in the IE experience and in turn enrich our already diverse community. International exchanges are managed by the International Mobility Office at a University Level, and by Professor Laura Martínez de Guereñu at a School level. For the academic course 2020-2021, we counted with exchange agreement with the following universities:

Europe	Asia	Oceania	North America
Bauhaus Univesität – Weimar	Tongji University – College of Architecture and Urban Planning, Shanghai	The University of Queensland, Brisbane	Iowa State University
Budapest University of Technology and Economics	Department of Architecture and Architectural Engineering, Seoul National University		Northeastern University, Boston
École Spéciale d'Architecture – Paris			Thomas Jefferson University, Philadelphia
University of Applied Sciences of Western Switzerland – Fribourg			
Fakulteta za arhitekturo – Ljubljana			Illinois Institute of Technology, Chicago
			Universidad de Puerto Rico
			Universidad Anahuac: México Norte
			Universidad Iberoamericana, México
			Syracuse University

Students who wish to study a semester abroad from third year onwards may apply for their preferred exchange institution listed above. Applications are evaluated by the International Mobility Committee, which consist of the Vice-Rector for Academic Affairs, the Vice-Rector for Student Affairs, a representative from each of the Bachelor Programs at IE University, and a representative of the student body.

The call for applications for International Mobility is a competitive one. The student's weighted GPA with two decimals of his or her Bachelor Program at the time the Committee meets, once all first semester grades become final, will be the fundamental criterion to allocate the spots. Students are required to maintain their GPA towards their admission to the Host University (when going on exchange in the Spring semester – January to May). Lowering it can be motive for not being admitted by the Host University in such case.

In case of a tie, other related academic achievements will be taken into consideration. In the case of spots offered to different bachelors, the Committee will endeavor to reflect the diversity of IE University programs in the University's outgoing representation.

Student Delegates

Class delegates (1 delegate and 1 subdelegate) are elected at the beginning of each academic year (mid-September) from among the students who voluntarily wish to stand for election. The election process is organized jointly by the Vice Rector of Academic Affairs, the Vice Rector of the student office and the program director.

The elected delegates are summoned by the Vice Rector of Academic Affairs and the Vice Rector of the student office to two annual general meetings, one in the middle of the first semester and the other in the middle of the second semester. The attendance of all delegates and sub-delegates is compulsory. Each meeting is initially scheduled to last 90 minutes. It begins with the presentation of topics of common interest to the university by the Vice-Rector for Academic Affairs, on curricular topics, and by the Vice-Rector of the student office, on extracurricular topics. This is followed by comments by the delegates, who can raise all kinds of academic or extracurricular issues that affect the life of the university community: staff, teaching, exams, ethics, technologies, infrastructure, sports and leisure activities, representation, communication, integration, etc. The aforementioned vice-rectors' offices follow up on the main issues or problems dealt with at each meeting.

In addition, throughout the academic year, there are scheduled meetings between student delegates and the director and associate director of the program, and as needed, with other faculty members. During these meetings, delegates can vocalize feedback, concerns, and critiques with regard to the current state of the institution, its learning culture, and other areas that may be of interest. These student delegate meetings take place every two weeks. Aspects to be discussed during these bi-weekly meetings normally relate to day-to-day issues and questions on the study plan, schedule, planning of deadlines, general questions on the internship program and study abroad and evaluation methods.

Advisors Program

IE University is committed to providing high-quality academic advising, in order to assist its students in the achievement of academic objectives consistent with their career and life goals. An advisor is a professor that engages students into learning, promotes their academic success, and fosters their intellectual and professional growth.

The role of the academic advisor extends beyond course and program scheduling. Advisors can assist students with different aspects of IE´s academic experience and provide information regarding campus resources as needed.

Responsibilities of the advisors are the following:

- Help students achieve a rapid integration into the IEU community.
- Deliver accurate and timely information about academic requirements and institutional policies and procedures according to the needs of their advisees.
- Provide guidance to students in their choice among the many resources provided by the university, such as enrolment in seminars, LABS, Languages, Campus Life activities, etc.
- Help students to contact the different University services.
- Provide support to students who demonstrate significant problems of adaptation.
- Assist students in the development of independent learning skills.
- Assist students in the monitoring and evaluation of their academic progress.
- Reach out to students with poor academic performance or low attendance to class, and to provide advice on how to improve it.
- Help students to identify their strengths and weaknesses, to define short and long-term goals and promote their personal and professional growth by determining developmental tasks.
- Be attentive to students´ views regarding different university aspects and transmit their feedback to the Program´s Direction, Careers, International Mobility, etc. to help them improve the students´ experience.

In addition, for more senior students:
- Help students define and monitor progress toward educational/career goals.
- Discuss and emphasize linkages and relationships between the academic program and occupation/career.
- Assist students in the development of their professional profile and help them to identify and evaluate career opportunities before and after graduation according to their interests and abilities.

A total number of 11 advisors conform the advisory team for the Architecture Program. They meet their advisees at least twice per term. A record of such meetings, as well as comments regarding improvements and further plans of actions is submitted as part of the Advisor's report at the end of each academic term. These reports are subsequently sent to the Faculty Department, wherein they are compiled and synthesized, the qualitative and quantitative data therein being used, subsequently, to refine or check upon institutional structures and dynamics.

<u>*Faculty and Staff Regular Meetings*</u>

In the context of faculty and staff, regular meetings are held with directors and supervisors, during which time critiques, concerns, updates, or general feedback can be vocalized. Full-time faculty meetings take place every two weeks. Faculty are also assigned supervisors, distinct from program directors, which can also serve as a separate avenue, beyond the confines of a department, through which such critiques, concerns, and feedback can also be expressed with regard to the institutional learning culture, or other areas of interest. In addition, a meeting with the full faculty cohort is organized by the Faculty Management once per semester. Staff meetings take place once every two weeks, and are convened and managed by the Associate Dean.

<u>*Faculty Training Program*</u>

Developmental workshops serve as a medium through which faculty and staff participation within the learning culture is supported. These workshops, held several times incrementally throughout the academic year, are focused on strengthening of skills concerning teaching, research, teamwork, communication, organizational dynamics, and so on. Through these workshops, faculty and staff are able to directly benefit from the learning culture that they are also aiding to shape and refine, as briefly discussed in the institutional participatory mechanisms noted above. During the academic year 2020-2021, the following list of topics and training workshops have been offered to our faculty:

Research:

- *Research Methods*
- *Qualitative Data analysis Techniques: NVivo for researchers.*
- *Qualitative Research Methods*
- *Paper Crafting*

The Participant-Centered Teaching and Learning Process:

- The participative teaching/ learning process: The contract
- "Go Liquid": Get ready for liquid teaching in the new normal
- How to manage a Hybrid Session (Hybrid Session)
- Discovering Asynchronous sessions
- Non-class learning activity
- The teaching plan and its execution
- Structuring course grading and giving efficient feedback
- Experiential Learning Workshop
- Pedagogical Innovations in Online Education

- Technological innovation in the classroom
- Teaching in Executive Education
- The Art and Science of Teaching in Undergraduate / Graduate Programs

Communication:
- Dramatic Resources - Theatre Workshop - Classroom presence
- Passion and enthusiasm: How to engage and communicate better in the (hybrid) classroom
- How to excel at videoconferences
- The Story is the Thing: Teaching Through Story Telling
- Applying neuromarketing to create effective presentations

New challenges
- Sustainability at IE - Sustainable Impact Workshop
- Sustainability at IE: How could we integrate sustainability themes in research and teaching (without getting mad)?
- Introducing Sustainability into the Classroom and Curriculum
- HUMANITIES + DIB: Understanding IE DIB (Diversity Inclusion and Belonging)
- HUMANITIES + DIB: Inclusive Language for professors and researchers
- HUMANITIES + DIB: Managing Diversity in the Classroom
- HUMANITIES + DIB: Racism, Sexism and Micro-aggressions: where are the limits?
- HUMANITIES + DIB: *¿Cómo resolver conflictos de diversidades?*
- Efficient learning and its neurological substrate
- Living with Positivity

Given the exceptional academic circumstances faced since the outbreak of the COVID pandemic, and the necessary adaptations all faculty had to pursue with respect to the teaching format, a great range of workshops related to online teaching methodologies as well as online resources and new learning technologies were offered from spring term 2020. More information on this aspect is provided in section I.2.4 "Information Resources".

Partnerships
An important aspect of the culture of exchange that characterizes the learning methodology of the IE University in general and of IE School of Architecture & Design in particular resides in the many partnerships established with academic organizations and both public and private institutions. These collaborations are essential in order to keep important ties with the professional world as well as with

academic institutions across Spain, Europe, Asia and the United States. IE School of Architecture & Design is member of the Association of Collegiate Schools of Architecture (ACSA) and the European Association for Architectural Education (EAAE). At a national level, IE School of Architecture & Design also takes part on the *Conferencia de Escuelas de Arquitectura de España* (CEAE), an annual meeting of deans of schools of architecture in Spain. Professional and academic partnerships are established between IE School of Architecture & Design and the following institutions, with the purposes described above:

Idea-Tops

Both IE and Idea-Tops work together to promote their partnership through the most suitable and effective marketing and communication channels taking advantage of IDEA-TOPS's relationship with the Chinese Interior Design Network A963.

Sociedad Colombiana de Arquitectos

This partnership is based on collaboration to put together events of common interest, including the promotion and dissemination of programs offered at IE School of Architecture and Design that may be of interest for the Colombian architectural community.

Urban Future

The Urban Future global conference is Europe's largest meeting dedicated exclusively to "CityChangers": decision makers, influencers, experts and leaders from around the world who actively, passionately and effectively make cities more sustainable.The partnership's core idea is to join forces to make cities more sustainable, promote top research, provide students with a unique opportunity and provide visibility to the selected partners.

Vitra

Vitra and IE share interests in the fields of talent in design, quality, lasting and meaningful design solutions, innovation, products and spaces. Both are devoted to an open and informed dialog about expanding the role of the interior design profession and the continuous training of professionals in the field. Vitra will contribute to the academic development of students through two major projects. On the one hand, a three-day study trip at their Vitra Campus in Weil am Rhein in May 2022, where students will experience not only Vitra's products, architecture, logistics and manufacturing processes, but also, and more importantly, learn about Vitra's vision of design and the impact in the environment and the culture. On the other side, a six-month Internship Program for the best student in cohort in one of Vitra's larger

subsidiaries or at Vitra HQ, place to be chosen in agreement with the student, where he or she will be able to observe and participate in ongoing projects and trainings.

RIGOR

IE University is driven by an innovative vision and entrepreneurial spirit, fueled by academic rigor and a strong focus on the humanities. Through a very rigorous admission process we build a strong and extremely diverse community with over 75% of its students coming from outside Spain. Our Honours Program values hard work and the commitment of our students to build a successful career path starting from their undergraduate studies. In order always keep on improving our teaching and learning experiences, course evaluations and surveys are undertaken among students to give them voice on academic and campus life matters.

Admissions

https://www.ie.edu/university/admission/admission-process/

https://www.ie.edu/university/admission/access-to-university/freshmen-students/

IE University welcomes applications from all around the world. Over 75 per cent of our students are international and they represent more than 110 different countries, which enriches the student experience and fosters reflection, debate and the exchange of ideas. Our students speak on average 3 languages each and they come from more than 60 different educational systems.

Diversity is highly valued in our Admission Process. The Admissions Committee will evaluate our applicant's academic performance as well as their awards and accomplishment in the extracurricular activities in which they have been involved in. At IE University, we take a holistic approach when evaluating applications in order to bring in the most talented and interesting candidates through our competitive admissions process. We therefore assess all of our applicants individually. Our review process identifies and recognizes creativity and a wide range of competencies, which are not always reflected in a traditional assessment based solely on academic achievement. The Admissions department provides clear entry requirements depending on the educational system undertaken prior to the prospective student's application (A-Levels, International Bacalaureate Diploma, French Baccalauréat, Allgemeine Hochschulreife, etc). A more detailed explanation on the entry requirements for each educational system is specified in Part II, Section 3 – 'Evaluation of Preparatory Education'.

As part of our Admissions Process, we require candidates to take our Admissions Test which allows us to measure their competencies, skills and personality characteristics. It also evaluates their English level. Alternatively, we accept the following globally recognized tests:

New SAT: Minimum 1200. 25th / 75th Percentile: 1270 / 1460
IE University identification code "6293"
ACT: Minimum 24
IE University identification code "5360"
LNAT: Minimum 22

Since our program is taught entirely in English, all candidates will have their English communication skills assessed during the admissions process. The possession of language certificates is not mandatory, particularly if candidates have spent the last 2 years in an English-speaking country or studied in an Anglophone educational system (such as American High School, IB in English or A-levels).

Language Test guidelines:

TOEFL: minimum 90, 100 points recommended
IELTS: minimum 7 points
Cambridge: CAE (with marks A, B and in some cases C with a strong oral conversation) or CPE
Duolingo English Test: minimum 115 points, 120 or higher recommended.

Our students are subject to the **IE University Ethics Code**, explained above, which establishes a zero-tolerance policy for plagiarism, external help, or other dishonesty. Students who violate this code are called to a University-level ethics committee and can be subject to expulsion or suspension from the University. Students may at no point in their studies exceed a total of 18 ECTS (approx. 9 US Credits) with a failing grade. Students who finish the academic year with more than this total may not proceed with their studies in the degree. Additionally, any student who has failed a given course twice (in both the initial and make-up enrollment) must petition the program director for a final enrollment opportunity. Failure to pass the class in this final enrollment will also lead to expulsion from the program.

Honors Program
https://www.ie.edu/university/resources/honours-program/

We also work to encourage and promote excellence in our student performance. Each semester, the design studio faculty reviews all student work, and bestows the **Design Excellence Awards** to the top projects in each studio section. Additionally, the students with the top 5% GPA are invited to participate in a **University-wide Honors Program**, which includes specialized seminars and events. The Honors Program provides enrolled students with experiences that foster academic rigor and professional prospects. The university hosts a specialized program for participating students—an exciting academic environment in which they can network and learn with top-tier industry professionals. With presentations on the most relevant topics and critical insights from the current world, the course also features a launch event and closing ceremony to be enjoyed by all students and visiting professionals. The missions and objectives of the Honors Program tackles the fostering of collaboration and promote interdisciplinarity through transversal courses; it gives recognition to students excelling in their academic commitment; it challenges students with access to extra initiatives and courses outside their degree program, building their knowledge base and honing their leadership skills, and it ultimately aims at inspiring future leading professionals and experts.

Course Evaluation

Anonymous course evaluations and surveys on teaching performance are conducted by students each year. These evaluations and surveys give students a valuable avenue through which to articulate their opinions, comments, and criticisms.

Teaching surveys contain the following sixteen items that students can evaluate from 0 to 5 points (0 being the lowest grade) and a comments box:

1. The teacher's academic and professional contribution to the subject
2. The teacher's efficiency in handling debates
3. The teacher motivates students to learn and go deeper in the knowledge of the subject
4. The presentation and updating of the material
5. Lectures were easy to follow and instructive
6. Homework and other tasks have been efficient for learning
7. My total evaluation for the teacher
8. State how much you have learnt in this subject
9. The syllabus gives enough and necessary information and clearly describes the objectives, contents, methodology, bibliography, tutoring, and evaluation.
10. The criteria and evaluation methods are clear and coherent with the tasks described in the syllabus
11. The time allowed for learning goes in accordance with the volume of the contents and the quantity of tasks

12. There are enough means available

13. The subject has developed according to what was established in the syllabus

14. This subject is coordinated with the other in the Study Program

15. The teacher is approachable and assists students in office hours and tutoring

16. The teacher correctly applies evaluation procedures stated in the syllabus and follows the timetables stipulated for correcting and reviewing exams

17. Comments

In addition, students evaluate the program and wider services at the university in annual surveys related to organizational matters, logistics and facilities.

TRANSVERSALITY

We believe that the future professionals of architecture will have to carry out their activity in contexts that require collaboration with other professional areas, sometimes very far from their own. The curriculum therefore incorporates subjects related to graphic and industrial design, landscape architecture, business administration, and fine arts, as well as presenting a set of opportunities for students to expose themselves to other areas of expertise, through conferences and advanced seminars, which are followed by discussions and critical reflections on the integration of these interdisciplinary experiences into the competencies and knowledge of the students.

Humanities

https://ieplus.ie.edu/

Our students form an active part of an academic community that transcends the studies of his or her specific degree. Students participate in modules common to all the degrees of the university that are managed by the Arts and Humanities Division, and engage with dialogue and debate with colleagues from other departments, benefiting from the cultural richness and knowledge that transversality provides in the academic context. The transversal modules to which students from the Architecture Program have had access in the academic year 2020-2021 and their instructors are the following:

- *China: ways of thinking, ways of doing*, by Regina Llamas
- *Critical Thinking for managers: the decision-maker as a public actor*, by David Moshfegh
- *Ethical approaches to sustainability*, by Cristina Nualart
- *Free speech and dangerous ideas*, by Maria José Ferrari

- *Market, society and innovation*, by R. Strom-Olsen
- *Justice, equality and freedom*, by David Mejía
- *Propaganda, fake news and manipulation of public opinion*, by Chris Kostov
- *The digital human*, by Robert Polding
- *We shall overcome: Music, pop culture and social change*, by David Álvarez
- *Women leaders: from Cleopatra to today*, by Goretti González

Advanced Seminars

https://ieplus.ie.edu/seminars/madrid/first-madrid/?seminario_v=list

In addition to the Humanities modules, students have the chance to enroll in advanced seminars in the fields of economic environment, global affairs, humanities, art and culture, personal and social skills, finance, technology and innovation and health, wellbeing, and happiness. Advanced seminars are held in both the Segovia and Madrid campuses throughout the fall and spring semesters.

Likewise, there is an emphasis placed on empowering students to be citizens and future professionals with an international vision, composed of an intrinsic awareness of the cultural and sociological diversity of the world, tolerance, respect for what is different, and an appreciation for the cultural and social wealth of society. This awareness in the student body is supported in order to further promote the development of student imagination, creativity, critical reasoning, aesthetic perception, and a capacity for critical analysis.

