

**University of Virginia
School of Architecture**

Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation

Master of Architecture, 102, 82, or 67 credit hours

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

At the July 2009 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of Virginia, Department of Architecture and Landscape Architecture. The board noted the concerns of the visiting team regarding program self-assessment, human resources, financial resources, non-western traditions, human diversity, construction cost control and architectural practice. As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at the following Conditions and the progress that has been made in each area:

- 2. Program Self-Assessment
- 6. Human Resources
- 10. Financial Resources
- 13.9 Non-Western Traditions
- 13.13 Human Diversity
- 13.25 Construction Cost Control
- 13.30 Architectural Practice

The accreditation term is effective January 1, 2009. The program is scheduled for its next full accreditation visit in 2015.

Submitted to: The National Architectural Accrediting Board

January 20, 2015

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

I.1. Identity & Self Assessment

I.1.1. History and Mission

History of the Institution: University of Virginia

The University of Virginia, at the beginning of the twenty-first century, ranks as one of the top public universities in the nation. It is a vigorous, modern institution, animated by the forward-looking spirit of its founder, Thomas Jefferson. Jefferson was a man of many talents, and he expressed them fully in the founding of the University in 1819. He outlined the institution's purpose, designed its buildings, supervised construction, and planned the curriculum. Jefferson built this educational community, which he termed the "Academical Village," around the Lawn, a rectangular, terraced green, flanked by two continuous rows of student rooms, the Pavilions, and the Rotunda. In 1987, along with Monticello, the University of Virginia's Rotunda, Pavilions, and Lawn were named as a UNESCO World Heritage Site.

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.

The University now has eleven schools and encompasses more than one thousand acres. Nevertheless, it retains the intimacy that characterized the Academical Village. Residence halls, residential colleges, language houses, eleven libraries, and ample recreation space support a full range of student and faculty activities. Currently the student enrollment totals 21,238 and is supported by 2,637 full-time instructional and research faculty and 9,453 full-time and other staff in the academic division of the University. The University of Virginia's only branch campus, the College at Wise, is a four-year liberal arts college located in southwest Virginia, with just under 2,000 students and 90 full-time instructional and research faculty. The University Foundation also maintains two research parks in Charlottesville, the University of Virginia Research Park, and the Fontaine Research Park. Additional research sites include the Blandy Experimental Farm, a 700-acre state arboretum west of Washington, D.C.; the Mountain Lake Biological Station, a field research and teaching facility in the deciduous hardwood forest of the Appalachian Mountains of southwest Virginia; and a field station on the eastern shore of Virginia, maintained by the Department of Environmental Sciences. The University is the academic sponsor of Semester at Sea, a study abroad program founded in 1963, now managed by the Institute for Shipboard Education in Charlottesville, Virginia, and was a founding member of Universitas 21, an international network of 23 universities around the world. The University has a total budget of \$2.59 billion, an endowment of \$5.3 billion, and approximately \$327 million in sponsored research funding. In 2013, the University successfully achieved its \$3 billion goal following the most ambitious capital campaign in the history of public higher education.

Since *U.S. News & World Report* began a separate listing of the top 50 public universities, the University of Virginia has always been ranked in the top two, and in the history of the *U.S. News* rankings, the University has always been among the top 25 of all public and private universities. Many schools, programs, and interdisciplinary research centers at the University are highly ranked nationally by various professional organizations, including the National Research Council.

In a remarkable collaborative effort that included more than 10,000 faculty, staff, students, alumni, and community members, the University of Virginia developed a strategic plan that aims to redefine and reinvigorate Jefferson's ideals for our time and to sustain its place as one of the preeminent public institutions in the nation. This Cornerstone Plan, approved on November 15, 2013, by the Board of Visitors, defines at its core five pillars to serve as a strong foundation for sustained excellence, which are summarized in section I.1.4.

Mission of the Institution

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. The University serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care. The University is defined by its:

- enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect; and
- universal dedication to excellence and affordable access.

The strategic plan of the University of Virginia is documented online (under “Document Library”):

<http://strategicplanning.virginia.edu/>

Further discussion may be viewed in section I.1.4 Long-Range Planning of the Institution.

History of the School of Architecture

As early as 1817, Thomas Jefferson envisioned the study of architecture and the fine arts as key elements of the University of Virginia’s curriculum; architecture as a course of study was to be placed in the School of Mathematics. In 1919, architecture became its own area of study within the newly established School of Fine Arts directed by Sidney Fiske Kimball, an architect and historian of Palladian architecture. Following Kimball, a succession of eminent scholars and architects led the School and expanded its reach: Joseph Hudnut in 1923, Alfred Lawrence Kocher in 1926, Edmund Campbell in 1928, Frederick Disque in 1950, Thomas Fitzpatrick in 1953, Joseph Bosserman in 1966, Jacquelin Robertson in 1980, Harry Porter, Jr. in 1987, Daphne Spain as Acting Dean in 1994, and William McDonough in 1994.

Karen Van Lengen was appointed Dean of the School of Architecture in July 1999. Dean Van Lengen served two five-year terms, oversaw the fundraising and design development for substantial additions to Campbell Hall designed by members of the School’s faculty.

In 2009, Kim Tanzer, Professor at the University of Florida, was appointed Dean of the School of Architecture. Dean Tanzer accomplished her five main goals that addressed the most critical areas of architectural education at the time:

- Research: Reformulated the existing faculty and student research in six themes, two of which became the focus of formal centers before the end of the term;
- Scholarship: Launched the PhD program after an intense process of state approval;
- Internationalization: Stabilized and expanded the international programs, including a semester-long program in Venice;
- Diversity: Hired new faculty of international provenance (e.g., Austria, Canada, China, Germany, Iran, Korea, and Spain) at every level of academic rank (i.e., full, associate, and assistant professors and lecturers);
- Expansion of the role of design: Supported the new concentration Architectural Design Thinking within the BArch track; and
- Fundraising: Completed and exceeded the School’s goal of \$25M, with \$31.5M raised in the Capital Campaign.

One of the most important areas of focus of Tanzer’s deanship became the connection of the School to the larger world. Both the international programs and the hire of new international faculty at every academic level, including key leadership roles, have proven to be significant and enduring strategies for strengthening the school. Among others, Shiqiao Li (China) was appointed

as Weedon Professor in Asian Architecture, Teresa Galí-Izard (Spain) as Associate Professor and Chair of the Department of Landscape Architecture, and Iñaki Alday (Spain) as Elwood R. Quesada Professor and Chair of the Department of Architecture.

Dean Tanzer served one five-year term. A 2013-2014 search concluded with the naming of Elizabeth K. Meyer, Merrill D. Peterson Professor of Landscape Architecture, to a two-year appointment as Dean, starting in the 2014-2015 academic year.

The School of Architecture Today

The School of Architecture is at one of the most productive moments in its history. With many recently hired faculty members, including two department chairs, the School is poised to forge a new future that advances its rich legacies and capitalizes on its singular assets. The School is home to top-ranked graduate programs and possesses established strengths in undergraduate education, a new PhD program, outstanding facilities and resources for teaching and research, a diverse faculty and staff, and collaborative engagement across four departments (Architectural History, Architecture, Landscape Architecture, and Urban and Environmental Planning).

Today, the School of Architecture is among the best in the nation. In 2013, Design Intelligence ranked the University of Virginia School of Architecture's Master of Architecture program #1 and the Master of Landscape Architecture program #3 among public universities in these respective categories in the annual survey "America's Best Architecture and Design Schools." The MArch program has remained in the top two public programs since the ratings were first published, and the two programs also rank in the top ten overall, across both public and private universities. These two design programs are paired with nationally prominent departments of Architectural History and Urban and Environmental Planning. A recent study ranked the school's Urban and Environmental Planning program #7 in the country. While there is no regular ranking mechanism for departments of Architectural History, the School's department is the oldest and largest in the country, with faculty consistently winning national book awards and University-wide teaching awards.

The School of Architecture consists of four departments: Architectural History, Architecture, Landscape Architecture, and Urban and Environmental Planning, together serving a student body of 169 graduate students and 325 undergraduate students. Professional accredited master's degrees are offered in Architecture (MArch), Landscape Architecture (MLA), and Urban and Environmental Planning (MUEP). The Architecture Department also offers a non-professional Master of Architecture, Design Studies degree. The Department of Architectural History offers a Master of Architectural History (MAH) degree and collaborates with the Department of Art History to offer a PhD in the History of Art and Architecture. The newly established interdisciplinary PhD program in the Constructed Environment is offered across all four departments. Graduate students can pursue dual graduate degrees in any two of the master's programs in the school, and planning students can pursue a dual degree with business or law. Graduate certificates are available in Historic Preservation and Urban Design. Undergraduate degrees are offered in Architectural History, Architecture (with both Pre-Professional and Design Thinking concentrations), and Urban and Environmental Planning. All four departments also offer undergraduate minors. The School additionally hosts the University's only interdisciplinary undergraduate minor in Global Sustainability. Moreover, the School offers international study programs in China, Ghana, India, Italy (Vicenza and Venice), Jamaica, and Switzerland.

The School of Architecture aspires to academic leadership in an age when the potential and challenges that exist in the study, practice, and discourse of the constructed environment are subject to the forces of global redistribution. The School is dedicated to preparing students for life beyond the University, with a global reach. It is in this context that the School has established a strong record of interdisciplinary collaborations between its four departments, as well as with academic units across the University on research, teaching, and academic community engagement projects. In its social, political, and environmental responsibilities, the School of Architecture stands committed to the goals of a top-ranked public university and is enthusiastic about its pursuit of the insights, impacts, and pleasures of knowledge.

The School of Architecture's alumni base comprises an international community that brings together more than 6,000 architects, landscape architects, artists, planners, architectural historians, and preservationists active at all levels of their professions. The School is known for its preeminent alumni in the arts, in practice, and in academia, with instructors in graduate and undergraduate programs across the nation and around the world. The School of Architecture Office of Development and Alumni Engagement organizes alumni events in major American cities, at professional conferences, and at UVA annual reunions. It represents the interests of a diverse body and serves as a liaison between the alumni community and the students and faculty at the School. The Office of Development and Alumni Engagement is also developing regional alumni programs to encourage professional alliances.

These alumni activities and programs are conducted in partnership with the School of Architecture Foundation, the fundraising arm of the School. The School of Architecture Foundation exists to support and foster the study and teaching of architectural history, architecture, landscape architecture, and urban and environmental planning, and to aid, strengthen, and extend in every proper and useful manner the work, services and objectives of the School of Architecture. Housed at Campbell Hall, the Foundation utilizes all available resources, including those of the larger University development community, to work in concert with the School in advancement of its mission.

The School of Architecture is a forward-looking institution and has a strong record of promoting intellectual curiosity, experimentation, and historical/theoretical perspectives that challenge conventional wisdom. The School's institutional setting at the University of Virginia, which has been described as "the proudest achievement of American architecture in the past 200 years" (AIA, 1976), compels and inspires the School of Architecture to imagine an innovative future. In this spirit, the prestigious Jefferson Medal in Architecture, awarded by the Thomas Jefferson Foundation and the School of Architecture since 1966, has consistently honored many of the most outstanding innovators in the world, including Ludwig Mies Van Der Rohe, Alvar Aalto, Frei Otto, I. M. Pei, Jane Jacobs, Tod Williams and Billie Tsien, Peter Zumthor, Shigeru Ban, Gro Harlem Brundtland, Zaha Hadid, Raphael Moneo, Laurie Olin, and Toyo Ito.

History of the Program

With the emerging differentiation of the four programs in Architecture, Architectural History, Landscape Architecture, and Urban and Environmental Planning, Frederick Doveton Nichols became the first Chair of the Department of Architecture in 1967, followed by Robert Vickery in 1970, Michael J. Bednar in 1976, Bruce Abbey and Robin D. Dripps in 1978, Robin D. Dripps in 1987, W. G. Clark in 1988, Kenneth A. Schwartz in 1989, Peter Waldman in 1995, Judith Kinnard in 1998, and William Sherman in 2003. Craig Barton led the Department of Architecture from 2007-2011 during the last NAAB accreditation. Between 2003 and 2009, the departments of Architecture and Landscape Architecture were merged into one, and they still maintain a strong collaboration in research and teaching, while increasingly establishing a stronger connection and ways of collaboration with the departments of Architectural History and Urban and Environmental Planning.

The search for a new Chair in Architecture in 2011 was driven by the desire to critically reflect the Department's strengths and identity, to redefine the role of the Department for our times through a contemporary interpretation of the institution's founding principles and classic tradition, and to formulate the next steps for the program in a collective endeavor. The search resulted in the hire of Iñaki Alday as the Elwood R. Quesada Professor and Chair of the Department of Architecture. Iñaki Alday presented a "classical" background of a professional degree, a solid technical education, and a professional experience that combines practice and teaching, as well as a wide range of scales in design. He is a registered architect and landscape architect, with a portfolio of professional work comprising buildings, public spaces, landscapes, and urban designs, as well as contributions in theory and criticism; and a background that perfectly aligns with the strengths of the program in terms of humanistic values, interdisciplinarity, social and ecological conscience, architectural rigor, and attention to materiality.

Mission of the Program

The mission of the School is as follows:

Architecture is developed in a broad field (e.g., buildings and constructions, city and urban space, site and landscape) with deep cultural and social meaning, addressed to collaborate in solving needs and problems in our contemporary world.

- Architecture is culture and progress (critical).
- Architecture is service and commitment (social).
- Architecture is necessary and meaningful (relevant).
- Architecture is transformative and innovative (creative).

The Architecture program of the University of Virginia educates and researches in architecture with the condition of the social need and sustainable future; within the interdisciplinary fluidity of architecture, landscape, urban design, and theory; with deep architectural knowledge; with technologies, applied to build thoughtfully and innovatively facing the contemporary challenges; and with the ambition of producing relevant and transformative works.

Benefits of the Program

Our students are educated as designers by faculty, staff, peers, and through self-directed study. The education is embedded in the realm of architecture, but open to other possible career paths, in the design world or with design as a process of thinking. Design is managing complexity creatively: visualizing, imagining new approaches, and finding innovative connections. This program educates cultivated “design citizens”: creators, responsible members of the community, and sociopolitical activists with deep cultural foundations, foundations that allow the student to situate himself or herself in our world and in our time.

The program nurtures students in two main distinctive areas:

- design skills, craft, sensibility, creativity, techniques, and methods of work; and
- intellectual curiosity and ambition of relevancy

We want our students to be able to answer difficult questions with skills and imagination. However, we have been equally focused in demanding the capacity of creating questions, rebelling against given situations, and speculating about non-evident futures. Both the graduate and the undergraduate programs share the ambition of inquiry; neither program is understood as a mere course of skill-building instruction. We value the combined power of expertise and naïveté for elaborating the most unexpected, eye-opening propositions.

At U.Va., students do not come to a “safe” indoor space where design muscles are going to be developed in an endless sequence of mechanical exercises. At U.Va., design muscles are developed in the world outside, where tough questions appear constantly, and not in the controlled atmosphere of the “gymnasium.” Such questions are considered while students are hiking to new places, discovering new routes, and observing the world at large. With risk comes the potential for failure as well as success, and our students are encouraged to learn from both. The world challenges the meaning of our education and our profession, and we challenge the world’s conventions and dysfunctions through an education that fosters critical thinking, ingenuity, and persistence.

We design; this is our strength, our expertise, and our responsibility. We are accountable for our calling, and we design new proposals to address important current and future topics, seeking excellence, beauty, and meaning at every scale, from the detail to the city to large landscapes. From the very first year, students are committed to being relevant, as they formulate key questions and seek viable solutions. Every student is also committed to discovering his or her place in society, in our culture, and in the history of architecture.

The A-School places great emphasis on the role that interdisciplinary research, design, and teaching has on the curriculum. Such emphasis is demonstrated through courses developed with colleagues across the University. Faculty and graduate students from the Schools of Architecture, Engineering and Applied Sciences, Biomedical Engineering, and Nursing and Darden Graduate School of Business have worked together to address challenges found in the U.Va. Health System. Additionally, partnerships between Architecture, Medicine, and U.Va. Health are reinforced by the Center for Design and Health, one of the School's two formal research centers. Partnerships with the departments of Landscape Architecture, Architectural History, and Urban and Environmental Planning continue to contribute to the unique attributes of our school concerning community-based participatory research and education.

The Department of Architecture offers a Bachelor of Science degree in Architecture (with pre-professional and Design Thinking concentrations), a Minor in Architecture, an accredited professional Master degree in Architecture, and non-professional Master of Science degree in Architecture.

I.1.2. Learning Culture and Social Equity

Studios at the School of Architecture is the place at the University where roughly 300 undergraduate and graduate students work side by side on creative projects and produce tangible products. The mission of the Studio Culture Document is to establish basic guidelines regarding the studio environment to set standards of respect, to foster collegiality between peers, and to create the framework for a productive and supportive culture.

The Studio Culture Document may be found on the A-School Wiki and is updated each year by the School Student Council and Ecoreps, an acting body of student representatives supporting efforts to further our community's sustainable initiatives in and around the School.

https://secure.arch.virginia.edu/groups/communiwiki/wiki/e2210/SARC_Culture.html

This document will be hosted on this A-School webpage and will be printed for distribution to new studio students. If students have questions or comments regarding the document, they are encouraged to e-mail a current member of the A-School student council or ecoreps@virginia.edu.

Learning Culture

Starting in academic year 2009-10, the Department implemented a formal rubric, which includes a four-level rating system of five skills concerning the use of evidence, construction of an argument, theoretical basis, use of literature, and clarity of writing. The rubric has been applied to each bachelor's and master's thesis since then, but there has not yet been a systematic review of findings.

Studio is the primary yardstick to measure the success of the program. Each semester, the studio instructors review the collective body of work produced by all the studio sections in that year. This review allows each instructor to discuss the work of students in all other sections, and for the group of instructors to assess the range and average level of design development and rigor. In addition, final reviews in the third- and fourth-year and all graduate-level studios commonly include guest reviewers from outside the school, either professionals or instructors from other institutions. The comments from these reviewers provide feedback not only on individual student work but also on the overall program. Regular access to outside critics, which allows the work to be discussed in the context of other academic institutions and practices.

The School's four departments currently offer ten degree programs:

Architecture

- Bachelor of Science in Architecture (four years)
- Master of Architecture (Path 3, Path 2.5, and Path 2, accredited)

- Master of Architecture, Design Studies (Path 1, post-professional)

Architectural History

- Bachelor Architectural History
- Master Architectural History
- PhD in History of Art and Architecture (administered through the College of Arts and Sciences)

Landscape Architecture

- Master of Landscape Architecture (accredited)

Urban and Environmental Planning

- Bachelor of Urban and Environmental Planning (accredited)
- Master of Urban and Environmental Planning (accredited)

School of Architecture

- Doctor of Philosophy in the Constructed Environment

Four of these degrees are accredited, as indicated above, and therefore undergo a periodic external accreditation review. The accreditation process provides regular feedback on the effectiveness of each program in achieving the learning outcomes defined in the accreditation process.

The non-accredited degrees include all of the architectural history degrees, as well as the architecture bachelor's degree and post-professional master's degree. For the architectural doctorate degree, the checkpoints of the degree process provide a clear assessment of learning outcomes; these include comprehensive exams, the dissertation proposal review, and the dissertation defense. Starting in academic year 2009-10, the department implemented a formal rubric, which includes a four-level rating system of five skills concerning the use of evidence, construction of an argument, theoretical basis, use of literature, and clarity of writing. The rubric has been applied to each bachelors and masters thesis since then, but there has not yet been a systematic review of findings.

In the undergraduate architecture degree, studio is an essential component of the curriculum where students also bring into evidence an understanding of topics covered in history/theory and building technology courses. Each semester, the instructors for each year (i.e. 2nd-year, 3rd-year, and 4th-year) review the collective body of work produced by all the studio sections in that year. This review allows each instructor to discuss the work of students in all other sections, and for the group of instructors to assess the range and average level of design development and rigor. In addition, final reviews in the third and fourth year studios commonly include guest reviewers from outside the school, either professionals or instructors from other institutions. The comments from these reviewers provide feedback not only on individual student work, but also on the overall program.

STUDIO ASSESSMENT RUBRIC	Failing The work does not demonstrate recognition and understanding of the issues and concepts presented in the assignments	Marginal The work exhibits a limited degree of recognition and understanding of the issues and concepts presented in the assignments	Competent The work addresses all of the issues presented in the assignments and demonstrates an understanding of these issues	Notable The work addresses and expands upon the issues presented in the assignments, and demonstrates not only an understanding but achievement in directing the investigations and development in studio work	Exceptional The work addresses and expands upon the issues presented in the assignments, discovers/proposes issues which are reciprocal, similar, and coincidental to the assignment, and demonstrates the student's ability to achieve and excel independently in the development of studio work
Student: Course: Instructor: Date: The work of the student will:	1-2	3-4	5-6	7-8	9-10
Argument Develop and demonstrate a cogent and understandable approach to the problem that defines and responds to the context of the project and the consequences of the proposal			ARGUMENT		
Resources Identify, select, assemble, and develop in a directed manner the resources that support the argument and develop knowledge of the design proposal			RESOURCES		
Process Develop and follow a consistent, clear, iterative process of design that forms a coherent and knowledgeable position on the issues and methods involved			PROCESS		
Responsibilities Determine, accommodate, or otherwise attend to the responsibilities set forth by the problem			RESPONSIBILITIES		
Representation Design and produce representations that communicate design intent fully and clearly through the considered use of resources and methods in a manner appropriate to the audience and argument			REPRESENTATION		
INCREASE IN QUESTIONING, THINKING, AND MAKING >					

Access, Understanding, and Assessment of the Studio and Learning Culture Policies

Graduate Record 2014-15, School of Architecture:

Academic Rules, Regulations, and Information

(<http://records.ureg.virginia.edu/content.php?catoid=38&navoid=2194>)

Undergraduate Record 2014-15, School of Architecture:

Academic Rules, Regulations, and Information

(<http://records.ureg.virginia.edu/content.php?catoid=37&navoid=2070>)

Policies for Grievances Related to Harassment and Discrimination

The University of Virginia and School of Architecture are committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment.

As an employer and institution of higher learning, the University seeks to discharge its legal responsibilities and serve its diverse and talented community through fair and responsible application of its Preventing and Addressing Discrimination and Harassment Policy. Accordingly, the University will not tolerate in the workplace, academic setting or in its programs or activities discrimination or harassment on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status or family medical or genetic information. Additionally, through its Preventing and Addressing Retaliation Policy, the University prohibits retaliation against any University employee or student who, in good faith (holding a genuine belief in the truth of one's

allegations), complains of discrimination and/or harassment or who participates in EOP's complaint process.

The University of Virginia [Office of Equal Opportunity Programs](#) are a service and resource organization that supports and advances the University's commitment to inclusion and equity by providing advice and leadership to administrators, faculty, and staff in their efforts to recruit and retain a diverse workforce and to ensure a learning community free from discrimination and harassment.

These Policies are intended to be consistent with University policy and federal and state laws, including, but not limited to, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, the Genetic Information Nondiscrimination Act of 2008, the Virginia Human Rights Act, and the Governor's Executive Order Number One (2014).

EOP is responsible for enforcing these Policies on behalf of the University through the EOP Complaint Procedures (Procedures). Both informal and formal complaint procedures are available and EOP can help you to determine which course of action to take. You may choose to follow either or both procedures. You are not required to follow the informal procedures before filing a formal complaint.

Information about filing a complaint: <http://www.virginia.edu/eop/complaint.html>

Equal Employment Opportunity and Affirmative Action Statement (October, 2014)

The University of Virginia is committed to equal employment opportunity and affirmative action. To fulfill this commitment, the University administers its programs, procedures and practices without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information and operates both affirmative action and equal opportunity programs, consistent with resolutions of the Board of Visitors and with federal and state requirements, including the Governor's Executive Order Number One (2014).

The University's policies on "Preventing and Addressing Discrimination and Harassment" and "Preventing and Addressing Retaliation" implement this statement. The Office of Equal Opportunity Programs has complaint procedures available to address alleged violations of these policies.

Additional Information:

The statement printed above is the University of Virginia's official Equal Employment Opportunity and Affirmative Action Statement. The Office of Equal Opportunity Programs requests that it be printed in University catalogs, including all recruiting materials (student and personnel), program brochures, and other "official" publications from the University, such as annual reports. It can be set in a smaller typeface and is usually positioned on an inside front or back cover or in the first few pages of a publication.

The ADA Coordinator and the Section 504 Coordinator is Melvin Mallory, Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-3295. The Title IX Coordinator is Darlene Scott-Scurry, Director, Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-3200. Revised and approved October 2014.

Academic Integrity

The University of Virginia as a whole, with its powerful student government and student-run Honor System, puts great emphasis on individual responsibility and character development. Students participate as mature members of a school and professional community. This

assumption of personal responsibility and accountability leads easily into notions of professional and ethical conduct.

The School of Architecture relies upon and cherishes its community of trust. We firmly endorse, uphold, and embrace the University's honor principle that students will not lie, cheat, or steal, nor shall they tolerate those who do. We recognize that even one honor infraction can destroy an exemplary reputation that has taken years to build. Acting in a manner consistent with the principles of honor will benefit every member of the community both while enrolled in the School of Architecture and in the future.

It is assumed that students work together in a spirit of collaborative learning in a studio. Students are encouraged to ask for advice from classmates and other students and offer the same in return. When ideas and principles gleaned from exemplary designs of the past and present are referenced, they should be mentioned by students in desk critiques and reviews—this is an important part of our students' creative process.

From the instructors' perspective, there is a key implication of the Honor System in all courses taught at the School of Architecture. Regularly, students are asked to complete studio work in advance of studio reviews, so that they are rested and lucid during discussion of a studio's work. Students are on their honor to stop at the deadline designated on the project statements, regardless of whether or not the instructors or teaching assistants are in the studio or review space. Failure to do so would be considered an honor violation. All project deadlines are set—an individual student may request an exception due to unforeseen medical or family emergencies or circumstances. A request for an extension to continue to work after a deadline is to be made to the course instructor.

The Honor Code is enforced by the Student Honor Committee, which makes determinations of guilt or innocence based on three criteria: (1) whether the alleged act occurred, (2) its intentionality, and (3) its non-triviality.

Questions about the University of Virginia Honor Code can be addressed to the School's representatives (Brett Rappaport and Tyler Pitts) or call the Honor offices at 434-924-7602. In addition, more information may be found at <http://www.virginia.edu/honor/>. For questions about special cases in the context of the School of Architecture's curriculum, students are asked to contact their academic advisor.

U.Va. and A-School Organizations: <http://www.arch.virginia.edu/student-organizations>

Honor Committee: <http://www.virginia.edu/honor/>

Diversity of Faculty, Staff, and Students

The School of Architecture honors the Institution's Commitment to Diversity.
<http://www.virginia.edu/uvadiversity/>

The School Culture statement on the SARC website is a testimony to the commitment of the School of Architecture to be a diverse, respectful, and open community:
<http://www.arch.virginia.edu/life/history-and-culture>.

Section I.2.1 Human Resources describes the Program's initiatives for diversity. The following sections describe the changes in the diversity of the faculty and students since 2009.

Faculty Diversity

Since 2009, the Department has increased its gender and cultural diversity, but lost its racial diversity when three important faculty members: William Williams, Craig Barton, and Maurice Cox left the department for leadership positions as directors, at other institutions. At the time, the initiatives for faculty retention could not compensate for the offers of higher leadership positions. These circumstances have reaffirmed our commitment to ensuring a plurality of perspectives, backgrounds, and positions in our recruitment, hiring, and retention practices going forward.

At this time, women comprise 46% of the Department, with the ambition of arriving at gender parity by expanding the number of female tenured/tenure-track professors, currently at 35%. Due to the lack of open tenure and tenure-track lines, the Department has been increasing the number of female Architecture faculty through the conscious action of hiring multiyear lecturers in full-time positions. Currently, six out of seven faculty holding these positions are women.

Twenty-four percent of the Department faculty is of Asian, Hispanic/Latino, or African origin, with 15% in the tenured/tenure-track body. Again, the conscious action of hiring multiyear lecturers has led to the high level of diversity among the faculty, possibly the highest in the history of the institution. Nevertheless, the objective is to continue to increase this diversity among the tenured/tenure-track faculty.

Thirty percent of the faculty (25% in the tenure/tenure-track body) was born outside of the United States. This level of cultural diversity radically enriches the conversations and references within an existing well-grounded faculty linked to the identity of the institution.

THE DEPARTMENT OF ARCHITECTURE IN NUMBERS

		FULL-TIME	PART-TIME	SINGLE COURSES	ALL	FTE
TENURED/T-TRACK	Existing	11	0		11	
	New	8	1		9	
	<i>Total</i>	19	1		20	19.5
LECTURERS	Existing	0	3		3	
	New	5	1		6	
	<i>Total</i>	5	4		9	7
ADJUNCTS			2	4	6	2.2
SUMMATORY	Existing	11	5		16	
	New	13	2		15	
	Total	24	7	4	35	28.7

Since 2009, the Department has lost 7 Tenured / Tenure-Track members, replaced by other 7 Tenured / Tenure-Track members
The adjunct faculty number has been radically decreased by the hire of 6 new multi-year contract Lecturers (added to the existing 3)
To this, we should note the new Robertson Professorship which brings each year a world regarded practitioner for a specific teaching

		FULL-TIME	PART-TIME	SINGLE COURSES	ALL	
TENURED/T-TRACK	Minorities	3	1		4	20%
	Women	7			7	35%
	Men	12	1		13	65%
	<i>Total</i>	19	1		20	
LECTURERS	Minorities	2	2		4	44%
	Women	4	3		7	78%
	Men	1	1		2	22%
	<i>Total</i>	5	4		9	
ADJUNCTS	Minorities			1	1	17%
	Women			1	2	33%
	Men			1	3	67%
	<i>Total</i>		2	4	6	
TOTAL	Minorities				9	26%
	Women				16	46%
	Men				19	54%
	Total				35	

Staff Diversity

Hiring administrative staff is an A-School–level shared responsibility. Department Chairs and Program Directors provide input and are often formally part of a search committee especially if they will be working with the new hire.

Ethnicity	2010	2011	2012	2013	2014
Black or African American	1	2	1	1	1
Asian	1	1	1	2	2
Hispanic or Latino	0	0	0	0	0
Multi-Race	0	0	0	0	0
White	14	14	18	20	23
TOTAL	16	17	20	23	26

Student Diversity

The School and the Department of Architecture work to recruit a diverse community by creating a nurturing environment that values differences in race, ethnicity, gender, sexual orientation, and physical ability. Diversity in the School is strategically woven into our core curriculum, national and international travel programs, invited lecturers and visitors, faculty- and student-led research projects, and engagement of our local community at the University and in the Charlottesville, VA, region.

Creating and sustaining a diverse student body is a priority of the School of Architecture. Enrollment of minority students in the Graduate Architecture program has increased steadily since the last NAAB visit in 2009. Efforts have been made by the Department as a whole to improve knowledge of, and access to, the Master’s program among students from Historically Black Colleges and Universities (HBCUs), local high schools, and through direct recruiting at National Organization of Minority Architecture Students (NOMAS) events. The gender ratio in the Master of Architecture program remains fairly even, in line with national statistics. (NAAB Report 2013)

University of Virginia School of Architecture
MArch program 2009-2014

YEAR	Total Students Enrolled				African American	Asian	Hispanic	Total Minority	% Minority
		Female	Male	% Women					
2014	79	39	40	49%	7	12	8	27	34%
2013	67	31	36	46%	4	9	5	18	27%
2012	65	30	35	46%	1	10	2	13	20%
2011	67	27	40	40%	3	7	3	13	19%
2010	68	36	32	53%	4	10	5	19	28%
2009	66	39	27	59%	4	8	3	15	23%

I.1.3 Responsl.1.3 Responses to the Five Perspectives

Thomas Jefferson’s vision for higher education was made manifest through the realization of the University of Virginia’s Academical Village beginning in 1817. Inscribed as a UNESCO World Heritage Site in 1987, Jefferson’s Academical Village demonstrates the significance of public

space as a nexus for intellectual exchange and debate. The existence of this symbolic and pragmatic site reinforces the importance of a central public space where an academic community can come together to question or reaffirm its own identity. Today, the School of Architecture plays an active role in this debate by framing architectural education as a critical act in relation to historical and contemporary issues affecting the built environment.

Architecture Education and the Academic Community

Founded in 1919, the School of Architecture has benefited from its place in one of the most important universities in the U.S. The Department of Architecture has developed strong teaching and research relationships with numerous other departments and schools on Grounds. It is also important to note several large courses are cross-listed, open to other disciplines, and taught in several venues on Grounds with the purpose of offering educational opportunities about design and the built environment. A majority of internal transfer students to the Architecture program have completed these formative courses before deciding to change their major. The School, under the initiative of faculty of the department, led the creation of the first University interdisciplinary minor, Global Sustainability, which, in turn, became an interdisciplinary major. In addition to an existing Design Thinking concentration in our Bachelor of Science in Architecture degree, we are currently developing a Design Thinking interdisciplinary minor in collaboration with several other schools. In regard to research, the faculty works collaboratively across Grounds on several interdisciplinary initiatives. For example, research grants from the National Science Foundation, the National Institutes of Health, and The Pew Charitable Trusts and Robert Wood Foundation have been shared between the Schools of Architecture, Engineering, and Medicine and have helped strengthen the role that architectural design has in conducting successful funded research. Although the Architecture Department is a relatively small department in the University in terms of number of faculty and students, it actively seeks to make holistic connections across disciplines at U.Va. reinforcing its leading role in addressing critical challenges facing society and its built environment. Working closely with the other three departments at the School of Architecture, the Architecture program helps lead the conversation on issues of sustainability and resiliency domestically and internationally.

Architectural Education and Students

Our Architecture program educates students to contribute to society through meaningful acts of design. We aspire to instill in our students an ethical framework that enables them to act as good citizens, astute thinkers, competent professionals, and thoughtful leaders; versatility, responsibility, open-mindedness, and intellectual independence are characteristics we reinforce through our teaching and mentoring. To that effect, the program aims to

- enhance students' consciousness of the world and the importance of its diversity;
- nurture students' sense of responsibility to choose their own individual career path and pursuit of their individual interests while remaining open to a wide range of perspectives and positive influences;
- stimulate students' understanding by asking of them a broad range of questions which engage their thinking at a variety of scales;
- foster students' sense of collaboration while giving them the necessary toolkit to work as informed contributors to design processes and exchanges;
- share knowledge of history and theory through the instruction of rigorous research methodologies borne of the humanities and the sciences;
- impart state-of-the-art technical skills and knowledge in the areas of materials, building technology, and representational methods to enable students to exceed expectations from ideation to realization of architectural concepts; and

- reinforce the importance of diverse skill sets through analog and digital representation in relation to critical thinking and innovative approaches to articulating ideas verbally and graphically.

Architecture Education and the Regulatory Environment

The Department of Architecture continues to emphasize and support professional licensure among the faculty and students of the program. The faculty include both national and internationally registered architects and landscape architects, which is an asset to the program and a broader approach to interdisciplinary and transdisciplinary practice. Faculty and students seeking licensure have access to Architect Registration Examination (ARE) testing guides in the Fiske Kimball Fine Arts Library. All students are introduced to the Intern Development Program (IDP) and the regulatory environment of the Commonwealth of Virginia through public informational sessions organized by the Architecture Licensing Student Adviser. The student advisor and the IDP Education Coordinator maintain a Internship Development Program page on the A-School website,

<http://www.arch.virginia.edu/internship-development-program#overlay-context=node/3901>,

which includes Frequently Asked Questions, and respond to student requests for information and advising. The course, Professional Practice, dedicates an entire session to licensure and the overall regulatory environment of architectural practice.

Architecture Education and the Profession

Now more than ever, architectural practice is a complex profession involving numerous domains and fields responsible for the built environment. Architecture practices have changed significantly leading up to the beginning of the 21st century; advancements in the building industry, material sciences, offsite fabrication, and building information modeling made in the last decade alone have fundamentally altered the way buildings are designed and built. New and emerging digital information and fabrication technologies have played a central role in these transformations and have profoundly altered the way in which stakeholders communicate and share information across a project. By necessity, architects are rethinking and reworking project delivery processes to optimize the efficacy of communication between the disciplines involved on a project to create more robust, fluid, and reliable modes of sharing information. To this end, interdisciplinary project teams are essential to realizing complex building projects that reduce material waste, increase energy performance, coordinate scheduling and workflow processes, and adhere to budget and production schedules. For these reasons, we believe our students should receive a sound foundation in three critical areas of architectural education before being able to effectively contribute to the profession:

1. Fragile ecologies, the consumption and production of energy, and the ethical formulation of our position as it relates to the adverse anthropogenic effects on the planet. The importance of our work as architects designing buildings has gone well beyond isolated preoccupations with aesthetics, function, and occupant safety and comfort. We must now proactively address building construction, performance, and maintenance as direct challenges to planetary energy production, storage, transmission, and use. Complex patterns of human settlements and mobility across extreme coastal or inland sites that further exacerbate the deterioration of fragile ecologies are also a direct result of how we design and construct our buildings.
2. Learning how to effectively integrate design decisions at multiple scales, through logical frameworks, and via multidirectional information channels is essential for a student to be well-prepared to enter into the profession currently and in years to come. In order to positively address the challenges mentioned above, a student must experience and build competencies of a sound design process which requires a multi-scalar approach and multi-layered integration of information. Learning how to make well-informed decisions based on reliable accounts of the history of a site, its people, and its cultural identity, in addition to negotiating metrics that include

economic, environmental, and structural decisions, is critical for an architecture student to effectively contribute to an integrative systems-thinking and project delivery approach. Such an approach is necessary in the 21st-century architectural practice. With these priorities foregrounded, the School of Architecture has created a synergistic curricular and research-based overlaps between the four departments of Architecture, Landscape Architecture, Urban and Environmental Planning, and Architectural History; our research partnership extends well beyond Campbell Hall to other departments at the University, governmental and non-governmental agencies, and professional firms to ensure that our students are exposed to the complexities that await them in the profession after graduation.

3. Technical knowledge, material science, and new horizontal production systems. We have turned the century with slight differences in the technology we use today from ones used at the beginning of the 20th century. While small-scale initiatives are testing new scenarios, in the larger scale of architectural production, we continue to face questions of how to overcome modes of the post-industrial era. The ecological and economic crises have created the impetus for ways of thinking and applying new technologies in the construction of the built environment, which will lead to new spatial models.

The international perspective of the program, which posits awareness of the global condition of the architectural practice, benefits from both practicing architects in the United States as well as in other countries. Faculty members in the department are currently registered in countries as Austria, Germany, India, the Netherlands, Spain, and the US.

Architecture Education and Society

Beginning in 2011, the School established an annual all-School design workshop called the Vortex. This one-week competition held at the beginning of the spring term, brings together architecture, landscape architecture, history and theory, and urban planning to address challenges facing the community and the environment. Undergraduate (not including 1st-year students) and graduate students, along with faculty, from all four departments, work in teams to address real world, social, infrastructural, environmental, and community challenges. The Vortex offers our students a unique opportunity to apply design and research methodologies as members of interdisciplinary teams for generating design proposals, raising awareness, and demonstrating the positive role design can have on society.

I.1.4. Long-Range Planning

Long-Range Strategic Planning of the Institution

The most recent strategic planning process of the University of Virginia was initiated in 2012 and has yielded The Cornerstone Plan: A Strategic Plan for the Academical Division of the University of Virginia, which based on five pillars and strategies.

http://strategicplanning.virginia.edu/sites/strategicplanning.virginia.edu/files/Draft_Cornerstone_Plan_11-18-13.pdf

The five pillars of the strategic plan are the following:

1. Extend and strengthen the University's distinctive residential culture;
2. Strengthen the University's capacity to advance knowledge and serve the public through research, scholarship, creative arts and innovation;
3. Provide educational experiences that deliver new levels of student engagement;
4. Assemble and support a distinguishing faculty; and
5. Steward the University's resources to promote academic excellence and affordable access.

