Section 1.0

Introduction to the Program
1. Introduction to the Program

1.1 History and Description of the Institution

The University of Virginia was founded by Thomas Jefferson and chartered by the General Assembly in 1819. Mr. Jefferson was elected the first Rector of the Board of Visitors which was then, and still is, the governing body of the University. Two other members of the first Board of Visitors were James Madison and James Monroe. Mr. Jefferson conceived, planned, designed and oversaw the construction of what he called the "academical village", comprised of the Rotunda, the Pavilions with their gardens enclosed by serpentine walls and other buildings which still adorn Virginia's famous Lawn. The curriculum of the new University was designed by Mr. Jefferson as well, and the faculty was of his choosing. The University opened for instruction on March 7, 1825, with a faculty of 8 and a student body of 68. The University was one of the first educational institutions in the United States or Europe which was not founded nor organized by a religious sect. Mr. Jefferson, the author of the Virginia Statute of Religious Freedom, was careful to give the central hierarchical site in his campus plan not to a chapel but to a library, the domed Rotunda.

Instruction was given on an advanced level in eight schools: ancient and modern languages, mathematics, natural philosophy (physics and astronomy), natural history (chemistry and botany), moral philosophy (ethics and metaphysics), anatomy and medicine, law, and engineering. Students were permitted to select whatever subjects they wished to pursue, in any order that pleased them, for as long as they liked. This "elective system" was retained, at least in part, until the end of the century. Mr. Jefferson had opposed the granting of degrees on the grounds that they were "artificial embellishments." However, in 1831 the Rector and Visitors approved granting the Master of Arts degree which remained the primary academic award of the University throughout the nineteenth century. Even today the University awards no honorary degrees, although a yearly medal in Architecture and Law is awarded for outstanding achievement in these fields.

The University of Virginia was also one of the first American universities to establish an Honor System. This system, completely student-controlled and administered since 1842, has been among the University's finest traditions and has provided the basis for a highly responsible system of student self-government.

Enrollment and facilities grew steadily until, on the eve of the Civil War, the University was second to Harvard University in size of faculty and student body. The growth of scientific education marked the decades after the Civil War. The demand for more scientific and professional training generated other changes at the University. Toward the end of the century the original schools of Medicine, Law, and Engineering became independent divisions. The Graduate School of Arts and Sciences was established in 1904 and the School of Education in 1919. To bring the University into conformity with other institutions of higher learning, the Bachelor's degree was established as a prerequisite for the Master's degree and it became the standard degree of the University in 1899.

Under President Colgate Darden, a former Governor of Virginia, the University's present structure of schools was established. A Department of Commerce and Business Administration, which had existed in the College from 1920, became a separate entity known as the McIntire School of Commerce in 1952. A Graduate School of Business Administration, the Darden School, was established in 1954. Architecture and Nursing, two other divisions which had existed in various forms since 1901, attained separate status in 1954 and 1956, respectively.
Each of these independent schools has its own dean and faculty, sets its own standards, and recommends its own candidates for degrees. The development of these separate schools in the 1950's was followed by the doubling of student enrollment and faculty. In the 1960's the University served as parent institution to four colleges in other areas of the Commonwealth. At the close of the decade the University became fully coeducational. Today the University comprises ten schools with an enrollment of 18,848 - 12,595 in undergraduate programs; 5,909 in graduate programs, and 344 in on-grounds continuing education.

1.2 Institutional Mission

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness of the members of the University, and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. The University places the highest priority on achieving eminence as a center of higher learning.

The University of Virginia seeks to achieve its central purpose through the pursuit of the following specific goals:

