

# ***Architecture Program Report***

University of Virginia  
School of Architecture

September 7, 2022



## Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>University of Virginia</u>
Name of Academic Unit	Department of Architecture
<p><b>Degree(s)</b> <i>(check all that apply)</i></p> <p><b>Track(s)</b> <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i></p> <p><i>120 semester undergraduate credit hours</i></p> <p><i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i></p> <p><i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i></p>	<p><input type="checkbox"/> <u>Bachelor of Architecture</u></p> <p><input checked="" type="checkbox"/> <u>Master of Architecture</u></p> <p>Path: 3.0: 102 Graduate Credit Hours plus the completion of any four-year Bachelor of Arts or Bachelor of Science undergraduate degree.</p> <p>Advanced Placement Path 2.5: 82 Graduate Credit Hours plus the completion of an undergraduate Bachelor of Science in architecture with the following course requirements:  4 architectural design studios, five or six credits each;  2 architectural history or architectural theory courses;  1 course addressing passive design or environmental systems;  1 structures course, addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems;  1 course addressing construction materials and assembly/construction methods.</p> <p>Advanced Placement Path 2.0: 67 Graduate Credit Hours plus an undergraduate Bachelor of Science in architecture with the following course requirements:  6 architectural design studios, five or six credits each;  3 architectural history or architectural theory courses;  1 course addressing passive design or environmental systems;  1 structures course addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems;  1 course addressing construction</p>



	<p>materials and assembly/construction methods.</p> <p><input type="checkbox"/> <u>Doctor of Architecture</u></p>
<b>Application for Accreditation</b>	<b>Continuing Accreditation</b>
<b>Year of Previous Visit</b>	2015
<b>Current Term of Accreditation</b> <i>(refer to most recent decision letter)</i>	8 year
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**Submission Requirements:**

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



## INTRODUCTION

### **Progress since the Previous Visit (limit 5 pages)**

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

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

### **Program Response:**

#### **A.4 Technical Documentation – Not Met**

**2015 Visiting Team Assessment:** *Evidence of outline specifications was not found in student work in either the team room or in supplemental material provided during the visit. Technically clear drawings were found in ARCH 7230 – Design Development. Models illustrating and identifying the assembly of materials, systems, and components was found in ARCH 7010 – Research Studio 1, ALAR 8020 – Design Development Studio 1, and ARCH 8010 – Research Studio 2.*

**2022 Program Response:** The final foundation studio in the graduate curriculum, ARCH 7020 – Foundation Studio IV (formerly called ALAR 8020 studio) in connection with ARCH 7230 – Building Integration Workshop III addresses student criteria A.4 from the 2015 VTR. The combination of these two courses provides a comprehensive building technology curriculum developed in 2017 under the direction of Associate Professors Luis Pancorbo and Ines Martin Robles. The A.4 requirement to develop outline specifications is integrated into an ARCH 7230 assignment to develop a structure and façade axonometric drawing, wall section, and details of the final project for the ARCH 7020 studio. The courses now contextualize specifications within the U.S. (CSI Uniformat and Masterformat) schema of construction systems. While students are introduced to outline specifications, they have not been required to deliver them as part of the final construction drawing package. The program believes it is more important to focus on the constructability, performance, and design intent of construction detailing rather than the formatting of outline specifications. Instead, students are required to accurately annotate drawings to reveal intentions for building materials and assemblies. Using the 2020 Conditions for Accreditation, the program's progress in this area is described within SC.4 Technical Knowledge.

#### **B.5 Life Safety – Not Met**

**2015 Visiting Team Assessment:** *Evidence was not found in students' work to demonstrate their ability to apply the basic principles of life-safety systems.*

**2022 Program Response:** Students are now introduced to life-safety principles in the foundation studios ARCH 7010 and ARCH 7020. In both studios a workshop on egress rules based on occupancy is given by Associate Professor Seth McDowell and students are required to develop Egress Plans as part of their final project deliverables. This sequence requires students to demonstrate life-safety code compliance using a variety of occupancies and site conditions. Using the 2020 Conditions for Accreditation, the program's progress in this area is described within SC.1, SC.3, SC.5, and SC.6 of this report.

#### **B.6 Comprehensive Design – Not Met**

**2015 Visiting Team Assessment:** *There was evidence of this criterion in select high-pass student work, but evidence was not found consistently in all student work.*

**2022 Program Response:** A reworked ARCH 7020/7230 curriculum replaces the ARCH 8020 Comprehensive Studio which was used to locate B.6 during the 2015 assessment. The new curriculum is the primary way students are assessed in their ability to produce a comprehensive architectural project that demonstrates the capacity to make design decisions across scales while integrating relevant SPC (A.2. Design Thinking Skills, A.4. Technical Documentation, A.5. Investigative Skills, A.8. Ordering Systems, A.9. Historical Traditions



and Global Culture. B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.8. Environmental Systems, B.9. Structural Systems). While the ARCH 7020/7230 curriculum addressed these topics of Comprehensive Design, it also more closely aligned with NAAB's definition of Building Integration. Using the 2020 Conditions for Accreditation, the program's progress in this area is described fully within SC.6 Building Integration.

#### **B.7 Financial Considerations – Not Met**

**2015 Visiting Team Assessment:** *Evidence of an understanding of life-cycle cost, project financing, and financial feasibility was not found in student work. Evidence of an understanding of building cost, operational cost, and cost estimating was found.*

**2022 Program Response:** Life Cycle cost estimation is now addressed in ARCH 7250 – Environmental Systems, a required graduate architecture course in performance-driven energy and environmental systems. Specifically, Lab 13 of the course is dedicated to understanding life-cycle costs. The project management aspects of building cost, project financing, financial feasibility, construction cost estimation, and value engineering is now introduced in ARCH 8480 – Professional Practices. The course is organized by phase of work based on a typical project delivery scenario. Additionally, the program tested the integration of a real estate proforma in ARCH 7010 in 2021. This allowed students to test their design ideas against specific fiscal parameters. Using the 2020 Conditions for Accreditation, the program's progress in this area is described within SC.2, SC.4, and SC.5.

#### **C.4 Project Management – Not Met**

**2015 Visiting Team Assessment:** *Evidence was not found in the student work provided.*

**2022 Program Response:** Project management methods, including competing for commissions, selecting consultants, and assembling teams, and project delivery methods are introduced in the newly redesigned course, ARCH 8480 – Professional Practices. The course is co-taught by two practicing members of the UVA faculty, Margaret Cavenagh (principal, Studio Gang) and JT Bachman (principal, Office of Things). Students organize themselves into groups to simulate the organization of a new architectural practice. Student groups begin by analyzing firms in a case study assignment to understand and critically evaluate how architecture firms are founded, develop over time, and currently position themselves in the marketplace of architectural practice. Students then apply what they learned in a final assignment that simulates responding to a typical RFP/RFQ. Student teams develop a positioning statement of their firm's mission and values, key projects drawn from their combined studio work, a proposed project schedule based on a proposed project delivery method, a plan for integrating and coordinating consultants, proposed project team, and a fee schedule based on the scope of work. The instructors assess the presentations in the role of the client and provide feedback. Using the 2020 Conditions for Accreditation, progress in this area is described fully within SC.2.

#### **C.5 Practice Management – Not Met**

**2015 Visiting Team Assessment:** *Evidence was not found in the student work provided.*

**2022 Program Response:** The basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice are introduced in the course, ARCH 8480 – Professional Practices. The course's RFQ/RFP lectures focus on practice management models, including guest lectures from practicing faculty. Additionally, Paul Nakasawa, a world-renowned architectural practice consultant and chairman of Snohetta, NYC, regularly gives a lecture on practice types and their respective management models. Material from these lectures informs student responses and exercises. Students are asked to consider practice management models corresponding to the mission and values described in their position statements. Using the 2020 Conditions for Accreditation, the program's progress in this area is described fully within SC.2.

**C.7 Legal Responsibilities – Not Met**

**2015 Visiting Team Assessment:** Evidence was not found in the student work provided.

**2022 Program Response:** The redesigned course, ARCH 8480 – Professional Practices introduces the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws. The course outline is organized according to the phases of the project delivery schedule, and an architect’s Legal Responsibilities are introduced in the appropriate phase. For example, professional services contract negotiation is included in the Pre-Concept Phase unit of the course. Compliance with building codes, zoning, land use ordinance, environmental regulations, ADA and accessibility code, and historic preservation are included in the Design Development and Construction Documents phases. Bidding and negotiation is addressed as part of the Construction Administration unit. Lectures are augmented with guest lectures by faculty and outside experts familiar with NCARB and ARE (UVA faculty NCARB representative), AIA Contracts (Charles Heuer, FAIA, of the Heuer Law Group), and practicing architects who video conference with the class to talk about their firms and project experience. Each unit includes a workshop for an in-class exercise representing a scenario that students may face. Using the 2020 Conditions for Accreditation, the program’s progress in this area is described fully within SC.2.