The strategic planning of the Institution provides the context and framework for the strategic planning of the School of Architecture. The funding for this plan is under review by the Board of Visitors and should be voted upon during the March 2015 meeting. That act will shape the preparation and planning for UVA's Bicentennial celebrations and capital campaign (2019 - 2026)

Long-Range Strategic Planning of the School of Architecture

The School of Architecture is at one of the most productive moments in its history; it is poised to forge a new future with many recently hired faculty members, including two department chairs. The School is home to top-ranked graduate programs and established strengths in undergraduate education, a new PhD program, outstanding facilities and resources for teaching and research, a diverse faculty and staff, and collaborative engagement across the four departments (Architectural History, Architecture, Landscape Architecture, Urban and Environmental Planning).

The arrival of our new Dean, Elizabeth Meyer (as of July 15, 2014), presented a signal opportunity to redefine the School's strategic goals in a thoughtful and focused manner. Dean Meyer is currently in productive conversations with University Provost John Simon to define the strategic goals for the next three years. These goals are intended to have a profound and immediate impact on our department, as the Provost allocated an extra \$900K for A-School initiatives over the course of three years. The following section enumerates Dean Meyer's vision and the strategic goal-setting process.

The Next Three Years: Dean's Statement: The Architecture of Urgent Matters

How should we respond to pressing contemporary conditions such as sea level rise, social inequity, or deteriorating human and ecological/environmental health? Can we capitalize on our longstanding expertise as design-thinkers to craft solutions to these and other challenges that are spatial, tectonic, infrastructural, and territorial? Can we as a community help spark the creativity and innovation needed to prepare architects, planners, landscape architects, and historians to take on the challenges that we can see today and anticipate the problems that lie beyond easy comprehension, beyond our current horizons? How do we infuse the lessons of design thinking into the broader university culture, empowering the next generation of citizens to critically and creatively engage urgent matters?

To respond to these issues, a curriculum must do more than teach best practices; it must demand critical thinking, creative problem-setting, and novel ways of working.

The A-School faculty and students challenge the boundaries and hierarchies of standard practice through our habits of working, our transgressions of those professional boundaries, and our openness to collaborative creativity. We contemplate, speculate, and engage. When we talk about this as a creative community, we are describing more than personal relationships. We are recognizing that the creative process and intellectual inquiry are not just taught; they are modeled through a series of encounters in the classroom, in the studios, in the library, and in the third spaces of the School. Beyond the immediate and the personal, we deploy new digital technologies and resources in novel ways to visualize, spatialize, explore, and test.

Home to the A-School, Campbell Hall's four floors connect to a series of third spaces—outdoor classrooms, terraces, work courts, and demonstration gardens. This academic settlement echoes and shapes our community through its entanglement of design and planning, architecture and landscape, the tectonic and the topographic, the spatial and the social, the intimate and the collective. A five-minute walk connects Campbell Hall to the oldest part of the U.Va. Grounds, the Academical Village, designed by Thomas Jefferson two hundred years ago as a new, radical public educational institution where students live and work in close proximity to their classrooms and their professors. This UNESCO World Heritage Site is a palpable reminder of the web of

relationships between contemporary political and social debates, ideologies of nature, conceptions of community, and design speculation.

The School of Architecture has been a leader in forging new modes of thinking and working within each department and, increasingly, through transdisciplinary collaborations in the A-School and across the University. The commitment of our programs in Architecture, Urban and Environmental Planning, Architectural History, and Landscape Architecture to building, planning, researching, preserving, and interpreting the constructed environment finds purpose in our engagement with one another, the humanities and sciences, and the world of action.

Many of our alumni have distinguished themselves in the professions of architecture, urban and environmental planning, landscape architecture, architectural history, and historic preservation. But just as many, the other 50%, have deployed the creative and critical habits of mind they developed in the A-School in a broader arena—including business, law, banking, real estate and construction, energy, environmental protection, health care management, fashion design, and public-interest community engagement. Across generations and professions, they speak of their A-School experience equipping them with ways to act through design, planning, and preservation, as well as other arenas, on their social consciences and their environmental ethics. They are committed to building a better world.

Each day, I am invigorated by the intensity of discussion, debate, speculation, and provocation that takes place within Campbell Hall. My colleagues in the A-School—scholars and design practitioners with international reputations—are an impatient and optimistic community. We bring our experiences working nationally and internationally—leading major design firms, teaching and lecturing at colleges and universities, and working with NGOs in a number of developing countries—to our classrooms, our design studios and our research. The faculty—through our work, experience, and teaching—is our most valuable resource; we are here to share, to model, to guide.

As the faculty push themselves and each other, so too will they push you not to be satisfied with best practices based on past performance, but to imagine and engage the edges of knowledge and the unknown. We seek critical thinkers who share our conviction that design is a way of seeing, discerning, remaking, and caring about the world. For architecture is complexly interwoven with broad networks across all scales, from the detail, a building, the designed and found landscape, to urban development, transportation patterns, and material/energy flows. Meeting these challenges will require creativity, innovation, and invention at the edges between the material and the digital; it will require creation of hybrids between form and process, the social and the ecological, the city and the countryside; and it will emerge from multi-scalar thinking and collaboration.

We have made a school where this happens every day. We welcome you to our community dedicated to exploring the form, experience, metabolism, and meaning of our constructed environments.

Beth Meyer
August 2014

Dean's Strategy for the School of Architecture 2014-2016, Submitted to the Provost in August 2014¹

Aspiration

¹ These goals are tied to the \$900,000 that the Provost gave the School of Architecture to support my strategic goals. That funding is distributed over three academic years, 2014-2017. They are also based on my 20 years' experience on this faculty and service as Department Chair, Graduate Program Director, and Faculty Senate Executive Council member.

Integrate the School's enduring strengths and the expertise of its new faculty into an evolving identity that will embolden current faculty to stay and entice new faculty to join us.

Support and highlight faculty teaching and research.

Create a lively design/research community that attracts the very best Dean candidates in 2015-2016.

Observations

Four strong departments, but the overall quality of the School greater than the sum of its parts

- School community. Dual degrees. New PhD program in the Constructed Environment.
- Culture of professional respect and curiosity about innovations on edges of disciplines led to design thinking and habits of working out of the ordinary, adventuresome, experimental, and innovative

Longstanding reputation for considering the effects of design and planning in a larger context (1970s –)

- Architecture and site, landscape infrastructure, sustainability, regenerative design, adaptive infrastructure, urban wilds, urban forests, postindustrial landscapes, transportation infrastructure, peri-urban condition, critical preservation
- Situated practices of planning, designing and building, as well as narrating the history of, the constructed environment
- Commitment to making a difference within our communities through our respective disciplines by recognizing and renegotiating the web of connections between society, power, conceptions of nature, design and planning

Multi-scale thinking in each department about building and cities, architecture and public space, landscape infrastructure and public space, building technology, material networks, and sustainability

Excellent new design faculty with deep experience in design practice (40 years experience between two new chairs of architecture and landscape architecture), as well as innovative digital practices

Excellent new international faculty in all four departments educated in other countries and/or with professional/research experience internationally as well as nationally

- Different pedagogical models. Different practice norms.
- Cultural diversity, global perspectives
- Contacts in Africa, China, Europe, India, and Middle East

Goals

1. Give shape to our evolving identity and communicate it to our alumni, our peers, the profession, and the general public.

- *Communications strategy and implementation*
- *Create and strengthen arenas for faculty self-governance.*
- *Studio Re-think*

2. Value the contributions of the faculty. Retain current faculty and recruit outstanding new faculty.

- *Appoint 2-3 Shannon Center Professors-in-Practice.*

- *Shannon Center Innovations in Practice Workshops (visiting practitioner/faculty collaborations)*
 - *Retention/recruitment war chest* (supplement in years 2 and 3 with Bridge Campaign)
3. Extend momentum in the School's research culture—across departments and all levels.
- *Hire grants administration and special projects coordinator.*
 - *Increase faculty summer research awards.*
4. Strengthen and deepen curricular, research, and practice collaborations between A-School and U.Va. community
- *Shannon Center Professors-in-Practice and Innovations in Practice workshops (visiting practitioner/faculty collaborations), and faculty summer research awards*
5. Attract the best students with improved admissions recruiting, as well as more merit fellowships and need-based scholarships.
- *Improved career planning and placement services*
 - *Admissions recruiting process, supplement with Fellowships/Scholarships, Bridge Campaign, 2014-2017*

Strategic goals

1. Give shape to our emerging new identity and communicating it externally to our alums, our peers, the profession, and the general public

Background: We have lost 17 faculty over the past six years, including key faculty associated with two of our strengths: public interest design and planning (Craig Barton, Nisha Botchwey, Maurice Cox, and John Quale), as well as sustainability and design-build (John Quale). Our new faculty colleagues bring different interests and experiences to our community.

Actions

- 1) Hold a series of monthly faculty meetings during AY2014-2015 to discuss and define our new identity. Alter the character of all-School faculty meetings so that they are occasions for considerable, yet respectful, debate about topics that matter.
- 2) Write a new mission statement for the School of Architecture reflecting that new identity. Align department plans.
- 3) Reinforce this identity and mission through several School-wide cross-disciplinary initiatives, e.g., digital practices (F2014), urban design/planning (S2015), and history/theory (F2015) that result in a few new all-School courses.
- 4) Institute a School-wide Curriculum Committee to facilitate cross-disciplinary innovation, reinforce mission, and coordinate across departments.
- 5) Maximize impact of endowed lectures and visiting professorships by inviting practitioners and scholars who can reinforce newfound directions; schedule workshops on curriculum while practitioners and scholars are in residence.
- 6) Create a culture of faculty-shared governance to maintain and nurture sense of identity and community that is not dependent on top-down definitions of the School.
 - Charge the faculty to create a Faculty Council, and establish its scope of work.
 - Refine the School of Architecture's peer review process.
- 7) Develop a communications plan across all print and digital media
 - *Colonnade:* Focus on research and faculty profiles that reinforce the School's evolving identity.

- Continue publication of *Catalyst*, School yearbook of student work (ACTAR press).
- Continue publication of U.Va. School of Architecture monograph series (U.Va. press).
- Expand news reach to national journals, design and popular press.
- Refresh the School website.
- Ensure Web maintenance and secure research assistants.

8) Studio Re-think. Reconfigure and refurnish the two floors of studios to reinforce the School's evolving identity and to coincide with long-overdue electrical rewiring. Assemble a group of faculty and staff who are engaged in pedagogical innovations in the studio, digital practices, and the relationship between physical space and infrastructural systems to propose new configurations of the studio from the scale of the chair/desk to the design of the IT networks.

Outcomes

Nurture a compelling intellectual community and creative atmosphere that is clearly communicated through varied media, creating an irresistible opportunity for the very best faculty and Dean candidates.

2. Value the contributions of the faculty.

Retain current faculty and recruit outstanding new faculty.

Background

We have lost 17 faculty over the past six years. During that time, we have lost all of our African American faculty colleagues; three of the four were tenured.

We have several senior faculty in their seventies; how can we replace their 200-plus years of experience?

Almost half of our current faculty colleagues have worked at U.Va. for six years or less. How can we retain them?

Actions

1) Collaborate with School Foundation Board on a Bridge Campaign (2014-2017) to raise \$1.5 million for scholarships, fellowships, faculty support, and physical improvements to the studios/enhancing the learning environment.

2) Shannon Center, Innovations in Practice Workshops: Solicit proposals for two-year faculty-practitioner research partnerships that allow faculty to sponsor issue-specific workshops to their classrooms and studios. Encourage proposals that bring in prominent and emerging practitioners in the design, planning, and preservation professions, as well as those in related professions whose technical expertise is key to new directions in the design, planning, and preservation professions. Encourage cross-disciplinary proposals impacting more than one department or course. Fund these \$2K-10K practice workshops for a two-year period.

3) Shannon Center, Professors in Practice (PinP): Appoint several PinP with established identities and design research agendas vital to our evolving intellectual and creative identity. Alex Wall and Margarita Jover are examples—for reinforcing connections between architecture, landscape design, urban design, and public space design.

4) Identify emerging scholars and practitioners (potential faculty candidates), and introduce them to the School prior to searches through final studio reviews, lectures, and/or symposia, etc.

5) Establish start-up packages for new faculty, comparable to those at Berkeley and Cornell (\$50K over 3 years).

6) Increase funding for faculty research, especially in the early phases of new projects, to retain current faculty.

7) Support the current and proposed Research Centers, as well as individual faculty research with grant administrative support to foster culture of funded research.

8) Honor the senior faculty by establishing endowments that would create student excellence fellowships in their names and/or gifts bridge for (legacy) hires in their names. Collaborate with the School Foundation Board on a Bridge Campaign to raise these funds.

Outcomes

Create a compelling place to work with competitive salaries and benefits, thus stopping faculty departures for parallel positions at lower-ranked schools. Announce that the faculty exodus from Campbell Hall is over.

3. Extend momentum in the School's research culture—across departments and all levels.

Background

We have a small but growing number of faculty pursuing funded research projects. We have started several research centers and have seen increased interest in student-faculty research collaboration in both the undergraduate and graduate programs. How can we sustain and expand this?

Actions

1) Support individual faculty and the existing Research Centers (Center for Design and Health and the Center for Community Design and Research) with continuity through a shared grants administrator and a research lab or studio for project-related work. Hire a grants administrator for the U.Va. Arts Grounds community. Approach other Arts Grounds departments/groups to consider sharing this position. Met with Francesca Fiorani, Chair of Art and Art History; she is supportive. Meet with Jody Kielbasa on August 14 to discuss.

2) Enlarge the size of summer research grants from \$1K-3K to \$5-10K (with reductions in the number of grants if necessary) so that they can make a difference.

3) Continue the Friday Research Colloquia, and extend into the summer months. Explore additional ways to enrich and broaden the feedback faculty receive during the Colloquia, such as assigning respondents.

4) Discuss School of Architecture teaching loads and the impact of high student contact hours on research culture. Consider policy revision about teaching loads.

5) Create annual faculty research award program, similar to one at the School of Law. Alternate awards to faculty at different stages of their careers (non-tenured, Associate Professors, Professors).

6) Establish the Cultural Landscapes Center. Hire a recent graduate to initiate the first research project, the Virginia Cultural Landscape atlas, and to facilitate workshops and research projects with associates around the University, at other universities in Virginia, and within the professional community.

7) Discuss the value of establishing a Design Center (Design Research and Real Estate Center) similar to PennPraxis at the University of Pennsylvania School of Design and other university centers that provide a research home for project-based work with practitioners, during design competitions, etc. Consider the relationship of a Design Center to the former Design Center and to the Center for Community Design and Research.

Outcomes

Steady annual increases in funded research totals; the number of faculty submitting funded research proposals; and the number of organizations, foundations, and sources that fund projects in the School.

More financial stability for the School

4. Strengthen and deepen curricular, research, and practice collaborations between the School of Architecture, the University community, and the broader community.

Background

We are a small School that is the size of a large department in the U.Va. College of Arts and Sciences. Our faculty and our areas of study intersect with the expertise of many university departments and the contemporary concerns of the public from design thinking to design and health, adaptive urbanism and climate change, big data and design/planning models, design-driven manufacturing, place making and economic development, etc.

Actions

- 1) Shannon Center, Professors in Practice. Appoint PiPs with established identities and design research agendas vital to our evolving intellectual and creative identity, and who are capable of initiating and leading collaborations.
- 2) Shannon Center, Innovations in Practice Workshops. Solicit proposals for two-year faculty-practitioner research partnerships that allow faculty to sponsor issue-specific workshops to their classrooms and studios. Encourage proposals that bring in prominent and emerging practitioners in the design, planning, and preservation professions, as well as those in related professions whose technical expertise is key to new directions in the design, planning, and preservation professions. Encourage cross-disciplinary proposals impacting more than one department or course. Fund these \$2K-10K practice workshops for a two-year period.
- 3) Encourage the creation of several additional undergraduate courses of interest to the University, especially courses that are co-taught by faculty in several departments.
- 4) Encourage and incentivize research collaborations across Schools, in all calls for proposals.
- 5) Engage in design research initiatives and sponsored design studios with our alumni who are working within the design, planning, public history, and preservation professions and in related professions.
- 6) Initiate a pilot project of the Center for Cultural Landscapes, "The Academical Village: From Place to Network," with colleagues around the University, in the Office of the University Architect, and with practitioners and alumni.

Outcomes

Greater integration of the School of Architecture into the broader University community. Increased awareness of School identity and research contributions.

More funded research and curricular collaboration with colleagues across the University

5. Attract the best students with improved admissions recruiting and increased merit fellowships and need-based scholarships

Background

The number of in-state applicants to the School of Architecture has dropped over the past decade. Our best prospective graduate students receive very generous merit fellowships from higher-ranked institutions and tuition remission from lower-ranked institutions. U.Va. ends up being a very expensive proposition and not as competitive as we should be for the best students. We eliminated our Career Services staff position (half-time, as part of the Assistant Dean for Students) in 2009.

Actions

1) Charge Admissions Director to work with the department Chairs to improve our undergraduate student recruiting, especially within the Commonwealth of Virginia. Increase the number of undergraduate applicants to the undergraduate programs in School of Architecture through better communications, more outreach to high schools and guidance counselors, and additional student scholarships. Create admissions brochures, revise website, and work closely with Greg Roberts, U.Va. Dean of Admissions.

2) Reboot our career services in the School of Architecture so that prospective students are aware of the broad range of careers that value design thinking as well as more traditional routes to practice through architectural history and preservation, architecture, landscape architecture, and urban and environmental planning.

- Additional staff support in the Career Services office: Increase Assistant Dean of Student's and External Relations staff part-time efforts and salaries so they can engage our alumni practitioners in career advice and placement of our students.
- Reconsider amount of time spent on externship program at expense of full-time job search assistance.
- Enlist U.Va. Career Services for basic workshops on how to write résumés, letters of interest, etc.
- Focus A-School Young Alumni Council (AYAC) on establishing stronger alumni-student interactions, such as summer job placement programs, career fairs, career interview days, etc.
- Educate the University Admissions staff and Career Services staff about the School of Architecture.

3) Develop a communications strategy to highlight the accomplishments of our alumni, including the 50% of our alumni who do not practice in the design, planning, and preservation fields. Populate the web with profiles of a diverse group of alumni who have utilized their design thinking skills in a broad range of professions.

4) Increase graduate admissions yield by increasing our merit-based fellowship offers to attract the best graduate students. Collaborate with the Foundation Board to undertake a Bridge Campaign that will fund a student recruiting "war chest" of need-based scholarships and merit-based fellowships.

5) Encourage the refinement of the new undergraduate Architecture/Design Thinking concentration so that it offers a broad introduction to other design fields and methodologies besides architecture and positions students in the concentration for successful applications to a broad range of graduate schools and professions after graduation.

Outcomes

School of Architecture applicants comparable in quality to, or better than, those of the College and Engineering at the University. Increase the number of Virginia residents applying to the School of Architecture so that admissions yield is comparable to rest of U.Va. in-state yield.

I.1.5. Program Self Assessment

The Architecture Department has a longstanding tradition of self-governance and curricular review through internal and external reviews at every level.

The Department Chair and Graduate Program Director schedule regular faculty meetings throughout the academic year to review and discuss the program's curriculum, faculty, and student performance. We continue to use a multifaceted approach to ensure that input from all faculty is included in the Architecture program's internal assessment and planning processes. The faculty meets at least once a month over the course of the academic year (typically a total of 15 to 18 times during the nine months) to review and discuss revisions to graduate and undergraduate programs. Depending on the topics, students' representatives are invited to

attend. At the end of each academic semester, the faculty meets for a day-long retreat to assess the semester and to identify and discuss program and department curricular priorities for the upcoming academic term. The initial part of the meeting is attended by student representatives from all levels of the graduate and undergraduate programs. The assessment of the program has three components:

1. Faculty assessment, in the faculty meetings throughout the semester and the final wrap up meeting at the end
2. Students' assessment, during the semester (faculty meetings and individual meetings with the Chair, the Program Director, or the Assistant Dean of Students) and at the end of the term meeting. Typically, the Chair and the Program Director schedule meetings with a class to discuss specific curricular issues. Finally, students individually review courses and faculty through a University-wide digital system (see following point). The feedback of the students constitutes one of the fundamental components of the assessment.
3. Semester Final Reviews assessment by external jurors. The process and intentions are as follows:

The Department Chair and Program Director are members of the School's Deans and Chairs Committee, which reviews departmental and school-wide policy issues. Collectively, these forums have proven to be an effective means of identifying, reviewing, and implementing strategic cross-departmental curricular revisions over the past five years, which have strengthened the program's educational mission.

School of Architecture Retreat

Each year the School of Architecture organizes a one-day faculty and staff retreat typically held outside Campbell Hall. The event is organized by the Dean's Office and begins with short presentations followed by breakout sessions to discuss and respond to prompts identified by the Dean. The 2014 event was dubbed the "Faculty Advance" by Dean Meyer, which organized breakout sessions in the following configurations of faculty and staff:

Report Back from Lecturers/Assistant Professors

Our mission statements have too many words/are not precise. There were some respondents who commented that the mission statement should foreground the innovations occurring in the School, and the work going on in the research centers should be highlighted. Everyone is collaborating—e.g., this is a think tank, incubator. Design = transformation—not just "community design" or citizens. Do not call this a semi-rural or small environment, but a place for focused work. Students and recent grads are our best VOICE.

Report Back from Associate Professors

The A-School is a team/collaborators. What makes us strong is a sense of SCALE & COMMUNITY, RESEARCH-based practice and work, and PLACE-focused work. There are enough problems of our own in the U.S.—why try to be global? It is important to define our quest—not just our strengths. We need to shed words and get to the meat. We need a vision that serves as a manifesto, and we need to be provocative. The A-School Cabaret offers a forum for improvisation, high impact, and fusion.

Report Back from Staff

We are a family and a community, and that is important. We have a direct impact on U.Va., and we are seen as leaders. Everyone is running the School, wearing multiple hats, and constantly collaborating. The A-School needs a plan—one-year, three-year, etc., so we know our goals and projects. All voices need to be heard. We need to let people know how high-tech we are.

Report Back from Full and Visiting Professors:

Recommendations: Remember Enlightenment, Ethics, and Empathy (3 E's)—Jeffersonian. Redefine and demonstrate in built form (spaces) how to live. We are broad, supple, general knowledge and underpinning from the four disciplines. We should be well with the world. Be not reactive, but inventive. Adopt radical positions, take optimism risks.

Shared Governance in the Department

The Department of Architecture exercises shared governance through two main approaches. First, departmental decisions on curricular and other general relevant topics are made after open discussions including the entire faculty. Second, at the beginning of the academic year (as of 2013), the faculty of the department meets to evaluate the performance of the Chair in his absence. An external observer, a faculty member from a different department, moderates the discussion, compiles a summary of all comments, and presents it to the Chair. As a record, this annual evaluation is included in the Chair's file.

The Department has a peer-review process for tenured and tenure-track faculty and long-term lecturers conducted at the end of the each academic year. Additionally, the Dean reviews the Department Chairs, Associate Deans, and any other positions supervised directly by the Dean. School-level roles such as center directors and program directors are reviewed by the appropriate Associate Dean.

Student Input for Strategic Planning

As a faculty with an intense dedication to its teaching mission, the Master of Architecture program in architecture seriously considers student issues in all decisions. Student feedback is solicited through the advising process, through studio teaching, and through course evaluations. The Department Chair has annual meetings with new and returning graduate students to discuss events and curricular issues. The recent survey by the Office of Institutional Assessment and Planning was very helpful in allowing us to better understand student concerns. Current student organizations, including Design Council, American Institute of Architecture Students (AIAS), and National Organization of Minority Architecture Students (NOMAS), offer important links between students and the administration. Unfortunately, there is not an appropriate degree of representation of MArch students in AIAS and Design Council, although we continue to encourage greater involvement among graduate students.

Faculty Assessment of Curriculum and Learning Context

The assessment of the undergraduate and graduate curricula takes place on several levels: ongoing departmental faculty-wide discussions and ad hoc committees reviewing specific aspects of the curriculum. Each spring, the faculty meets in a daylong retreat to review and assess the strengths and weaknesses within the program. Committees are formed as needed to develop strategies for addressing concerns. Review and assessment also occur through the regular end-of-semester reviews. In addition, student progress is assessed at the graduate level at the end of the ARCH 6020 and ARCH 7010 graduate studios. This offers an opportunity for the larger group of studio faculty to assess the success of the studio curriculum. At the undergraduate level, the work of the fall and spring fourth-year studios is assessed in a formal comprehensive review by the fourth-year faculty, the Director of Undergraduate Studies and the Department Chair.

Final Reviews

Graduate and undergraduate studios from foundational to advanced in both departments of Architecture and Landscape Architecture are reviewed publicly at the end of each semester. Each Department considers these reviews to be one of the most critical moments of assessment and learning. All students and faculty are engaged in a productive and challenging discussion of work and ideas among us and with our external guest jurors.

The work of the graduate studios is exhibited for several days, occupying the entire School and typically following the exhibition of undergraduate student work. This allows every student and faculty member to see in detail the work of the rest of the studios. Over two or three days, a

series of juries review the work. Each jury is usually composed of two external guests, one alumnus/alumna, and one current faculty member. Each jury reviews two studios per day.

To that effect, the department of architecture (undergraduate and graduate) shares the work of every studio at all grade levels to a group of external reviewers organized in two juries, who give feedback to every student during a period of two days. By the end of the second day, the members of the two juries gather to summarize their feedback and conclusions in a public meeting with faculty and students. In addition to the studio review and during the final public discussion, the external jurors are engaged to help identify challenges and questions that would help improve specific approaches to studio pedagogy as well as overall curricular direction. This discussion is recorded and used in the University program evaluation document.

Student Assessment of Curriculum and Learning Context

All courses within the University of Virginia are evaluated each semester using a standardized computer form with common questions, the possibility of specific questions on demand of the faculty member, and a final space for student comments. These evaluations are available to the faculty member for review after the completion of the semester. In addition to the ongoing constructive criticism these provide for faculty, the evaluations may also play an important role in faculty reviews. As mentioned, students are regularly engaged in the end-of-semester discussions of assessment. Student survey results prepared by the Office of Institutional Assessment and Studies will be available to the visiting team.

Alumni Assessment of Curriculum and Learning Context

The School of Architecture maintains close contact with its alumni through the A-School's Development and Alumni Engagement Office and through the informal networks of students and faculty. The Dean's Advisory Board and Young Alumni Council meet at the A-School annually to discuss ongoing initiatives and offer feedback. An E-newsletter titled Weave is distributed five to six times per year in addition to the annual Colonnade alumni magazine. Each year, a number of alumni are invited to return to participate in job fairs and career forum panels, offered at least once a year. Alumni serve systematically on the final review juries. These settings provide constructive opportunities for the School to engage with its graduates in meaningful dialogue about the curriculum and the industry at large.

I.2.1. Human Resources & Human Resource Development

Faculty Matrix: Fall 2012

Faculty Member	Summary of Expertise, Research, Experience	ALAR 7010 Research Studio 1	ALAR 8010 Research Studio 2	ARCH 6010 Foundation Studio 1	ARCH 6140 Arch. Analysis: Key Bldgs.	ARCH 6231 Building Integration Workshop 1	ARCH 6710 Geo-metrical Modeling	ARCH 7120 History of Ideas	ARCH 7210 Structural Design of Dynamic Loads	ARCH 8480 Prof. Practice, Ethics & Comm.	A-School 60000 Common Course
Bluestone, Daniel											x
Canfora, Anselmo		x									
Crisman, Phoebe		x	x								
Dripps, Robin		x	x								
Ford, Edward		x	x		x						
Last, Nana								x			
Mark, Earl							x				
Martini, Kirk									x		
Menefee, Charles			x								
Quale, John		x	x			x					
Ripple, Jeana				x							
VanLengen, Karen										x	

Fall 2012 Options

Faculty Member	Summary of Expertise, Research, Experience	A-School 5555 Visualization Electives	ARH Electives	LAR Electives	ALAR 8999 Thesis / Design Research
Dripps, Robin		x			
Goldman, Melissa		x			
Kitchin, Alexander		x			
Pierce-McManamon, Adalie		x			
Murray, Gwen		x			
Osborn, Brian		x			
Sparkman, Charles		x			

Faculty Matrix: Spring 2013

Faculty Member	Summary of Expertise, Research, Experience	ALAR 7020 Research Studio 3	ALAR 8020 Comprehensive Studio	ARCH 6020 Foundation Studio 2	ARCH 6240 Introduction to Structural Design	ARCH 6261 Building Integration Workshop 2	ARCH 7230 Design Development	ARCH 7250 Environmental Systems	ARCH 7270 BIM and REVIT 1 and 2	ARCH 8230 Building Synthesis
Jull, Matthew		x								
Menefee, Charles			x							
Martini, Kirk					x					
Quale, John						x				
Menefee, Charles							x			
McDowell, Seth									x	
Murray, Gwen								x		x
VanLengen, Karen			x							x
Waldman, Peter				x						

Spring 2013 Options

Faculty Member	Summary of Expertise, Research, Experience	A-School 5555 Visualization Electives	ARH Electives	LAR Electives	ALAR 8999 Thesis / Design Research
Abbasy-Asbagh, Ghazal		x			
Pierce-McManamon, Adalie		x			
Menefee, Charles		x			
McDowell, Seth		x			
Nebot Roca, Jordi		x			
Osborn, Brian		x			
Quale, John		x			

Faculty Matrix: Summer 2013

Faculty Member	Summary of Expertise, Research, Experience	ALAR 5010 Introduction to Design (SDI)	ALAR 5020 Introduction to Design Graphics (SDI)	ALAR 5030 Introduction to Design Theory and Analysis (SDI)	
Jull, Matthew		x	x	x	

Faculty Matrix: Fall 2013

Faculty Member	Summary of Expertise, Research, Experience	ALAR 7010 Research Studio 1	ALAR 8010 Research Studio 2	ARCH 6010 Foundation Studio 1	ARCH 6140 Arch. Analysis: Key Bldgs.	ARCH 6231 Building Integration Workshop 1	ARCH 6710 Geo-metrical Modeling	ARCH 7120 History of Ideas	ARCH 7210 Structural Design of Dynamic Loads	ARCH 8480 Prof. Practice, Ethics & Comm.	A-School 60000 Common Course
Bargmann, Julie		x	x								
Clark, W. G.		x	x		x						
Dripps, Robin		x	x								
Jover, Margarita		x	x								
Gali-Izard, Teresa		x	x								
Ford, Edward		x	x								
Jull, Matthew			x								
Last, Nana								x			
Lorenz, Esther				x							
Mark, Earl							x				
Martini, Kirk									x		
Menefee, Charles											
Quale, John						x					
VanLengen, Karen										x	
Tanzer, Kim											x

Fall 2013 Options

Faculty Member	Summary of Expertise, Research, Experience	A-School 5555 Visualization Electives	ARH Electives	LAR Electives	ALAR 8999 Thesis / Design Research
Clark, W. G.		x			
Goldman, Melissa		x			
Kitchin, Alexander		x			
Pierce-McManamon, Adalie		x			
Menefee, Charles		x			
Pinyan, Matthew		x			

Faculty Matrix: Spring 2014

Faculty Member	Summary of Expertise, Research, Experience	ALAR 7020 Research Studio 3	ALAR 8020 Comprehensive Studio	ARCH 6020 Foundation Studio 2	ARCH 6240 Introduction to Structural Design	ARCH 6261 Building Integration Workshop 2	ARCH 7230 Design Development	ARCH 7250 Environmental Systems	ARCH 7270 BIM and REVIT 1 and 2	ARCH 8230 Building Synthesis
Jull, Matthew		x								
Menefee, Charles			x							
Martini, Kirk					x					
Osborn, Brian			x			x				
Quale, John						x				
Menefee, Charles							x			
McDowell, Seth									x	
Murray, Gwen								x		x
VanLengen, Karen			x							
Waldman, Peter				x						

Spring 2014 Options

Faculty Member	Summary of Expertise, Research, Experience	A-School 5555 Visualization Electives	ARH Electives	LAR Electives	ALAR 8999 Thesis / Design Research
Alday Sanz, Ignacio		x			
Menefee, Charles		x			
Osborn, Brian		x			
Quale, John		x			

Faculty Matrix: Summer 2014

Faculty Member	Summary of Expertise, Research, Experience	ALAR 5010 Introduction to Design (SDI)	ALAR 5020 Introduction to Design Graphics (SDI)	ALAR 5030 Introduction to Design Theory and Analysis (SDI)
Jull, Matthew		x	x	x

Faculty Matrix: Fall 2014

Faculty Member	Summary of Expertise, Research, Experience	ALAR 7010 Research Studio 1	ALAR 8010 Research Studio 2	ARCH 6010 Foundation Studio 1	ARCH 6140 Arch. Analysis: Key Bldgs.	ARCH 6231 Building Integration Workshop 1	ARCH 6710 Geo-metrical Modeling	ARCH 7120 History of Ideas	ARCH 7210 Structural Design of Dynamic Loads	ARCH 8480 Prof. Practice, Ethics & Comm.	A-School 60000 Common Course
Bargmann, Julie			x								
Clark, W. G.		x	x		x						
Dripps, Robin			x								
Eslocker, Asa											x
Jover, Margarita		x	x								
Gali-Izard, Teresa			x								
Ford, Edward			x								
Jull, Matthew			x								
Last, Nana								x			
Lorenz, Esther				x							
Mark, Earl							x				
Martini, Kirk									x		
Menefee, Charles											
Trudell, Carmen						x					
Van Lengen, Karen										x	

Fall 2014 Options

Faculty Member	Summary of Expertise, Research, Experience	A-School 5555 Visualization Electives	ARH Electives	LAR Electives	ALAR 8999 Thesis / Design Research
Clark, W. G.		x			
Kitchin, Alexander		x			
Pierce-McManamon, Adalie		x			
Menefee, Charles		x			

Faculty Resumes

A resume is provided for each faculty member, full-time and adjunct, who has taught in the program in the 2013–2014 academic years. Please see IV.2: Faculty Resumes.

Policies and Procedures for Equal Employment Opportunity and Affirmative Action (EEO/AA) for Faculty, Staff, and Students

University of Virginia's policies and procedures for EEO/AA are administered by the Office of Equal Opportunity Programs (EOP):

<http://www.virginia.edu/eop/mission.html>

[Equal Employment Opportunity and Affirmative Action Statement \(January 06, 2011\)](http://www.virginia.edu/eop/EEOAASStatement.html)

<http://www.virginia.edu/eop/EEOAASStatement.html>

The University of Virginia is committed to equal employment opportunity and affirmative action. To fulfill this commitment, the University administers its programs, procedures, and practices without regard to age, color, disability, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information and operates both affirmative action and equal opportunity programs, consistent with resolutions of the Board of Visitors and with federal and state requirements, including the Governor's Executive Order Number One (2014).

The University's policies on "Preventing and Addressing Discrimination and Harassment" and "Preventing and Addressing Retaliation" implement this statement. The Office of Equal Opportunity Programs has complaint procedures available to address alleged violations of these policies.

The program and School of Architecture subscribe to and fully support all EEO/AA policies of the University of Virginia. The EOP monitors the recruitment and hiring process to ensure compliance with applicable federal and state laws; to ensure that all applicants receive equitable consideration; and to strengthen the University's effort to broaden the pool of qualified applicants to include members of underrepresented groups. All members of the faculty search committees are required to complete diversity and affirmative action training prior to participating in the search/hiring process.

<http://www.virginia.edu/eop/searchcommittee.html>

All open positions are reviewed and processed through the University's applicant tracking system, Jobs@U.Va. (www.hr.virginia.edu), to ensure compliance with hiring policies and to promote diversity.

Initiatives for Diversity

As the institution is guided by EEOAA policies, the Department is concentrating on increasing the diversity of its faculty through two main actions:

1. During the Process

In the hiring process for a faculty position, the Department tries to reach as many qualified potential candidates as possible, encouraging their application.

2. Prior to the Hiring Process

The Department regularly invites faculty and professionals from outside of the school who represent a wide range of backgrounds and perspectives to serve as jurors of the final reviews of the students' work of each semester.

During the final reviews of the four semesters of 2011-2012 and 2012-2013, we invited 63 jurors. The demographic breakdowns of these jurors follow:

Alumni:	19 jurors	30% of the total
Female:	30 jurors	48% of the total
Ethnically diverse*:	19 jurors	30% of the total

*Ethnically diverse is defined as non-Caucasian and falling into these categories:

African American:	4 jurors	21%	6.5% of the total
Hispanic:	8 jurors	42%	13% of the total
Asian:	7 jurors	37%	11% of the total
Caucasian and male	24 jurors	38% of the total	

This is a medium-range and long-term strategy to create connections and mutual awareness between potential candidates and the Department, creating the ground for the increase of the diversity in the tenured/tenure-track body.

The School's Initiatives 2009-2014

- Created "Expanding Canons" research theme, to celebrate diverse forms of knowledge and to acknowledge the importance of diverse communities within the School.
- Appointed a School-wide Diversity committee with leading co-chairs 2009-2010 Erica Spangler and Kristina Hill, who updated website to reflect diverse student body.
- Hired Weedon Professor in Asian Architecture Shiqiao Li, 2011 (Asian).
- Hired Department of Architecture Chair and Quesada Professor, Iñaki Alday, 2012 (Latino).
- Additional diversity hires: Margarita Jover, (female - African/Latina), Guoping Huang (Asian), Teresa Galí-Izard (female - Latina), Leena Cho (female - Asian), Jordi Nebot (Latino), Ellen Bassett (female), Nana Last (female), Jeana Ripple (female), Suzanne Moomaw (female), Megan Suau (female), Melissa Goldman (female), Carmen Trudell (female), Esther Lorenz (female), and Karolin Moellmann (female).
- Developed and supported international programs in India and Ghana, along with ongoing programs in Jamaica and China. Reinforced global connections of Veneto programs, in part through appointment of Valmarana Professor Cammy Brothers, whose work incorporates Islamic influences in Venice and the Mediterranean.
- In the Common Course, work done by faculty and students in an African American community was presented to demonstrate how a historic community and young design students participated in a process of collaborative urban design.
- Invited diverse speakers to participate in Dean's Forum Lectures, including Mario Gooden (African American), Mabel Wilson (African American), Philip Freelon (African American), and Michelle Addington (female), and encouraged others to bring diverse speakers to the School.
- Adjusted faculty salaries to address inequities.
- Provost office review of salary inequities across UVA found no gender inequity the School of Architecture.
- Diversified Dean's volunteer boards (Foundation Board and Advisory Board, 2011-14 in particular). Created a more diverse Architecture Young Alumni Council due to recent changes in student demographics.
- Reinforced the importance of recruiting a diverse student body to faculty and new Admissions Director.

- Made recommendations to departments for potential faculty hires and for reviewers, particularly focused on African Americans in the academy.
- Supported MLK Day events, in particular 2012 Smithsonian Museum of African American History and Culture Symposium, organized by Craig Barton, and 2014 "That World Is Gone" film screening and panel discussion, organized by Kim Tanzer and Cynthia Smith with A-School NOMAS leaders
- Introduced interdisciplinary seminar "Design Entrepreneurship" which research demonstrates appeals to diverse students, particularly from disadvantaged backgrounds. Both invited speakers and students enrolled disproportionately included people of color.
- Invited Dr. Marcus Martin, Vice President for Diversity, Professor of Medicine, and others to speak to faculty in order to introduce a more formal diversity conversation into the School.
- Asked faculty to generate reports, by department, of (1) their curricula addressing diversity, (2) proactive student recruitment and retention plans, and (3) lists of diverse faculty for purposes of recruitment, etc.
- Supported "best practices" with regard to parental leave for faculty and staff.
- Tenured and promoted faculty with full consideration of diverse forms of scholarly production.

Faculty Human Resource Development

With 39 full-time tenured and tenure-track and ten part-time faculty members, the School of Architecture increasingly fosters research within the framework of design at all scales and in all contexts and complexities, which requires the ability to work across academic disciplines and methodologies in critical, imaginative, and experimental ways. With 15 new hires among the faculty since 2009, the research culture of the School is in the process of a major transformation. The tremendous impact of the School's research output is well represented by faculty members who have received numerous design, teaching, and book awards in the recent past. Faculty have also won high-profile international competitions, were featured in prestigious exhibitions, and have received design commissions.