- To offer instruction of the highest quality to undergraduates from all walks of life, not only by transmitting established knowledge and skills, but by fostering in students the habits of mind and character required to develop a generous receptivity to new ideas; a disposition for applying the most rigorous criticism to all ideas and institutions, whether old or new; an ability to test hypotheses and re-interpret human experience; and a desire to engage in a lifetime of learning.
- To sustain liberal education as the central intellectual concern of the University, not only in the curricula of the College of Arts and Sciences, but also as a foundation for the professional undergraduate programs.
- To educate men and women for the professions in certain undergraduate and in graduate programs leading to degrees in the School of Architecture, Business Administration, Commerce, Education, Engineering and Applied Science, Law, Medicine, and Nursing.
- To lead in the advancement and application of knowledge through graduate study and research, disseminating the results among scholars and the general public.
- To attract and retain eminent faculty who provide the highest quality of instruction and leadership in research.
- To seek the ablest and most promising students, within the Commonwealth and without; and, in keeping with the intentions of Thomas Jefferson, to attend to their total development and well-being by providing appropriate intellectual, athletic, and social programs.
- To strive for diversity in the student body and in the faculty and to promote international exchange of scholars and students.
- To provide an atmosphere conducive to fellowship and understanding for students and faculty and to encourage their constructive participation in the affairs of the University and the community at large.
- To expand educational opportunities for persons with special challenges such as minority status, physical disability, ethnic heritage, or insufficient financial resources.
- To engage in research in the medical sciences and to provide innovative leadership in health care and medical services in the local community, the Commonwealth, and the nation.
• To offer to the local community, the Commonwealth of Virginia, and the nation the various kinds of public service and intellectual and cultural activities which are consonant with the purposes of the University.
• To provide continuing education programs of the highest quality to the Commonwealth and the nation.
• To cooperate with and assist other colleges, educational institutions, and agencies, especially in the Commonwealth of Virginia, by making available to them the facilities of the University and the experience and counsel of its members so as to contribute to education in the Commonwealth and beyond.
• To establish new programs, schools, and degrees, and to undertake such research as the needs of the Commonwealth of Virginia and the nation may require.

1.3 Program History

In 1817, Thomas Jefferson proposed an idea that he had conceived as early as 1781 that the study of Architecture and the Fine Arts be included in the curriculum of the University of Virginia. Architecture as a course of study was to be placed in the School of Mathematics, and the Lawn, with its various orders of classical architecture, was to serve as an instructional model for the student body. It was not until 1919, however, that a School of Fine Arts was established by a gift by Paul G. McIntire. That fall, Dr. Sidney Fiske Kimball, architect, historian, and authority on Jeffersonian architecture, was appointed professor and head with Stanislaw Makielski as Instructor in Architecture. The School provided a B.S. in Architecture degree and graduate architectural coursework. Initially there were eleven students housed in Hotel E on the Range. The Alpha Rho Chi architectural fraternity was established in 1922, and the School graduated its first students in June of 1923.

The successor to Kimball as head of the School was Joseph Hudnut, who had taught art history courses during the summer of 1920 and was an expert on Georgian architecture. During his tenure, the School was moved to Fayenweather Hall, and a cooperative program with Harvard University was instituted whereby graduates of Virginia could obtain a Master of Architecture degree after two years instead of the more common four. Enrollment increased to 263 students during the 1925-26 sessions. The third architect to direct the School was Alfred Lawrence Kocher. He, like Hudnut, was a scholar of American architecture who later embraced modernism.

In 1928, Edmund S. Campbell, Dean of the Beaux Arts Institute of Design in New York, was appointed head of the School. The five-year professional degree program was started in 1949. In 1953, Thomas K. Fitzpatrick was named Dean upon Campbell's death. Architecture was separated from Art in 1954. Preservation studies were emphasized, and the Thomas Jefferson Foundation Medal in Architecture and Professorship were co-founded with the Thomas Jefferson Foundation to bring leading scholars and architects to the School.

In 1966, J. Norwood Bosserman was named Dean of the School of Architecture. A new building, Campbell Hall, was completed in 1970, and programs in Architecture, Architectural History, Landscape Architecture, and Urban and Environmental Planning were formalized. In the same year, the University embraced co-education, and the first female students were admitted to the School. With a new facility and four strong departments, enrollment grew to 550 students with over 60 faculty members.
In 1980, Jaquelin T. Robertson was appointed Dean. The Institute for Environmental Negotiation, affiliated with the Department of Urban and Environmental Planning, was established in 1981. Subsequently, a certificate program in Historic Preservation was initiated that engaged students from all the school’s disciplines, and in 1988 a Ph.D. program in Architectural History admitted its first students.

Following Robertson’s retirement in 1988, Harry W. Porter, Jr. was named Interim Dean; he was appointed Dean in 1989. His tenure saw further expansion of the influence of the School of Architecture, both within the University and nationally. Daphne Spain was appointed Acting Dean in January 1994, with William A. McDonough becoming Dean in September 1994. His emphasis on sustainable development resonated with similar interests in green approaches among a number of faculty.

