



IE School of Architecture and Design

Madrid and Segovia, Spain

Bachelor in Architectural Studies + Master in Architecture

NAAB International Certification

Visit 3 – Program Self-Evaluation Report (PSER)

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IE University

IE School of Architecture & Design

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

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Part I, Section 1 – Identify and Self-Assessment

I.1.1 History and Mission

PROGRAM CONTEXT

The IE School of Architecture and Design, one of the six 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 (hereafter BAS) and the Master in Architecture (hereafter March); a Bachelor in Design, a Bachelor in Fashion Design, dual degrees in Business Administration and Design, and Business Administration and Fashion Design, and Masters Degrees in Real Estate Development, and in Architectural Management and Design.

Our school is one of six that compose the University. The others include the Business School, Law School, School of Science and Technology, School Politics, Economics and Public Affairs, and the School of Humanities. 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 six schools share the University's four "pillars", which form the shared DNA of the institution. These shared "pillars" are defined 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 set of attributes: 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 program provides the University with a strong basis in the polytechnic fields of study, and was the first technical degree offered at IE. In recent years, other technical degrees in fields such as computer science, artificial intelligence and environmental science have been added to the academic offer at IE with the architecture program serving as a model to inspire their study plans. 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 taught some Design Studios and other courses online since 2009 and up to the 22-23 academic year. In this sense, 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 context in Segovia and beyond. The d-Lab has developed and executed several projects with and for the Segovia municipal government, as well as in other provinces of Castille and León and in Catalonia, and has strengthened the University’s relationship with local stakeholders.

The BAS+MArch 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 six 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 5 years, received over €600,000 EUR of direct investment from the University, for hardware acquisition and maintenance, with another €300,000 anticipated for the academic year 2025-26. Additionally, the University will invest approximately €15,000,000 in the Creative Campus Segovia, where our Segovia BAS operations will be housed, along with portions of our Bachelor in Design and Bachelor in Fashion Design.

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. A total of 9 classes have graduated from the outgoing program, and our first cohort of BAS graduates completed the program in June 2023. In September of that year, we began offering the MArch degree, required for professional licensure. We are currently in the process of including the BAR + MArch degrees in the Annex to Article 46 of the EU Directive 2005/36/ECT, providing for recognition of our program in all EU member states.

At present, the first three years of the BAS are held on our historic Segovia Campus. A new vertical campus for IE University, the IE Tower, was inaugurated in Madrid in September 2021. Currently, the final two years of the BAS and the MArch degree take place in a purpose-built architecture studio space at the IE Tower in Madrid. This studio space also hosts the 3rd and 4th years of the Bachelor in Design, as well as the 3rd and 4th year of the dual degree in Business Administration and Design. It is planned that the 4th year of BAS will be relocated to the new Creative Campus in Segovia in September 2026.

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. Our BAS program currently includes 10 full-time faculty members and 37 adjunct faculty, both from Spain and abroad. In the MArch program, we have 3 full-time and 9 adjunct faculty, also representing

Spain and international backgrounds. Altogether, the school is supported by 10 full-time and 46 adjunct faculty members of diverse nationalities.

All 10 of the full-time professors hold doctoral degrees, while 15 of the adjunct faculty have completed their doctorate. In total, 44% of our teaching staff hold the rank of PhD. 50% of the full-time faculty of the School of Architecture and Design are female, while 35% of our adjunct instructors are female. We supplement this strong core with a roster of rotating visiting professors, who teach in our 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 Alessandro Beghini, Joseph Choma and Sigrid M. Adrianenssens.

Our BAS students are 142 students, 69% of which are female, form a diverse and talented group, representing 53 different nationalities, with an average incoming high-school grade point average of 8.04 on a 10-point scale. Of these students, 20 (14%) have double nationalities, and a total of 13% are Spanish citizens. Regarding our MArch program, there were 18 students during the 23-24 academic year representing 13 different nationalities. Notably, 72% of the group is female, and a total of 22% are Spanish citizens. 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. Our graduates have gone on to establish their own firms, work at renowned offices like SOM, OMA, BIG, David Chipperfield Architects, Nieto Sobejano, and Broadway Malyan, and pursue advanced studies at prestigious institutions such as Delft University and Ramon Llull University.

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 BAS+MArch program as “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 Program 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

<https://www.ie.edu/sustainability/environmental/>

As an Institution of Higher Education, IE aims to promote commitment and a sense of environmental responsibility among all members of the university community. To that end, the university has implemented 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 promote the continuous improvement of the Environmental Management System, to ensure we improve our environmental performance.

In order to make these commitments known, this Environmental Policy is distributed to all our employees and students and is also made available to stakeholders.

Compliance with the above commitments is monitored by the **IE Sustainability Office** under the management of Isabela De Alcázar Benjumea, Chief Sustainability Officer at IE University. A more thorough description of the activities managed by the Sustainability office is included in the [Environmental-Policy-2023](#).

IE Code for the Prevention of Harassment in the Workplace

<https://www.ie.edu/sustainability/governance/>

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

IE believes that the existence of persons of diverse origins, competences, cultures, gender, sexual orientation or any other characteristics, forms part of the day-to-day 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://www.ie.edu/sustainability/governance/>

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 their stay at the university. 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

Students from the Architecture Program are given the opportunity to participate in international professional internships during the summer months of each academic year. More intensive and personalized support is given at the third and fourth year level to help students obtain such internships. In our experience, the students gain important knowledge during their internship period, which ultimately becomes manifest in their work upon return. The internships are coordinated by the School's Internship

Committee (consisting of the Dean, a full-time faculty director and a program assistant). IE's Agreements Office ("Convenios") helps to oversee the hiring process and drafts employment contracts for students. The successful completion of the internship period is listed on the student's academic transcript and European Diploma Supplement 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 Agreements Office ("Convenios"), which then drafts an employment contract in collaboration with the employer. After completing the internship, both the student and the office are required to submit a reflection and assessment of the internship experience. This document is the final deliverable required for the validation of the internship so that it appears on the student transcript and European Diploma Supplement.

At the graduate level, it is IE policy to not allow Master's students to undertake internships while the academic year is in session, due to the short and intense study period required. For post-graduation work opportunities however, students can work directly with the Career's Office in exploring potential avenues of entry into the professional world.

The Architecture Internship Program relies on ongoing collaboration with a wide range of international offices. Some of the prominent firms that our school has worked with in the past include RCR Arquitectes, Holabird and Root, BIG, SOM, David Chipperfield Architects, 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
AUR Architecture	Architecture and Urban Design	New Delhi
B720	Architectural design	Madrid, Spain
Clavel Arquitectos	Architectural design	Murcia, Spain
Districto Castellana Norte	Urban development	Madrid, Spain

Erentia	Architectural design	Madrid, Spain
Holabird & Root	Architecture and Planning	Chicago, USA
Izaskun Chinchilla Architects	Architectural design	Madrid, Spain
KH Studio	Architectural Design	Cairo, Egypt
Mallol Arquitectos	Architectural design	Panama City
Miralles Tagliabue	Architectural design	Barcelona, Spain
Modelical	BIM consulting	Madrid, Spain
Mola Architekten	Architectural design	Berlin, Germany
Nieto Sobejano Architects	Architectural design	Madrid, Spain
Oca Architects	Architectural design	Barcelona, Spain
Openact Architecture	Architectural design	Madrid, Spain
OPTA Arquitectos	Architectural design	Madrid, Spain
Ortiz Leon	Architectural design	Madrid, Spain
Penales Studio	Architectural design	Madrid, Spain
RCR Arquitectes	Architectural design	Olot, Spain
Skrein Studio	Architectural design	Madrid, Spain
Steiner Architecture	Architectural design	Vienna, Austria

Study abroad / exchange

<https://www.ie.edu/university/ieu-experience/international-experience/>

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 2023-2024, 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	The University of Hong Kong	Philadelphia University & Jefferson University
University of Applied Sciences of Western Switzerland – Fribourg	Singapore University of Technology & Design	Illinois Institute of Technology, Chicago
Fakulteta za Arhitekturo – Ljubljana		Universidad Torcuato di Tella, Buenos Aires
TUM School of Engineering & Design - Munich		Universidad de Puerto Rico
		Universidad Anahuac: México Norte
		Universidad Iberoamericana, México
		Syracuse University
		Universidad de los Andes, Bogotá
		Universidad de Lima

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. Given that the MArch program is a licensing-granting degree with very specific courses, and of only one year of duration, students are not offered to study abroad.

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 program manager, 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 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. In the MArch program, a delegate is elected in a public vote among those who voluntarily wish to stand for election. Delegates are responsible for the gathering of ongoing issues and complaints to be raised to the program director, whom the delegate meets every two weeks.

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 such as Counseling Services, Student Services, the Financial Aid Office, the Ombudsman, etc.
- 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.
- As required, reach out to students with poor academic performance or low attendance in class, and to provide advice on how to improve the situation.
- 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 13 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 action 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.

Faculty and Staff Regular Meetings

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 monthly throughout the academic year, where critiques, concerns, and feedback are expressed with regard to the institutional learning culture, or other areas of interest. These meetings are also opportunities for the Dean to update faculty and staff about ongoing operations and initiatives at the University. Meetings are often thematic, allowing a specific group of faculty and staff to expose a topic for which feedback is needed. Meetings with the full faculty cohort is organized by the Faculty Management once per semester. Staff meetings take place monthly, and are convened and managed by the Dean.

Faculty Training Program

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 2023-2024, the following list of topics and training workshops have been offered to our faculty:

- Teaching in Blended Programs
- How Does Generative AI Work?
- The Use of AI Generators in Written Assignments: Challenges and Opportunities
- Large Language Models in the Classroom
- Case Teaching Workshop: Leading Class Discussions Using Participative Learning Methodologies (CIVICA)
- Passion in the classroom: How to engage and communicate better in the classroom
- LLMs in everyday practice: prompt engineering, plugins and API calls
- Teaching in the AI Era: Leveraging Generative AI for Engaging and Efficient Classes
- Generative AI: Strategies for Business in Uncharted Futures
- Pedagogical Innovations in Online Education
- Managing Student Engagement in Undergraduate Programs
- Structuring course grading and giving efficient feedback

- AI in Marketing
- The participative teaching/ learning process: The contract
- Teaching in Executive Education
- Dramatic Resources - Theatre Workshop - Classroom presence
- DIB: Understanding IE DIB (Diversity Inclusion and Belonging)
- Sustainability at IE
- Maximizing Creativity: Real-World AI Integration in the Classroom
- Leading Class Discussion
- AI Governance: Legal and Philosophical Perspectives
- IE Interactive Learning Materials: Innovative Methodologies to engage your students

AI Accelerator workshops offered at IE:

- Harnessing the Power of Generative AI for Syllabus Creation and Enhancement
- Custom GPTs & AI Tutor
- Harnessing the Power of Generative AI for Syllabus Creation and Enhancement
- Competencies in AI Era: Critical Thinking
- Custom GPTs & AI Tutor
- Enhancing Academic Presentations with Generative AI
- Crafting Educational Videos with Generative AI
- Tapping into the Power of AI Collaboration in the Creative Process
- Competencies in AI Era: Critical Thinking
- Assignments in AI Era: Design and Rubrics
- Tapping into the Power of AI Collaboration in the Creative Process

The list above denotes the interest around AI, and the commitment of IE university of instructing faculty and students in the fair use of AI tools. To this end, IE University issued in 2023 an AI Manifesto whereby the institutional position with respect to the use of AI in academia is explained. Please consult the AI Manifesto of IE University in the following link: [IE University Statement on AI](#)

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 a 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:

Urban Future

The Urban Future global conference is Europe's largest meeting dedicated exclusively to "City Changers": 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 unique opportunities for development and enhance visibility to the selected partners.

C40

IE University collaborates with C40, a global network of cities tackling climate change, to offer students the chance to work on real-world projects through the C40 Reinventing Cities competition. This initiative focuses on developing innovative, carbon-neutral, and resilient urban solutions.

Resolution series

Re_Solution is a lecture series organized by IE School of Architecture and Design with the objective of leading a conversation about the complex field of city-making. The series has included recent mayors of cities such as Athens, Stockholm, Helsinki, Toronto, Adis Ababa, Santiago de Chile, London and Paris.

ULI

The Urban Land Institute is a global nonprofit organization dedicated to responsible land use and sustainable urban development. ULI provides leadership in the real estate and urban planning sectors through research, education and the dissemination of best practices. The organization collaborates with academic institutions to advance knowledge and foster innovation in urban development and real estate.