Major awards received by faculty members include those from the Association of Collegiate Schools of Architecture (ACSA), American Institute of Architects (AIA), and the American Society of Landscape Architects (ASLA), U.S. Green Building Council, and UN-Habitat, as well as European Prize for Urban Public Space awards, a National Design Award from Cooper Hewitt, Smithsonian Design Museum. Major book awards include the Antoinette Forrester Downing Book Award, Spiro Kostof Book Award, and Charles Rufus Morey Book Award. Entries in prestigious exhibitions include MoMA PS1, ACADIA Conference, and architecture biennales worldwide; winning and shortlisted entries for important international design competitions include the Expo Zaragoza 2008 Competition for the Metropolitan Water Park, Helsinki Central Library; Commissions for design and construction include the Urban Outfitters headquarters, the Interpretation Center for Agriculture and Livestock in Aranzadi Park and the Landscape Restoration of the Landfill in Vall d'en Joan, both in Spain. The School publication *Catalyst* (published by ACTAR) and the student journal *lunch* capture this enormous productive energy.

Faculty members collaborate across the University, in such well-recognized initiatives as ecoMOD, reCOVER, and OpenGrounds, and work within an institutional framework. The Center for Design and Health (CDH) encourages the design and planning of effective environments for human health and well being. The Community Design and Research Center (CDRC) is an interdisciplinary research and community practice endeavor that builds on the School of Architecture's long history of community design engagement and public scholarship. The Institute for Environmental Negotiation (IEN) works to create opportunities for engagement and to provide conflict resolution and consensus building. The Global Urban Dynamics Research Initiative

(GUDRI) is a collaborative project bringing together faculty focused on cities and at-risk urban areas facing the challenges of rapid urbanization and climate change. Together with the school's "Becoming Urban" conference, which examined the challenges posed by and design models manifest in megacities, and the recent Biophilic Cities conference (2013), the School of Architecture has become a global leader in the addressing challenges of emergent urbanism.

Faculty members are engaged in research supported by major funded research grants, including a multi-million dollar grant from the Virginia Tobacco Indemnification and Community Revitalization Commission and national philanthropic organizations like the Graham Foundation for Advanced Studies in the Fine Arts, The Pew Charitable Trusts, and Robert Wood Johnson Foundation. The research in the School of Architecture is global, taking shape in wide-ranging and varied places including the Arctic Circle, the Caribbean, China, Germany, India, Italy, Kenya, Jamaica, the Mediterranean, Mozambique, New Zealand, Spain, and Switzerland.

Research Support for Faculty

The School of Architecture supports faculty research in different ways: external grants, A-School grants from the Dean's Office, funds dispersed by the Department of Architecture, and endowed professorship research funds.

External Grants

The Associate Dean for Research keeps the faculty informed about the different opportunities for prospective support through curated communication, pointing out areas of potential interest for grant makers and suggesting strategies for grant seeking. Certain grants demand the creation of strong multidisciplinary teams, both across the School and the University that the Associate Dean promotes and coordinates. The School of Architecture Foundation also collaborates in the submission and management of the research grants, in conjunction with other research and development bodies across the University, such as the Office of Sponsored Programs, the Corporate and Foundation Relations offices, the Office of Foundation Relations, and the Office of the Vice President for Research (VPR).

The Dean's Office has also undertaken an aggressive stance in pursuit of research funds garnered with the collaboration of our Foundation and from philanthropic sources both internal and external to the University. Earl Mark has received \$15,000 annually from 2011-2014 for the "Maine East Coast Studio" and \$7,500 from 2009-2011 annually from the foundation of an A-School alumnus/donor. Working with the A-School Foundation, Phoebe Crisman helped to raise significant funding for her research project/environmental education lab Learning Barge from the Elizabeth River Project: \$100,000 in 2008 and \$10,000 in 2009. John Quale received funding from multiple individual and foundation sources for his research/build initiatives ecoMOD and the Modular Building Institute. Anselmo Canfora received funding for Initiative reCOVER from the EPA and NSF. Anselmo Canfora, John Quale, and Phil Parrish (Office of the Vice President for Research) received a \$2.4M grant from the Commonwealth of Virginia Tobacco Commission for work on affordable modular housing and disaster recovery housing.

School Grants

In addition to this regular annual support, the Dean's Office also invites applications for competitive research funds. The School of Architecture supports research work of faculty of all four departments through a competitive summer research-funding program, with a significant jump in research support beginning in the summer of 2011. This reflects the improving research profile of the faculty in the Department of Architecture and of the increased commitment to research from the Dean's Office. Each spring, the faculty are invited to submit short one-page proposals for summer research, which are collected by the Associate Dean for Research, reviewed independently by three parties in the Dean's Office, and then awarded based on the strengths of the application, the track record for research demonstrated by the applicant, and the successful completion of all reporting on prior awards. Details of recent successful applications from faculty in the Department of Architecture may be found in the Research Funding Summary

sections below. Note, the Dean's office current strategic goals more than double the amount of funding to be made available in 2015.

Department Grants

At the discretion of the Department Chair, full-time tenured or tenure-track faculty members of the School have access to an average of \$1,000 per year in support of research and/or travel to conferences for the public dissemination of their research. Additionally, at the discretion of the Department Chair, each faculty member receives a teaching/research assistant who works to support that faculty member for an average of 10 hours per week during the academic year. Lastly, all tenure-track faculty receive an additional annual support package of \$1,000 per year toward their current and ongoing research (while un-tenured) and a \$1,000 supplement from the Department for the first two years of their appointment. Tenure-track faculty are also eligible to apply for up to \$2,500 in supplemental research funds per year. After reappointment based on three years of evaluation, tenure-track faculty take one semester of leave to support further development of their research work.

Research Funding Summary, Summer 2014: \$13,000

- Manuel Bailo received \$1000 for the completion of research on his book *Garden Houses*;
- Matthew Jull received \$3000 for continued work on the Arctic Design Initiative, including travel to the Arctic and attendance at a National Science Foundation (NSF) conference on the subject;
- Nana Last received \$2000 for travel to Europe for investigative research on fluidity in contemporary architecture;
- Seth McDowell received \$3000 to support the final publication of the School book, *Water Index*;
- Jeana Ripple received \$3000 to support her continued research into morphogenetic systems and biomimetic structures in nature; and
- Schaeffer Somers received \$1000 for research assistants for the Built Environment and Public Health lecture topics and his work on Integrative Medicine.

Research Funding Summary, Summer 2013: \$16,000

- Manuel Bailo received \$5000 for publication of his book;
- Matthew Jull received \$4000 for continued work on the Arctic Design Initiative, including travel to the Arctic;
- Phoebe Crisman received \$1000 for the development of a book proposal on the Learning Barge;
- Sanda Iliescu received \$1000 for continued work on her painting and collage series, Project RECOVER;
- Nana Last received \$2000 for travel to Britain for continued research on fluidity in architecture and on the intersections of architecture, science, and site; and
- Seth McDowell received \$3000 for pre-Schematic Design phase for a new teen center for one of our partner communities in Grundy, Virginia.

Research Funding Summary, Summer 2012: \$11,250

- Anselmo Canfora received \$2500 for work on a water filtration factory in Limpopo;
- Phoebe Crisman received \$2500 for an editor to support the development of a book project;

- Nana Last received \$2500 for continued work on fluidity and travel to Paris and Geneva; and
- Earl Mark received \$2500 for research on a tessellated fabric skin surface related to his design studio.

Research Funding Summary, Summer 2011: \$11,400

- Anselmo Canfora received \$1500 for travel for himself and two students to Haiti to document a site for the disaster recovery/relief building prototype, BREATHE house;
- Phoebe Crisman received \$2400 for research support on Istanbul;
- Sanda Iliescu received \$2500 for support towards a book manuscript;
- Nana Last received \$2500 to support travel to Germany and Italy to support various projects; and
- Earl Mark received \$2500 to support research on tension membrane fabric.

Research Funding Summary, Summer 2010: \$4600

- Earl Mark received \$2100 to support his research on fabric architecture; and
- William Sherman received \$2500 for documentation on the spray booth.

Research Funding Summary, Summer 2009: \$3645

- Anselmo Canfora received \$1000 to support his research on shelter prototyping;
- Robin Dripps received \$1400 in support of her work on Grasshopper software; and
- Earl Mark received \$1245 to support work towards a publication.

Support for Faculty Travel and Professional Development

The final goal of the travel support is to facilitate the best research outcomes and leveraging the profile of the Department by raising the profile of its faculty. For these purposes, the Department provides support of up to \$1,000 for faculty to attend conferences (prioritizing key-note and paper presentations). Understanding different conditions and circumstances, the Department assigns the funds with flexibility and with criteria of equitable distribution across years, as well as considering especially the needs of young faculty.

Faculty Development Grants and Sabbatical Leaves

Tenured faculty are eligible for a sesquicentennial leave after 10 semesters of full-time teaching. The leave is approved upon the submission of a research proposal and a work plan that includes an expected outcome. The Dean approves the leave with the recommendation of the Chair of the Department.

Semester	Leave Type	Faculty Member(s)
Fall 2009	Paid Research	1
	Sesquicentennial, 1 semester	1
	Administrative	1
Spring 2009	Administrative	1
Spring 2013	Sesquicentennial, 2 semesters	1
Spring 2014	Half-paid leave, 2 semesters	1
Fall 2014	Sesquicentennial, 2 semesters	1

Half-paid leave, 2 semesters

1

Funded Professorships and Special Faculty Support

There are currently six full-time endowed professors in the Department and one shared professorship with the Department of Architectural History. In addition to these endowed full-time tenured positions, the Shure Professorship is awarded each year, and the Harry W. Chair, Jr. Chair Distinguished Visiting Professorship, the Robertson Professorship, and the Thomas Jefferson Professorship are shared among three departments on a rotating basis.

The full-time professorships include research support of \$2,000.00 each year.

- Elwood R. Quesada Professor Iñaki Alday
- Edmund S. Campbell Professor W. G. Clark
- T. David Fitz-Gibbon Professor Robin Dripps
- Vincent and Eleanor Shea Professor Edward Ford
- William R. Kenan, Jr. Professor Karen Van Lengen
- William R. Kenan, Jr. Professor Peter Waldman
- Weedon Professor in Asian Architecture Shiqiao Li

Non-tenured endowed professorships

- Harry S. Shure Visiting Professor Pankaj Vir Gupta
(2011-2012 and 2013-2016)

Non-tenured endowed rotating professorships

- Jacquelin T. Robertson Visiting Professor
- Harry W. Porter, Jr. Chair Distinguished Visiting Professor Toño Foraster (2014)
- Thomas Jefferson Professor

Faculty/Student Research Initiatives

Arctic Design Initiative

The Arctic Design Initiative, formed in 2012 at the U.Va. School of Architecture is an interdisciplinary design research platform that explores architectural, urban, and ecological futures of the rapidly changing Arctic. In addition to two research trips to Russia and the Canadian Arctic, the exhibition, kick-starts a shared effort between the School and the University. The exhibition is a snapshot of collective research produced in the past year involving a wide array of Arctic colleagues and institutions, at home and abroad, as well as our undergraduate- and graduate-level architecture and landscape architecture students. The eclectic narratives of the presented work show that the Arctic is a dynamic, transnational, connected, and contested region. Reinforced by the rapid rate of climate change and globalization, the Arctic is being rushed into a new, unprecedented era where its environmental, political, economic and cultural trajectories are unknown and must be tested. At this critical moment, the exhibition examines a range of issues, challenges, and opportunities that are currently shaping and will continue to influence the region, as well as the impact of these forces on the biophysical dimensions of its unique landscape. In addition to multiple publications in progress, the next major event will involve a symposium in March 2015.

Co-Directors, Arctic Design Initiative

- Leena Cho, Lecturer in Landscape Architecture

- Matthew Jull, Assistant Professor of Architecture

Grundy Youth Center

The Grundy Youth Center is a funded, community-focused planning, design, and construction project that establishes a unique educational model where undergraduate Architecture students work collaboratively with the community of Grundy, based in southwestern Virginia, to design and build a public community center that facilitates support for at-risk teens. The youth in rural Appalachia, which includes Grundy, are highly susceptible to drug use, crime, and high rates of high school dropout. These bleak conditions are reinforced by a declining economy that is largely dependent upon the coal industry. The primary objective with the Grundy Youth Center is to build a facility that will operate as an economic and social catalyst for the community by providing a flexible space for training teens in fields that are currently absent in public education such as digital technology, health science, and Appalachian musical traditions. The program aims to provide training and support to promote local, creative entrepreneurship in areas that directly relate to the local resources, such as wildlife management and ecotourism, allowing the youth of Buchanan County to discover new, sustainable career trajectories.

- Faculty Project Director: Seth McDowell
- Student Project Director: Asher McGlothlin
- Faculty Partners: Peter Waldman, Suzanne Moomaw
- Sponsor: Appalachian Prosperity Project

Design-Driven Manufacturing Initiative

The Design-Driven Manufacturing (DDM) Initiative at the University of Virginia is an interdisciplinary research project comprised of faculty members and both undergraduate and graduate students within the School of Architecture. The work of the DDM Initiative is focused on the revitalization of post-industrial communities—particularly those that once featured economies dominated by thriving tobacco, extraction, furniture, and textile industries. The DDM Initiative is built on the premise that designers and urban planners can work together to provide a unique set of solutions for rebuilding the domestic manufacturing sector. This Initiative has allowed Architecture and Urban and Environmental Planning students at U.Va. to work directly with local manufacturers and communities to explore new building products and industries. The research follows three lines: (1) an innovative approach to design and application of building products manufacturing; (2) the fostering of new manufacturing potential in post-industrial communities using existing built, natural, and location assets; and (3) the movement of new materials applications research-to-market process.

- 2014, Design-Driven Manufacturing Studio, \$14,000
University of Virginia, Jefferson Trust
Principal Investigator (PI): Jeana Ripple
- 2013, Design-Driven Manufacturing, \$38,960
University of Virginia, Arts in Action Grant, Office of the Vice Provost for the Arts
Co-PIs: Jeana Ripple and Suzanne Moomaw

Santo Domingo Health Impact Assessment

The Pew Charitable Trusts and Robert Wood Johnson Foundation (RWJF) are funding the School of Architecture and Department of Public Health Sciences (PHS) to conduct a demonstration Health Impact Assessment (HIA) to evaluate the health impacts of a Community Master Plan on decisions related to the planning and design of healthy housing for the Pueblo. The results of the HIA will be used to promote positive health outcomes through design, pursue funding of sustainable, healthy housing, and focus future planning on vulnerable subgroups such as children and tribal elders. The project is a collaboration of U.Va., the Santo Domingo Tribal Housing Authority (SDTHA), Enterprise Rose Architectural Fellowship (ERAF), and the Sustainable Native Communities Collaborative (SNCC). The process and findings of the project will be promoted and disseminated to inform and enable community development of tribal

communities nationwide. The duration of the HIA will be 18 months and will fund student research assistants and provide faculty support for teaching interdisciplinary courses.

- 2014-2015, \$100,000
Faculty Project Director: Schaeffer Somers
Faculty Partners: Wendy Cohn, Department of Public Health Sciences

Notable Research Awards and Accomplishments

- Abbasy-Asbagh received an award of excellence from the Washington, D.C. Chapter of American Institute of Architects UNBUILT Architecture Program for her project “Refolding Muqarnas: A Case Study.” (2013)
- Iñaki Alday, Elwood R. Quesada Professor, and Chair of the Department of Architecture, and Margarita Jover, Lecturer, have won the *International Award for the Best Urban Integration for the urban integration of the Line 1 of Zaragoza Tramway*. The award, given by the International Association for Public Transport (UITP), recognizes the new culture of mobility of the tramway along with the renovation of the public spaces of Zaragoza.
- Anselmo Canfora, Associate Professor of Architecture, was awarded the 2010-11 ACSA Collaborative Practice Award for his project, “Initiative reCOVER: Primary School, Gita, Uganda” and the American Institute of Architects, Education Honor Award, March 2010
- Phoebe Crisman receives grant for Wetland Learning Lab, 2013 (\$125,000)
- Ed Ford, received an award of excellence from the Washington, D.C. Chapter of American Institute of Architects UNBUILT Architecture Program for “Park and Recreation Structures Revised” and an award of merit for “Trinity + One.” (2013)
- Lindsey Hepler, Associate Director of OpenGrounds and Bill Sherman, Professor of Architecture and Founder of Open Grounds receive a Jefferson Trust and Arts Council grant for a Virtual Network: Through an OpenGrounds Challenge, students will propose ideas for Web and mobile interfaces for the OpenGrounds Virtual Network.
- A design collaborative that includes three junior faculty—Matthew Jull, Leena Cho, and Seth McDowell—was selected as one of five finalists for the prestigious *MoMA PS1 Young Architects Program 2013*.
- Matthew Jull Rotch Travelling Studio. (\$20,000) In FUTURE NORTH: SVALBARD, the studio will give students an opportunity experience and document site-specific conditions and architectural/urban design approaches in the extreme arctic climate of Svalbard. As well, they will have an opportunity to meet with a wide range of experts on the arctic region, as well as residents who understand first-hand the challenges of living and working in the arctic. This site visit will provide a framework for students to develop a deeper understanding of the forces at work in the Arctic and to apply this knowledge to developing architectural and urban scale proposals that can be applied in regions that are either currently transforming, or are expected to be the sites of future development.
- John Quale, then-Associate Professor, was the winner of the 2013 R+D Award by the American Institute of Architects (AIA) for his ecoMOD project. ecoMOD has also been recognized with the following distinctions: UN World Habitat Award, Finalist; NCARB Grand Prize; ACSA Creative Achievement Award; ACSA Collaborative Practice Award; National Collegiate Inventors and Innovators Alliance (NCIIA) Advanced E-Team Grant Award; National Idea-to-Product Competition for Social Entrepreneurship, 2nd Place; Virginia Society AIA Prize for Design Research and Scholarship; AHIP Housing Hero Award; Design Like You Give a Damn LIVE, Autodesk Sustainability Prize; VSBN Green Innovation Award for Best Green Residential Project; EPA P3 Award Grant Recipient; Go Green Honor Award; and Outstanding Sustainable Development Award.

- Jeana Ripple, Assistant Professor, was recently a finalist in a global design competition for the development of an evaporative cooling prototype awarded by the Digital Fabrication Alliance. Jeana Ripple was awarded a Jefferson Trust and Arts Council grant for Design-Driven Manufacturing Studios will allow undergraduate students to collaborate on innovative, realistic projects with local industry experts to understand technical aspects of building systems and materials, enhance comprehension of constructability and apply this knowledge to architectural solutions. Jeana Ripple received two 2014 AIA DC Unbuilt Awards, including one Award of Excellence in Materials and Innovation as well as a Design Award. (2014) The Association of Collegiate Schools of Architecture (ACSA) has recognized Assistant Professor Jean Ripple with the 2015 ACSA/AIAS New Faculty Teaching Award.

Publication Support

The Department and A-School are actively promoting a series of publishing initiatives with the aim of continuing in-school conversations and communicating our work and thinking to the outside world. Students and faculty join efforts in compiling, shaping, and producing meaningful contents. The U.Va. School of Architecture is uniquely positioned to engage with crucial contemporary topics by bringing together architecture, landscape architecture, urban design, planning, and architectural history in a profound way that is embedded in the essence of the School. These include a seminar titled Paper Matters, *Catalyst*, *Vortex* publications, and monographs.

Built into the curriculum, the elective seminar Paper Matters has taken the leading role in conceptualizing and producing a series of publications with a School-wide focus called *Catalyst*. Over five semesters (from fall 2012 to spring 2014), *Catalyst* has focused on five faculty members representing varied generations and backgrounds. The Paper Matters seminar started with the initial purpose of supporting the student-run design and research magazine *lunch* and expanded to the design and production of several other publications. The publications are designed and created by a committed group of students at the highest level of inquiry.

Paper Matters Press (PMP) is established in order to continue the tradition of student-faculty collaboration while providing a venue that will collect, produce, and distribute these projects under the direction of faculty involved in the course and the Press. Much of the work produced in a school of architecture has a short lifespan: pinned up for a brief moment, critiqued, documented, and consequently packed away. This work is often viewed as a series of discrete individual projects completed by students, suspended in a specific moment in time and framed by its immediate audience. The true power of a school's work, however, lies in its identity when viewed as a whole—as a clear statement of values evidenced through a series of explorations, experiments, and research efforts. Paper Matters Press and Paper Matters seminar exist to pursue this agenda: to give the U.Va. School of Architecture a platform by which to exchange and make known the values of our faculty and students.

Paper Matters has produced the seminal volume of the school's portfolio, *Catalyst*, in collaboration with the international publisher ACTAR. We are currently working on the second volume of *Catalyst*. PMP supports the student-run journal of the school, *lunch*, and gives the faculty an insight into the operation of the editorial team. PMP initiated and produced a series of informational brochures and booklets that supported the School's open house and review efforts. The two *Vortex* competitions have been represented in student-edited books. Acknowledging the value of a web presence and the overlap of print and web documents, the seminar initiated new web projects such as UVa Archweekly, the Linker, and more recently the Paper Matters Press website. A link to PMP follows:

<http://www.papermatterspress.com/catalog.html>

Faculty Appointment, Promotion, and Tenure

Faculty appointments are consistent with the general principles of the University of Virginia. Faculty of the School of Architecture are elected to their teaching positions by action of the Board of Visitors. The School of Architecture follows the University of Virginia's policy on promotion and tenure. These definitions and procedures can be found at the Provost's website:

<https://policy.itc.virginia.edu/policy/policydisplay?id=PROV-017>

The University of Virginia School of Architecture Promotion, Tenure, and Reappointment Policy was last revised September 14, 2011, and covers the following topics:

1. Faculty Appointment and University Policy;
2. General Overview of the Reelection, Tenure, and Promotion Review in the School of Architecture;
3. Definition and Qualifications for Tenure, Promotion, and Reappointment;
4. Nominations for Reappointment, Tenure, and Promotion;
5. Responsibilities of the Departments;
6. Formation of the Promotions, Tenure, and Reappointment (PTR) Committee;
7. Responsibilities and Procedures of the PTR Committee;
8. Policy and Procedures for Outside Hires with Tenure or Retention; and
9. Procedure Schedule Guide Guidelines (Appendix).

The A-School PTR policy is publicly posted online:

http://www.arch.virginia.edu/files/resources/UVa_Arch_PTRPolicy.pdf

Annual Reviews of Faculty and Peer Review Process

Each faculty member must submit an Annual Report, which consists of the following components:

- Faculty Activity Report: This is a form that can be downloaded from the School website: <http://www.arch.virginia.edu/resources/annual-review-documents>
- Curriculum Vitae: This should be complete and up-to-date.
- Development Plan: This is a concise statement describing the status of ongoing endeavors, and identifying any short-term or long-term goals in teaching, research, and service. The Plan should be no longer than a single page.
- One-page summary of accomplishments

These documents are used in discussions with Department Chairs regarding faculty development and promotion, and for the salary review process. Faculty are required to submit the Annual Review documents every year, including years when on leave. Failure to submit these documents will make faculty ineligible for merit pay raises or bonuses.

Faculty submit the Annual Report documents in electronic format and in hard copy by the Monday following spring break each year.

The School of Architecture started a faculty peer review process in 2012-2013 as part of a new University-wide initiative. During the following academic year, the Department refined its own peer review process. After a series of debates, the Department decided that this process of assessment should also promote awareness and mutual help through sincere and constructive criticism. The ultimate goal of the Department for the peer review process is to increase the

excellence in the performance of the faculty and facilitate collaboration as well as to evaluate productivity and quality of work. The approved guidelines of the process are:

1. Objectives

- Review of the Research, Teaching and Service as advisory for Dean and Chair (merit pay and others);
- Advise personal growth of each faculty member through the peer review; and
- Increase awareness among of every member of the department of the work of each member.

2. Reviewers

- All tenured/tenure-track faculty members of the department.
- Every faculty member can invite external reviewers.
- The Chair will be present, receiving direct feedback from the discussion.

3. Who will be reviewed

- Every tenured faculty member, once every three years (one-third of the Full Professors and one-third of the Associate Professors). In case a member is planning to go for promotion, he/she can ask for a special out-of-calendar review.
- Every tenure-track faculty member, every year.
- Lecturers with more than six years of engagement, can ask to be reviewed every three years, on their specific assignments in the School and in their specific role as full-time, part-time, or waged.
- Lecturers with three to six years of engagement can ask to be reviewed each year on their specific assignments in the School and in their specific role as full-time, part-time or waged.

4. Criteria for evaluation

- Promotion, Tenure, and Reappointment policies of the School of Architecture and the University of Virginia.

5. Process

- One-hour meeting of the faculty member with the faculty of the Department. The reviewed will present for 10 minutes about the subject or subjects he/she considers to be most relevant for the discussion, evaluation, and/or feedback, and attend the conversation for the rest of the meeting.
- Each review will result in a brief written report, summarizing the faculty member's performance over the past period and his/her main achievements and accomplishments. When appropriate, the review will identify areas where performance could be improved, especially in the areas of teaching and scholarship. This written report will take the place of the Annual Report prepared (in past years) by the Department Chair.

6. Materials to be submitted by the person to be reviewed to the faculty prior to the meeting

- One page of summary of the accomplishments of the last three years, structured in Research, Teaching, and Service
- Annual Report
- One example of creative work, research project, or writing (optional)

In May 2014, the first peer review meeting was held in Le Yeux du Monde Art Gallery, a building designed by W. G. Clark (Edmund S. Campbell Professor) for two full-day sessions. The tenured and tenure-track faculty reviewed half of their peers. The other half will be reviewed this year. The entire faculty body reviewed most of the lecturers of the Department. The process surpassed our initial expectations and was considered one of the most meaningful and productive series of faculty meetings ever held.

Non-Tenure Track

The School of Architecture follows the University of Virginia's policy on employment of non-tenure-track faculty. These definitions and policy statement, including reappointment and non-reappointment procedures, can be found at the Provost's website:

<https://policy.itc.virginia.edu/policy/policydisplay?id=HRM-003>

Reappointment of non-tenure-track faculty is made on a case-by-case basis, overseen by the Chair of the Department of Architecture and the Dean of the A-School. The other Chairs of the School apply a similar process.

Lecturer is the job title applied to all non-tenure track, full-time (1.0 FTE) appointments. Adjuncts include both 0.5 FTE and 0.3 FTE lines.

Review of the Chair of the Program

Consistent with the ideas of faculty governance, accountability, and the search for excellence, the Department of Architecture has established a system of review of the Chair. As *primus inter pares* among the faculty of the Department, and as the figure responsible for representing the Department to both internal and external audiences, the Chair is evaluated for his/her performance, following the aspiration of expanding the peer review systems. Although the Department meets regularly (approximately eight times each semester) and the Chair meets at least once a year individually with each faculty member to discuss and receive feedback about his/her performance, the collective discussion benefits from the richness of a general discussion and from the free exchange of opinions in a confidential dialogue. The faculty of the Department meet without the presence of the Chair and with a faculty member of another department as facilitator. Besides direct knowledge of each faculty member, the Chair's annual report, summary of objectives, and curriculum vitae are distributed some days prior to the meeting. During the following days, the guest faculty transmits the synopsis of the discussion to the Chair, keeping the comments anonymous. Through this synopsis, the Chair receives extraordinarily valuable feedback aimed to help improve his/her performance and meet the expectations of the faculty.

Special Events: Lectures, Exhibitions, and Visiting Guest Critics

The School and the program are committed to enriching the School's educational environment by bringing visitors to Charlottesville to lecture, teach, and participate in studio reviews. Lectures, symposia, exhibits, and films are important to extending the learning culture outside of the studio and classroom and engaging the community at large.

Public Lectures

The Dean's Forum Lecture Series

The School supports three to six lectures at the School each year with funds donated by the alumni and the Dean's Forum donors. In addition, the program benefits from a number of endowed visiting faculty positions and lectureships which provide the opportunity to bring a number of distinguished academic and professional colleagues to the school each year. The annual endowed lectureships and symposia are described below.

Benjamin C. Howland, Jr. Memorial Lecture

The Howland Memorial Lecture Series was established in 1985 in celebration of the life and work of Benjamin C. Howland, Jr., Professor of Landscape Architecture (1975-1983) at the School, practicing landscape architect, and committed public servant.

The Clark-Howe Colloquium Series

The Clark-Howe Colloquium Series is named in honor of Professor Joe Howe and his 30-plus years of teaching the Construction Practice Management Course in the Schools of Architecture and Engineering. The series will be a defining component of an upper-level course, targeting third- and fourth-year students in the Department of Architecture but open to students across the University which focuses on the techniques of building and the role which engineers and construction and design professionals play in the translation of design ideas into built form. The Colloquium Series will feature guest lecturers who participate in the course, who are leaders in their respective fields, and, who, on the basis of their experience, would help to illustrate themes, issues, and ideas of the course. These speakers are able to speak to a range of projects from buildings to larger infrastructure.

Hanbury Evans Wright Vlattas Lecture

The Hanbury Evans Wright Vlattas Endowed Lectureship in Architecture Fund shall serve to further appreciation of historical preservation and shall be used to attract nationally prominent scholars and practitioners to provide public presentations on the subject of architecture. This lectureship was established in 2004 by John Paul C. Hanbury (BArch '57) and S. Michael Evans (BArch '72) in conjunction with the Norfolk, Virginia-based architecture design firm Hanbury Evans Wright Vlattas.

Harry W. Porter, Jr. Lecture

The Harry W. Porter, Jr. Chair Distinguished Visiting Professorship is being established by a campaign (begun in 2003) in the School co-chaired by Professor Reuben Rainey and Lecturer Nancy Takahashi in honor of the unforgettable Harry W. Porter, Jr., who joined the faculty in 1969. He also served as the eighth Dean of the School of Architecture and Architect for the University as well as the founder of our program in Landscape Architecture, and his career at U.Va. spanned more than two decades. His studios were known for tackling complex urban design issues and imparting a strong environmental ethic and powerful sense of professionalism on the students in them. The professorship honors an outstanding leader and teacher. Harry Porter passed away on January 19, 2011. In recognition of Mr. Porter's leadership throughout the School, the endowed Chair for visiting scholars will rotate annually among the Departments of Architecture and Landscape Architecture, Architectural History, and Urban and Environmental Planning.

HOK Lecture in Sustainable Design

Established to enable our students to learn from the perspectives of some truly notable scholars and professionals on the cutting edge of sustainable design, this lecture series also serves to promote the ties of HOK (formerly Hellmuth, Obata + Kassabaum), the global design, architecture, engineering and urban planning firm, to the School.

James A. D. Cox Distinguished Lectureship in Architecture

This Fund shall attract scholars and professionals from outside the United States to promote a more diverse and international faculty and learning environment the University of Virginia School of Architecture, as exemplified by Professor Emeritus, James A. D. Cox.

Jane Lewis and John Jackson Kelly Lecture

The Kelly-Tukey Lecture was established to bring a guest lecturer in historic preservation to the School of Architecture.

Lillian K. Stone Distinguished Lecture in Environmental Policy

With the inaugural lecture taking place in Fall 2014, the Lillian K. Stone Lecture was established to enhance education and understanding about environmental policy and the National Environmental Policy Protection Act (NEPA), as well as the values it attempts to protect, and to create and support a dialogue concerning the techniques, methodology, and concerns that arise in connection with land use, development, and the rational allocation of resources in a competitive economy.

Michael Owen Jones Lecture

The family of Michael Owen Jones (BArch '85) funded this perpetual lectureship to invite young design professionals to bring their enthusiasm and talent to the School of Architecture with an annual lecture. As the Jones family states, "Michael was a truly remarkable person who tirelessly gave of himself to others. He was fiercely proud of his education at the University and held a great love for the A-School. Long after graduating, he continued to better himself through learning and approached the practice of architecture with enthusiasm."

Myles H. Thaler Endowed Lecture

In 1990, Mr. Thaler endowed a perpetual lecture fund with the following intent: "The purpose of the fund is to bring to the School of Architecture nationally prominent scholars and practitioners to give public presentations on the subject of 'the meaning of the garden,' in order to expand public awareness of the cultural significance throughout history of gardens both public and private."

Thomas Jefferson Foundation Medalist in Architecture Lecture

The University of Virginia does not confer honorary degrees, and the highest honor one can receive from the University is one of the Thomas Jefferson Foundation Medals, awarded each year in Architecture, Law, and Public Citizenry.

Thomas Jefferson Society of Architectural Historians Lecture

Lectures 2009

1/23

Faculty Research Symposium: Kristina Hill, William Williams, Daniel Bluestone, Jorg Sieweke, and Julie Bargmann

1/30

Michael Owen Jones Memorial Lecture with Mark Swackhamer, School of Architecture, University of Minnesota, and Blair Satterfield, Hines College of Architecture, University of Houston, and School of Architecture, Rice University, Houston, TX

2/6

Dean's Forum Lecture with Joel Sanders, Principal, Joel Sanders Architects, New York, NY

2/13

Harry S. Shure Visiting Professor Lecture with Bryan Bell, Founder and Director, Design Corps, Raleigh, NC

2/20

Dean's Forum Lecture with Robert Ivy, Editor-in-Chief, *Architectural Record*, New York, NY

3/13

Career Forum Lecture and Panel with Wendy Evans Joseph, Wendy Evans Joseph Architecture, New York, NY; Audrey Matlock, Audrey Matlock Architects, New York, NY; Andrea Clark Brown, Andrea Clark Brown + David Poorman Architects, South Naples, FL

3/20

Benjamin C. Howland Memorial Lecture with John G. Parsons, retired National Park Service Landscape Architect and Associate Regional Director, Washington, D.C.

3/27

Dean's Forum Lecture with Mary Miss, Principal, Mary Miss Studio, New York, NY

4/3

Dean's Forum Lecture with Peter Wirtz, Wirtz International, Schoten, Belgium

4/3

Tukey-Kelly Lecture in Historic Preservation with Roger Kennedy, Director Emeritus, National Museum of American History, Washington, D.C.

4/6

Hanbury Evans Wright Vlattas Lecture with Richard Moe, President, National Trust for Historic Preservation, Washington, D.C.

4/14

Robert Irwin, Thomas Jefferson Foundation Medalist in Architecture

4/20

Robert L. Plavnik Lecture, Climate Change and Health Symposium, Keynote Speaker: Adil Najam, Professor of International Relations and of Geography & Environment, Boston University, Boston, MA

Spring Semester 2010

8/3

TJSAH Lecture with Kristina Wilson, Clark University, Worcester, MA

9/8

Mark Miller of Project FROG, California

9/20

Myles H. Thaler Endowed Lecture and Symposium with Anton James, JMD Design, Sydney, Australia

9/20

Myles H. Thaler Endowed Lecture and Symposium with Lethlean, Taylor Cullity Lethlean, Melbourne, Australia

9/20

Myles H. Thaler Endowed Lecture and Symposium with Julian Raxworthy, QUT, Brisbane, Australia

9/24

Women in Design Symposium with Mary McLeod, Columbia University, New York, NY

10/18

Harry S. Shure Visiting Professor Lecture with Merrill Elam, Mack Scogin, Merrill Elam Architects, GA

10/25

Dean's Forum Lecture with Anna Viader, Visiting International Scholar, Spain

10/27

SALA Lecture with David Rubin, Olin Studio, Philadelphia, PA

11/1
HOK Lecture in Sustainable Design with Lawrence Scarpa, Brooks + Scarpa Architects, CA

11/19-20
Sea Crossings Symposium with Molly Greene, Princeton University, Princeton, NJ

11/19-20
Sea Crossings Symposium with Beat Brenk, Williams College, Williamstown, MA

11/19-20
Sea Crossings Symposium with Cynthia Robinson, Cornell University, Ithaca, NY

11/19-20
Sea Crossings Symposium with Gulru Necipogly, Harvard University, Cambridge, MA

11/19-20
Sea Crossings Symposium with Mercedes Volait, Invisu, France

11/19-20
Sea Crossings Symposium with Erin Rowe, University of Virginia

11/22
William Dew International Studio Lecture with David Waggoner III, Waggoner & Ball Architects, LA

Spring Semester 2011

1/26
Michael Owen Jones Memorial Lecture with Eva Franch, Storefront for Art and Architecture, New York, NY

2/14
Dean's Forum Lecture with Mario Gooden Huff + Gooden Architects LLC, New York, NY

2/17
Grant Revell, University of Western Australia, Australia

2/22-23
Design Thinking Symposium with Bill T. Jones, Bill T. Jones/Arnie Zane Dance Company, New York, NY, and 2010 Kennedy Center Honoree, Washington, D.C.

2/22-23
Design Thinking Symposium with Warren Berger, Author of *Glimmer*, New York, NY

3/14
Gary Nabhan, Patagonia

3/21
Robertson Visiting Professor Lecture with Lionel Devlieger, Rotor vzw, Belgium

3/23
William T. Zuk Memorial Lecture with John Ochsendorf, Department of Architecture, Massachusetts Institute of Technology (MIT), Cambridge, Massachusetts

3/24-26

Turning Urban Symposium with Janice Perlman, Megacities Project, New York, NY

3/24-26

Turning Urban Symposium with Monica Porto, University of Sao Paulo, Brazil

3/24-26

Turning Urban Symposium with Brian Richter, Director of Global Freshwater Strategies, The Nature Conservancy, Charlottesville, VA

3/24-26

Turning Urban Symposium with Kala Vairavamoorthy, UNESCO, France

3/24-26

Turning Urban Symposium with Sarwar Jahan, Bangladesh University, Bangladesh

3/24-26

Turning Urban Symposium with David Bragdon, Sustainability, New York, NY

3/24-26

Turning Urban Symposium with Karin Bradley, KTH Stockholm, Sweden

3/28

Dean's Forum Lecture with Brian Richter, Director of Global Freshwater Strategies, The Nature Conservancy, Charlottesville, VA

3/30

Reception and Gallery Talk with Christopher Payne, "Asylum: Inside the Close World of State Mental Hospitals," University of Virginia

4/1

Open House Lecture with Pankaj Vir Gupta, vir.mueller architects, India

4/6

Dean's Forum Lecture with Rainer Johann, Hafen-City University, Germany

4/8-9

Keeping Memory Green Symposium with Anthony E. Malkin, Malkin Properties, New York

4/13

Thomas Jefferson Foundation Medalist in Architecture Lecture with Maya Lin, Founder and Principal, Maya Lin Studio, New York, NY

4/18

Thomas Jefferson Foundation Professor Lecture with Marlon Blackwell, University of Arkansas, AR

4/25

Benjamin C. Howland, Jr. Memorial Lecture with Jonathan B. Jarvis, National Park Service, Washington, D.C.

4/25

Benjamin C. Howland, Jr. Memorial Lecture with Michael Van Valkenburgh, Michael Van Valkenburgh Associates, Brooklyn, NY, and Cambridge, MA

4/27
Hashim Sarkis, Harvard Graduate School of Design, Cambridge, MA

Fall Semester 2011

9/2
Dew Studio Lecture with Richard Campanella, Tulane University, LA

9/19
SALA Lecture with Camilo Restrepo, Camilo Restrepo Arquitectos, Colombia

9/30
Lecture with Michael Vergason, Michael Vergason Landscape Architects, Alexandria, VA

10/1
Lecture, "Ornament & Variety Symposium: Renaissance Architectural Prints Reconsidered"
with Peter Parshall, National Gallery of Art, Washington, D.C.

10/21
Myles H. Thaler Endowed Lecture with Ronald Rietveld, Rietveld Landscape, The Netherlands

11/4
Benjamin C. Howland, Jr. Memorial Lecture with Steven Handel, Rutgers University, New Brunswick, NJ

11/14
Lecture with Byron Mouton, BildDesign and Tulane URBANbuild.design, Tulane University, New Orleans, LA

Spring Semester 2012

1/20
Michael Owen Jones Memorial Lecture with Enric Ruiz-Geli, Cloud 9, Spain

1/23
Martin Luther King, Jr. Celebration Symposium Lecture, "Re-Imagining the Public Realm"
with Philip G. Freelon, The Freelon Group, Washington, D.C.