Karen Van Lengen, a practicing architect from New York, and Chair of the Department of Architecture at the Parsons School of Design, was appointed Dean of the School of Architecture in July 1999. In 2003, Dean Van Lengen merged the Department of Architecture with the Department of Landscape Architecture with the goal to develop new approaches to the construction of the contemporary built environment. The Department of Architecture and Landscape Architecture offers an undergraduate pre-professional degree in architecture, a minor in landscape architecture, and accredited graduate professional degrees in architecture and landscape architecture.

Dean Van Lengen has overseen the fundraising and design development for substantial additions to Campbell Hall designed by members of the School’s faculty. This new facility was completed and occupied in the summer of 2008.

Chairs of the Department of Architecture
Frederick Doveton Nichols (and Carlo Pelliccia) 1967-1970
Robert L. Vickery (and Carlo Pelliccia) 1970-1976
Michael J. Bednar (and Carlo Pelliccia) 1976-1978
Michael J. Bednar (and Robin D. Dripps) 1978-1980
Bruce Abbey (and Robin D. Dripps) 1980-1985
Bruce Abbey 1985-1987
Robin D. Dripps 1987-1988
W. G. Clark 1988-1989
Kenneth A. Schwartz 1989-1994
Peter Waldman 1995-1998
Judith Kinnard 1998-2003
Craig Barton 2007-present

1.4 Program Mission

School Mission
As noted on the School of Architecture website the mission of the School is as follows:

The University of Virginia, since its founding by Thomas Jefferson, has supported a public mandate to educate and develop our democratic culture. As part of this larger mission, the School of Architecture focuses on analysis and design of the public realm, or the “Architecture of Urgent Matters.” Just as democratic culture is a dialogue and cooperative effort of individuals,
design in the public realm is a discussion and joint effort of individual disciplines. The School of Architecture is composed of four well-defined disciplines — architecture, landscape architecture, history of architecture, and urban and environmental planning — all of which promote design as a conscious act, which may be associated with the public realm and the values of that culture. Its curriculum places special emphasis on the following themes:

- The deployment of a system of practical ethics in the design and planning processes as a method for evaluating choices and their consequences for the man-made and the natural environment.
- The promotion of community-based design and planning that gives voice to all cultural and economic groups.
- The critical study of the history of architecture and culture as both a discipline and as a foundation for developing innovative design responses in contemporary life.
- Aesthetic applications of technological innovations especially related to the general study of ecology and sustainable environments.
- Emphasis on study abroad and a multi-disciplinary approach to history, design and planning to prepare professionals and scholars for participation in a global design culture.

M.Arch. Program Mission

As noted on the School of Architecture website the mission of the Master of Architecture Program is as follows:

The University of Virginia, since its founding by Thomas Jefferson, has supported a public mandate to educate and develop our democratic culture. As part of this larger mission, the School of Architecture focuses on analysis and design of the public realm, or the "Architecture of Urgent Matters." Just as democratic culture is a dialogue and cooperative effort of individuals, design in the public realm is a discussion and joint effort of individual disciplines.

Architecture and Landscape Architecture share a design ethic that critically engages three areas of design research:

- the interdependence of cultural forces and ecological processes
- the ethical choices inherent in the discipline of construction
- the implications of emerging technologies for the design of spaces, sites, and systems

These issues are developed across the scales and resources of each discipline through student and faculty work in parallel, collaborative, and multi-disciplinary studios and seminars. As these threads of design investigation interact, new poetic possibilities emerge that are visible in the products of our unique perspective.

In the design of buildings, landscapes and urban infrastructure, working simultaneously at the scale of the hand and that of the city, we share the responsibility for creating a stimulating and sustainable setting for the development of diverse cultural expression. We work close at hand and travel great distances, from Charlottesville, Washington and New York to Barcelona, Venice, and Beijing. We apply our hands to the making of things, open our minds to the voices of multiple communities and extend our reach in a network of collaborations across the university and beyond. We study the dynamic fullness of the sites we enter, taking seriously our power to reveal and transform them.
In environmental science, the term “ecotone” describes the space of a boundary or edge where two ecosystems overlap, a place of great diversity and enhanced complexity that reveals the sometimes frictional dynamics of the intersecting ecologies. This is our territory, from which we advance the critical significance and catalytic potential of our academic discourse and professional engagement.