The aim is to train students to be independent, responsible, and critical, equipped with a familiarity with the main currents of contemporary discourse, and the challenges of the critical problematics of today, such as solidarity, diversity, the environment, disability, globalization, institutionalization, etc.   The university also aims to provide students with the robust intellectual maturity required to deal in depth with ethical dilemmas and rigorously analyze some of the problems inherent to professional activities. Advanced seminars currently offered are the following:

Segovia Campus First Semester:
- *Fighting Climate Change through Advocacy*
- *Biomimicry: A Strategic Sustainable Innovation Inspired by Nature*
- *Building Resilience in Times of Change*
- *How Can Content Change the World?*
- *Urban Ecology: Sustainability and the City*

- *Open Banking, A Disruptor in Financial Services: Accelerating Partnerships*
- *Building Successful Relationships Through Kindness, Empathy, & Compassion*
- *Tech Tools: Fundamentals of Excel*
- *Skateboarding 101: Design, Culture and Basic Shredding*

Segovia Campus Second Semester:
- *Challenges Facing the Transportation Industry: From Urban Transport to Airlines*
- *Train and Renew Your Body for Sustained Vitality*
- *International Cooperation in the Aftermath of The Pandemic: Covid's Legacy*
- *NLP and Coaching Techniques as a Cornerstone of Your Professional Success*
- *Introduction to Privacy and Data Protection Law*
- *Transforming Marketing for the Digital Age*
- *Gender Equality and Development*
- *High-performance Attention for a More Meaningful Use of Your Time*
- *Authentic connection through emotional agility, storytelling & dialogue skills*
- *Living with Purpose: An Experiential Journey*
- *Cybersecurity and cybercrime*
- *Managing humanitarian crisis response*
- *Sustainability as an Added Value*
- *Nutrition for Optimal Brain Performance*
- *Conscious design leadership*
- *Catch Me if You Can: European Financial Regulation vs Crypto and Esg Phenomenon*
- *Tech Tools: Fundamentals of Excel*
- *Mastering Your Mind inthe Digital Era*

Madrid Campus First Semester:
- *Building Resilience in Times of Change*
- *Machine Learning for Business*
- *Creativity, Innovation, Art, and The World of Marketing*
- *The Challenges of European Security In a Post-COVID19 World*
- *Managing the Crisis, Leading the Dialogue, Shaping the Reality*
- *Master of the Selfie: From Rembrandt to Warhol*
- *Thinking Critically about Data*
- *Nutrition for Optimal Brain Performance*
- *Sustainable Investment: How to Join Financial Profitability with Positive Social Impact*

- *Mastering your mind in the digital era*
- *Building Successful Relationships Through Kindness, Empathy & Compassion*
- *Tech tools: fundamentals of excel*

Madrid Campus Second Semester:
- *Visions for Democracy In The 21st Century*
- *Phygital: The Future of Retail*
- *Start-up Finance: Manage Your Cash, Mitigate Your Risks and Finance Your Growth*
- *Does The European Union Have A Future? A Critical Approach to the Conference on the Future Of Europe*
- *Foreign Policy in Times of Crisis*
- *Understanding the music business foundations, the streaming age*
- *How to Manage Customer Emotions for Business Success?*
- *Mastering Your Mind in the Digital Era*
- *Islamic Law and Finance in Modern Times*
- *Train and Renew Your Body for Sustained Vitality*
- *China for The New Barbarians*
- *Authentic Connection through Emotional Agility, Storytelling & Dialogue Skills*
- *Nutrition for Optimal Brain Performance*
- *Live! The new broadcast era*
- *An Inside Look at Private Equity*
- *Productivity boost for remote start-ups*
- *Living with Purpose: an Experiential Journey*
- *Google Tax and The Taxation Of The Future*
- *Healthcare Entrepreneurship and Emerging Tech*
- *Data heist: fighting back*
- *The Future of Money and Banking*
- *The Gamer Citizen: Fortnite and Civic Virtues*
- *The entrepreneur as an artist*
- *Tech Tools: Fundamentals of Excel*
- *Fighting Climate Change through Advocacy*
- *Gamification to Engage Your Customers*
- *High-performance Attention for a More Meaningful Use of Your Time*

Labs

https://www.ie.edu/university/resources/ie-labs/

The IEU LABs are fully tutored working spaces in which IE University students can develop professional projects by working closely with companies or starting their own business while remaining at the university. The projects are an excellent opportunity for students who want hands-on experience, interdisciplinary knowledge and the opportunity to work on challenging projects to gain professional skills and start building their professional profile. The IEU LABs are offered both at our Madrid and Segovia campuses. They take placed during the Spring term in an extensive period from February to May, with meetings once a week, and during an intensive period in June, when students meet with every day with LABs coordinators. The following LABs are currently offered to undergraduate students:

- Marketing & Consumer Insights Lab: Develop brand building strategies and prepare marketing plans for your clients.
- Finance Lab: Analyze financial markets to optimize investment strategies.
- Policy Lab: develop professional projects for private companies, public organizations and nonprofits.
- Design Lab (d-Lab): Approach the world of design and architecture.
- Innovations Lab: unleash your creativity through business growth.
- Food Culture Lab: design future food scenarios
- Communication Lab: create blogs, videos and other media content according to clients' needs.
- Legal Clinic Lab: offer legal advice and counselling to NGOs and startups
- Slow Fashion Lab: shape the future of fashion.
- Tech Lab: design innovative solutions for real-life technology challenges.
- Econ Datalab: dive into the data and make economics relevant.
- Strategy Lab: connecting business with bright new minds.

Design Lab (d-Lab)

https://ieulabs.ie.edu/ieu-labs/design-lab/

The School of Architecture & Design is host of the d-Lab, a faculty-led and student-staffed architecture and design consultancy, working most frequently on public projects in collaboration with the Segovia municipal government. The d-Lab is directed by Professor Romina Canna, and over the past eight years it has developed a wide range of works with students from the Architecture Program and the Bachelor in Design.The d-Lab (design laboratory) at the School of Architecture and Design at IE University is an extra-curricular activity that aims to generate in our students a social consciousness about the role of our discipline in transforming the built and natural environment. Since 2012, the d-Lab has been working with a diverse range of projects, always with public institutions, with the objective of not only giving the students

the possibility of getting involved in the complex landscape of professional practice but also as a way of engaging and contributing to the development and growth of the community.

The d-Lab works as a bridge between the design speculations and relentless energy that populates the protected environment of the classrooms and the social and cultural necessities and material and financial constraints of public institutions. Linking the academic environment and the public realm through professional work and public engagement, the lab is an intent of not only highlighting the relevance of design as a tool for community development but also as for the School of Architecture and Design to assume an active role in the improvement of our environment.

Jardín de los Poetas
With the Department of Patrimony of the World Heritage City of Segovia

The project consists of the transformation of a garden located adjacent to the medieval wall and a few steps away from the "Alcazar," or royal palace. The strategy proposes changing its main entrance and circulation pattern to attract tourists and inhabitants and increase the number of people visiting the garden. The project also proposes to utilize the existing natural topography of the park to produce an amphitheater, with the view of the valley as a backdrop, to host the many and diverse cultural offers of the city and to highlight the presence, next to it, of the Puppeteers Museum, placed over one of the medieval gates of the old city.
Status: Funded, pending construction,

International Competition "From Limit to Live It":
With the Department of Patrimony of the World Heritage City of Segovia

Segovia is one of three cities in Spain that still has the totality of its medieval walls. Although the city had engaged for years in its maintenance and conservation, the wall remains an unknown historical gem for visitors as well as for its citizens. The competition, conceived, organized, and cured by the d-Lab, called for an artistic, temporary intervention with light on the north side of the medieval wall to draw attention to such an impressive part of the historical past of the city. Participants from thirty countries around the world sent a wide variety of proposals and an international jury of artists and representatives from the City Hall of Segovia selected three prizes and ten honorable mentions. Following the jury, the d-Lab organized an exhibition of the work submitted at the Real Casa de Moneda of Segovia, the first royal mint in Spain located in the city, visited by an extensive number of local and foreign people.
Status: Completed

Casa de la Lectura:

With the Department of Culture of the World Heritage City of Segovia

The project consists of the design, refurbishment, and programming of a XIV century jail into a new cultural hub for the city. Located in the center of the historical town, the former royal jail was one more of the many abandoned buildings within the city due to depopulation and area-migration phenomena. Segovia, like many cities in Spain, has sadly been part of the list of the "España vaciada," a phenomenon affecting little towns that are losing population yearly and consequently also losing the public services that are offered to its citizens. In a building heavily protected by its historical value and heritage conservation regulations, the project proposes working with an interior skin for transforming and programming the different spaces, creating distinct atmospheres for diverse cultural activities such as the normative for a library, in addition to others for temporary events, flexible use, and engagement from the community. Its inauguration marked the first public facility to be open in more than ten years in the old city and its successful functioning has demonstrated the importance of cultural activities as a factor for community interaction and engagement.

Status: Complete

Repurposing of a schoolyard
With the C.E.I.P. "El Peñascal" (elementary school)

Schoolyards are often the negative space left out from the buildings of a school. The project for "El Peñascal" school called for a deep reconfiguration of the space of its schoolyard. Given the particular condition of this schoolyard, divided into three areas due to the organization of the built volumes of the school, the project proposed three distinct "patios" to hold different programs and accommodate a diversity of interests. Three areas "the patio of the games", "the patio of the sports" and "the patio of culture" were designed to diversify the number of activities the children can perform while they are in their break and after academic hours. On the "patio of the games," a series of activities such as hopscotches, tic-tac-toes, a labyrinth, and a giant chessboard with its corresponding pieces not only propose an active engagement of the children but also relate to part of the curricula of the school, using some of the pedagogical tools in the layout of the games. In the "patio of the sports" the objective was to diversify the sports the children play. In a country where soccer is enormously popular, some children expressed their wish to be able to play something else. Four different sports fields are overlapped to offer that possibility for their use during the breaks but also for the hours dedicated to physical activity and guided by professors. The last patio, the so-called "patio of culture" lays out an unusual portrait of the world, with the intention of triggering the questioning of conventions such as what is north or south, relations between continents, and the location of different countries.

Status: Phase One Complete

Casetas de las Biblio de Verano
With the Department of Culture of the World Heritage City of Segovia

Following the success of the Casa de la Lectura, this project aimed to extend its activities to six different areas of the city. The "Casetas" are small pavilions in six public spaces of the city to bring cultural and social activities to the neighborhoods triggering social interaction. Each "caseta" is placed on a platform that is specially designed to respond to the urban condition where they are located, proposing different ways of relating to the context such as with a stage to transform the park into a space for performances, hugging an ancient tree to interact with nature or a place for observing the medieval skyline of the city while providing an open area for community activities.
Status: Built.

Mas Ritort:
With the Resilis Foundation and Plataforma Educativa Foundation

This project consists of the re-design and refurbishment of the facilities that the foundations have for minors at risk of social exclusion. Located in the countryside in Girona, the facility is an old "masía," a rural house used in the past as the center of agricultural lands for living and productive activities. "Mas Ritort" as it is called, houses 18 girls raging from 12 to 18 years old with behavioral problems. The project, as a result of several interactions with the authorities that direct the institutions, educators, and the inhabitants of the "masía", proposes a re-programming of the spaces, intending to blur its institutional character into a more domestic space to make the inhabitants experience a more comfortable, "homey," and friendly environment. The project works transforming the interior of the masía through acupunctural interventions due to the heritage-protected status of the building, and in the exterior proposing the re-organization and re-vitalization of the context through programmatic and productive components, such as spaces for sports activities, individual areas for thinking and relaxing, a chicken coop and an orchard, and others.
Status: Design Development

The projects developed by the d-Lab are always based on a need presented by our clients, and the work involves continuous interaction with the agents involved, ranging from members of the city government, patrimony institutions, community agents, builders, users, and others following the idea that design could work as a catalyst for linking and enhancing the needs, wishes and practicalities of all gears intervening in the construction of our living environments.

The Sustainability office coordinates, manages and supports a wide range of initiatives across the university to promote sustainable practices. It also contributes to the inclusion of topics related to sustainability in the study plans and teaching methodologies of faculty across programs and departments, placing sustainability at central stage as part of an ambitious commitments with defined goals in the short- and long-term future.

At IE University we've thought a lot about how tomorrow's world will look and what kind of knowledge we must cultivate for our students to thrive in it. We are committed to fostering environmental and ethical stewardship as well as promoting increased awareness and public understanding.

We want to help people think and behave in ways that nurture a more sustainable planet: embracing global citizenship, social responsibility, climate action, the use of renewable energy and recycling, as well as fighting against biodiversity loss. This way people can appreciate that individual efforts are not isolated events but contribute to an interconnected system that determines the well-being of both humans and the planet. Current projects taking place across Schools at IE include the following:

10 Year Challenge: this is a yearly initiative setting goals to achieve a more sustainable and resilient community each year. Resilience can be learned and cultivated by exposing ourselves to unusual situations. We applaud those hours and the following initiatives by our IE University community which goes to show that sustainability has the great power of fostering true change and development of people everywhere.

Community Initiatives: In line with this year's challenge of Community Building, we believe that everyone at IE – students, faculty, staff and alumni – should participate in actions that positively impact the campus community and beyond. Our goal is to promote initiatives that encourage the importance of community and human connection. Being a part of a community unites us, fostering cohesion and resilience which allows us to be adaptable to whatever the future may hold. To that end, we have created a Sustainability Board (SB) to evaluate on a regular basis proposals for initiatives that the SB could help pursue.

Climate Impact: At IE University, we are contributing to the fight against climate change by educating and inspiring the next leaders in climate action. IE University works collaboratively with various UN organizations, government agencies, the private sector, foundations, universities, NGOs, and others. We have set up collaborations with Ayuda en Acción, 1 Planet 4 All, WWF, C40 Cities and Forética among

others. We believe it is through these collaborations - combining multiple disciplines and talent - that we can generate more action and greater impact.

Social Impact: IE University maximizes its social impact by teaming up with companies and organizations from a broad range of industries and sectors. We work together to address the challenges we face in society and to make a difference through social intervention that benefits people's lives.

Each School at IE devotes a great deal of effort in fostering social impact activities. The School of Architecture gathers his social impact actions under the leading role of the IE Centre for Sustainable Cities, described below.

Entrepreneurship and Economic Impact: at IE University, entrepreneurship is in our DNA. We provide education and training to help develop a modern workforce and encourage and support new economic activity. As technology, innovation and entrepreneurship form important core values, capacity-building involves empowering our students with the purpose, knowledge, tools, and other resources they need to have a positive impact on complex and often intertwined social and ecological problems. To this end we set up the following IE Initiatives:

IE UNWTO SDG Challenge

The United Nations World Tourism Organization (UNWTO) arranged the SDG (Sustainable Development Goals) Challenge to promote all SDGs globally. The objective of this Competition is to encourage the global innovation and entrepreneurship ecosystem to embrace sustainability and to deliver impact during the United Nations Decade of Action starting in 2020.

Sustainability Venture Day in LATAM

In April 2021, IE University launched the first Sustainability Venture Day in Latin America, a cutting-edge, highly competitive virtual event designed to identify and support start-ups that have the ability to create sustainable solutions to everyday problems faced by businesses.

IE University Sustainability Startup Awards at Venture Day Madrid

July 2020: The first Sustainability Startup Award was present to Stay Humble or Not, the Master in Management alumni start-up that regenerates high-quality athletic-wear from recycled materials.

December 2020: Mola Oceans, a sustainable maritime start-up developed by students from the Master inManagement program, was awarded the Sustainability Start-up Award at the December 2021 Venture Day Madrid.

Education for the UN Sustainable Development Goals: At IE University we believe that through education we will be able to achieve each of the SDGs. We train leaders capable of understanding the interconnectedness of the SDGs and give them the skills, knowledge and expertise to solve these complex global concerns. Student learning includes systems thinking, so they have a holistic perspective of the issues that the UN 2030 Agenda aims to solve, facilitating deeper understanding and problem solving. In the classroom, labs and research journeys, students put theory into practice for solution-oriented activities for challenges facing the world. We guide and encourage students to lead extracurricular activities that support SDGs through charitable actions and awareness-raising events. Within the framework of the SDGs, logically number 4 is the one that best responds to our *raison d'etre.*

Teaching & Research: Central to IE University's approach to sustainability is the idea that solutions to the world's most pressing problems will require an interdisciplinary effort. Today, our curricula, labs, research centers, and student clubs at IE University are working to solve the most urgent challenges facing humanity, from sustainable cities and food security to responsible consumption and production and climate action. Driven by a pioneering, entrepreneurial spirit and a dedication to having a positive impact on society, IE University is well positioned to seek solutions that create a more sustainable planet and educate generations of business and policy leaders equal to that challenge.

PERSONALIZATION

The university, with its faith in the importance of the student in the teaching-learning process, aims to achieve the highest level of personalization throughout the curriculum. In this sense, we can define the following dimensions of personalization within the program:

Executive: the curriculum is flexible enough to adapt to the personal needs of each student, according to their abilities, priorities and academic and professional objectives. In this way, the curriculum is structured to facilitate tailor-made training for each student, in order to achieve the best academic and professional training results for each student, while ensuring coherence of training content and compliance with the general objectives established by the University in the context of current academic regulations.

Operational: the intensive use of technologies, discussion forums, online consultations and tutorials, conferences via videoconference, etc., allows students to adapt their personal work to their own conditions on a day-to-day basis, as well as to open channels of contact with colleagues and professors in a more sustained manner. All of these resources are structured around the communication style of today's youth and are utilized in order to prepare them for the work environments that they will find in their entry into the job market.

Relational: the nature of the Architecture Program, proposed with a wide variety of activities, requires the implementation of a guidance system that strengthens the common thread of academic work, both conceptual and practical, and keeps students in line with the objectives and competencies that are intended to be achieved with the curriculum of the proposed degree. This is accomplished through relationships with dedicated faculty advisors and a personalized adaptation of the knowledge and activities within the coursework to the interests and specific abilities of each individual student.

CREATIVITY

The day-to-day curriculum nurtures student creativity, generating a context that supports the theoretical content of the coursework, as well as continued innovation in pedagogy and research. The design of the curriculum has been shaped around the anchors of creativity and innovation in order to offer a comprehensive and complete training for students, as is required by the discipline and the profession.

The values of creativity, innovation, and integration are embedded in the entire plan of study, and in particular, through the subjects of Design and Entrepreneurship, through the Alternative Practices Workshops, and especially, through the Final Degree Project.

- Design and Entrepreneurship Workshop: The Design Entrepreneurship sequence is intended to give students a series of immersive studio-based experiences with leading professionals, in order to explore how the role of the architect can be redefined, and architecture practice transformed from a reactive posture to an active posture, in which architects initiate proposals rather than waiting to be engaged by forces external to the discipline. Additionally, by engaging professionals not affiliated with the University, these workshops will provide students with exposure to other approaches to the design process, as well as to the varied international realities of practice. In this course, students explore the proactive capacities of the architect to address pressing issues.

- Alternative Practices Workshops: a sequence of courses focusing on design, the city, management, digital studies and landscape take place in the first semester of the fifth year of the BAR/BAS. These courses allow students to develop skills to apply to a wide range of professional scenarios related to the built environment.

- Final Thesis Project: This course is the final thesis design studio of the outgoing Bachelor in Architecture. The course aims to foster a studio culture which enhances both the students' technical abilities and the specific skills to analyze, propose and manage complex architecture

models comprising programmatic intent, contextual analysis, and a vision regarding innovation and sustainability. This strategy aims to generate design solutions that look for real impact in society, at both the economic, social and cultural levels. The methodological approach of the Final Degree Project aims to introduce the students to the complexity of key elements of architecture. A team of instructors, researchers and critics are involved at the different levels of development to enhance the design and technical rigor of the produced work. In the BAS degree, this module is moved to the Master in Architecture, and the tenth semester of the undergraduate program is dedicated in large part to a comprehensive design studio in the tenth semester. Given that the Masters-level students will already have completed a comprehensive design studio project in the last semester of their undergraduate training, we anticipate that this will allow for more ambitious and more mature Thesis work in the MArch program.

In addition, the teaching methods that will be applied in these subjects will seek to stimulate and motivate the student around the development of creativity and personal communication skills.

At a university level, students have the opportunity to further fostering their creative skills through the activities and events organized by the **IE Creativity Center**, an open space in Segovia that triggers creativity transversally, facilitating interaction between Segovia and the diverse IE universe. This project leverages the Arts, Humanities and Entrepreneurship to provoke this endless flow. We have the conviction of fusing divergent domains, so change thrives. The Center is strategically placed within Casa de la Moneda, a XVI century pioneering enterprise, and turning point for innovation, economic growth and cultural diversity. Located in core of one of the most stunning natural spots of Segovia, it guarantees inspiration and fresh peace of mind. This space is a ten-minute walk from IE University campus, and less than forty minutes from the capital city Madrid. Our program of activity regularly attracts as much the IE domain as it counts on a wide variety of artists, young audiences, critical thinkers, Start-up founders and institutional protagonists.

EMPLOYABILITY

The curriculum includes the development of skillsets that provide students with a level of employability that grants them access to the best possible professional options in the labor market, and helps each student formulate his / her own definition of the professional practice of architecture, according to their individual abilities, interests, and capacities. To this end, specific contents have been incorporated into the curriculum that will enable students to:

- Know their strengths and weaknesses.
- Plan the development of the competencies that they consider relevant for their future work.

- Guide their training through the selection of advanced seminars.
- Prepare them for their first steps of analysis and selection of work options.
- Start their professional career in the world of architecture and design during the study of this degree, through optional and extracurricular professional internships.

In addition to the specific skills acquired in the study program, the IE Talent & Careers office provides assistance, learning resources and coordination for students at all levels in their shaping of an early professional career. Career Services, divided into Career Education, Career Advising and Recruiter Relations, are available to both students and alumni, throughout all the stages of their professional career.

The overriding aim of the Careers workshops and sessions is to give students insights and knowledge to be best positioned in the competitive job market. Additionally, the department provides exclusive access to top online career resources, platforms, and tools via the IE Career Portal. The career advising team provides direction to help students define a career strategy and realize their professional aspirations. Students can request individual career advising sessions for general career matters such as CV writing or career path orientation, as well as attend sector-specific advising drop-in sessions. The Talent & Careers department is committed to boost the professional visibility of IE students and alumni while they give recruiters access to IE talent that best fit their hiring needs. The team covers the employer universe by sectors and geographic regions and works proactively with top recruiters to source exclusive job opportunities that are published on the job board of the IE Career Portal. Additionally, company presentations, networking events and sector-specific Talent Forums are held throughout the year, giving students the opportunity to meet with recruiters directly. According to the most recent career's report issued by the IE Talent & Careers office, 100% of the Architecture Program graduates found jobs within six months after graduation.

One of the central aspects of the program in particular and of the IE School of Architecture & Design in general is the constant quest to redefine the limits and the nature of architecture practice. Our goal is not merely to prepare our students to find a job in the today's labor market but to help them redefine that market for the future, and to play a leading role in that process of redefinition.