1/25
Lecture with Pablo Campos, Department of Architectural History and Office of the Architect,
Universidad San Pablo, Spain

1/30
Robertson Professor Lecture with Eduardo Arroyo, no.mad, Spain

2/6
Dean's Forum Lecture with Margarita Jover and Iñaki Alday, aldayjover, Spain

2/15
Dean's Forum Lecture with Catherine Lassen, University of New South Wales, Australia

2/17
TJSAH Lecture with Michele Lamprakos, University of Maryland School of Architecture, MD

2/22
TJSAH Lecture with Gabrielle Esperdy, New Jersey Institute of Technology, Rutgers, NJ

2/27

Harry W. Porter, Jr. Lecture #1 with Doris Behrens-Abouseif, University of London, England

2/28

Center for Design and Health Lecture with Dieter Breithecker, Federal Institute on the Development of Posture and Movement, Germany

3/13

Clark-Howe Colloquium Series Lecture with Lee DeLong, Matt O'Malley, Mic Patterson, Clark Construction Group, Bethesda, MD, and Enclos, Sykesville, MD

3/19

AYAC Lecture with Marilyn Moedinger, Utile, Inc., MA

3/26

Hanbury, Evans, Wright, Vlattas Lecture in Historic Preservation with Michael Hopkins, Hopkins Architects, England

3/27

Clark-Howe Colloquium Series Lecture with John Eddy, Arup, England

3/30

Inaugural James A. D. Cox Lecture with Vikramaditya Prakash, Chandigarh, Urban Lab, India

4/2

Kelly-Tukee Lecture in Historic Preservation with Belmont Freeman, Belmont, Freeman Architects, New York, NY

4/3

Kai-Uwe Bergmann, BIG, New York, NY, and Denmark

4/5

Clark-Howe Colloquium Series Lecture with Michael Ra, Front Inc., New York, NY

4/6

SALA Lecture with Geoff Manaugh, Sara Peck, Cassim Shepard, University of Virginia

4/11

Ewan Smith and Matthew Bloodworth with Ove Arup & Partners, England

4/13

Thomas Jefferson Foundation Medalist in Architecture Lecture with Rafael Moneo, José Rafael Moneo, Spain

4/17

Clark-Howe Colloquium Series Lecture with Kelly Henry, Lafarge North America Inc., IL

4/20

Queer By Design Lecture with Joy Mariama Smith, KSK Architects Planners Historians, Inc., PA

4/23

Harry W. Porter, Jr. Lecture #2 with Doris Behrens-Abouseif, University of London, England

9/7

Tech-Xpo, Melissa Goldman and Rebecca Cooper, School of Architecture Faculty

9/14

The India Initiative Symposium, Peter Waldman and Phoebe Crisman

9/17

Veneto Society Visiting Lecture Series with Vitale Zanchettin, Associate Professor, University of Venice, Italy

9/19

Val Bertoia, owner, Bertoia Studio, Bally, PA

9/21

Lecture with Maddalena Scimemi, Lecturer, University of Venice, University of San Marino, Italy

9/24

Benjamin C. Howland, Jr. Memorial Lecture with Kate Orff, Founder and Principal, S.C.A.P.E. Studio, New York, NY

10/5

"The World in the School," Faculty Research and Design Colloquium

10/10

Calder Loth (alumnus), Senior Architectural Historian, Virginia Department of Historic Resources, Richmond, VA. Sponsored by the Thomas Jefferson Society of Architectural Historians

10/15

Lecture with Frank Dukes, Director, Institute for Environmental Negotiation, University of Virginia

10/22

Lecture with Katherine Rinne, "Plumbing Rome," Adjunct Professor of Architecture, California College of the Arts, San Francisco, CA

11/5

Lecture with Andy Payne, Principal, LIFT Architects, Cambridge, MA

11/12

HOK Lecture in Sustainable Design, Open House Lecture, Adam Yarinsky (alumnus), Principal, ARO (Architectural Research Office), New York, NY

11/19

Dean's Forum Lecture, Design with W. G. Clark, Edmund S. Campbell Professor of Architecture, University of Virginia

Spring Semester 2013

1/14-21

Vortex 2 – All-School Design Charrette/Workshop

1/14

Robertson Chair Visiting Professor Lecture with Adriaan Geuze, Principal, West8, Rotterdam, Netherlands

1/30

After the Deluge Symposium: Reimagining Leonardo's Legacy (Dialogue #1), Visiting Keynote: Leslie Geddes, PhD candidate, Princeton University, Princeton, NJ

2/1

Dean's Forum Lecture with Ramon Prat, Founder, ACTAR Publishing, Barcelona, Spain

2/4

Michael Owen Jones Memorial Lecture with Matthias Hollwich, Principal, Hollwich Kushner Architects, New York, NY

2/8

Woltz Symposium

2/20

After the Deluge Symposium: The Rising (Dialogue #2), Keynote Speaker: Matthew Burtner, Associate Professor, Department of Music and Computer Technologies, University of Virginia

2/21

Clark-Howe Colloquium, "City Center DC"

2/25

Dean's Forum Lecture with Iñaki Abalos, Chair of the Department of Architecture, and Renata Sentkiewicz, Design Critic, Abalos Sentkiewicz Architectos and Harvard Graduate School of Design, Cambridge, MA

3/4

Myles H. Thaler Endowed Lecture with Warren Byrd, Principal, Nelson Byrd Woltz Landscape Architects, Charlottesville, VA

3/19

Clark-Howe Colloquium Series Lecture, "The Essential and the Necessary"

3/20

After the Deluge Symposium: The Contaminated (Dialogue #2), Visiting Keynote: Brandon Ballengee, PhD candidate

3/21

Clark-Howe Colloquium Series Lecture, "Linking Water with Development in the Century"

3/25

Myles H. Thaler Endowed Lecture with Thomas Woltz, Principal, Nelson Byrd Woltz Landscape Architects, Charlottesville, VA

3/28

Lecture by Greg Mella, SmithGroup JJR, Ann Arbor, MI

3/28

Clark-Howe Colloquium Series Lecture, "Hands-On Design"

3/29

After the Deluge Symposium: The Disappearing (Dialogue #3), Visiting Keynote Speaker: Margaret Ross Tolbert, Artist and Environmentalist, Gainesville, FL

4/1

INTENSITIES: Marc Tsurumaki (alumnus), principal, Lewis Tsurumaki Lewis, New York, NY

4/3

Laurie Ossman, Director of Museum Affairs, Preservation Society of Newport, RI. Sponsored by the Thomas Jefferson Society of Architectural Historians.

4/5

Appalachian Prosperity Project Symposium. Co-sponsored by the President's Office for Economic Development

4/5

Dean's Forum Lecture with Linnaea Tillett, Founder, Tillett Lighting Design, Brooklyn, NY

4/6

Contemplation and Medicine in South Asia and Beyond

4/8

Mabel Wilson (alumna), Associate Professor of Architecture, Planning and Preservation, Columbia University, New York, NY

4/13

Laurie Olin, 2013 Thomas Jefferson Foundation Medalist in Architecture, Founding Partner, OLIN Studio, Philadelphia, PA

4/19

Plavnick Lecture with Sonia Hirt: "Landscapes of Post-Modernity- Changes in the Built Fabric of Eastern European Cities since 1990," Associate Professor and Associate Dean for Academic Affairs, Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

4/20

Stan Winston Festival of the Moving Creature

Fall Semester 2013

9/9

Faculty Lecture with Teresa Galí-Izard, Chair and Associate Professor, Department of Landscape Architecture

9/23

Lecture with David Gissen

9/27

Faculty Lecture by Louis Nelson, "Slave South," Associate Professor of Architectural History, Associate Dean for Research and International Programs, and Director of the Program in Historic Preservation

10/4

Lecture by Marc Wagner

10/7

Kelly-Tukee Memorial Lecture with Fernando Lloveras

10/17-20

Biophilic Cities Symposium

10/25

Myles H. Thaler Endowed Lecture with Doug Reed and Gary Hilderbrand, Partners, Reed Hilderbrand, Cambridge, MA

10/28

Dean's Forum Lecture for Graduate Open House by John Hong

11/4

James A. D. Cox Lecture by Helen Dorey

11/8

Harry Seidler Exhibition and Lecture with Vladimir Bergolofsky

11/11

Lecture with Craig Borum, Professor and Principal, Ply Architects

11/18

Harry W. Porter, Jr. Lecture with Randall Arendt

11/22

Faculty Lecture with Gina Haney

Spring Semester 2014

1/13

Lecture: Jacquelin T. Robertson Visiting Professor Xaveer De Geyter
Director and founder of Xaveer de Geyter Architecten (XDGA)

1/24

Faculty Research Dialogue: Michael Lee
Reuben McCorkle Rainey Professor in the History of Landscape Architecture +
Associate Professor of Landscape Architecture

1/27

Lecture: Amy Lynch
"Is it Good to be Green? Assessing What Matters in Landscape-Scale Green Infrastructure
Planning"

1/29

Spring 2013 Student Research Grant Presentations

1/31

Lecture: Barbara Brown Wilson
"Integrated Sustainability: Austin's Green Alley Initiative"

2/3

Lecture: Himanshu Grover, "Planning for Change"

2/3

Lecture: Daniel Savoy
Assistant Professor of Visual and Performing Arts, Manhattan College

2/7

Faculty Research Dialogue: John Quale, "Approaching 10 years of ECOMOD"
Associate Professor of Architecture, Director of the Graduate Architecture Program

2/11

Lecture: Ram Eisenberg, Environmental Design
Speaker for the Page Barbour "Transduction" lecture series

2/14

Lecture and Panel Discussion- CIVIC ART
"Design, Politics and Planning through The US Commission of Fine Arts 1910-2010-
The Backstory of Washington, DC's Architecture and Designed Landscapes"
Lecture: Thomas Luebke, FAIA and Secretary, US Commission of Fine Arts (USCFA)
Panel Discussion: moderated by Elizabeth Meyer, Merrill D. Peterson Professor of
Landscape Architecture, U.Va., and member, USCFA
Richard Guy Wilson, Commonwealth Professor of Architectural History, U.Va.
Eve Barsoum, Architectural Historian, USCFA
Kay Fanning, Architectural Historian, USCFA

2/19

Porter Visiting Professor Ann Forsyth
Professor of Urban Planning,
Harvard Graduate School of Design
Medical Center Hour, Jordan Hall Conference Center Auditorium, 12:30pm

2/21

Public Interest Design Institute Keynote Panel: Sean Closkey, President of TRF Development
Partners
Rev. Dr. Calvin Keene, Baltimoreans United in Leadership Development (BUILD)
Rick Hauser, AIA, In.Site: Architecture,
Mayor of Perry, NY

2/27

Clark-Howe Colloquium speaker: Lisa Grey, Principal of Gray Organschi Architecture

3/3

Dean's Forum Lecture: Robert McCarter
Ruth and Norman Moore Professor of Architecture
Sam Fox School of Design & Visual Arts, Washington University in St. Louis

3/4

Lecture: Natalie Jeremijenko, Artist
Speaker for the Page Barbour "Transduction" lecture series

3/6

Lecture: Bill Fontana
Composer and artist

3/17

Porter Visiting Professor Ann Forsyth
Professor of Urban Planning, Harvard Graduate School of Design

3/18

Lecture: Jason Kelly Johnson
Assistant Professor, California College of the Arts and Design Partner, Future Cities Lab
Speaker for the Page Barbour "Transduction" lecture series

3/20

Clark Howe Colloquium speaker: Tray Trahan FAIA
Principal, Trahan Architects, Baton Rouge, LA

3/20

Dean's Forum Lecture: Mark West
Founding Director, The Center for Architectural Structures and Technology
Dean's gallery artist, Spring 2014

3/21
Faculty Research Dialogue: Jorg Sieweke
Assistant Professor of Landscape Architecture

3/24
GRADUATE OPEN HOUSE Lecture: Benedetta Tagliabue

3/30
Workshop: Francis Halle, Landscape Architecture

3/31
Benjamin C. Howland Memorial Lecture: Francis Halle
Campbell Hall 153, 6:00pm, reception to follow

4/3
Clark-Howe Colloquium speaker: Denzil Gallagher
Principal and Office Director, Buro Happold

4/4
Fall 2013 Student Research Grant Recipients' Presentations

4/4
Lecture: Gary Jastrzab, Executive Director of the Philadelphia, PA Planning Commission

4/7
Lecture: David Hayes

4/8
Landscapes of Longevity Research Presentation

4/11
Lecture: Thomas Jefferson Foundation Medalist in ARCHITECTURE

4/14
Lecture: Daniela Sandler, Visiting Assistant Professor of Art History, Theory & Criticism MICA

4/19
Intention and Improvisation
Ghazal Abbasy-Asbagh, Lecturer, Department of Architecture; Cammy Brothers, Mario di Valmarana Associate Professor of Architectural History; Jeana Ripple, Assistant Professor of Architecture; Kim Tanzer, FAIA, Dean and Edward E. Elson Professor of Architecture
And other invited guests

Fall Semester 2014

9/4
Lecture with Jeff Speck: Walkable City Jefferson School

9/8
Dean's Forum Visiting Professor Lecture with Alex Wall

9/12

Urban Dynamics Lecture Series with Keith Besserud, Studio Head of Blackbox at SOM.

9/15

Michael Owen Jones Memorial Lecture with Line Ramstad

9/19

TJSAH Lecture with Glaire Anderson

9/22

HOK Lecture in Sustainable Design with Jeanne Gang, Founder and Principal, Studio Gang, Chicago, IL

9/25

Lecture and Book Signing with Wallace J. Nichols, Author, *Blue Mind*

9/26

Urban Dynamics Lecture Series, Talk #2, Garth Myers

9/26

Urban Dynamics Lecture Series, Talk #3, Pedro Ortiz

9/29

Harry W. Porter, Jr. Lecture with Toño Foraster, AV62, Barcelona, Spain

10/3

Faculty Research Colloquium with Suzanne Moomaw

10/6

Lucy Symposium, Keynote Speaker: Emily Talen

10/17

Faculty Research Colloquium with Seth McDowell

10/20

Lillian K. Stone Memorial Lecture with Kathryn Fuller, Director, The Ford Foundation, New York, NY

10/24

Faculty Research Colloquium with Michael Lee

10/27

Hanbury Evans Wright Vlattas Lecture with Martin Perschler

10/31

Dean's Forum Lecture with Janne Teräsvirta, AVA Architects, Helsinki, Finland

11/3

James A. D. Cox Memorial Lecture with Christine Stevenson

11/7

Design-Driven Manufacturing Symposium

11/10

Myles H. Thaler Endowed Lecture and Graduate Open House Lecture with Enric Batlle, Batlle i Roig, Barcelona, Spain

11/14
Faculty Research Colloquium with Matthew Jull

11/17
PLAN lecture with Peter Ozolins, VA Tech

11/21
Faculty Research Colloquium with Andrew Mondschein

11/24
PLAN lecture with Brian Richter, Director of Global Freshwater Strategies, The Nature Conservancy, Charlottesville, VA

12/6
ARH Program: 50th Anniversary Symposium Celebration

Exhibitions

The School, Department, and Architecture program seek to enrich the educational environment, as well as engage the community at large, with exhibitions that are open to the public and hosted at the A-School. The gallery spaces of the School of Architecture are described in Section I.2.3 of the APR. A complete list of exhibitions held since 2009 and scheduled for the upcoming academic year are included below.

Fall Semester 2012

8/20 – 9/28/2012
Faculty Exhibition: India Initiative, *The Emerging Megacity and the Enduring Village*, Peter Waldman, William R. Kenan, Jr. Professor of Architecture, and Phoebe Crisman, Associate Professor of Architecture, Elmaleh Gallery

Spring Semester 2013

2/19 – 3/14/2013
2013 Carlo Pelliccia Travelling Fellowships Exhibition, Fellows: Paul Golisz, Polly Smith, Corner Gallery

2/19 – 3/14/14
2013 Sarah McArthur Nix Travelling Fellowships Exhibition,
Fellows: Brianne Doak, Lain Jiang, Nick Knodt, Sameer Rayyan, East Wing Gallery

Fall Semester 2013

Fall 2013
Faculty Exhibition: *Urban Catalyst, Against Indifference*, Manuel Bailo, Dean's Gallery, University of Virginia

8/5-9/13/2013
Summer Design Institute, Student Works, Corner Gallery and Studio Walls

8/12-10/1/2013
Myles H. Thaler Endowed Lecture Exhibition: *Visible | Invisible: Landscape Works of Reed Hilderbrand, 2012*, Doug Reed and Gary Hilderbrand, Partners, Reed Hilderbrand, East Wing Gallery

8/12-9/6/2013

India Initiative Faculty Exhibition: *FIRE*, Peter Waldman, William R. Kenan, Jr. Professor of Architecture and Phoebe Crisman, Associate Professor of Architecture, Elmaleh Gallery

9/9-10/4/2013

Faculty Exhibition: *China: Memory Palace*, Shiqiao Li, Weedon Professor in Asian Architecture, and Director of Summer in China Program, Elmaleh Gallery

9/27-10/25/2013

Vicenza, Corner Gallery

10/7-31/2013

Inside – Outside, Doug Reed and Gary Hilderbrand, Partners, Reed Hilderbrand, East Wing Gallery

10/7-11/1/2013

Faculty Exhibition: *Biophilic Cities*, Tim Beatley, Teresa Heinz Professor of Sustainable Communities, and Chair, Department of Urban and Environmental Planning, Elmaleh Gallery

11/8-12/6/2013

Harry Seidler: Architecture, Art and Collaborative Design, Elmaleh, Corner, and Naug Galleries

11/11-12/6/2013

Faculty Exhibition: *Lessons in Making*, Sanda Iliescu, Associate Professor of Design and Studio Art, East Wing Gallery

Spring Semester 2014

1/19 Vortex 3 Exhibit + Presentations
Carver Rec Center, 9-3:00pm

1/21-2/15/2014

Surviving Logic, Mark West, Dean's Gallery; Faculty Exhibition: *Arctic Design Initiative*, Matthew Jull and Leena Cho, Elmaleh Gallery

1/22-2/14/2014

Drone Art: Low Altitude Landscapes, John Vigour, Corner Gallery

1/31 FINAL FRIDAY

Drone Art: Low Altitude Landscapes, John Vigour
Campbell Hall, Corner Gallery

2/1

Arctic Future: Matthew Jull/Leena Cho, Assistant Professor/Lecturer
Elmaleh Gallery

2/17– 3/14/2014

Faculty Exhibition: *City of Blubber*, Seth McDowell, Assistant Professor of Architecture, and Rychiee Espinosa, Mcdowell-Espinosa, Elmaleh Gallery

3/28- 4/25/2014

Reconstructing Wittgenstein: The Architecture of Ludwig Wittgenstein, Elmaleh Gallery, Esther Lorenz

3/24-4/11/2014

Benjamin C. Howland, Jr. Memorial Lecture Exhibition, *Architecture of Trees*, Francis Hallé, Fourth-Floor Technology Bridge

3/31-4/25/2014

2013 Benjamin C. Howland, Jr. Fellowship Exhibition: *Landscapes of Longevity*, Fellows: Asa Eslocker, MLA '14, and Harriet Jameson, MLA/MUEP '14, East Wing Gallery

2.28 FINAL FRIDAY

City of Blubber Exhibit, Seth McDowell, Assistant Professor of Architecture
Elmaleh Gallery, 6:00pm Gallery Talk

3/1

Sarah McArthur Nix + Carlo Pelliccia, Traveling Fellowships Exhibit
E.W. Gallery, Corner Gallery

3/28

"Re-constructing Wittgenstein" Exhibit
Symposium Elmaleh Gallery

3/31

Fit Nation & Landscapes of Longevity
E.W. Gallery

3/31

Halle Exhibit
Campbell Hall, Corner Gallery

Fall Semester 2014

8/29

Final Fridays Gallery Talks: India Initiative and Summer Design Institute

9/26

Gallery Talk by Faculty: *Glories Plaza*, Barcelona Exhibit, Teresa Galí-Izard, Chair and Associate Professor, Department of Landscape Architecture

10/24

Gallery Talk by Faculty: Vicenza Exhibition, Nancy Takahashi, and Charlie Menefee

11/7

Gallery Talk by Jeana Ripple and Suzanne Moomaw: Design Driven Manufacturing

11/10

Gallery Talk by Enric Batlle: Thaler Lecture/Exhibition - A Gift for Enric Battle-Durany

12/1-12/5

"Forms of Concrete," Research Seminar Exhibition, Alexander Kitchin

Applicant Evaluation Process for Admission

Process

Applications to the MArch program are evaluated comparatively within the program to which they applied. Each application is first reviewed by a team of three individuals (2 faculty members and 1 graduating graduate student) who independently evaluate and meet weekly to discuss their assigned applicants. Ten percent of applications from each program path are reviewed by two teams in order to provide a check and balance on the scoring method used by each team.

After all applications are reviewed over a 3-4 week span, each team (typically there are 7-9 teams depending on number of applications) identifies their top applicants as well as additional applicants that they want to discuss and compare to other teams. All teams are given access to all applications and other team's rankings in order to review other team's top applicants to compare evaluating methods. After a week of team review of top and borderline applicants, all teams meet together within their program path to review and discuss various strengths and/or weaknesses of each team's top and middle candidates. All feedback is taken into account with the individual team rankings and final committee meeting and reviewed by the Admissions Committee Chair and the Department Chair for final admission and departmental funding offers.

Evaluation Criteria

Applicants are evaluated using a 1-5 scoring scale for their portfolio submission and the same scale for the academic/application material submission. Scoring as follows:

- 1 – Decline
- 2 – Weak Applicant
- 3 – Reviewable
- 4 – Recommended for admission
- 5 – Accept

Each path has a different weighting system for the portfolio and academic scores. They are as follows:

Path 3 Applicants

The portfolio score will count for 40% of the applicants' total score, while academics will count for 60% of the applicants' total score.

Path 2.5 Applicants

The portfolio score will count for 50% of the applicants' total score and academics is the other 50% of the applicants' total score.

Path 2 Applicants

The portfolio score will count for 50% of the applicants' total score and academics is the other 50% of the applicants' total score.

Path 1 Applicants

In their application, Path 1 applicants should articulate a clear research interest and explain why they would like to conduct such research in *our* school. In addition, the Path 1 applicants also need to demonstrate an ability to work independently without a lot of oversight. Their research statement should be considered in the academic score. The portfolio score will count for 50% of the applicants' total score and academics (and research) score is the other 50% of the applicants' total score.

Final Rankings

In addition to the rankings, each review team should prepare a list as noted below:

Path 3, Path 2.5 and Path 2 Applicants:

ONE

"Direct Admit" applicant. This applicant will be added to the admit list (no discussion needed). It should represent the one candidate all three team members can agree is the very best. *Please do not* use this to admit someone that would not otherwise get admitted.

TWO

"Strong Recommendation" applicants (These should be the best all around applicants.)

THREE

“Discuss” applicants that merit discussion. In the final meeting the entire committee will decide whether to admit these applicants or waitlist these applicants. It is okay if these people aren't necessarily your top candidates in the average of your team rankings.

Path 1 Applicants:

List of strong applicants (please see note about Path C applicants below).

Final Meetings

The entire Admissions Committee will meet in Exhibit C on Wednesday, February 18th from 9 AM to 1 PM (Path 3 + 1) and Friday, February 20th from 9 AM to 1PM (Path 2 + 2.5) to come up with the final list of admitted, waitlisted, and denied applicants. Final selections and merit aid, based on the recommendations of the committee, will be made by the Graduate Director and the Chair of the Department by Tuesday, February 24th. Applicants will be notified of their decision by March 7th (letters mailed march 1st-7th). Graduate Open House will be held on Friday, March 27th.

Student Support Services

The School of Architecture has approximately 500 students, which allows for a high level of student support from within the School supplemented by services provided by the larger University.

Academic and Personal Advising

A structured advising program exists for both graduate and undergraduate students. The Director of the Undergraduate Advising Program (BS ARCH) supervises undergraduate academic advising while the Director of the Graduate Program (MARCH) supervises graduate student academic advising. Every full time faculty member takes on a cohort of 18-24 advisees each year.

Both undergraduate and graduate students must meet with their academic advisors a minimum of once a semester in order to enroll in the next semester's courses. The School's Registrar maintains the curriculum requirements for all degrees in the School on the Student Information System (SIS), which is University-wide software. The Registrar is often the first point of contact for questions about enrollment or curriculum. Occasionally, an entire class of students in the undergraduate program or the entire graduate student body will be called together for a meeting to discuss common advising concerns or the timing of when changes are made.

Academic Advisors help students track their progress toward graduation, advise on course selection, discuss future plans including career opportunities, and assist with other student issues as need. The Chair and Program Directors hold weekly office hours for additional advising. The School's Assistant Dean of Students is available to talk with students about personal issues that might be affecting their academic progress. If necessary, Assistant Dean of Students can contact the students' faculty to ask for arrangements for missed courses, withdrawing from a course, requesting an incomplete, or taking a leave of absence. The School's Assistant Dean of Students acts as a liaison to many of the support services the larger University offers for students listed below.

Dean of Students Office:

The University Office of the Dean of Students supports student learning and interpersonal growth that creates engaged citizen leaders. On the second floor of Peabody Hall, students will find a team that is available to assist students in navigating and developing a unique student experience, grounded in the history and traditions of one of the finest higher education institutions in the world. <http://www.virginia.edu/deanofstudents/>

Bias Reports:

At the University of Virginia, we aspire to create and to continuously foster a caring community based on the values of fairness, dignity, and respect. To succeed in this endeavor, every member of our community must uphold these values and embrace the duty of shared accountability. Bias, hazing, and sexual misconduct have no place in our community of trust and respect at UVA. This means that all of us should promptly report instances of these behaviors that we learn about, witness, or experience firsthand. Students may report an incident involving an act motivated by bias by using the "Just Report It" system maintained by the Office of the Dean of Students. Students are contacted by a dean within 24 hours of your report.
<http://www.virginia.edu/justreportit/>

Student Health:

The University Elson Student Health Center is a fully accredited health care facility that provides you with high quality, confidential health care. Our goals are to help you maintain your health through education and prevention and to restore your health when necessary by treatment of illness, injury, or stress. <http://www.virginia.edu/studenthealth/>

CAPS: Counseling and Psychological Services:

The School of Architecture works closely with the U.Va. Department of Student Health, Harrison Bowne "Tersh" Smith Jr., Memorial Center for Counseling and Psychological Services (CAPS) is the University of Virginia's primary student counseling clinic. CAPS mission is to be responsive to the mental health needs of U.Va. students while also providing consultation, education, outreach and crisis management to the broader U.Va. community.

<http://www.virginia.edu/studenthealth/caps.html>

Women's Center:

To serve students and the University as a whole by: fostering the respect, safety, and dignity of women and girls; developing leadership and compassion through academic community engagement; building powerful partnerships for social change; working for gender justice on Grounds and across the globe, and celebrating those who join us.

<http://womenscenter.virginia.edu/>

Student Disability Access Center:

The SDAC, formerly known as the LNEC, supports the University's commitment to accessible education. For UVA students with disabilities, we encourage self-determination and independence via accommodations, education, consultation, and advocacy with the goal of creating an equitable academic experience. (<http://www.virginia.edu/studenthealth/sdac/sdac.html>)

The International Studies Office:

The International Studies Office (ISO), a division of [UVA Global](#), is a University-wide resource, which contributes to UVA's global mission through activities, programs, and services designed to support the development of a globally aware, culturally diverse education and research environment. Through the International Students and Scholars Program, UVA Education Abroad, and the Lorna Sundberg International Center, the ISO provides expertise and infrastructure to help expand and sustain global education at the University of Virginia.

Student Career Development

The School of Architecture designates a faculty member to coordinate student career development opportunities for all levels of students in all degree programs. For the school year 2014-15, the work for the School's student career development is coordinated between pieces of 3 positions at approximately 8 hours per week each the School's Assistant Dean of Students is the students' main contact working with both the Associate Director of Alumni Relations and Outreach, and the Associate Director, Career Communities—Creative Arts, Media & Design from the University Career Services. The School of Architecture is grateful to be able to call upon an active group of Alumni who mentor and advise students as they prepare for graduation.

The Cornerstone Strategic Plan at the University level calls for “Total Advising” which focuses attention on supporting both students and alumni with career development services. The University Career Services is undertaking a re-structuring and re-envisioning process with additional funds from the University that will allow it to better serve all disciplines at the University. (<http://www.career.virginia.edu/>) The School is actively engaged in these discussions to direct more attention to the needs of Architecture students.

The School offers counseling, workshops, and events to engage students in thinking about their futures within their disciplines. Each semester the School offers career panels with School alumni, resume writing, and portfolio workshops, portfolio reviews by local professionals, and up to date list of job and fellowship opportunities.

<http://www.arch.virginia.edu/life/student-opportunitiesink>

During the fall semester, undergraduate architecture majors advised on applications for graduate programs or other specialized applications for fellowships or programs like, Teach for America or the Peace corps that are due earlier in the academic year. Much of the fall is devoted to coordinating the School’s competitive Externship Program that matches students with professional sponsors to work in the sponsor’s office for a week over the winter break. This January, 2015, 128 students will work in cities across the nation.

<http://www.arch.virginia.edu/externship-week-will-be-january-5-9-2015#overlay-context=?>

Students in New York City, San Francisco, Boston, Philadelphia, Washington DC area, and Seattle have additional opportunities to meet alumni at happy hours hosted by the School’s Young Alumni Council. www.arch.virginia.edu/connect/

During the Spring semester, career development events are more focused on bringing recruiters to Campbell Hall for interviewing students for full-time or summer employment. For the 2015 spring semester, there will be two recruiting/ interview days where employer’s will come to the School and talk with students. The AIAS is planning a day of tours and receptions in Washington DC are offices specifically for Architecture students. Additionally, when students travel for as part of a course, the School works with the faculty to arrange office visits for students.

We received data from 162 Architecture students (95 undergraduates and 67 graduate students) who graduated in the Class of 2014 from the University Career Services First Destination Survey. According the First Destinations Survey for the Class of 2014, 74% of our students work in a paid internship before they graduate and 58% of graduated students had already accepted full time employment by the time they graduate.

Link to survey results (not public): <https://virginia.box.com/s/i3yu8kxmilymm89h2fzh30lz1d8a0tbn>

Student Field Trips and Study Abroad Opportunities

Of all the schools at the University of Virginia, the School of Architecture has the highest percentage of students traveling and studying abroad. The A-School Foundation provides support for funds and student scholarships to make these programs possible. Opportunities for travel have expanded greatly in recent years.

At the graduate level, study abroad has occurred through short study tours to the cities of Barcelona, Berlin, Mexico City, and Venice and through intensive summer engagement with China and India. The School also sponsors an annual summer study program from a base in Vicenza, Italy, which provides opportunities for students to explore the cities of the Veneto. Additionally, the School has two endowed travel fellowships, which provide undergraduate or graduate students with funds for study/travel to Italy and France. Students submit study proposals, which are selected, based upon a faculty committee review of these proposals.

Undergraduate students are also encouraged to study abroad. The School and Department also benefit from a long association with the Venice and the Veneto region, pioneered by beloved Professor of Architecture Mario di Valmarana to enable firsthand study of the Palladian influence

that figured so heavily in Thomas Jefferson's vision for the University. The Vicenza program, which was started in 1975, was the University's first official international study program. The Venice program followed four years later. Gifts from alumni help support an undergraduate studio in Venice. Undergraduates are also regular participants in our summer programs in China and India. Additionally, the University sponsors travel study programs during its winter term, which runs for approximately two weeks in January before the start of the spring semester and are run by University faculty. The international study programs are open to all undergraduate students and require an additional tuition payment. Below is a map representing current sites and faculty of our international studios and study abroad programs.



Additionally, the curricular emphasis of our Architecture studios demands that the students visit their sites if at all possible. The program is committed to making these opportunities available for all students in our program. The Chair maintains a small discretionary fund to support students who need financial assistance to participate in studio or class trips. We hope to increase funding to support these trips. Recently, studios have travelled to Barcelona, Yosemite Park, New Orleans, Philadelphia, Delhi, India, and New York City. Students will also travel as a part of their extracurricular activities and organizations. The student organizations each have a budget from the University for student fees that they can use for conference travel.

Participation in Student Organizations

The Department supports student participation in School, University, and national and University organizations. Currently, students participate in national and local AIAS events and elect representatives to the University Student Council and the University Honor Committee. Students from the Department were among the founding members of the University-wide Green Grounds Committee, and have developed GALA (Graduate Architecture and Landscape Architecture Student Organization) to provide social and cultural programming for their peers. Examples of student organization-led endeavors include A-School lectures, career development information sessions for students, and sustainability events across Grounds. A representative leader from each student organization in the School, meet for a monthly "Student Senate" meeting with the Assistant Dean of Students. Together, the student leaders coordinate events, cross collaborate, and allocate the student fees across all the organizations. For a list of our student organizations and their current leaders, see: <http://www.arch.virginia.edu/student-organizations>.

Student Fellowships, Scholarships, and Financial Support

Fellowship funding for Masters of Architecture students in the School of Architecture is derived from both state funds and from eight named fellowships from the School of Architecture Foundation. This combination has fluctuated over time due to the amount of interest generated in endowed funds as well as fluctuations in student enrollment. Overall, we have grown from 2009-10 to 2014-15 in our per capita aid available to support graduate architecture students, from \$5,595/student in 2009 to \$5,925/student in 2014. Beginning this year (2014) and continuing into the future, the number of students in the program will directly impact the aid received from the state as the university moves to a new resource centered management funding model. This likely explains the jump from 2013 to 2014 in total fellowship funds available, since the number of students increased significantly. The increase in students is due in part to a new semester long thesis program which resulted in 5 graduate students extending their studies for an additional semester. In addition, since the inception of a Path 2.5, this will affect fall enrollment numbers, as there may be an increase of students taking 2 ½ years of coursework.

School of Architecture Graduate Admissions						
Fellowship Funding Data						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Funds	\$363,707	\$402,436	\$313,712	\$380,238	\$417,802	\$462,325
# ARCH Students	65	68	67	64	67	78
# ARCH Students with Funding	52	65	57	62	60	69
% of ARCH Students w/ Fellowship Funding	80.00%	95.59%	85.07%	96.88%	89.55%	88.46%

Fellowships are identified on the SARC website:
<http://www.arch.virginia.edu/academics/admissions/fellowships>

The endowed scholarships and fellowships specifically earmarked for Architecture graduate students are the following:

- Joseph Norwood Bosserman Student Fellowships,
- Charles L. Brown Fellowship in Architecture,
- Bevin and Vito Cetta Endowed Scholarship,
- Ella and Milton Grigg Endowed Scholarship,
- Noell B. Smith Memorial Scholarship,
- Lester A. Sorensen Scholarship and Fellowship,
- John K. Partridge Graduate Student Endowed Award in Architecture,
- James Boniface Graduate Student Fellowship in Architecture, and
- Virginia Center of Architecture Foundation and AIA of VA Scholarship.

Graduate Research and Teaching Assistantships

Architecture Department Policy on Teaching and Research Assistants
 (Supported with Department Funding or Credits)

Process at mid spring semester:

- request teaching assistant needs from all faculty, and prepare list of all positions; ask faculty to request any specific students they would like as TA's the following fall (NOTE: faculty can not commit to students directly)
- ask all faculty for nominations for Kenan fellows (Kenan fellows work with ARCH 1010 Lessons of the Lawn – they receive in-state tuition, insurance and a stipend)

- send survey to all returning students asking about their current work study status and likely status for upcoming academic year; ask them to express preferences for TA assignments
- compare faculty requests and student preferences, and begin preliminary assignments – working with a 1 to 12 ratio
- chair to select Kenan fellows based on faculty nominations, judgment of the chair, preferences of relevant faculty member (Peter Waldman)
- encourage faculty and students to discuss any course preparation work that can be completed over the summer
- faculty that would like the department to support a research assistant should submit a research proposal with the RA role defined; assignments will be made depending on the proposal

Process at early fall semester:

- identify positions that remain open, and follow same procedure for incoming new graduate students

Process at mid fall semester:

- repeat same process for spring semester

Priorities (in order) for assigning work-study TA/RA assignments:

1. TA's for required undergraduate courses – such as 1010, 1020, 1030, 2010, 2020, 3120, 3230, 3410, 3240, 3260
2. TA's for required graduate courses that need digital support – such as 6231, 6261, 6710, 6712
3. RA's for various administrative and departmental positions as deemed necessary by the chair and dean – such as research assistants for select faculty or administrators, fabrication facility, facilities support, computer support
4. TA's for large elective courses with enrollment over 24 students – beginning with 5150

if work study students are still available:

5. RA's for department faculty – priority to tenure track faculty or Associate Professors expected to go for promotion within two years
6. TA's for other elective courses with enrollment over 12 students

TA for academic credit:

Positions for students willing to serve as TA's for academic credit will be negotiated between the relevant students and faculty directly and proposed to the chair, but ONLY AFTER required positions have been sufficiently filled as determined by the chair. The chair will inform faculty when to contact TA for academic credit students, and which students expressed interest in that position.

Budgets

Student Wages: \$33,750

Fellowships (Kenan and Design Education): \$129,755

Fellowships (Nix and Pelliccia): \$29,000

Faculty-student research initiatives are detailed in section I.2.1 above.

Travel Fellowships

Graduate students can apply to the following travel fellowships, however, these are not specifically earmarked for Architecture and may be open to both undergraduate students and other disciplines.

- William D. Darden Memorial Fund:
<http://www.arch.virginia.edu/academics/admissions/fellowships/william-d-darden-memorial-fund>
- Lambert Woods Architects Scholarship Fund:
<http://www.arch.virginia.edu/academics/admissions/fellowships/lambert-woods-architects-scholarship-fund>
- Sarah McArthur Nix Traveling Fellowship:
<http://www.arch.virginia.edu/academics/admissions/fellowships/sarah-mcarthur-nix-fellowship>
- Carlo Pelliccia Fellowship:
<http://www.arch.virginia.edu/academics/admissions/fellowships/carlo-pelliccia-fellowship>
- The Venetian Endowed Fellowship Fund:
<http://www.arch.virginia.edu/academics/admissions/fellowships/venetan-fellowship>
- Weedon Fellowships: <http://www.virginia.edu/eastasia/grants.html>

Support to Attend Meetings of Student Organizations and Honor Societies

Each student organization receives funds from the University collected student activity fees. Funds are appropriated based on the number of constituents in the organization and the scope and reach of the planned events. Many of the student organizations use funds for travel to conferences, particularly the organizations that have national chapters with annual conferences.

Student Progress Evaluation Procedures

All students are accepted into the MArch program through a standard yearly admissions process. Applicants are reviewed by a committee of faculty and graduate students in their final year of the MArch program. The committee works in teams of three (two faculty and one student member per team) and reviews a cohort of Path 3, Path 2.5, Path 2, or Path 1 applicants. Each team ranks the applicants it has reviewed. The Director of Admissions compiles the applicant rankings for review by the entire committee. The committee compiles a ranked list of admitted applicants for each program and forwards these lists to the Chair. The Chair reviews the list of admitted students and makes final determinations on all admissions decisions.

To be accepted into the advanced standing MArch programs (Path 2.5 and Path 2), students must prove they have taken prerequisite courses. If the program is not able to verify the content of these courses, admitted students are occasionally asked to provide additional documentation such as syllabi and assignments. This is particularly important for undergraduate structures coursework, which is the only technical course for Path 2 and 2.5 sequence for which student performance criteria is being fulfilled at another university.

Admitted students may apply to the Chair or Graduate Program Director for exemption from specific courses in the program's curriculum, and are required to provide evidence (e.g., a syllabus, portfolio, etc.) that they have successfully completed a course with equal or greater content than the course for which they wish to be exempted. Credit is only given for courses taken at accredited academic institutions. Students are not eligible to receive course exemption for knowledge gained through internships.

Procedures for Evaluating Student Progress

The Graduate Program Director assigns faculty advisors to all incoming students. During their first year, the Graduate Program Director serves as the primary academic advisor for all incoming students, and students are already encouraged to make at least one or two appointments with the chair. During their second year, students are assigned to another advisor. Students meet with their advisors as needed, but are required as of the fall of 2012 to meet with them prior to enrolling in the following semesters' courses. An advising hold on the enrollment process remains in place until the advising meeting. Students can use the online SIS to help them track their progress through the curriculum.