**B.S. in Architecture Program Mission**

The Bachelor of Science in Architecture Program at the University of Virginia seeks to provide a rigorous pre-professional education which combines aspects of a classic liberal arts education with the professional topics specific to the discipline of architecture. The program assumes an architect must be a well-educated individual and the student's general education foundation plays an extremely important role in this regard. The pre-professional nature of the program allows students to continue their architectural education at the graduate level with as few as two years required to achieve the accredited professional Master of Architecture degree. Within this context, the undergraduate program provides an opportunity for students to pursue specialized areas of study during their final year in one of the two concentrations: Architectural Design and Architectural Studies. Studios require students to express intentions or propose questions using architectural and urban form to further our understanding of ourselves and the world we inhabit. Students are taught the analytical skills they need to solve complex design problems at different scales. Strong visual and verbal communication abilities are developed using both traditional and digital media. These critical thinking and visualization skills are understood to be of immense value to students regardless of their eventual career path.

**1.5 Program Self-Assessment**

The School continues to attract a gifted, creative, and productive faculty. The Architecture Program faculty is dedicated to providing students with a design education integrating rigorous design standards, technical expertise, and a commitment to sustainable design practices. Faculty continue to make distinguished contributions in creative and scholarly practice and in service to the local community, the University, and the nation. These endeavors maintain the School and program’s visibility to our academic colleagues and a wider public.

The program faculty continues to develop collaborative multi-disciplinary opportunities with colleagues in the Landscape Architecture Program as well as those in Urban and Environmental Planning and Architectural History. The number of multi-disciplinary research proposals and projects grows in response to the success of exemplary projects such as ecoMOD and Learning Barge projects, as well as the Campbell Hall building additions.

Design work developed by architecture graduate students represents our commitment to combine rigorous architectural design education with opportunities to explore the methods and practices (and complete degree programs) of allied disciplines such as Landscape Architecture and Urban Planning.

**Joint Department of Architecture and Landscape Architecture**

In the fall of 2003, the Dean merged the Department of Architecture and the Department of Landscape Architecture into a single joint Department of Architecture and Landscape Architecture. The new department is comprised of the Architecture Program which offers both undergraduate pre-professional and graduate accredited professional degree programs and the
Landscape Architecture Program, an accredited graduate degree program. The Departmental merger has been a healthy development for both disciplines, prompting debate about both common and distinct missions, resulting in a stronger curriculum in both disciplinary and cross-disciplinary terms. In addition, cross pollination at the student level and in faculty research initiatives has been substantial. The new department is led by a department chair (Craig Barton 2007-present), who oversees the work of graduate program directors in Landscape Architecture (Kristina Hill) and Architecture (Charles Menefee), and an undergraduate architecture program director (Michael Bednar). Currently each program is conducting an internal review of the opportunities and challenges of a jointly administered department. The chair will provide an update on this process during the team's visit.

The merger offers opportunities for multi-disciplinary curricular and research initiatives which could supplement distinguished curricula and pedagogies of the existing undergraduate and professional degree programs. The joint department addresses comments in the 2003 visiting team report (VTR) about "promoting" multi-disciplinary opportunities to enhance the learning environments of our students. Two developments emerging in parallel with this process have also strengthened our program significantly. In 2003, the Dean secured permanent funding from the Provost to support five fractional Graduate Teaching Assistantships (GTA's). GTA's support the undergraduate curriculum and are an important tool with which to recruit our top admissions applicants. (See additional information in Graduate Student Support Section.)

A group of our alumni founded the Charlottesville Community Design Center (CCDC) with the advice and support of several members of our faculty. The CCDC has proven to be an important vehicle for school/community interaction. Its mission has been further supported by a grant secured in 2003 by the Dean's office to support the Program Service Fellowship Program. The program funds approximately ten student internships in non-profit organizations, enhancing our support for and student involvement in community organizations, initiatives, and projects. These fellowships have enabled the School to reach beyond its boundaries extending its mission to the citizens throughout the Commonwealth.

The architecture program faculty believes the graduate and undergraduate programs continue to be robust and effectively address our educational missions. A summary of program strengths and challenges is provided below.

New Curricular Initiatives 2003-2008

- **Summer Design Institute**
  - All students in the 3½ year design program are required to attend an introductory program in the summer preceding their first year in the program. The program and curriculum have been restructured so they serve as an introduction to students entering both the M.Arch and MLA programs. The program, co-taught by architecture and landscape faculty provides an introduction to design emphasizing the synthetic relationship between buildings and landscapes.