Brodway Malyan /Roca Madrid Gallery

IE School of Architecture and Design collaborates with Broday Malyan, co-organizing a series of events in Roca Madrid Gallery focused on the future of the built environment.

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 to 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/>

Diversity is highly valued in our Admission Process, as IE University welcomes applications from all around the world. Over 75% of our students are international, and they represent more than 110 different countries. Such diversity greatly 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. 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. The Admissions Committee evaluates our applicant's academic performance as well as their awards and accomplishment in the extracurricular activities in which they have been involved in. We therefore assess all 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.

Admission process to the Bachelor in Architectural Studies

The Admissions department provides clear entry requirements depending on the educational system undertaken prior to the prospective student's application (A-Levels, International Baccalaureate 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 the BAS 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.

Admission process for the Master in Architecture

The MArch is open to students who have graduated with a 5-year, non-license-granting undergraduate architectural studies degree from an accredited Spanish university. Like the admission process for the BAS, March candidates are individually evaluated beyond their academic performance. To his end, candidates must complete the sections that appear an online application form and additionally, they must provide the required documents and essential information as follows:

- Bachelor degree from an accredited university
- Official university transcripts (certified translation into English or Spanish)
- 1 page CV/Resume. See example [here](#).
- 1 essay
- Design Portfolio
- Contact information of two relevant academic or professional references.
- English language certificate – we accept the TOEFL (minimum score of 100 but 105 recommended), the IELTS (minimum score of 7 but 7.5 recommended), Duolingo English Test

(minimum score 130) or a Cambridge Advanced level. A certificate is not required if you are a native speaker, you completed an undergraduate degree in English, you have worked and lived for more than two years in an English speaking country, or if you have extensive professional experience in English. Nevertheless, should the Admissions Committee find it necessary, they may request one of the certificates mentioned above**

- Photocopy of current passport
- Passport size picture

Once the online application has been submitted and the application fee has been paid, candidates receive a link to answer three live questions, two in video format and one in written format. This way, our admissions team is able to meet the candidates virtually and evaluate their capacity to respond in real time. In addition, students are required to take either the GMAT, GRE or IEGAT.

Students who have graduated with a minimum 5-year degree from other countries than Spain and have demonstrated a record of academic excellence may be eligible to our intensive Professional Access Path (PAP) option, which can provide access to the MArch program for those who have not completed their undergraduate studies in Spain. This option typically apply to candidates from certain countries in Latin America, where the study plan is very similar to the Spanish model. In the academic year 23-24, two students from Argentina and Peru graduated enrolled the MArch through the completion of the Professional Access Path.

Ethics

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. BAS 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.

When students receive a Fail in a course of the MArch program, they have the opportunity to present themselves for reassessment in order to earn the necessary credits towards graduation. Students receiving a failing grade in the reassessment of a course will not be able to continue in 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 of the BAS 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.

In addition, fifth year students of the BAS program are awarded with prizes for best Design Studio project, best GPA, and best Capstone Project. Each one of these awards grants a 10% reduction in the academic fees of the MArch.

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 thirteen items that students can evaluate from 0 to 5 points (0 being the lowest grade) and a comments box:

1. The syllabus was clear, and the course has been developed in accordance with it
2. Assignments, homework, learning materials, and other activities designed by the professor contributed to my knowledge of the course and understanding of the subject
3. The professor clearly communicated and efficiently structured the lectures
4. The professor ensured a welcoming and inclusive learning environment to promote active participation
5. The professor's feedback was helpful and improved my understanding of the subject
6. The professor was approachable and assisted students outside of scheduled class time for additional help.

7. My overall evaluation of the professor
8. I found the course intellectually stimulating, challenging and motivated me to learn
9. What were some strengths of the course?
10. In what ways could the course be improved (course materials, assignments, exercises, group projects, etc.)?
11. Were you consistently prepared for class?
12. What was the course difficulty and workload relative to other courses?
13. Other 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.

IE Plus

<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 have the chance to participate advanced seminars, labs, and language courses managed under the umbrella of IE Plus. This allow students to 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 2023-2024 and their instructors are the following:

- Women by Goretti González
- Image by Cristina Nualart
- Future by Anna Jabloner
- Photography by Shana Cooperstein

- Social by Ernesto Chévere
- Identity by Ariadne Ferro
- Value by Anna Wieck
- Odyssey by Antonei Jepure
- Ethics by Theodore Lechterman
- Archaeology by Rubén Montoya
- China by Regina Llamas
- Empires / Russia by Susana Torres
- History by Antumi Pallás
- Resistance by Andrés Porras Chaves
- Arts by Nikolina Židek
- Creative by Denisa Elena Zevedei
- Critical by Claudia Rodríguez-Ponga
- Sustainability by Daniel Valtuena
- Frontiers by Jesús Del Valle

In addition to the above 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

- Master of the selfie: from Rembrandt to Warhol
- Latin America in a nutshell
- Transforming marketing for the digital age
- How to integrate sustainability into core business strategies
- Nutrition for optimal brain performance
- Tech tools: fundamentals of excel

Segovia Campus Second Semester

- Parametric design & computer-controlled cutting
- Mods, rockers, e-boys and more, which subculture are you?
- The geopolitics of health through sportstech innovation: a case for companies to innovate and fundraise in Europe
- Competitive greatness: leadership lessons that transcend from the basketball court to life
- Managing humanitarian crisis response
- The future of work and our workplace
- Not your average arts course: leading with creativity
- The pleasure of watching films: evolutionary genre theory
- Urban ecology: sustainability and the city
- Biomimicry: a strategic sustainable innovation inspired by nature
- Living with purpose: an experiential journey
- High-performance attention for a more meaningful use of your time
- Development, democracy and corruption: an impossible marriage
- "Google tax" and the taxation of the future
- Tech tools: fundamentals of excel

Madrid Campus First Semester

- Discover and work on your positive impact
- China for the new barbarians
- Managing the crisis, leading the dialogue, shaping the reality
- The evolving past: cultural heritage in the 21st century.
- Contemporary conflict resolution & simulations
- How to manage customer emotions to business success?

- Effective communication 360
- Machine learning for business
- Catch me if you can: European financial regulation vs crypto and ESG phenomenon
- Automation and law
- Trends and strategies in the art business
- Learning from failures: lessons from broken toys in sports
- New geopolitics for a challenging world disorder
- Change of era: geopolitics after the war in ukraine
- How to manage highperformance teams (for entrepreneurs)
- Understanding self to understand others
- Digital trends & digital myths
- Tech tools: fundamentals of excel

Madrid Campus Second Semester

- Growing and fabricating biomaterials
- Building and promoting your personal digital branding
- Fostering women`s financial literacy through knowledge, skills and confidence
- Global civil rights
- Exploring user-generated content on social media platforms
- Empowering the future: tackling childhood challenges worldwide-insights for governments and corporations
- How to pick and execute competitive strategy for success
- Nutrition for optimal brain performance
- Living with purpose: an experiential journey
- Understanding the music business foundations, the streaming age
- New geopolitics for a challenging world disorder
- Climate change and role of multilateral development banks
- Communication techniques for leadership
- Manage your most valuable resources: time and energy
- Energy transition: dealing with climate change in the least cost manner
- Low-cost entertainment: media industry from Hollywood to Silicon Valley
- Law and social change in Islamic civilization
- Beyond the european parliament election: democracy within the European union
- Public diplomacy in a fractured world

- EU-bound migration: towards a crisis?
- NLP and coaching techniques as a cornerstone of your professional success
- Finding your authentic voice: storytelling & dialogue skills
- Inclusive organizations and spaces
- Sports performance nutrition & optimization
- Latin America: an ambiguous partner for the European Union
- Early stages of a startup
- The power of good: a moral path to successful leadership
- The future of money and banking (monetary policy and financial regulation)
- Running a country: dialog with president Calderón about toughest decision in office
- The last European nation: Ukraine and Ukrainians before February 2022
- Future managing and marketing today
- Tech tools: fundamentals of excel

IEU 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 place 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:

- **Behaviour:** provide students with experiences that help them connect their knowledge of human behavior to real-world challenges and organizational problems.
- **Branding:** is a powerful and strategic communication tool.
- **Communications:** create media content according to clients' needs.
- **D-Lab:** approach the world of design and architecture.
- **Econ DataLab:** dive into the data and make economics relevant.
- **Entertainment**
- **Finance:** analyze financial markets to optimize investment strategies.

- **Innovation:** unleash your creativity through business growth.
- **Legal Clinic Lab:** offer legal advice and counselling to NGOs and startups
- **Marketing & Consumer Insights:** develop brand building strategies and prepare marketing plans for your clients.
- **Marketing:** aims at developing consultancy skills targeting real-life marketing problems and opportunities.
- **Policy Lab:** develop professional projects for private companies, public organizations and nonprofits.
- **Slow Fashion:** shape the future of fashion.
- **Social Impact:** consists in helping the NGOs to define their needs and reach their goals and objectives.
- **Start-up:** provides a space and advice for students who have and want to develop a business idea into a real business.
- **Strategy:** connecting business with bright new minds.
- **Sustainability:** provide students with advice, research and professional skills in sustainability and regeneration.
- **Tech:** design innovative solutions for real-life technology challenges.

Design Lab (d-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. 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.

In the 23-24 academic year, d-Lab was invited to showcase its work at the Chicago Architecture Biennial, held at the Chicago Cultural Center, the event's primary venue. The presentation, aligned with the Biennial's theme, "This Is A Rehearsal," highlighted the role of universities as dynamic contributors to shaping their spatial, social, and cultural contexts. By collaborating with public institutions and responding to their needs, d-Lab emphasized the university's active engagement in redefining its environment.

Applied Archeology: Coca

With the City of Coca, Diputación Provincial of Segovia, other degrees from IE University, University of Leicester, Parco Archeologico di Pompei and other national and international partners.

The project aims to develop a strategy that addresses the complex issue of depopulation by leveraging the city's rich heritage as a catalyst. Collaborating with other team members working on financial, archaeological, and legal aspects, the d-Lab focuses on transforming not only the physical and spatial dimensions of the city but also its cultural and social fabric. The proposal operates on three levels, focusing on repurposing existing structures and recovering historical memory to spark new dynamics within the community.

San Pedro de los Picos

With the San Pedro de los Picos Association and the Department of Cultural Heritage of Spain

San Pedro de los Picos is a XII century Romanesque church that had been abandoned for many years. The project aims to restore the structure as a social infrastructure for the local community. With no prior documentation of the building, the first phase focused on thoroughly documenting its current condition using 3D scanning technologies. At present, the d-Lab is exploring potential uses for the church and developing strategies for its repurposing.

In addition to the ongoing projects specified above, the following projects have been developed over the past few years:

International Competition "From Limit to Live It":

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

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.

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. 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.

Repurposing of a schoolyard

With the C.E.I.P. "El Peñascal" (elementary 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.

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.

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 in Catalonia, the facility is an old "masía," a rural house used in the past as the center of agricultural lands for living and productive activities. The project, as a result of several interactions with the authorities that direct the institutions, educators, and with 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.

IE Sustainability Office

<https://www.ie.edu/sustainability/>

The Sustainability Office at IE University was established with the goal of integrating sustainability into all facets of university life. Our mission is to ensure sustainable practices are adopted across the board, redefine our role in global sustainability efforts, meet regulatory requirements, and inspire more sustainability-related actions within the university community. We aim to embed sustainability principles in the university's operations, curriculum, and community activities. By fostering a culture of environmental responsibility and ethical conduct among students, faculty, and staff, we are dedicated to promoting environmental and ethical stewardship. Our goal is to enhance awareness and understanding of sustainability challenges, encouraging informed and responsible actions. We strive to help people think and act in ways that nurture a more sustainable planet by embracing global citizenship, social responsibility, climate action, renewable energy use, and recycling, as well as combating biodiversity loss. We emphasize the importance of recognizing that individual actions are part of an interconnected system that impacts the well-being of both humans and the planet. By achieving these goals, we hope to inspire the IE University community to appreciate that individual efforts contribute significantly to a larger, interconnected system, ultimately determining the well-being of our planet and future generations.

Challenge of the year: Waste

In the 2023-2024 academic year, IE University made remarkable progress in enhancing accessibility, addressing the 2023 challenge as part of its '10 Year Challenge,' a strategic project led by the

Sustainability Office. This initiative, aligned with the United Nations Sustainable Development Goals (SDGs), aims to safeguard the planet between 2020 and 2030.

Key achievements included implementing online sensitivity training for staff, upgrading campus facilities, making the university's website more accessible, providing a toolkit for faculty, and launching a dedicated webpage for accessibility at IE University.