**Historical Traditions and Global Culture (SPC A.9.) – Causes for Concern**

**2015 Visiting Team Assessment:** Supplemental information provided by the program during this visit states that the only History and Theory electives to be taught starting in Spring 2016 will be ARCH 7122 – Contemporary Spatial Practices and ARCH 7403 – World Contemporary Architecture. These classes will replace the classes currently addressing SPC A.9. Historical Traditions and Global Culture; therefore, it is important that both of the new classes include parallel and divergent canons as well as traditions of architecture—including indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres—in terms of climatic, ecological, technological, socio-economic, public health, and cultural factors.

**2022 Program Response:** In 2018, the Department assessed the history/theory sequence within the curriculum and determined to develop a third required course to provide a stronger historical foundation in the 6000 level. Weedon Professor in Asian Architecture, Shiqiao Li then developed SARC 6101 Buildings, Cities, Narratives. The program now has three required History/Theory courses: SARC 6101: Buildings, Cities, Narratives; ARCH 6120: Architectural Theory and Analysis; ARCH 7120: 20<sup>th</sup>-21<sup>st</sup> Century History of Ideas. Students in our Path 3 also take a summer course ARCH 5030: Intro to Design Theory + Analysis which introduces foundational texts in architectural design and histories of the University of Virginia’s Academic Village and legacies or racialized spaces. There is an increasingly global focus to the entire curriculum, reflective of changes in the research focus of an increasingly global faculty; enhanced study abroad opportunities in China, India, Africa, South America, the Arctic, and Europe; and an increasingly international graduate student body. This global focus is also true of the research interests and curricular structures of the history and theory sequence. Using the 2020 Conditions for Accreditation, the specific themes or each course and progress in this area is described within PC.4.

**Professional Practice (SPCs C.3., C.4., C.5., C.7., and C.8.) – Causes for Concern**

**2015 Visiting Team Assessment:** The visiting team is concerned about the limited amount of evidence for curated student work regarding these interconnected SPCs. The evidence provided suggests, at best, a level of topical awareness by students. The capacity to classify, compare, summarize, and explain and/or interpret information was absent from the work presented.

**2022 Program Response:** ARCH 8480 – Professional Practices has been significantly redesigned since 2015 due to the concerns highlighted in that VTR. The course is now co-taught by two practicing members of the UVA faculty, Margaret Cavanaugh (principal, Studio



Gang) and JT Bachman (principal, Office of Things). It now addresses all SPCs of concern. Using the 2020 Conditions for Accreditation, the program's progress in this area is described fully within SC.2.

### **Accessibility, Life Safety, and Building Service Systems Integration (SPCs B.2., B.5., and B.11.) – Causes for Concern**

**2015 Visiting Team Assessment:** *The visiting team found inconsistencies in the ability to implement these critical systems throughout the coursework. The evidence that these criteria had been met in student work was limited and often absent in later coursework.*

**2022 Program Response:** The restructuring of the second-year foundation studio sequence ARCH 7010 and ARCH 7020, as well as the integration of technical courses, ARCH 7230 – Building Integration Workshop III and ARCH 7250 – Environmental Systems with these studios, has enabled the program to build consistency and comprehension within this area of concern. Using the 2020 Conditions for Accreditation, the program's progress in this area is described fully within SC.1, SC.3, SC.4, SC.5 and SC.6.

### **Program Changes**

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

This section is limited to 5 pages, total.

### **Program Response:**

Since NAAB's last visit in 2015, new leadership at UVA includes the President, Provost, Dean, Chair, and Master of Architecture (M.Arch) Director. The Department of Architecture was led by four Department Chairs during this time: Ed Ford (2016-17), William Sherman (interim chair, 2017-18), Felipe Correa (2018-22), and Jeana Ripple (2022-current), with three new Graduate Program Directors: Jeana Ripple (2017-21), Devin Dobrowolski (2021-22), and Seth McDowell (2022-current). Under this leadership, the department worked to address curriculum concerns highlighted in the 2015 VTR and adapt the program to NAAB's 2020 Conditions.

Since 2015, the program has added clarity to the foundation studio sequencing, introducing an additional foundation studio and sequencing all foundation studios before research studios. Path 3 students now take four foundation studios followed by two advanced research studios, while Path 2.5 (advanced placement) students take four foundation studios followed by one advanced research studio, and Path 2 (advanced placement) students take two foundation studios followed by two advanced research studios. This refined sequence of foundation and advanced studios ensures all students obtain competency with SC.5 and SC.6 prior to taking advanced option studios that offer a wider variety of design and research methods. The consistency in skill and knowledge acquisition for our students greatly increased with this adjustment, and it allowed the advanced research studios to tackle more advanced, experimental topics and methods.

The reorganization and relocation of our "Comprehensive Studio" are closely related to the refined foundation studio sequence. In 2015, our Comprehensive Studio was the last studio in the curriculum, prior to graduation (ALAR 8020). In 2018, we moved this "comprehensive" content forward in the curriculum, now locating it within ARCH 7020. In this new location, we also worked to align the learning objectives with SC.6 Building Integration in NAAB's 2020 Conditions. The Building Integration Studio is now positioned as the final Foundation Studio prior to entering advanced research studios within the 8000 level.

As a response to the new 2020 Conditions, the program adjusted the third foundation studio, ARCH 7010 to ensure it addresses content in SC.5 Design Synthesis. ARCH 7010 now



includes a Life Safety Workshop, Cost Proforma Workshop, and assignments that evaluate design decisions at multiple scales ranging from the body, the site, and the city. Also, as part of the restructuring of the Foundation Studios, ARCH 7010 includes a trip to New York City in the fall semester, and projects that address housing and hybrid public/private programs.

The delivery of Building Science and Technology (BST) courses has also changed since 2015. In 2018, department faculty formed a BST committee to assess the curriculum and align content with NAAB's new conditions. The assessment resulted in better coordination between foundation studios and BST content and across BST courses, enabling the following focused sequence:

- ARCH 6231 – Building Integrated Workshop I w/ ARCH 6010 – Foundation Studio I
- ARCH 6261 – Building Integrated Workshop II w/ ARCH 6020 – Foundation Studio II
- ARCH 7250 – Environmental Systems w/ ARCH 7010 – Foundation Studio III
- ARCH 7230 – Building Integrated Workshop III w/ ARCH 7020 – Foundation Studio IV

In this refined sequence, the previously described ARCH 7230 – Design Development course was redesigned and renamed to be a technical complement to our newly positioned ARCH 7020 – Building Integration Studio. We eliminated the course called ARCH 8230 – Building Synthesis from the curriculum due to the restructured content. These changes to the curriculum are discussed further in PC.5, SC.4, SC.5, and SC.6.

Since 2015, the program has also assessed and refined our digital computation curriculum. In 2016, a multi-departmental task force surveyed the school and found gaps and potential synergies in digital computation instruction across departments. The report highlighted several areas of expertise across the school, including data streams, prototyping, relational modeling, simulation, analysis, and representation. The departments of architecture and landscape architecture developed a shared 3-course sequence in design computation: SARC 5020 – Summer Design Institute (SDI), SARC 6710 – Design Computation I, and SARC 6720 – Design Computation II. In their first few years, these courses developed a shared set of digital visualization practices. This year, Design Computation I will integrate geometric modeling, relational modeling, and simulation. These changes to our curriculum are further discussed in PC.5 and SC.4.

#### History / Theory Changes

In 2018, the Department assessed the history / theory sequence within the curriculum and determined that a third required course should be implemented to provide a stronger historical foundation in the 6000 level. Weedon Professor in Asian Architecture, Shiqiao Li created SARC 6101 – Buildings, Cities, Narratives to fill this gap. This is discussed further in PC.4.

In 2018, William Sherman and Jeana Ripple led curricular discussions with the Department faculty that explicitly aimed to rectify program shortfalls identified in the 2015 VTR. During a two-day program assessment retreat in Spring 2018, the Department of Architecture worked to develop a clearer curriculum and mapped out the delivery of knowledge and skills through our design studio sequence, building technology sequence, history/theory sequence and design computation sequence. The outcomes of this mapping were handed off to the incoming Chair, Felipe Correa, and served to ensure the curriculum was aligned with expectations of the 2020 Conditions.