- **Core and Option Studios**
  - The studio sequence and curriculum have been modified to strengthen the curriculum of the core (foundation) studio and provide more opportunities for students to enroll in cross-disciplinary option studios. Foundation studios (ARCH 601, 602, 701, 801) are with the exception of ARCH 602, offered in the fall term.
The foundation studios continue to focus on the development of formal design skills, graphics, and representation; the analysis, interpretation and representation of landscapes, infrastructure, sites and buildings; and development of comprehensive building design projects. Options studios are now offered in the spring term. Each spring there are both architecture, landscape architecture, and urbanism studios options and students can enroll in any of the studios offered in a given semester.

- The Independent Design Research Studio is also offered during the spring semester for students who have completed the Design Research Seminar in the fall and have had thesis proposals accepted by their advisors.

- **Graphic Workshops**
  
  - Two new courses, ARCH 651 and 652 Graphic Workshops have been added to the fall and spring curricula. These courses introduce students to both digital and analog representational techniques and supplement the curriculum and pedagogy of the 601 and 602 Foundation studios.

- **Funded Design Research Studios**
  
  - Since the last accreditation visit a number of faculty, (with the School's support), have secured funding from private partners for graduate design research studios. These studio project and partners include: The Learning Barge, (The Elizabeth River Foundation), Bronx River Parkway Study (Sustainable South Bronx Coalition), Watts Branch Study (Casey Tree Fund), and ecoMOD (Oak Hill Foundation). Each of these studio initiatives has allowed faculty to incorporate research projects into the graduate studio curriculum.

- **Comprehensive Studio**
  
  - The curriculum has been revised to allow students to complete the required technical curriculum (ARCH 624, 626, 721, 723, 725) and develop a stronger base of skills and experience before enrolling in the Comprehensive Studio. ARCH 801 is now run concurrently with ARCH 823 (Building Synthesis).

- **Travel Study Opportunities**
  
  - International and domestic travel study has become an increasingly important part of the program's curriculum and identity. Practice is becoming an increasingly global endeavor. It is critical to provide students with experiences beyond the setting in which they are familiar and comfortable. Travel study has been one of Dean Van Lingen's priorities, and she has supported a number of department initiatives, including the Dew Travel Studio Fund, an endowment providing travel support for architecture and landscape students. Students in the ARCH and LAR 602 studios have used the Dew Fund toward travel to Barcelona. We plan to expand this cross-disciplinary opportunity to all M.Arch and MLA students and plan to have the 701 core studio serve as the site of the future travel program. The cost of overseas travel and the addition of approximately twelve students will likely require that we raise additional funds to support the
program. In the interim the program will continue in a domestic city. In addition, the Dean has secured funding for the Venice Studio, a spring option studio that provides students with the opportunity to travel to Venice for approximately one week as part of the development of studio projects connected to that city or the Veneto. Domestic travel includes visits to studio project sites in Washington, New York, Philadelphia, Boston, Chicago and, in 2005-06, in New Orleans as a part of the New Orleans Initiative described below.

- **New Orleans Initiative**
  - In 2005 in the aftermath of Hurricane Katrina, the Dean asked the School’s faculty and students to, “...offer our ideas and our expertise to the reconstruction efforts throughout the Gulf region.” That year over half of the Department’s design studios, “...look on the problems of the region, offering analytical studies along with new ideas and strategies for repairing and rebuilding this region.” The volume, *Building After Katrina: Visions for the Gulf Coast*, documents the work developed that year. A graduate student design team under the direction of Associate Professor Maurice Cox received the Merit Award in the professional category of High Density in the High Ground residential design competition sponsored by *Architectural Record* and Tulane University School of Architecture. Projects developed by two other design teams directed by Cox were included in an exhibition of selected entrants to the competition.

- **Design/Fabrication**
  - Over the past five years the Architecture Program has produced a number of distinguished and nationally-recognized design/build initiatives. These include: the ecoMOD Project, conceived and developed by Assistant Professor John Quale; The Learning Barge Project, developed by Associate Professor Phoebe Crisman; and Initiative reCOVER developed by Assistant Professor Anselmo Canfora. All three of these projects have provided for successful multi-disciplinary research initiatives extending beyond the School to other units in the University. The success of these projects is due in part to their ability to engage a diverse audience of university students and faculty.

- **Virginia Teaching Fellowship**
  - In 2008-09, the Department introduced the Virginia Teaching Fellowship Program. The program offers design instructors early in their academic careers opportunities to develop a body of work and contribute to the teaching mission of the School. Fellows spend one academic year as lecturers in the Department of Architecture and Landscape Architecture working with faculty colleagues and teaching design studios as well as an additional course drawn from their research interests, and developing creative projects.