Building on these successes, IE University shifted its focus to waste reduction for 2024. This involved raising awareness within the community, analyzing and redesigning campus processes, and integrating sustainability into all facets of university life. A notable initiative was the partnership between IE University's cafeteria and the app "Too Good To Go," aimed at reducing food waste across the campus. This collaboration minimized waste and promoted sustainable food consumption practices among students and staff.

Additionally, the cafeteria partnered with Bumerang, a company offering sustainable alternatives to single-use food containers. Bumerang's durable, washable, and environmentally friendly reusable containers significantly reduced waste from disposable containers. This partnership underscored IE University's commitment to sustainability by adopting practical solutions to minimize plastic waste and promote a circular economy.

Operational milestones and Sustainability Townhall

During the academic year 2023-2024, IE University made significant strides in enhancing accessibility and advancing waste reduction initiatives. These efforts were complemented by several notable milestones that underscored the university's dedication to sustainability. Achieving 100% renewable energy usage marked a pivotal step in reducing the university's carbon footprint and championing clean energy practices.

The Sustainability Office also facilitated Sustainability Townhall sessions, funding various projects and initiatives. These included sponsoring students from local institutes to participate in the IE Model United Nations (IE MUN), launching biodiversity initiatives like Little Owl, and promoting a student-created carpooling app called Naiss. The Little Owl project involved creating an owl nest on the Segovia campus, equipped with a camera to study and monitor the owls' behavior over the years, demonstrating the university's commitment to preserving natural habitats and promoting ecological diversity on campus. Additionally, funding for Naiss encouraged sustainable transportation solutions within the university community.

Furthermore, maintaining certifications such as ISO14001 for environmental management and LEED (Leadership in Energy and Environmental Design) underscored the university's ongoing commitment to rigorous sustainability standards. These milestones not only reflect IE University's proactive approach to

environmental stewardship but also inspire a culture of responsibility and sustainability awareness throughout its community and operational practices.

Sustainable Events:

Throughout 2023-2024, IE hosted several impactful events focused on sustainability and inclusivity, each standing alone as a unique experience.

Earlier in the year, **Global Village** brought the IE community together to celebrate cultural diversity. Attendees enjoyed traditional performances, cuisines, and crafts from around the world, fostering a sense of unity through cultural exchange.

Later, **Talent & Careers' Day** focused on sustainability and social impact in the professional world. Students had the opportunity to connect with companies in the field, explore purpose-driven career paths, and gain insights into aligning their work with global sustainability goals.

Sustainability Week served as a particularly special occasion for the IE community, bringing everyone together to learn, share, and network around sustainability. Even though sustainability had been a year-round focus, this week had offered a wide range of activities, whether for those who could recite all the SDGs, individuals passionate about impacting the planet and society, or absolute beginners eager to learn more. The week had provided opportunities to meet like-minded individuals and connect with game-changers and mavericks at the forefront of sustainability.

Climathon 2023 gathered innovative thinkers for a two-day climate hackathon, where teams had worked intensively on solutions for equitable access to clean energy. Guided by expert mentors, participants had presented their ideas in a competitive final pitch.

Separately, the **Interactive Disabilities Sensitivity Experience** had offered participants a hands-on understanding of the challenges faced by people with disabilities, raising awareness and empathy through simulated experiences.

Each of these events had independently enriched the IE community, emphasizing different aspects of sustainability and social awareness.

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 plan of study of the Architecture Program, and in particular, through the subjects of Design and Entrepreneurship, through the Alternative Practices Workshops, through the Creativity and Organization course, and through the Final Thesis 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 BAS. These courses allow students to develop skills to apply to a wide range of professional scenarios related to the built environment.

- Creativity and Organisation: a course that belongs to the Design Management Module of the MArch, it reflects on how the design of an organisation lead to greater creativity. The course explores the interface of creative work, and the organizations set up to perform it. Students examine theories of organization in creative fields as well as the relevant institutional structures surrounding the professional practice of architecture and related design fields.

- Final Thesis Project: this course is the final thesis design studio of the MArch. 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 Final Thesis Project is the core subject of the MArch and is run by an international team of professors led by UN Studio founder Ben Van Berkel. The course includes a three-week workshop in Amsterdam at the UN Studio headquarters, where students experiment first-hand the professional environment of one of the world leading architecture offices. In order to foster the student's creativity to its full potential while developing a design project to a professional level, the Final Thesis Project integrates classes on circularity, construction and technical studies, structural design and building code application.

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 the 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 of the Architecture Program 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 gained through the study program, the IE Talent & Careers office offers support, learning resources, and coordination to help students at all stages of their early professional development. Career Services, which include Career Education, Career Advising, and Recruiter Relations, are available to both students and alumni throughout every phase of their careers. They also provide access to a career portal where job opportunities are regularly posted.

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 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 Architecture Program 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 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 Architecture Program 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, 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 53 nationalities) and faculty roster (15 nationalities) create 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 local communities and public institutions, often focusing its efforts on critical gaps within the socio-cultural ecology of the city. As explained above, community engagement and outreach are the fundamentals of the design methodology employed by the d-Lab. Recent d-Lab projects include the redevelopment of the

playgrounds at the “Peñascal” elementary school, the repurposing of a XII century Romanesque church, and a comprehensive urban project for the City of Coca.

- **Scholarships from the Deputation of Segovia:** (“Las Becas de la Diputación de Segovia) These scholarships fully cover tuition for students attending IE University and are awarded through a competitive selection process. Eligibility is limited to students either born in a municipality of the Province of Segovia or those who can prove continuous residence within the province for a specified period prior to admission. In the 2023-2024 academic year, a total of 12 scholarships were awarded to new incoming students, though none were in architecture. For the 2024-2025 academic year, 15 scholarships have been granted, with 3 awarded to students enrolled in the BAS program.
- **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 Architecture Program currently has reached a 50/50 gender balance, while the architecture program has achieved a level of 41%. As a majority of our students (approximately 70%) 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 name 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 space. In our Segovia campus, students share an open-plan workspace, which courses from first to third year mixed together in a diaphanous two-story space. The studio space of our Madrid campus at the IE Tower is also diaphanous, with fourth- and fifth-year students sharing the space with the MArch students and with students from the Bachelor in Design. 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 of the Architecture Program is based on the Ministerial Order EDU/2075/2010, of July 29th, with a total of 300 ECTS for the Bachelor in Architectural Studies and 60 ECTS for the Master in Architecture. Both the BAS and the MArch are structured in four modules, with three of them prescribed by said order and an additional, IE-specific Module ("*Módulo Propio*"). The four modules of the BAS are developed in five years, with two semesters per year, and the MArch is developed in one year, with three trimesters. The courses of the BAS are organized around a sequence of topics and keywords guiding the student's path from the beginning of his/her studies. 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 of the BAS 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 MArch programs adopts three keywords to define each of its trimesters with three levels of complexity applied to the development of the Final Thesis Project: Jump Start in the first term, Applications in the second term, and Synthesis in the third term.

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 coordination of the MArch program is integrated with that of the BAS, so that there is a comprehensive continuity of topics and skills acquirement between both programs.

In the BAS, the design studio sequence forms the heart of the program. As mentioned above, 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, urbanism, and environmental systems**. Each of the four thematic blocks are 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.
- Finally the **environmental systems sequence** provides students with technical knowledge on building services such as plumbing, hot and cold water supply, electricity, heating and cooling, etc, with the aim of integrating them into the design projects developed in the Design Studio sequence.

The following description explains the ethos of each of the year's topic, as well as the focus 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 addressed 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

The final year of the Bachelor in Architectural Studies 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 BAS 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:

- Landscape and Environment: 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.
- The City: 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.
- Digital Studies: 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.
- Design: 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.
- Research Methods: The course provides an introduction to the basics of qualitative, quantitative and mixed methods of research in architecture and related disciplines. The course combines methodological instruction, writing workshops and extensive reading of examples across a range of methodologies, theoretical frameworks, and subject areas. Students learn how to read and analyze research texts closely and interpret them constructively, while also writing with precision, and integrating critique as part of the creative and scientific process.

Design Studio 9: Applications

The final design studio in the BAS program engages students in a comprehensive design studio that requires students to develop a full set of architectural, structural and mechanical drawings of a midsize urban project, closely coordinated with an advanced technical studies course. This semester serves as preparation for the final thesis project at the Master level, and includes a focus on passive and active strategies for sustainability and high-performance buildings that will be further explored during the Master in Architecture.

MASTER IN ARCHITECTURE

Our MArch combines the rigorous training required to achieve professional licensure in Spain and the European Union with an international, entrepreneurial, and sustainable approach.

The program consists of three elements: the Thesis Project module, led by world-renowned architect, educator, and entrepreneur Ben Van Berkel, of Amsterdam based UNStudio; an intensive architectural design and building construction studio based on sustainable technologies and architectural strategies; and the Design Management Module, which builds on our legacy of excellence in entrepreneurial thinking and business training, as applied to the fields of architecture and design. These three elements are structured in the following courses:

Advanced Design Studio: Sustainable Strategies

This design studio, run in close coordination with Advanced Construction Workshop and Advanced Urban Workshop, deals with complex, contemporary challenges in the urban setting, with special attention dedicated to the implementation of sustainable systems as well as to the understanding of the legal, economic, regulatory and social contexts in which architects work. The projects developed in this course focus on the transformation of an existing building, setting up a debate towards the usefulness of the conservation and adaptation of existing buildings a fundamental strategy contributing to the reduction of carbon emissions.

Advanced Urban Planning Workshop: Sustainable Development and Management

This workshop deals with the urban transformations that our cities need to make in order to face the challenges of our time: energy transition, sustainable development, resiliency and adaptation to climate change, social inclusion against gentrification or city of care and proximity among others. In the course, an urban design project is developed by applying strategic planning, territorial diagnose and analysis and resource management. Developed alongside Advanced Design Studio, coursework undertakes the approach of urban infrastructures, as well as the development of temporary models of placemaking, and comply with the municipal and regional urban planning regulations corresponding to the place of implementation.

Advanced Construction Workshop: Sustainability and Energy Efficiency

In this course, students will learn strategies for construction coordination and project execution with the goal of achieving optimal energy efficiency in the construction and building processes. The course is also coordinated with Advanced Design Studio, and it includes the development and calculation of plumbing, electricity, DHW, heating, air conditioning, lighting and ventilation projects for a correct adaptation to the

energy efficiency parameters to be met. Likewise, knowledge of renewable energy installations is introduced in the subject, as well as the learning of development processes and the acquirement of energy certifications in buildings.

Advanced Construction Workshop: Structural Systems and Material Innovation

This course helps students to develop their skills to integrate structural designs into an architectural project from its initial stages by focusing on principles of sustainability and strategies of low-environmental impact, and it supports the development of the Final Thesis Project. The course aims to deepen your understanding of structural systems and materials, including mechanical performance, construction process, lifecycle considerations and sustainability principles.

Final Thesis Project

The Final Thesis Project 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. In addition, and in order to further endorse the international focus of the MArch and its commitment to the fostering of outstanding research through design, the Final Thesis Project is developed in collaboration with UN Studio in Amsterdam and in particular with Ben van Berkel, UN Studio founder and Thesis Chair of the MArch.

The Final Thesis Project is divided into three sections, one per trimester. The first section, “Final Thesis Project: Jump Start”, allow students to begin their thesis with a preliminary pre-design research phase, where they will determine the scope of their proposed topic, in consultation with faculty as well as with Thesis Chair Ben Van Berkel and his team at UN Studio.

During the second term, the “Final Thesis Project: Applications” starts with an intensive three-week design development workshop in Amsterdam hosted by UN Studio, and involving leading Dutch architects in the instruction process. In this second phase of the Thesis, students begin to define the primary design elements of their projects, dealing with site conditions, building systems, materials and all applicable regulations. This section of the Thesis is supported by the course Advanced Construction Workshop: Structural Systems and Material Innovation, explained above.

Finally, the third term of the Master in Architecture is entirely dedicated to “Final Thesis Project: Synthesis”. In this final stage of the Thesis, students integrate the work of the previous phases, preparing and presenting a comprehensive architectural project, with all relevant documentation necessary. Students have the opportunity to work with a team of professors with an expertise of sustainability and circularity, construction system development, building codes and environmental systems, and structural development. This array of subject development ensures the delivery of a meticulously detailed projects that serves as both a synthesis of all the student’s acquired knowledge and a stepping stone to his or her future as a professional in architecture and the related fields.