Since 2015, the school's spaces have been updated, including a renovation of two floors of undergraduate and graduate design studios, providing 21<sup>st</sup>-century studio space for all M.Arch students. In 2019, the School of Architecture completed an exciting renovation and expansion of its first floor FabLab. The project radically expanded the School's capacity for fabrication, modeling, and material exploration while publicly foregrounding the school's long tradition of material knowledge as foundational. The School is currently pursuing a building





expansion to support additional faculty offices, classrooms, and workspace. See 5.6 Physical Resources for further information.

This building expansion and renovation reflect changes in the program that include a 1.6 increase in size of the graduate program since 2014 (approximately 40 more students), coupled with an increase in funding in relation to the university's new financial model. Student enrollment in the Master of Architecture Program has steadily increased in the last seven academic years with an incoming class averaging 50-55 students. The makeup of the student body is approximately 40% international and 60% domestic. Throughout the last seven years, the program has also seen a steady increase in the number of applications.

With regard to financial resources, the COVID pandemic presented significant challenges, with many incoming students choosing to defer their studies in 2020-2021. The school anticipated this challenge, and over-enrolled by opening a late admissions process for returning UVA students in March 2020. As a result, the school experienced only a slight dip in revenue. Expenses were only mildly impacted. We were technologically prepared to conduct online instruction, and other costs were largely covered through CARES Act funding.

The following areas of NAAB general conditions content were impacted by the COVID-19 Pandemic:

- Learning opportunities outside of the classroom were largely canceled or minimized. For example, all studio travel was canceled for the 2020-21 academic year (AY). As a result, many foundation studios shifted to virtual office visits integrated into the studios to maintain connections to the profession and the sites of study.
- Space needs and opportunities were impacted by the pandemic. Students were given access to their studio desks on an alternating schedule to control density and allow for 6-foot spacing. Many courses were shifted to online instruction only due to class size and space restrictions.

During the last three years, the program made efforts to adapt to the revised 2020 NAAB Accreditation Conditions. These conditions have been thoroughly reviewed by the program leadership. Updates to the NAAB criteria and reporting policies were communicated to all department faculty, and the translation of learning objectives within our curriculum was discussed both in relation to 2020 NAAB criteria and within self-assessment processes in the Department generally. The following program self-assessments have been completed since the last accreditation:

- Building Technology Curriculum Sequence Review (2018)
- Digital Practices Assessment (2016)
- Graduate Curriculum Discussion and Adjustments (2018)
- M.Arch Thesis Assessment (2019)
- Design Foundation Sequence Review (2019 + 2020)
- Preliminary NAAB Criteria Planning and Mapping by Director and Instructors (2019-)
- Arch Racial Equity Assessment (2021)
- Learning Environment and Recruitment to support Diversity, Inclusion, and Equity (2020)
- History/Theory Curriculum Review according to Diversity, Inclusion, and Equity Goals (2020)
- Equity and Inclusion within the Studio Pedagogy and Culture (2020)
- Graduate Admissions Process Assessment and Revisions (2021)
- As part of the self-assessment process, the Department and Program leadership meet regularly with instructors.

This year, department leadership shifted the annual assessment process to specifically align with the NAAB conditions. Each year, shared values will be identified for evaluation across



the curriculum. This year, the evaluation will begin by focusing on *Environmental Stewardship* and *Research and Innovation*. Starting with a faculty retreat in mid-August, the assessment began by asking faculty to edit and update curricular documentation from 2018 according to their course content evolution and specifically pinpointing content that supports development in the areas listed above. This data along with results from the corresponding accreditation self-assessments will be used to shape curricular discussions throughout the year.

The program is also beginning the process of changing the name of our Path 1 (Post Professional Degree) to comply with NAAB's definition of Master of Architecture.



## NARRATIVE TEMPLATE

### 1—Context and Mission

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

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

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

#### **Program Response:**

In 1819, Thomas Jefferson founded the University of Virginia and inaugurated a bold experiment – a public university designed to advance human knowledge, educate leaders, and cultivate an informed citizenry. 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 is strategically located in Central Virginia](#) at the intersections between the American South and Northeast, between the Appalachian Mountains and the Piedmont, between the coal mines and agrarian pastures. Just east of the Blue Ridge Mountains, Charlottesville offers a unique academic setting that allows students to confront varied social, urban, and environmental contexts within the American landscape.

The University of Virginia was shaped by a fundamental contradiction between the democratic ideals on which it was founded and the reality that, for well over a century, the educational experience it offered was available only to a restricted and decidedly exclusive population of economically privileged, socially elite, white men. At the same time, our institution was built upon the labor of many who were excluded from its classrooms, including enslaved laborers, women, and men of lower socio-economic standing. UVA uses its context as a laboratory to analyze and critique design through a social, cultural, environmental, and spatial lens.

#### Mission:

[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 School of Architecture](#) embraces the [University’s mission](#) by supporting inquiry and knowledge, essential to a thriving democracy, while educating the next generation of innovative designers and leaders. We strive to equip students to envision courageous new futures and build a world that is more compelling, resilient, sustainable, and equitable. In 2019, we celebrated our 100th Anniversary — marking the establishment of the School of Fine Arts which offered a BS in Architecture degree and graduate architectural coursework for 11 students in 1919. Today we have grown to a student population of over 600, offering a forward-looking curriculum that promotes intellectual curiosity, experimentation, and historical/theoretical perspectives to challenge conventional wisdom. The School’s institutional setting compels and inspires the School of Architecture to confront historical spatial contexts while imagining an equitable and innovative future. A vibrant on-campus learning environment is a hallmark to the school and institution.



The School of Architecture is at one of the most productive moments in its history. With many recently hired faculty members, and new leadership that includes a new dean, a new department chair, and a new graduate program director, the School is poised to forge a new future that advances its rich legacies and capitalizes on its assets. The School is home to top-ranked graduate programs, a long-recognized excellent undergraduate education, a new cross-disciplinary 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).

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

#### **Program Response:**

Thomas Jefferson foregrounded the importance of architecture when founding the university and designing the Academical Village to promote collaborative interaction. The School of Architecture is still instrumental in university-wide initiatives, knitting together scholarly and applied research, and social ideals with physical implementation. The Department of Architecture enjoys strong teaching and research partnerships across the University and within the School of Architecture. For example, several large courses are cross-listed within the College of Arts and Sciences, open to other disciplines, and taught in venues across Grounds to broaden access to design education. Architecture faculty also work collaboratively across Grounds on interdisciplinary research initiatives. The Schools of Architecture, Engineering, and/or Medicine often partner in significant research grants. The program's closest collaborators are the departments of Landscape Architecture, Architectural History, and Urban and Environmental Planning. Many graduate-level courses are multidisciplinary and contribute to certificates in Urban Design, Historic Preservation, and Real Estate and Design Development. The school's multi-disciplinary ethos also offers efficient opportunities for students to pursue dual graduate degrees.

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

#### **Program Response:**

UVA School of Architecture provides a variety of programming and experiences that promote learning inside and outside of the classroom, including the following:

- **Lecture Series:** A robust public lecture series is offered each year and invites broad perspectives at the School in a forum available to all students and the larger community. Each April the school also celebrates the Thomas Jefferson Foundation Medalist in Architecture with a public lecture and discussion sessions.
- **Professional Societies and Organizations:** The School supports student and faculty involvement in national and regional organizations. Full-time faculty apply annual professional development funds and student groups apply funding to support conference attendance and collaboration with organizations like AIA, ACSA, and NOMAS.
- **Community Engaged Research:** Advanced research studios offer faculty and students to establish multi-year engagement with local experts and community groups. In recent years, these studios exposed students to engagement with youth

- organizations, community organizers, visiting faculty, and/or local governments as they travel and study the site and context for design.
- **Field Trips + Travel Studios:** Field trips provide a key learning opportunity within the Master of Architecture program. The school currently aims to provide at least one subsidized travel opportunity for every student, with additional optional travel to locations like Venice, Barcelona, India, Hong Kong, Berlin, Austria, or Alaska.
  - **Alumni + Practice Connections:** The School of Architecture's alumni base comprises an international community that brings together more than 8,000 architects, landscape architects, artists, planners, architectural historians, and preservationists active at all levels of their professions. 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.
  - **Field-work / Hands-On Experiences**  
Students, faculty, and staff at the UVA School of Architecture have access to a variety of fabrication spaces that serve as laboratories for thinking and making both in the analog and digital realms.

## Summary Statement of 1 – Context and Mission

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

### Program Response:

The mission of the UVA School of Architecture today is to educate the next generation of innovative designers who will envision courageous new futures and build a world that is more compelling, resilient, sustainable, and equitable. The School draws upon its rich and complex cultural history and collaborative research environment to train students as excellent designers and collaborators with a strong understanding of architecture and its social, ecological, cultural, and spatial potential.