- **Research Support**
  - Over the past decade, both the University and the School of Architecture have placed increased emphasis on research and its relation to the teaching mission. The Dean developed several opportunities to meet this challenge:
- 2000-09 – Establishment of “Campbell Constructions,” design opportunities at Campbell Hall for School faculty
- 2003 – Establishment of a clear research leave policy for both tenure-track and tenured faculty
- 2003 - A competitive small grants research fund was established to assist faculty in their work (NOTE: SEE SECTION 3.7 HUMAN RESOURCE DEVELOPMENT FOR A COMPLETE DESCRIPTION OF THIS PROGRAM APPENDIX C-1 FOR LIST OF RECIPIENTS)
- 2003 – The establishment of a yearly research stipend for tenure-track faculty
- 2004 – Establishment of Research Stipends for Administrative Faculty
- 2004 – Dean initiated a Research Symposium Day each semester to encourage a climate of intellectual exchange and dialogue. The symposium is open to all students and faculty at the beginning of each semester. (SECTION 3.7 HUMAN RESOURCE DEVELOPMENT FOR A COMPLETE DESCRIPTION OF THIS PROGRAM SEE APPENDIX C-2 FOR A LIST OF PARTICIPANTS)
- 2008 – Reinstatement of University funded Chaired Professors research funds
- Fall 2008 – The Dean offered a research stipend to all tenured faculty
- Fall 2008 – The Dean replaced research funding (eliminated by University) for Chaired professors

Challenges

The architecture faculty has noted that to maintain the program's core strengths the following areas should receive enhanced curricular emphasis:

- A course sequence (required and elective) to develop fluency in Design Computation
- Required coursework in architectural history
- Additional required coursework in contemporary theory and practice
- Additional opportunities for cross-disciplinary coursework with Landscape Architecture Program

Action Plan

- Hire a full-time faculty member to teach course(s) in both design studio and aspects of design computation

- Review the core studio, graphics, history/theory, and technology course sequences and will make recommendation(s) about any enhancement(s) to these areas (currently underway)
Faculty

Strengths

The program faculty is nationally recognized for commitment to research, teaching, innovative pedagogies, and the quality of their creative and scholarly work. Recent important projects are described below.

- Associate Professor Phoebe Crisman’s The Learning Barge Project has received recognition from a number of educational and professional organizations including a 2006 National Student Collaborative Design Award, 2007 NCARB Prize, 2007 EPA P3 Competition winner, 2008 AIA Education Award, and the 2008 ACSA Collaborative Practice Award.

- Assistant Professor John Quale’s ecoMOD Project has been widely recognized and has received a 2006 AIA Ecological Literacy in Architecture Education, 2006 ACSA Collaborative Practice Award, 2007 Go Green Honor Award, 2007 AIA Education Honor Award, 2007 NCARB Grand Prize for Creative Integration of Practice and Education in the Academy, 2008 U.S. Green Building Council Excellence in Green Building Curriculum Award, and was named a Finalist in the 2009 World Habitat Awards Program by the Building and Social Housing Foundation.

- Additions to Campbell Hall include projects by Prof. W.G. Clark, (Elmaleh East Wing including new review rooms and entry sequence to main auditorium), former Assoc. Prof. Judith Kinnard (renovation of the Fine Arts café) William Sherman (South Wing including new faculty offices, classrooms, conference and seminar rooms, and a technology bridge), Prof. Peter Waldman (Eric Goodwin Passage, a memorial to Eric Goodwin, BSArch’02), and former Assist. Prof. Timothy Stenson (entry, lobby area, and Elmaleh Gallery). Please see Section 2.0, Progress Since Last Visit for a detailed list of projects undertaken by Department faculty and students.

- Associate Professor Judith Kinnard and Professor Kenneth Schwartz exhibited submission to 2006 “High Density on High Ground” competition sponsored by Tulane University School of Architecture and Architectural Record.

- Associate Professor Kirk Martini received the Premier Award for Excellence in Engineering Education Courseware for ARCADE (Arcade: Interactive Non-linear Structural Analysis and Animation) by the National Science Foundation and the engineering education courseware industry.

- Associate Professor Maurice Cox has taken a two-year leave of absence to join the National Endowment for the Arts, as the Director of the Design.

- Professor William Morrish received funding from the Casey Tree Foundation to support a study of the Watts Branch Stream Corridor and neighborhood in southwest Washington, DC. The study investigated the revitalization of Watts Branch, increasing its efficacy as a component of the neighborhood’s water management and recreational infrastructure.