Design Management Module

In addition to the topics and modules based on the Ministerial Order EDU/2075/2010, of July 29th, the IE-specific Module (“Módulo Propio”) of the Master in Architecture builds on IE’s tradition of excellence in management education to integrate an intensive “Design Management Module” in the second term of the program that will not only teach students how to run a firm, but also how to structure a future career around their own abilities and interests. The Module is composed by three courses:

- Creativity and Organization: This course explores the interface of creative work and the organizations set up to perform it. Students will examine theories of organization in creative fields as well as the relevant institutional structures surrounding the professional practice of architecture and related design fields.
- Strategic Management: Students begin to develop their own business strategy in architecture and the design professions. This course provides an introduction on how to position a business in architecture into competitive markets, defining compelling value propositions, highlighting firm specific expertise, and showcasing distinctiveness in a variety of ways and means.
- Project Management: This course focuses on the supervision, preparation, and management of projects, especially as related to the built environment. Students get a hands on approach on specific methodologies and management tools to better organize their workflow and future business in the built environment.

C. Professional Opportunity

As noted previously, our Architecture Program leads 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. In addition, our Architecture Program has been recognized by the Government of India. This means that our graduates will have the

same privileges as those who have graduated from officially recognized institutions in India. 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** 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](#)

The Design Studio sequence offers a good example of how sustainability has been included in the Architecture Program in an integrated way to ensure that students adopt both the knowledge and skills to design and build within the context of the current climate emergency. In the first-year studios, **DS1 and DS2**, sustainability is introduced both conceptually and technically, with a focus on environmental systems and passive design principles like orientation. Recent iterations have expanded this focus, exploring human and non-human interactions in urban spaces. **DS3** builds on this foundation by examining vernacular architecture in Segovia, emphasizing sustainable local materials and passive energy strategies, while **DS4** dives into the ecological and industrial history of the Eresma River, analyzing its impact on local fauna and flora within student designs. **DS5** prioritizes material research and recycling, guiding students through material properties and life-cycle thinking, while **DS6** explores adaptive reuse of existing structures, focusing on urban and social contexts. **DS7** operates within the consolidated city for the design of collective housing by paying special attention to minimizing its embodied carbon emissions, while **DS8** tackles a territorial scale for the conception of a masterplan where natural resources and green infrastructure need to be implemented. Finally, in **DS9** students are asked to produce a comprehensive architectural and urban project that stresses its impact into its natural context and the community, and the **Advanced Design Studio** of the March consists on the sustainable transformation of an existing structure in the consolidated city.

Outside the curriculum, students are integral to advancing sustainability at IE University and clubs are instrumental to the IE University student experience. Among the many clubs on campus, there are several dynamic groups that allow students to participate in community engagement activities, host awareness events, and provide peer education and outreach about local and global issues of concern related to

sustainability. 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 sustainable aspects of architectural practice, but it is also deeply committed to tackle social issues that should affect the way we design the built environment. 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 to 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 current long-range plan for the IE School of Architecture and Design is to continue to expand from our original base in Architecture studies to become a full-spectrum school of design, with degrees and research across a range of creative industries, including fashion design, interior design, videogame and virtual environment design and product design. No matter the program, our mission remains the same: to contribute to a more sustainable, more equitable, and more beautiful world by training future leaders in the creative industries, and through high-impact research. We believe that all of our programs benefit from creating a rich design culture across disciplines, and through the sharing of expertise, our faculty, staff, and students can work together to build something together of great value. We take as references for this plan the Parsons School of Design, Rhode Island School of Design, University of the Arts London: Central St. Martins, and CENTRO, in Mexico City.

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 with 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 Dean in consultation with an external consultation panel, as well as with faculty and student representatives. These learning objectives are subject to annual review through full-time faculty coordination meetings, and are synthesized by the Program Manager and the Program Directors/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.

Curricular Assessment and Development:

The Curriculum Committee is composed by the subject area coordinators of Design Studio, Graphic Communication, Urbanism, Structures, Maths and Physics, Materials and Methods, Circularity and Sustainability, History, Theory and Critique, Experimentation Workshops, Alternative Practices, and Thesis/Capstone, and is chaired by the Program Directors/Dean. In addition, the Program Manager mediates and manages communication between coordinators and the Program Directors/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 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 (Castille 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 to 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.

RECENT 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

Recent 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.

Albuérne 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.

Books

Monasterio J (2023 (ca. 1805)) Nueva teórica sobre el empuje de bóvedas. Huerta S, Foce F, Albuérne A (Eds). Madrid: Instituto Juan de Herrera, ETSI Caminos Canales y Puertos, Universidad Politécnica de Madrid.

Arefian F, Albuérne A, Ben-Gacem L, Deniz D, Era M, Ranjitkar R, Unal Z.G. (Eds.) (2022) Towards Mobilising Intangible Heritage for Recovery and Resilience. Silk Cities, London, UK.

Wesam Al-Asali

Recent Research Activities

Oct 2021- Sep 2026, Structural Crafts: Developing Vernacular Construction for Sustainable Futures - Co-pi with Prof. Sigrid Adriaenssens (Princeton University)

Fund: Princeton Institute for International and Regional Studies (72KUSD). Awarded for a three-year research project that explores the potentials of intersecting traditional building crafts with engineering technology as a possible path to low-carbon and environmentally aware architecture.

Oct 2021- Sep 2022, Making Matters: Forms and Formations of Syrian Crafts. Co-pi with Yasser Battikha

Fund: Heinrich-Böll-Stiftung (18K EUROS). Awarded for a research report and white paper on the status-quo of Syrian local crafts in Northern Syria and its relationship to the humanitarian and developmental aid in the region.

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 for 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 IWIab 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.

Recent Peer-Reviewed Publications

Bruun, Edvard P. G., Robin Oval, Wesam Al Asali, Orsolya Gáspár, Vittorio Paris, and Sigrid Adriaenssens. 2024. 'Automating Historical Centering Minimizing Masonry Vaulting Strategies: Applications to Cooperative Robotic Construction'. *Developments in the Built Environment* 20 (December):100516. <https://doi.org/10.1016/j.dibe.2024.100516>.

Oval, Robin, Rafael Pastrana, Edvard P. G. Bruun, Vittorio Paris, Salvador Gomis Aviño, Sigrid Adriaenssens, and Wesam Al Asali. 2024. 'An Integrated Digital Design and Construction Approach for Falsework-Minimal Masonry Vaults'. *Structures* 63 (May):106428. <https://doi.org/10.1016/j.istruc.2024.106428>.

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

Recent 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)

Recent Publications

El código de lo invisible. Vulnerabilidad y configuración espacial en la vivienda social de postguerra de Londres. Zona Norte. Granada, Universidad de Granada. (Forthcoming 2025)

High-Tech Roots: the London Zoo Aviary and Its Preservation. High-Tech Heritage. Birkhäuser (Forthcoming 2024)

'Análisis urbano en Japón: Nihon no Toshi Kūkan y la arquitectura de Arata Isozaki.' Pensar la ciudad. Imágenes, palabras, edificios. Granada: Universidad de Granada, 2023.

'The Palace and the Plaza: A Post-War Convergence.' Theatres of Architectural Imagination. London: Routledge, 2023.

Aragüez, Marcela and Gregorio Astengo (eds.). Amphibious Habitats. Architectural Environments between Land and Sea. Malaga: Recolectores Urbanos, 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

Recent Publications

Canna, Romina. "Urban Expressways- Analysing the Legacy of the Hershey Conference." The (High Density) Metropolis and Region in Planning History Conference. IPHS.

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

Canna, Romina. "The Pursuit of Action." *Catalogue 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.

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

Recent peer reviewed texts, academic conferences or lectures

Kayatekin, Cem, S. (2024). "Missing teeth and the sticky parts of urban plans: The case of Patrick Geddes' Tel Aviv." 9th International Conference on Urban Planning and Architectural Design for Sustainable Development: University of Florence, Italy. Paper presentation date: 22 September 2024.

Kayatekin, Cem, S. Arguello, D. Figueroa, D. Fournel (2024). "The Relationship between the Built World and the Nesting Habits of the European White Stork: A Case Study of Segovia, Spain." 23rd Annual International Conference on Demographics and Regional Policies: Crete, Greece. Paper presentation date: 19 October 2024.

Kayatekin, Cem, S. (2024). "Historic preservation, complexity, and the shadow of monumentality: the case of Lutyens' Delhi." 8th International Conference on the Conservation of Architectural Heritage: University of Cagliari, Italy. Paper presentation date: 19 September 2024.

Kayatekin, Cem, S. Arguello, D. Figueroa, D. Fournel (2024). "The Relationship between the Built World and the Nesting Habits of the European White Stork: A Case Study of Segovia, Spain." Athens Journal of Mediterranean Studies 10 (4), pp 207-228. <https://doi.org/10.30958/ajms.10-4-1>

Kayatekin, C.S., J. Aoun, Y. Bozkurt, D. Fournel (2023). "Jarvis, Hal, or AlphaZero? Looking Beyond Conventional Narratives Concerning AI and Architecture." *The Plan Journal* 8 (2), pp.1-20. DOI: <https://www.doi.org/10.15274/tpj.2023.08.02.3>

Kayatekin, C., & Uribe, L. (2023). Urban morphology and housing stock granularity: a cross-scalar analysis. *Environmental Science & Sustainable Development*, 8(2), 32–52. <https://doi.org/10.21625/essd.v8i2.1029>

Kayatekin, C.S., Ujal Gorchu, and Mikhail Frantsuzov. (2023). "The Meta-Project, Eisenman, and Capital: Lessons for a Critical Architectural Practice." *The Plan Journal* 8 (1), pp.133-151. DOI: <https://www.doi.org/10.15274/tpj.2023.08.01.8>

Kayatekin, C.S. (2022). "Reflections on the San Marino Declaration." 15 December 2022. Buildings and Cities, Commentaries. Accessed 25 January 2023. <https://www.buildingsandcities.org/insights/commentaries/san-marino-declaration.html>

Kayatekin, C. S. (2021). 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>

Kayatekin, Cem. (2020). "Peter Eisenman's Articulated Relationship with Capitalism: A Longitudinal Study." Pennsylvania State University Department of Architecture, Stuckeman Series Lecture: 11 November 2020.

Kayatekin, C.S. (2018). "Urban Density as Definition, as Image, and as Political Medium." ACSA / COAM International Conference 2018: Madrid, Spain. Paper presentation date: 14 June 2018.

Recent fellowships, awards, exhibits

2024 2nd Place, The Plan Journal Best Paper Award 2023, "Jarvis, Hal, or AlphaZero? Looking Beyond Conventional Narratives Concerning AI and Architecture."

2023 Finalist, Kenneth Roberts Memorial Delineation Competition (2023). Emerging Technologies Category.

2023 Kayatekin, Cem and Dinithi Iddawela (2023). The Bamboo Pavilion. Exhibit, IE Creativity Center, Segovia, Spain. 14 April 2023 - 1 May 2023

2021 Kayatekin, Cem. (2022). Sketches and Things. Exhibit, IE Creativity Center, Segovia, Spain. 14 February 2022 - 18 May 2022 (Note: closing date was extended from original end date of 26 March 2022)

2018 Honorable Mention, Architectural Research Centers Consortium Dissertation Award.

Laura Martínez de Guereñu

Recent Publications

Martínez de Guereñu, L. (2024): Lilly Reich in Barcelona: The Materialization of a Neglected Authorship (Barcelona: Fundació Mies van der Rohe) (*forthcoming*)

Martínez de Guereñu, L. (2023), Conditions to Gain the Status of a Masterpiece: Endurance, Autonomy, and Sole Authorship in the Barcelona Pavilion. In: *Whose Modernism?* (Jyväskylä: Alvar Aalto Academy / Alvar Aalto Foundation), 186-197. ISBN: 978-952-5498-78-3

Martínez de Guereñu, L. (2023): New Interpretations of a Masterpiece: A More Inclusive History of the German Pavilion. In: *Berichte 2022* (Munich: IBZ - Internationales Begegnungszentrum der Wissenschaft München), 28-33. ISBN 978-3-9817423-8-1

Martínez de Guereñu, L. (2022): ETXEPARE IGIÑIZ, Lauren: Joseph Hiriart, Art Déco-aren maisu: arkitektura-bidaia Lapurditik Tunisera (1925-1936). In: *Ars Bilduma*, (12). DOI: [10.1387/ars-bilduma.23704](https://doi.org/10.1387/ars-bilduma.23704)

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
<https://www.greyroom.org/issues/84/128/german-pavilion-german-exhibits-an-almost-forgotten-episode-in-the-history-of-modern-architecture/>

Martínez de Guereñu, L. (2021): Editorial. Who Designs Architecture? On Silenced and Superimposed Authorship. In: *RA. Revista de Arquitectura*, no. 23, 2021, 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. (2020): Re-enactment: Lilly Reich's Work Occupies the Barcelona Pavilion. In: *A+U. Architecture and Urbanism*, May, 2020: 6, 168-69.