The Chair and Graduate Program Director meet with the faculty of the 6020 and 7010 studios to review respectively the progress of students in the Path 3, 2.5, and 2 programs.

During the 2012-2013 and 2013-2014 academic year, the Department decided to provide letter grades for studios again instead of pass/fail grades after many years of only grading other coursework. This decision was made after consulting with faculty, staff, and students. Incoming students accepted the change because they had fully expected all their courses to be graded. Returning students were less accepting, and approximately one-fifth of the returning students did not like the idea. The decision was made to grandfather in the policy for a year. Almost all of the concerned students graduated in the spring of 2013, and as of the fall of 2013, students receive a letter grade for all courses in the program. The most important justification for this change is that the grade-point average has meaning under the new system. Under the old system, it was possible to be an unsuccessful design student and graduate with a 4.0 grade point average.

Input from students during that process also indicated that they wanted more specific feedback at the end of the semester in design studios. While they appreciate the normal studio review process, students wanted feedback on their strengths and weaknesses as designers. The Department responded immediately with two additional assessment processes. The first was borrowed from the Department of Landscape Architecture: a "mid-career" review for all MArch students. The review, which takes place over two days, consists of students asking various faculty members to spend 30 to 45 minutes in a reserved review room space assessing a collection of representative work. The students select assignments from their studios and other coursework completed since they have been in the School, as well as their undergraduate work if they are in Path 2.5 or Path 2. The students give the session focus by briefly describing their background and future goals, and asking the faculty member questions. Each student must select someone who has taught him/her already, an Architecture faculty member with whom he/she has not taken a class, and a faculty member from a different department in the School. Students can have as many of these appointments as they want, and they can also ask other students to review their work. This has proven to be consistently popular with the students and appears to have alleviated the concern about assessment.

In addition, the Department strongly recommends the use of a studio rubric that helps faculty clarify with greater specificity the progress of students in their studios. The intention is to encourage a conversation between students and faculty members at the middle and end of the semester. Although this option works well with some faculty members and some students, the public nature of the mid-program review seems to be more successful. The use of a rubric will remain an option.

The minimum passing grade for a graduate student in the School of Architecture is B-. Students who earn grades lower than B- in a course are required to retake and successfully pass the course. Students who do not successfully complete a design studio must successfully repeat the design studio before they are allowed to enroll in the next studio course in the sequence.

Faculty are asked at mid-term and at the end of the semester to identify any students in danger of not passing a given class and to forward their names to the Associate Dean of Students and Program Director. Subsequently, the Graduate Program Director meets with these students to review their performance. Students must pass all courses each semester to remain in good academic standing. Students who are not in good academic standing may be asked to take a leave of absence or in some instances leave the program.

In the semester prior to graduation, students are required to complete a pregraduation course survey to ensure that they have completed all required coursework. The survey must be reviewed by the Graduate Program Director and Registrar in order for a student to receive a degree.

Midcareer review of MArch students

Starting in 2012-2013, the program has established a mid-career review of the students. The objective is to provide students with more thorough advising of their work and trajectory at the midpoint through the program. Through this process, the students explain holistically their trajectory, strengths, and weakness. The diverse feedback from different faculty responds to the person rather to a specific work. The review, which typically lasts two days, constitutes a short exhibition in the review rooms that portrays the past trajectory of the class and its diverse trends for its future.

The process is defined as the following:

1. All students in the ARCH 7020 level (Path 3, Path 2.5, Path 2) curate two panels of work to spark a conversation with selected faculty.
2. Students are instructed to choose work that shows an emerging theme or interest. Work can be from any course, studio, and should include selections from the portfolio for admissions (important for those students who have worked professionally). Students write a paragraph to describe the theme of their work, adding their name and a photo for identification. This is not a portfolio review, but a review of work already done—no new work, only work for students if to think about what to show and reflect. Digital work may be shown on a screen or printed.
3. Schedule: This review takes place in the spring semester, generally in February – March.
4. Students sign up for time slots with the faculty they would like to review their work in individual 20-minute conversations. This one-on-one time should encourage frank and productive discussions of the emerging themes to their work, diversity of skills, and areas that need improvement. Each faculty member receives a “dance card” with students to see every 20 minutes. It is the students’ responsibility to take notes and follow up with questions; faculty are not required to record the conversations.

I.2.2. Administrative Structure & Governance

Administrative Structure of the University

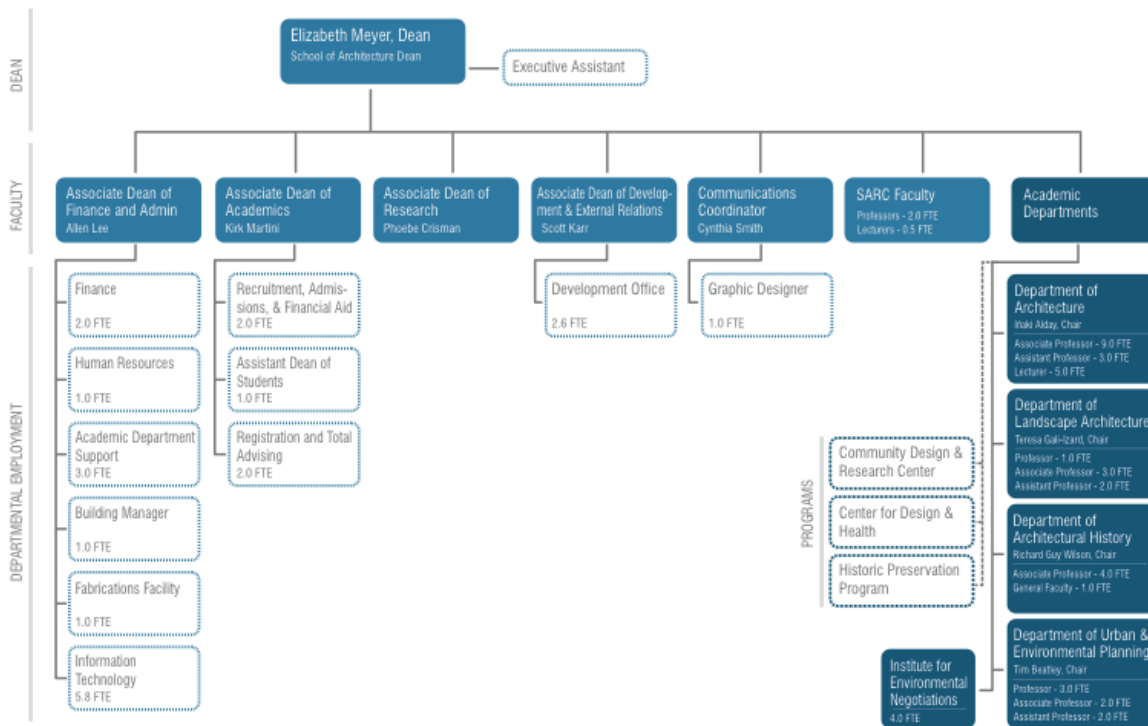
University of Virginia Organizational Chart

<http://www.virginia.edu/orgchart/>

Administrative Structure of the School of Architecture

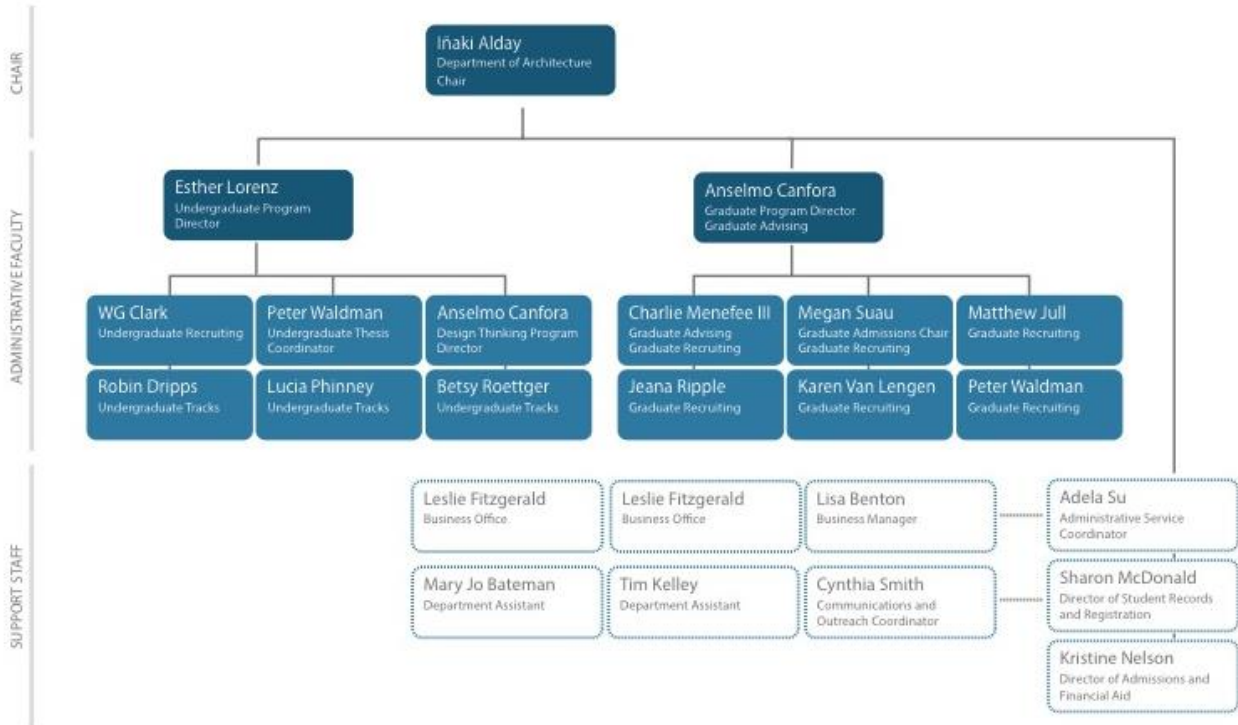
The Dean has primary authority for all academic, development, staffing, and budget issues. The work of serving as the primary liaison with the central administration is conducted by the Dean and the Associate Deans. Each Chair administers modest departmental budgets. Graduate fellowships and work/study awards are administered by each Chair for his/her respective Department. Full-time tenure-track faculty hiring is accomplished through Dean-authorized Departmental searches. Other full-time and part-time appointments are largely the responsibility of the Department Chairs with the knowledge and consent of the Dean.

SCHOOL OF ARCHITECTURE ADMINISTRATIVE STRUCTURE



Administrative Structure of the Program

DEPARTMENT OF ARCHITECTURE ADMINISTRATIVE STRUCTURE



Other Degree Programs Offered in the School of Architecture

Urban Design Certificate

The Urban Design certificate program is open to graduate students in any department of the School of Architecture who want to pursue an interdisciplinary program that focuses on the design of land in urban areas. The four graduate departments—Architectural History, Architecture, Landscape Architecture, and Urban and Environmental Planning—each offer unique contributions to the program. The certificate is structured to synthesize concepts, methods, and strengths across disciplines into new approaches to the design and planning of cities and settlements.

Urban Design certificate students have an opportunity to closely work with an emerging new reality. When defining the “oblique function,” cultural critic and urbanist Paul Virilio describes a diagonal journey to discover the “inclined plane,” which he sees as an alternative lens for examining the urban condition. Rather than reducing urban design to the placement and massing of buildings—the vertical line of the skyscrapers of Manhattan, or the horizontal configurations of suburbia—this program explores the latent “inclined plane” in the blurry, fluid, and mutable space that resides in between urbanism, cultural history/theory, architecture, and landscape. The certificate program guides students to explore the intersection of these disciplines with the expectation that the result will be greater than the sum of each when practiced independently. Students will be expected to view the boundaries of their professions as an open space for exploration and as an oblique place of different intersections.

Energy and History

Participants in this certificate are asked to assume that the cities of the future will respond coherently to environmental challenges. Urban growth cannot continue unchecked without a clear strategy for responding to climate change and the difficulty of generating sufficient clean energy. This program proposes to use the need for energy as a tool for discovering how we can design new cities. Energy can help to establish new relationships between the land and the city.

It is assumed that design and planning professionals need to understand the past in order to imagine the future. Students will work with faculty to investigate the histories and memories of a place, as well as the environmental and architectural actions that constitute a powerful catalyst of our contemporary urbanity. Students will invent new design *strategies* and *tactics* as much as they will design finished objects. By developing new open systems, students will be encouraged to understand the role of the ephemeral in the design process, while also keeping in mind the power of the material dimensions of the city. The certificate program will focus on discovering the new tools of urban design. The students will learn how we can respond in this unstable, delicate, and provocative contemporaneous moment when our cities need to find a new relation with the land, from the scale of site to that of the territory.

Students graduating with the Urban Design certificate will acquire skills which will better position them to secure employment with private firms or public agencies that specialize in the complexities of contemporary urban design.

Admission

The certificate program is open to graduate students in any of the School of Architecture’s four departments. Students wishing to enter the Urban Design certificate program must first be admitted to one of the graduate departments in the School of Architecture. In order to ensure proper academic advising and program coordination, students interested in the Urban Design program should attend the program meeting at the start of each fall semester. Upon arriving at the Architecture School, they should also file a program application form with the Architecture School's Registrar. There are individual courses that fulfill the requirements of the Urban Design certificate curriculum that also fulfill requirements within a student's departmental curriculum. Satisfactory completion of the 21-credit-hour program leads to the Urban Design certificate. Graduate students in the School will normally be able to complete the program requirements and

earn the certificate within the time required for their graduate degree programs. It can be accomplished during the standard length of a professional degree by taking the Urban Design courses as one's elective credits, or the certificate can be completed over an additional semester.

Requirements

The curriculum for the Urban Design certificate is comprised of nine credits in three required core courses, six credits in an urban design studio as designated by the Program Director, and six credits of elective coursework.

Core Courses (required)

3 credits PLAN 6860 Cities + Nature

3 credits ARCH 5601 Urban Land

3 credits LAR 5210 Topics in Contemporary Landscape. Public Space

Design Studio:

6 credits ALAR 7010 / 8010 Research Studio—selected from options issued each year

Elective Coursework:

6 credits elective courses—selected from list issued each year and semester

Total Credits:

21 credits

Graduate students from departments other than Architecture and Landscape Architecture must have some design studio background prior to taking the required research studio. For non-design graduate students with a previous degree in Architecture (comparable at a minimum to the U.Va. MArch Path 2.5 program), there are no prerequisites to enroll in the studios. For students with previous degrees in Landscape Architecture or Urban Design, a similar degree with a minimum of four studios is required. If a student is not enrolled in the MArch or MLA program and does not have a previous degree in one of the aforementioned disciplines, he/she must enroll in the Summer Design Institute (SDI) at the School of Architecture as a prerequisite for taking the required design studio.

The content of the required courses will supplement the required design studio by providing an overview of the history, theories, and practices of urban development. Each year, the Director will issue a list of approved studios and elective courses that can be used to fulfill the requirements. Elective courses allow students to pursue individual interests in greater detail and offer the possibility to benefit from the breadth of expertise found within the School of Architecture and the University. The elective coursework will be selected from courses taught in all four departments in the School of Architecture, as well as courses in other schools and departments around the University. The program is also enhanced by annual lectures and symposia offered within the School and at the University.

Electives fall 2014

ARCH 6232 System, Sites and Building

ARCH 5500-001 Critical Evaluation of Current Spatial Practice

ARCH 5590-001 Catastrophe and Creation

ARCH 6140 Key Building of Modernism

ARH 5602 Community History Workshop

ARH 5601 Historic Preservation Theory and Practice

ARH 7401 History of Modern Architecture

ARH 7606 Landscape Archaeology
LAR 5120 History of Landscape Architecture
LAR 5140 Theories of Modern Landscape Architecture
LAR 7180 Technological Revolution in the Landscape History
PLAN 5310 History of Cities and Planning
PLAN 5600 Land Use and Growth Management
PLAC 5800/LAR 5290 Green Lands: Green Infrastructure

Affiliated Faculty

Manuel Bailo
Timothy Beatley
Sheila Crane
Gouping Huang
Margarita Jover
Shiqiao Li
Elizabeth Meyer
Jorge Sieweke
Alex Wall

Historic Preservation

Located at the University of Virginia, a UNESCO World Heritage Site, the interdisciplinary program in Historic Preservation offers master's degree candidates in Architecture, Architectural History, Landscape Architecture, and Urban and Environmental Planning the opportunity to expand their professional studies through specialized training in the practice and ethics of historic preservation. Preservation has grown increasingly important in defining a civic sense of place; buttressing sustainable communities; conserving urban neighborhoods; protecting rural and scenic areas; and enriching public understanding of social, cultural, and architectural history. The program provides opportunities for graduate students to develop the skills and expertise for careers as preservation practitioners within their disciplines while at the same time studying the breadth of preservation work in related fields. Faculty from all departments in the School of Architecture and distinguished visiting practitioners teach courses in the Historic Preservation program. Students graduating with Historic Preservation certificates have gone on to do important preservation work with private firms, public agencies, non-profit and non-governmental organizations, and leading preservation advocacy organizations.

Affiliated Faculty

Julie Bargmann
Timothy Beatley
Sheila Crane
Phoebe Crisman
Elizabeth Meyer
Fraser D. Neiman
Louis Nelson, Program Director
William Sherman

David Slutzky (School of Engineering and Applied Science)

Richard Guy Wilson

Admission

Students wishing to enter the Historic Preservation program must first be admitted to one of the graduate degree programs in the School of Architecture. Upon admission to the School, students should notify the Director of the Historic Preservation program of their intention to pursue the certificate. This will insure proper advising on course selection. Students who complete the required 21 credits of preservation coursework receive a Certificate in Historic Preservation in addition to their department's Masters degree. Students will normally be able to complete the coursework during the same period required for completion of their departmental program.

Curriculum

Work in the Historic Preservation program is grouped into four general areas. Total program credit requirement is 21 credits.

The Foundations of Preservation Core is made up of eight courses divided into three thematic groups that provide an ethical and conceptual overview of preservation. Certificate candidates take four of six courses in this core that are divided as follows: they take the one course in Group A, one of four courses in Group B, and two of three courses in Group C (12 credits total):

- Theory (candidates take the one course, three credits)
- Historic Preservation Theory and Practice
- History (candidates take one of four courses, three credits)
- History of Landscape Architecture
- Early American Architectural History, Louis Nelson
- 19th-Century American Architectural History, Richard Guy Wilson
- 20th-Century American Architectural History, Richard Guy Wilson
- Practice (candidates take two of the three courses, six credits)
- Design Approaches to Existing Sites
- Preservation Planning, Richard Collins
- Field Methods in Historic Preservation, Louis Nelson

Note: Field Methods courses can also be fulfilled with summer enrollment in U.Va.'s Falmouth Field School in Historic Preservation, directed by Professor Nelson.

The Community History, Design, and Planning Core is a year-long interdisciplinary research, design, and planning project that focuses on preservation-related projects in a single community. All candidates take the one course in group A and one of the two courses in group B (six to nine credits). The core course is comprised of these components:

Community History Workshop (Fall)

One of the following (Spring):

- Community Preservation Studio, six credits, various design faculty
- Community Public History and Planning Seminar

Electives

There are numerous elective courses available that cover specialized aspects of historic preservation. These courses are available both as part of the program and above and beyond the required 21 credits. Students in Architectural History and Planning are required to take at least

one elective course that permits them to pursue work in their own particular discipline with greater depth. This course equalizes the credit differential that arises in the community history core and gives all certificate candidates the required 21 credits. The list below is partial and suggestive, changing year to year.

- Cultural Landscapes
- Sustainable Communities, Timothy Beatley
- Brownfields Redevelopment
- Memory and Architecture, Sheila Crane
- Historical Archaeology, Professor Neiman
- Drawing of Historic Architecture, Yunsheng Huang
- Architecture of Jefferson, Richard Guy Wilson
- Seminar: Stories and Histories of the Academical Village's Pavilion Gardens, Elizabeth Meyer

1.2.3. Physical Resources

Campbell Hall, which houses the School of Architecture, is located north of the Lawn in the Betsy and John Casteen Arts Grounds, which integrate the Fralin Museum of Art, fine and performance arts, and architecture into one creative cluster. At Campbell Hall, the School provides studio and review spaces, lecture halls, and classrooms; at Milton Airport, the School runs a hangar facility for full-scale fabrication and on-site prototypes. Digital tools, computation, and information technologies play a significant and increasing role in the School, a key area for maintaining and developing the School's high ranking and competitiveness with peer institutions. The School provides a wide array of computational and information resources to students, staff, and faculty across the full spectrum of teaching, research, and administrative missions. A well-equipped and spacious fabrication workshop offers a full range of facilities for manual and digital fabrication, pushing the boundaries of technology, tools, and material research with CNC routers, laser cutters, 3-D digitizers, 3-D printers, a CNC embroidery machine, and a six-axis Kuka Agilus robotic arm. The Fiske Kimball Fine Arts Library provides research support and collections for the School of Architecture and the subjects of Art and Art History. The Library also offers research and digital tool consultation, resources for image scanning, and spaces for quiet and collaborative study. In addition, the Fine Arts Library features the Niche, a venue for new video art.

Physical Resources: Campbell Hall

The new additions provide the following new program spaces for the School:

South Addition

New construction:

Twenty-six offices @ 95 square feet each + six shared porches and six vestibules @ 80 sf each

Two small conference rooms/adjunct offices @ 70 sf each

Two review/seminar rooms @ 530 sf each

Technology bridge - 780 sf

Lounge @ conference room - 250 sf

New men's and women's bathrooms (one each)

New stair (exterior stair now usable interior stair)

Two outdoor classrooms

Renovation:

Conference room and seating in space of former review room – 480 sf

New studio space in place of four temporary offices in studios -1200 sf

Revisions to studios to create space between studio and new faculty offices has resulted in five new pin-up areas in previously existing space

East Addition

New construction:

Three review/seminar rooms @ 740 sf each

New stair and elevator

New courtyard and terrace

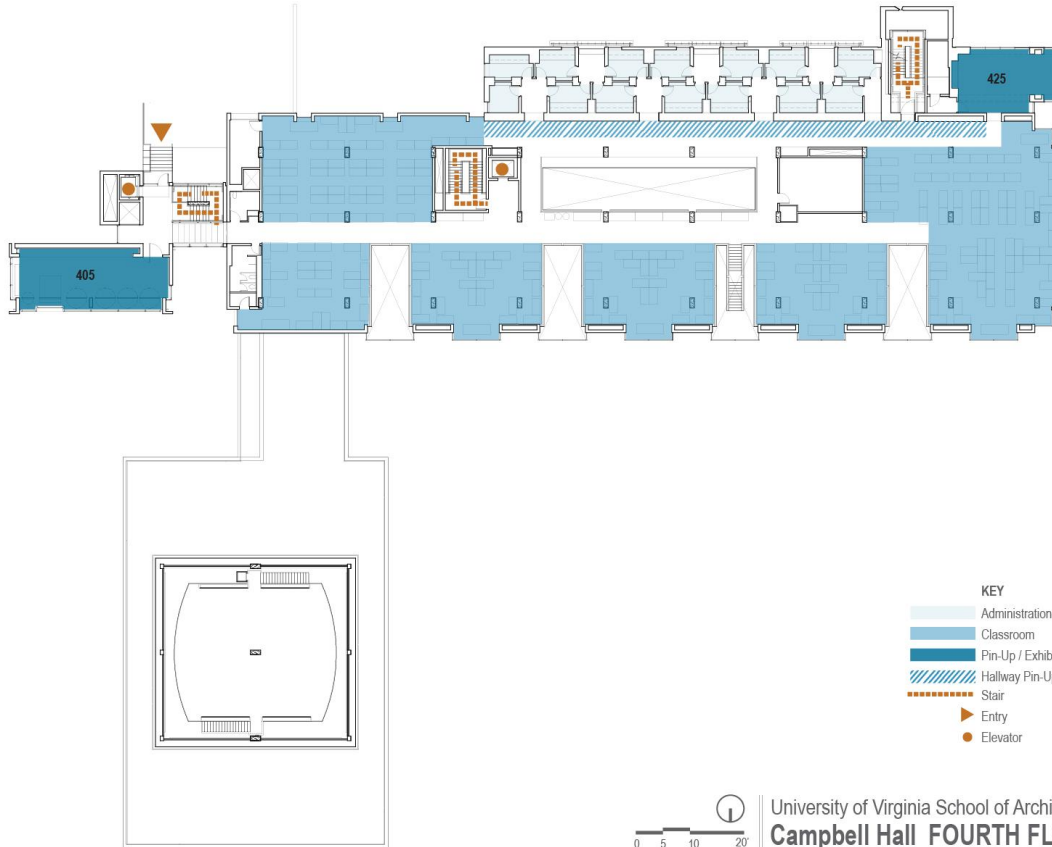
Renovation:

New lobby and restrooms for Lecture Hall @ 900 sf total

The additions also include a landscape designed by Nelson Byrd Woltz, which provides outdoor classrooms, gathering spaces, a pedagogical garden, and work terraces. Together, these three components provide the School with an extraordinary set of spaces reflecting and supporting the School's values, culture, and spirit.

In addition, Campbell Hall is now completely equipped with fire suppression sprinklers, which will allow the School to develop built projects in the public areas of the building.

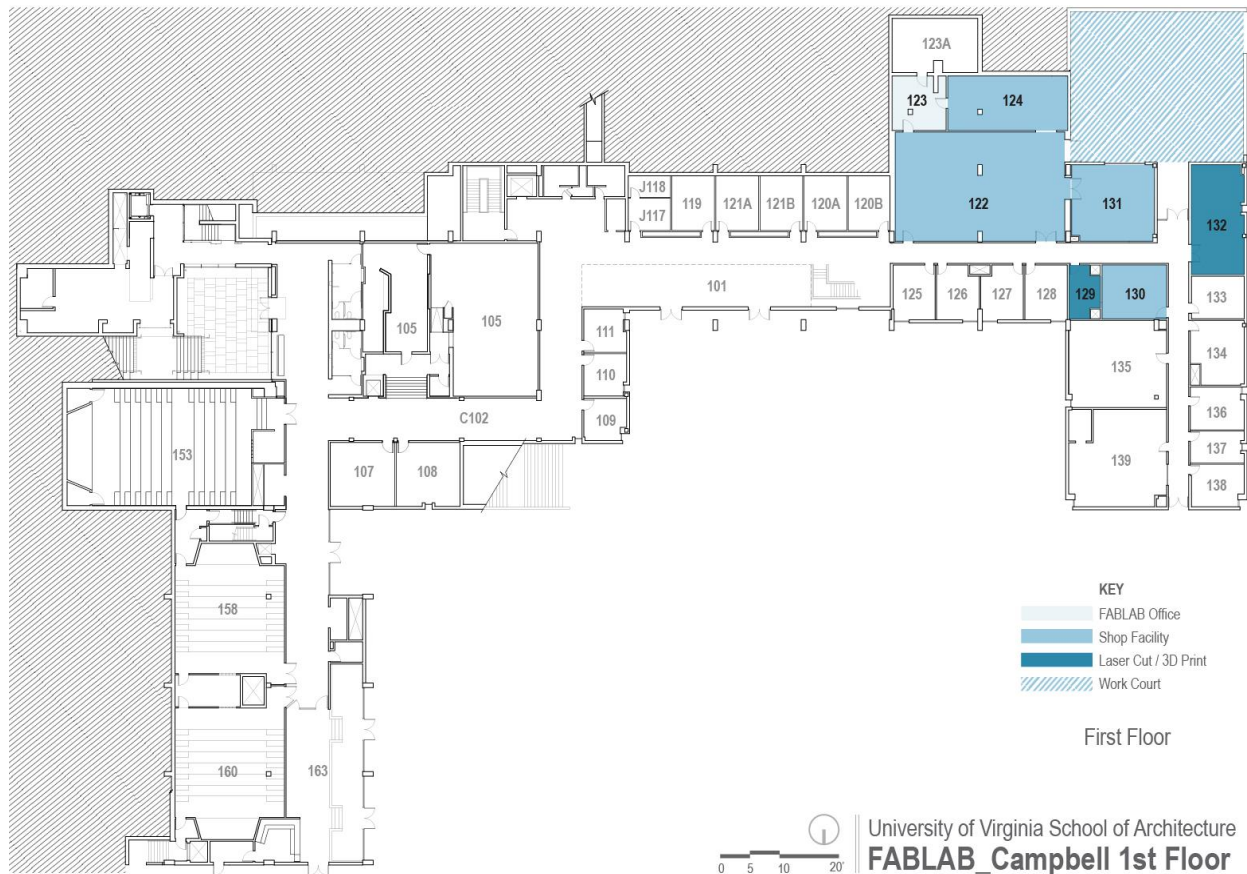




Fabrication Lab

The School of Architecture's Shops are dedicated to the teaching and support of analog and digital fabrication endeavors of students, faculty, and staff. We work at a range of scales from tiny block models to furniture prototypes to full-scale building mock ups. The goals are to teach students how to develop workflows of making from ideation to physical explorations and to better equip students for conversations about making at all stages of the design and build process. We strive both to ensure a high level of craft and to push the envelope, delving into new research; hacking traditional tools, techniques, and materials; taking advantage of equipment opportunities; and developing connections with makers across Grounds as well as peers and professionals beyond the University.

The Shops are managed by Melissa Goldman, the Fabrication Facilities Manager, and her Shop Crew of undergraduate and graduate teaching assistants from multiple departments in the A-School. Ms. Goldman and the Crew teach introductory hands-on workshops to all Architecture students as they enter the program, and students can further their access and knowledge to tools and techniques through Shops short courses (i.e., non-credit workshops) in a wide range of subjects from advanced woodworking techniques to the software and operation of the CNC equipment. We also work with professors to develop and facilitate integration of the tools into studio and seminar curricula. Ms. Goldman teaches courses in the Architecture Department, as well as interdisciplinary courses in Architecture, Drama, and Studio Art.



The Shops are fully equipped with small- and large-scale analog and traditional woodworking tools and an army of digital equipment including two CNC three-axis routers, three laser cutters, a CNC mill, 3-D scanners, and a six-axis Kuka Agilus robotic arm. Our 3-D Print Lab is in the process of expanding to update and increase our 3-D printing capacities. We have an outdoor work court for larger projects, which also houses a large casting space for concrete research. Our Milton Airport facilities shop in an old airplane hangar is a short drive away from Campbell Hall, and serves as a large-scale mock-up workspace, a long-term project space, and an outdoor work yard and landscape lab.

To maximize space in our own facility and expertise in a larger maker community, the A-School Shops work in an Arts Grounds Shops consortium with the Shops of U.Va.'s Drama and Studio Art departments which have a full range of metal equipment, a large vacuforming machine, sandblaster, and other tools all accessed through Shops Short Courses taught by their respective Shops managers. This year, we are expanding our relationships with U.Va.'s School of Engineering and Applied Science to use tools in their facilities as well. We have hosted workshops with professional makers from Hollywood movie creature artists to concrete and casting fabricators at the forefront of their fields.

The A-School also houses a bookbinding facility, which students, faculty, and staff can use with proper training for the creation of research books for classes and mock-ups for publications.

Digital Technology Resources

Computing and Design Information Technology

Information Technology in the School is not a curriculum of its own, but an integral part of all disciplines. The curriculum of each discipline fully supports and develops the teaching, exploration, and innovation of computation and digital media across design, planning, and analysis. Technology is both taught in individual courses and encouraged as a generally pervasive method of the studios, seminars, and research of both students and faculty.

In particular, this School seeks to be an intellectual leader in the innovative application and combination of both traditional (analog) and digital (computational) methods.

Information Technology also plays a significant role in developing and advancing the larger strategic and competitive function that technology plays within the School's professional disciplines, including the creation of new knowledge and appropriate expertise and its integration into the professional world, with technical implications for the evolution of these disciplines and the changing roles of academia and the teaching institution.

To this end, students and faculty are given great flexibility to work with a vast array of computer technology. Services are maintained for specialized areas of academic and administrative support as well as more general computing and communication uses. Public labs, classrooms, and resources for students and faculty are based on an integrated and discipline-driven strategy with computers running both Windows and Apple platforms, hosting an extensive array of software and specialty peripherals. Students are also required to bring laptop computers of their own to complement public resources and enable flexibility in exploration. Our focus is to provide students and faculty with technology to work seamlessly with both digital and analog media as they focus on the analysis, representation, and interpretation design problems.

The School maintains its own complement of servers, storage systems, network infrastructure, and support that extends well beyond the commodity services provided by the central University, so as to meet the particular needs of an Architecture program for large-volume file storage, collaboration on course and research materials, high-volume and specialty printing needs, extensive and unique disciplinary software access, high-performance computing, and specialty peripheral equipment that are unique to a design school environment.

Facilities and Equipment

The School of Architecture operates technology facilities throughout the building including two digital classrooms, three fabrication labs, extensive projection facilities, and public computer stations and clusters within the design studios. A local area network ties all computers and peripherals to 18 file storage, printing, GIS, rendering, software licensing, and other servers dedicated to and managed by the School, as well as other specialty services. All faculty, staff, and public computers within the School are replaced on a three- to five- year cycle, depending on purpose.

Software applications standard throughout the school include GIS, CAD, CAM, BIM, animation, structural analysis, energy analysis, lighting analysis, image processing, rendering, digital terrain modeling, desktop publishing, illustration, statistics, and spreadsheet and office technology packages. Standard peripheral devices for scanning and printing are available throughout the School, with more specialty peripherals and equipment available either in specialty labs or through checkout to students and faculty.

Room 105: Digital Technology Classroom

This is the primary and dedicated technology-teaching classroom for the School. The classroom is equipped with 41 dual-boot Windows and Macintosh computers (27" iMac), and an instructor station with dual video projection and A/V equipment. This classroom is outfitted with the complete complement of software that the school supports, including more than 70 unique software titles. This room can only be used as a teaching classroom, and not as an open-use lab.

Room 107: Teaching/Research Lab

This is a smaller but more flexible-use computer lab hosting 13 high-end MacPro computers, which can be used for teaching technology seminar courses and ad-hoc workshops, as well as more research-intensive uses. In addition to the standard software complement throughout the building, this lab includes additional specialty software titles for research and experimental teaching, as well as the "sandbox" computers, which allow students and faculty to install and test new and experimental software. This lab further includes a SMARTBoard projection system, crossing the boundary between digital and hand-drawn approaches to teaching and research.

Technology Bridge (Fourth Floor)

The technology bridge is part of the new South Addition and acts as a locus of digital technology within the studio spaces. Directly across from the south wall (used for pin-ups and reviews), the bridge hosts 18 best-in-the-school Dell computer workstations as well as scanning peripherals, open 24-7 to all students in the school.

Studio Clusters

Third- and fourth-floor studio computer clusters offer School-hosted workstations within the studios to complement student-owned computers and changing studio demands. Directly embedded within the studio environment, these facilities are among the most powerful in the School and are used as often for group collaboration and studio common-table discussion and presentation as they are for individual work.

Studio Common-Tables

Throughout the third- and fourth-floor studios, every studio group has a common table for group work and meetings. Each common table includes a 27" iMac computer for facilitating digital integration into the studio-teaching format.

Room 402: Large-Format Printing and Scanning Facility

This room houses all of the large-format paper output technology in the School. This includes four wide-format printers/plotters (42"), standard black-and-white and color laser printing up to 11"x17", and a wide-format roll scanner for scanning full-sheet drawings.

All printing is managed in-house via a central print server, including a print accounting system customized and dedicated to the School of Architecture for management of printing costs and waste reduction. Student printing is charged to a School-specific online credit account with costs well below local commercial services. Student printing charges are billed to the individual student's University account monthly.

Digital Fabrication and 3-D Printing Labs

These facilities, established in 2001, are the primary digital-to-physical prototyping and modeling facility of the School. This includes three Universal laser cutting machines (50-watt and 25-watt) for cutting and engraving in a variety of materials; a three-axis milling machine capable of carving materials from foam to mild steel and stone; a four-axis Techno IseI router for wood, foam and wax cutting; a production-scale CR Onsrud 5'x10' four-axis router; a Dimension FDM 3-D printer, and three additional Makerbot low-cost 3-D printers. The labs also include a 3-D point digitizing arm and a 3-D laser scanner for reverse engineering and capture of physical objects into 3-D CAD models.

The Digital Fabrication Labs are fully integrated with the School's Shops, and are staffed by combination of regular staff and work-study students. The staff also offers open consultation to students and faculty to help develop physical parts and prototypes of their designs.

Training is required before using all equipment. Workshops are provided regularly for entire classes, studios, and individuals.

Sandbox Cluster (currently in Room 107, noted above)

The Sandbox is a cluster of four computers available to faculty and students for testing and experimentation with new or non-standard software or special use computer and research needs. Unlike other lab computers, which are locked down and protected, the Sandbox machines are group-manageable so individuals can install and try out new software or alter configurations that otherwise would not be available. This increases the flexibility and explorative reach of technology development.

Rooms 153 and 158: Lecture Halls

These primary lecture halls are each equipped with a dual-platform (Windows and Macintosh) lectern with high-definition video projection for optimal display of side-by-side digital images and slides. Room 153 is further equipped with an N-Cast video recording and delivery system for live simulcast and recorded podcast delivery of large School-wide lectures via the internet.

Rooms 108, 135, 205, 302, 305, 325, 405, and 425: Seminar/Classrooms

Standard classrooms include a computer lectern with either projection or large-format LED screen display. Displays are permanently wall-mounted in all but 205, 305, and 405, which instead host a mobile LCD screen with computer.

Software

The following table identifies the standard software for all lab and classroom computers. The same is generally available to all faculty for teaching and research.

Software in Classrooms / Public Labs / Studios	Windows	Mac	Licenses
Adobe Creative Cloud 2014 (full complement)	x		66
Adobe Creative Suite CS6 (PS,IL,ID,AC,DW, etc.)	x	x	30
Adobe Photoshop CS6	x	x	60
Adobe Reader	x	x	
Apple iTunes	x	x	
Apple QuickTime Pro	x	x	
Arcade	x		
ArtStor OIV	x	x	
Arduino	x	x	
Autodesk AutoCAD	x	x	125
Autodesk Civil 3-D	x		125
Autodesk Ecotect	x		41
Autodesk Maya	x	x	125
Autodesk Motion Builder	x	x	125
Autodesk Revit Architecture	x		125
Autodesk Flow Design	x	x	
Bentley MicroStation	x		60
Bentley Architecture	x		60
Bentley Generative Components	x		60
Bentley Geopak	x		60
Bentley RAM	x		60
Bentley TAS	x		60
Catalyst 3-D Printing	x		
Climate Consultant	x	x	
Energy2D	x	x	
EnergyPlus	x	x	
ESRI ArcGIS	x		site
Google Earth Pro	x	x	50
MasterCAM	x		12
MakeHuman	x	x	
Makerware	x		
Maxwell Render and plugins	x	x	30
Microsoft Office	x		site
Microsoft Expression Media	x	x	10
OpenStudio	x	x	
Pepakura	x		
Processing	x	x	
QGIS	x	x	
Radiance	x	x	
RealFlow	x	x	50
Rhino	x		60
Grasshopper for Rhino	x		
(plugin) Bongo for Rhino	x		30
(plugin) V-Ray for Rhino	x		60
(plugin) Karamba	x		
(plugin) Numerous Rhino and Grasshopper plugins	x		
Sefaira	x		
SketchUp Pro	x	x	30/10
Skype	x	x	

Software in Classrooms / Public Labs / Studios Limited Locations / Licenses	Windows	Mac	Licenses
Bernina DesignerPlus	x		6
Compressor		x	9
Final Cut Pro		x	9
Fluke Thermal Imaging	x		
Garage Band		x	10
IES Virtual Environment	x		6
iMovie		x	10
Matlab	x	x	Site
Netlogo	x	x	
Soundtrack		x	9
Trimble Pathfinder Office	x		1

Specialty Equipment and Services

Beyond regular labs, the School maintains an increasing array of specialty equipment for research and teaching, including:

- Portable large-format digital review screens
- Analog and digital video production equipment and software
- Thermal imaging camera
- Portable weather stations
- Laser thermometers
- Light meters
- TotalStation GPS handheld survey equipment
- Trimble GIS/GPS handheld field computer
- Loanable iPads
- Loanable projectors
- Loanable digital still and video cameras

Render Farm

In 2008, the School invested in a high-performance computing cluster server dedicated to volume rendering. This cluster, consisting of eight nodes, runs several of the School's network rendering software systems. All public computers in the School can access the Render Farm. Student laptops with the proper software and configuration can also access the Render Farm. This helps to alleviate extended-use workstation time for producing renderings as well as enable students to make more effective use of their own laptops, which are typically of lower power than the School's workstations.