- Dean Karen Van Lengen’s project MIX HOUSE (a collaboration between Dean Karen Van Lengen / KVL, Joel Sanders / JSA, and Ben Rubin / EAR Studio), was published
in the 2007 edition of *DWELL*, and exhibited at the Vitra Museum (Weil am Rhein, Germany) in the *OPEN HOUSE: Intelligent Living by Design* exhibition which traveled to several cities around the world.

- Other endeavors like Assistant Professor Anselmo Canfora’s *Initiative reCover* and Associate Professor William Williams’s *Dresser Trunk Project* are poised to receive similar national recognition.

- In addition, several colleagues including Sanda Illiescu, Kirk Martini, John Quale, and Kenneth Schwartz have received university Faculty Teaching Awards.

**Challenges**

**Faculty Growth + Development**

- Reduction in number of full-time faculty.
  - In 2003 the Department of Architecture had funding to support 23½ full-time faculty positions. A total of 23 of these positions were filled by tenure or tenure-track full-time faculty. Currently (AY 2008-09), the program has funding to support 21 faculty positions, 17¾ of which are filled by tenured or tenure-track faculty. The reduction in the number of funded positions is due to the departures of 3 faculty (2½ funded positions) who left to take positions at other institutions. In addition 4 faculty are currently on leave, accounting for (3½) “open” positions. The decrease in the number of active full-time faculty has had some significant effects upon the program including a reduction in the number of elective courses offered in the current academic year and an increase in the service load of the remaining faculty. (Note: see Section 3.6 Human Resources for a discussion of the program’s faculty; see Appendix C-3 for a list of faculty appointments and departures). Faculty Line Chart as Appendix C-5

- Impending Retirements
  - Seven of the program’s fifteen tenured faculty are in an age group where they may retire in the next 10 years. Many play key roles in the curriculum which needs to be factored into a faculty recruitment strategy.

- Recent Faculty Departures
  - A number of tenure-track and non-tenure track full-time faculty have recently left the school reducing the number of full-time design faculty. These departures have reduced the number of design faculty able to enhance existing offerings in design computation.

- Adjunct Faculty
  - We have continued to rely heavily upon adjunct faculty, who are retained primarily to teach undergraduate design studio courses and have neither service nor research requirements. Graduate studios are staffed by full-time faculty. This year adjuncts will hold 62% (18 of 29) undergraduate studio positions. In comparison, in 2006-07 adjuncts held 26% of undergraduate studio positions (8 of 31) and in 2007-08, held 46% (14 of 30) studio positions. While this staffing model offers the School some financial benefits in terms of reduced staffing costs, the overall impact upon the Architecture Program has not been positive.
While we continue to staff all required courses, the program will offer a total of 10 elective courses in the AY 2008-2009, 9 fewer elective courses than in the previous year, decreasing by approximately 52% the number of elective courses offered by the Architecture Program. Additionally, there are fewer opportunities for faculty to introduce new courses into the curriculum because they are already teaching full loads delivering required courses.

- Service + Administration
  - The reduction in full-time tenure track faculty has increased the service load carried by the program's tenured and tenure-track faculty.
  - Currently two of the three department chairs, all three program directors, and one of the two school's associate deans are associate professors. Over the past 20 years the department has had five chairs, four of whom have been associate professors and one a full professor. Only one of the four faculty members who held this position has been promoted to full professor. The Dean notes that Department chair positions in other units at the University are typically held by full professors, and recommends that the school move to adopt this model.

Action Plan

- Increase full-time faculty through new faculty hires. We are currently conducting a search for up to two junior tenure-track faculty design positions. Although state budget cuts forced the department to postpone this search in 2007-08, we expect to hire at least one additional faculty member whose appointment will begin in academic year 2009-10. However, diminishing state budgets threaten to prevent the department from searching and filling additional positions.

Students

Note: A complete description of the department's graduate and undergraduate students is contained in Section 3.6 Human Resources.

Concerns

Graduate Student Support

Each year the cost of attending graduate programs at the School increases, and non-resident graduate tuition has increased by approximately 10% since 2003. (NOTE: SEE APPENDIX B-1 FOR A SUMMARY OF ANNUAL TUITION CHARGES 2003-2008). Increasing the amount and types of funds to support graduate students is a school-wide priority. To continue to attract and retain top students it will be important to increase funds for graduate fellowships, teaching and research assistantships, and travel support.