Martínez de Guereñu, L/ García-Estévez, C. (eds.) (2019): *Bauhaus In and Out: Perspectivas desde España - Perspectives from Spain* (Madrid: AhAU). ISBN: 978-84-09-14361-0

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), 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.

Fellowships

ALEXANDER VON HUMBOLDT FOUNDATION. Humboldt Fellowship for Experienced Researchers, 2020. 18-months fellowship (2021-2023). Project: "Continuity across Scales: Mies, Lilly Reich, Barcelona and the Bauhaus." Amount: 63.000€

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). Inaugural recipient of the grant. Amount: 9.000€ + production of an artistic intervention in the Barcelona Pavilion (40.000€). <https://miesbcn.com/project/re-enactment-lilly-reichs-work-occupies-the-barcelona-pavilion-by-laura-martinez-de-guerenu/>

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

Awards

FINALIST FAD-PRIZE 2021 EPHEMERAL INTERVENTIONS: 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]. <https://arquinfad.org/premisfad/es/ediciones-anteriores/?edicio/2021/obra/11309/>

CHOICE OUTSTANDING AWARD 2016: Martínez de Guereñu L., Toledo, M., Fontán M. (2014) (Eds.) [Commentaries by Martínez de Guereñu, L.J. 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].

Matan Mayer

Research and Editorial Appointments

Technology | Architecture + Design Journal, Taylor and Francis, USA - Editorial Board Member (Issue Editor for Issue 7:2), 2021- present

IE University, School of Architecture and Design, Spain- Associate Professor (with tenure), 2023- present

IE University, School of Architecture and Design, Spain- Assistant Professor, 2016-2023

Harvard University, Center for Green Buildings and Cities, Cambridge, MA, USA - Postdoctoral Fellow, 2014-2016
Life cycle track lead.

Harvard University, Design Robotics Group, Cambridge, MA, USA- Project Manager, 2010-2014

Harvard University, Graduate School of Design Technology Platform, Cambridge, MA, USA- Strategic Development Assistant, 2013-2014

University of Stuttgart, Institute for Lightweight Structures and Conceptual Design (ILEK), Stuttgart, Germany- Visiting Doctoral Fellow, Fall 2012

Harvard University, Graduate School of Design, Cambridge, MA, USA- Research Assistant, 2009-2010

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

Recent Peer-Reviewed Journal Articles

Mayer Matan, "Recycling Potential of Construction Materials: A Comparative Approach", Construction Materials Journal, 2024.

Mayer Matan, "Circularity at Scale", Technology | Architecture + Design, 2023.

Kobelt Pete, Mayer Matan, "In Review: Assessing Mass Timber and the Circular Economy", Technology | Architecture + Design, 2023.

Adekunle Timothy, Mayer Matan, "The Performance of Tectonics", Technology | Architecture + Design, 2023.

Mayer Matan, "Adapting residential envelope assemblies for full circularity", Journal of Physics, 2021.

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

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

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

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

Recent Book Chapters

Mayer Matan, "Life Cycle Engineering for Material Recovery: The Case of Residential Envelope Construction", in: Sustainable Engineering: Concepts and Practices, Israel Sunday Dunmade, Michael Daramola, Samuel Ayodele Iwarere (Eds.), Springer, 2024.

Mayer Matan and Grinham Jonathan, "Characterization of Links Between Embodied Carbon and Thermal Mass", in: The Routledge Handbook of Embodied Carbon in the Built Environment, Rahman Azari and Alice Moncaster (Eds.), Taylor & Francis, 2024.

Mayer Matan, "Multidimensional indicators for recyclability assessment of structural materials", in: Structures and Architecture. A Viable Urban Perspective? Marie Frier Hvejsel and Paulo J.S. Cruz (Eds.), Taylor & Francis, 2022.

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.), 2020.

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

Awards

IE University, Sustainable Impact Research Award, 2022, 2024.

Architectural Research Centers Consortium, Research Incentive Award, 2021.

"Life cycle net zero construction", Telefonica Open Future Initiative, 2018.

Best Paper Award (with Elena Vanz), 9th International Forum on Urbanism, 2016.

National Library of Israel International Design Competition, 1st Prize (with Yonatan Cohen and Rafi Segal), 2012.
DAAD (The German Academic Exchange Service) Research Grant, 2012.

Peter Rice Prize for Innovation in Structural Design and Architecture, 2010.

Swiss Office of Science and Technology Research Grant, 2009.

José Vela Castillo

Recent Publications

TRANSNATIONAL EXPERTISE AND LOCAL POLICIES FOR THE ARCHITECTURE OF SPANISH TOURISM INDUSTRY (Co-Author: Sila 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.), *Bauhaus In and Out. Perspectivas desde España / Perspectives from Spain*. 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.

Editorial Appointments

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

Member of Scientific 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—.

Clara Zarza

Recent Publications

2024 'Mechanisms of Evasion and Desire: from Habitat Dioramas to Contemporary Installation Art' Interdisciplinary Studies in the Long Nineteenth Century (forthcoming).

2023 'Material worlds: Domestic objects and the question of auto/biography in contemporary art' Image & Text, Volume 37, Issue 1, On-line version ISSN 2617-3255 Print version ISSN 1021-1497

2019 'Food, Art and Caring. On a Conversation with Bobby Baker' Mincho, Vol 19: pp. 70-80, ISSN: 2432585

2019 'Bobby Baker: la normalización y el espacio público' Tiempos de habitar. Prácticas artísticas y mundos posibles, Cornago, O., Rodríguez Prieto, Z. (eds.), Genuève Ediciones (pp.295 – 310), ISBN: 9788412007015

2019 Bobby Baker. Jars of Chutney / Bobby Baker. Tarros de Chutney. La Casa Encendida de Fundación Montemadrid Ed.

Recent Conferences and seminars

2024 Repensar la omisión: de la vida de la artista a la vida de la obra. CXXII Coloquio Internacional de la AEIHM 'El giro feminista en el estudio de las fuentes visuales', 23-25 October, Universidad Autónoma de Madrid / CSIC.

2024 Rethinking omissions: from the life of the artist to the life of the work. Conference 'Re-Evaluation in Feminisms and Contemporary Art', 13 September, Middlesex University.

2024 Curating the personal: Tensions between Self-Revelation and Biographical Framings International Conference 'Curating "Women Artists" Association for Art History Annual Conference, 3 to 5 April, Modern Visuality in Nineteenth Century Performance' 31 August – 3 September, University of Bristol.

2023 Autobiography, Confession, and Intimacy in Contemporary Art History: Uncomfortable Labels or Productive Interpretative Tools, '1st International Conference on Visual Culture. Periphery and Interdisciplinarity in Visual Studies', 23-25 October, Universidad Rey Juan Carlos, Madrid.

2023 Fascinación y evasión en el museo: de los dioramas de historia natural a la instalación contemporánea. Conference 'Meta paisajes: el museo como ventana hacia los paisajes de la creación' XXIV CONGRESO COMITÉ ESPAÑOL DE HISTORIA DEL ARTE: PAISAJES Natura Potentior Ars: naturaleza y ciencias para una disciplina del siglo XXI.' 12-16 June, Universidad Complutense, Madrid.

2022 Material Worlds as Estranged Homes. Conference 'Hitting Home. Representations of the Domestic Milieu in Feminist Art' 14-17 November, University of Johannesburg (Online).

2022 Mechanisms of Evasion and Desire: from Habitat Dioramas to Contemporary Installation Art Symposium 'Nineteenth-Century Visual Technologies in Contemporary Practices' 10-11 September, (Online).

2021 Habitat Dioramas: Evasion and Desire. Conference 'Modern Visuality in Nineteenth Century Performance' 31 August – 3 September, University of Exeter (Online).

Enrique Jerez

Selected Publications and Recent Research

Edited Journals

-MONCLÚS, Javier; JEREZ, Enrique (eds.): "Las huellas de lo efímero / The traces of the ephemeral". *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 13, December 2019.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).

Books

-JEREZ, Enrique et al. (coords.): *PAB 93/16. Premios de Arquitectura de Burgos 1993-2016*. COACYLE/ Burgos, Burgos, 2017.
ISBN: 978-84-617-9068-5.

-BERGERA, Iñaki; DELGADO ORUSCO, Eduardo; FERNÁNDEZ-CARRACEDO, Daniel; JEREZ, Enrique; MORENO, Ignacio (coords.): *Lo Doméstico, Narrativas Visuales*. Pressas de la Universidad de Zaragoza, Zaragoza, 2017.
ISBN: 978-84-16935-88-8.

-JEREZ, Enrique; DELGADO ORUSCO, Eduardo: *Paisaje y Artificio. El Mausoleo para Félix Rodríguez de la Fuente en Burgos. Miguel Fisac, Pablo Serrano*. Diseño Editorial, Buenos Aires, 2018.
ISBN: 978-1-64360-027-7.

-JEREZ, Enrique et al. (coords.): *Tiempo Pasado / Tiempo Presente. Propuestas en las Ruinas del Convento de San Antón, Castrojeriz*. Ediciones Universidad de Valladolid, Valladolid, 2019.
ISBN: 978-84-1320-004-0.

-JEREZ, Enrique; BERNAL, Amparo (eds.): *Miradas Compartidas. 3 Citas Domésticas en torno a la Arquitectura*. Ediciones Asimétricas, Madrid, 2021.
ISBN: 978-48-17905-49-1.

Selected Articles

-JEREZ, Enrique; MONCLÚS, Javier: "Las huellas de lo efímero / The traces of the ephemeral", *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 13, December 2019, pp. 2-7.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).
DOI: https://doi.org/10.26754/ojs_zarch/zarch.2019133953

-JEREZ, Enrique; MONCLÚS, Javier: "Conversation with Winy Maas. The traces of the ephemeral / Conversación con Winy Maas. Las huellas de lo efímero", *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 13, December 2019, pp. 256-265.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).
DOI: https://doi.org/10.26754/ojs_zarch/zarch.2019133956

-JEREZ, Enrique: "Review of PUENTE, Moisés: *Pabellones de Exposición / Pavilhões de Exposição*. Gustavo Gili, Barcelona, 2000", *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 13, December 2019, p. 303.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).
DOI: https://doi.org/10.26754/ojs_zarch/zarch.2019133977

-JEREZ, Enrique; DELGADO ORUSCO, Eduardo: "La efímera vida en San Luis del pabellón de España de Javier Carvajal para la Feria Mundial de Nueva York 1964-1965 / The ephemeral life in St. Louis of Javier Carvajal's Spanish pavilion for the 1964-65 New York World's Fair", *En Blanco*, n. 30, April 2021, pp. 101-115.
ISSN: 1888-5616.
e-ISSN: 2445-1215.
DOI: <https://doi.org/10.4995/eb.2021.13959>

-JEREZ, Enrique: "Review of MARTÍN, Inés; PANCORBO, Luis: *La Tradición en Julio Cano Lasso*. Editorial Rueda, Madrid, 2019", *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 16, September 2021, p. 230.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).
DOI: https://doi.org/10.26754/ojs_zarch/zarch.2021165596

-JEREZ, Enrique: "Review of CIMADOMO, Guido (coord.): *Arquitectura Española y Tecnología. Siete Episodios Clave del Siglo XX*. Recolectores Urbanos, Málaga, 2021", *ZARCH. Journal of Interdisciplinary Studies in Architecture and Urbanism*, n. 20, June 2023, p. 234.
ISSN: 2341-0531 (printed version).
ISSN: 2387-0346 (digital version).
DOI: https://doi.org/10.26754/ojs_zarch/zarch.2023208877

Professional Memberships

-Consejo Superior de los Colegios de Arquitectos de España (CSCAE), Spain, n.50310-1.
-Colegio Oficial de Arquitectos de Castilla y León Este (COACYLE), Spain, n.2955.