INTERNATIONAL FOCUS

The course of study is designed to prepare students to practice within different areas of the fields of architecture and design in the context of global society. To that end, the coursework is oriented around creativity, teamwork, the analysis of complex problems, and the entrepreneurial spirit. All these issues are reflected in the subjects offered, especially through the Professional Workshops and the

Entrepreneurship and Design Workshops – subjects which are always shaped in a manner that offers a diverse, critical, and impactful experience to students with a marked international profile.

Using the European Union regulations as a base, the curriculum provides students with an education compatible with national and international contexts. This simultaneously national and international dimension is reinforced by not only the nature of the content of the curriculum, but also the diversity of the student body as well as that of the faculty and staff.

From the point of view of professional guidance, the curriculum is designed to prepare students for professional activity at an international level, within the profession of architecture as well as related fields. The inclusion of optional and extracurricular professional internships within the program influences this fact, offering students a range of possibilities to complement their studies within noted international firms of architecture, publishing houses, foundations and museums, engineering companies, marketing firms, digital communication companies, etc.

I.1.3 Social Equity

As mentioned above, our highly international University and School are dedicated to the values of diversity as intrinsically valuable, leading to greater understanding, discover, and nuance. Our diverse student body (over 50 nationalities) and faculty roster (15 nationalities) creates an environment based on cultural diversity. Our commitment to diversity is not limited to the diverse demography of our faculty and students, but it also extends to our internal approach to diversity (see, for example, the Diversity policy as described in Section I.1.2 above), and to our social commitment within the curriculum as described below.

Within Spain, our social role as a license-granting school of architecture is central to our mission. As our graduates are immediately licensed as professionals in this country, with reciprocal recognition by other EU member states, we are entrusted with a profound social responsibility to prepare students for the professional practice of architecture. This is, on the one hand, a technical responsibility, as our graduates must be able to design safe, sustainable, and efficient building, but it is also an ethical responsibility, as we believe it is the architect's task to leave the world a more humane place than it was before he or she found it. These dual responsibilities guide our program, and it is based on our ability to address both of these responsibilities that we have been granted accreditation by the regional governmental authorities in Castille and León, Spain.

Beyond the points outlined above, there are a range of practices, institutional norms and standards, and initiatives within the school of architecture and the broader university specifically focused on supporting social equity. These include:

- **The IE Foundation:** Established in 1997, the Foundation now operates throughout Europe, North and South America, the Middle East, Northern Africa, and Southeast Asia. Its resources are primarily dedicated to providing scholarships for talented individuals, funding research that broadens our collective knowledge, and sponsoring initiatives with a positive social impact.

- **D(esign) Lab:** Under the directorship of Prof. Romina Canna, the d-Lab pursues projects that are integrated with the social, cultural, and institutional dynamics of the municipality of Segovia, often focusing its efforts on critical gaps within the socio-cultural ecology of the city. Community engagement and outreach are the fundaments of the design methodology employed by the d-Lab. Recent d-Lab projects include the design and execution of the "Casa de la Lectura" municipal library, the redevelopment of the playgrounds at the "Peñascal" elementary school, and the development of a series of branch micro-libraries for city parks in Segovia

- **Scholarships from the Deputation of Segovia:** ("Las Becas de la Diputación de Segovia) These scholarships cover the full cost of tuition and education for attending IE University, and are awarded, via a competitive selection process, only to students born in any municipality of the Province of Segovia, or who can prove continuous residence within any such municipality during the two years prior to their admission to IE University. For architecture specifically, from the academic year of 2016-17 to the present, in each academic year, one new incoming student has received this scholarship, with the exception of 2020-21, during which time there were no recipients.

- **Admissions portfolio requirement:** Understanding that the provision of a portfolio with actual examples of architectural design typically requires a specific type of educational (and therefore socioeconomic) background to produce, the school of architecture has a policy of accepting and encouraging an open range of portfolio submissions that show the student's creativity, intellectual drive, and passion.

In addition, the University Faculty Office has prioritized the achievement of gender parity in faculty hiring. As a result, the full-time faculty of the School of Architecture and Design (including a range of programs

other than the BAS/BAR and MArch) currently has reached a 50/50 gender balance, while the architecture program has achieved a level of 43%. As a majority of our students (approximately 80%) are women, we believe it is vital that we provide role models for our students, both in the full-time and adjunct faculty.

I.1.4 Defining Perspectives -

A. Collaboration and Leadership

As noted in section 1.2, our program is based on what we can a "Culture of Exchange". As part of this culture, we encourage our students to develop their oral and graphic presentation skills through frequent jury presentations. This culture of exchange also informs our physical organization: each student is assigned a desk in the architecture studio building: a shared open-plan workspace, where students are mixed together in a diaphanous two-story space. We believe the density of activity and shared experiences creates an implicit endorsement of collaboration as an integral part of the educational process.

Our students often work together in teams, especially in the Design Entrepreneurship Workshop courses, the Alternative Practices sequence, and in several Design Studios, or portions thereof. Group work is, for us, a useful tool to teach students about professional collaboration and intra-team dynamics.

Students have ample opportunities for leadership both within student government at the University or Program level, and through University-sponsored clubs and sports, with over 125 student-led organizations currently available.

B. Design

The study plan of the Architecture Program is tailored for students to gradually acquire the proper skill set to become professionals capable of facing real-world challenges. Through a hands-on teaching methodology, students from the Architecture Program find a healthy balance between what is studied throughout their degree and the projects that are applied based on real-world scenarios. The study plan is based on the Ministerial Order EDU/2075/2010, of July 29th, with a total of 300 ECTS. It is structured in four modules, with three of them prescribed by said order and an additional, IE-specific Module ("*Módulo Propio*"). The four modules are developed in five years, with two semesters per year. The courses of the Architecture Program are organized around a sequence of topics and keywords guiding the student's path from the beginning of his/her studies until the completion of the Final Degree Project. This sequence is based on the tracing of an academic path from the fundamental knowledge of the architectural discipline to its many applications, both in the realm of architecture practice and in its related

fields. Each of the five academic years is built up around a yearly topic, which is subdivided into two keywords, one per semester. Each of the topics broadly define the shared focus that all courses within the semester will have. The coordination between courses and modules each year is therefore a crucial component in the organization of the Architecture Program. For this reason, each year is coordinated horizontally by a full-time faculty member. Simultaneously, each module is coordinated vertically by another faculty member, making sure that the sequence of courses of each module covers the required content throughout the five years of study.

The design studio sequence forms the heart of the program. At the undergraduate level, this process is guided by a series of keywords and studio topics that guide the design studio agenda over the course of a student's education. Our goal is to present the student with problems of increasing complexity and a growing sense of engagement with social concerns. Additionally, at each step of the sequence, a certain element of the assignment must be provided by the student: the program, site, or research question, for example, may not be given, but instead must emerge from student analyses and proposals. This proactivity on the part of the student is intended to develop our graduates' entrepreneurial spirit and abilities; our students learn, even in the very first semester, that the architect's job is not merely to translate a need expressed by others into built form, but rather that they may be fundamental in the processes of articulating and advocating for the needs themselves.

- The **design studios** are supported each year by a series of subjects that provide students with the necessary technical, analytical, and historical knowledge to tackle complex design problems, as well research methodologies to reflect and critically engage on topics related to construction, structural and environmental systems, theory of architecture and the role of related disciplines within the built environment. Particularly important are the sequences of **building construction, structural systems, and urbanism**. Each of the three thematic blocks is conceived to provide gradually deepening knowledge of the subject matter while establishing connections with the design studio courses.

- In the **building construction sequence**, students start by analyzing principles and properties of materials against environmental, technical, fabrication and labor aspects. The sequence then moves towards the understanding and mastery of construction drawings and reflections on manufacturing, detailing and the integration of systems within a building concept. Finally, sustainable construction methods and context-based design are tackled in the last courses of the sequence, establishing links between materiality, social practices, and architectural design.

- The **structural systems sequence** starts by familiarizing students with the basic instruments for the design of building structures: structural types, design and analytical processes, methods, formulas, materials, optimization suggestions and constructive solutions, with a particular emphasis on the understanding of loads and materials through manual methods. The sequence continues by a more in-depth assessment of structural behaviors using more complex structures based on architectural examples. The aim is that students understand structural systems as a fundamental element of the design process and architectural language.

- The **urbanism sequence** is intended to provide students with both theoretical knowledge and analytical tools to reflect upon and intervene on complex urban environments. The sequence starts by providing an introduction to the practice of urban and territorial planning, offering a comprehensive vision of the nature of the city and the territory, dealing with the social, historical, political, and economic issues that affect planning. This course sets the basis for a more analytical approach to specific case studies and theories related to city planning and urban design. The sequence therefore provides students with skills to be later applied to their design studio assignments, as well as theoretical tools to critically understand the city beyond its material meanings.

The following description explains the ethos of each of the year's topic, as well as the focus of each of each of the Design Studio courses.

FIRST YEAR: FUNDAMENTALS

In first year, a coordinated sequence of Design Studio and Graphic Communication courses teach students a vocabulary of architectural operations, and the tools to represent them properly in architectural graphic language. Students will also acquire the latest digital tools, and their studies will be grounded in a broader context with an introductory course in architecture history. The applied mathematics and physics coursework will prepare students for the structural and environmental calculations to be undertaken later in the study plan. The first-year design studios deal with the essential skill-building, critical thinking, and basic design terminology that underpins the remainder of the course of study.

Design Studio 1: Idea and Form

This course, closely coordinated with the graphic communication and digital tools courses, leads students from the initial conception of a design concept to an actual physical object, focusing on the human body in space, and the architectural tools needed to create thresholds, frames, and enclosures.

Design Studio 2: Form and Material

The second design studio in the sequence begins the transition from abstract division of space into a materially defined understanding of architecture as built construction, with an introduction to work on the urban scale.

SECOND YEAR: USES

In second year, students will broaden their focus to include building technologies, with an introduction to the world of building construction, structures, and environmental technologies. During this year, the city and region scale will be address in an introduction to urban studies. With the addition of the Design and Entrepreneurship workshop coursework, students will be able to explore what it means to create your own studio and its implications beyond the discipline. Second-year studios deal with architecture as a facilitator for human activities and experiences; students in this year deal with programs of greater complexity and at larger scales than in the previous year.

Design Studio 3: Experience

This studio deals with students' ability to create distinct architectural experiences or phenomena through the deployment of architectural tools.

Design Studio 4: Program

Here, students define part of a building's program, approaching a building's use as a creative act. Students are encouraged to question the program brief and to use the choreography of uses to generate architectural ideas.

THIRD YEAR: ENCOUNTERS

The third year of the program deals with the way in which architecture is enriched through its connection to larger forces and considerations, namely, building systems and materials, and the broader built and social context in which an individual building is situated. This work is strengthened by broadening the knowledge of structures and environmental technologies. In the Architecture History course work, students will experience a global approach to architecture, with a survey of architecture across centuries and cultures.

Design Studio 5: Technique

In this studio, students focus on materiality, building systems and materiality. Working with a relatively simple building program, students develop large-scale built details, and resolve the basic conditions of building envelopes and structure, especially as related to sustainability concerns.

Design Studio 6: The Existing

The sixth design studio deals with the existing social and material context in which architecture exists. Projects are generally sited in existing structures or within highly consolidated urban environment. The semester also introduces our students to the broader social responsibility of the architect to contribute meaningfully to the society of which she or he is part.

FOURTH YEAR: ENGAGEMENTS

In the fourth year, the plan of study increasingly comes to focus on the city as a central element of study. Urban Management and Urban Strategies coursework will complete this focus. In Architecture History, meanwhile, students will analyze, appreciate, and evaluate the development of modern architecture from the Enlightenment to the present day. The fourth-year studios extend the scale of action to the neighborhood, city, and region, through projects focused on architecture's ability to shape the urban and exurban environment.

Design Studio 7: Aggregation

Studio 7 is dedicated to designing collective housing projects in consolidated urban contexts. The course focuses on the relationship of the unit to the whole, and of the ensemble to the urban context.

Design Studio 8: Territory

In this course, students bridge between the design of an individual building or buildings and design at the scale of the region or territory. Basic principles of urban design and sustainability here play important roles.

FIFTH YEAR: APPLICATIONS (Bachelor in Architecture)

The final year of the current Bachelor in Architecture (BAR) degree is at once focused on the traditionally defined role of the architect as the designer of buildings and related elements, while also challenging our students to question the boundaries of the profession and to experiment within other related disciplines not necessarily related to building.

Alternative Practices Sequence

The entire 9th semester of the BAR is dedicated to the study of alternative modes of practice. Students enrol in 5 consecutive, intensive 3-week design workshops, one-class-at-a-time, in order to gain experience in related fields and to begin to chart their own professional paths. Students complete workshops in the following subjects:

- <u>Landscape and Environment</u>: This is an introductory course on the practice and theory of landscape architecture, which is the discipline that takes care of the design and planning of exterior spaces, both in natural and urban settings.
- <u>The City</u>: This course focuses on the neighborhood as the city, as a nucleus for relationships, exchanges, and urban life. Due to the inherent complexity of the project, the idea that the architect would be able to assume the many challenges this approach encompasses is rejected. The course is therefore focused on how the neighborhood works, and the necessary and diverse institutions and agents involved to make it possible.
- <u>Digital Studies</u>: This course is split into two groups, corresponding to two different courses, BIM and Realtime. The BIM course is an introduction to the practical and rigorous use of Building Information Modelling techniques for complex projects through the collaboratively development of an architectural competition. In the Realtime course, students learn how to use Unreal Engine, the software leading the change of the way we design, communicate and review projects in the last few years, and how to incorporate it into their practice.
- <u>Design</u>: This course is a design seminar in which students have to create and put together a proposal, but they are also asked to find new strategic areas for practice. Some of the practice shifts students are trained on are: building an agenda for third parties; working on ethics as part of the identity of your brand; hybrid critical references; looking at anomalies with care; and combining the roles of visual imagination and social imagination.
- <u>Management and Entrepreneurship</u>: The main objective of this course is to create an environment in which students can experience some of the typical issues that they will face in their professional lives, but it also addresses the interpersonal skills that will help them to be more successful. They are split into groups and asked to create a small company, giving the course a very practical approach.

Final Thesis Project (Coordinated coursework, total 30 ECTS)

The final semester of the current BAR degree is dedicated to the production of a comprehensive building design project, including all aspects of building construction, foundations, sustainability strategies, building systems, urban design, and landscape, as well as a strong programmatic research component. Students also complete a Spanish Building Code analysis, demonstrating compliance with current regulations. Upon completion of this project and of the preceding coursework, students are automatically granted full professional licensure in Spain, with reciprocity in all EU member states. We are therefore obliged to demand of our students a very high level of design ability, technical ability, and awareness of relevant regulations on the built environment. For students in the new BAS degree, this project is moved to the 1-year professional Master in Architecture Degree. Please see below.

FIFTH YEAR: APPLICATIONS (Bachelor in Architectural Studies)

For students in the new BAS degree, the fifth-year design curriculum remains largely unchanged, although the Final Thesis Project itself is moved to the Master in Architecture Program. We nevertheless include a comprehensive building design project in the 10th semester, closely coordinated with an advanced building construction workshop. This project, which effectively serves as preparation for the Master's Thesis Project in the Master of Architecture, requires students to develop a full set of architectural, structural, and mechanical drawings of a midsize urban project, with special emphasis on sustainability.

Alternative Practices Sequence

Largely unchanged from the BAR degree. Please see above.

Design Studio 9: Applications

The final design studio in the BAS program engages students in a comprehensive design studio, closely coordinated with an advanced building construction workshop. This semester serves as preparation for the final thesis project at the Master level, and includes a focus passive and active strategies for sustainability and high-performance buildings.

MASTER IN ARCHITECTURE (Required for Licensure for BAS graduates)

Advanced Design Studio 1

This design studio, run in close coordination with an advanced sustainability technical workshop, deals primarily with the synthesis of sustainability strategies with other programmatic and formal issues in architecture. The below courses are run in coordination with this studio:

- **Advanced Construction Workshop:** Sustainable Techniques, examining the integration of structural, mechanical, and environmental systems.
- **Advanced Urbanism Workshop**: Sustainable Urban Development.

Graduate Thesis Project

Similar in scope to the BAR Final Thesis Project, the graduate thesis project is also dedicated to the production of a comprehensive building design project, including all aspects of building construction, foundations, sustainability strategies, building systems, urban design, and landscape, as well as a strong programmatic research component. Students also complete a Spanish Building Code analysis, demonstrating compliance with current regulations. Upon completion of this project and of the preceding

coursework, students are automatically granted full professional licensure in Spain, with reciprocity in all EU member states. We are therefore obliged to demand of our students a very high level of design ability, technical ability, and awareness of relevant regulations on the built environment.

The project begins with a preliminary pre-design research phase, where students determine the scope, site, and program of their proposed topic, in consultation with full time faculty and international adjunct faculty drawn from leading European and global firms. This module is entitled <u>Thesis Project</u>: "Jump Start," and it involves pre-design research on a shared topic.

In the second term, the project also involves an intensive three-week design development workshop to be held in Amsterdam, where we will involve leading Dutch architects in the instruction process. The term continues with a second Advanced Construction Workshop and explores Design Management in three modules:

- <u>Thesis Project</u>: "Design Applications," dealing with site conditions, building systems materials, and regulatory issues.
- <u>Design Management Module</u>:
  - o Creativity and Organization, exploring the interface of creative work and the organizations that perform it.
  - o Strategy, developing your own business strategy for the design and architecture field.
  - o Project Management, assessing the supervision, preparation, and management of projects.

The final presentation of the student's comprehensive architectural project is reviewed by our expert faculty, with Thesis Chair Ben van Berkel, leading Spanish professionals and other invited guests.

C. Professional Opportunity

As noted previously, our Architecture Program lead to immediate professional registration in Spain, with reciprocal professional recognition in all EU member states. Our program has also been granted full accreditation in Singapore, where our graduates enter the licensure process on an equal footing with students graduating from an accredited Singaporean school of architecture. For those students interested in pursuing professional practice in other jurisdictions, we provide general guidance and support, but as our program attracts students from over 50 nationalities, we are unable to pursue accreditation in all home countries. We have, however, identified and are pursuing recognition in several key jurisdictions where such accreditation (or, in the case of NAAB, Substantial Equivalency) has frequently been sought by our graduates, including the US, India, and UK, which has previously been accessible to our students due to EU membership, but may no longer be so, given the uncertainty surrounding the previous EU reciprocity

agreement. Not all our students, however, intend to work directly in architecture practice, as conventionally defined, and we place great emphasis on preparing these students for a fruitful professional career.

The curriculum is therefore designed to prepare students to practice within different areas of the fields of architecture and design in the context of global society; coursework is intended to foster creativity, teamwork, analysis of complex problems, and the entrepreneurial spirit. All these issues are reflected in the subjects offered, especially through the Alternative Practices coursework, the Design and Entrepreneurship Workshops, and the Experimentation Workshops – subjects which are always shaped in a manner that offers a diverse, critical, and international view of how the skills of the architect may be applied to a range of fields of action.

Using the European Union regulations as a base, the curriculum provides students with an education compatible with national and international contexts. This simultaneously national and international dimension is reinforced by not only the nature of the content of the curriculum, but also the diversity of the student body as well as that of the faculty and staff.

As mentioned in section I.1.2, our elective **professional internship program**, held in 3rd and 4th year of the Architecture Program allows our students to gain valuable work experience in firms around the world. Our internal internship committee assess our students' interests, and establishes links to firms engaged in all aspects of architectural practice, as well as in adjacent fields such as engineering, landscape architecture, branding, publishing, foundations and museums, and contemporary art practice. This broad range of internship options strengthens our focus on enabling our students to put the tools of the architect to use in a broad range of professional environments, according to the student's individual interests and abilities.

D. Stewardship of the Environment
As described in section 1.4.B, sustainability concerns play an important role in the design studio sequence. In addition to the specific studios with a directed focus on issues of sustainability and high-performance buildings, each semester in the design studio sequence is assigned a sustainability module, appropriate to the level of the students in each course, and the studio topic per year. These sustainability topics begin with passive systems, solar orientation, and siting, and extend to more advanced topics in building systems, building construction, and urban design. In addition to the topics covered in the design studio sequence, sustainability topics are engaged throughout the curriculum, especially in the building construction and building systems area, as well as the urbanism sequence. In these courses, relevant

aspects of the building code are highlighted in order to understand the environmental requirements to which buildings must abide, and the knowledge on how building processes and administrations are organized in order to minimize environmental impact. For more information on the specific aspects tackled by each of the courses of the study plan please see the course description the following link:

Course Descriptions

Outside the curriculum, our students have, in collaboration with faculty, developed a series of monthly discussion group sessions around the topic of sustainability and climate-positive design, while at the level of the University, the student-run IE Environment Club has led the development of the "Green Week" activity, on both the Madrid and Segovia campuses, dedicated not only to raising awareness of global challenges, but also to developing solutions at the local level. These activities are added to the ones organized by the Sustainability Office, explained above.