## 2—Shared Values of the Discipline and Profession

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

### Design

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

### Program Response:

The University of Virginia's School of Architecture promotes and facilitates a culture of design excellence. We apply creative methodologies informed by spatial, material, and technical understanding to address complex issues in the built and natural environment. We are committed to design as one of the foundational forms of exploration across all of our disciplines at the School of Architecture. Our design approach draws from history, theory, and technical expertise while pursuing new knowledge through projective speculation and visual communication. Our award-winning faculty and exceptional students are frequently recognized for thought-provoking design proposals in global contexts.

At the University of Virginia School of Architecture, design is approached as an inherently collaborative endeavor. The integration of disciplinary knowledge is supplemented by a synthetic approach to introducing extra-disciplinary knowledge and theories intended to



challenge and push the boundaries of the profession. This approach is reinforced by the multidisciplinary makeup of our advanced research studios which includes students and faculty from Landscape Architecture and Urban Design.

The role of design at UVA is not limited to problem-solving, but is instead focused on developing and applying creative methodologies informed by contextual analysis, spatial understanding, technical insights, and critical positions that are tested through iteration and experimentation. At the core of our program is a pedagogical approach that encourages independent thought, rigorous research, and inventiveness. Design is an act of optimism and we want our students to be thoughtful while also finding joy and purpose in their work. We teach our students to evaluate ideas with a wide range of investigative tools including sketching, physical modeling, digital drawing, digital modeling and fabrication.

With a talented and diverse faculty focused on design excellence and intellectual development, our M.Arch program is structured to provide students with comprehensive training that prepares them to address the most pressing social, environmental, and spatial challenges of the present-day and near-future. This body of knowledge and skillset is established through a rigorous design studio sequence and robust required and elective course offerings in the history, theory, building technology, visualization, computation, urbanism, and professional practice of architecture. The program has developed a clear design studio sequence that includes four foundation studios and two advanced research studios. See PC.2 for a narrative and assessment of this sequence.

Design at UVA has long enjoyed a close relationship with architectural practice. Many of our faculty lead or participate in architectural or design practices that have gained respect around the region, country, and globe. At Campbell Hall we have the benefit of working and learning in a building that exhibits additions and renovations by four of our current faculty members. We see the profession as an ally rather than a foil and greatly benefit from an extensive network of alumni, colleagues, and partners practicing architecture around the world.

The School of Architecture is committed to training excellent, thoughtful designers and our long-range planning is positioned to maintain and advance this priority. Current planning discussions in the department related to design include the role and process for a design thesis, the intent and impact of our post-professional Path 1 degree, the renaming of our post-professional Path 1 degree to comply with NAAB requirements for Master of Architecture degrees, the re-evaluation of our Path 2.5 due to small interests and challenging credit units, use of the future building expansion to support innovations in design pedagogy, the role of coordination in foundation design studios, student financial support for the high cost of materials in design studios, and approaches to attracting ongoing infusions of new talent across faculty, staff, and students. Currently, the department is taking a close look at the teaching and learning culture at UVA, particularly in design studios. We are taking both immediate and long-term actions to make UVA a leader in creating a more equitable, healthy, and joyful studio learning environment.

#### **Environmental Stewardship and Professional Responsibility**

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

#### **Program Response:**

Given the growing urgency of the climatic and environmental challenges facing the built environment now and in the immediate future, the discipline must do more to preserve

our planet. Ensuring that our students develop an ethic of design grounded in a shared sense of civic responsibility and environmental stewardship is one of the core pedagogical goals of the UVA School of Architecture. Our curriculum, public programming, and faculty-led research foregrounds climate, environment, energy, sustainability, public health, safety, and welfare.

Within the curriculum, foundation studios and required courses build students' knowledge of systems thinking, life-cycles of materials and processes in the built environment, and integrative design strategies. At multiple scales and levels of detail, students consider the complex interactions and flows of energy, materials, resources, and information. Students learn to consider the role of architecture within these systems, the diverse perspectives of stakeholders within these processes, and the capacity for designers to propose meaningful innovations and alternatives to current practices.

UVA recognizes that the challenges of social inequity and environmental stewardship are inseparable, given that the effects of a warming climate and environmental toxicity are experienced disproportionately across different economic and social groups throughout the world. Through advanced studios highlighting issues of environmental justice and engaging frontline communities, the program prepares students to operate within increasingly challenging contexts impacted by the climate crisis. For example, recent sites of student and faculty engagement include ecologically fragile locations such as the Arctic, Chesapeake Bay, the Appalachian Mountains, India's Yamuna River, Asian Megacities, and South America among others.

The University of Virginia's School of Architecture combines four disciplines within one building. Integrating architecture, landscape architecture, urban planning, and architectural history, we have built a strong reputation for working across disciplinary boundaries which establishes a more holistic understanding of the dynamic between built and natural environments. Forging more just environments for all living things is at the core of the program's mission and we aim to teach students to reshape cities, environments, and buildings to address the most pressing global challenges of climate resilience and climate justice.

In the summer of 2021, the School of Architecture welcomed our new Dean, Malo Hutson, Dean and Edward E. Elson Professor. Item number one in his five priorities is the [Climate Resilience/Climate Justice Initiative](#). In this initiative, Dean Hutson's aims to promote the research, teaching, scholarship, service, and practice of the School of Architecture's faculty, students, and alumni working at the intersection of climate and design. This effort will reinforce the robust ongoing agenda of the program dedicated to design in response to environmental uncertainty.

### **Equity, Diversity, and Inclusion**

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

### **Program Response:**

In 2017, the School of Architecture's Inclusion + Equity Committee began work on a wide-ranging plan of action, motivated by our commitment to the university as a space for cultivating democracy. In June 2020, over 500 members of the School of Architecture community signed a Call to Action, urging the School of Architecture "to accept the challenge of setting a precedent for an anti-racist design pedagogy" with a key priority of



appointing an Associate Dean of Inclusion + Equity. That same summer, University President Jim Ryan appointed a Racial Equity Task Force (RETF), whose final report, “Audacious Future: Commitment Required,” issued in August 2020 and endorsed by UVA’s Board of Visitors, lays out a detailed action plan for the University of Virginia. As a short-term exploratory and advisory body, the Racial Equity Task Force (RETF) aligned initiatives with the University’s Inclusive Excellence framework and the University’s 2030 Strategic Plan to orient and embed the initiatives in our larger institutional operations.

In July 2021, Malo A. Hutson joined the University of Virginia School of Architecture as Dean, and since that time he has made the Justice, Equity, Diversity, and Inclusion or [JEDI Initiative](#) one of his key priorities for the School, building on the ongoing work by the Inclusion + Equity Committee. Through the coordinated efforts of leadership, faculty, staff, students, alumni, and allies, the School of Architecture is committed to the long-term project of working together to build, promote and sustain a culture of justice, equity, diversity, and inclusion within and beyond the University. The strategic goals to achieve this within the School of Architecture are to:

1. Increase faculty, staff, and student diversity through recruitment and retention
2. Expand student support and resources
3. Enhance social justice-based pedagogy and disciplinary scholarship around issues of race, identity, culture, power, and belonging
4. Build meaningful, sustainable, and supportive partnerships with neighborhoods, institutions, communities and organizations who are allies in this work
5. Establish guiding metrics and a structure of reporting and communicating progress

The School has many leaders in the national conversations about JEDI topics in the field, and is committed to investing in the institutional infrastructure needed to build on our collective strengths. In the last decade, the School of Architecture has worked to reestablish diversity within the faculty after a loss of multiple faculty of color. Currently, out of 44 tenured or tenure-track faculty, 14 characterize their race/ethnicity as something other than white, as do 6 out of 22 general faculty members. The faculty is roughly equal in terms of gender with 36 male and 30 female members. In 2021, Malo Hutson became the first African American dean of the School of Architecture. In 2022, the school hired CL Bohannon, its first Associate Dean of Justice, Equity, Diversity, and Inclusion.

The following outlines JEDI activities at the School of Architecture:

#### *JEDI-focused programming for recruitment*

First hosted in 2019 by the I+E Committee in coordination with the Admission Office, open houses specifically designed for students interested in JEDI have helped to increase our BIPOC student cohort – a 24.8% increase in 2020. JEDI Open Houses and/or Discussion Panels, etc. will continue to evolve and become embedded in the fabric of the School’s recruitment culture.

Project Pipeline was launched in Summer 2019 by the UVA School of Architecture’s chapter of the NOMA. This ongoing pre-recruitment program provides an educational experience for low-income youth in the Charlottesville community and provides hands-on exposure to the design and planning disciplines.

#### *JEDI Scholarships*

In Spring 2020, the School established two named scholarships focused on diversity, equity, and inclusion - named after Edward Wayne Barnett and Audrey Spencer-Horsley, the School’s first African American graduates. Scholars were awarded in 2020 and 2021 and through a collective commitment across the School’s faculty, staff, leadership boards,





alumni, and friends, \$540,000 was raised in gifts, pledges, and University match by December 2020. The School has expanded its goal in order to establish competitive scholarships at the graduate level to both recruit and retain future JEDI scholars.