Recent Awards

-PRIZE Europe 40under40 Architecture and Design Award 2020 (March 2021).
Awarded by The European Centre for Architecture Art Design and Urban Studies and The Chicago Athenaeum Museum of Architecture and Design to 40 European architects under 40 years old. *DOMÍNGUEZ HOUSE – SURVEILLANCE PAVILIONS FOR CASTILLA Y LEÓN CULTURAL HERITAGE – COBO ESTRATOS RESTAURANT*

-SECOND PRIZE XIII Castilla y León Architecture and Urbanism Award 2022-2023 (May 2024).
KARMEN Kitchen & Bar

-SECOND PRIZE XIII Castilla y León Architecture and Urbanism Award 2022-2023 (May 2024).
STUDY ABOUT THE GUIDELINES TO PROTECT THE CULTURAL LANDSCAPE OF THE PAS VALLEYS IN NORTHERN BURGOS

-PRIZE XV Burgos Architecture Awards 2021-2022 (June 2023).
MIRADAS COMPARTIDAS. 3 CITAS DOMÉSTICAS EN TORNO A LA ARQUITECTURA (Book – Research, with Amparo Bernal)

-PRIZE XII Castilla y León Architecture Award 2020-2021 (May 2022).
COBO ESTRATOS RESTAURANT

-PRIZE XII Castilla y León Architecture Award 2020-2021 (May 2022).
MIRADAS COMPARTIDAS. 3 CITAS DOMÉSTICAS EN TORNO A LA ARQUITECTURA (Book – Research, with Amparo Bernal)

-FINALIST COAVN Architecture Awards 2022 (March 2022).
ARQUITECTURA COMO NATURALEZA. DE LA GEOGRAFÍA A LA ANATOMÍA (Book – Research, with Javier Pérez Herreras, Javier de Esteban, Ignacio Olite, Roberto Erviti)

-SHORTLISTED XV Spanish Architecture and Urbanism Biennial 2018-2020: “XV BEAU. España vacía, España llena. Estrategias de conciliación” (June-July 2021).
COBO ESTRATOS RESTAURANT

-PRIZE XV Spanish Architecture and Urbanism Biennial 2018-2020: “XV BEAU. España vacía, España llena. Estrategias de conciliación” (June-July 2021).
“ARQUITECTURA EXPUESTA. TRÁNSITOS ARTÍSTICOS DE LA REPRESENTACIÓN FOTOGRÁFICA DE LA ARQUITECTURA” (Article – Research, with Iñaki Bergera)

Recent awards in architectural competitions

-FIRST PRIZE Development of the guidelines for the Valles Pasiegos Cultural Landscape in Burgos province (Burgos, June 2021). With Rebeca Piedra and Estudio Bher.

-FIRST PRIZE Competition for Municipal Sports Centre in Boecillo (Valladolid, May 2021). With Rebeca Piedra and Noro Estudio.

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 2023- 2024 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:

DAVID GOODMAN

Dean and Professor of Architecture at the IE School of Architecture and Design | Director of the Bachelor in Architectural Studies

David Goodman is Dean of IE School of Architecture and Design, Director of the Bachelor in Architectural Studies and the Master in Architecture, and Professor of Architecture at IE University. A graduate of the Harvard Graduate School of Design and of Cornell University, he also holds a PhD in Business Studies from the IE University, specializing in Strategy and Organization Theory. His current research deals with innovations in architecture practice and production during times of socioeconomic turbulence. Goodman is co-author of the book *An Introduction to Architecture Theory: 1968 to the Present*, and his work has also appeared in the *Journal of Architectural Education*, *Technology|Architecture + Design*, *A+T*, *Log*, in the anthology *Chicago Architecture: Histories, Revisions, Alternatives*, and in the book *Walter Netsch: A Critical Appreciation and Sourcebook*.

CRISTINA MATEO REBOLLO

Associate Dean of IE School of Architecture and Design

Cristina Mateo is Associate Dean of IE School of Architecture and Design. She is a specialist in urban ethnography, branding, communication, and E-Transformation & New Business Models.

Cristina Mateo trained as a journalist and holds a Ph.D. in Sociology, from Goldsmiths College, University of London and an Executive MBA specialised 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.

MARCELA ARAGÜEZ ESCOBAR

Director of the Master in Architecture and Assistant Professor (MArch)

Marcela Aragüez is Director of the Master in Architecture and Assistant Professor in Architecture at IE School of Architecture & Design.

She received her PhD in Architectural History & Theory at the Bartlett School of Architecture, University College London. Her research focuses on the design processes behind the production of adaptable architecture, with an emphasis on cross-cultural post war practices between Japan and Western countries such as Great Britain and Switzerland.

She has lectured widely in the UK, Switzerland, Japan, France and Spain and is a licensed architect with professional experience in Spain and Switzerland. Her research has been acknowledged with grants and awards from institutions including: the Japan Foundation, Sasakawa Foundation, Canon Foundation and the Society of Architectural Historians of Great Britain. She is a member of the Editorial Board of *Architectural Histories*, the journal of the European Architectural History Network, and has published in international journals including *Roadsides* and *Architecture Research Quarterly*.

CLARA LLAMAS

Academic Director of the Bachelor in Design at IE University (BID)

Clara Llamas is the Academic director of the Bachelor in Design at IE University. She has transformed services and amplified the impact of design in over 20 years in strategy, operations, innovation research, design consultancy, entrepreneurship and education. With extensive applied expertise in service design and organizational transformation, Clara has worked

internationally across industries such as finance, retail, healthcare, and startups. Clara holds a BSc in Anthropology from New York University, and an MA in Service Design & Innovation from University of the Arts London, where she is currently pursuing a PhD in Service Design.

JERONIMO VAN SCHENDEL ERICE

Director of Master in Business for Architecture and Design (MBArch) | Co-Founder at Bildia

Jerónimo van Schendel is the Director of the Master in Business for Architecture and Design at IE School of Architecture and Design. He is a Spanish Architect, graduated from ETSAM in 2011 and Master in Architecture (M.Arch II) with Distinction, from Harvard University Graduate School of Design, since 2016.

He has worked with some of the most renowned architects in Spain such as Cruz y Ortiz, Rafael Moneo, and AS+, and is an IDEO SF CoLab Fellow 2016 (IoT & Blockchain Innovation Lab). After serving as Office Manager at Ábalos + Sentkiewicz AS+, with several projects in Spain, China and Latin América, he started a new professional endeavor in 2020, founding and leading www.Bildia.com a platform for integrated procurement in construction. His teaching and independent work is focused on identifying scalable entrepreneurship opportunities in the intersection of design, AEC, and technology, mainly through platform business models.

FLAVIO TEJADA

Co-Director of Real Estate Development Master Programs (MRED) | Associate Director at Arup

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.

CAROLINA GONZÁLEZ VIVES

Co-Director of Real Estate Development Master Programs (MRED) | Director at HIDRA DESIGN

Carolina González Vives is Ph. D. Architect from Universidad Politécnica de Madrid. After collaborating with professionals such as Juan Navarro Baldeweg or Iñaki Ábalos, she founded her own architecture office in 2005, whose work has been awarded several times in national competitions and published in specific and general media. Since 2015, she directs HIDRA DESIGN, a

development company involved in the construction of the city from a cultural and environmental perspective. Its operations are characterized by a very high level of commitment to design and city making.

Involved in university teaching since 2006, her academic research has focused on water and the urbanization of arid landscapes, searching for new models to reconcile growth with climate and environmental crises. She has been visiting researcher at AridLands Institute, Los Angeles, California, associate professor in the Design Area at the School of Architecture of the Universidad de Alcalá, and a visiting professor at several national and international universities.

Member of Wires and EjeCon, she is also Board member of the Ateneo de Madrid, from where she intends to continue the influence of this historic institution, promoting society's sensitivity towards beauty and the environment.

STAFF BIOS

BRIGITA KLUSOVSKYTE

Program Manager for Undergraduate and Master Studies in Architecture

Brigita Klusovskyte is a Program Manager working for the Undergraduate and Master Studies in Architecture, holding 10+ years of experience at IE. During these years she has been recognized for her excellence in business operations and project management, having collaborated in multiple programs and initiatives for IE.

Brigita holds a Law Degree from Mykolas Romeris University at Vilnius, Lithuania, and more recently completed a Master's Degree in Business Administration at IE Business School.

MARÍA DEL MAR VEGA SANTOS

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 joining IE School of Architecture and Design, she worked at Doxa Formacion and Esin Consultores in Madrid and in Property Registry in Segovia.

CAROLINA BERGES

Program Assistant, Undergraduate and Master Studies in Architecture

Carolina Berges is a Program Assistant for the Undergraduate and Master programs in Architecture at IE University. She holds a degree in Fashion Design from EUCD School of Design in Montevideo, Uruguay, and a Master's in Fashion and Sustainability. With over 8 years of international experience across three countries, Carolina has worked as a fashion designer and retail merchandiser, managing product development, visual merchandising, and client relations.

Her career has offered global exposure, particularly in Asia, where she attended renowned international textile fairs like CANTON and IHGF Indian Handcrafts & Gifts. These experiences allowed her to gain expertise in material sourcing, supplier negotiations, and developing innovative products.

MARIA ELENA CARDIEL

Manager of the Fab Labs IE University of the IE School of Architecture and Design

Elena Cardiel is the Manager of the Fab Labs IE University of the IE School of Architecture and Design, where she specializes in digital fabrication. She has been working at the School since 2014. Prior to joining IE A&D, she worked as an architecture intern in several architectural offices including Navarro Baldeweg Associates and Ábalos+Sentkiewicz Architects, among others. She earned her Architecture Degree from IE University in 2013, graduating as valedictorian. She has also completed different courses in modelmaking and crafting.

In addition, she earned the [Fab Academy “How to make almost anything” Diploma](#) in 2019, directed and imparted by Neil Gershenfeld (Director of MIT’s Center for Bits and Atoms). This diploma certifies the skills in web development; digital 2D and 3D modeling; laser cutting; design, fabrication, and programming circuit boards, sensors, output devices, and networking protocols; 3d printing and scanning; CNC machining on small and large scales; molding and casting; ... giving her recognition as an official Fab Lab Manager of the Fab Lab global network.

LAURA LÓPEZ PANIAGUA

Associate Director of Exhibitions, Publications and Events

Laura López Paniagua is a curator, university professor and writer. In 2015 she completed her PhD thesis “Memory in the Work of Mike Kelley” (UCM – FU, Doctor Europeus) holding a DAAD and consecutively, a Mutua Madrileña Grant. She has taught at Bard College Berlin, Leuphana University, Martin-Luther Universität Halle-Wittenberg, and CIS. She lectures internationally, with interventions at the Royal Academy of Arts, Hayward Gallery, Barnard College (Columbia University), NYU, MOCAD, and 21er Haus, among others.

She writes for journals, magazines, and the catalogues of institutions such as the Venice Biennale, TATE Modern, or the Pinault Collection, and recently published the monograph “Mike Kelley: Materialist Aesthetics and Memory Illusions” (Mousse, 2020). As a curator, she has worked, among other, at the Julia Stoschek Foundation, Schinkel Pavillon and recently, La Casa Encendida with the exhibition “Loving the Alien” (2024).

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 fundamentals – 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, as 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. IE University's Counseling Department cares for its students' mental health and psychological growth. We provide a safe and confidential environment where students receive professional psychological support tailored to their unique journey through academia. Our team of psychologists offers personalized one-on-one sessions (student consultations), alongside informative talks and workshops on topics relevant to university student life. The one-on-one counseling services include: - Guidance Counseling: Unlimited access to in-house psychological guidance and emotional support for issues such as homesickness, motivation, grief, anxiety, relationships, or fear of public speaking. -Mental Health Counseling: Up to eight annual sessions with a clinical psychologist to help students navigate unexpected mental health difficulties and psychological trauma. This service is contracted out to SINEWS, our mental health partner. Students can access both services throughout the academic year. Our guidance counselors are available to recommend the most suitable support for their unique situation.

In addition, the following services are offered to support our student's learning and personal experiences:

IE Mental Health Awareness Week

Overview The second edition of IE's World Mental Health Days (since then rebranded as IE Mental Health Awareness Week) took place in October 2023, from October 5th to October 10th. The event featured eleven sessions held across three campuses: IE Tower, Segovia Campus, and María de Molina. This year's theme was "What I Wish I Had Known About...", focusing on the power of lived experience and fostering conversations within our community on various topics our students wish they had known more about. The events covered subjects such as therapy, mental illness, sex, relationships, social media, and addiction.

Workshop: Look After Your Mate

This workshop is an empowering and educational initiative designed to equip students with the skills and knowledge necessary to support their peer's mental well-being. The workshop covers a range of topics, including recognizing signs of mental distress, effective communication strategies, and accessing support services. Participants learn practical ways to intervene and offer support, fostering a more compassionate and resilient student community.

Special Education Needs (SEN)

FunctionalDiversity@ie.edu.

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.

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 work with students 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 Talent & 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.