E. Community and Social Responsibility

As outlined above, the design studio sequence is deeply engaged in the social aspect of architectural practice, especially in the Design Studio 5 course, where students are engaged in broader social questions outside the discipline. This approach extends to the entire degree, especially, as explained in section 1.4.B, because our pedagogical model depends on our students defining part of the problem. Students are therefore exposed not only the ethical obligations of the architect, but also to the capacities held by architects to act on these obligations productively.

Our students have the opportunity to engage directly with community-based projects through our d-Lab, a student-staffed and faculty-supervised architecture and design consultancy, which is explained above in detail. Other University-based labs, as detailed above, also provide additional opportunities for direct engagement in fields outside architecture and design.

I.1.5 Long-Range Planning

Long-range planning for the Architecture Program takes place under the umbrella of the School of Architecture and Design as well as at the University level. These planning initiatives are discussed informally during monthly coordination meetings of program directors, staff, associate deans, and dean, as well as formal biannual planning meetings. At these meetings, Dean and Associate Deans establish medium/long term goals. These goals are, in turn, presented annually to the University's Executive Committee, which makes recommendations to the University President regarding new programs.

The data used to inform such long-range planning agendas and initiatives include: (1) The quantitative as well as qualitative data obtained regarding prospective students, current students, and alumni; and (2) the quantitative and qualitative information compiled via advisor reports, assembled at the end of each semester.

Within the Architecture Program, long range planning is conducted first through informal meetings of the Director with the Curriculum Committee, students, and adjunct faculty, as well as with the Dean, and the Admissions Department. As the regional government conducts inspections and reviews of the program every 5 years, this timeframe provides us a useful 5-year framework in which to establish our long-term goals and plans, as well as to evaluate our progress in these initiatives.

Additionally, each year the program completes a self-evaluation, which is submitted to the University Board of Overseers and to our regional accreditation agency (ACSUCYL). This document contains both quantitative and qualitative assessment of our program, with special focus on the degree to which the program complies with our original accreditation documents. This document also includes a program improvement plan, which establishes concrete measures to be undertaken in order to address deficiencies identified in the report.

For approximately 75% of the Architecture Program, learning objectives are established by national regulations regarding architecture licensure. As our Architecture Program leads directly to professional licensure, a Ministerial Order provides a detailed list of competencies which must be covered in any official license-granting. Learning objectives for the remaining 25% were initially formulated by the Associate Dean in consultation with an external consultation panel, and with faculty and student representatives, and are subject to annual review by full-time faculty, though bi-weekly coordination meetings, and are synthesized by the Associate Director of Undergraduate Studies in Architecture and the Associate Dean. If it is decided that these learning objectives should be altered from those presented to our regional accreditation agency, these proposed changes must be submitted to the agency for their approval.

I.1.6 Assessment

As mentioned in section 1.5, each year the program management prepares a Self-Assessment Report ("autoinforme de seguimiento"), an extensive document that deals with the assessment of the current program, as well as the delineation of proposals for continuous improvement. The report is accompanied by a series of evidence supporting each of the sections, all of which are uploaded in an online platform provided the regional academic accreditation agency of the Spanish autonomous region of Castille and

León (ACSUCYL). The structure of this report, which is written in Spanish for the reference of our local accreditation agency, is described below. The aspects to be tackled in the self-assessment report relate to the defining perspectives described in I.1.2. and address the results of the methods and strategies explained by interpreting the program's performance with data and evidence. The latest version of the Self-Assessment Report is available in Spanish in the following link: Self-Assessment Report. An English translation of the entire document can be produced, should NAAB desire. The sections included in the Self-Assessment Report are the following:

I.   Management of the Degree

       1.Development of the Plan of Studies

              1.1: Implementation and Academic Management of the Educational Program

       2.Transparency and Internal Quality Assurance

              2.1: Publicly Available Information about the Degree

              2.2: Internal Quality Assurance System

              2.3: Development of the Degree with respect to External Evaluation Reports

II.   Resources

       3.Human Resources and Support

              3.1: Academic Personnel

              3.2: Resources and Support for Learning

III.   Results

       4. Results of the Academic Program

              4.1: Satisfaction of the Stated Learning Objectives

              4.2: Evolution of the Statistical Measures of the Degree

              4.3: Graduate Job Placement

              4.4: Satisfaction of the Involved Agents

              4.5: Visibility of the Degree

ADDENDUM 1: Measures of Completion of Previous Academic Year's Plan of Improvement
ADDENDUM 2: Plan of Improvement for Next Academic Year.

These annual reports are useful documents not only for self-assessment, but also for the formulation of a limited number of yearly initiatives intended to improve the program. Initiatives range from those directed to the improvement of the management and coordination of coursework, faculty accreditation, fostering initiatives that tackle current relevant issues for the discipline, etc.

B. Curricular Assessment and Development:

The Curriculum Committee is composed by the subject area coordinators of the Architectural Design, Building Technology, Urbanism, History and Theory and Representation subject areas, and is chaired by the Director of Studies in Architecture/Associate Dean. In addition, the Associate Director of Undergraduate Studies in Architecture mediates and manages communication between coordinators and the Director/Associate Dean. Coordinators of these subject areas make annual presentations to the Committee, and propose adjustments to the curriculum to be implemented over the course of two academic years. Suggestions of the Curriculum Committee are evaluated by the Associate Dean and are forwarded to the Dean for possible approval.

As the degree's plan of study is regulated by the regional accreditation authorities, any substantial modification to the original accreditation plan ("*memoria de verificación*") must be submitted to these authorities for approval. While the accreditation agency must approve any changes to course names, credit weighting, sequence in the degree or learning objectives, no approval is needed for changes in methodology or format. Most recommendations made by the Curriculum Committee are therefore focused on those elements which can be changed quickly, without ministerial approval. If sufficient justification for more structural changes exists, these changes are then presented to the accreditation agency, who submits the proposals to a review process led by Spanish university professors not working at universities in the same region (Castilla and León). These reviewers are drawn from the broad area of architecture and engineering.

Part I, Section 2 – Resources

I.2.1 Human Resources and Human Resource Development

As described in Section 1.2 above, faculty may participate in the University's Faculty Training Program, which provides opportunities for continuing education related to new Technologies and pedagogical methodology. In addition, the School involves faculty in the process of selecting and inviting external guest speakers for our annual guest lecture series. This series involves academics, practitioners, and other leading thinkers in the fields of architecture and design, and it constitutes a full year-long opportunity for faculty and students to remain up-to-date on issues related to architecture practice and pedagogy. Additionally, our full-time faculty are required to produce original research on a continuous basis, and are provided funding to present research papers at up to two international research conferences per year. Attendance such conferences provides invaluable exposure to the latest developments in architecture and the related fields. As our faculty come from a range of different nationalities and professional

jurisdictions, with their own requirements, no one source of continuing education exists in order to monitor developments in licensure and related matters.

All faculty have access to the University library services, while full-time faculty are provided with a dedicated laptop computer for coursework and research. Additionally, faculty may access cloud-based research software licenses. As mentioned above, the University Research Office provides full-time faculty with financial support for fees and travel expenses related to participation in national and international academic conferences. In the current pandemic, all faculty may request unlimited antigen testing, at the on-campus clinic, and may also take PCR tests at a discounted rate at private clinics in Madrid or Segovia.

FULL-TIME FACULTY RESEARCH:

Alejandra Albuerne

Research funding awarded as Principal Investigator:
UCL's Global Challenges Research Fund, 2021
Activating abandoned heritage: the Medina of Tunis' potentials and pathways.
Amount: £98,908.63

Royal Academy of Engineering – Frontiers of Development, 2020
Towards mobilizing intangible heritage for recovery and resilience.
Amount: £19,960.00

Bartlett Innovation Fund, 2019
Collaboratory for the sustainable conservation of heritage in the Medina of Tunis.
Amount: £5,990.00

Previous full-time research positions:
University College London, UCL (March-Sept 2017)
Research Associate, EPICentre, UCL Depart. of Civil, Environmental & Geomatic Engineering
Promoting Safer Building: earthquake resistant masonry and timber construction in Nepal.

Universidad Politécnica de Madrid, School of Architecture (2009-2010)
Research Assistant, Department of Building Structures
The manuscript of J. Monasterio: New theory on masonry vaults (19th C).

Massachusetts Institute of Technology, MIT (2002)
Research Assistant, Building Technology Group, School of Architecture
Seismic-resistant construction in Afghanistan.

Journal Papers:
Albuerne A, D'Ayala D, Rossetto T (under review) Safer low-cost masonry housing in rural Nepal: Building Back Better with traditional materials. Submitted to IJDRR.

Guibaud A, Albuerne A, Torero J (under review) Towards an optimised fire protection of historic buildings. Submitted to Aedificare.

Guibaud A, Mindeguia JC, Albuerne A, Parent T, Torero J (under review) Notre-Dame de Paris as a validation case to improve fire safety modelling in historic buildings. Submitted to J Cult Herit.

Albuerne A, Pappas A, Williams M, D'Ayala D (2019) Experimental and numerical study of the dynamic behaviour of masonry circular arches with non-negligible tensile strength. JoMMS.

Albuerne A, Williams M (2017) Structural appraisal of a Roman concrete vaulted monument: The Basilica of Maxentius. Int J Archit Herit, 11:7, 901:912.

Albuerne A, Williams MS, Lawson V (2013) Prediction of the failure mechanism of arches under base motion using DEM based on the NSCD method. J of Herit Conserv, 34, 41‑47.

Albuerne A (2010) The Stability of the Basilica of Maxentius in Rome. Materials Research, 133-134, pp. 325-330.

Book Chapters:
Edeoja J, Fouseki K, Albuerne A (forthcoming) Heritage values and heritage management frameworks in Nigeria: an indigenous perspective. In Fouseki et al (eds) Handbook on Sustainable Heritage. Routledge 2022.

Albuerne A (forthcoming) Linking technical interventions and societal actions. In Jigyasu R, Chmutina K (eds) Handbook on Disaster Risk Management for Cultural Heritage. Routledge 2023.

Albuerne A (2012) Robert Willis y las bóvedas góticas inglesas. In Willis, R. (2012 (1841)). La construcción de Bóvedas en la Edad Media. Madrid: Instituto Juan de Herrera.

Working Papers:
Twigg J, Stephenson V, Albuerne A, Rossetto T and D'Ayala D et al. (2017) Self-Recovery from Disasters. An interdisciplinary perspective. London: Overseas Development Institute.

Wesam Al-Asali

Research Activities
Oct 2020- Mar 2022, Environmental Practices in the MENA Region.
 Fund: AFAC-Arab Cultural Fund 2020 (10KUSD). Awarded for the research and writing of 20 stories about crafts, and practices of local communities across the Middle East at the forefront of dealing with climate change. Wrote and secured award independently. Follow-on money was applied to National Geographic (Early Career Scheme). Potential output Bilingual (Arabic- English) illustrated book of 20 environmental agricultural and building practices. Digital platform with interactive infographics about the selected practices.

Jul 2020- Sep 2022, Forma: Vernacular Building for Sustainability.
 Fund: AHRC Impact Fund 2020,2021 (£10K GBP). Awarded for developing and impact project from my PhD research in craft training and construction in Valencia. The project is focused on construction companies and is accommodated within my newly co-founded school CERCAA. Wrote and secured an award with the supervision of Dr Michael H. Ramage as the principal researcher. Potential output Two training workshops with two construction companies in Spain, and an exhibition about the output of the workshops.

Jan 2017- Dec 2020, Craft-inclusive Construction: Design Strategies for Thin-tile Vaulting.
 Fund: Cambridge Trust, Said Foundation Scholarship, Awarded for doctoral research, wrote proposal independently. Fieldwork funds: Clare Hall Field Boak Fund, and Kettle's Yard Fund (4K GBP) Awarded fo travel expenses and fieldwork research in Rwanda, Jordan and Cuba.

Apr 2018- Jan 2020, Architecture and Crafts: Informality & Environmental Justice.
Fund: Arab Council for Social Sciences: Cycle 5 (45K USD).Two-year research on informal construction and self-built housing architecture the war in Syria and the future of housing in the post-war period. Written with IWlab co-founder Dr Iyas Shahin. Output: Educational workshop with students at Damascus University, Visual Book (INFORMALITY- Damascus) and (Reed: Weaving Barada) Online platform Informal Observatory with construction and architecture details from informal Damascus.

Jun 2017- Feb 2018, Vaults, Craft and Manufacturing.
 Fund: ITC Institut de Tecnologia Ceràmica and ASCER Tile of Spain (19K GBP) Industry fund for development of ceramic construction. The funds supported the design and construction of prefabricated vaults. The project was managed independently in Spain and the UK. Output: Vaulted pavilion in the international ceramic exhibition in Valencia CEVISAMA, Peer-reviewed paper.

Sep 2012- Sep 2013, Rural habitation in Syria: traditional architecture in reconstruction.
 Fund: Ettijahat Independent Culture (3K USD).Awarded for individual Syrian researchers for projects related to the Syrian culture. Output: Peer-reviewed paper

Jan 2010- Jan 2011, Architectural Educational Materials for Children
 Fund: IFPO-EU: Cultural Participation for Heritage Regeneration (4K Euro).Awarded to develop teaching strategies of architecture with the ministry of education in Syria. Output: Curriculum for elementary schools in Damascus on teaching architectural and urban heritage.

Peer-Reviewed Publications:

M. W. Al Asali, D. G. Couret, and M. H. Ramage, "Beyond the Schools of Art: Vaults in Cuba after the Revolution,"Journal of the Society of Architectural Historians (JSAH). Sep, 2021.

M. W. Al Asali and M. H. Ramage, "Learning through Building: Approaches to Craft Training in Thin-tile Vaulting," Journal of Traditional Building, Architecture and Urbanism, vol.01, 485 – 497. November 2020.

M. W. Al Asali, E. Wagemann, and M. H. Ramage, "Living on the move, dwelling between temporality and permanence in Syria," Journal of Housing and the Built Environ, vol. 34, no. 3, 829–843, Sep. 2019.

M. Ramage, T. J. Hall, A. Gatóo, and M. W. Al Asali, "Rwanda Cricket Stadium: Seismically stabilised tile vaults," Structures, vol. 18, 2–9, 2019.

M. W. Al Asali and I. Shahin, "Rural Habitation in Syria: The Culture of Traditional Architecture and its Role in the Reconstruction Process," METU Journal of the Faculty of Architecture, vol. 33, no. 2, Dec. 2016.

M. W. Al Asali, T. Reynolds, and M. H. Ramage, "Bending Parabolas: Formwork for Compression-only Structures", 2020, Divergence in Architectural Research, Georgia Tech Press. USA.

M. W. Al Asali, "Craftsmanship for Reconstruction: Artisans Shaping Syrian Cities", 2020, in Urban Heritage Along the Silk Roads: A Contemporary Reading of Urban Transformation of Historic Cities in the Middle East and Beyond, F. F. Arefian and S. H. I. Moeini, Eds. Cham: Springer International Publishing, 107–119.

M. W. Al Asali, R. AlHarfoush, M. Al Aswad, F. Al Saleh, "Tales from Syria. Case studies", 2017, in Syria - The Making of The Future: From Urbicide to the Architecture of the City, J Galli, Eds. Incipit Editore Srl, 199-225.

Marcela Aragüez

Selected Grants and Awards:
Great Britain Sasakawa Foundation Studentship. Postgraduate studentship funded by The Nippon Foundation to support PhD research in the UK wholly or partially related to Japan. (2015-2017)

The Bartlett Student Conference Fund. Scholarships for paper presentations at the Society of Architectural Historians Annual Conference in Glasgow in June 2017 and at the European Architectural History Network Biannual Conference in Tallinn in June 2018. (2017-2018)

Canon Foundation Fellowship. Research Fellowship granted to 15 highly qualified researchers across Europe and Japan. The Fellowship fully funded a 6-months research stay at the Tokyo Institute of Technology. (2017)

Architecture Research Fund. Awarded by the Bartlett School of Architecture for archival research on Cedric Price at the Canadian Centre for Architecture in Montreal. (2016)

Japan Foundation. Scholarship granted for a field trip to Japan. (2015-2016)

UCL Turner Prize. Award for best dissertation of the MSc Spatial Design: Architecture & Cities for the work entitled 'An Enclosed Landscape Spatiality: The Rolex Learning Centre of SANAA in Lausanne'. (2014)

TALENTIA Scholarship. Full Funding to study the MSc Spatial Design: Architecture & Cities at The Bartlett. Given by academic and professional achievements. Regional Government of Andalusia, Spain. (2013-14)

Publications:
The Palace and the Plaza: A Post-War Convergence in Seeking Performative Spaces
Forthcoming book chapter in Theatres of Architectural Imagination, Routledge UK. (forthcoming, 2022)

A Tale of a Thousand Buildings: Interview with Ricardo Bofill.
Informa Journal, Issue 14. University of Puerto Rico. (2021)

Building 'Calculated Uncertainty': Cedric Price's Interaction Centre
Peer-review article in arq: Architecture Research Quarterly, 1-17. doi:10.1017/S1359135521000233. (2021)
A Fragile Balance
Article in Less a Building. The London Zoo Aviary, Passengers London. Pp 112-117. (2021)

6 Actions for a Free School
Article co-authored with Gregorio Astengo for Building for Architecture Education. Architekturpädagogiken. Lucerne Talks. Park Books. ISBN 978-3-03860-262-0. (2021)

Making Up the Plaza: An Archive of Urban Forms in the Osaka Expo 70's Festival Plaza
Article in Roadsides, Collection no. 005 - Archive. Pp 15-22. https://doi.org/10.26034/roadsides-202100503 (2021)

 A Missing Link
Article in Informa Journal, Issue 12, 'Site Conditions'. UPR, ISSN 2637-7942. Pp 40-55. (2019)

A Gentle Revolution. Interview with Itsuko Hasegawa
LOBBY Magazine Vol.6. '1961'. Autumn 2017. The Bartlett School of Architecture. ISSN 2056-2977. Pp 40-55. (2017)

Spatial and Social Patterns of an Urban Interior – The Architecture of SANAA.
'Spatial Cultures'. The Journal of Space Syntax Vol 7(2). ISSN: 2044-7507. (2017)

In the Name of MA. Interpretations of an Untranslatable Japanese Character. LOBBY Magazine Vol.5. 'Faith'. Autumn 2016. The Bartlett School of Architecture. ISSN 2056-2977. Pp 88-90. (2016)

Contained Elegance. Interview with Carme Pinós. LOBBY Magazine Vol.3. 'Defiance'. Autumn 2015. The Bartlett School of Architecture. ISSN 2056-2977. Pp 54-63. (2015)

JP-CH 2015: Building in Context. Ausstellung über japanische Architektur in der Schweiz. Kuratiert von der Haute école d'art et de design in Genf (HEAD) und der Ecole Polytechnique Federale de Lausanne (EPFL). (2015)

Back to the Future and Back. The Production of Uncertainty. LOBBY Magazine Vol.2. 'Clairvoyance'. Spring 2015. The Bartlett School of Architecture. ISSN 2056-2977. Pp 36-37. (2015)

Cedric Price. An Insight into Literature and Architectural Knowledge. LOBBY Magazine Vol.1. 'Un/Spectacle'. Autumn 2014. The Bartlett School of Architecture. ISSN 2056-2977. Pp 104-105. (2014)

The Influence of Literature on Cedric Price's Universe of Ideas. Clues for the Understanding of Viable Utopias. International Conference on Architectural Design & Criticism Critic|all. Madrid 1 – 14 June 2014. Polytechnic University of Madrid. Digitale Verfahren. Critic|all PRESS. ISBN: 978-84-697-0424-0. Pp 110-118. (2014)

Romina Canna

Publications
Canna, Romina. "Parallel Lines: Urban Expressways in the United States." The Routledge Handbook of Infrastructure Design: Global Perspectives from Architectural History. Routledge (forthcoming March 2022).

Canna, Romina. "The Pursuit of Action." Cataloque Cosmowomen, Places as Constellations. Exhibition at the Rome National Gallery. Silvana Editoriale (2021).

Canna, Romina and Javier Elías. "Des-Metropolizando el Territorio. Un Montaje de Memorias Como Estrategia de Recuperación de las Identidades del Cordón Industrial de Rosario." Registros 15.1 (2019): 41-63.