The School of Architecture has worked to create robust pipelines for recruitment of underrepresented and low-income students. The School has recently established an MOU with the Bonner Foundation and partnerships with the McNair Scholars Program and the California Forum for Diversity to enhance our recruitment (collaborative effort between the Office of the Dean, Admission Office, Communications Office). The School continues to build relationships with HBCUs, TCUs, and HSIs first established in 2020 by the DEI Outreach Task Force.

#### *Course Material Support*

The true cost of education at the School of Architecture goes well beyond tuition. Many students are not able to afford the cost of materials, software, printing, or other expenses related to successful completion of their coursework. An immediate priority is to offer course material support to any School of Architecture student in need. Funding was offered on an as-needed basis through application during the COVID-19 Pandemic through the CARES Act and a \$100,000 School of Architecture COVID-19 Emergency Relief Fund.

#### *Student Organizations Support*

Student organizations focused on JEDI (NOMAS - National Organization of Minority Architecture Students, ASIA - A-School International Students Association, manifestA - SOA's Equity in the Built Environment) continue to be an important venue for community building, promoting a culture of equity and inclusive excellence, and providing leadership opportunities for our students.

The creation of a new First Generation/Low-Income (FG/LI) student organization is under development (Spring 2022) to support the unique needs of our first generation and low-income students. Through allied support from Student Council, AIAS, and other student organizations, net proceeds from the 2022 Beaux Arts Ball (April 2022) will go towards the establishment of this organization and to the Academic Support Fund. A Town Hall to launch this initiative was held in April 2022.

The UVA School of Architecture is dedicated to becoming a leading center for JEDI Research. We continue to seek additional JEDI TOPS hires for both tenured and tenure-track faculty to help develop core and expanded expertise in this area. The Dean's Office is currently exploring options for JEDI Research Seed Funding for faculty, and coalescing this work with a JEDI Research Lab.

A significant effort has been made over the last four years to celebrate JEDI through School of Architecture communications efforts. Integrating JEDI into the culture of our School is an integral part of our communications strategy. Utilizing our bi-monthly newsletter, our website and social media platforms, JEDI research, stories, courses, and projects are highlighted to ensure that our mission is communicated in an integrated and holistic way.

The Department of Architecture has worked with student organizations over the last year to draft a new [Teaching and Learning Culture Policy](#). This policy has been modeled after AIA Guides for Equitable Practice and the AIAS Model for TLCP. A draft of this policy is currently available for all students and faculty. Students and faculty will vote to put this policy in place this coming academic year.



In addition to these current activities geared at topics of Equity and Inclusion, the School is exploring implementation of the following to support an anti-racist design pedagogy: a JEDI Orientation Series for all students, an Anti-Racism Leadership Program, JEDI Curricular Innovation Grants, and the development of new community-engaged courses.

**Knowledge and Innovation:**

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

**Program Response:**

In 2018, the UVA School of Architecture adopted the [“GUIDELINES FOR ASSESSMENT OF DESIGN RESEARCH”](#) as an appendix to our Promotion, Tenure, and Reappointment Policy. In this document, the School defines design research as the discovery and creation of new knowledge as both the study of design, and through the process of design. It can be understood as both investigative and problem-solving. Investigative design research examines aspects of present and historical conditions that constitute or have constituted the field of design, and problem-solving design research presents design solutions to existing and anticipated problems. Design research is a knowledge with tremendous value and influence imbued with ethical, aesthetic, and technical dimensions.

Design research has inherently soft boundaries, and it is often the case that our faculty, students, and alumni work in several fields simultaneously. The UVA School of Architecture sees two broad and equally effective roles for architects in the creation of knowledge and innovation:

1. Scholar-Researcher. The primary field of work of the scholar-researcher is in an area of specialized knowledge, in a wider context of crossing over to other knowledge and practice fields. The assessment of research is based on the output within the chosen field.
2. Practitioner-Researcher. The primary field of work of the practitioner-researcher is in design research, in a wider context of engaging with other knowledge and practice fields. The assessment of research is based on the output in the field of creative work.

At UVA’s School of Architecture, both forms of architectural research aim at the production of knowledge and innovation. We have a strong faculty of scholar-researchers that primarily teach content related to history/theory or building technologies. These faculty also often teach in the advanced research studios, framing topics to address specialized expertise.

Equally important to the creation of knowledge and innovation in our program are the many faculty that work within the role of a Practitioner-Researcher. We have nationally and internationally recognized practicing architects on the faculty at both the senior and junior ranks. Their creative output ranges from buildings to urban designs, from environments to objects and art. These faculty generally teach and coordinate foundation studios, visualization courses, and building technology courses. The School and the Department are supportive of practicing architects and designers on our faculty. Many recent faculty promotions, tenure, and reappointments have been awarded primarily due to evidence of high quality creative work within architectural or design practice.

UVA extends its research agendas across traditional disciplinary boundaries. The School of Architecture emphasizes diverse perspectives and collaborative action, addressing



global and human health, community engagement, infrastructural networks, cultural preservation, race and social justice, ecological resilience, innovative design technologies, and much more. Our research projects take many forms, but all are committed to critically, creatively, and responsibly engaging in the making and remaking of the world around us. The School of Architecture is home to five research centers / institutes: the Next Cities Institute, the Institute for Engagement and Negotiation, the Center for Cultural Landscapes, the Center for Design and Health, and the Community Design Research Center.

The University of Virginia is a R1: Doctoral University with very high research activity, and the School of Architecture positions itself within this institution as a platform for the advancement of design research. The UVA School of Architecture is committed to elevating the understanding of research, its value, methods, and exchange, within the discipline through faculty and student research opportunities.

Faculty at the School of Architecture collaborate with psychologists on spatial perception and health, with biomedical engineers on synthetic self-healing materials and visualization of mathematical models, with legal scholars on historical structures of urban inequity, and with chemists on material toxicity, as just a few examples. Research assistantships are critical to the success of these collaborations and to the academic experience of our students.

The School of Architecture supports faculty research by funding projects via summer/supplemental research grants. These grants typically act as seed funding to either initiate a new project or publish a completed project. Long-term planning at the School of Architecture is focused on maintaining and advancing the production of knowledge and innovation within the School. Feasibility studies to expand the building are primarily aimed at upgrading space for new technologies that support faculty and student research. The Dean's office is currently performing an audit on faculty teaching and service loads to determine methods for giving faculty more time for research and creative work.

Current discussions within the Department of Architecture relative to knowledge and innovation include the role and process of independent thesis projects in the final year of study, methods for supporting and mentoring junior faculty, and pedagogical approaches for fostering creativity, critical thought, and innovation.

#### **Leadership, Collaboration, and Community Engagement:**

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

#### **Program Response:**

##### **Leadership**

Student leadership and self-governance is fundamental to the ethos of the University of Virginia. Founded with an ideal of creating citizen-leaders, the University's model of student self governance is embedded into everyday life for UVA students, and School of Architecture student organizations play an active role in co-creating the values and goals of the UVA School of Architecture community.

[Student organizations](#) and representatives regularly participate in curricular and program self-assessments and faculty searches. It is often through student leadership and respect for student perspectives that the school understands a need to reconsider issues or practices. For example, student-led reports, requests, and calls to action in recent years



led to reevaluation of studio culture; Student Instructor Assistantship (SIA)/Student Research Assistantship (SRA) policies and pay rates; and Diversity, Equity, and Inclusion. Some of the school's proudest recent accomplishments stem from student leadership and student voices.

The Student Association of Graduate Architects (SAGA) works closely with department administration. SAGA representatives attend portions of faculty meetings on a regular basis to discuss curriculum and student feedback. SAGA organizes the annual student selection of the Michael Owen Jones endowed lecture.

#### Collaboration

At UVA, design is framed as a mode of cultural production that draws from the liberal arts, sciences, and applied sciences traditions of the larger institution. In addition to Architecture, the School of Architecture also has the Departments of Landscape Architecture, Architectural History, Urban and Environmental Planning, Urban Design, and the PhD In the Constructed Environment. This multivalent structure reinforces the idea that architecture, to remain dynamic and responsive to societal and environmental change, requires a culture of collaboration and cross-pollination.

Both foundational disciplinary knowledge and collaborative exchange are built into the curriculum of the School through foundation studios and courses during the first two years of the M.Arch curriculum. In the third year, students are presented with opportunities to advance personal research interests through advanced research studios, electives, independent studies, or the option to pursue a research-based thesis seminar and studio sequence. Advanced research studios, offered in the fall and spring of students' final year of study, are organized around research topics proposed by permanent and visiting faculty members, and are open to students in both the the Departments of Architecture and Landscape Architecture, providing opportunities to test and apply approaches to sharing, collaboration, and integration of disciplinary knowledge and training.