I.2.2 Physical Resources

Labeled plans of the Segovia and Madrid campuses can be found in the following link, in which 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](#)

Please note that labeled plans largely refer to the spaces in use during the 23-24 academic year for which the architecture program is being evaluated. In the 24-25 academic year, studio spaces in the Madrid Campus at the IE Tower have moved to floor -2 of the IE Tower next to the Fab Lab. The new studio space is organized in an open plan divided by movable furniture and currently hosting the fourth and fifth year of the Bachelor in Architectural Studies, the Master in Architecture, and the third and fourth year studios of the Bachelor in Design. The studios are equipped with classrooms, offices for staff, and plotters.

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.

Fabrication Lab

The IE University Fab Lab is a distinctive learning environment where students can bring their ideas to life through experimentation, innovation, and high-quality design. Located at both the Segovia Campus and the IE Tower in Madrid, the Fab Labs enable students to create and test their projects using state-of-the-art digital fabrication technology, as well as traditional woodworking tools, ceramics, and casting equipment. IE University's Fab Lab is also an official member of the global Fab Lab Network, offering access to a vast community of students, academics, scientists, and researchers spanning over 90 countries.

The purpose of the Fab Lab is to provide students with access to the environment, materials, and advanced technology needed to turn a spark of inspiration into reality. Within this innovative space, students can fully immerse themselves in our hands-on learning philosophy, exploring various digital and analog design processes using a wide range of tools. Staffed full-time by Fab-Lab managers, the Fab Lab is equipped with the following resources both in Segovia and in Madrid:

- 8 x FDM 3D printers (250x210x220 mm.) - Prusa MK4
- 1 X SLA 3D printer (140x140x190 mm.) - FormLabs Form3
- 1 x Clay 3D Printer (Ø200x400 mm.) - WASP Delta 20X40
- 1 x XL Clay 3D Printer (Ø700x1000 mm.) - JetClay (only at Madrid Lab)
- 3 x Laser cutters (810x450 mm.) -Universal Laser System VLS6.75
- 1 x CNC milling machine (1220x2440 mm.) - Teccam Motion 1325
- 1 x Precision CNC milling machine (400x300 mm.) - Roland Modela MDX- 40A
- 1 x Water jet cutter (450x300 mm.) – Wazer
- 1 x Vinyl cutter (600 mm.) - Roland CAMM-1 GS-24
- 1 x Vacuum thermoformer (450x400 mm.) - CR Clark 750FLB
- Full equipped Woodshop (band saw, table saw, chop saw, router, drill press, belt sander, drills, jigsaws, lathe, nail gun, a wide variety of hand tools, etc.)
- 1 x Pottery Wheel (Ø300 mm.) - Shimpo RK-55
- 1 x Kiln for ceramics (Ø350x400 mm.) - Nabertherm Top 45/L
- 1 x Print press - Reig Sobremesa SUPRA
- 1 x Heat press (380x380 mm.) - STAHL'S Clam Basic Heat Press
- Precious plastic machines (only at Madrid Lab) [1 x Shredder; 1x Compression Machine ; 1x Oven]
- 2x 3D Scanners - SHINING 3D EINSKAN SE + H2
- 3 x Printers and large format plotters - HP DesingJet T830
- 1 x Robotic Arm (2050 mm./45kg) - ABB IRB 4600

General Classrooms

In the Segovia Campus, 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 School of Architecture & Design office is located in Room 315, on the second floor. This room, of 20 m², has two workstations and is where the BAS program coordinator can be found to attend to day-to-day student requests.
- There are three offices for full-time professors, with two of them also accommodating the D-Lab and the Construction Lab.
- The Dean's office is located on the second floor, close to the SoA&D office.
- In addition, there is a common room to be used for adjunct professors, who can also book workrooms on campus for group work and meetings.

Segovia Campus Common Areas

Library: Located in the east, west and South wings of the cloister on the second floor. 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, Blackboard Ultra, 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. Blackboard Ultra includes means for publishing and announcements of general interest. Blackboard Ultra 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. There is also a smaller cafeteria in the main building, commonly known as “the cave”.

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.

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 neighbourhood 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

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. The Architecture Studio spaces of the architecture program has been located on the 22nd and 23rd floors of the IE Tower up until the 23-24 academic year, with similar conditions as our Segovia studio space. 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 a 263 m² space located in floor -2 of the IE Tower. 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. The same resources detailed above for the Fab Lab in the Segovia Campus apply to the Fab Lab of the Madrid Campus.

General Classrooms

In the Madrid Campus at the IE Tower, any conventional classroom has been used by the Architecture Program up until the 23-24 academic year. Starting in the present 24-25 academic year, the assigned classrooms for the Architecture Program are located in Floor -2 of the IE Tower, next to the new Studio spaces and the Fab Lab.

The general 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 are 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 President and the Provost are also located in the upper floors of the tower. The office of the Dean of IE School of Architecture & Design is located in Floor 23.

Campus Common Areas

The 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 its 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.

New Creative Campus in Segovia: Palacio de Mansilla

One of the important challenges specified in the PSER for Visit 2 was related to the growth of the school in both student numbers and programs, and the need to expand to new spaces in the near future to accommodate students, faculty and staff, and to keep the studio culture of the School.

To that end, IE School of Architecture & Design will be moving in September 2025 to a new location at the heart of the city of Segovia. Situated within the historic Palacio de los Condes de Mansilla, the space spans more than 5,000 m² of classrooms, studio spaces, Fab Lab, Construction workshops, biomaterials

and textile labs, experimentation spaces, digital fabrication classrooms, and an exhibition venue. The location of the new Creative Campus in Segovia aims to actively contribute to the surrounding community of the city and beyond through the fostering of initiatives open to the public.

I.2.3 Financial Resources

The IE School of Architecture and Design has a strong positive margin and there is a minimal risk of operations discontinuity or insolvency. In terms of direct costs, approximately \$6.3 million are expected for the academic year 2023-24, pending final revision of the data of last year's financial performance. These strong results lead to a Direct Margin of approximately \$5 million for the School. The Direct Margin does not include the indirect costs assumed by the school over the period as well as current and future capital expenditures. Indirect costs include the following departments: Information Technology, Careers, Alumni Affairs, Corporate Relations, Legal, Academic Research, Student Life, Corporate and Transversal Facilities, Transversal Commercial Expenses, International Recruitment (IE operates 27 international recruitment offices worldwide), and all transversal University administration (President, Rector, Provost, Vice-Rectors, etc.). Capital expenditures are anticipated to be extensive in the coming years, with an investment of approximately \$9 million for the new Segovia Creative Campus, which will be used exclusively by the School of Architecture and Design. The current School forecast is outlined as follows:

	23-24 Forecast (\$)
Net Revenues	11,314,000
Direct Cost Commercial	951,000
Direct Cost Faculty Operations	2,851,000
Direct Cost Program Operations	845,000
Direct Cost Facilities	523,000
Direct Cost HR Programs	1,095,000
Direct Costs Total	6,265,000
Direct Margin	5,049,000

Pending or Recent Changes to the Institution's Financial Structure

The financial structure of the institution is in large part dependent on enrollment numbers. In recent years, we have noted strong growth for all the school's programs, especially the Bachelor in Architectural Studies, the Bachelor in Design/Bachelor in Business Administration Dual Degree, and the Master in Real Estate Development. 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 faced by the program and/or institution.

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:

The IEU Library has a comprehensive collection of physical materials, accessible to all users regardless of the campus where they study and/or work. This shared collection is available on all three campuses of the university (Segovia, and IE Tower and María de Molina in Madrid), ensuring that everyone can benefit from its resources, and it is staffed by librarians working across campuses with dedicated staff on each campus to provide day-to-day services to students and faculty.

To facilitate access, the library has a daily courier service that allows users to request materials from our own collection or from Interlibrary Loan and pick them up at the campus of their choice, where librarians are always at their disposal. In addition, the library adapts to teaching needs by temporarily relocating materials when necessary, and acquires multiple copies of high-demand titles for distribution among the campuses. This approach ensures that essential resources are always available to meet users' needs.

The IE Tower in the Madrid Campus has a library point on the 6th floor, where material is received from other campuses and from Interlibrary Loan requests. This library point also provides support for any questions from both students and faculty. In addition to the library point at the IE Tower, there is a library at the Maria de Molina Campus in Madrid, where most of the graduate programs take place, and it is equipped with the following:

- Usable Area: 335.75 m²
- Reading Seats: 94
- Location: Floor -1 of campus building located at María de Molina 31 BIS
- Number of Physical Books: 11,341 volumes

As specified in section 2.2, the Library of the Segovia Campus is located in the East, West and South wings of the cloister 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:

- eBooks: 1.589
- Printes Books: 2.649
- Thesis, Dissertations: 42
- Print Journals and Magazines: 15
- eMagazine: 396
- DVDs: 69

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 allowed 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. Now past

the COVID-19 Pandemic, students and faculty continue to take advantage of both the equipment implemented on campus, as well as the digital tools created for Liquid Learning.

Campus Online

Blackboard Ultra is the learning management system used to manage our courses online. The platform is used by faculty to communicate and interact with students, and it allows access to resources such as syllabi, course and faculty information, multimedia materials, learning software, 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

In addition to the Architecture Program, IE School of Architecture and Design offers a comprehensive and diverse array of undergraduate and graduate programs in both the Segovia and Madrid campuses:

Undergraduate Programs:

- Bachelor in Architectural Studies
- Bachelor in Design
- Bachelor in Fashion Design (started September 2024)
- Dual Degree in Business Administration + Design
- Dual Degree in Business Administration + Fashion (started September 2024)

Graduate Programs:

- Master in Architecture
- Master in Business for Architecture and Design
- Master in Real Estate Development
- Global Master in Real Estate Development
- Master in Design: Interior Design (starting September 2025)
- Master in Design: Videogame Design and Virtual Environments (starting September 2025)

The Architecture Program is led by Dean David Goodman, who also acts as Program Director of the Bachelor in Architectural Studies. Associate Dean Cristina Mateo is also engaged in strategic decision making related to the Architecture Program and the rest of the IE School of Architecture and Design portfolio of programs. Marcela Aragüez is the Program Director of the Master in Architecture. Day-to-day

administration of the Architecture Program is overseen by Program Manager Brigita Klusovskyte, with support from Program Coordinator María del Mar Vega and Program Assistant Carolina Berges.

The Architecture Program is included as part of the portfolio of programs and organization of IE School of Architecture & Design, led by Dean David Goodman and Associate Dean Cristina Mateo. In addition to the Program Manager, Program Coordinator, and Program Assistant allocated to support the Architecture Program, IE School of Architecture & Design is managed by a number of staff members and directors dedicated to the organization of academic curriculums, transversal activities across the School, and to the support of other undergraduate and graduate programs:

Academic Directors

- Clara Llamas – Academic Director of the Bachelor in Design and the Dual Degree in Business Administration + Design
- Michael Cheatwood – Academic Director of the Bachelor in Fashion Design and the Dual Degree in Business Administration + Fashion
- Jerónimo Van Schendel – Academic Director of the Master in Business for Architecture
- Flavio Tejada and Carolina González-Vives – Academic Directors of the Master in Real Estate Development

Associate Directors

- Pia Mazzanti – Senior Associate Director (transversal activities)
- Constanza Aguado – Associate Director (transversal activities)
- Alejandra Alonso – Associate Director (transversal activities)
- Sofía Estévez – Associate Director (master programs)
- Teresa Cantero – Associate Director (Bachelor in Design and Dual Degree in Business Administration + Design)
- Laura Linares – Associate Director (Bachelor in Fashion Design and Dual Degree in Business Administration + Design)

Program Coordinators and Assistants

- Leyre Tejada – Program Coordinator of the Master for Business in Architecture
- Belén Sanz Marcos – Program Coordinator of the Bachelor in Design and the Dual Degree in Business Administration + Design
- Aline Haouy and Mariana Navarrete – Program Assistants of the Master in Real Estate Development and the Global Master in Real Estate Development

- María Maldonado – Program Assistant of the Bachelor in Design and the Dual Degree in Business Administration + Design
- Cosette Bojorquez – School's Assistant

Dean's Office

- Catarina Pais – Assistant to the Dean

Academic Directors report to Dean David Goodman. Associate Directors for transversal activities and master programs, as well as Program Coordinators and Assistants for master programs report to Associate Dean Cristina Mateo. Program coordinators and Assistants for bachelor programs report to their respective Academic Directors.