Canna, Romina. "A Battle in Three Rounds: Method Versus Theory in the Construction of Urban Highways in the United States." Architecture and Culture 4.3 (2016): 369-379. Canna, Romina. "Entre el método y la teoría: El debate disciplinar por la definición de las autopistas urbanas en Estados Unidos." Identidades: Territorio, Cultura y Patrimonio 4 (2013): 191-219.

Canna, Romina. "De cuando la autopista quiso hacer ciudad: Tres arquitectos en busca de la disciplina." LAU II. Regeneración de Territorios Intermedios. Repensar Encamp 2 (2012). 16-21.

Canna Romina. "Ship in a Bottle." Chicago Architectural Club Journal #12: The State of the Art 12 (2012) 14-17.

Canna, Romina and David Goodman. "Spain/Portugal: A Guidebook for the IIT Summer Abroad Program." Illinois Institute of Technology. College of Architecture (2010).

Canna, Romina and David Goodman. "Spain/Portugal: A Guidebook for the IIT Summer Abroad Program." Illinois Institute of Technology. College of Architecture (2009).

Canna, Romina and David Goodman. "Qué tal se está afuera? d(x)i Magazine of Design Culture. (2003) Canna, Romina, Sabina Cachero and Javier Elías. "De la Obra de Arte, la Arquitectura, el Paisaje, la Ciudad y el Territorio. La Boca." En Matéricos Periféricos 4. (2000). 38-42.

Canna, Romina and Javier Elías. "Asentamientos irregulares: Un urbanismo de riesgo." El Habitar: una Orientación para la Investigación Proyectual. (1999). 56-61.

David Goodman

Peer-Reviewed Journal Articles
D. Goodman. Quantitative Methods for Architecture Research: Lessons from the Social Sciences. Technology | Architecture + Design, 4(1): 44-53. (2020)

D. Goodman. A Taxonomy for the Activist Environment: On Atmosphere and the Ad Hoc. Journal of Architectural Education, 73: 1, 6-19. (2019)

D. Goodman. Five of the Twenty-Seven Bars on Calle San Bernardo. Log, no. 1, 65-77. (2003)

Peer-Reviewed Books and Book Chapters
D. Goodman. On His Majesty's Secret Service, in Uncharted: The New Landscapes of Tourism. J. Elvira, D. Goodman, P. Oriol, R. Paez i Blanch, F. Rodriguez, L. Toro, (Eds.). New York: Actar Publishers, 8-13. (2014)

D. Goodman, E. Gigantes, E. Zenghelis. Reality Makes Everything Fantastic, in Uncharted: The New Landscapes of Tourism. J. Elvira, D. Goodman, P. Oriol, R. Paez i Blanch, F. Rodriguez, L. Toro, (Eds.). New York: Actar Publishers, 38-55. (2014)

H.F. Mallgrave and D. Goodman. Architectural Theory: 1968 to the Present. 2010. Malden, MA: Wiley-Blackwell. (2010)

D. Goodman. Walter Netsch: Five Imagined Histories, in Walter Netsch: A Critical Appreciation and Sourcebook. R. Clement, (Ed.). Evanston, IL: Northwestern University Press, 79-96. (2008)

D. Goodman. Systematic Genius: Walter Netsch and the Architecture of Bureaucracy, in Chicago Architecture: Histories, Revisions, Alternatives. C. Waldheim and K. R. Ray, (Eds.). University of Chicago Press, 261-284. (2005)

D. Goodman. Urban Disorder and the Emphatic Center. Paratactics 2, 41-69. (2001)

Invited Articles
D. Goodman. Project and Action: On Making Immodest Proposals, A+T, nos. 39-40, 2 36-249. (2012)

R. Canna and D. Goodman. ¿Qué tal se está fuera? d(x)i Revista de Cultura del Diseño, March (2003)

D. Goodman. Stranded in the Middle: A Transport Hub for Chicago, in Studio Works 9. Harvard Graduate School of Design. (2002)

D. Goodman. Boston Public Library—Massachusetts Avenue Branch, in Studio Works 7. Harvard Graduate School of Design. (1999)

D. Goodman. Isabella Stewart Gardner Museum Addition, in Studio Works 6. Harvard Graduate School of Design. (1998)

Conference Proceedings
D. Goodman. Imprints of a World to Come: Nonconformity in Chicago Architecture Firms, 1928-2000. Academy of Management Proceedings, 2018:1.(2018)

Journal Issues Edited
D. Goodman and R. Canna, (Eds.). The State of The Art: CAC Journal 12. Chicago Architectural Club. (2012)

Other Publications
D. Goodman, (Ed.). Six on Four: Texts from Culture and Theory V-VI. IE School of Architecture and Design. (2011)

R. Canna and D. Goodman, (Eds.). Spain/Portugal Guidebook. IIT College of Architecture (2010)

Research Grants and Projects
Co-PI: Council for Tall Buildings and Urban Habitat, Chicago Architectural Club. 2010. "Mine the Gap." ($10,000)

Co-PI: Chicago Architectural Club. 2007-2009. "The State of the Art." ($18,000).

Co-PI: Chicago Humanities Festival. 2007-2008. "Burnham Prize: A Transportation Center for the High-Speed Rail City." ($8,000).

Co-PI: Chicago Humanities Festival, Digital Imaging Resources; TieTek LLC. 2007-2009. "Burnham 2.0: A Patchwork Plan for the High Speed Rail City." ($20,000).

PI: Harvard University Graduate School of Design. 2001-2002. "Getting Around Paris: A Prepositional Primer for the Boulevard Périphérique.

Current Research Pipeline
Journal Article, with Salvador Carmona, to be submitted to Organization Studies (Premium IE), January 2022: 'Do-or-die' Deadlines in the Fog of War: On Organizational Tone and Creative Insubordination.

Journal Article, to be submitted to Journal of the Society of Architectural Historians, (Premium IE), estimated May 2022: Born under Punches: Innovation and Conformity Pressures in Chicago Architecture Practice, 1928-2000.

Journal Article, with Matan Mayer, to be submitted to Energy and Buildings (Premium IE), estimated July 2022: University Campus Typology and Carbon Footprint: A Comparative Analysis.

Grant Proposal, submitted December 2021, Spanish National Research Plan, team member: Crafting Sustainability: Spanish Rural Depopulation and the Recuperation of Traditional, Sustainable Building Practices.

Research Colloquium, proposal accepted December 2021, IE Business School, New Institutional Theory Workshop: Pedagogy as Performance: El Constructor and the Primo de Rivera Dictatorship in Spain, 1923-1930.

Proposal for Conference Paper Presentation, to be submitted January 2022, European Group for Organizational Studies (EGOS) Annual Colloquium: Pedagogy as Performance: El Constructor and the Primo de Rivera Dictatorship in Spain, 1923-1930.

Proposal for Conference Paper Presentation, to be submitted January 2022, European Academy of Management (EURAM) Annual Meeting: To Pass or To Signal: Ethnic Identity in Chicago Architecture Practice.

Cem Kayatekin

Journal Article
Kayatekin, C. S. Architectural form: flexibility, subdivision and diversity in Manhattan loft buildings. Buildings and Cities, 2(1), pp. 888–906. DOI: https://doi.org/10.5334/bc.140 (2021)

Laura Martínez de Guereñu

Publications
Martínez de Guereñu L. (2021), Editorial. "Who Designs Architecture? On Silenced and Superimposed Authorship," in RA. Revista de Arquitectura, no. 23, 2021, pp, 7-17. DOI: https://doi.org/10.15581/014.23.7-17

Martínez de Guereñu L. (2021), Guest editor of the entire journal issue no. 23. "Who Designs Architecture? On Silenced and Superimposed Authorship." 275 pages. ISSN 113-5539. ISSN-e:2254-6332. https://revistas.unav.edu/index.php/revista-de-arquitectura/issue/view/1444

Martínez de Guereñu, L. (2021) "German Pavilion/German Exhibits: An Almost Forgotten Episode in the History of Modern Architecture," in Grey Room (84): 38–63. https://doi.org/10.1162/grey_a_00324

Martínez de Guereñu L. (2020), "Re-enactment: Lilly Reich's Work Occupies the Barcelona Pavilion," in A+U. Architecture and Urbanism, May, 2020:6, pp.168-69.

Martínez de Guereñu L. (2020), "Re-enactment: Lilly Reich's Work Occupies the Barcelona Pavilion," Art Intervention at the Barcelona Pavilion [March 6, 2020-July 15, 2020]. Finalist FAD-Prize 2021 Epheral Interventions.

Martínez de Guereñu, L/ García-Estévez, C. (eds.) (2019): Bauhaus In and Out: Perspectivas desde España - Perspectives from Spain (Madrid: AhAU).

Martínez de Guereñu L. (2019): Un pabellón, ocho palacios: la construcción de la identidad alemana en Barcelona 1929. In: Archivo Español de Arte, Vol 92, No 366 (2019), pp. 203-218. (ISSN: 0004-0428; eISSN: 1988-8511) https://doi.org/10.3989/aearte.2019.14

Cupers, K., with Martínez de Guereñu L. (2018): Modernism as Accommodation. In: Marcel Breuer. Building Global Institutions, Eds. Bergdoll B., Massey, J. Zürich. Lars Müller, 264-267, 272-291. ISBN: 978-3-03778-519-5.

Martínez de Guereñu L. (2017): Mies, Bauhaus and Barcelona: The Pavilion as Anteroom of 16,000 m2 to the Exposition. In: Mies van der Rohe - Barcelona 1929. Barcelona. Tenov/ Fundació Mies van der Rohe, 46-79. ISBN: 978-84-944-2342-0

Martínez de Guereñu L. (2017): The Sequence of Mies van der Rohe in Barcelona: The German Pavilion as Part of a Much Larger Industrial Presence. In: Docomomo Journal, n. 56. The Heritage of Mies, January 2017, Lisbon, 56-63. ISSN: 1380-3204.

Martínez de Guereñu L. (2016): Bauhäusler on the Franco-Spanish Border. In: Architectural Histories 4(1): 15, Special collection: Travel, 1-23. E-ISSN: 2050-5833. DOI: http://dx.doi.org/10.5334/ah.191

Martínez de Guereñu L. (2017): Anni Albers and Lilly Reich in Barcelona 1929: Weavings and Exhibition Spaces. In: MOMOWO: Women Designers, Craftswomen, Architects, and Engineers between 1918 and 1945, 250-265. Ljubljana. Založba ZRC. ISSN: 2591-0639. DOI: https://doi.org/10.3986/wocrea/1/momowo1.14

Martínez de Guereñu L. (2017): Madrid, Havana, Cornell: A Path for Exchange/ Madrid, La Habana, Cornell: Una trayectoria para el intercambio. In: Carlos Arniches y Martín Domínguez, Museo ICO (Exh. Cat., 4 October 2017 - 21 January 2018). Madrid. Editorial Akal, 186-201. ISBN: 978-84-460-4523-6

Martínez de Guereñu L., Vela Castillo, J., Erdim, F., Valentine, O. (2017): Foundations: Architectural Education in an Intercultural World. In: Charrette. Journal of the association of architectural educators (aae) 4 (2), Autumn, 2017, Special Issue: "Global practices, transnational pedagogies", 72-88. ISSN: 2054-6718.

Martínez de Guereñu L., Toledo, M., Fontán M. (2014) (Eds.) [Commentaries by Martínez de Guereñu, L.]. Josef Albers: An Anthology (1924-1978). In: Josef Albers: Minimal Means, Maximum Effect (Exh. Cat, 28 March 2014, 6 June 2014), 199-351. Madrid: Fundación Juan March. ISBN 978-84-7075-619-1 [English edition]. Josef Albers: una antología (1924-1978). In: Josef Albers: medios mínimos, efecto máximo. ISBN 978-84-7075-618-4 [Spanish edition]. *CHOICE Outstanding Award 2016.

Martínez de Guereñu L., (2010) (Ed.): Rafael Moneo: Remarks on 21 Works. New York. The Monacelli Press / London. Thames & Hudson. 659 pp. ISBN 978-1-58093-216-5; ISBN 978-05-002-8883-2 [English edition]/ Barcelona. Gustavo Gili. 659 pp. ISBN 978-84-252-2362-4 [Spanish edition]

Fellowships
BBVA FOUNDATION. Leonardo Grant for Researchers and Cultural Creators, 2015. 12-months fellowship. Project: "Bauhaus, Spain, America: Exchanges and Cultural Transfers (1928-1975)." 32.000€ (3,23% of success rate)

MIES VAN DER ROHE FOUNDATION. Lilly Reich Grant for Equality in Architecture, 2018. Project: "Re-enactment: Lilly Reich's Work Occupies the Barcelona Pavilion." (14,3% of success rate)

ALEXANDER VON HUMBOLDT FOUNDATION. Humboldt Fellowship for Experienced Researchers, 2019. 18-months fellowship (2020-2022). Project: "Continuity across Scales: Mies, Lilly Reich, Barcelona and the Bauhaus."

Matan Mayer
Research and Editorial Appointments
Technology | Architecture + Design Journal, Taylor and Francis, USA
Editorial Board Member, 2021-

Harvard University, Center for Green Buildings and Cities, Cambridge, MA, USA
Postdoctoral Fellow, 2014-2016
Life cycle track lead. Current projects include design for rapid disassembly methods in buildings and infrastructure.

Harvard University, Design Robotics Group, Cambridge, MA, USA
Project Manager, 2010-2014
Low carbon envelope systems; Construction automation of composite shells

Harvard University, Graduate School of Design Technology Platform, Cambridge, MA, USA

Strategic Development Assistant, 2013-2014
Co-authored proposals for a future research facility and collaboration projects with Knoll and University of Bergamo

University of Stuttgart, Institute for Light Weight Structures and Conceptual Design (ILEK), Stuttgart, Germany
Visiting Doctoral Fellow, Fall 2012
Dissertation research work at the ILEK funded by a grant from the German Academic Exchange Service (DAAD)

Harvard University, Graduate School of Design, Cambridge, MA, USA
Research Assistant, 2009-2010
Worked on a strategic structures book with Prof. Martin Bechthold for Princeton Architectural Press

Swiss Federal Institute of Technology, Composite Construction Laboratory, Lausanne, Switzerland
Visiting Research Fellow, Summer 2009

Peer-Reviewed Journal Articles
Mayer Matan, "Adapting residential envelope assemblies for full circularity", Journal of Physics, October 2021.

Mayer Matan, "Material recovery certification for construction workers", Buildings & Cities Journal, September 2020.

Mayer Matan, Bechthold Martin, "Data Granularity for Life Cycle Modelling at an Urban Scale", Architectural Science Review, November 2019.

Mayer Matan, Bechthold Martin, "Development of Policy Metrics for Circularity Assessment in Building Assemblies", Journal of Economics and Policy of Energy and Environment, March 2018.

Mayer Matan, Dasi Despuig Blanca, Bechthold Martin, "Energy Retrofitting Tradeoffs in Residential Enclosures", Journal of the National Institute of Building Sciences, May 2017.

Book Chapters
Mayer Matan, "Economic Indicators for Material Recovery Estimation", in: Environmental Sustainability and Economy, Pramit Verma and Daniela Perrotti (Eds.), Elsevier, 2021.

Mayer Matan, "Versatile Infrastructure", in: Urban Infrastructure: Reflections for 2100, Sybil Derrible and Mike Chester (Eds.), ISBN 979-8695826524, 2020.

Mayer Matan, Echevarría Luis, "Low Impact Spans: Toward Emission-Based Structural Optimization", in: Structures and Architecture, Paulo J.S. Cruz (Ed), Taylor & Francis, London, ISBN 978-1-138-03599-7, 2019.

José Vela Castillo

Recent Publications
TRANSNATIONAL EXPERTISE AND LOCAL POLICIES FOR THE ARCHITECTURE OF SPANISH TOURISM INDUSTRY
(Co-Author: Sıla Karataş) In: Sibel Bozdoğan, Panayiota Pyla, and Petros Phokaides (ed.), *Coastal Architectures and Politics of Tourism: Leisurescapes in the Global Sunbelt*. London: Routledge (Forthcoming).

SHAPED FROM ABOVE: CARTOGRAPHIC DOMINATION AND U.S. MILITARY INFRASTRUCTURE IN 1950'S SPAIN
In: Joseph Heathcott (ed.), *Infrastructure Designs: Global Perspectives from Architectural History*. London: Routledge (Forthcoming).

THE USE OF ORTHOGONAL GRIDS IN THE DESIGN OF U.S. MILITARY BASES IN SPAIN
(Co-Author: Pedro García Martínez)
Nexus Network Journal vol. 23 no. 3, 2021, pp. 737-766.

THEŌRIA. DISTANCE, DIFFERENCE AND RESEARCH IN ARCHITECTURAL DESIGN
In: *Ongoing Research in Advanced Architectural Design #01*. Madrid: DPA/ETSAM-Ediciones Asimétricas, 2021, pp. 30-35.
ISBN: 978-84-17905-64-4

UN JARDÍN ROCOSO. CINCO ESTAMPAS DE RYŌAN-JI
VLC Arquitectura. Research Journal, Vol 7, n.1, pp. 33-63, 2020.

LA GRAN ESCALA NO TIENE FORMA
In: VVAA. *Luis Cubillo, Arquitecto*. Madrid: Ed. Lampreave, pp. 81-97, 2020.

LA MEJOR ESCUELA ES LA SOMBRA DE UN ÁRBOL. JIMENA MENÉNDEZ-PIDAL, FERNANDO HIGUERAS, EL COLEGIO ESTUDIO
BILE (Boletín de la Institución Libre de Enseñanza), n. 113-114, pp. 69-90, 2019.

NEUTRA IN THE BAUHAUS. DESSAU, OCTOBER 1930
In: L. Martínez de Guereñu and C. B. García Estévez (eds.), B*auhaus In and Out. Perspectivas desde España / Perspectives from Spai*n. Madrid: Lampreave, pp. 442-453, 2019.

INTERNAL MIGRANTS, INNER EXPATS. PARADOXICAL WAYS OF LIFE IN THE MID 1950S SPAIN
In: A. Gola, A. Singh and A. Singh (eds.), *Displacement & Domesticity since 1945: Refugees, Migrants and Expats Making Homes.* Working Paper Series, KU Leuven, pp. 305-322, 2019.

ESCRIBIR LA ARQUITECTURA – KAWABATA YASUNARI / WRITING ARCHITECTURE – KAWABATA YASUNARI
REIA: Revista Europea de Investigación en Arquitectura, No. 10, pp. 195-212, 2018.

PERO, ¿QUÉ QUEREMOS DECIR CUANDO DECIMOS TEORÍA?
In: D. García-Escudero and B. Bardí (eds.), *Textos de arquitectura, docencia e innovación* 5, Barcelona: Universidad Politécnica de Barcelona / Recolectores Urbanos, pp. 40-45, 2018.

FOUNDATIONS: RE-FRAMING ARCHITECTURAL EDUCATION IN A CROSS-CULTURAL WORLD
Charrette: the Journal of the Association of Architectural Educators, Volume 4 issue 2: Global Practices, Transnational Pedagogies, pp. 72-88, 2017.

ENRIC MIRALLES' ARCHITECTURAL PIECES: THREE EXEMPLARY ATTEMPTS
Zarch. Journal of interdisciplinary Studies in Architecture and Urbanism. Universidad de Zaragoza. No. 6, pp. 148-165, 2017.

SOCIAL AND POLITICAL AGENCY OF ARCHITECTURE: SHARED LANGUAGES IN THE CONTEMPORARY GLOBAL CITY
In: M.Couceiro, F. Roseta, J. Pestana, and S. Couceiro (eds.), *Architectural Research Addressing Societal Challenges*, London: Crc Press. Taylor and Francis Group, pp. 121-128, 2017.

Editorial Appointments
Associate Editor on *VLC. ARCHITECTURE RESEARCH JOURNAL*. 2021—.

Member of Scientifc Committee on JORNADAS SOBRE INNOVACIÓN DOCENTE EN ARQUITECTURA (JIDA). 2017—.

Member of Editorial Board on THREE CROSSES: ART, ARCHITECTURE, CRITICISM Series. Editor: Gavin Keeney. Cambridge Scholars Publishing, 2013—.

Member of Editorial Board on *R.I.T.A.* (Revista indexada de textos académicos / revista asociada de las escuelas de arquitectura de España e Iberoamérica). 2013—.