Network and Security

Campbell Hall and adjacent buildings housing the School of Architecture operate on the University's standard 100MB switched wired and 802.11 b/g/n wireless networks. Campbell Hall hosts five network closets with fiber-optic connections between the closets, plus a server room operating at gigabit speeds internally and servers housed in the University's central data center. An upgrade to the network infrastructure to standardize and increase both performance and management efficiency is currently underway during the fall of 2014.

All classrooms, labs, and faculty and staff offices are completely wired for access. The undergraduate and graduate design studio spaces are fully network-accessible via the University's secure wireless "Cavalier" network, as well as an infrastructure of more than 500 wired network ports throughout the studios, bringing a high-speed data connection within reach of every design student's desk.

The University's wireless network also offers coverage throughout the building, library, and studios and into the surrounding courtyards and outdoor spaces, and is the primary mechanism that students and faculty use for network connectivity.

The wireless network is fully secured with 128 bit certificate-based encryption. All hard-wired computers on the University network must be registered with the University to gain access. Students and faculty can also gain access to University and School resources from off-Grounds, including during international travel, through the University's VPN service.

Login authentication through a central University Active Directory is standard throughout the School and has been in place for many years to help secure our systems and integrate with larger University services.

Infrastructure Updates

During August 2014, the School is performing two significant upgrades to its technical service infrastructure:

First, the School is upgrading the physical network infrastructure to improve both speed and reliability of the network, and consolidate a split network (half U.Va., half Architecture) into a single network system hosted entirely by the central University. This will have a significant impact on the Architecture Department's use of large-scale file and collaboration services in the building, as well as improved collaboration across the University.

Second, the School is migrating 15 terabytes of primary academic file storage (class folders, research projects, temporary collaboration space) along with administrative shares into a new University-based storage platform maintained by central University IT, though still managed by Architecture. This will improve student and faculty access and speed to digital storage for teaching and research materials while improving efficiency of staff time and creating a more reliable system.

Student Computers

All incoming students are required to bring a laptop computer and required software (Adobe Creative Suite and Microsoft Office) when they enter the School. This enables greater access to technology as well as greater flexibility in design exploration, as students are not tied to School-provided resources. The Architecture and Landscape Architecture departments are experimenting with allowing graduate students to bring desktop computers instead of laptops to improve on the performance and screen-size limitations of laptops.

Students can purchase a computer from Cavalier Computers in the University Bookstore or from an outside source. Specifications and Architecture-specific models and configurations are available and encouraged.

Students and faculty can also obtain software for their computers via several special contracts with vendors including Adobe, Microsoft, Autodesk, Bentley, Robert McNeel, ESRI, and others. In many cases, contracts provide software for free.

Once students arrive with their computers, they can fully connect to the School's computer network, file servers, and some specialty equipment, and directly print to the School's range of printers, with ability equal to those using School-owned public workstations.

General standards and specifications are established for student-owned computers and are updated yearly. These are maintained on the School's website at:

<http://www.arch.Virginia.EDU/computing/requirement>

Computer Technologies Staff

The computer technologies staff consists of six full-time technical positions. These positions at present are:

Jake Thackston, Manager of Computer Technologies
Eric Field (MArch), Director of the Insight Lab; Applied & Advanced Technologies; Lecturer
David Banks, System Administrator and Webmaster
John Vigour, Faculty Technical Support
Terry Sheltra, Labs and Studios Technical Support
Tony Horning, Classroom Computer Support

Each of the staff positions covers a distinct area of expertise. The Manager of Computer Technologies (Jake Thackston) takes overall responsibility for the maintenance of the computer systems. The head of Applied and Advanced Technologies (Eric Field) develops and supports the strategic direction of technology within the disciplines, teaching, and research, in partnership with the academic chairs and faculty, and hosts the School's advanced technology research and visualization lab. The Systems Administrator and Webmaster (David Banks) develops and maintains the School's server and enterprise services infrastructure. The other staff positions provide for direct technical support to faculty and students. Undergraduate and graduate work-study students also aid the professional staff in providing services to faculty, staff, and students, as well as developing and teaching technology workshops and managing resources.

The senior technology staff works regularly with the Dean's Office and department Chairs in establishing strategic directions for implementation and use of technology in the School.

Faculty Advisory Committees

A standing faculty committee meets regularly to advise the Dean on issues of both physical and technological resources, allocation, and policy, and to design and implement directions for the School.

Space and Stuff: A committee of members from the Dean's Office, each academic department, the Building Manager, Technology, Fabrication facilities, and student representatives. This committee considers the availability and use of the physical space within the School as well as various equipment (digital, manual, fabrication, A/V, and otherwise), its location, access, and use policies.

Identification of Significant Issues That Affect Operation or Services

Student-Owned Computers vs. School-Owned Computers

Over the past three years, the School has reduced significantly the number and availability of public computer workstations provided to the students, in favor of a greater reliance on students purchasing their own computers for studio work. While there are significant benefits of students bringing, using, and relying on their own personal computers, there are also limitations and challenges that this model presents, both in terms of capability of student machines, access to and cost of software for students, degree of standardization, degree of support provided and required (and the associated costs of this), and more. Despite the recent changes and shifts in focus, this remains an open and ongoing conversation with a variety of perspectives and practical challenges.

In 2013, we began an experiment in allowing graduate Architecture and Landscape Architecture students to bring a personal desktop computer instead of a laptop (as the undergraduate students

are still required to do due to space concerns), to see if this improves on some of these challenges, without introducing new ones. Results have been positive but as yet incomplete.

Studio Layout and Technology

The above issue also couples very tightly with the challenge of the studio space itself and its most effective layout and programmatic use, including purposeful integration of technology. One of our greatest challenges to growth within the programs is simply that of space, along with the costs of modifying, repairing, and upgrading infrastructure like studio desks, studio layouts, and electric power (which has an impact on computer availability, both School-owned and student-owned).

These two issues, combined, are slated for a series of conversations starting late August 2014, and targeting physical upgrades and renovations over the next few years.

Access and Focus on Research Technology

Five years ago, the School, partnered closely with several faculty in the Department of Architecture, as well as the University's Office of the Vice President for Research, created an advanced technology digital research and visualization lab called the Insight Lab. The Lab worked over the ensuing years with many faculty and students and served to promote an experimental and innovation-driven agenda surrounding the practical and aspirational application of technology of many forms to the problems of the built environment.

Unfortunately, recent changes in the allocation of classrooms have reclaimed the spaces that were used by this facility and effectively dissolved the lab, hampering its work.

The Department of Architecture is particularly embedded in the advanced uses and explorations of technology, analysis, and advanced digital visualization, and should reconsider the value of such a lab and the set of academic and research interests and opportunities that developing advanced technology supports. The recent change has diminished this capacity, to the detriment of the Department, and we should find a way to reinvest in this agenda.

I.2.4. Financial Resources

The School of Architecture's overall 2013-2014 financial year budget is around \$10.3 million; sources of revenue are \$7.9 million of tuition and state funding, endowment distributions of \$1.1 million, annual gifts of \$740,000, grants and contracts of \$450,000, and sales and service revenue of \$100,000. The budgeted expenditures are 76% personnel expenses, 10% student aid, and 14% other. The school has no debt and the current revenue and expense model yields a modest surplus. The University is in the initial stages of implementing a Responsibility Centered Management (RCM) model, thus the revenue and expenditure amounts in the 2013-2014 financial year will likely change as the model is implemented, but University leadership has made a commitment to maintaining permanent central investments in all schools of the University of Virginia.

The University is beginning the transition into Resource Centered Management (RCM) budget model in AY 2014-2015. With this change come a number of changes in how revenue is allocated and how cost increases are funded. The full details of this model are not developed, but the initial framework is in place. The University has made clear in the plan that there is no expectation that every unit in the University will be revenue-neutral. The emphasis of the model is increasing efficiency while appropriately growing enrollment. Graduate tuition is directly allocated to the School based on actual tuition revenue. Undergraduate tuition is allocated based on a mix of enrolled students and student credit hours produced. As a result, the Department seeks to increase not only enrollment, but also students per undergraduate course. This will be done within the current course limits. The Department does not have any facilities or overhead charges, and there are no plans to modify the existing faculty or instructional ratios beyond the current plan.

The School will begin to manage tuition revenue and is providing additional funding for scholarships/fellowships as well as funding for salaries and operations. The School and Department generate enrollment targets. Enrollment will be monitored during the entire admissions process to ensure that departments do not overcommit funds based on unrealistic enrollment projections. The primary adjustments to enrollment increases/decreases are changes to graduate fellowship awards. The Department has recently offered a Design Thinking concentration, and the goal is to attract more students from outside the School.

The Architecture Department has had relatively stable enrollment since the last accreditation, with the exception of the 2012-2013 academic year where was a significant—22%—drop in enrollment. This drop was almost entirely undergraduate enrollment. However, since that time, enrollment has stabilized and has begun to rise again. Graduate enrollment during this entire period was relatively stable. With the phased introduction of the Resource Centered Management budget model at the University, the School has refocused its efforts in graduate and undergraduate recruitment efforts. For the 2014-2015 AY, this has begun to show results, and enrollment is beginning to rise. The Department looks to grow enrollment in a gradual, planned manner of approximately 3 to 5% each year over the next five years.

The Department does not keep cost per students at the graduate and undergraduate level. However, as a combined measure, the Department had full direct costs per enrolled student ranging from a low of \$10,490 and a high of \$15,761. The amount has trended upwards since AY 2010-2011. The average was \$12,196. The primary reason for the recent increase in cost per student has been the addition of a number of full-time lecturers.

The University does not keep cost per student information for all professional schools; therefore, this information is not available.

The next table has information related to the following requests:

- Current Fiscal Year Numbers (showing revenue and expenses from all sources);
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year; and

- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, onetime capital expenditures, and development activities.

Architecture FY 09-10 to 14-15 Base Budget/Revenues/Expenditures									
All Sources									
Revenues	FY 09-10 Actual	FY10-11 Actual	FY 11-12 Actual	FY12-13 Actual	FY 13-14 Approved	FY 13-14 Actual	FY 14-15 Approved	FY 15-16 Planned	FY 15-16 Planned
Tuition Revenue (SS)	\$0	\$0	\$0	\$0	\$1,225,045	\$1,225,045	\$1,296,341	\$1,361,158	\$1,429,216
State Funds- General (SG)	\$2,407,017	\$2,564,648	\$2,721,947	\$2,650,935	\$1,531,872	\$1,531,872	\$1,632,952	\$1,632,952	\$1,632,952
State Funds- One Time	\$0	\$0	\$0	\$85,988	\$0	\$0	\$0	\$0	\$0
State Funds- Financial Aid	\$267,785	\$310,060	\$291,795	\$278,932	\$99,105	\$99,105	\$115,219	\$118,676	\$118,676
Subtotal: State Funds	\$2,674,802	\$2,874,708	\$3,013,742	\$3,015,855	\$2,856,022	\$2,856,022	\$3,044,512	\$3,112,786	\$3,180,844
Endowment Income	\$406,702	\$557,600	\$521,685	\$521,685	\$306,624	\$398,639	\$283,883	\$292,399	\$301,171
Gifts	\$131,386	\$128,529	\$108,662	\$108,662	\$45,755	\$156,170	\$46,706	\$48,107	\$49,550
Grants	\$228,421	\$2,603	\$189,277	\$189,277	\$0	\$0	\$0	\$0	\$0
Local Funds	\$85,180	\$85,543	\$44,724	\$44,724	\$35,000	\$4,820	\$41,000	\$41,000	\$41,000
F&A Return	-\$6,968	\$16,521	\$18,629	\$18,629	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$3,519,522	\$3,665,504	\$3,896,719	\$3,898,832	\$3,243,401	\$3,415,651	\$3,416,101	\$3,494,292	\$3,572,565
Expenses									
Salaries	FY 09-10 Actual	FY10-11 Actual	FY 11-12 Actual	FY12-13 Actual	FY 13-14 Approved	FY 13-14 Actual	FY 14-15 Approved	FY 15-16 Planned	FY 15-16 Planned
Salaries-Faculty	\$1,533,583	\$1,671,090	\$1,794,897	\$2,021,361	\$1,926,002	\$1,781,618	\$1,913,336	\$1,970,736	\$2,029,858
Salaries-Staff	\$31,512	\$38,501	\$1,737	\$0	\$0	\$1,514	\$0	\$0	\$0
Salaries-Lecturers	\$16,247	\$37,308	\$236,722	\$111,476	\$91,000	\$96,500	\$173,950	\$110,950	\$113,169
Salaries-Adjuncts	\$266,500	\$315,516	\$221,011	\$96,463	\$78,000	\$122,500	\$67,000	\$67,000	\$67,000
Salaries-Wage	\$121,799	\$121,253	\$31,684	\$26,068	\$25,778	\$13,956	\$27,000	\$27,810	\$28,644
Salaries-Students	\$111,237	\$143,905	\$46,214	\$39,048	\$33,750	\$29,499	\$33,750	\$33,750	\$33,750
Salaries-Other	\$9,265	\$592	\$66,516	\$55,963	\$0	\$277	\$0	\$0	\$0
Subtotal: Salaries	\$2,090,143	\$2,328,165	\$2,398,780	\$2,350,379	\$2,154,530	\$2,045,864	\$2,215,036	\$2,210,246	\$2,272,421
Fringe Benefits									
FB- Faculty/Exec	\$417,647	\$447,760	\$487,655	\$525,049	\$502,232	\$506,273	\$551,724	\$583,714	\$611,760
FB- Classified/ U Staff	\$12,258	\$12,051	\$480	\$0	\$0	\$486	\$0	\$0	\$0
FB- Other	\$30,846	\$26,788	\$29,070	\$17,255	\$6,227	\$10,610	\$5,640	\$5,640	\$5,809
Subtotal: Fringe Benefits	\$460,751	\$486,599	\$517,204	\$542,304	\$508,459	\$517,369	\$557,364	\$589,354	\$617,569
Other Than Personnel Services									
Travel/Training	\$89,396	\$131,228	\$143,147	\$112,150	\$27,500	\$78,576	\$27,500	\$27,500	\$27,500
Contractual Svcs	\$201,644	\$70,947	\$74,885	\$39,783	\$34,000	\$42,961	\$34,000	\$34,000	\$34,000
Events	\$55,677	\$43,983	\$51,676	\$68,730	\$18,000	\$43,935	\$18,000	\$18,000	\$18,000
Supplies	\$23,395	\$20,401	\$57,285	\$56,955	\$1,600	\$33,015	\$1,600	\$1,600	\$1,600
Equipment	\$0	\$0	\$14,124	\$25,731	\$0	\$5,556	\$0	\$0	\$0
Other	\$71,294	\$6,846	\$50,427	\$56,057	\$66,220	\$32,461	\$87,220	\$87,220	\$87,220
Subtotal: OTPS	\$441,406	\$273,405	\$391,545	\$359,406	\$147,320	\$236,504	\$168,320	\$168,320	\$168,320
Financial Aid									
Fin Aid-Fellowships	\$490,281	\$523,695	\$517,553	\$476,326	\$364,092	\$456,173	\$400,381	\$410,910	\$418,140
Fin Aid-GTA/GRA	\$15,360	\$20,240	\$41,135	\$52,500	\$69,000	\$30,543	\$75,000	\$75,000	\$75,000
Fin Aid-Other	\$21,580	\$33,400	\$30,500	\$30,500	\$0	\$53,639	\$0	\$0	\$0
Subtotal: Financial Aid	\$527,221	\$577,335	\$589,188	\$559,326	\$433,092	\$540,355	\$475,381	\$485,910	\$493,140
Total Expenses	\$3,519,522	\$3,665,504	\$3,896,717	\$3,811,415	\$3,243,401	\$3,340,092	\$3,416,101	\$3,453,830	\$3,551,450
Revenue Less Expenses	\$0	\$0	\$2	\$87,417	\$0	\$75,559	\$0	\$40,463	\$21,116

I.2.5 Information Resources: The University Libraries and The Fiske Kimball Fine Arts Library

Institutional Context

The Fiske Kimball Fine Arts Library is one of 15 physical libraries at the University of Virginia. Organizationally, the Fine Arts Library, and the Music Library are joined to form the U.Va. Arts Libraries. The staff in both libraries report to a single Head of the Arts Libraries. The Arts Libraries currently belong to the Arts and Media Services division of the University Libraries, all of which report to the Deputy University Librarian and the University Librarian, Karin Wittenborg.

The Fiske Kimball Fine Arts Library has an overall operating budget of more than \$860,000, including salaries, student wages, OTPS, and collections. The Library serves the needs of the University of Virginia arts community, including the School of Architecture, the McIntire Department of Art, the Fralin Museum of Art, and the Drama Department. In addition, the Library provides interdisciplinary support to the entire University with holdings and services that support the study and history of visual and material culture, antiquities, and design.

The University of Virginia Libraries collection houses over 5,000,000 digital and analog items. The Fiske Kimball Library currently holds 166,868 volumes and has additional materials relevant to the arts available in off-site storage. In the NA call number range, there are roughly 51,209 volumes available. In addition, the Fiske Kimball Library is responsible for the growth and curation of the KORE collection of digitized images for instructional use at the University, which currently consists of more than 90,000 images which are further supplemented by image collections contributed by the McIntire Department of Art, the U.Va. Fralin Museum of Art, the Special Collections Library, 16,300 images from the Archivision library, and a subscription for more than a million images via ARTstor content.

The University Libraries are engaging in a reorganization and redefinition. Currently, the library structure is organized around subject areas and includes divisions such as “Arts and Media Services,” “Humanities and Social Sciences Services,” etc. Our new structure, which has yet to be solidified, will instead organize the Library around central services related to five “Areas of Focus”: Research and Scholarship, Teaching and Learning, Information and Spaces, Collections and Access, and Support Services. All employees of the Library are being engaged in defining new directions and services for the future that address the University’s goals and directions, as well as pressures and changes in publishing, technology, media, and other influences on our work. While the resulting structure is still up in the air, the process of reorganization is intended to position the Library to best serve faculty and students moving forward. Much of the spirit of this transition is captured in the University Libraries’ 2013 Strategic Directions (<https://www.library.virginia.edu/assets/StrategicDirectionsSep2013.pdf>).

Administrative Structure and Staff

The Fiske Kimball Fine Arts Library has undergone several staffing shifts in the past few years. The Head of the Library, who also serves as the subject librarian for Art History, Archaeology, and Classics, has expanded her role to oversee the Music Library as well. A Digital Services librarian was added to the staff, who also serves as a subject librarian for Studio Art and Drama. The Image Services Librarian oversees the digital image collections and provides consultations on image management for research. The Fiske Kimball Library has also added a full-time ScanLab Manager/IT Engineer to its staff who is shared with the Music Library. Three additional full-time positions provide management of the Library’s operations, stacks, reserve materials, and student workers.

The seven full-time positions in the Fiske Kimball Library are augmented by the work of approximately 30 student workers, six of whom assist primarily with cataloging of images and materials. The other student workers staff the Library’s information desk and provide front-line services, enabling staff to spend more time on in-depth projects requiring their expertise.

Library and Visual Resource Collections

The collection of the Fiske Kimball Fine Arts Library is considered one of the best in the South with strengths in American and Caribbean architecture, classical to medieval archaeology and architecture, sustainability, contemporary world architecture, and community-based planning. The Library follows the lead of the School of Architecture in developing collections and services that address current curricular and research goals. The Architecture Librarian directs acquisitions funding to support school endeavors including international programs, sustainability in the built environment, design thinking, design research, and community-based planning. The Architecture Librarian and the Head of the Library participate in yearly retreats for the School of Architecture and attend departmental meetings and events throughout the year in order to better align library activities with the direction of the School of Architecture.

The Architecture Librarian is tasked with building and maintaining collections to support the research and curriculum of the School of Architecture. The bulk of book acquisitions are done through approval plans with multiple vendors that provide materials from the U.S., Europe, Asia, and Latin America. These approval plans cover publications by major academic publishers. Additional funds designated for architectural materials support purchases from smaller publishers, which are essential to the study of current architectural design and discourse. In FY 2014, purchases for architecture acquisitions (outside of the approval plan) totaled approximately \$34,000. Books are purchased both at the discretion of the Architecture Librarian and in response to purchase requests made directly by faculty and students. Materials unavailable for purchase are obtainable through a strong and responsive Interlibrary Loan system.

Subscriptions to both print and electronic journals are supported by a centralized fund. This is a new structure in the Libraries, with the aim of better managing the difficulties of journal price inflation across all disciplines. Journal holdings in architecture (both print and electronic) have expanded since 2009 in direct response to input from faculty. The Fiske Kimball Library has added many international journal titles to the collection, including *FutureArc* (Singapore), *Architecture Méditerranéenne* (Marseille), *Abadi* (Tehran), *Scape* (Basel), and *Paisea* (Valencia). In addition, we have added new publications (for example, Log and CLOG), which reflect current trends in architectural publishing and thought.

The University Libraries and the VIVA (Virginia) Library Consortium provide access to a wealth of databases for research in architecture and related fields. Our access includes (but is far from limited to): the Avery Index, Art Index, ArtBibliographies Modern, Oxford Art Online, Engineering Village, Web of Science, Digital Sanborn Maps, America History & Life, Sociological Abstracts, Building Green Suite, ULI Development Case Studies, Catena Digital Archive of Gardens and Landscapes, Environment Complete, GreenFile, and JSTOR. Since 2009, we have added databases of relevance to architecture, including MADCAD Building Codes Online, Garden, Landscape and Horticulture Index, and (most recently) Material Connexion.

The addition of a subscription to Material Connexion complements a new area of collections for the Fine Arts Library. In 2013, we began work on a Materials Collection to support the design work of the School of Architecture. We received a grant from the University of Virginia Parents Fund to enable us to purchase shelving and storage for innovative and sustainable materials that are available for students to explore as part of their design research. We have also created a catalog of the collection, and currently have over 800 items cataloged in the growing collection.

Other recent collections developments impacting the School of Architecture include: purchases made from Architecture monographic funds for the Special Collections Library, the creation of a streaming video archive of visiting lecturers to the School of Architecture, the required submission of School of Architecture theses to LIBRA (the University of Virginia Institutional Repository), and a complete redesign of our library catalog (VIRGO) incorporating facets and article searching.

Services

The University of Virginia Libraries supports the curriculum of the School of Architecture with a number of services. The Architecture Librarian provides course-related instruction on research

techniques and tools in classes throughout the curriculum. She continues to teach a one-credit course on research to all incoming graduate students in the Master of Architectural History program. Since 2012, she has also participated in multiple class sessions of the Department of Architecture's Design Research class for students pursuing the thesis option. In addition, she has served as an instructor in the repeated course Paper Matters, which focuses on questions of architectural publication and has co-produced the School of Architecture's well-received yearbook, *Catalyst* (ACTAR, 2013). The Architecture Librarian would like to better integrate research instruction into the School of Architecture curriculum in order to reach more students and ensure that they have the skills to succeed in research assignments.

Library staff provides research support to students and faculty in the form of consultations to assist with all aspects of research from choosing a topic to organizing information and data. Expertise is available in the Fiske Kimball Fine Arts Library, which includes Librarians for Image Services, Digital Projects, and academic subject areas. Other University Libraries' knowledge centers such as the U.Va. Scholars Lab, the Digital Media Lab, and the newly formed Research Data Services provide support and resources for both faculty and students whether they need help managing vast amounts of data/images, mapping with GIS, taking aerial photographs, 3-D scanning, and producing films, or any of a myriad of other activities related to research. Digital scholarship is also bolstered by the University's SHANTI department (Science, Humanities, and Arts Network of Technological Initiatives). SHANTI works in partnership with the library to offer sustainable, relevant, and academically adapted digital technologies to the University community.

In addition, the Library continues to maintain more traditional services, including course reserves (both print and electronic), online research guides (available at <http://guides.lib.virginia.edu>), Interlibrary loan, and book delivery services for faculty.

Assessment of Resources

To ensure that the Library's collections and services continue to support the curricular and research needs of the School of Architecture, several methods of assessment are employed. The Library's annual User Survey, administered by the Strategic Assessment Services department of the Libraries, measures user satisfaction with library collections (print and digital) and services (including research support, instruction, spaces, and technology). In the most recent survey, respondents from the School of Architecture reported higher satisfaction with many library services than that in other academic areas. Overall, respondents ranked their satisfaction as 4.35 out of 5, slightly higher than the average score of 4.3. However, this does not preclude the possibility of earning even higher scores, and the Architecture Librarian and Head of the Arts Libraries are already working on plans to alter some services based on survey responses.

Other assessment takes place on a less structured basis, but also contributes to planning for the Libraries. User experience testing, informal surveys, and instruction assessment are all utilized throughout the year to ensure that students and faculty can successfully access the Library's print and electronic collections. Statistics are deployed to measure trends in circulation, space use, and research support, and drive decisions on staffing and collection maintenance. All of this is augmented by the involvement of the Architecture Librarian in the day-to-day life of the School of Architecture, which provides constant opportunities for feedback on current collections and services as well as identifying new areas in which the Library can collaborate with the School of Architecture to support both faculty and students.

Funding

The University of Virginia Libraries provide a wealth of resources that are supported by robust funding. The total collections budget for the Libraries (excluding the Law Library and the Health Sciences Library, which are run semi-independently) amounts to more than \$9 million annually. The Fine Arts Library collections budget was approximately \$319,000 for FY 2014. The Fine Arts Library collections funds are used primarily (though not exclusively) to support the acquisition of monographs and discipline-specific databases (including the Avery Index, Art Index, and Material Connexion). Funding for serials and interdisciplinary databases (such as JSTOR, Academic Search Complete, and ARTstor/Shared Shelf) is centralized. The Fine Arts Library budget

includes more than \$135,000 dedicated to a robust approval plan, which has been crafted by the Subject Librarians to ensure that works on art, architecture, and archaeology published by academic presses are purchased automatically. Additional funds support the purchase of materials both at the discretion of subject librarians or at the request of students and faculty. As noted above, In FY 2014, monographic funds for Architecture-related materials totaled approximately \$34,000.

The University of Virginia is embarking on a new financial model, and the Libraries are working strategically to ensure that funding will continue to support the needs of academic departments. Under the new model, the University Libraries will be considered a “central service” of the University along with other core services such as IT and facilities. While the new model has yet to be implemented, the Libraries expect to continue to be financially supported in their mission.

Identified Needs and Deficiencies

The greatest need of the Fiske Kimball Fine Arts Library is space. In our 2009 report, we stated that we were at capacity for collections and in need of a major addition and renovation. While we have moved materials to offsite storage, we continue to over pack our shelves to ensure access to library materials. The University Libraries administration is supportive of expanding the current building, but funding has not yet become available for the project. In the meantime, we have made the most of our current space by refurbishing and repurposing our spaces to the best of our ability.

Study spaces in the Fiske Kimball Library are progressively refreshed. In recent years, new tables that feature electrical outlets have been added. New carpeting has been installed, and new chairs have been purchased for the main floor. Spaces have been repurposed to meet demand for access to technology and group study space. The Fiske Kimball Library now features two Media Scape tables with LCD screens that are frequently used for discussions and presentations. We have also added a dedicated ScanLab that features Epson scanners and Macintosh computers that provide access to specialized software including ArcGIS, Adobe Suite, and more. The former rare materials room, which also housed the physical slide collection, has been retrofit to house a new construction materials collection.

Despite our progress in modernizing our study spaces, the Fiske Kimball Fine Arts Library continues to be in need of an expansion. Such a project would enable better housing of the collections, more spaces designed for both quiet and collaborative study, expanded access to technology and resources, and exhibition space.

To maximize space for Library users, we have utilized every available corner of the Library, which has nearly eliminated storage space for staff and operations. Any additional staff would be difficult to accommodate, as office space is also currently crowded. The Subject Librarians for Studio Art and Architecture share an office, which can be an impediment to accommodating in-office research consultations. Staff frequently use the group study room as a meeting room, which occasionally causes scheduling conflicts. An ideal renovation would create better spaces for both the public and staff.

A renovation and expansion could also offer the opportunity for more direct access to the Library from the School of Architecture. The Fiske Kimball Fine Arts Library is located in the heart of the Arts Grounds of the University and is physically attached to the School of Architecture. Despite the connection, there is no interior access from the School of Architecture into the Library. Both the Library and the School would like to open a direct entrance, but the current configuration of the Library (including the lack of elevator access for disabled patrons) poses challenges to doing so. An expansion could successfully help to create a direct path from the Architecture studios to the Library by enabling the relocation of core public services to the second floor, along with a prominent entrance for other Arts Grounds patrons.

Another potential deficiency is staffing. The Fiske Kimball Library has three subject librarians to provide expertise in the broad fields of Art, Art History, Archaeology, Architecture, Landscape, Architectural History, Planning, and Drama. As the Library becomes more engaged with students and faculty, this model becomes less sustainable. Librarians are increasingly involved in faculty

research projects, embedded in semester-long classes, and collaborating on research initiatives. These time-intensive activities are of high value, but difficult to scale. Furthermore, subject librarians often also have competing responsibilities. For example, the Head of the Fiske Kimball Library also serves as the Head of the Music Library (the two have recently been organizationally restructured into a single "Arts Libraries" unit). These administrative duties compete with her role and availability as the Subject Librarian for Art History, Archaeology, and Classics.

Image Services is an understaffed resource. A single full-time librarian provides oversight for the construction of our teaching image collection, and is assisted by help from the Metadata Management Services department and student workers. Image projects brought by faculty can be delayed by the shortage in available staff, or by a lack of required expertise for cataloging specialized images. In the past, the School of Architecture has provided teaching assistants to the Library to assist with this, but this practice has fallen out of favor in recent years.

An additional anticipated deficiency is related to funding. The University of Virginia Libraries, along with academic libraries worldwide, faces steep increases in the costs of journals and databases each year. These increased subscription costs consume a larger and larger part of our collections budget each year, and make it increasingly difficult to commit to newly available subscription resources that may be of value to scholars. The Libraries are working with the University to address this issue and are also seeking alternative solutions, including consortial purchasing and competitive renegotiation of contracts. At times, however, substantial inflation costs require the Libraries to reallocate funding or cancel resources. While we have been lucky to avoid substantial cuts to this point, we constantly measure usage statistics and seek informal feedback that allow us to ensure that we continue to provide access to essential and highly used resources.

I.3 Institutional Characteristics

1.3.1. Statistical Reports

Program Student Characteristics

School of Architecture Student Demographics, 2009-2014

As Reported in the 2009 ARS									
Ethnicity	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total		Total	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	2	2	0	0	0	0	2	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	1	0	0	0	0	1	1
Hispanic/Latino	0	2	2	0	0	0	0	2	2
White	6	4	10	0	0	0	6	4	10
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	4	4	0	0	0	0	4	4
TOTAL	6	13	19	0	0	0	6	13	19
As Reported in the 2010 ARS									
Ethnicity	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total		Total	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	3	3	0	0	0	0	3	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	2	2	0	0	0	0	2	2
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	13	8	21	0	0	0	13	8	21
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	3	0	3	0	0	0	3	0	3
Race and ethnicity unknown	0	2	2	0	0	0	0	2	2
TOTAL	16	15	31	0	0	0	16	15	31
As Reported in the 2011 ARS									
Ethnicity	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total		Total	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	2	1	3	0	0	0	2	1	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	1	0	0	0	1	0	1
Hispanic/Latino	1	2	3	0	0	0	1	2	3
White	8	9	17	0	0	0	8	9	17
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	1	1	0	0	0	0	1	1
TOTAL	12	13	25	0	0	0	12	13	25
As Reported in the 2012 ARS									
Ethnicity	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total		Total	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	1	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	17	4	21	0	0	0	17	4	21
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	2	3	5	0	0	0	2	3	5
Race and ethnicity unknown	0	1	1	0	0	0	0	1	1
TOTAL	20	8	28	0	0	0	20	8	28

Ethnicity	As Reported in the 2013 ARS								
	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female Total	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total			
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	1	1	0	0	0	0	1	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	6	8	14	0	0	0	6	8	14
Two or more races	1	0	1	0	0	0	1	0	1
Nonresident alien	3	5	8	0	0	0	3	5	8
Race and ethnicity unknown	1	1	2	0	0	0	1	1	2
TOTAL	11	15	26	0	0	0	11	15	26

University of Virginia Undergraduate Student Demographics

Ethnicity	As Reported in 2013*								
	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female Total	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total			
American Indian or Alaska Native			17			1	11	7	18
Asian			1799			19	860	958	1818
Native Hawaiian or other Pacific Islander			3			0	0	3	3
Black or African American			894			23	365	552	917
Hispanic/Latino			822			21	385	458	843
White			8692			336	4154	4874	9028
Two or more races			623			13	290	346	636
Nonresident alien			894			8	396	506	902
Race and ethnicity unknown			704			29	324	409	733
TOTAL	6593	7855	14448	192	258	450	6785	8113	14898

University of Virginia Graduate Student Demographics

Ethnicity	As Reported in 2013*								
	Full Time	Full Time	Full Time	Part Time	Part Time	Part Time	Male Total	Female Total	Grand Total
	Male Total	Female Total	Total	Male Total	Female Total	Total			
American Indian or Alaska Native			9			0	5	4	9
Asian			419			16	234	201	435
Native Hawaiian or other Pacific Islander			2			0	0	2	2
Black or African American			240			20	113	147	260
Hispanic/Latino			239			9	138	110	248
White			3464			367	1920	1911	3831
Two or more races			124			2	49	77	126
Nonresident alien			1014			11	616	409	1025
Race and ethnicity unknown			391			13	234	170	404
TOTAL	3172	2730	5902	137	301	438	3309	3031	6340

* Data provided by Office of Institutional Assessment and Studies

Qualifications of Students Admitted

	As reported in the 2009 ARS	As reported in the 2010 ARS	As reported in the 2011 ARS	As reported in the 2012 ARS	As reported in the 2013 ARS
SAT:					
<i>Critical Reading</i>					
25th percentile SAT score	580	600	580	575	620
75th percentile SAT score	690	710	680	685	720
<i>Mathematics</i>					
25th percentile SAT score	600	630	620	610	640
75th percentile SAT score	710	730	710	725	740
<i>Writing</i>					
25th percentile SAT score	560	610	590	595	630
75th percentile SAT score	700	710	690	680	730
ACT:					
25th percentile ACT score	27	27	28	27	28
75th percentile ACT score	30	32	32	31	33
Graduate Record Examination					
Verbal (200-800)	605	630	520	567	157
Quantitative (200-800)	646	770	686	650	154
Analytical (0.0-6.0)	4.7	4.5	4	4	5.3

Time to Completion/Graduation

	AY 2008 - 2009			AY 2009 - 2010			AY 2010 - 2011			AY 2011 - 2012			AY 2012 - 2013		
	Normal Time to Completion	Percentage of students who completed in normal time	Percentage of students who completed in 150% of normal time												
Paths															
Path 1* (Path C)	2	n/a	0	2	100	0	2	100	0	2	100	0	2	n/a	0
Path 2 (Path B)	4	100	0	4	100	0	4	100	0	4	86	0	4	100	0
Path 2.5													5	n/a	0
Path 3 (Path A)	7	91	0	7	93	0	7	100	0	7	100	0	7	100	0
* not included in accredited program															

Research compiled by the UVA School of Architecture - 2014

Program Faculty Characteristics: Full-Time Instructional Faculty

School of Architecture Faculty Demographics

As reported in the 2013 ARS													
Ethnicity	Professor -	Professor -	Professor -	Assoc.	Assoc.	Assoc.	Assis.	Assis.	Assis.	Instructor -	Instructor -	Instructor -	GRAND
	Male	Female	TOTAL	Professor -	Professor -	Professor -	Professor -	Professor -	Professor -	Male	Female	TOTAL	
American Indian or Alaska Native	1	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	2	0	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	1	0	1	1	0	1	0	0	0	1	1	2	4
White	4	2	6	5	3	8	2	1	3	4	4	8	25
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	2	7	6	3	9	2	1	3	7	5	12	31
As reported in the 2009 ARS													
Ethnicity	Professor -	Professor -	Professor -	Assoc.	Assoc.	Assoc.	Assis.	Assis.	Assis.	Instructor -	Instructor -	Instructor -	GRAND
	Male	Female	TOTAL	Professor -	Professor -	Professor -	Professor -	Professor -	Professor -	Male	Female	TOTAL	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	2	2	4	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	3	0	3	0	0	0	0	0	0	3
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0
White	7	2	9	4	2	6	2	1	3	12	5	17	35
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	1	0	1	1
TOTAL	7	2	9	7	2	9	2	1	3	15	7	22	43

University of Virginia Faculty Demographics

As reported in 2013*													
Ethnicity	Professors			Associate Professors			Assistant Professors			Lecturers/Instructors			TOTAL GRAND TOTAL
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	
American Indian or Alaska Native			0			0			3			1	4
Asian			56			60			91			25	232
Native Hawaiian or other Pacific Islander			0			0			0			0	0
Black or African American			16			37			19			4	76
Hispanic/Latino			11			11			18			8	48
White			797			599			438			178	2012
Two or more races			2			5			5			3	15
Nonresident alien			5			8			35			31	79
Race and ethnicity unknown			0			0			0			0	0
TOTAL	713	174	887	434	286	720	309	300	609	131	119	250	2466

* Data provided by Office of Institutional Assessment and Studies

Faculty Promotions

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<i>Faculty in the accredited program</i>					
Assistant to Associate Professor	1	0	1	0	0
Associate to Full Professor	0	0	0	1	0
<i>Faculty in the institution</i>					
Assistant to Associate Professor	53	50	51	47	51
Associate to Full Professor	33	32	32	28	32

Faculty Receiving Tenure

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty in the accredited program	2	0	1	1	0
Faculty in the institution	39	42	42	35	33

Architectural Registrations in U.S. Jurisdictions

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty receiving 1st time licenses				1	
Faculty receiving reciprocal licenses					
Faculty renewing licenses				3	8
Faculty receiving NCARB Certificates	2		1		
Foreign-educated	8				
Foreign-licensed	5				
Broadly Experienced Architects	4				

I.3.2. Annual Reports

The National Architectural Accrediting Board (NAAB) annual reports prepared since the last accreditation visit in 2009 have been submitted electronically and are available online via the web links below:

2009 Annual Report Submission: <http://www.arch.virginia.edu/resources/annual-report-2009>

2009 NAAB Response: Not Available on NAAB website

2010 Annual Report Submission: <http://www.arch.virginia.edu/resources/annual-report-2010>

2010 NAAB Response: Not Available on NAAB website

2011 Annual Report Submission: <http://www.arch.virginia.edu/resources/annual-report-2011>

2011 NAAB Response: Not Available on NAAB website

2012 Annual Report Submission: <http://www.arch.virginia.edu/resources/annual-report-2012>

2012 NAAB Response: Not Available on NAAB website

2013 Annual Report Submission: <http://www.arch.virginia.edu/resources/annual-report-2013>

2013 NAAB Response: Not Available on NAAB website

The letter facsimile provided confirms that the Director of Institutional Assessment and Studies at UVA has provided the data to the Architecture School for NAAB reports that is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics (NCES).



August 4, 2014

Andrea Rutledge
Executive Director
National Architecture Accrediting Board
1101 Connecticut Ave, NW, Suite 410
Washington DC 20036

Dear Ms. Rutledge,

To the best of my knowledge, the data that our office has given to the UVA School of Architecture for NAAB reports since the last site visit in 2009 has been accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics, to the extent that our understanding of the definitions are consistent between the reports.

Sincerely,

A handwritten signature in cursive script that reads "George A. Stovall".