As part of a leading research institution, students are given opportunities, through research studios, team-taught courses, open electives, and research assistantships, to engage students and faculty across the university, in partnership with non-profits and other collaborators. Our graduates have become leaders in design practices working across multiple scales, across diverse geographies, and within the public, private, and nonprofit sectors.

The University encourages multidisciplinary research through collaborative research programs and grants. Every year, teams and projects led by the School of Architecture faculty are extremely successful in harnessing funding and support from these programs. In 2019, the School received Strategic Investment Funding (SIF) from the Board of Visitors and President Ryan to support the [NEXT CITIES Institute's: Networked Public Space](#), a project led by A-School faculty, staff, and students in collaboration with with faculty from UVA Data Science Institute and UVA School of Engineering.

During the 2021-22 AY, faculty from all four departments at the [School of Architecture were successful in receiving research funding totaling \\$960K](#) from the University's 3Cavaliers Research Program: 16 funded projects included faculty researchers from the School of Architecture and a total of 19 School of Architecture faculty were awarded funding. Developed by the Office of the Vice President for Research and supported by the Schools and Colleges, 3Cavaliers unites three faculty members around a new research initiative and provides seed funding for the collaborative work. With a goal of promoting interdisciplinary research across Grounds, the funding program requires that



project proposals bring together three experts from diverse fields to formulate and explore creative, high-risk, high-payoff interdisciplinary research ideas.

#### Community Engagement

The UVA School of Architecture has a strong record of modeling collaborative, inclusive, creative, and empathetic community engagement. Our faculty and students work to build authentic relationships with communities, honoring the importance of local expertise to resolve the present challenges. Within the curriculum, we avoid one-off projects that do not allow students and faculty to establish meaningful relationships with communities, and rather organize both foundation courses and advanced courses to make multi-year commitments to a location and population. Students learn the extent of background research needed to be a good collaborator, before ever engaging communities directly. We also acknowledge the challenge and potential to do more harm than good if academic community engagement isn't careful to avoid extractive engagement practices.

The UVA Equity Center works to establish authentic partnerships and ethical engagement between UVA and its local community. Founded in 2019, the Equity Center advances a transformative approach to the fundamental research mission, which will, in turn, reform institutional values, pedagogy, and operations. The Equity Center envisions universities that serve local communities by bringing rich research resources to bear on the work of redressing poverty and racial inequality, and also equip students to lead in building a just society. Several School of Architecture faculty are leaders and affiliated Equity Center faculty. The school's involvement in the Equity Center has not only transformed the university but also improved the school's community engagement ethics and practices.

Ongoing discussions within the Department of Architecture relative to leadership, collaboration, and community engagement include site locations for foundation studios, the inclusion of student representatives in faculty meetings, and the revision of our Learning and Teaching Culture policy.

#### **Lifelong Learning:**

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

#### **Program Response:**

The importance of lifelong learning is deeply woven into the culture of the UVA School of Architecture and supported by a broad range of initiatives that celebrate the continuing education of our students, faculty, staff, alumni, the university at-large, Charlottesville community, and the public at large. The School of Architecture is a central node within a knowledge network that operates through the professional and disciplinary foundations of our curriculum and is supported by faculty research, and the work of student organizations and publications. This knowledge is shared with a broader national and international community through publications, events, symposia, and a robust public lecture series which in recent years have been recorded live and made publicly available on the school's [YouTube channel](#). Additionally, the school has nurtured a sustained engagement with alumni to organize regional and national career development events and roundtables.

Perhaps the most celebrated and visible tradition related to UVA's ongoing commitment to lifelong learning is the conferral of the Thomas Jefferson Foundation Medal in



Architecture which, since 1966, has been awarded annually to living architects who have made a significant lifelong contribution to the discipline. The first recipient of the award was Mies van der Rohe and subsequent medalists over the years include some of the most important figures in the fields of architecture, landscape architecture, and critical theory, including recently Kenneth Frampton (2022), Francis Kéré (2021), Marion Weiss and Michael Manfredi (2020), Kazuyo Sejima and Ryue Nishizawa (2019), Sir David Adjaye (2018), and Yvonne Farrell and Shelley McNamara (2017). The award is accompanied by an invitation for the recipient to deliver a public lecture about their work. While these lectures have always been open to the public, in recent years they are also streamed live online and recordings are now available online for free. This tradition is one way in which the UVA School of Architecture is vitally connected to the most innovative ideas and practices in the world of architecture, and has sustained a role in furthering critical knowledge and discourse of the discipline.

The School of Architecture has an engaged alumni base that not only continues to use the School for continuing education but also contributes to the educational content. [The A-School Alumni Mentorship Program](#), sponsored by our School of Architecture Young Alumni Council (AYAC) is now in its third year of operation. This program matches young alumni with two to three student mentees to share experience, advice, and support for varied career paths in various global locations. [The Practice to Practice Roundtable Series](#), sponsored by the Dean's Advisory Board, enables lifetime learning and exchange among our alumni by hosting conversations on topics that many firms and businesses confront.

Every year since 2012, the School of Architecture recognizes exceptional graduates from the School of Architecture who have demonstrated creativity, innovation, leadership, and vision through their distinguished body of work, within the professional, academic, civic, or artistic realms, as well as their service to the University of Virginia with the [Distinguished Alumni Award](#).

As one of three accredited architecture programs in the Commonwealth of Virginia, the UVA School of Architecture has worked to develop and maintain a close relationship with the American Institute of Architecture Virginia Chapter (AIA Virginia). The School of Architecture often hosts meetings, tours, and events for AIA Virginia chapters and board members. The UVA School of Architecture chapter of the American Institute of Architecture Students (AIAS) maintains connections with AIA Virginia, ensuring that our students take advantage of opportunities to connect with Virginia practitioners through programs like their [AIA VA Mentorship program](#).



### 3—Program and Student Criteria

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

See [3.0 PC SC Matrix](#) in supplemental information

#### 3.1 Program Criteria (PC)

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

##### PC.1 Career Paths

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

##### Program Response:

We believe tomorrow’s architects will need to be agile, creatively navigating novel paths through the profession, while also understanding the traditional roles and limits of the discipline. At the UVA School of Architecture students are exposed to a wide range of professional practice types from our diverse faculty, robust public lecture series, and extensive alumni network in addition to coursework. We invite connections between our students and various forms of experts and practitioners, including those with lived experiences in the places students are working. Guest speakers often interface with particular courses or offer workshops to allow students increased exposure to their areas of expertise. For example, Deanna Van Buren’s lecture on restorative justice included a “peace by design” student workshop.

The Department of Architecture continues to emphasize and support professional licensure among the faculty and students of the program. The faculty include both registered architects and landscape architects (licensed both in the U.S. and internationally), 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 Architectural Experience Program (AXP) and the regulatory environment of the Commonwealth of Virginia through public informational sessions organized by the NCARB advisor in collaboration with the Career Services office.

Professional Practice (ARCH 8480) dedicates an entire session to licensure and the overall regulatory environment of architectural practice.

##### Primary Courses

Professional Practice (ARCH 8480) is a required course that all Master of Architecture paths take in their final semester. It is a comprehensive introduction to architectural practice. It is taught by two practicing architects operating in two different scales of practice: Margaret Cavenagh (principal, Studio Gang) and JT Bachman (principal, Office of Things). Primary objectives of the course include exposing students to a variety of firms and exposing students to a range of diverse opportunities within the profession. The course has a specific lecture devoted to “Pathway to Licensure.”



### Supplemental Experiences

In addition to the Professional Practice course, students are encouraged to take advantage of the School's visiting lecture series through one-credit electives that specifically discuss career paths of influence in cultural, social, and environmental contexts.

#### Lecture Series Reading Group I + II (ARCH 6262 + ARCH 6263)

In this class, students are required to attend at least six of the School of Architecture public lectures and exchange feedback on architectural career paths and architecture's role in cultural, social, environmental, and economic contexts. Approximately 30 graduate students participated in the Lecture Series Reading Groups in its first year, 2021-22.

The School of Architecture and UVA offers services and programs to assist students with [Career Advising and Development](#). Our robust externship and internship programs allow students to experience the diverse professional options available to them upon graduation. Career Development is led by a full-time professional career services staff member, [Lindsay Schiller](#), Director of Career Development. She is available weekly during the academic year for student career advising. Additionally, job and internship positions for students are shared through Handshake, administered by UVA Career Services and links to professional resources are posted on the School of Architecture's career development webpage.