LEADERSHIP AND STAFF:

Listed below are short biographies of the IE School of Architecture and Design's leadership as well as support staff. Information regarding full-time members of the instructional / research faculty can be found in the following link: Faculty Résumés

Matrices for the 2019-2020 and 2020-2021 academic years, identifying each faculty member, the courses he/she was assigned during that time, and the specific credentials, experience, and research supporting these assignments, can be found in the following link: Faculty Matrix

LEADERSHIP BIOS:

MARTHA THORNE
Dean of IE School of Architecture and Design

Martha Thorne is Dean of IE School of Architecture and Design. Since 2005, she has served as the Executive Director of the Pritzker Architecture Prize, popularly known as the "Nobel Prize for Architecture". Her interests have always focused on international contemporary architecture, cities in evolution and changes in the role of the architect.

Prior to joining IE University, she was Associate Curator of the Department of Architecture at The Art Institute of Chicago. During her tenure at the museum, her responsibilities involved curating many exhibitions, developing publications, and participating in the groundbreaking study on collecting, archiving, and exhibiting digitally created design materials. She is the co-author of the books Masterpieces of Chicago Architecture and Skyscrapers: The New Millennium, editor and author for The Pritzker Architecture Prize: The First Twenty Years, and author of numerous articles for architectural journals and encyclopedias.

Martha Thorne received a Master of City Planning degree from the University of Pennsylvania and a Bachelor of Arts degree in Urban Affairs from the State University of New York at Buffalo. She undertook additional studies at the London School of Economics. She currently serves on an international jury for the award, ArcVision: Women and Architecture, a prize honoring outstanding women architects. She also lectures and assists with international architectural competitions.

CRISTINA MATEO REBOLLO
Associate Dean of IE School of Architecture and Design

Cristina Mateo is Executive Director at IE School of Architecture and Design. She is a specialist in urban ethnography, branding, communication, and E-Transformation and New Business Models.
Prior to joining IE, she was Head of Strategic Planning at Fundación Siglo, The Department of Culture and Tourism for Castile and Leon between 2011-2015. She was in charge of implementing the e-tourism strategy for the region, as well as an events and a partner building strategy and Revenue generation plan. She also contributed to the development of an ecosystem of online and offline services for the region.

She worked at Madrid City Council, for the International Strategy and Action Bureau, Madrid Global. Her work involved managing the city brand through a strategy of participation in large events such as the

Olympics and World Expos. Prior to her position with the City of Madrid, she worked between 2002 and 2007 as marketing manager for Spain and Portugal at VisitBritain (Britain´s Tourism Board), leading the E-commerce strategy for income generation for VisitBritain.

In Madrid and London she worked for AT Kearmey, marchFirst and Razorfish managing the customer experience for transactional, information and service oriented portals, between the years 2000 and 2002.

Cristina Mateo trained as a journalist and holds a Ph.D. in Sociology, from Goldsmiths College, University of London and an Executive MBA specialized in E-business, from IE Business School. She lived in London for 12 years, where she gave university lectures on the topics of the media in Spain and Spanish contemporary culture. She has written extensively on culture consumption and the role of ethnic identity in a global city.

DAVID GOODMAN
Associate Dean of IE School of Architecture and Design
Director of Studies in Architecture (BAR, BAS, MArch)

David Goodman is Associate Dean and Director of the Bachelor in Architecture/Bachelor in Architectural Studies and the Master of Architecture. He received his PhD in Organization Theory and Strategic Management from the IE Business School; the Master's Degree in Architecture from the Harvard University Graduate School of Design, a Master of Research in Business Administration from the IE Business School, and has completed bachelor's degrees with honors in Government and in History of Architecture and Urbanism from Cornell University. He is co-author of the book *An Introduction to Architecture Theory: 1968 to the Present*, and his work and writings have also appeared in the journals *A+T*, *Log*, and the *Journal of Architectural Education,* as well as in the anthology *Chicago Architecture: Histories, Revisions, Alternatives*, and in the book *Walter Netsch: A Critical Appreciation and Sourecebook*. Before co-founding his firm Roadwork Studio, he worked in the studio of Rafael Moneo in Madrid and for David Woodhouse Architects and Nagle Hartray Architects in Chicago. He has taught architecture at the Illinois Institute of Technology (IIT) in Chicago, Harvard University Graduate School of Design, and at the Boston Architectural College. The work of Roadwork Studio has been featured in the *Burnham 2.0* Exhibition at the Chicago History Museum, and the office was awarded second prize in the national competition for the Reconquista Civic Center in Argentina.

He is engaged in research on the relationship of organizations and their physical and administrative forms, as well as the development of architectural practice during times of crisis. Professor Goodman is a licensed architect in the State of Illinois, USA.

EDGAR GONZALEZ
Director of Bachelor in Design (BID)
Based in Madrid, Edgar Gonzalez leads the Bachelor in Design program at IE School of Architecture and Design. He founded EGD Edgar Gonzalez Design, a Strategic Design Agency, where he serves clients as a strategic consultant specialized in applying design processes to complex problems and narratives. As, Editor-in-chief of edgargonzalez.com since 2002, one of the main reference websites about architecture and design in the Spanish speaking world, he is tuned in to news and trends in architecture and design throughout the world.

Especially interested in themes at the threshold of the architectural practice, he researches the relationships between new technologies and media for creative processes and contemporary cities. He has served as guest professor and speaker in several universities and has been the curator and designer of several exhibitions and cultural projects. From 2000 to 2002 he worked as an architect at Zaha Hadid Architects in London and at Arquitectura Torres Nadal from 2002 to 2005. He also served as an editorial designer for the Architectural Association London, The Economist and The Guardian.

Holds a Bachelor in Architecture (ITESO University, Guadalajara, Mexico, 1996) and a M.A. in Complex Architecture (Alicante University, Alicante, Spain, 2007).

JERONIMO VAN SCHENDEL ERICE
Director of Master in Business for Architecture and Design (MBArch)
Jerónimo van Schendel is a Spanish-Colombian Architect, graduated from ETSAM in 2011 and Master in Architecture (M.Arch II) with Distinction, from Harvard University Graduate School of Design in 2016. He has worked with some of the most renowned architects in Spain, such as Cruz y Ortiz, Rafael Moneo or AS+, and is an IDEO SF CoLab Fellow 2016 (Iot & Blockchain Innovation Lab). Jerónimo currently serves as Office Manager at Abalos+Sentkiewicz AS+, with several projects in Spain, China and Latin America. His independent work is focused on identifying scalable entrepreneurship opportunities in the intersection of design, AEC, and technology, mainly through platform business models.

MARÍA ELVIRA MUÑOZ BERAZA
Director of Master in Strategic Design of Spaces (MSD)

Elvira Muñoz joined DEGW (now, Strategy Plus, a strategic business practice within AECOM) in 1998, and has been leading the Consultancy and Design team since 2000.
With her recent client, Telefonica, she was responsible for the consolidation of five business units involving the move of more than 12,000 employees to a new 150.000 m2 campus. While working with Garrigues, the largest law office in Europe with more than 1,000 lawyers, she managed the consultancy

and interior design services for the new headquarters. She is currently leading projects for Cisco Systems in Madrid, PricewaterhouseCoopers and Google.

Elvira Muñoz has been actively involved in the development and implementation of "New Ways of Working," and also been part of the international team for the European Commission supported research project "SANE": Sustainable Accommodation for the New Economy, which explores the implications of the distributed workplace. For the last four years she has worked directly with the Secretary General of Universities of the Spanish Ministry of Education to develop, "Social Spaces for Learning", demonstrating that interstitial and unprogrammed spaces for meeting are crucial in the university learning experience.

FLAVIO TEJADA
Co-Director of the Master in Real Estate Development (MRED)

Flavio Tejada is the Director of the Master in Real Estate Development (MRED). Associate Director at Arup, he has been responsible for master planning & urban practice in Europe. Flavio's innovative vision has been focused on design strategic urban projects that allow cities to face 21st century socioeconomic and environmental challenges through a holistic approach. During his career, he has gained a global experience, through working with local standards and cultures in several parts of the world, including Europe, Middle East, LATAM and United States. These experiences explore the upcoming relationships between sustainable urban design, real estate development and transport infrastructure.

He has specialized in urban regeneration and retrofit development, with the application of the latest innovations in technology and social participation. Flavio led some strategic urban interventions such as Santander Waterfront Development (recently exhibited at the 2016 Biennale di Venezia Architettura), several regeneration projects in Bilbao or La Rinconada Masterplan in Caracas. More recently, he has led Castellana Norte Masterplan in Madrid.

Flavio received his Master in Civil Engineering Degree from the University of Cantabria (Spain). He also extended his formation including an Architectural Design Program at UNC Charlotte (USA) and a Master's degree in Executive Real Estate Business Management (MDNI), ICADE-ICAI. He has given courses and lectures at universities and conferences in Spain, Europe and America.

MARCELA ARAGÜEZ
Associate Director of Undergraduate Studies, Assistant Professor

Marcela Aragüez is Associate Director of Undergraduate Studies. She received her PhD in Architectural History & Theory at the Bartlett School of Architecture, University College London, where she also

received a Master of Science in Spatial Design (ULC Turner Prize for best dissertation). Marcela's research focus lies in the production of adaptable architecture, with an emphasis on post-war practices from a cross-cultural perspective. She has recently coordinated the joint research project 'The Culture of Water' in collaboration with the Kyoto Institute of Technology in Japan and the Lucerne University of Applied Sciences in Switzerland. She is a licensed architect with professional experience in Spain and Switzerland, and co-editor of InForma journal from the University of Puerto Rico. Her work has been exhibited at the Haute École D'art et de Design in Geneva (HEAD) and the École Polytechnique Fédérale de Lausanne (EPFL). Marcela has lectured widely in the UK, Switzerland, Japan, France and Spain and her work has been acknowledged by grants and awards from institutions such as the Japan Foundation, Sasakawa Foundation, Canon Foundation and the Society of Architectural Historians of Great Britain.

STAFF BIOS

DOMÈNECH, IRENE
Program Assistant, Bachelor in Architectural Studies & Bachelor in Design

Irene Domènech is the Program Assistant for the Bachelor in Architectural Studies and the Bachelor in Design at IE Tower in Madrid. She is one of the newest members of the IE School of Architecture and Design, willing to support the team and give her best to enhance the bachelor programs.

Irene holds a Degree in Humanities from Universitat Pompeu Fabra, in Barcelona, and a Master's in Museum Studies and Cultural Heritage from Universidad Complutense de Madrid, during which she did an internship at Fundación Juan March. Since she is settled down in Madrid, she has completed several courses and workshops on culture management, in addition to publishing academic papers.

Her prior professional experience encompasses educational and cultural dimensions, in line with her academic background. Besides having done a paid traineeship at the International Relations Office of Universidad Complutense, she has worked at the Education Department of the Edward M. Kennedy Institute for the United States Senate, in Boston, and at the Editorial Department of a publishing house in Barcelona.

ESTÉVEZ, SOFIA
Program Assistant, Master in Strategic Interior Design

Sofia Estévez is Program Assistant for the Master in Strategic Interior Design (MSID). She joined the IE School of Architecture and Design in October 2021.

Sofia studied architecture at the National Faculty of Rosario, Argentina and she is also specialized in Marketing, Advertising and Social Media.

Prior to joining IE School of Architecture and Design, she worked on many projects as Social Media Consultant at aMasonas, Argentine Academy of Women Leaders.

GONZÁLEZ, MARIELA
Program Assistant, Master in Business for Architecture and Design and Global Master in Real Estate Development

Mariela Gonzalez is the Program Assistant for the Master in Busines for Architecture and Design (MBArch) and the Global Master in Real Estate Development (GMRED). She joined the IE School of Architecture and Design in Dec. 2020.

Mariela holds a Degree in Mass Communications with an emphasis in Corporate Media from Universidad Santa Maria (Caracas, Venezuela), and a Master of Arts in Broadcast Electronic Communication Arts from San Francisco State University, (San Francisco, California, USA).

During her career, Mariela has been involved in a wide range of projects in corporate media, public affairs, marketing, TV and radio production, sports media, journalism, education, graphic design, copywriting, and localization.

SANZ, BELÉN
Program Assistant, Bachelor in Design

Belén Sanz is the Program Assistant of the Bachelor in Design at IE School of Architecture and Design in Segovia.

Belén has a degree in Business Administration from the Universidad Complutense de Madrid, and she also holds a Master Degree in Management and Administration.

Prior to joining IE School of Architecture and Design, she worked at Mothercare Ibérica S.A. for more than 18 years. While at Mothercare, she worked as part of the purchasing and accounting departments, assisting with the daily management of the company.

ARTETA, LYDIA
Associate Director, Master Programs

Lydia Arteta completed her Bachelor of Arts in English Studies at the Universidad de Alcalá in 2012 while she was serving as the Assistant of the Product and Services area in the department of Distance Learning at Oxford University Press Spain.

She decided to complete her studies with the Master in Marketing, Communication and Events Management at ESDEN Business School and worked in different companies related to the hotel and restauration industry as Events Coordinator.

Lydia returned to the education sector in 2016 by joining IE School of Architecture and Design as an Assistant to blended programs (Master in Architectural Management and Design and Master in Strategic Design of Spaces). She is currently the Associate Director of Master Programs overseeing and supporting the masters' team and helping in different areas with internal coordination and the organization of events and lectures held in both, the Madrid Campus and online, while pursuing the Global Online MBA at IE Business School.

CARDIEL, MARIA ELENA
Fab-Lab Manager

Elena Cardiel is Manager of the IEU Fab Lab where she specializes in digital fabrication. She has worked as an intern in several architectural offices including Navarro Baldeweg Associates and Ábalos+Sentkiewicz Architects in Madrid. Her project "Vertical Park" was selected to be exhibited in the 3rd International Architectural Education Summit, in Berlin, in 2011. She earned her architecture degree from IE University in 2013, graduating as valedictorian. She is currently applying for the course Fab Academy "How to make almost anything" imparted by the IMT.and the market should be achieved within the construction industry.

DELGADO, LORENA
Fab-Lab Coordinator

Lorena Delgado is Coordinator of the Fab Lab IE University of the IE School of Architecture and Design at the IE Tower in Madrid. She specialized in digital fabrication and wearable technology, and she has been working at the School since 2021.

As a multidisciplinary designer, prior to joining IE A&D, she has worked in various studios specialized on Architecture and Fashion Design, including Enguita and Lasso de la Vega Arquitectura and Buj Studio among others.

She is an architect from the School of Architecture of Universidad de Alcalá and a Fashion Tech Designer, specialized in biomaterials fabrication, by IED Madrid. In both Masters, she is graduated with the highest qualifications.

She has taken several courses and trainings related to Architecture, Fashion, Smart and Sustainable textiles. Finished their studies, she has taught Workshops and Masterclasses related to biomaterials in Schools of Design and Architecture such as of Universidad Politécnica de Madrid, Manolo Blahnik Design School and the Istituto Europeo di Design among others.

In addition, she is a graduate of the Fab Academy Diploma 2021, taught by the Massachusetts Institute of Technology (MIT). This certificate validates your skills in web development, digital 2D and 3D modeling, laser cutting, design, fabrication and programming circuit boards, sensors, outputs devices and networking protocols, 3D printing and scanning, CNC machining in small and large scale, molding and casting, etc; and it recognizes you as an official Fab Lab professional of the Fab Lab global network.

HIGBEE, MAXON
Adjunct Professor, Fab-Lab Manager

Maxon Higbee is an artist and professor in the Architecture department at IE University. He is co-director of The Windor, an artist run space in Madrid.

In 2010 he was awarded a World Less Traveled Grant for a proposed project in Madrid, where he stayed, and continues to live and work. He has been in many solo and group exhibitions internationally and has given lectures at several institutions, including the American University Beirut, Lebanon; The Thyssen Bornemisza Museum, Madrid; and the IEU Department of Architecture and Design in Izmir, Turkey. He was a visiting artist in the Estudio Joven program at The Thyssen Bornemisza Museum, in Madrid, and was a selected artist in issue #101 of New American Paintings.

He received a Bachelor of Arts degree in English Literature and a BFA in Painting and Drawing, at California State University Chico, in 2007. In 2008 he was offered a full-time merit fellowship in the Painting and Drawing program at the Art Institute of Chicago. Upon completing his Masters of Fine Arts degree he received a John Quincy Adams Fellowship Grant for artistic merit.

LOZANO, LAURA
Program Assistant, Master in Real Estate Development

Laura Lozano is the Program Assistant of the Master in Real Estate Development. She joined IE School of Architecture and Design in 2018. Laura has a Degree in Social Work from Universidad Complutense de Madrid and she also holds a Master in Mediation, Action Fields and Applied Techniques for Conflict Management and a Master in Social Services Centers Management.

She is also specialized in Gender Equality and Family Mediation.

Laura spent four years as Coordinator of activities, training programs and events in different care homes and cultural centers in Madrid.

VEGA SANTOS, MARÍA DEL MAR
Program Coordinator, Bachelor in Architecture

Mar Vega is Program Coordinator of IE School of Architecture and Design at IE University in Segovia. She is specifically in charge of the Bachelor in Architectural Studies program. She has been working at IE since 2007.

Mar Vega has a degree in law and a diploma in business legal advice, E1, from ICADE in Madrid and she also has a master´s degree in telecommunications law, human resources, and e-commerce. Prior to joing IE School of Architecture and Design, she worked at Doxa Formacion and Esin Consultores in Madrid and in Property Registry in Segovia.

Faculty Appointment Policies

The institutional policies surrounding faculty appointment, promotion, and tenure are as follows:

Prior to any faculty search, a need for a new faculty hire must be established, and subsequently approved by the Rector. Once approved, the faculty office takes charge of the initial steps of the recruitment process. Once the first rounds of evaluation have been completed, a short list of candidates are established. These candidates are subsequently invited to campus for an interview process, during which time they also present a relevant body of teaching, research, or professional work. Faculty from the school that initiated the hire, as well as from other schools, then make recommendations based upon the interview process and the presented work. The Rector, in coordination with the Dean and Program Director(s), with the aid of this compiled information, makes the final decision with regard to the hire.

The hiring process is open, transparent, and reliant upon interdisciplinary inputs. It has been structured in this manner so as to support and promote a community of faculty that is both diverse and coming from a range of socioeconomic backgrounds. The promotion of diversity after all, is one of the university's

primary fundaments – being an international institution whose students, faculty, and alumni come from over 160 countries. For more information regarding the institution's social equity policies in turn, please refer to Section 1.3 of this text.

Promotion evaluations are structured around a faculty member's teaching evaluations, research outputs, and the inputs of the Dean, Associate Dean, Program Director, and Associate Program Director. For purposes of tenure, two evaluation checkpoints are of particular significance, one at the two-year mark, and the other at the four-year mark. The second year is considered a checkpoint to ensure that the faculty is currently addressing and achieving the standards expected of a tenure candidate, and if not, to frame what needs to be corrected so that they can begin doing so. At the four-year evaluation point, in addition to the parameters outlined above, a supplementary assessment of the tenure candidate is conducted via faculty, scholars, experts, etc., from outside the University.

Similar to the hiring process, the evaluation, and promotion process is open, transparent, and reliant on interdisciplinary evaluations of prospective faculty members. Once more, these mechanisms have been set in place in order to ensure that the process takes place in an equitable, fair, and clear manner.

Human Resource Development Opportunities

There are a range of resources available to faculty, as well as staff, for the purposes of professional and scholarly development. These include:

- Faculty and staff workshops, held several times throughout the academic year, focused around the strengthening of skillsets concerning teaching, research, teamwork, communication, organizational dynamics, career development, and so on.
- Access to research funding that supports conference attendance and related travel
- Access to the Faculty Research Office, headed by the Vice Rector of Research, which supports faculty with research development, and assists in the formulation of larger-scale research applications.

While the institution does not have a sabbatical policy, opportunities to buy-out teaching loads or move teaching loads around, are in place so as to support faculty engagement with fellowships and comparable research opportunities. A recent example of this is Professor Laura Martínez de Guereñu being awarded the Humboldt Fellowship, buying out a portion of her teaching load, and subsequently engaging in advanced research under the auspices of said fellowship.

Student Support Services

https://www.ie.edu/university/resources/counseling/counseling-ie-university/

In addition to the Advisors program, explained in section I.1.2, IE University offers a range of services to meet the needs of our undergraduate students for their academic and personal development. All IEU undergraduate students are welcome to make use of our counselling service at any point during the academic year. This service is free and confidential. Our counselling team is comprised of in-house guidance counsellors who work in close collaboration with clinical psychologists and psychiatrists from SINEWS, our trusted mental health service provider. In addition, the following services are offered to support our student's learning and personal experiences:

Special Education Needs (SEN)
At IE University, offering equal learning opportunities to its students takes top priority. Providing the necessary means for students to effectively express their knowledge is fundamental to our understanding of diversity.