George Stovall
Director, Institutional Assessment and Studies
University of Virginia

I.3.3. Faculty Credentials

Name	Title	Area of Specialization	Academic Credentials	Professional Credentials	Honors/Awards
Ghazal Abbasy-Asbagh	Lecturer	Diagramming as Design Tool, Spatial Politics of Revolution	MArch, Harvard Graduate School of Design		AIA DC Unbuilt Award of Excellence
Iñaki Alday	Quesada Professor, Chair of Department of Architecture	Multi-scalar Integration of Landscape, Architecture, and Urban Design	M.Arch., Polytechnic University of Catalonia Barcelona	RA, Landscape Architect, Spain; COAC, COAA, AEP	Light Rail Awards 2012 Worldwide Project of the Year; First Prize of Urban Integration 2012
Manuel Bailo	Associate Professor	Architectural Urbanism	PhD, Architect Superior ETSABarcelona	COAC, AxA	First Prize “Annual Commercial Space Award”; First Prize “Contractworld” Award
Julie Bargmann	Associate Professor	Regenerative Landscapes	MLA, Harvard Graduate School of Design	ASLA	National Preservation Award 2007
Ellen Bassett	Associate Professor	Urban and Environmental Planning	PhD in Urban and Regional Planning, University of Wisconsin		F. William Fulbright Scholarship
Charlotte Pamela Black	Lecturer	Figure Drawing, Abstract Expressionism	MFA, Pratt Institute		
Cammy Brothers	Associate Professor, Director of Venice Program	Italian Renaissance and Mediterranean Architecture	PhD, Harvard University		CAVSA Fellowship
Anselmo Gianluca Canfora	Associate Professor, Graduate Program Director	Community Design, reCOVER	MArch, University of Michigan	NCARB, in progress	AIA Education Honor Award
Leena Cho	Visiting Lecturer	Transformation of the Arctic Landscape	MLA, Harvard Graduate School of Design		Winner of European 11, Vienna
W. G. Clark	Edmund S. Campbell Professor	Modern Residential Architecture	BArch, University of Virginia	RA Virginia, Pennsylvania, South Carolina (retired)	Three-Time AIA National Honor Award Winner; Contributor, Venice Biennale

Sheila Crane	Associate Professor	Modern Mediterranean History	PhD in Art History, Northwestern University	SAH, EAHN, College Art Association	Grant from Graham Foundation
Phoebe Crisman	Associate Professor	Sustainable Design and Culture	MArch, Harvard Graduate School of Design	AIA, AHRA, ASCA, AASHE, VASHE, NAF	AIA Education Honor Award; NCARB Prize; JAE Best Design as Scholarship Article Award
Robin Dripps	T. David Fitzgibbon Professor	Parametric Design, Construction and Ecology	March, University of Pennsylvania		ACSA Distinguished Professorship Award
Asa Eslocker	Lecturer	Landscapes of Longevity	MLA, University of Virginia	ASLA	
Eric M. Field	Lecturer	Application of Computing Technology	MArch, University of Virginia		2013 R&D Award from Architect Magazine for ecoMOD
Edward R. Ford	Vincent and Eleanor Shea Professor	Details of Modern Architecture, Construction	MArch, Washington University in St. Louis	RA, Virginia; AIA, SAH, NCARB Virginia	Macdowell Colony Fellowship; AIA Unbuilt Architecture Award of Excellence
Teresa Galí-izard	Chair of Landscape Department; Associate Professor	Landscape Architecture	Postgraduate Degree, Polytechnic University of Catalonia	AEP, IFLA, EFLA	Exhibition at 2014 Venice Biennale
Pankaj Vir Gupta	Harry S. Shure Visiting Professor of Architecture (2014-2017)	Indian Urbanism			Gold Prize in Fritz Höger Award for Excellence in Brick Architecture
Sanda Iliescu	Associate Professor	Drawing, Architectural Drawing	MArch, Princeton University, AIA Medal	Fellow of the American Academy in Rome	Rome Prize, McDowell Fellowship
Margarita Jover	Lecturer	Urban, Landscape Hyperrealities in Architecture	M.Arch, Polytechnic University of Catalonia Barcelona	RA, Landscape Architect, Spain; COAA, COAC, AEP	Light Rail Awards 2012 Worldwide Project of the Year; First Prize of Urban Integration 2012
Matthew Jull	Assistant Professor	Arctic Urbanization	PhD in Geophysics, University of Cambridge; MArch, Harvard Graduate School of Design	RA, Netherlands; Arctic Urban Sustainability Network	Exhibitions at MoMA NY, Venice Biennale

Alexander Kitchin	Lecturer	Innovations in Concrete	M.Arch, SCI-ARCH		Rome Prize
Nicholas Knodt	MArch Candidate	Visualization	MArch, University of Virginia (Dec. 2014)		
Nana Last	Associate Professor	Architectural Theory and Design, Philosophy	PhD, Massachusetts Institute of Technology; MArch, Harvard Graduate School of Design	SAH	
Michael G. Lee	Reuben M. Rainey Professor, Associate Professor	Landscape Architecture, European Garden Theory	PhD, Harvard University; MLA, Harvard Graduate School of Design	SAH, IGAP, INCS	
Shiqiao Li	Weedon Professor in Asian Architecture	Contemporary Chinese Cities, Political Space	PhD, AA School and Birkbeck College	SAH; Associate Member, HKIA	
Esther Lorenz	Lecturer; Undergraduate Program Director	Sociocultural Sustainability, Architecture, Media and Infrastructure	PhD Candidate, Academy of Fine Arts Vienna; Graz University of Technology, Austria; TU Delft, Netherlands	RLA; Austria; AIA	Contributor, Venice Biennale
Earl Mark	Associate Professor	CAAD, Digital Media, Design with Technology	PhD, Harvard University; MS, Massachusetts Institute of Technology; MArch, University of New Mexico		Bentley Systems Educator of the Year 2009;
Kirk Martini	Associate Professor	Structural Design, Photography	PhD, Structural Engineering, UC Berkeley; MS, Structural Engineering, UC Berkeley; MArch, U.C. Berkeley	PE	Lilly Endowment Teaching Fellowship, 2 Teaching and Technology Fellowships, UVa All-University Teaching Award 2008

Seth McDowell	Assistant Professor	Architecture from Post-Consumer Waste, Appalachia	MArch, Columbia University	NCARB, in progress	
Charles Menefee III	Associate Professor	Drawing Architecture, Professional Practice	BArch, Carnegie-Mellon University	RA, South Carolina AIA	Three-Time AIA National Honor Award Winner
Elizabeth K. Meyer	Dean; Merrill Professor of Landscape Architecture	Modern Landscape Theory, Design as Site Interpretation	MLA, University of Virginia; MA in Historical Preservation, Cornell University	FASLA, SAH	Member of US Commission of Fine Arts
Karolin Moellman	Lecturer	Design from Social Context	Graduate Diploma, Technical University Dresden	RA, Germany	First Prize European 9
Suzanne Moomaw	Associate Professor	Community and Economic Development; Design-Driven Manufacturing	PhD in Regional and Urban Planning, University of Alabama		
Gwenedd Murray	Lecturer	Passive Ventilation Design Strategies	MArch, AA School	AIA, LEED, AP BD+C	Residential Award from JRGBC
Louis P. Nelson	Associate Professor; Associate Dean for Research and International Programs	Vernacular Architecture, American Architectural History	PhD in Art History, University of Delaware; MA in Art History, University of Delaware		Winner of 2010 SESAH Best Book of the Year Prize
Brian Osborn	Assistant Professor	Material Assemblies, Novel Craft Techniques	M.Arch, Pratt Institute; BLA, California Polytechnic State University	RLA, Virginia	
Lucia Phinney	Distinguished Lecturer	Revealing Natural Systems; Parametricism	M.Arch, University of Virginia; MLA, University of Virginia		Jefferson Fellowship, AIA Fellowship, Dupont Fellowship
Adalie Pierce-McManamon	Lecturer	Design Visualization, Diagramming	MLA Harvard Graduate School of Design	RLA, Virginia; LEED AP, ASLA	

Matthew Pinyan	Lecturer	Monument and Meaning in Architecture	MArch, University of Virginia		
John D. Quale	Associate Professor; Director of Graduate Architecture Program (2011-2014)	Sustainability, Prefabricated Affordable Housing	MArch, University of Virginia	Assoc. AIA, LEED AP BD+C, USGBC	ASCA Creative Achievement Award; AIA Education Honor Award; NCARB Grand Prize
Jeana Ripple	Assistant Professor	Parametric Structural Design, Design-Driven Manufacturing	MArch, University of Michigan; BS in Computer Science, University of Notre Dame	RA, Virginia; AIA, LEED AP	2014 AIA DC Unbuilt Design Award of Excellence
Betsy Roettger	Assistant Dean of Students and Community Engagement; Lecturer	Design, Community Development and Political Action	M.Arch, University of Virginia; Alpha Rho Chi Medal	AIA	ACSA Housing Design Education Award
George W. Sampson	Research Associate Professor	Arts Administration	MFA in Arts Administration, Columbia University	AAHE	Co-ounder, Arts Administrators in Higher Education; Leonard Sandridge UVA Student Partnership Award
William H. Sherman	Associate Vice President for Research; Professor	Sustainable Design	MArch, Yale University	RA, Virginia; NCARB	Z Society Distinguished Faculty Award; ACSA Creative Achievement Award; Founding Director of OpenGrounds
Teddy Slowik	Lecturer	Duality of Low-Tech and High-Tech Production and Design	M.Arch, University of Pennsylvania		First Place in 2005 FEIDAD Competition
Schaeffer E. Somers	Lecturer	Design and Public Health	MArch, University of Virginia; BS Aerospace Engineering, University of Virginia	NCARB, in progress; US Green Building Council, LEED AP NC	Hybrid Challenge Grant; First Prize Steedman Prize International Design Competition
Megan Suau	Lecturer	Integrated Design Delivery Systems	M.Arch, University of Virginia		

Kim Tanzer	Professor	Relationship Between Human Body and Landscape	M.Arch, North Carolina State University	FAIA, DPASCA, NCARB, SAH	ACSA Distinguished Professor; Co-Founder, National Academy of Environmental Design
Karen Van Lengen	William R. Kenan, Jr. Professor	Communication and Sound in the Public Realm	MArch, Columbia University	RA, New York; FAIA; NCARB	Fellow of the IATH; Fellow of AIA; Zintl Leadership Award
Peter D. Waldman	William R. Kenan, Jr. Professor	Residential Architecture, Theory	MFA, Princeton University	RA, New Jersey, Texas; FAIA	Fellow, American Academy in Rome; ACSA Distinguished Professor; First Prize, Times Square Tower Competition
Alexander M. Wall	Lecturer	Landscape Design; Urbanism	Diploma, Architectural Association	Architects Registration Board, UK	Numerous International Design and Planning Competition Winners
Lester Yuen	Lecturer	Architecture	M.Arch, Yale University	Associate, AIA	

I.4. Policy Review

The following documents will be available in the Team Room—note that highlighted items link to publicly accessible documents on the U.Va. A-School website.

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies, including:
 - Position Descriptions
 - Appointment, Tenure, and Promotion
 - Reappointment
- EEO/AA
- Diversity
- Faculty Development
- Faculty Appointment
- Student-to-Faculty Ratios for All Components of the Curriculum
- Per-Capita-Space Allocation for Facilities Resources
- Admissions
- Advising
- Use and Integration of Digital Media in the Architectural Curriculum
- Academic Integrity
- Library Policies
- Information Literacy Program
- Faculty Handbook
- By-Laws of the A-School
- Policies and Procedures of the A-School

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Part Two (II). Educational Outcomes and Curriculum

II.1. Student Performance Criteria

Curricular Goals of the MArch Program

The MArch is a professional degree in Architecture which qualifies graduates to take the Architect Registration Exam (ARE) in the United States. The Master of Architecture curriculum emphasizes strong foundation studies in design with support courses in architectural history and theory, building, and representation. To gain broader understanding of the relationships within and parallel to the field of architecture, students take courses in the Departments of Architectural History, Landscape Architecture, and Urban and Environmental Planning. Upper-level graduate students are encouraged through an optional teaching elective to expand their knowledge by serving as teaching assistants to undergraduate students in design, theory, or technology courses.

The undergraduate education of a student defines the appropriate MArch degree path for him/her to submit an application. Students can pursue the degree in three years, two and a half years, or two years, depending on the number of architectural and general education courses completed prior to admission to the program. A thesis option typically adds a semester to the length of the student enrollment. An enrolled student must have completed a minimum of 45 credit hours of general studies (not related to architecture) during his/her undergraduate degree to complete the degree in the time allotted. This is a national accreditation requirement.

Degree Paths

- Master of Architecture, Path 3 102 credit hours
- Master of Architecture, Path 2.5 82 credit hours
- Master of Architecture, Path 2 67 credit hours
- Master of Architecture, Path 1 31 credit hours (not NAAB-accredited)

MArch Student Performance Criteria Matrix: Path 3

University of Virginia School of Architecture Master of Architecture Path 3		Realm A: Critical Thinking & Representation										Realm B: Integrated Building Practices, Technical Skills and Knowledge											Realm C: Leadership & Practice													
		Ability	Ability	Ability	Ability	Ability	Ability	Ability	Ability	Understanding	Understanding	Understanding	ABILITY	Ability	Ability	Ability	Ability	Ability	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding	Ability	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding				
Student Performance Criteria		Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility			
1	2	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9			
SPC Met in NAAB-accredited Program																																				
SPC expected to have been met: N/A																																				
Year 1:																																				
Summer Design Institute:																																				
ALAR 5010 Introduction to Design						2		1																												
ALAR 5020 Introduction to Design Graphics																																				
ALAR 5030 Introduction to Design Theory and Analysis																																				
ARCH 6010 Foundation Studio 1		1							2																											
ARCH 6140 Architectural Analysis: Key Buildings										2																										
ARCH 6231 Building Integration Workshop 1								1																												
SARC 6000 Common Course																																				
ARCH 6710 Geometrical Modeling				2																																
ARCH 6020 Foundation Studio 2																																				
ARCH 6240 Introduction to Structural Design										1												1														
ARCH 6261 Building Integration Workshop 2																						1	1	2												
Year 2:																																				
ALAR 7010 Research Studio 1		1												1																						
ARCH 7120 History of Ideas											2																									
ARCH 7210 Structural Design of Dynamic Loads																							1													
ARCH 7020 Foundation Studio 3							1		1																											
ARCH 7230 Design Development				1		1			2										2				1	1												
ARCH 7250 Environmental Systems																						1														
ARCH 7270 BIM and REVIT 1																																				
Year 3:																																				
ALAR 8010 Research Studio 2				2										1																						
ARCH 8480 Prof. Practice, Ethics & Communication		1																									2	2	1	1	1	1	1	1	1	1
ALAR 8020 Design Development Studio (Comprehensive)			1	1								1	1	2	1	2	1	1					1	1												
ARCH 8230 Building Synthesis						1						2			2						2				1			2								
Electives:																																				
ARH elective										1	1																									
LAR elective											2	2																								
SARC 5555 Visualization Electives																																				
ALAR 8999 (Optional) Thesis / Design Research																																				
Vortex																												1		2			2			1

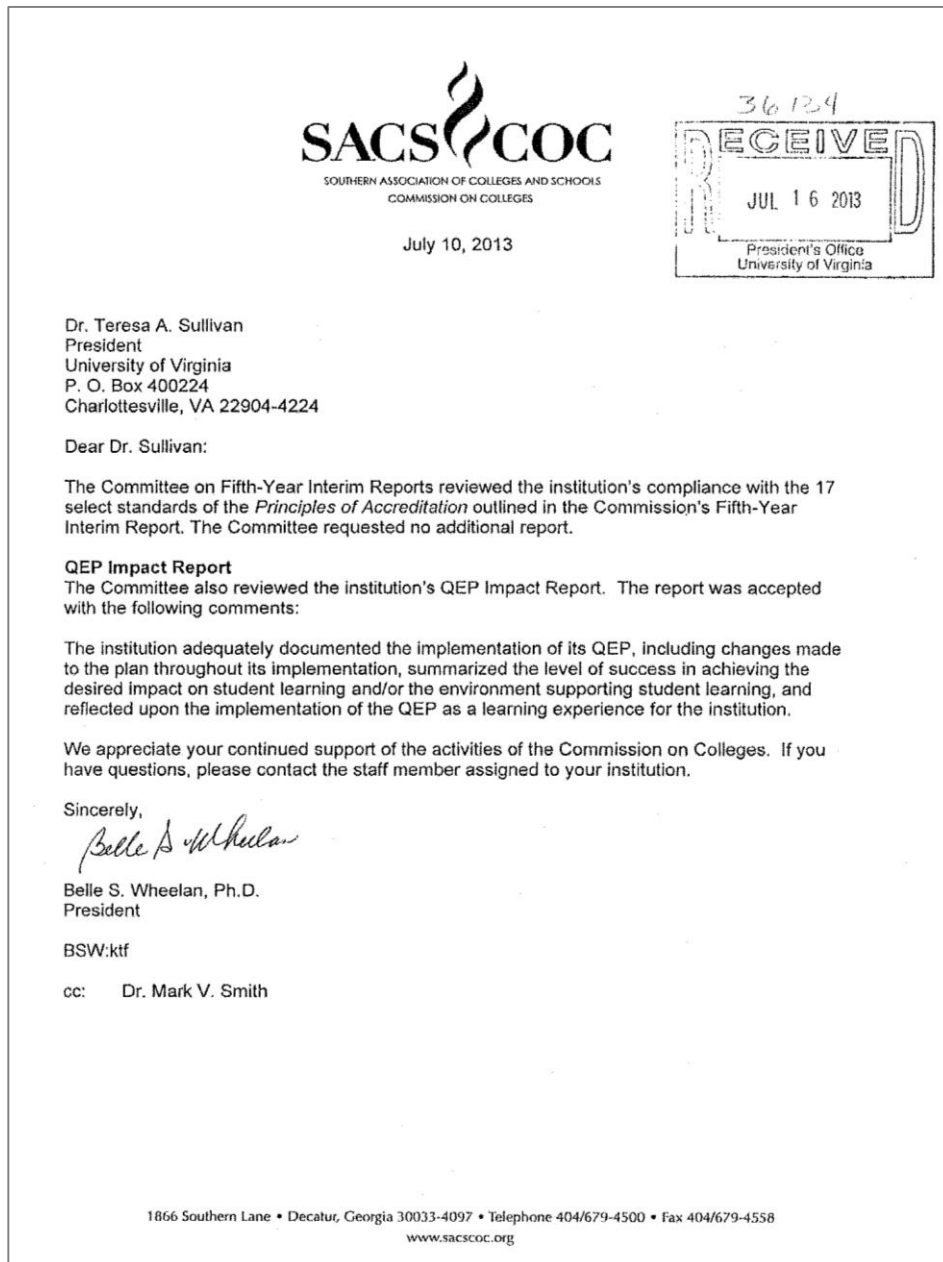
MArch Student Performance Criteria Matrix: Path 2

University of Virginia School of Architecture Master of Architecture Path 2	Realm A: Critical Thinking & Representation										Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership & Practice														
	Ability	Ability	Ability	Ability	Ability	Ability	Ability	Ability	Understanding	Understanding	ABILITY	Ability	Ability	Ability	Ability	Ability	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding	Ability	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding								
	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility					
1 PRIMARY LOCATION OF SPC	2 SECONDARY LOCATION OF SPC	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9				
SPC Met in NAAB-accredited Program																																					
SPC expected to have been met in preparatory or preprofessional educ.																																					
Year 1:																																					
ALAR 7010 Research Studio 1																																					
ARCH 7120 History of Ideas																																					
ARCH 7210 Structural Design of Dynamic Loads																																					
SARC 6000 Common Course																																					
ARCH 7020 Foundation Studio 3																																					
ARCH 7230 Design Development																																					
ARCH 7250 Environmental Systems																																					
ARCH 7270 BIM and REVIT 1																																					
Year 2:																																					
ALAR 8010 Research Studio 2																																					
ARCH 8480 Professional Ethics and Communication																																					
ALAR 8020 Design Development Studio (Comprehensive)																																					
ARCH 8230 Building Synthesis																																					
Electives:																																					
ARH elective																																					
LAR elective																																					
SARC 5555 Visualization Electives																																					
ALAR 8999 (Optional) Thesis / Design Research																																					
Vortex																																					

II.2. Curricular Framework

II.2.1. Regional Accreditation

The University of Virginia is accredited by the Commission on Colleges, Southern Association of Colleges and Schools, and is a member of the Association of American Universities. In addition, the various schools within the University are accredited by the appropriate institutions for each professional practice.



II.2.2. Professional Degrees and Curriculum

MArch Path 3 Minimum Credit Distribution, 102 Credit Hours

This program allows students without a pre-professional undergraduate architecture degree to obtain a Master of Architecture degree in a minimum of three years plus an initial month-long summer session. The curriculum follows a prescribed core of foundational courses. Students are encouraged to develop a planned sequence of electives. Independent scholarship is encouraged through research studios, a comprehensive studio, and/or a thesis option. Applicants must hold a baccalaureate degree in any field from an accredited college or university.

After an introductory summer session, titled Summer Design Institute, students are expected to complete the program in six semesters. Students with a pre-architecture (Bachelor of Arts in Architecture or Environmental Design) or similar undergraduate degree may be eligible for advanced standing and will be considered for exemption from individual courses by permission of the graduate program director.

GENERAL (NON-ARCHITECTURE STUDIES)	PROFESSIONAL STUDIES: 102 REQUIRED CH TOTAL
Required courses with other than architectural content 45 CH minimum previously completed	Courses with architectural content required of all students 80 CH total
Coursework taken at the graduate level	ALAR 5010 Introduction to Design, 1 CH ALAR 5020 Introduction to Design Graphics, 1 CH ALAR 5030 Introduction to Design Theory & Analysis, 1 CH ARCH 6010 Foundation Studio 1, 6 CH ARCH 6020 Foundation Studio 2, 6 CH ALAR 7010 Research Studio 1, 6 CH ARCH 7020 Foundation Studio 3, 6 CH ALAR 8010 Research Studio 2, 6 CH ALAR 8020 Comprehensive Studio, 6 CH SARC 6000 Common Course, 1 CH ARCH 6140 Architectural Analysis: Key Buildings, 3 CH ARCH 6231 Building Integration Workshop 1, 4 CH ARCH 6240 Introduction to Structural Design, 4 CH ARCH 6261 Building Integration Workshop 2, 4 CH ARCH 6710 Geometrical Modeling, 3 CH ARCH 7120 Architectural Theory, 3 CH ARCH 7210 Structural Design of Dynamic Loads, 3 CH ARCH 7230 Design Development, 3 CH ARCH 7250 Environmental Systems, 3 CH ARCH 7270 BIM and REVIT 1, 1 CH ARCH 8230 Building Synthesis, 3 CH ARCH 8480 Professional Ethics & Communication, 3 CH History Elective: 3 CH, options: ARH 7020 History of Architecture II ARH 7030 World Vernacular Architecture ARH 7403 World Contemporary Architecture
Elective courses with non-architectural content 0 CH required	Elective Courses with architectural content 22 required CH total

Open Elective Option, up to 3-10 CH	SARC 5555 Visualization Electives, 5 CH Open Elective (visualization recommended), 4 CH Architectural Theory/History Elective, 3 CH Open Elective, 4 CH Open Elective, 3 CH Open Elective, 3 CH
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MArch Path 2.5 Minimum Credit Distribution, 82 Credit Hours

This program allows students with a pre-professional undergraduate architecture degree to pursue the MArch degree in two and a half years. Typically, students have a Bachelor of Science in Architecture, a Bachelor of Arts in Architecture or Environmental Design, or a Bachelor of Architecture or Environmental Design. At a minimum, students must have completed the following coursework:

- Four (4) architectural design studios, five or six credits each;
- Two (2) architectural history or architectural theory courses;
- One (1) course addressing passive design or environmental systems;
- One (1) structures course, addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems; and
- One (1) course addressing construction materials and assembly/construction methods

GENERAL (NON-ARCHITECTURE STUDIES)	PROFESSIONAL STUDIES: 82 REQUIRED CH TOTAL
Required courses with other than architectural content 45 CH minimum previously completed	Courses with architectural content required of all students 56 CH total
Coursework taken at the graduate level	ALAR 7010 Research Studio 1, 6 CH ARCH 7020 Foundation Studio 3, 6 CH ALAR 8010 Research Studio 2, 6 CH ALAR 8010 Research Studio 2, 6 CH ALAR 8020 Comprehensive Studio, 6 CH SARC 6000 Common Course, 1 CH ARCH 6140 Architectural Analysis: Key Buildings, 3 CH ARCH 7120 Architectural Theory, 3 CH ARCH 7210 Structural Design of Dynamic Loads, 3 CH ARCH 7230 Design Development, 3 CH ARCH 7250 Environmental Systems, 3 CH ARCH 7270 BIM and REVIT 1, 1 CH ARCH 8230 Building Synthesis, 3 CH ARCH 8480 Professional Ethics & Communication, 3 CH History Elective: 3 CH, options: ARH 7020 History of Architecture II ARH 7030 World Vernacular Architecture ARH 7403 World Contemporary Architecture
Elective courses with non-architectural content 0 CH required	Elective Courses with architectural content 26 required CH total

Open Elective Option, up to 3-15 CH	SARC 5555 Visualization Electives, 5 CH Open Elective (Visualization Recommended), 3 CH Open Elective (Architectural Theory/History recommended), 3 CH Open Elective, 3 CH Open Elective, 3 CH Open Elective, 3 CH Open Elective, 3 CH Open Elective, 3 CH
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MArch Path 2 Minimum Credit Distribution, 67 Credit Hours

This program allows students with a pre-professional undergraduate architecture degree to pursue the MArch degree in two years. Typically, students have a Bachelor of Science in Architecture. At a minimum, students must have completed the following coursework:

- Six (6) architectural design studios, five or six credits each;
- Three (3) architectural history or architectural theory courses;
- One (1) course addressing passive design or environmental systems;
- One (1) structures course, addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems; and
- One (1) course addressing construction materials and assembly/construction methods

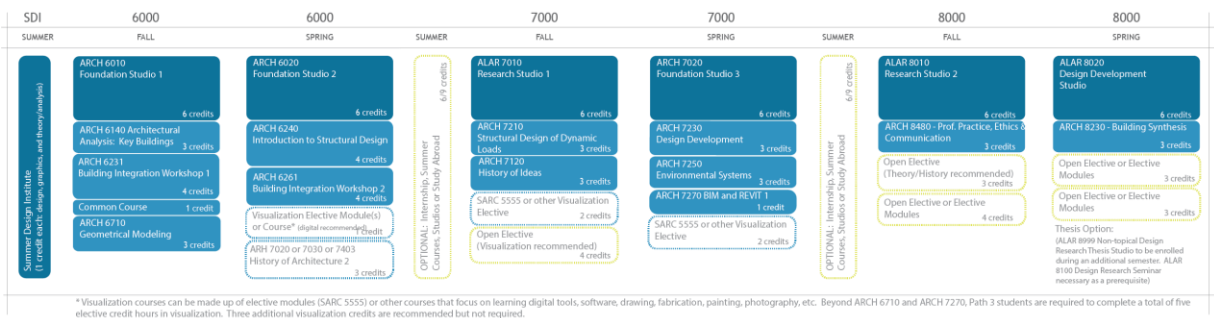
GENERAL (NON-ARCHITECTURE STUDIES)	PROFESSIONAL STUDIES: 67 REQUIRED CH TOTAL
Required courses with other than architectural content 45 CH minimum previously completed	Courses with architectural content required of all students 47 CH total
Coursework taken at the graduate level	ALAR 7010 Research Studio 1, 6 CH ARCH 7020 Foundation Studio 3, 6 CH ALAR 8010 Research Studio 2, 6 CH ALAR 8020 Comprehensive Studio, 6 CH SARC 6000 Common Course, 1 CH ARCH 7120 Architectural Theory, 3 CH ARCH 7210 Structural Design of Dynamic Loads, 3 CH ARCH 7230 Design Development, 3 CH ARCH 7250 Environmental Systems, 3 CH ARCH 7270 BIM and REVIT 1, 1 CH ARCH 8230 Building Synthesis, 3 CH ARCH 8480 Professional Practice, Ethics & Communication, 3 CH History Elective: 3 CH, options: ARH 7020 History of Architecture II ARH 7030 World Vernacular Architecture ARH 7403 World Contemporary Architecture
Elective courses with non-architectural content 0 CH required	Elective Courses with architectural content 20 required CH total

Open Elective Option, up to 3-15 CH	SARC 5555 Visualization Electives, 5 CH Open Elective (Visualization Recommended), 3 CH Open Elective (Architectural Theory/History recommended), 3 CH Open Elective, 3 CH Open Elective, 3 CH Open Elective, 3 CH
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MArch Curriculum Graphic

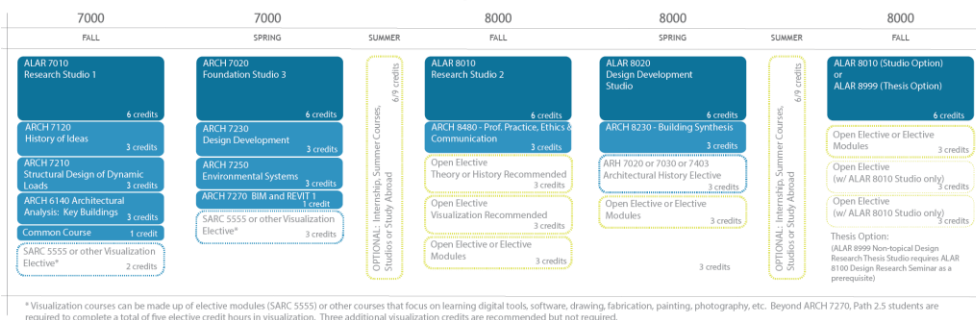
GRADUATE CURRICULUM

PATH 3, Master of Architecture, NAAB-Accredited Degree, 102 Credits Minimum



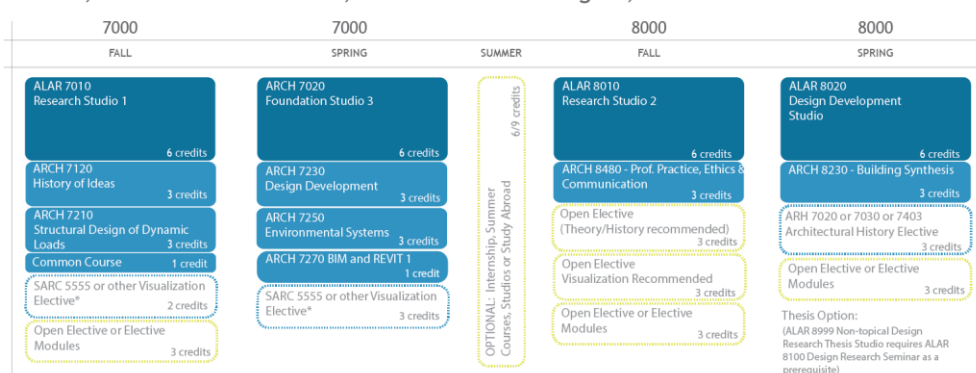
GRADUATE CURRICULUM

PATH 2.5, Master of Architecture, NAAB-Accredited Degree, 82 Credits Minimum



GRADUATE CURRICULUM

PATH 2, Master of Architecture, NAAB-Accredited Degree, 67 Credits Minimum



MArch Elective Courses

The full multidisciplinary resources of the School are available, including certificate programs in Historic Preservation and Urban Design, and coursework in Architectural History, Architecture, Landscape Architecture, and Urban and Environmental Planning. The curriculum is tailored to the individual student, typically combining a thesis or design studios with focused coursework and collaboration with faculty members in research or teaching. Collaborative opportunities include advanced research in public interest design, urbanism, computing, community development, and design-build work.

Landscape Architecture + MArch Dual Graduate Degrees

The interdisciplinary structure of the School of Architecture offers a framework for students to pursue dual graduate degrees. Dual degrees are offered in any pairing between Architecture, Architectural History, Landscape Architecture, and Urban and Environmental Planning. Separate applications are required for entry into each program. Students interested in pursuing a dual degree must consult with the department chair of the respective programs.

Joint curricula with the Department of Architecture over the past twenty years, the Department of Architecture, and the Department of Landscape Architecture faculty have offered several shared courses that serve graduate students in both our programs. Through these collaborative endeavors, we aspire to educate a generation that will alter the culture of professional practice by addressing our environmental challenges through creative and respectful collaborations. These courses are cross-listed as “ALAR,” while one course involves all four departments listed as “SARC.” These include the Summer Design Institute’s design, graphics, and design theory courses, ALAR 5010, 5020, 5030, which are required for Path 3 students, incoming LAR students, and MUEP students who wish to take design studios as an option.

SARC The Common Course

A one-credit lecture and discussion course required of all incoming graduate students (Architecture, Landscape Architecture, Architectural History, and Urban and Environmental Planning) that introduces them to key issues in the four disciplines as well as to U.Va. faculty research interests.

ALAR 6710 Graphic Workshop

A three-credit course emphasizing the visualization, imagination, and calibration of integrated building, landscape surfaces, and flows through 3-D modeling and parametric modeling.

ALAR 7010 Second-Year Core Studio

(Dew Travel Studio: Barcelona 2001-2008, New Orleans 2009-2011) This endowed studio has an urban focus and introduces students to diverse ways of analyzing urban morphology. Barcelona was selected as it has a rich, varied history of diverse urban morphologies and numerous examples of excellent contemporary urban infrastructure design, architecture, and designed landscapes. The second site was selected when we decided to shift the Dew Studio from the first-year spring to the second-year fall semester so that all incoming two-year students could also participate. With a larger class, the endowed funds no longer allowed us to travel abroad. We are seeking additional donations to return to an international site in the future.

ALAR 7020, 8020 Option Design Research Studios

See Studio Sequence Options 1 and 2.

ALAR 8100 Design Research Seminar: Thesis Preparation

ALAR 8995 Independent Design Research Studio: Thesis

ALAR 8999 Independent Design Research Studio: Thesis (Non-Topical Research Designation)

MArch Study Abroad and Off-Campus Programs

The School of Architecture offers several international programs for undergraduate and graduate students that combine research, travel, and design. Each MArch student has the option to study abroad in many programs, beginning in his/her first year of the Path 3 or first year of the Path 2.5 and 2. The programs are administered by the U.Va. International Studies Office (ISO).

The following links offer more information about these programs and resources:

ISO: <http://www.virginia.edu/studyabroad/>

China: Emerging Typologies in the City-Region:
<http://www.arch.virginia.edu/academics/international/china>

Dew Studio in Barcelona: <http://www.arch.virginia.edu/academics/international/dew-barcelona>
(graduate Architecture and Landscape Architecture)

India: <http://www.arch.virginia.edu/academics/international/india>

Switzerland/Sustainable Europe: <http://www.arch.virginia.edu/academics/international/switzerland>

Vicenza: <http://www.arch.virginia.edu/academics/international/vicenza>

Venice: <http://www.arch.virginia.edu/academics/international/venice>

As part of Initiative reCOVER, the design-build project of Associate Professor of Architecture Anselmo Canfora, additional opportunities in the form of funded research projects have resulted in graduate student travel to Haiti, Nicaragua, Uganda, and South Africa.

II.2.3. Curriculum Review and Development

The curriculum of the program is continually reviewed and developed based on the contributions of the Architecture faculty, administration, and students. Initiation of curricular changes happens through discussions at faculty meetings, which are held approximately every two to four weeks. Committees that are currently staffed and have a role in curriculum review include the following:

Visual Studies and Digital Practices Committees

A department-level visual-studies committee has been meeting for the past 2.5 years to map the sequence of visualization skill introduction—particularly computational skills and thinking—in the architecture curriculum. The resulting recommendation was that foundational studios should all include instruction of a four-part workflow covering tools and techniques for analysis (data collection, diagramming, or mapping), design exploration (drafting, modeling, massing, drawing), communication and development (performance analysis, rendering, narrative diagramming), and forms of **output** (models, fabrication, publishing). Recommendations that are more detailed have been made to fill in gaps in the early studio and required course sequences. For example, we found that more workflow instruction, including navigation across platforms, was needed. A corresponding workflow elective has been added while we work with foundation studios to make adjustments.

This year, an extension was formed at the school-wide level through a “digital practices committee.” We are proposing common computational foundation curricula across departments, T.A. training sequences, expanded technology module offerings, and opportunities for external input to fuel continued research in this area.

Studio Re-think

Under Dean Meyer’s direction, all four departments of the A-School have embarked on a “Studio Re-think” of its learning environments on the third and fourth floors of Campbell Hall. This project will be

implemented over the next two years. The following is a description of the expectations voiced by the Department of Architecture:

The studio space is an essential element of design education. It is the place where students come together with instructors and colleagues to discuss, question, and design in a thoughtful and serious manner. It is a space of community where students are encouraged to experiment, speculate, and engage the collective in design actions; in this regard, the space should demonstrate the very essence of a collective learning and working environment. For example, given the intense, messy, and lively nature of individual and group design processes, the studio should be flexible and able to absorb diverse activities and approaches; the work produced by students, faculty, and staff should be foregrounded, while the infrastructure, furniture, and peripherals should assume a visually and physically supporting role. Support areas (storage, fabrication stations with existing and new technologies) as well as social environments (i.e., food preparation and informal meeting areas) that are strategically interspersed about Campbell Hall should support optimized working environments on the third and fourth floors. The overall high quality of the studio space design should be reinforced by open, highly visible pin-up spaces and a clearly defined horizontal datum separating private storage below and public displays above. As exercises, assignments, and projects progress, the intensity and buildup of materials, tools, and artifacts will occupy the space, filling a scaffold for producing an emergent, outward public sign of exuberant design activity.

Curriculum Review and Development

Led by the Chair of the Architecture Department, Iñaki Alday, the faculty has been actively engaged in a series of curriculum discussions defined as the following topics: (1) history and theory, (2) structures and building technologies, (3) visualization and representation, and (4) design studio. The entire faculty has been involved in one or more of these sustained curricular discussions, resulting in a productive discussion about the implementation of changes across the program. General conclusions were drawn and recommendations made about the four areas of the curriculum:

- History/theory: Increase history/theory content in our courses to address the need for additional foundational knowledge for students to better integrate historical and theoretical contexts in their design processes
- Structures and building technologies: Improve the integration of structures, systems, energy simulation, and construction principles and practices to increase levels of competencies in our students, thus positioning our students more competitively in areas of advancement in the architectural profession
- Visualization and representation: Increase the number and flexibility of visualization course offerings clearly communicated by the student body. Additionally, provide a range of modules that account for beginner, intermediate, and proficient skill-building.
- Design studios: At the core of our educational system, the discussion led to the following six areas of potential exploration with a collection of possible studio topics, not in sequential order. As related to faculty interest, some of these topics are currently part of studio foci and interpreted by faculty in the department as well as interdisciplinary involvement across the other departments in the School.