The UVA School of Architecture [Winter Externship Program](#) encourages current undergraduate and graduate students at any level and discipline to explore career interests in a professional setting. Participating students spend at least one week with sponsoring firms and organizations across the country. Depending upon the student's level of experience, an extern's duties can range from job shadowing to working on current projects. The Winter Externships Program continued to operate during the pandemic allowing students the opportunity to engage in experiential learning through virtual interactions with participating firms.

The School of Architecture or the UVA Career Center hosted the following events during the Spring of 2022: UVA spring job and internship fairs; Resumes, Cover Letters, And Interviewing (Beginners); Practice to Practice Roundtable: Retaining, Attracting And Engaging Talent In Today's Workplace; Public Speaking and How To Be Successful in an Interview; School of Architecture Alumni Office Hours, allows students to connect with alumni to review portfolios, resumes, or ask questions about career paths; Architecture Career Connect Networking Fair; Architecture Career Connect Interview Day.

[The A-School Alumni Mentorship Program](#), sponsored by our School of Architecture Young Alumni Council (AYAC), is now in its third year of operation. This program matches young alumni with two to three student mentees to share experience, advice, and support for varied career paths in various global locations.

[The Practice to Practice Roundtable Series](#), sponsored by the Dean's Advisory Board, enables lifetime learning and exchange among our alumni by hosting conversations on topics that many firms and businesses confront. These discussions include best practices, lessons learned, and new ideas to shape the future of our professions. The next in the series will be hosted by our Young Alumni Council and focus on topics related to transitioning from academia into the workforce.

The UVA School of Architecture chapter of the American Institute of Architecture Students (AIAS) also provides professional, service, social, leadership, and travel opportunities to all students. Phoebe Crisman and Betsy Roettger are the School of Architecture's AIAS faculty advisors. Spring 2022 events included a faculty portfolio





showcase and student portfolio reviews. In addition, the school maintains connections with and support for the Virginia AIA, ensuring that our students take advantage of opportunities to connect with Virginia practitioners through programs like their [AIA VA Mentorship program](#).

#### Assessment

The program constructed a robust review and redesign of our Professional Practice course following the 2015 Visiting Team Report. The assessment is described in [5.2 Outline of Program Assessments](#) found in supplemental information.

The program is currently studying methods to further engage our alumni network in the school to further communicate career opportunities to students. We are also studying methods to engage our alumni network to help assess graduating students' preparedness for professional practice. For example, we are assessing participation in newly implemented mentorship programs and attendance at public events. The School recently hired additional communication staff and began to vary the format for our public events (some lunchtime, some evening, some in-person, some online) in hopes of capturing multiple audiences and making the events accessible to more members of our community.

In 2019-2020, Design Intelligence ranked the UVA School of Architecture as No. 2 in the nation for ["Most Hired From Architecture Schools"](#) for schools with graduating classes of 50-69, which is a signal that our graduating students are largely successful at transitioning to professional practice. Nonetheless, we will be implementing more targeted assessment exercises with our alumni network.

Finally, the program monitors [ARE 5.0 Pass Rates](#) to assess our graduates' relationship with paths to licensure. Since 2017, our rates have been consistently Above the National Average in all six categories.

#### **PC.2 Design**

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

#### **Program Response:**

Prioritizing design excellence and intellectual development, students learn through a rigorous design studio sequence and cross-disciplinary courses that explore diverse scales, methods, instruments, and impacts affiliated with design. The Department is committed to cultivating democracy and design, training architects to become inclusive mediators between society, space, and our environment.

The foundation design studio sequence at the School of Architecture draws spatial lessons from four different contexts and four different spatial programs. The first year curriculum focuses on building and landscape within both a rural and urban context. In ARCH 6010, students begin in rural Virginia with a small-medium scale structure that positions human habitation within a fragile natural ecology. As they progress into ARCH 6020, students work on a mixed-use building, prioritizing hybrid spaces and building and landscape integration in section within the urban fabric of Chicago. Next, the ARCH 7010 studio introduces forms of collective habitation and issues of urban design within a dense context of New York City. Finally, the fourth foundation studio, ARCH 7020, situates a cultural institution within the subtropical climate of Los Angeles, highlighting the impact of a social and environmental context on building and material systems. Through readings, discussions, onsite visits, and visiting lectures, students learn to design within four varied



scales and contexts. Following this sequence, students have two option studios in their final year that allow them to translate foundational lessons to a variety of architectural research topics and contexts across the globe.

Foundation studios at UVA are coordinated efforts to ensure consistency and build a strong base for more exploratory option studios within the final year of study. This curricular approach ensures the quality and consistency of our education, while integrating new approaches as we welcome new voices to the faculty.

The design studio at UVA encourages all forms of contemporary architectural investigation and production. Students are taught to test ideas in their context iteratively using physical models, sketches, prototypes, maps, digital drawings, and digital models. Students are also taught to analyze their sites and proposals based on constituent engagement, historical precedents, data analysis, cultural critique, and aesthetic contexts. The design studio at UVA is a messy and creative environment, welcoming many diverse ideas and techniques.

### Primary Courses

#### Summer Design Institute (SDI): Introduction (ARCH 5010)

- Acquired Design Knowledge: Use of precedents, reading site and context, critical history of the lawn and racialized space, communicating design intention through architectural drawing conventions.
- Acquired Design Skills: orthographic projection, introduction to fabrication, manual and digital drawing, visual communication fundamentals, interpreting architectural drawings.

#### Foundation Studio I: Material and Site (ARCH 6010)

- Acquired Design Knowledge: Spatial analysis, spatial organization, material tectonics, site analysis, and design tools + methods.
- Acquired Design Skills: Emphasis on basic steps in project development using a faculty-driven workflow moving between scales and medium and emphasizing site analysis, use of precedent, visual communication, visualization workflow, plans, sections, physical and digital modeling, development and critical positioning of design concept.
- Project Type and Context: The project is a small-medium scale building (10,000 square feet approximately) hosting an ecologically focused program. The project site is a non-urban environment but contains the remains of architectural or technical objects that will constitute the physical and conceptual base for the designs.
- Travel: Site and relevant local precedents.

#### Foundation Studio II: Urban and Programmatic Integration (ARCH 6020)

- Acquired Design Knowledge: Urban and programmatic integration, urban analysis, hybrid programmatic analysis, use of precedent, diagrammatic structural design/identification, deployment of appropriate structural system, development and critical positioning of design concept, and analysis of relevant urban history/theory.
- Repeating / Basic Design Skills: All skills introduced in ARCH 6010.
- Introduced Design Skills: Testing of multiple design concepts, emphasis on design through section, application of relevant urban history/theory to design concept, system analysis through associative modeling (urban systems, site systems, and/or structural), urban site model construction, and a visualization

workflow that now includes perspective drawing and rendering, experimental drawings, and stronger exploration with physical and digital 3D modeling.

- Project Type and Context: The project is a multi-program building of medium scale (30,000-100,000 square feet) in metropolitan Chicago.
- Travel: The studio travels to Chicago to learn first-hand from the city, visit the site, and engage with design professionals working in the city.

#### Foundation Studio III: Urban Systems and Typologies (ARCH 7010)

- Acquired Design Knowledge: Urban form, urban systems, urban typologies, urban site analysis methodologies, life-safety regulations, zoning + codes, cost proforma, structural design strategies (connecting to ARCH 7240 – Intro to Structural Design), and design responses to climate (connecting to ARCH 7250 – Environmental Systems).
- Repeating / Basic Design Skills: All skills introduced in ARCH 6010/6020
- Introduced Design Skills: Urban system analysis and translation (Geographic Information Modeling), collaborative group work, code analysis drawings, cost pro forma analysis, large-scale physical models.
- Project Type and Context: The project is collective housing (40-60 units) with a public program component situated within New York City.
- Travel: The studio travels to New York City to learn by first-hand experience how buildings, public space, infrastructure and the urban fabric are interrelated. This trip also exposes students to a number of progressive architecture practices in the city through office visits coordinated by the School's Career Development Office.

#### Foundation Studio IV: Innovation Tectonics (ARCH 7020)

- Acquired Design Knowledge: Innovative materials and assemblies, building envelope systems, building materials + assemblies, comprehensive design (connecting to ARCH 7230 – Building Integration Workshop III), and building system integration.
- Repeating / Basic Design Skills: All skills introduced in ARCH 6010/6020
- Introduced Design Skills: Construction documentation, development of innovative material systems, comprehensive development of design and building technology systems to support it, integration of BIM into studio, structural axons, exploded axons of building details, and façade detail drawings.
- Project Type and Context: The project site is situated within a diverse cultural and social context in Los Angeles, California. The project is a cultural institution of a medium scale (35,000-50,000 square feet) dedicated to concerns of social and racial equity and inclusion.
- Travel: Students travel to LA to experience a series of case study projects first-hand and to document the project sites.