With this aim in mind, our university offers a series of special adaptations for students with SEN (Special Educational Needs), which are defined as special conditions that may hinder a student's learning and challenge his or her academic achievement. These types of special learning conditions must be both certified by qualified professionals and properly documented in official reports. Similarly, the diagnosis needs to be supported by objective and standardized test results. Any student who wishes to benefit from such adaptations should provide the University with the corresponding report issued by a qualified professional in the field. The information that is provided is handled confidentially and will be filed exclusively for the intended purposes, only.

In order to initiate the request for academic adaptations, students are asked to fill out a questionnaire upon their acceptance to IE University. Our department of SEN evaluates the submitted documentation, and provisionally issues a proposal of academic adaptations. This proposal will only be formalized after a personal interview with our Special Educational Needs Coordinator at the start of the academic year.

Mental Health Series
We offer a yearly series of workshops and talks by experts and professionals, addressing mental health topics that are relevant to students' university life. These are open to all interested students.

IEU Guided Meditation & Yoga

We offer weekly guided meditation and yoga sessions. These sessions require no prior experience or preparation, offering students the opportunity to discover tools and techniques that will help them manage stress levels.

Guided Meditation: Breathing techniques, mindfulness practices, and guided imagery are employed to reduce mental chatter and confront challenges both calmly and proactively.

Yoga: Through both physical and mental exercises aimed at uniting body and mind, our certified instructors help students to balance their physical needs with the mental demands of academic life.

Mentorship Society

The Mentorship Society is an optional extra-curricular activity organized for first-year students. With the contribution of our volunteer student mentors, the Society provides the means to get ahead with useful information and to make friends and social contacts early in the semester. It helps new students learn the ropes at IEU both before and after the first day of classes; in short, making the most of the freshman experience. Once accepted and registered at IEU, incoming freshmen can apply for a place in the program, which entitles them to a range of benefits and perks to get them off to the best start possible. Thanks to the mentorship program, mentees have the opportunity to engage in social events and workshops, find opportunities to meet and socialize with other freshmen in a supportive environment, establish a close one-on-one relationship with their mentors and get connected with the larger community of older students.

Career Services

https://www.ie.edu/talent-careers/

In addition to the internship program developed at IE School of Architecture & Design for third- and fourth-year students of the Architecture Program, as explained in section I.1.2, IE University provides career services for students to enhance their profiles, skills and outputs towards a successful professional future. The department 'Talent & Careers' is committed to student and alumni in order to provide impactful career advising, learning resources and development tools that allow them to plan, manage and achieve their professional goals. Through workshops and sessions across departments and academic programs, the aim of Talend & Careers is to give students insights and knowledge to be best positioned in the competitive job market. As part of the career services, students of the Architecture Program have the chance to attend Portfolio Review sessions to improve the rendering of their academic performance in the professional environment.

Labeled plans of the Segovia and Madrid campuses can be found in the following link, in which, as requested, the locations of seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas, have been indicated: Labeled Plans

SEGOVIA CAMPUS

The IE University campus in the city of Segovia. Only 30 minutes from Madrid by high-speed train, the city welcomes students from all over the world with an atmosphere that is both academic and lively. Santa Cruz la Real Convent, home of IE University in Segovia, dates back to the early 13th century. The architecture tells the history of the building, from Romanesque remains, to Hispano-Flemish-style extensions, to Renaissance-style cloisters, to the modern renovations transforming the space into a cutting-edge educational facility.

Architecture Studio

Our students have 24/7 access to the Architecture studio space, with dedicated work desks, chairs, and lockable storage units for each student, with a total capacity of 150. The ground floor of the studio covers 171.1 square meters and in the upper floor 92.6 square meters, they are equipped with 2 printers, 2 plotters, a paper cutter machine. 2 scanners, and 4 smart boards.

Starting in September 2021, years 4 and 5 of the undergraduate program and the Master in Architecture program moved to the new vertical campus in Madrid. As it will explained below, we have Architecture Studio spaces on the 22nd floor of the new tower, with similar conditions as our Segovia studio space.

Fabrication Lab

The Fab Lab is equipped with the latest manufacturing and digital design technology, such as laser cutters, milling machines, 3d plastic printers, ceramics and resin, vinyl cutters and vacuum thermoforms, as well as traditional carpentry tools both electric and manual. Within this space of more than 250m2 there are also dedicated areas for painting, ceramics (with kiln) and utility sink. The digital Fab Lab has been accredited by MIT's Fab Lab network program, and is staffed full-time.

In September 2021, we inaugurated the Madrid branch of the IE FabLab, explained below, with similar conditions as the Segovia laboratory.

General Classrooms

Any conventional classroom can be occupied by any degree program at any time. However, there are established classrooms with priority use for each degree program. This does not imply that this classroom

belongs to that particular degree program, but that whenever they are free, it may be reserved for additional usage.

Classrooms are equipped with WiFi, whiteboard, screen, fixed projector computer, DVD, sound system, IT control table and tables and chairs according to occupancy. The classrooms are suitable for the majority of taught subjects, except in cases such as graphic subjects and design studio, which are taught in the architecture studio.

Office Space

The Architecture Office and the rooms for adjunct professors of the Architecture Program are located in room 315, on the 2nd floor. This room, of 70 m2, is equipped with 10 workstations, 7 computers, wi-fi connection and a meeting table for reviews or tutorials with students.

There is another office for full-time teachers, for more private use, in room 305, also on the 2nd floor and next to the previous one. This room, of 10.7 m2, is equipped with two computer workstations. It is understood that this office, of less itinerant use than the faculty lounge, is intended for the development of management and research activities.

The management of the Architecture Program has an office for individual use on the 1st floor, which are occupied by the different area directors. The office currently assigned to the current degree in Architecture is 210 B, measuring 10.7 m2, and is equipped with a workstation and computer.

Campus Common Areas

Library: Located in the east, west and South wings of the cloister located on the second floor of The Santa Cruz Convent. It has a floor area of 381.1 m2 and a capacity of 180 reading spaces.

Videoconference rooms: For the delivery of the online sessions, there are two classrooms in the university to provide professors with the necessary equipment. These spaces are: Room SG-330, Room SG-348.

Campus Online: The University's Campus Online is the reference point for students and professors where all communication tools are integrated. The platform allows access to resources such as agendas, documentation, multimedia materials and the virtual library. Campus Online includes means for publishing and announcements of general interest. Campus Online is available 24/7. Therefore, both students and professors have the flexibility to connect during the time of day that best suits their needs from any computer with Internet connection.

Aula Magna: The University uses the Aula Magna, the old church of the Convent of Santa Cruz, as a space to hold the most important academic events. Among these academic events, the most outstanding is the opening ceremony of the academic year and the graduation ceremony. The capacity of the church

is 1,200 people. Additionally, the church is used for other university activities within the academic field where a wide space is required, such as exhibitions, or concerts and theatrical representations.

Conference Room 1: Is located in the old refectory of the convent, with a floor area of 175.90 m2 and a capacity of 140 people. It is equipped with the latest projection, image and sound technology. Where it is also possible to carry out videoconference.

Conference Room 2: Is located in the old main room of the convent, with a floor area of 80.70 m2 and a capacity of 60 people. It is equipped with projection and sound equipment.

Conference Room 3: has a floor area of 130.50 m2 and a capacity of 100 people. It is equipped with sound equipment, screen, a fixed projector and computer.

Cafeteria: building is separate from the main building of The Santa Cruz Convent. It has a total floor area, distributed on two floors, of 344.30 m2.

Copying and Bookshop service: Located in a building separate from the main building, with a floor area of 129.7 m2

Nurse: space designated for the health care of students and university faculty and staff tended by medical personnel. It has a floor area of 29.6 m2.

Student Hub: Multipurpose room for work, study and recreation.

MADRID CAMPUS

In September 2021 a new 35-story vertical campus opened its doors in Madrid. The IE Tower has been specifically constructed to exemplify and integrate the values of IE University: sustainability, technology and innovation, entrepreneurship, diversity and a focus on the humanities. It is located in Paseo de la Castellana 259 E, in the Fuencarral-El Pardo district, within La Paz neigbourhood in Madrid, one of the fastest growing business and commercial areas of the capital. The facilities have a surface of 50,366 m2, 7,397 m2 for classrooms and 1,498 m2 dedicated to spaces for faculty and staff. The library has a surface area of 1,883 m2 and is of great importance to university life.

This brand-new educational complex combines the advantages of an urban center with ample space to develop university life. The building has a disruptive and innovative design of educational spaces, offering numerous open areas dedicated to teaching, teamwork, and discussion between the university community and third parties. The center has a vertical space that replicates the working environment of disruptive companies and organizations around the world and a large horizontal space at the base with sports facilities, large auditoriums, and green areas for the exclusive use of the university community.

Architecture Studio

Located in floor 22 of the IE Tower, the Design studios are open spaces currently used by fourth- and fifth- year students. Following the design culture implemented in the Segovia Campus, each student owns an individual workspace, with desk-crits and design studio courses taking place in the space. In addition, students can make use of work rooms and study areas in the same floor (as well as in any other floor in the tower).

Fabrication Lab

The Fab Lab Madrid is the digital fabrication laboratory of the School of Architecture and Design located at the IE Tower Madrid. The fab lab is equipped with the latest technology in digital design and manufacturing machines, such as: laser cutters, vinyl cutters, milling machines, 3D printers of plastics, ceramics and resin, a robotic arm and vacuum thermoforms, as well as a work manual area with traditional carpentry tools both electric and manual, and a electronics station. In this space, activities related to stamping, ceramics, molding and castings and painting are also carried out, so we are equipped with painting areas, printing press, lathe, and ceramic kiln. Within this 263 m2 space, our students receive training seasons on how to use all the machines which the fab lab is equipped. In this way, the students can independently handle the necessary tools in the development of their projects. As the fab lab in the Segovia Campus, the fab lab in the Madrid Campus has also been accredited by MIT´s Fab Lab network program and is staffed full-time.

General Classrooms

The classrooms are distributed from floor 3 to floor 24, at a rate of 2 to 4 per floor. They are 14.53 m wide by 7.50 m deep and have a total usable area of approximately 107.55 m² each. There are a total of 67 classrooms. The classrooms are furnished in a semicircular layout and can accommodate up to 64 students with fixed desks and staggered platforms. They have glass enclosures that allow natural light to enter. In global terms, all classrooms have the following equipment:

- Large format audiovisual projection system.
- Computer equipment.
- Ceiling PA system.
- High resolution camera on the wall.
- Support monitors for online sessions.

Within the audiovisual projection system of the classrooms, we can distinguish:

- The systems of fixed classrooms, which have a fixed, large-format screen and several support monitors.
- Classroom systems with multipurpose furniture where the audiovisual projection system is composed of light cannons and 6 support monitors.

Both the video cameras and the sound equipment are prepared for the class to be transmitted online, if necessary.

There are three types of classrooms:

- Classrooms with fixed furniture on a staggered planking with a capacity of 64 people per class, resulting in a ratio of 1.68 m² per student, far exceeding the minimum required in the case of classrooms with more than 40 students, which marks 1.25 m² per student. The building has 62 classrooms of this type.
- Classrooms with multi-purpose furniture, which can be configured for a capacity of up to 173 people and have a surface area of 489 m², adapting to different configuration needs, resulting in a ratio of 2.83 m² per student, far exceeding the minimum required in the case of classrooms with more than 40 students, which marks 1.25 m² per student. The building has 1 classroom of this type.
- Classrooms measuring 7.12 m wide by 7.50 m deep, with a total usable area of 53.36 m² and a capacity for 40 people each, with reconfigurable furniture. The building has 4 classrooms of this type.

Office Space

Office spaces are distributed throughout the tower from Floor 3 up to Floor 32. Floor 3 to 23 contains a series of individual office spaces on both sides of the floor plan. Full-time faculty and staff from across the University is allocated in all floors, with no clear division among academic departments, thus fostering collaboration and unexpected encounters between diverse disciplines. Floor 26 to Floor 32 are dedicated to offices for various administration departments such as facilities, IT, faculty payments, etc. Offices for the Deans and Vice-Deans, as well as those for the President and the Provost are also located in the upper floors of the tower.

Campus Common Areas

The new IE Tower is equipped with an impressive range of common areas and facilities for students faculty and staff. Among them, the following spaces are of particular importance for the architectural community:

Hardware, Software, Networks, and Other Resources

There are a range of hardware, software, networks, and other resources available institution-wide, to both students and faculty. These include:

- Campus-wide wi-fi
- Free subscription to Adobe Creative Cloud
- Free subscription to Google Suite applications
- Library subscriptions to a range of journalistic publications, including but not limited to (arranged alphabetically): The Chronicle of Higher Education, The Economist, Forbes, The Financial Times, Harvard Business Review, El Mundo, The New York Review of Books, the New York Times, El País, The Washington Post, and The Wall Street Journal.
- Library subscriptions to a range of databases, including but not limited to (arranged alphabetically): The Arts, Avery Index, Bloomberg, Country Reports, Dow Jones, Econlit, Elsevier e-books Collection, Elsevier ScienceDirect, The Financial Times Reports Library, HeinOnline, History, JSTOR Arts & Sciences I, JSTOR Arts & Sciences II, JSTOR Business I, JSTOR Business II, JSTOR Mathematics & Statistics, Just-Series Market Research Reports, Information Science & Technology Abstracts, Literature & Language, Proquest, ProQuest Annual Reports Collection, Proquest Business Dissertations and Theses, PsycArticles, Research Quotient, Science & Technology, Social Sciences, Thomson Reuters Eikon, Tutorials, and Wiley Online Library.
- Library digital tools: DiY Library APP, an app which allows the IE community to manage loans, holds, and fines, to borrow, renew, and return items, to make pending payments, to check the catalogue; etc.; it offers a wide range of digital learning tools, including training sessions and tutorials for usage of databases, digital libraries, bibliography citing, etc. The Library also offers teachers and students a wide range of Liquid Learning tools to improve online teaching, such as Ward, Vault, Classcraft, Statista, etc.
- The Self-Service Portal, through a cutting-edge technology on the digitization of workflows (ServiceNow), is a support site that enables is users to improve their day-to-day experience being part of the IE Community. A full-access experience is limited to IEU staff, although students and professors can also use with limited options. The platform offers staff users plenty of functionalities to request assistance and services from different departments: HR, Administration, Legal Advice, Alumni Department, IT Staff, Facilities and Services, and Publishing. Moreover, it integrates a knowledge repository available for users with a set of self-help lessons. The platform also has a live support-chat for users to make general inquiries. The Self-Service Portal is, in short, an

efficient and effective way to enhance the performance of not only the individual user but also the institution as a whole.

Significant Problems Impacting Operations or Services

Currently the most significant challenges that the institution faces are related to COVID-19. To react to the new dynamics and approaches to higher education that Covid-19 has necessitated, the institution has enacted / implemented the following points:

- Shift to a hybrid/liquid model of higher education, which supports a mixed-method approach to instruction, including on-site, remote (synchronous and asynchronous), and hybrid (with some students remote, some students on-site) teaching formats.
- Social distancing standards and guidelines within classrooms and campus
- Reduction of class sizes where required
- Hygiene and sanitation stations placed throughout classrooms and the campus
- A Covid tracker app, which allows for the current health status of students and faculty to be tracked and monitored, with access to campus being controlled via a health passport that is updated daily.

The second significant challenge that the institution faces is due to the growth of the program, and the impending limits of available space. This is in part due to an agreement in place with Northeastern University, wherein our institution receives the entire third year cohort of Northeastern University's architectural program, half in the first semester, and half in the second semester. Since Northeastern is also expecting an increase in enrolment, in the near future it is expected that the architecture program of the IE School of Architecture and Design will be receiving at least 50 additional students per semester. This growth is part of the reasoning behind the recent opening of the vertical campus in Madrid. The final two years of the architecture curriculum will be placed here, where there is more than sufficient space to resolve this growth in the student population for the near future. Additional physical resources, however, will likely be necessary within three years if we are to maintain our current studio culture approach to architectural education.

An additional challenge arises with the division of our program in two campuses. In this, our first year of the 2-campus approach, the transition has been somewhat smoother than we had anticipated, though we hope to add additional opportunities for cross-campus activities, especially when, and if, COVID restrictions make this more feasible. We have also noted that it has been a challenge to institute a lively culture of making in the architecture studios in the Madrid tower, as students have found the new building to be somewhat antiseptic and cold, as compared to the historic Segovia campus.

I.2.3 Financial Resources

The IE School of Architecture and Design has a positive margin and there is a low risk of operations discontinuity or insolvency. In terms of direct costs $3.8 million are expected for 2019-20, leading a Direct Margin of $1.4 million for the School. The current program budget is outlined as follows:

	19-20 Budget ($)
Net Revenues	5,196,000
Direct Cost Commercial	608,000
Direct Cost Faculty Operations	1,338,000
Direct Cost Program's Operations	338,000
Direct Cost Facilities	441,000
Direct Cost HR Programs	1,091,000
Direct Costs Total	3,816,000
Direct Margin	**1,381,000**

Pending or Recent Changes to the Institution's Financial Structure

The financial structure of the institution is in large part dependent on enrolment numbers. Despite the current challenges of Covid-19, enrolment numbers have remained steady. Given this state of affairs, there are no significant increases or reductions in funding expected in the foreseeable future. Once Covid-19 subsides, it is expected that the pre-Covid-19 trajectory of enrolment growth, will be achieved once more.

Similarly, there have been no recent, nor are there any impending, changes in funding models for faculty, instruction, overhead, or facilities. And there are no other financial issues the program and/or the institution is facing.

I.2.4 Information Resources

The institutional resources relevant to this section include a range of items listed previously under "Campus Common Areas" in Section 2.2. These are:

Library: Located in the East, West and South wings of the cloister located on the second floor of The Santa Cruz Convent. It has a floor area of 381.1 m2 and a capacity of 180 reading spaces.

The library has a considerable amount of architecture books, journals and magazines available to either read on-site or to borrow. Beyond the resources available on-site, the library also provides through its

website an extremely rich array of digital resources, including access to the majority of indexed research journals as well as the possibility to borrow resources from libraries around the world as being part of the Worldcat network. The following table includes the number of volumes and online resources available on subjects included in the Bachelor of Architecture:

Total: 90,048

Total eBooks: 76,807

Total Print Books: 3,726

Total Thesis, Dissertations: 953

Total Print Journals and Magazines: 99

Total eJournal, eMagazine: 8,414

Other formats (DVDs, maps, etc.): 49

Hybrid Classrooms – Liquid Learning

The COVID-19 Pandemic prompted a drastic transformation in the way we live, and it profoundly affected our everyday life. These changes were of utmost importance in the academic environment, where safety for students, faculty and staff had to be secured while still providing excellent higher education curricula. Starting with the pandemic outbreak in March 2020, IE University developed an educational methodology that would be able to adapt to the changes and uncertainties in which we all are suddenly surrounded by. This methodology, called 'Liquid Learning', was based on a hybrid educational model in which students don't need to be in the same physical space to work together efficiently. In June 2020, with some students not being able to be present on Campus due to the ongoing pandemic, the Liquid Learning model was implemented for all programs at IE. This model allows for both remote and face to face attendance on campus. All classrooms in the Madrid and Segovia campuses were equipped with cameras, microphones, and screens in order to allow students to connect remotely and have a learning experience with comparable quality to those present in the classroom. The Liquid Learning model was further complemented by a series of digital learning tools and methodologies to go beyond a mere hybrid teaching format. Group coaching, peer-feedback, real-case simulations and hybrid group projects were implemented in order to make the most out of this innovative teaching and learning experience.

Campus Online

The University's Campus Online is the reference point for students and professors where all communication tools are integrated. The platform allows access to resources such as agendas,

documentation, multimedia materials and the virtual library. Campus Online includes means for publishing and announcements of general interest. Campus Online is available 24/7. Therefore, both students and professors have the flexibility to connect during the time of day that best suits their needs from any computer with Internet connection.

I.2.5 Administrative Structure and Governance

The Architecture Program is directed by Associate Dean David Goodman, in the IE School of Architecture and Design, under the leadership of Dean Martha Thorne. Associate Dean Cristina Mateo is also engaged in strategic decision making related to these programs and the rest of the IE School of Architecture and Design portfolio of programs. Day-to-day administration of the program is overseen by David Goodman and Associate Director of Undergraduate Studies Marcela Aragüez with support from Program Coordinator María del Mar Vega and Program Assistant Irene Domènech Comella.