1. Inhabitation and domestic space

Inhabiting the environment – Sustainable construction
New alternatives to the housing problem
Design + Construction + Systems
Phenomena – Embodiment – Existing
Perception, narratives, and memory
Design + Graphic + History

2. Architectural pieces in contemporary urban environments

Urban voids – Architectural recycling – Postindustrial-scapes: recovery strategies in urban areas, reuse, redensification, and opportunity over the valuable non-preserved
Design + Construction + History

New hybrids – Complex programming – Urban density: mixed use, unclassified typologies
Design + Structure

3. Design of the city and the interstitial spaces facing the new urban conditions and social needs

New urban phenomena – Density – City design: understanding of new urban developments and design of the urban fabric
Design + Planning + Landscape

Reclaiming public space – Urban condition – Politics: creation and transformation of urban space, the spaces in between, the linking pieces
Design + Planning + Landscape

4. Architecture and environment, site, landscape and human life

Landscape hybrids – Site works – Infrastructures: landscape interventions, landscape buildings, site interpretation and intervention, infrastructure as generative vector
Design + Landscape + Theory

Healthy environments: communities, urban and architectural design
Design + Planning + Landscape + Medical School

5. Contemporary/radical approaches/researches to essentials: geometry – structure – materiality

Advanced geometries – New structures: research in geometrical processes generating architecture and complex structural systems
Design + Structure + Graphic + Theory

Material explorations: exploration about design processes driven by material research
Design + Construction + Graphic(Shop)

6. It's all about energy

Resources – Systems – Flows: ecologies, flows, and energy constraints and potentials generating architecture and landscape
Design + Construction + Systems + Landscape + Engineering School

Transformation – Preservation: reinterpretation, reprogramming, and transformation of the valuable from a contemporary condition
Design + Construction + History

Dean Meyer has initiated School-wide curricular committees focusing on the following topics:

Curriculum Task Forces

Digital Practices (Fall 2014)	Jeana Ripple, Brian Osborn, Robin Dripps, Lucia Phinney, Guoping Huang, Lisa Reilly, Andrew Mondschein, Julia, Beth Mitchell, PhD., Sarah Miller, Nick Knodt, Eric Barr, Worthy (?)
Urban Considerations (Spring 2015)	Alex Wall, Manuel Bailo, Ellen Martin, Julie Bargmann, Andrew Mondschein, Giaun McKee, Katyz Makarovz (sounding board)
History/Theory (Fall 2015)	Sheila Crane, Shiqiao Li, Michael Lee, Nana Last, Daphne Spain, Cammy Brothers

A-School Committees

Architecture Search Committee	Charlie Menafee, Jeana Ripple, Nana Last, Cassandra Fraser
Career Services Council	Betsy Roettger
Exhibitions	Leena Cho
Grad Thesis Advisory Grp (ARCH)	Betsy Roettger
Historic Pres. Search Comm.	Louis Nelson (chair), Guoping Huang, Margarita Jover, Camille Behnke, Guian McKee
PhD Committee	Nana Last (chair), Michael Lee, Shiqiao Li, Andrew Mondschein
PT&R	Bill Sherman, Ellen Bassett, Louis Nelson, Michael Lee, Shiqiao Li, Ed Ford, Robin Dripps, Tim Beatley
Student Organizations	Betsy Roettger
Total Advising Steering Committee	Betsy Roettger (new – to begin this fall)
Undergraduate Admissions	Betsy Roettger
Young Alumni Council School	Faculty Representative Betsy Roettger

University Committees

Arboretum and Landscape	
Art Museum Advisory Board	Richard Guy Wilson
Arts Advisory Committee	Bill Sherman, Louis Nelson
BoV B&G Faculty Rep.	Iñaki Alday
Commission on Slavery	Richard Guy Wilson
Committee on Teaching Awards	Tim Beatley
Faculty Advisory Committee	Nana Last
Faculty Senate	Ellen Bassett, Shiqiao Li
Global Affairs Committee	Louis Nelson
Historic Pres. Advisory Council	Richard Guy Wilson, Louis Nelson
Library Committee	Daphne Spain
MLK Planning Committee -2015	Nancy Takahashi
Master Planning Council	Beth Meyer
Provost's Committee, P&T	Karen Van Lengen
Provost's Task Force on Non-Tenure Track Faculty	Bill Sherman
Provost's Graduate Policy Advisory Group	Betsy Roettger (appointed in the near future)
Provost's Undergraduate Policy Advisory Group	Betsy Roettger
Public Art Committee	Richard Guy Wilson, Beth Meyer
Rotunda Committee	Richard Guy Wilson

SIS Advisory Board
 Undergraduate Admission
 UVa Press Board

Betsy Roettger
 Betsy Roettger
 Michael Lee

Others

A School Faculty Council

Election

Bylaws
 360 Review of Deans and Chairs
 Peer Review (Process)
 Academic Policies
 Curriculum Committee

Sharon McDonald

Election

Approved New Courses
 Review Major Curricular Changes (dept)/oversight
 Dual Degree

A-School Faculty Listed by Committee Membership

Alday, Iñaki	University	Board of Visitors B&G Faculty Representative
Bailo, Manuel	A-School	Urban Considerations (Spring 2015)
Bargmann, Julie	A-School	Urban Considerations (Spring 2015)
Bassett, Ellen	A-School	PT&R
	University	Faculty Senate
Beatley, Tim	A-School	PT&R
	University	Committee on Teaching Awards
Brothers, Cammy	A-School	History/Theory (Fall 2015)
Canfora, Anselmo	A-School	Architecture Foundation Board
Cho, Leena	A-School	Exhibitions
Crane, Sheila	A-School	History/Theory (Fall 2015)
Dripps, Robin	A-School	PT&R
	A-School	Digital Practices (Fall 2014)
Fields, Eric	A-School	Digital Practices (Fall 2014)
Ford, Ed	A-School	PT&R
Fraser, Cassandra	A-School	Architecture Search (College)
Goldman, Melissa	A-School	Digital Practices (Fall 2014)
Huang, Guoping	A-School	Historic Preservation Search
	A-School	Digital Practices (Fall 2014)
Jover, Margarita	A-School	Historic Preservation Search
Last, Nana	A-School	Architecture Search
	A-School	PhD
	University	Faculty Advisory
	A-School	History/Theory (Fall 2015)
Lee, Michael	A-School	PT&R
	University	Press Board
	A-School	History/Theory (Fall 2015)
	A-School	PhD
Li, Shiqiao	A-School	PhD
	A-School	PT&R
	University	Faculty Senate
	A-School	History/Theory (Fall 2015)
McKee, Guian	A-School	Historic Preservation Search (College)

Martin, Ellen	A-School	Urban Considerations (Spring 2015)
Menefee, Charlie	A-School	Architecture Search
Meyer, Beth	University	Arts Advisory
	University	Master Planning
	University	Public Art
Mondschein, Andrew	A-School	PhD
	A-School	Digital Practices (Fall 2014)
	A-School	Urban Considerations (Spring 2015)
Moomaw, Suzanne	A-School	Dean's Advisory
Nelson, Louis	A-School	Historic Preservation Search (Chair)
	A-School	PT&R
	University	Arts Advisory
	University	Global Affairs
	University	Historic Preservation Advisory
Osborn, Brian	A-School	Digital Practices, Co-Chair (Fall 2014)
Phinney, Lucia	A-School	Digital Practices (Fall 2014)
Reilly, Lisa	A-School	Digital Practices (Fall 2014)
Ripple, Jeana	A-School	Digital Practices, Co-Chair (Fall 2014)
	A-School	Architecture Search
Roettger, Betsy	A-School	Career Services
	A-School	Graduate Thesis Advisory (ARCH)
	A-School	Student Organizations
	A-School	Total Advising Steering
	University	Undergraduate Admissions
	A-School	Young Alumni Council Faculty Representative
	University	Provost's Graduate Policy Advisory (to be appointed)
	University	Provost's Undergraduate Policy Advisory
	University	SIS Advisory Board
Sherman, Bill	A-School	PT&R
	University	Arts Advisory
	University	Provost's Task Force on Non-Tenure Track Faculty
Spain, Daphne	University	Library Committee
	A-School	History/Theory (Fall 2015)
Takahashi, Nancy	University	MLK Planning (2015)
Van Lengen, Karen	University	Provost's P&T
Wilson, Richard	University	Art Museum Advisory
	University	Commission on Slavery
	University	Historic Preservation Advisory
	University	Public Art
	University	Rotunda

MArch Curricular Changes

Curricular changes implemented since the last accreditation review are linked to the long-term goals and planning of the School of Architecture, as defined by the self-assessment procedures. These changes reflect the need for all degree programs to be relevant to the ever-changing aspects of architectural education and the profession. An overview of more recent, specific changes includes the following initiatives.

Changes to the overall MArch program and the MArch admissions process

In recent years, we found it difficult to assess students who apply for our graduate program with BSArch degrees from other schools. We identified a type of student who did not neatly fall into our two-year program (previously identified as Path B in the 2009 APR), but who was overqualified for the full three-year program (previous Path A). To accommodate this type of student, we have occasionally

offered an advanced Path A sequence on an individual basis, but had no regular mechanism of communicating this advanced standing prior to acceptance, which resulted in losing qualified students to other schools. We restructured our tracks to create four tracks and renamed the tracks to correspond to the number of years we expect students to be in the program: Paths 3, 2.5, 2, and 1, as described in Part II of the APR. As previously noted, the Path 1 degree is not NAAB-accredited.

We believe that this makes the admissions process more understandable and fair for the applicants, and easier for the Department to ensure a fair and consistent assessment of each individual. Path 2.5 has helped us enroll students whom we might otherwise place in our old Path A (three-year track), but it still gives us confidence that they have had sufficient coursework to excel in our accredited degree. The Path 2 track is very similar to our old Path B and targets students with degrees similar to our undergraduate program.

Path 1 and the PhD in the Constructed Environment degrees

The Path 1 track remains the least defined and will be further studied in future years. It is based on our old Path C program, which was only open to students with a BArch degree from a school that is NAAB-accredited. Under the new guidelines from ACSA and NAAB, such a degree should not be called a Master of Architecture degree. We had initially anticipated turning the Path 1 program into a Master of Science in the Constructed Environment degree as a possible stepping stone into our new PhD in the Constructed Environment degree, which was approved by the State Council of Higher Education for Virginia and has begun accepting students in the last academic year.

The new PhD is an interdisciplinary degree shared by all four departments in the School and will be open to individuals with degrees similar to those offered by the school (Architecture, Architectural History, Landscape Architecture, and Urban and Environmental Planning). The new PhD will likely attract applicants interested in more than one of these disciplines. The only PhD Program currently in the school is the PhD in Art and Architectural History, administered by both the A-School's Department of Architectural History and the Graduate School of Arts and Sciences' Department of Art History.

Comprehensive Studio Sequence

Beginning with the Option/Research Studio in the fall semester of the final year, followed by a Design Development Studio (ALAR 8020) in the final semester that builds on the previous semester's project, students will have several options in the fall. However, a small group of faculty will support the further development of students' work in the spring; the intention is to encourage greater conceptual clarity as well as more rigorous toward architectural development.

History and Theory

The History and Theory coursework has been reconsidered with a slightly different sequence and a required theory course. Students are required to take one of the three Architectural History (ARH) courses with a global focus, including the following options: ARH 7030 World Vernacular Architecture, ARH 7403 World Contemporary Architecture, and ARH 7607 Architecture and the Asia Trade.

Visualization

An expanded visualization curriculum gathers expertise from the entire School and makes a wide variety of one-, two- and three-credit visualization courses available to all levels of students in all four departments. Topics range from courses on 3-D modeling, parametric modeling, GIS or simulation software, photography, sketching, design portfolio development, and digital fabrication. Some of the visualization curriculum could eventually be offered as electives to students outside the A-School.

Technical

The Department began a transition to a newly refocused technical curriculum in the MArch program, beginning with the integration of daylight and thermal simulation software in required coursework

(ARCH 7250 Environmental Systems, ARCH 8230 Building Synthesis, and ALAR 8020 Design Development Studio) in the 2011-2012 academic year.

Ongoing Development Integrative and Comprehensive Design Curriculum

A framework is under development that seeks further integration (i.e., removal of artificial and discipline-driven separations) of "technical" and "issue-driven" design conditions and considerations in the following coursework:

- ARCH 7230 Design Development
- ALAR 7010 Research Studio 1
- ALAR 8010 Research Studio 2
- ALAR 8020 Design Development Studio
- ARCH 8230 Building Synthesis

ALAR 8010 Research Studio 1 will be expected to generate the combination of site and building design that becomes the focus of ALAR 8020 Design Development Studio, which will be renamed "Comprehensive Studio" to accurately reflect its role in the curriculum. The goal of this new approach is for MArch students to demonstrate not only the integration of the primary issues of materiality, structure, enclosure, and program/circulation/flows but also the beginning of developing ability and proposing critical strategic connections between all issues of design.

All studios are constructed to allow for the direct or indirect investigation and strategic handling of a set of responsibilities organized under the following categories:

- Material
- Structure
- Enclosure
- Program/Circulation/Flows

Regardless of the direction of the studio, these issues will be addressed and understanding demonstrated serially and in aggregate (by semester), with full integration expected by semester six in the ALAR 8020 Design Development Studio. The following issues within these categories will be exposed, explicated, and exercised: lateral loads, life safety and egress requirements, daylight modeling, and material constraints. All of the sub-issues (see definitions at the end of this section) will be organized by semester, increasing in specificity, depth, and integration so that studio projects can be constructed and directed accordingly.

The responsibility for sub-issue-related instruction falls to a faculty lead team that will construct lessons of appropriate length and depth for each issue. Outside expertise can be sought to address areas important to either the project or the curriculum where in-house expertise is lacking, acoustic modeling, mechanical engineering, simulating flows of energy, light, and people (e.g., agent-based modeling). Instruction can take place within studio, in a workshop, or in a separate class if necessary. The Curriculum Development Committee will meet with studio faculty to carefully define the weighting, organization, direction, and work of the design studios for each semester and the consequent responsibilities of each instructor to meet the learning objectives.

Definitions of Sub-Issues

Material: physical and environmental site conditions; material families (masonries, woods, metals, concrete, glass, and plastics); forms and assemblies; strengths and weaknesses; and movement.

Structure: gravity and lateral loads; flow, direction, and resolution of forces through a 3-D structural system; connections and jointing (rigid and pin); and movement.

Enclosure: comfort/safety expectations; layering/mass considerations; performance over time; and movement/tolerance.

Flows/Circulation: people (ingress/egress); light; energy (solar, manufactured); and water.

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

II.3.1 Evaluation of Preparatory/Pre-Professional Education by Path Admitted

The MArch program is structured into three paths, all three culminating in a professional MArch degree. The Path 3 program accommodates students from various backgrounds, namely those with no previous architectural education. All student performance criteria (SPC) are met through courses taken at the University of Virginia. The Path 2.5 program accommodates a pre-professional undergraduate architecture degree to pursue the MArch degree in two and a half years. Students typically have a Bachelor of Science in Architecture, a Bachelor of Arts in Architecture or Environmental Design, or a Bachelor of Architecture or Environmental Design. The Path 2 program accommodates students who typically have a Bachelor of Science in Architecture. Students entering both the Path 2.5 and 2.0 programs submit their transcripts to the School of Architecture and are placed according to their fulfillment of the prerequisite requirements identified in section II.2.2 and maintained online via the University Graduate Record (http://records.ureg.virginia.edu/preview_program.php?catoid=38&poid=4080).

Preparatory Requirements, Path 2.5 and Path 2

When considering student performance criteria that the Path 2.5 and Path 2 (advanced standing) students should have prior to enrollment, we are only assuming that the content of our first structures class has been previously addressed. We verify this from reviewing course descriptions, syllabi, and checking for passing grades. Although we want students to have taken the other courses listed above, we do not assume sufficient preparation. Therefore, students should not be enrolled in our courses unless they have taken the prerequisites

Waivers and Completion

If a student does not have all preparatory courses, missing courses may be taken during his/her degree at U.Va., substituting for one or more electives.

- If a student has taken an equivalent of a course listed, the student may petition for a waiver of that course requirement.
- Upon acceptance for admission, applicants must provide comprehensive information documenting all professional courses for review of advanced standing or course waivers in the professional degree. This detailed information including course syllabi is not reviewed during the admissions process.

II.3.2. Students Seeking to Transfer into the MArch Program

All Master of Architecture candidates must apply to the program following the standard annual application process as described in the Admissions page of the A-School website:

<http://www.arch.virginia.edu/academics/admissions/graduate>.

Each applicant's case will be assessed based on the merits of academic performance and portfolio design work. If accepted to the program and in cases where coursework completed at a different institution may qualify for credit, the student may be exempted from taking the course(s).

The student will be required to fulfill the total degree credit requirements for the path to which he/she has been admitted.

II.4. Public Information

Much of the information about the requirements needed for application and graduation is available to the public, including all students, parents, staff, and faculty, through the School of Architecture's website: <http://www.arch.virginia.edu/>

II.4.1 Statement on NAAB-Accredited Degrees

The Architecture page of the SARC website includes a section on Degrees Offered for the MArch Program: <http://www.arch.virginia.edu/academics/disciplines/architecture>

The Degrees Offered links to the description of the MArch Program:
<http://www.arch.virginia.edu/academics/disciplines/architecture/march>

The Graduate Record of the MArch Program is maintained at the University Registrar's page:
http://records.ureg.virginia.edu/preview_program.php?catoid=38&poid=4080

II.4.2 Access to NAAB Conditions and Procedures

Links to NAAB content are provided via the Accreditation section of Architecture page on the website:
<http://www.arch.virginia.edu/academics/disciplines/architecture>

II.4.3 Access to Career Development Information

Included on website: <http://www.arch.virginia.edu/life/student-opportunities>

II.4.4 Public Access to APRs and VTRs

All reports are accessible through the Accreditation section of Architecture page on the website:

<http://www.arch.virginia.edu/academics/disciplines/architecture>

<http://www.arch.virginia.edu/resources/annual-report-2009>

<http://www.arch.virginia.edu/resources/annual-report-2010>

<http://www.arch.virginia.edu/resources/annual-report-2011>

<http://www.arch.virginia.edu/resources/annual-report-2012>

<http://www.arch.virginia.edu/resources/annual-report-2013>

II.4.5. ARE Pass Rates

The graduate program in Architecture continues to provide a highly valued professional preparation. All students are introduced to the registration process and the Intern Development Program (IDP) during their course in Professional Practice.

Architectural Registration Exam (ARE) Pass Rates by Year

Data on the pass rates of University of Virginia graduates compared to the national average is publicly available at NCARB:

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

Year	Programming, Site Planning & Practice			Site Planning & Design			Building Design & Construction Systems			Schematic Design			Structural Systems			Building Systems			Construction Documents & Services		
	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate	#	U.Va. Pass Rate	Nat. Pass Rate
2009	23	65	56	18	78	69	20	85	57	19	74	71	15	73	64	19	84	66	22	82	59
2010	31	68	62	32	84	76	22	77	63	29	79	74	31	84	66	22	82	65	26	81	63
2011	38	71	62	26	88	73	31	77	62	32	91	77	22	100	71	24	83	68	37	86	64
2012	26	77	62	21	86	71	27	67	62	24	88	77	26	88	75	25	80	69	24	79	63
2013			61			67			65			76			71			67			62

Part Three. Progress Since Last Site Visit

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

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Comment from Previous VTR in 2009:

While the self-study prepared by the program includes an ambitious mission statement, the visiting team found only limited evidence of a clearly articulated strategic plan, formulated with broad internal and external input that might serve to guide the school in achieving its mission and in shaping the course of its evolution.

Members of the program faculty appear to see their role primarily as molders of the architecture curriculum. Within that arena, the team found evidence of in-progress faculty discussions respecting various aspects of the professional program. However, the team did not find indication of a documented review process designed to be employed over time with regularity and rigor. Further, the team found little evidence of regular solicitation of external input regarding the program --from alumni, from the profession, or from representatives of the larger academic community. Similarly, a clear, consistent methodology for the collection, analysis, and organization of data that can inform effective decision-making was not in evidence.

As noted under Causes of Concern, the team encourages the program to clearly articulate the fullest possible range of its aspirations. Further, the team encourages the program to put robust internal and external assessment mechanisms in place that will render it increasingly nimble, facilitating its ability to measure its accomplishments against its stated objectives, and to identify the broad range of its future opportunities.

Response from Program in 2014:

From Section I.1.5 Program Self Assessment,

The School of Architecture maintains close contact with its alumni through its Foundation and through the informal networks of students and faculty. Each year, a number of alumni are invited to return to participate in job fairs and career forum panels, offered at least once a year. Alumni serve systematically on the final review juries. These settings provide many opportunities for the School to engage with its graduates in meaningful dialogue about the curriculum and the industry at large.

The programs in architecture have an external peer review system of assessment every semester. The core of the architectural education is delivered through studio, in which students are expected to synthesize their design education together with theory and history, material and building techniques, and visual studies and representation.

To that effect, the department of architecture (undergraduate and graduate) shares the work of every studio at all grade levels to a group of external reviewers organized in two juries, who give feedback to every student during a period of two days. By the end of the second day, the members of the two juries gather to summarize their feedback and

conclusions in a public meeting with faculty and students. In addition to the studio review and during the final public discussion, the external jurors are engaged to help identify challenges and questions that would help improve specific approaches to studio pedagogy as well as overall curricular direction.

After final reviews and before the end of the semester, the department faculty meets in a double session. During the first part of the meeting, student representatives are included to offer their feedback about the semester. During the second part of the meeting, the faculty continues the discussion as an internal assessment.

Additional processes of discussing, collecting, and assessing graduate student “views on the program’s curriculum and learning” have been implemented. The Graduate Program Director consistently meets with all graduate levels in coordination with the Student Association of Graduate Architects (SAGA) to discuss and assess variety of topics related to the program and learning environments including studio culture, curriculum and course offerings, faculty engagement, lectures and events, and student opportunities. Surveys followed up with meetings to discuss results have been organized to focus on the topics outlined above.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development.

Comment from Previous VTR in 2009:

As noted above under Causes of Concern, the program keenly feels the void left by the recent departure of six valued members of the full-time faculty -two of them key senior faculty colleagues. Only one of those six lines is currently being replaced. The resulting gap, and the subsequent reliance on a substantial adjunct faculty compliment, has hampered the ability of the program to deliver the full range of its required seminar coursework. Equally important, it has impeded the adequate introduction of students to important emerging areas of the academic discipline and of the professional curriculum.

For a faculty that places commendably high value on a deeply engaged teaching culture, and in a larger academic context that prizes interdisciplinary, service-based research across the university campus, the program's diminished faculty ranks place extraordinary and unsustainable demands on a gifted, energetic and entrepreneurial faculty serving in both academic and administrative roles.

Response from Program in 2014:

This topic was thoroughly addressed in the FE and the letter of clarification to Patricia Oliver dated September 3, 2012, which corrected the concern that there was “a decrease in FT faculty from 27 to 22 and in adjunct faculty from 25 to 19.” The content of that letter is excerpted in the Response from the Program to the Cause of Concern of Diminished Faculty below.

Since the last visit, the Department has added 8 new 1.0 FTE appointments: Iñaki Alday, Manuel Bailo, Matthew Jull, Nana Last, Seth McDowell, Jeana Ripple, and two former deans, Karen Van Lengen and Kim Tanzer (currently on leave).

Besides the full-time faculty, the Department has two dual appointments –a tenured faculty in an appointment in the Department of Architectural History, Shiqiao Li, Weedon

Professor, and Schaeffer Somers, a lecturer with an appointment in the Public Health Sciences, School of Medicine.

The Department has been able to hire new faculty on term appointments (1, 2, 3 years) as one time opportunities provided by the Dean, partially through Provost-supported spousal hires, partially through the School/Department, to infuse new energy into a program that had experienced a series of resignations in quick succession: Ghazal Abbasy, Esther Lorenz, Megan Suau, and Carmen Trudell are 1.0 FTE. Additional hires include Margarita Jover, Gwen Murray, Jordi Nebot (on leave) and Teddy Slowik are part-time 0.5 FTE with Alex and Lester Yuen are 0.3 FTE. Additional new, visiting part-time, multi-year hires include Pankaj Gupta, the Shure Professor, and Toño Foraster, the Harry Porter Professor.

The result is a strong increase in faculty with a stable commitment (24 full-time, 2 dual appointments, four part-time) which has improved dramatically the capacity of the Department in terms of teaching, advising, and academic service, allowing a decrease in the adjunct faculty. Moreover, most of the adjunct faculty (5 members) are effectively 0.5 FTE (half of the full-time teaching load) and only 2 adjuncts are hired for a single specific course. At this time, there is an active search to fill the 1.0 FTE position left by John Quale.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Comment from Previous VTR in 2009:

As noted above, under Causes of Concern, the UVA School of Architecture receives funding through state appropriations, institutional funding, and private donations. State appropriations have steadily declined over the past decade, without much advance notice --as have institutional funds. For the moment, the recent expansion of Campbell Hall has exhausted private donation capacity. As a result, the School owes a sizable debt to the university, which stepped in to fund the completion of the building projects.

The immediate impact of these budget reductions is a reduced capability to replace faculty members who have left the school, and subsequently an increased reliance on adjunct faculty to deliver required coursework. Although the school has recently lost six full-time faculty members, it is only able to replace one position this year. The result is a smaller full-time faculty with expanded individual instructional responsibilities and thus less time to allocate for research, study, leadership obligations, and participation in university-wide initiatives and committees.

Reduced funding has also directly affected financial assistance for students, causing some top student prospects to look elsewhere for higher levels of support. It has impacted institutional support for minority recruitment -in the areas of both faculty ranks and the student body. As noted above under causes of concern, the visiting team found current funding levels to be unsustainable for the School of Architecture, negatively impacting every corner of the professional program in architecture.

Response from Program in 2014:

This topic was thoroughly addressed in the FE and the letter of clarification to Patricia Oliver dated September 3, 2012, which is excerpted in the Response from the Program to the Cause of Concern of Funding below. Graduate enrollment during the period since the last visit has been relatively stable. With the phased introduction of the RCM budget model at the University, the School has refocused its efforts in graduate and undergraduate recruitment efforts.

For the 2014-2015 AY, this has begun to show results, and enrollment is beginning to rise. The Department is currently studying the projected yields for Path 2 and Path 2.5 applicants with the intention of adding 10 to 12 students to the class, refected by current upward trends in total applicants to Path 2 and Path 2.5. This would reflect a growth of approximately 30% over the next three years. The projected increase in enrollement in the Department is part of a School-wide effort to rethink the use of studio space. The introduction of a Path 2.5 curriculum has contributed to the success of recent admissions.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

Comment from Previous VTR in 2009:

As in 1998 and again in 2003, and as noted above under Causes of Concern this criterion is not met for either M. Arch. track. It is only lightly covered in the introductory SARC 600. The team found insufficient evidence in the required coursework that students continue to develop an understanding of non-western traditions as they move through the program.

Response from Program in 2014:

13.9 Non-Western Traditions, 13.13 Human Diversity – (We have noted that the 2009 Conditions document uses the terms Historical Traditions & Global Culture and Cultural Diversity for these two SPC.)

Graduate students in all three paths (2, 2.5, and 3) are currently required to select one of three architectural history courses in the second semester of their second year. In recent past the choices have included: ARH 7020, History of Architecture II; ARH 7030 World Vernacular Architecture; and ARH 7403 World Contemporary Architecture. Additionally, students may other history courses with a focus on non-western traditions including the following: ARH 5606 Chinese Architecture and Culture; ARH 7207 Arts and Architecture of the Islamic World; ARH 7602 World Buddhist Architecture; ARH 7607 Adv Architecture and the Asia Trade; ARH 7801 Adv East Asia Architecture; and ARH 7802 Modern Japanese Architecture.

The China Program remains highly successful and one of our oldest study abroad programs. The program and coursework are run by Weedon Professor Shiqiao Li who teaches ARH 7607. He will expand and continue to develop internship possibilities for students in China.

As identified in the last ARS, the first version of the new India study abroad program (organized by faculty members Peter Waldman and Phoebe Crisman, along with alumni Pankaj Vir Gupta, the Shure Visiting Professor in the department for the fall of 2011) occurred during the summer 2012. Currently the India Program continues to be directed by Peter Waldman with the involvement of the 2013-16 Shure Professor Pankaj Vir Gupta, Quesada Professor Iñaki Alday, and lecturer Megan Suau. In 2013 Pankaj Vir Gupta was appointed for 3 years as the Shure Visiting Professor with the purpose of securing a long-term impact and commitment with the contemporary Indian challenges. The program's summer and fall components have been fully subscribed and is resulting in a body of research and design. The first summer studio ended with an exhibit of the work created and a symposium to discuss contemporary Indian architecture in the September 2012. Since then, every summer studio has been exhibited. The Fall Research Studio (Alday/Gupta/Pinyan/Suau) is a 3 years research (2013-2016) that has already been exhibited publicly at the Swiss Embassy in New Delhi with an extraordinary impact both in India and at the University of Virginia. At this moment Re-Centering Delhi is in the process of becoming a wide university research endeavor.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.

Comment from Previous VTR in 2009:

This criterion is not met for either M. Arch. track. The material is only lightly addressed in ARCH 823, (ARCH 8230, Building Synthesis) which is offered in the final semester of the professional curriculum. The team found insufficient evidence of student work elsewhere in the program that illustrates an understanding of the varying issues of diverse people and populations.

Response from Program in 2014:

Currently this criterion is addressed across multiple course offerings including the following: ARCH 7120, 20th Century History of Ideas taught by Nana Last; ARCH 7020 Foundation Studio 3 taught by Manuel Bailo and Matthew Jull; SARC 6000, Common Course taught by Asa Eslocker. Additionally, the architectural history required and electives course lists above deliver content, which addresses the criterion on human diversity.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

Comment from Previous VTR in 2009:

This criterion is not met for either M. Arch. track. Fundamentals of building cost, life-cycle costs and construction estimating are only lightly covered in ARCH 848, offered in the final semester of the program.

Response from Program in 2014:

Our design-build course-work has provided a high level of understanding and ability applications to participating M.Arch students and TAs. Courses that have specifically had to deal with construction costs, life-cycle costs, and construction estimating include:

- Prof. Anselmo Canfora's Studio reCOVER,
- Prof. John Quale's ecoMOD,

Asst. Professor Seth McDowell has been hired to develop BIM and REVIT required coursework, ARCH 7270, so the Program sees an opportunity to integrate Financial Considerations as a learning objective in the REVIT workflow.

13.30 Architectural Practice

Comment from Previous VTR in 2009:

This material was only minimally found in the coursework of ARCH 626 and ARCH 823. While ARCH 848 presents legal, ethical, and professional practice issues, the team found insufficient evidence of student work that illustrates an understanding of basic principles of business operations and office practice for either M. Arch. track.

Response from Program in 2014:

The curriculum of our professional practice class ARCH 8480 Professional Ethics and Communication, has been revised to more material dealing specifically with SPC Realm C, Leadership and Practice beginning in the spring of 2010. For example, in ARCH 8480

a lecture by a local practitioner addresses the financial considerations related to running an architectural office, which includes a cost breakdown of running an office. In the Fall 2014 semester the lecture was provided by Will Scribner, principal of SMBW in Richmond, who shared his insight and provided a handout of cost break-down analysis, which is available for review. Office structure from a legal perspective is consistently provided by Charles Heuer, principal of the Heuer Law Group, a local law firm. Mr. Heuer is an expert in Design and Construction contract law, who is an author of AIA contract documents.

B. Responses to Causes of Concern

Funding

Comment from Previous VTR in 2009:

At the University of Virginia, the 2009 Visiting Team found an academically, intellectually, and pedagogically sound professional program in Architecture, now housed in an enviable new facility. However, the team also found substantial evidence that several of the 2003 causes for concern remain. These are, perhaps, even more pronounced today than they were six years ago. Chief among them is funding. The successful completion of the new Campbell Hall construction, coupled with an increasingly difficult economic climate worldwide, has taxed the financial capacity of the School of Architecture. The team commends the willingness of President Casteen, Provost Garson, Dean Van Lengen, Associate Dean Sherman, Chair Barton, and Director Menefee to address the unique circumstances of the School of Architecture and the professional programs in Architecture. Notwithstanding, the 2009 Team continues to find that the finances of the professional programs are stretched substantially—and unsustainably. As in 2003, faculty appointments, levels of staffing, and levels of financial support for students are the most apparent problems. The programs keenly feel the void left by the recent departure of six valued members of the full-time faculty- two of them key senior faculty colleagues. The resulting gap, and the subsequent reliance on a substantial adjunct faculty compliment, has already hampered the ability of the program to deliver the full range of its required seminar coursework. Equally important, it has impeded the adequate introduction of students to important emerging areas of the academic discipline and the professional curriculum. (See 10.0, below)

Response from Program in 2014:

This topic was thoroughly addressed in the FE and the letter of clarification to Patricia Oliver dated September 3, 2012. (P.O letter response below).

Thank you for the opportunity to clarify the current status of the Department of Architecture at the University of Virginia. We have outlined the answers to your questions below, starting with your question in italics (underlined).

“Review of the Annual Reports indicate a revenue total of \$11M in 2009 to \$3.5M in 2011 ...”

We believe there is some confusion about the revenue total for the School of Architecture versus the Department of Architecture. The \$11 million is approximately the total revenue for the entire School, which includes four departments: architecture, architectural history, landscape architecture, and urban and environmental planning. The

\$3.5 million (approximate) refers exclusively to the Department of Architecture. There has never been a time in the department’s history when the revenue total was \$11 million. In recent years, that total has been close to the \$3.5 million amount. See page D1-1 from the appendices of the 2008 VTR that shows the 2008-09 academic year revenue total for

the department as \$3,341,433. The “All School” total for that year was \$11,015,842, which is referenced on the same page.

Diminished Faculty

Comment from Previous VTR in 2009:

For a faculty that places commendably high value on a deeply engaged teaching culture, and in a larger academic context that increasingly prizes and seeks to nurture collaborative, interdisciplinary, service-based research across the university campus, the program's diminished faculty ranks place extraordinary and unsustainable demands on a gifted, energetic and entrepreneurial faculty serving in both academic and administrative roles. (See Condition 6.0, below)

Response from Program in 2012:

This topic was thoroughly addressed in the FE and the letter of clarification to Patricia Oliver dated September 3, 2012 (P.O letter response below).

Thank you for the opportunity to clarify the current status of the Department of Architecture at the University of Virginia. We have outlined the answers to your questions below, starting with your question in italics (underlined).

“...as well as a decrease in FT faculty from 27 to 22 and in adjunct faculty from 25 to 19.”

We have tried to comb over our annual reports, and are little unclear where the 27 number appears, but we are guessing that is related to the full time faculty during the 2007-08 academic year, right before the 2008 report was submitted. If so, we should clarify that to get to that number it must include full time and part-time lecturers from that academic year, not just tenured and tenure-track faculty. It would also include the Dean at that time, Karen Van Lengen. She is no longer Dean, therefore is now considered as a full-time tenured faculty member, but at that time, her salary was not a part of the Department's budget.

However, please note that on page 29 of the 2008 VTR, it states: “Currently, (AY 2008-09) the Architecture Program has funding to support 21 faculty positions, 17 $\frac{3}{4}$ of which are filled by tenured or tenure-track faculty.” Currently, we have 24 Full-Time faculty positions, 19 of which are filled with tenured or tenure-track faculty. The other 5 full-time positions are filled with lecturers in a multiyear contract.

In addition to the full-time faculty, the Department has four part-time faculty on multi-year contracts and one partial appointment, a tenured faculty in a dual appointment with the Department of Architectural History (Shiqiao Li, Weedon Professor).

Eight of the tenured or tenure-track faculty are new members, one of them the former Dean.

During the last years, the Department has been able to hire new faculty on term appointments (1, 2, 3 years) as one time opportunities provided by the Dean, partially through Provost-supported spousal hires, partially through the School/Department, to infuse new energy into a program that had experienced a series of resignations in quick succession. Ghazal Abbassy (3 years left), Schaefer Somers (2 years left) and Mara Marcu (1 year left) are 1.0 FTE while Esther Lorenz (3 years left), Jordi Nebot (3 years left) and Margarita Jover (2 years left) are 0.5 FTE.

The result is a strong increase in faculty with a stable commitment (24 full-time, one dual appointment, four part-time), which has improved dramatically the capacity of the department in terms of teaching, advising and academic service, and allowed us to decrease the adjunct faculty. Moreover, most of the adjunct faculty (5 members) are effectively halftime employment.

FTE (half of the full-time teaching load) and only 2 adjuncts are hired for a single specific course.

Response from Program in 2014:

With our recent hires, we have improved our previous numbers, including the three new tenure-track faculty that we noted in our Focused Evaluation report, as well as an Associate Professor position currently in the final steps of the hiring process. See chart included in Part I p. 12 for further clarification.

Student Aid and Minority Recruitment:

Comment from Previous VTR in 2009:

Simultaneously, the team notes that open-handed institutional support of student aid and minority recruitment -in the areas of both faculty ranks and the student body-are key components of cementing the program's stated and long-standing commitment to providing the broadest possible access to the profession. The legacy of Mr. Jefferson is embodied in this commitment, which demands the attention of the program. (See Conditions 4.0 and 10.0, below)

Response to Causes of Concern:

We have improved our recruitment efforts this year by sponsoring an exhibit table at the National Organization of Minority Architects (NOMA) conference this fall, reaching out to undergraduate architecture programs with large minority enrollment (including our own) and offering to reimburse travel costs to UVA for undergraduate students from nearby Hampton Institute and Howard University. We also published a department brochure for the first time in several years, and distributed it widely. We will continue to strategize to ensure a large pool of minority applicants. The undergraduate and graduate recruitment efforts are being considered at the same time.

Curricular Review and Engagement in the University Community:

Comment from Previous VTR in 2009:

The team warmly applauds the thoroughgoing curricular review currently underway within the program. In that process, however, it encourages program faculty to think broadly as well as narrowly about its role in the larger university; to facilitate and actively pursue interconnections across the university community and across areas of the professional curriculum; and to embrace the generative potential that new constructive and representational technologies--and new integrative models of interdisciplinary and entrepreneurial research and practice-- are bringing to the profession. Additionally, the team urges the program to address the non-western traditions of our discipline through its required curriculum. As in 1998 and again in 2003, that Student Performance Criterion remains not met. (See, among others, Criterion 13.9, below)

Response to Causes of Concern:

Curricular Review and Engagement in the University Community –We have reported on this issue several times. We feel we have a real strength in this area, and believe it was probably not adequately communicated during the 2009 accreditation visit. We have courses that attract students from all academic units at the university, and regular and long-standing relationships with several disciplines in both teaching and research. We are confident that with the next accreditation visit, we will do a better job of communicating our efforts, and the visiting team will recognize that we are a leader in this area.

Assessment Mechanisms:

Comment from Previous VTR in 2009:

Finally, the team encourages the program to put in place robust internal and external assessment mechanisms. These will render the program increasingly nimble, facilitating its ability to measure its successes against its aspirations, and to identify the broadest possible range of its future opportunities. (See Condition 2.0, below)

Response to Causes of Concern:

As referenced in our recent NAAB Annual Report, the School of Architecture has been actively self-assessing through the reconsideration of its mission and strategic plan. With the arrival of Dean Kim Tanzer in 2009 and Architecture Department Chair Iñaki Alday in 2011 (both external hires), the program has been actively assessed – both formally and informally. This process continues under the leadership of Dean Meyer.

The Department has just finalized the first major revision of the MArch program in over eight years. Led by Iñaki Alday, this has been based on feedback from faculty, administrators, current students and alumni of the program. Surveys were utilized, as well as a series of meetings involving various groups of people. The Architecture faculty carefully considered recent trends in the profession and in curriculum at other academic institutions. This research was regularly referenced during curriculum discussions, which were focused on building upon the strengths of the program, effectively utilizing the expertise of existing and incoming faculty, and addressing our own perceived concerns about the current program.

Beginning in 2011, Iñaki Alday established a policy to coordinate the undergraduate and graduate architecture final reviews in such a way that all studios will be on display somewhere in the building for at least two full days. This change opened up the possibility that faculty can choose to see every single final student project in the department. By making the design curriculum visible to all, including external reviewers, faculty members were able to more objectively assess the results of our curriculum, and participate in a vibrant yet respectful discussion about its future. This change also allowed the faculty to establish a more objective process for determining the recipients of student awards. In the spring semester, department faculty received a ballot before the start of final reviews, and had the option to submit their ballot based entirely on the work on the wall in the spring semester.

As mentioned in our annual report, the department has implemented a new studio assessment strategy, using the ARCH 8010 and ARCH 3010 level studio students as test cases. This assessment was required by the university administration, and the department took advantage of the assessment process to create a more useful method for reviewing all studios. The chair, graduate program director, undergraduate program director and faculty teaching the ‘test’ studios developed an assessment rubric that will help students and faculty to focus more clearly on the intentions of the curriculum. The assessment reports that came out of the process helped clarify the deficiencies identified by the faculty. During the 2012-13 academic year the rubric will be used as a template for all studio faculty in the department. The rubric has also been shared with the studio faculty in the Department of Landscape Architecture, and they have adapted it for their own purposes. A copy of the rubric has been attached at the end of this document.

2. Summary of Responses to Changes in the NAAB Conditions

None.

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
4. Catalog (or URL for retrieving online catalogs and related materials)
5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)