Between 2003 and 2008 student fellowship monies increased from $210,933 to $416,281. In the same period, the number of students enrolled in the program increased from 66 students in 2003 to 74 in 2008. The increase is due to an unusually high yield of admitted students in 2006, when the percentage of students accepting admission and enrolling doubled. We have, however, been able to increase the amount of per capita aid available to support graduate architecture students from approximately $3,766/student in 2003 to $5,625/student in 2008.

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Compared to our competitors this level of support is low. More than 90% of students enrolled in graduate programs in architecture are using some form of financial assistance including merit based fellowships, federal work study, federally subsidized student loans, and/or private student loans. It is important that we increase both the amount of aid available and the number of students whom we can support. (Note: Please see Appendix B-2 for a summary of graduate fellowship disbursement 2003-2008.)

In addition, the Dean was able to secure five Graduate Teaching Assistantships (GTA's) which carry tuition remission, a stipend, and funding to support teaching assistants in our undergraduate technology courses. The initial proposal sought funding for 9 GTA positions and the School received funding for 5 of the requested positions. GTA's are an important means of supporting our undergraduate curriculum, recruiting graduate students, and educating the next generation of faculty. We would benefit from an additional 5 GTA's to help us recruit our top-ranked graduate candidates and to help support teaching in our introductory design studios, as well as in our undergraduate technology sequence and design computation courses.

As noted in the previous APR, we continue to depend upon federal work study wages to fund all other teaching and research support which has unfortunately not kept up with increased demand from both faculty and students. International students are not eligible for any of the federally-supported financial aid programs and as a result are dependent upon fellowship funds. Additional GTA positions will provide more resources to support international students.

Student Diversity

Creating and sustaining a diverse student body is a priority of the program and the school. Over the past five years we have worked in a number of ways to build a more diverse pool of qualified applicants by seeking out minority applicants from strong undergraduate programs with the goal of admitting a more diverse class of graduate students. The results have been mixed. Between 2005-2008 (the period for which we have comprehensive data) applications to the architecture program have increased by approximately 22%, from a total of 350 applications in 2005 to 427 in last year’s admissions cycle. However, the pool of students under-represented in the discipline (African-American, Hispanic, Native American, Native and Native Hawaiian/Pacific Islander) has been volatile and has not increased in proportion to the increase in applications. (Note: See Appendix B-3, Minority Admissions Statistics Overview).

In 2006 Dean Van Lengen appointed a school-wide diversity committee and charged it with the task of creating and implementing strategies to diversify the school's student body. The committee made a series of recommendations including the development of a diversity page on the school's website, a request for a small operating budget, and appointment of a full-time diversity coordinator. We have been fortunate to hire a new director of admissions who is using the committee’s initial recommendations to shape a plan to recruit minority students. (Note: See Appendix E-4 The Diversity Committee’s Report and Recruitment Plan)

Among several initiatives, we have invited (and provided transportation for) Hampton University students to attend our graduate Open Houses and provided funds to allow faculty and student to attend the annual NOMA conference. The school's chapter of the National Organization of Minority Architecture Students has assisted in locating, hosting, and contacting students after admission to encourage them to matriculate here. The school's African-American Faculty, (Barton, Botchwey, Cox, Williams) have been active participants in these efforts.
Action Plan

- Secure funding for an additional five fractional Graduate Teaching Assistantships to support teaching in undergraduate curriculum.
- Collaborate with School of Architecture Foundation to prepare student support proposals for use in the school’s Capital Campaign.
- Request University support for a diversity coordinator.

Administration

Dean Search

In 2008 Dean Van Lengen announced she will conclude her tenure as the school’s dean on July 1, 2009. The Provost has convened a search committee which is chaired by Architecture Professor Edward Ford. The other search committee members include:

Prof. Tim Beatley, Urban and Environmental Planning
Associate Prof. Cammy Brothers, Architectural History
Associate Prof. Phoebe Crisman, Architecture
Joan Fry (President's representative)
Lauren Hackney (Student)
Associate Prof. Kristina Hill, Landscape Architecture
Frank Kittredge (Alumnus and member of the School’s Foundation Board)
Prof. Paxton Marshall, Engineering
Associate Prof. Louis Nelson, Architectural History
Associate Prof. William Williams, Architecture

The committee has solicited applications and has completed its preliminary review of candidates. Additional details about the search will be available during the team’s visit this spring.