All full-time faculty form part of the Curriculum committee and are assigned coordination responsibilities over a specific area of study. Full-time faculty report to the Dean and Associate Deans as well as to the the Rector and Dean of Faculty, Salvador Carmona, who evaluates faculty research outputs and teaching evaluation, and who leads the faculty recruiting and retention for all University full-time professors, in all 5 Schools. Adjunct faculty report to the Dean and Associate Deans as well as to the Associate Dean of Adjunct and Visiting Faculty Isabel Sánchez.

Full-time faculty are assigned academic responsibility over a curricular area, and meet regularly with other coordinators and with the full-time faculty to discuss implementation of the approved plan of studies, potential changes to the plan, and other modifications to the methodology and content of the degree. Though no formal mechanism exists for adjunct faculty to propose such changes, adjunct instructors are in close contact with area coordinators, the Associate Director and the Associate Dean, and may use these informal avenues for discussion of improvements and modifications.

Each cohort of students elects a delegate and subdelegate to the student advisory committee, which meets not less than once per semester with the Director/Associate Dean to discuss concerns, recommendations, and to assess strengths and weaknesses. These delegates and subdelegates meet as necessary to voice concerns of general interest to their cohort.

Students also participate in elections to the University-wide Student Government, which meets regularly with the University Administration to address concerns and issues of interest.

Part I, Section 3 – Program Characteristics

I.3.1 Statistical Data and Faculty Credentials

Student Demographics

Enrolment

Total number of students enrolled in the program being reviewed for International Certification:

Program	Number of students
BAR	34
BAS	159
TOTAL	**193**

- Total enrolment by gender

Gender	Number of students
Female	140
Male	53
TOTAL	**193**

Total enrolment by race/ethnicity or national origin

National origin	Number of students
Germany	4
Angola	1
Argentina	2
Austria	2
Belgium	3
Brazil	5
United Kingdom	3
Bulgaria	2
Canada	1
China	4
Colombia	5
South Korea	1
Costa Rica	1
Croatia	2
Denmark	1
Dominican Republic	1
Ecuador	3
Egypt	3
Slovenia	1
Spain	26
Ukraine	1
Unites States	56

Philippines	1
Finland	1
France	2
Georgia	2
Greece	1
Guatemala	1
Netherlands	4
Honduras	1
India	2
Iran	1
Italy	5
Jordan	6
Kazakhstan	1
Lebanon	3
Malaysia	1
Morocco	2
Mexico	3
Nepal	1
Palestine	1
Peru	1
Russia	4
Saint Kitts and Nevis	1
El Salvador	1
Serbia	1
Syria	1
South Africa	2
Sweden	2
Switzerland	1
Turkey	8
Venezuela	4
TOTAL	**193**

Full-time/part-time enrollment

All of our current students are enrolled full-time.

Degrees Awarded

Total number of degrees awarded in the three academic years before the visit

ACADEMIC YEAR	NUMBER OF DEGREES AWARDED
2020 - 2021	22
2019 - 2020	23
2018 - 2019	17

TOTAL	57

Total number of degrees awarded in the previous three academic years before the visit by gender and by race/ethnicity or national origin

GENDER	NUMBER OF DEGREES AWARDED
Female	38
Male	24

NATIONAL ORIGIN	NUMBER OF DEGREES AWARDED
Azerbaijan	1
Belgium	1
Bolivia	1
Bulgaria	1
Canada	1
Colombia	1
Egypt	1
France	2
Georgia	1
Germany	2
India	4
Italy	5
Japan	1
Jordan	2
Lebanon	1
Morocco	2
Norway	1
Russia	1
Spain	26
Taiwan	1
Turkey	2
United States	1
Venezuela	2
Vietnam	1

Percentage of students who complete the degree program within the "normal time to completion" for the past three academic years; percentage of students who complete the degree program within 150% of the normal time to completion for the past three academic years

Academic year	Graduated within the normal time to completion	Graduated within 150% of the normal time to completion
2020 - 2021	57,89%	57,89%
2019 - 2020	62,06%	62,06%
2018 - 2019	57,14%	71,42%

NOTE: Among graduating students, time to completion of degree is as follows:

Academic year of graduation	Average time to completion of five-year degree (years)
2020 - 2021	5.2
2019 - 2020	5
2018 - 2019	5
2017 - 2018	5.4

Faculty Demographics

Race/ethnicity/national origins and gender of all full-time instructional faculty who teach in the degree program being reviewed for international Certification

SURNAME 1	SURNAME 2	NAME	NATIONAL ORIGIN	GENDER
Albuerne	Rodríguez	Alejandra	Spain	Female
Aragüez	Escobar	Marcela	Spain	Female
Canna		Romina Marta	United States	Female
Goodman		David Jeffrey	United States	Male
Kayatekin		Cem Sinan	United States	Male
Martínez De Guereñu	Elorza	Laura	Spain	Female
Mayer		Matan	Israel	Male
Vela	Castillo	José	Spain	Male

Demographics compared to those of full-time instructional faculty at the institution overall:

		IEU Full-time Faculty	BAR+BAS Full-time Faculty
NATIONAL ORIGIN	**Spain**	74 (40%)	4 (44%)
	Other nationalities	110 (60%)	5 (56%)
GENDER	**Female**	79 (43%)	4 (44%)
	Male	105 (57%)	5 (56%)

Faculty by rank: full-time professor / adjunct professor

SURNAME 1	SURNAME 2	NAME	RANK
Al-Asali		Wesam	full-time
Albuerne	Rodríguez	Alejandra	full-time
Aragüez	Escobar	Marcela	full-time
Canna		Romina Marta	full-time
Goodman		David Jeffrey	full-time
Kayatekin		Cem Sinan	full-time
Martínez De Guereñu	Elorza	Laura	full-time
Mayer		Matan	full-time
Vela	Castillo	José	full-time
TOTAL = 9			

SURNAME 1	SURNAME 2	NAME	RANK
Astengo		Gregorio	adjunct
Benedito	Ribelles	Mariona	adjunct
Cabello	Arribas	Juan	adjunct
Canogar	Mckenzie	Daniel	adjunct
Chinchilla	Moreno	Izaskun	adjunct
Echevarría	Giménez	Luis	adjunct
Elvira	Peña	Juán	adjunct
Felip	Ordis	Olga	adjunct
Flores	Sánchez	Ángel	adjunct
Gandhi		Farzana	adjunct
García	Martínez	Mónica	adjunct
García	Pino	Fernando	adjunct
Giménez	Vila	Javier	adjunct
Gómez	Navarro	Miguel	adjunct
Herrera	Martínez	Sandra	adjunct
Higbee		Maxon	adjunct
Hotait	Salas	Nadia	adjunct
Iancu	Bratosin	Ruxandra	adjunct
Iddawela		Dinithi Seuwandi	adjunct
Íñiguez de Onzoño	García	Rafael	adjunct
Jerez	Abajo	Enrique	adjunct
Jeschke		Anna Laura	adjunct
Mattoccia		Alessandro	adjunct
Mayoral	Palanca	Daniel	adjunct
Mazzanti	Sierra	Giancarlo	adjunct

Medina	Prieto	Patricia	adjunct
Molinos	Esparza	Roberto	adjunct
Pérez	Garrigues	Elena	adjunct
Pérez	Romero	Manuel	adjunct
Ray		Agnhis	adjunct
Toro	Ocampo	Lina	adjunct
Travesí	Cabetas	Juan	adjunct
Van Schendel	Erice	Jerónimo	adjunct
Vega	Clemente	Ruth	adjunct
TOTAL = 34			

Number of faculty promoted each year for the three years before the visit:

Marcela Aragüez was promoted from Adjunct Professor to Assistant Professor.

Number of students enrolled in the degree program(s) being reviewed for substantial equivalency:

There are 193 students currently enrolled in the BAR and BAS programs:

1st Year (BAS) – 36 students

2nd Year (BAS) – 62 students

3rd Year (BAS) – 37 students

4th Year (BAR) – 29 students

5th Year (BAR) – 29 students

The IE School of Architecture and Design also hosts the 3rd year undergraduate architecture cohort from Northeastern University, with one-half of the cohort joining the school in each of the two semesters.

Number of students enrolled from countries other than the one in which the program is located (if available): 104 students out of 138 enrolled (75%) have nationalities other than Spanish.

Qualifications of students admitted in the fiscal year prior to the upcoming visit:

Students are admitted in the Bachelor in Architecture with a minimum high school GPA qualification of 8.5/10 (B+) in the Spanish grading system. Additional requirements for admission are:

- Minimum grade of 7/10 in Mathematics, Physics and Arts

- TOEFL 90-100

- Approved portfolio

- Successful interview

Faculty

Number of faculty by rank (e.g., assistant professor, associate professor)

Our university does not use the US Classification system for full-time professors. Our tenure clock is not directly comparable to the US, but we would consider as "associate" professors those who have successfully passed their initial 2-year review period, and full professors, those who have successfully passed a posterior review following a window of time to be agreed upon by the professor and the University Faculty office.

Number of full-time faculty and part-time faculty
Full-time faculty – 9 (Associate Professor)
Part-time faculty – 34 (Adjunct Professor)

Number of faculty promoted in the past two academic years: 1
Number of faculty maintaining licenses in the country of the program: 17
Number of tenured faculty (if applicable): 2

Part II, Section 1 – Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

A Matrix of the required courses with the SPCs they fulfil is provided in the following link:

[SPC Matrix](#)

Student work is assessed on a 10-point scale. These grades are classified according to the following guidelines:

0-4.9: Not passing level of work -- significant areas needing improvement and/or incomplete or insufficient deliverables to evaluate student properly.

5.0-5.9: Minimum acceptable passing level of work with several areas needing critical improvement, and/or the further development of deliverables.

6.0-6.9: Fair level of work with some areas needing improvement.

7.0-7.9: Consistent, solid work during the whole semester. The student has produced what is expected at that year level.

8.0-8.9: Advanced level of work for what can be expected at that year level.

9.0-9.9: Exceptional level of work, highly advanced for the student's year level. Starting at the grade of 9, the student may (according to the necessary consensus among professors) receive "Honors / Matricula de Honor" as a recognition of exceptional work.

10: Beyond exceptional level of work, within the standards of a much higher year level, seldom encountered.

In order to assure that these criteria are applied evenly in classes where more than one section exists (Design Studios, for example), professors meet before assigning grades to calibrate the grading scale according to shared criteria. In Design Studios, all design studio faculty share their student work and explain common grading criteria, in an effort to establish clear criteria for grade assignment and to facilitate faculty awareness of the entire studio sequence.

Part II, Section 2 – Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance

The Architecture Program (BAS + MArch / BAR) at IE University is based on the Ministerial Order EDU/2075/2010, 29 July, which establishes a set of bachelor's and master's degrees, with a compulsory non-professional bachelor's degree, 300 ECTS, that gives access to the master's degree which is composed of 60 ECTS. The degree that is developed in this document gives the student the skills described in the order, and in accordance with the rules of the European Union, provides the training that prepares the student for their subsequent professional master's degree, and for eventual professional practice, whether within the regulated profession as an architect, whose professional practice is established in the Law 38/1999 of building ordinances; or in non-regulated professions, where the skills of an architect are relevant and applicable.

It should be noted that the majority of the newly admitted students in architecture at IE University do not come from Spain and approximately 20% are from outside the European Union, out of which many do not wish to work professionally in Spain, nor in the member states of the EU. It is possible that some of the international students, especially those from outside of the EU, decide upon the completion of the degree not to continue their master's studies but rather complete their professional training in their countries of origin, according to the specific requirements of each country.

Architectural studies at IE University began in the year 1997, within the previous university, SEK. 2008-2009 was the first academic year that IE University began to impart the Bachelor in Architectural Studies, based on the Ministerial order ECI/3856/2007, of 27 December. The Bachelor in Architectural Studies is a revision of the authorized qualification of 5 years to the most recent Ministerial Order (EDU 2075/2010), incorporating the lessons learned over the last few years.

Currently, IE University is one of the two universities in Castile and Leon where studies in architecture are taught, and the only private university in this autonomous community offering such studies. In the

northwest region of Spain, in the Autonomous Communities of Galicia, Castile and Leon, Cantabria and Asturias, with approximately 7 million inhabitants, there are only three universities that offer studies in architecture: University of A Coruña, University of Valladolid and IE University.

During the preparation of the degree, we used as references the following resources:

- Ministerial Order EDU/2075/2010, 29 July

- El Libro Blanco del Título de Grado En Arquitectura, Agencia Nacional de Evaluación de la Calidad y Acreditación

- Building Futures: The Future for Architects, Royal Institute of British Architects (RIBA)

In addition, we have studied the new curricula implemented and/or proposed in the following Spanish schools:

- Escuela Técnica Superior de Arquitectura de Barcelona

- Escuela Técnica Superior de Arquitectura de Madrid (ETSAM)

- Escuela Técnica Superior de Arquitectura del Vallés (ETSAV)

- Escuela Técnica Superior de Arquitectura de Sevilla (ETSA)

Of these curricula, all based on the Ministerial Order EDU/2075/2010, 29 July, we have taken into account the curricula of the ETSAB, ETSA and the ETSAM as examples of balanced programs, with great tradition and prestige, and with a special focus on project components. Although no specific elements of these curricula that are not part of the Ministerial Order have been incorporated, they have nonetheless been important points of reference during the new degree development process. The curriculum of ETSAV has been useful as an example of a program with clear established stages: At Vallés it is considered, for example, that the first three years of the degree constitute a "Diploma ETSAV" that corresponds to the first stage of the formation of the architect. We have implemented a series of stages or annual themes, inspired, to some extent, on the organization of the curriculum at Vallés.

Given the international approach of IE University, also we have taken the following international schools as a reference:

- Architectural Association (AA) School of Architecture: London, UK

- Cornell University School of Architecture, Art and Planning: Ithaca, NY, USA

- Illinois Institute of Technology, College of Architecture: Chicago, IL, USA

- University College London / The Bartlett Faculty of the Built Environment: London, USA

- Rice University: Houston, TX, USA

- University of California at Los Angeles: Los Angeles, CA, USA

- TU Delft Faculty of Architecture: Delft, Netherlands

These international curricula are not based on the Ministerial Order, and for that reason, are not directly compared to the degree proposed. However, they have been references in our process. We have been inspired by the close coordination between the various subjects and areas of study of each academic year within the Architectural Association. Our thematic organization of courses aims to create similar coordination to that of Cornell University, and of the North American system. We have incorporated the concept of "studio culture", or workshop culture that encourages work in the workshop, the contact between students of various academic years, and 24/7 infrastructure availability.

A copy of the most recent certificate from the ministry/agency regarding the institution's authorization, can be found in the following link:

[Certificate of the Institution's Organization](#)

II.2.2 Professional Degrees and Curriculum

The number of credits specified below refer to ECTS credits, each one of them corresponds to 25 hours of student work per semester with approximately 30% of these in face-to-face contact hours.

Total number and distribution of credit hours required for completion of the degree:

Foundational: 60

Compulsory: 204

Elective: 30

Internships: 0

Final Thesis Project: 6

Total Credits: 300

Minimum number of credit hours required for each semester of term

First Year BAR/BAS, First Semester – 27

First Year BAR/BAS, Second Semester – 27

First Year BAR/BAS, Annual Credits – 6

Second Year BAR/BAS, First Semester – 27

Second Year BAR/BAS, Second Semester – 33

Third Year BAR/BAS, First Semester – 30

Third Year BAR/BAS, Second Semester – 30

Fourth Year BAR/BAS, First Semester – 30

Fourth Year BAR/BAS, Second Semester – 30

Fifth Year BAR/BAS, First Semester – 30

Fifth Year BAR/BAS, Second Semester – 30

MArch, First Trimester – 20

MArch, Second Trimester – 20

MArch, Third Trimester – 20

For a description of all courses offered in the BAR/BAS curriculum, please access the following link:

Course Descriptions

Part II, Section 3 – Evaluation of Preparatory Education

Student applications are received and preliminarily evaluated by the IE University Office of Admissions and thereafter by the Architecture Program Director and Associate Director.

The following material is required for admission:

- High School Transcript
- Standardized Test (IE Entrance Exam, ACT, SAT, LNAT, Spanish National Collegiate Entrance Exam)
- Portfolio
- Personal Essay
- Letters of Recommendation (2)
- Personal Interview
- CV, including all extracurricular activities, employment, and awards

As explained in section I.1.2, our admissions criteria is balanced between prior academic achievement, standardized test skills, and communication skills, with a special emphasis on the creative potential and attention to detail in the portfolio. Prior architectural drawing or design experience is not expected.

Though no formal cutoff exists, we seldom accept candidates with a high school GPA below 3.0 or equivalent. The information below is provided as guidance for the most popular educational systems represented on campus. These guidelines are purely advisory and do not guarantee admission.

A-Levels: The Spanish Government requires a minimum of 3 A-Levels. IE University makes offers in the range of A B B to A*A*A*. Additionally, IE University strongly recommends taking subjects relevant to

their chosen program. If you are not able to provide relevant subjects you may be asked for some additional academic requirements. Although the Spanish government also requires a minimum of 5 GCSEs at grade C or higher, IE University applicants should preferably have obtained As and Bs, especially in the subjects relevant to their chosen program, such as Maths and Physics.

International Baccalaureate Diploma (IB): Typical admissions are based on scores between 30 and 45. The average final IB score of our students is 35. IB Students must present the full IB Diploma, since the IB Certificate is not legally accepted in Spain. Specific subjects may be required depending on the bachelor. In the case of the Bachelor in Architecture, previous knowledge of Maths and Physics is required.

French Baccalauréat (BAC): We are for looking for final BAC results of 14 or over (Mention Bien and Mention Très Bien). The Baccalauréat professionnel is not accepted. Candidates applying with the Baccalauréat technologique will only be assessed in case their academic trajectory and overall profile are outstanding. Specific subjects may be required depending on the bachelor. In the case of the Bachelor in Architecture, previous knowledge of Maths and Physics is required.

Allgemeine Hochshulreife (Abitur): Students should be aiming for a final average of 2.5 to 1 with *Sehr Gut* or *Gut* in subjects most closely related to the preferred bachelor of study, such as Maths and Physics for the Architecture.

US High School Diploma: We are looking for a GPA score of 3.0 or more. Although not required, AP and Honors Courses are highly recommended. Specific subjects may be required depending on the bachelor. In the case of the Bachelor in Architecture, previous knowledge of Maths and Physics is required.

> **Important note:** The Spanish Ministry of Education requires that all students graduating with a US Diploma present the transcripts of the last 3 years of High School (Year 10, 11 and 12), and do not allow students to skip any academic years. For those students enrolled only in year 12 and graduating with the US Diploma, they are expected to present transcripts of the equivalent of Year 10 and 11 in their corresponding academic systems, otherwise, they won't be able to obtain the homologation to the Spanish educational system.

Esame di Stato/Diploma Maturitá: Students should be aiming for 70 to 100 points. Specific subjects may be required depending on the bachelor. In the case of the Bachelor in Architecture, previous knowledge of Maths and Physics is required.

Spanish Bachillerato + University Access Test: We are looking for an overall score of *Calificación de Acceso a la Universidad* (CAU), mandatory section, of higher than 7 (out of 10). IE University does not require that students take any subjects in the *Fase Voluntaria* of the EvAU/EBAU but is highly

recommended and valued during the admissions process. Specific classes may be required depending on the bachelor. In the case of the Bachelor in Architecture, previous knowledge of Maths and Physics is required.

Part II, Section 4 – Public Information

II.4.1 Statement on International Certification Degrees

N/A

II.4.2 Access to NAAB Conditions and Procedures for NAAB International Certification

[Procedures for NAAB International Certification](#)

[Conditions for NAAB International Certification](#)

II.4.3 Access to Career Development Information

https://www.ie.edu/talent-careers/#

II.4.4 Public Access to Program Self-Evaluations and Visiting Team Reports

N/A

II.4.5 Admissions and Advising

https://www.ie.edu/university/admission/

https://www.ie.edu/university/resources/counseling/

II.4.6 Student Financial Information

N/A

Part III – Progress Since the Previous Visit

As we received no Items to Address or Conditions Not Met from our initial visit, we have no data to report.

Part IV – Supplemental Information

[Faculty Résumés](#)

[Faculty Matrix](#)

[Labeled Plans](#)

[Course Descriptions](#)

• Studio Culture Policy

[Studio Culture Policy](#)

• Self-Assessment Policies and Objectives

Self-assessment Report

• Policies on academic integrity for students (e.g., cheating and plagiarism)

https://www.ie.edu/ie-ethics-code/ie-code-of-ethical-conduct/

• The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

• The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure

Faculty appointment policies and procedures