As explained in section I.1.1, IE School of Architecture & Design is one of the six Schools of IE University. All six Schools are led by President Santiago Íñiguez de Onzoño and Rector Salvador Carmona. In addition, the office of the rector is composed by the following Vice-Rectors:

- Vice-Rector for Academic Affairs: Dr. Antonio de Castro Carpeño
- Vice-Rector for Coordination and Research: Dr. Marco Giarratana
- Vice-Rector for Faculty & Entrepreneurship: Dr. Isabel Sánchez García
- Vice-Rector for Student Affairs: Dr. Miguel Larrañaga

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 as well as to 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 six Schools. Adjunct faculty report to the Dean and Associate Dean 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 Dean, Associate Dean and Program Directors, 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 Directors and the Program Manager 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:
BAS and MArch 23.24

Program	Number of students
BAS	142
MArch	18
TOTAL	160

- Total enrolment by gender

Gender	Number of students	Percentage
Female BAS	98	69%
Female MArch	13	72%
TOTAL	111	

Gender	Number of students	Percentage
Male BAS	44	31%
Male MArch	5	28%
TOTAL	49	

- Total enrollment by race/ethnicity or national origin

National Origin	Number of students
Angola	1
Argentina	3
Armenia	1
Austria	1
Bahamas	1
Barbados	1
Belgium	4
Bolivia	1
Brazil	1
Bulgaria	4
Canada	1
Chile	3
Colombia	4
Croatia	3

Czech Republic	1
Denmark	1
Dominican Republic	1
Ecuador	6
Egypt	5
England	1
France	4
Georgia	3
Germany	3
Greece	2
Guatemala	1
Honduras	1
Hungary	1
India	1
Iran	1
Italy	3
Jordan	4
Kazakhstan	2
Lebanon	5
Mexico	3
Morocco	1
Nepal	1
Netherlands	4
Palestine	2
Peru	4
Philippines	1
Poland	1
Portugal	1
Romania	2
Russia	4
Saint Kitts and Nevis	1
Slovenia	2
South Africa	2
South Korea	2
Spain	35
Sweden	1
Switzerland	1
Syria	1
Turkey	5
Ukraine	2
United States	7
Venezuela	1
Zambia	1
TOTAL	160

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 for BAS:

ACADEMIC YEAR	NUMBER OF DEGREES AWARDED
2023-2024	21
2022-2023	24
2021-2022	24
Total: 10	69

Total number of degrees awarded in the year before the visit for MArch program:

GENDER	NUMBER OF DEGREES AWARDED
Female	13
Male	5

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

GENDER	NUMBER OF DEGREES AWARDED
Female	47
Male	22

NATIONAL ORIGIN	NUMBER OF DEGREES AWARDED
ARGENTINIAN	1
AUSTRIAN	2
BARBADOS	1
BELGIAN	2
BRAZILIAN	2
BULGARIAN	2
COLOMBIAN	2
COSTA RICA	1
CROATIAN	1
DUTCH	1
ECUATORIAN	1
EGYPTIAN	3

FRENCH	2
GERMAN	3
GUATEMALAN	1
INDIAN	1
IRANIAN	1
ITALIAN	3
JORDANIAN	4
MEXICAN	3
MOROCCAN	1
PERUVIAN	1
PHILIPPINE	1
POLISH	1
PORTUGUESE	1
RUSSIAN	2
SALVADORAN	1
SLOVAK	1
SOUTH AFRICAN	1
SPANISH	12
SWEDISH	1
SWISS	1
SYRIAN	1
TURKISH	4
VENEZUELAN	3

Total number of degrees awarded in the previous year before the visit by gender and by race/ethnicity or national origin for MArch:

GENDER	NUMBER OF DEGREES AWARDED
Female	13
Male	5

NATIONAL ORIGIN	NUMBER OF DEGREES AWARDED
Argentinian	1
Barbadian	1
Bolivian	1
Croatian	1
Danish	1
Slovenian	1
Spanish	4

Jordanian	1
Lebanese	1
Peruvian	2
Russian	2
Swedish	1
Turkish	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.

Bachelor	Start Academic Year	Graduation Academic Year	Graduated within the normal time to completion	Graduated within 150% of the normal time to completion	Other reasons
BAS	2019-2020	2023-2024	60%	*	*
BAS	2018-2019	2022-2023	79%	14%	7%
BAR	2017-2018	2021-2022	55%	23%	22%

*There are currently 7 students enrolled who are completing their Bachelor's degree.

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)
2023-2024	5,2
2022-2023	5
2021-2022	5,5

Regarding MArch students, as the master's program is 10 months, all students were able to complete their degree within the “normal time of completion”.

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

NAME	SURNAME	COUNTRY OF ORIGIN	GENDER
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Alejandra	Albuerne	Spain	Female
Cem	Kayatekin	United States	Male
Clara	Zarza	Spain	Female
Enrique	Jerez	Spain	Male
Jose	Vela	Spain	Male
Laura	Martinez de Guereñu	Spain	Female
Marcela	Aragüez	Spain	Female
Matan	Mayer	Israel	Male
Romina	Canna	United States	Female
Wesam	Al-Asali	Siria	Male

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

		IEU Full-time Faculty	BAS + MArch Full time Faculty
Country of Origin	Spain	36%	6 (60%)
	Other nationalities	64%	4 (40%)
Gender	Female	42%	5 (50%)
	Male	58%	5 (50%)

Faculty by rank: Full-time professor / Adjunct professor

NAME	SURNAME	RANK
Alejandra	Albuerne	Full-time
Cem	Kayatekin	Full-time
Clara	Zarza	Full-time
Enrique	Jerez	Full-time
Jose	Vela	Full-time
Laura	Martinez de Guereñu	Full-time
Marcela	Aragüez	Full-time
Matan	Mayer	Full-time
Romina	Canna	Full-time
Wesam	Al-Asali	Full-time
Total: 10		

NAME	SURNAME	PROGRAM	RANK
Alejandro	Valdivieso	BAS	Adjunct
Alessandro	Mattoccia	BAS	Adjunct
Amaia	Sánchez Velasco	BAS	Adjunct
Angel	Flores	BAS	Adjunct
Antonio	Cantero Vinuesa	BAS	Adjunct

Ara	González Cabrera	BAS	Adjunct
Camila	Aybar Rodriguez	BAS	Adjunct
Daniel	Canogar	BAS	Adjunct
Dinithi	Iddawela	BAS	Adjunct
Elena	Pérez	BAS	Adjunct
Fernando	García Pino	BAS + MArch	Adjunct
Francisco Javier	Avilés	BAS + MArch	Adjunct
Fuentsanta	Nieto	MArch	Adjunct
Gregorio	Astengo	BAS	Adjunct
Izaskun	Chinchilla	BAS	Adjunct
Javier	Gimenez Vila	BAS	Adjunct
Jeronimo	Jerónimo van Schendel	BAS	Adjunct
Joseph	Pistrui	MArch	Adjunct
Juan	Cabello	BAS	Adjunct
Juan	Elvira	BAS	Adjunct
Juan	Tur	MArch	Adjunct
Kol	Zuhal	BAS	Adjunct
Laura	Jeschke	BAS	Adjunct
Lola	Domènech	BAS	Adjunct
Luis	Echevarria	BAS	Adjunct
Maria	Benedito Ribelles	BAS	Adjunct
Maria	Esteban	BAS	Adjunct
Maxon	Higbee	BAS	Adjunct
Meritxell	Criado Peña	MArch	Adjunct
Miguel	Gomez Navarro	BAS	Adjunct
Mikko	Ketokivi	MArch	Adjunct
Mónica	García	MArch	Adjunct
Nadia	Hotait	BAS	Adjunct
Noa	Gonzalez	BAS	Adjunct
Oscar	Herrero	BAS	Adjunct
Óscar	Valero	BAS	Adjunct
Rafael	Iñiguez	BAS + MArch	Adjunct
Roberto	Molinos	BAS	Adjunct
Ruth	Vega	BAS	Adjunct
Santiago	Pradilla Hosie	BAS	Adjunct
Total: 40			

** Please note that some professors are not included in this list as they only participate in special workshops.*

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

- Enrique Jerez was promoted from Adjunct Professor to Full-time Professor.

- Marcela Aragüez was promoted from Associate Director of Undergraduate Studies to Director of the Master in Architecture.
- David Goodman was promoted from Associate Dean to Dean of Architecture at the IE School of Architecture and Design.
- Matan Mayer was promoted from Assistant Professor to Full Professor.

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

There are 160 students currently enrolled in the BAS and MArch programs:

1st Year (BAS) – 27 students

2nd Year (BAS) – 40 students

3rd Year (BAS) – 28 students

4th Year (BAS) – 23 students

5th Year (BAS) – 23 students

MArch – 18 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): 125 students out of 160 enrolled (78%) have nationalities other than Spanish.

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

Students are admitted in the BAS program 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 – 10 (Associate Professor)

Part-time faculty – 40 (Adjunct Professor)

Number of faculty promoted in the past two academic years: 4

Number of faculty maintaining licenses in the country of the program: 24

Number of tenured faculty (if applicable): 1

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 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 Architecture, 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 León 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 León, 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 the design 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.

As specified in section I.1.6, each year the program management prepares a Self-Assessment Report ("autoinforme de seguimiento"), to ensure the continuous improvement of the Architecture Program. The report is issued to the regional accreditation agency of the Spanish autonomous region of Castille and León (ACSUCYL). The latest version of the Self-Assessment Report is available in Spanish in the following link: [Self-Assessment Report](#).

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 Authorization](#)

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. Please note that, as prescribed by the Ministerial Order EDU/2075/2010, the majority of the courses included in the Architecture Program fall within the category of Professional Studies, due to the automatic licensure-granting condition of the program.

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

Foundational (General Studies): 60

Compulsory (Professional Studies): 204

Elective: 30

Internships: 0

Final Thesis Project: 6

Total Credits: 300

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

Compulsory (Professional Studies): 30

Elective: 0

Internships: 0

Final Thesis Project: 30

Total Credits: 60

Minimum number of credit hours required for each semester of term

First Year BAS, First Semester – 27

First Year BAS, Second Semester – 33

Second Year BAS, First Semester – 27

Second Year BAS, Second Semester – 33

Third Year BAS, First Semester – 27

Third Year BAS, Second Semester – 33

Fourth Year BAS, First Semester – 30

Fourth Year BAS, Second Semester – 30

Fifth Year BAS, First Semester – 30

Fifth Year 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 BAS and the MArch 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 Dean and Program Director.

The following material is required for admission to the Bachelor in Architectural Studies:

- 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 Hochschulreife (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 Architectural Studies, 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 Maturità: 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 Architectural Studies, 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

Bachelor

- <https://www.ie.edu/university/admission/>

Master

- <https://www.ie.edu/school-architecture-design/programs/master-in-architecture/admissions-and-fees/#content>
- <https://www.ie.edu/university/resources/counseling/counseling-ie-university/>

II.4.6 Student Financial Information

<https://www.ie.edu/financial-aid/undergraduate/>

Part III – Progress Since the Previous Visit

Following the indication of the ICert Visit Two VTR, the present report and additional documentation have been prepared to provide evidence of the fulfilment of conditions yet to be met, as well as to showcase the continuation of good practices ensuring the compliance of conditions that were already met during Visit Two.

Conditions to be met largely referred to those SPCs that required further evidence from courses from the Master in Architecture, which had not been implemented by the time of Visit Two in 2022. After the first cohort of students graduated from the Master in Architecture in the academic year 23-24, we feel confident that the evidences to be presented during the visit will fulfill the requirements to meet the pending conditions. In addition, following the recommendation stated in the VTR report, the SPC Matrix for Visit Three has been reassessed to ensure a more diverse array of courses complying with the performance requirements. This will be reflected in a more extensive variety of student exhibits to be showcased during the visit.

Since Visit Two took place in 2022, IE School of Architecture & Design has grown in student, faculty, and staff numbers, as well as in its academic offer, and it is expected to grow even more in the near future. The successful completion of the first graduating class of the Master in Architecture during the academic year 23-24 constitutes an important milestone for our school, and well as for the international relations that are knitted to the program. A renovated vision of the School as a key player in the creative industries intends to expand the role of our students, faculty and staff in our surrounding community and beyond to shape a more sustainable, just, and beautiful world. To that end, we keep expanding our academic offer

with innovative programs. In the current 24-25 academic year we have launched the new Bachelor in Fashion Design, and next year we will be adding two new Master's programs: Master in Interior Design, and Master in Videogame Design and Virtual Environments. The aim of the School is to prepare leaders in architecture, design, and the creative industries in order to impact the world through creativity, dexterity, innovation, and rigor. We are looking forward to welcoming the NAAB Team for Visit Three to show you how we are pursuing such aim, and we remain at your disposal for any further information upon your request.

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](#)