All foundation design studios are taught by faculty with strong backgrounds in professional design excellence. The majority of faculty teaching these studios also run their own architectural or research practice and are familiar with the skills and awareness needed to practice architecture in the 21<sup>st</sup> century. All faculty teaching graduate foundation studios have full-time appointments at the Professor, Associate Professor or Assistant Professor level. Both ARCH 6010 and ARCH 7020 are coordinated by Luis Pancorbo and Ines Robles Martin of Pancorbo Arquitectos. ARCH 6020 has been coordinated by Jeana Ripple (2016-2020) of Mir Collective, Seth McDowell (2021) of mcdowellspinoso architects and Clayton Strange (2022) of Strange Works Studio. ARCH 7010 has been coordinated by Mona El Khafif (2018-2020) of SCALESHIFT and Katie MacDonald (2021) of After Architecture.



In the final year of study, students enroll in advanced research studios. ALAR 8010 and ALAR 8020 are option design studios exploring complex issues and sites, often through interdisciplinary research. In Fall 2021, students had 12 different studio topics to choose from and four studio topic options were available in Spring2022, with a fifth option to join the individual thesis studio.

The studio topics are closely related to faculty's expertise and research agendas. These studios mix both Architecture and Landscape Architecture faculty and students, exposing students to methods and topics not conventionally associated with the discipline. These studios also offer a space for renowned visiting faculty to engage with students around a topic defined by their expertise. In the 2021-22 AY, our visiting studio instructors included Shure Visiting Professors Stella Betts and David Leven, Porter Visiting Professor Mario Schjetnan, and Visiting Professor Manuel Cervantes. The impressive diversity in intellectual investigation can be seen in the wide variety of topics presented by the advanced studios faculty.

<https://www.arch.virginia.edu/programs/spring2022-and-fall2021-course-previews>

#### Advanced Research Studio 1 (ALAR 8010)

Design research methods and practice incorporating interdisciplinary approaches by Architecture and Landscape Architecture students and faculty.

- Acquired Design Knowledge: Formulation of design research questions, research methods + why they are chosen for a specific topic/question.
- Repeating / Basic Design Skills: Any skill introduced in the foundation studios ARCH 6010/6020/7010/7020.
- Introduced Design Skills: Student-driven workflow (with guidance in development of their own), clear identification of research questions, analytic methods, and assessment of results.

#### Advanced Research Studio 2 (ALAR 8020) or Thesis II (ALAR 8995)

Faculty-led or Student-led research methods and practice

(Thesis proposals must be submitted and accepted on a competitive basis for the thesis option)

- Acquired Design Knowledge: Formulation of a design research question, research methods + why they are chosen for a specific topic/question, and the development of individual architectural interests
- Repeating / Basic Design Skills: Any skill introduced in the foundation studios ARCH 6010/6020/7010/7020 and research skills introduced in ALAR 8010.
- Introduced Design Skills: Student-driven design methodology.

#### Supplemental Experiences

In addition to our required design studios, the UVA School of Architecture has a robust list of smaller elective seminars that explore design methodologies related to a faculty interest. See [3.1.2 Design Electives](#) in supplemental information for examples from the 2021-22 AY.

Beyond design studio and seminar coursework, the UVA School of Architecture provides a variety of programming and experiences addressing design excellence. A robust public lecture series is offered each year and invites talented emerging architects, renowned national and international professionals, and scholars, as well as our visiting professors, to speak at the School in a forum available to all students and the larger School of Architecture community. In addition to this series, each April the school celebrates the Thomas Jefferson Foundation Medalist in Architecture with a public lecture and discussion sessions with students. Recent recipients include Diébédo Francis Kéré,



Marion Weiss & Michael Manfredi, Kazuyo Sejima & Ryue Nishizawa, Sir David Adjaye, Yvonne Farrell & Shelley Mcnamara, and Cecil Balmond.

The UVA School of Architecture hosts exhibitions throughout the academic year that serve to highlight exemplary design work by faculty, visiting faculty, and other inspiring designers throughout the world. The Elmaleh Gallery offers a central space for larger exhibitions and at least five other smaller galleries exist on the ground floors of Campbell Hall. Students are continuously exposed to a wide and diverse exhibition series curated and organized by Creative Director of Communications, Sneha Patel, and Assistant Dean Kyle Sturgeon.

See [A-School Event Matrix](#) in supplemental information for a list of lectures, exhibitions, and other events related to design.

For full calendar of events at A-School during 2021-22 AY:  
<https://www.arch.virginia.edu/events?starting=8-1-2021&ending=6-1-2022>

#### Assessment:

The Program regularly assesses the role of design in the curriculum and community. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following design assessments:

- 2018 Grad Curriculum Discussions / Adjustments
- End of Semester Studio Reviews
- 2018 SACS Accreditation Assessment for Design
- 2020 Arch Dept. Inclusion and Equity Assessment - Studio Pedagogy
- 2021 Outcome Based Course Assessment
- Faculty Annual Report and Peer Assessment

The School also encourages students and faculty to seek design assessment via peer review sources outside of UVA. See [3.1.2 Design Awards](#) in supplemental information for a selection of these accomplishments during the last seven years. Our faculty and students continue to be recognized regionally, nationally, and internationally for their contributions to design excellence.

In 2016-17, under the leadership of former Dean Ila Berman, the School's PTR Committee, then chaired by Shiqiao Li, Weedon Professor in Asian Architecture, established "Guidelines for Assessment of Design Research." This document demonstrates the value placed on design excellence at the University of Virginia's School of Architecture and establishes clear definitions and rubrics for assessing design work for promotion, tenure and reappointment. [Promotion, Tenure, and Reappointment Policy](#).

#### **PC.3 Ecological Knowledge and Responsibility**

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

#### **Program Response:**

##### UVA Approach

Our collective work at the School of Architecture is critical to making our world a better place. Ecological responsibility is at the center of all dialogue, debate, actions, and transformations that address climate resilience and climate justice, expand our narratives of history and heritage, and tackle racial and ethnic inequities. While every course and



studio at the School of Architecture touches on topics of environmental knowledge and responsibility, the following courses position this within core learning objectives.

#### Primary Courses

Summer Design Institute (SDI) (ARCH 5010) \*beginning in Summer '22

- Learn and apply methods of representation for site analysis, specifically: topography, drainage, vegetation, ground material
- Build an understanding of how to draw embedded systems of cultures, politics, and other larger forces on the physical site
- Feel comfortable analyzing sites via multiple physical scales and perspectives to build greater empathy for site occupants, human and non-human.
- Develop an aptitude for digital surface modeling to analyze and represent site features

Foundation Studio I (ARCH 6010)

The studio examines a non-urban environment related to water that contains the remains of architectural or technical objects. Students design a small-medium scale structure that positions human habitation within a fragile natural ecology.

- Acquired Ecological Knowledge: Site analysis methods to understand the sun, wind, topography, water movement, and archeology.
- Acquired Ecological Skills: Methods for measuring site conditions, site documentation, digital and physical topographical models.

Buildings, Cities, Narratives (SARC 6101)

- Acquired Ecological Knowledge: Territories at different densities (urban, rural, regional, etc.), politics of climate change, modern and contemporary philosophies of environmentalism.
- Acquired Ecological Skills: Critical writing, methods for historical analysis of society's relationship to nature.

Building Integration Workshop II: Fabrication (ARCH 6261)

- Acquired Ecological Knowledge: Material life-cycles, biomaterials, material prototyping, digital simulation, physical performance testing, emerging material practices, and common building material characteristics.
- Acquired Ecological Skills: Digital fabrication techniques and workflows using natural materials.

Foundation Studio III (ARCH 7010)

- Acquired Ecological Knowledge: Urban site analysis methodologies for responding to urban form, urban systems, natural light, energy, heat, water, wind, environmental sound, and the impacts of climate change (connecting to ARCH 7250: Environmental Systems).
- Acquired Ecological Skills: urban system analysis + translation (Geographic Information Modeling), environmental design testing.

Environmental Systems (ARCH 7250)

- Acquired Ecological Knowledge: Fundamentals of systems-thinking, passive building design strategies, principles of building science, performance driven design, material lifecycles.
- Acquired Ecological Skills: Digital and physical based methods for the simulation and measurement of energy, environmental impacts, and human occupancy; radiation analysis, thermal analysis, methods for lifecycle analysis.

Foundation Studio IV (ARCH 7020)

- Acquired Ecological Knowledge: Innovative materials and assemblies related to sustainability, building envelope systems, and building system integration. Urban site analysis methodologies for subtropical climate responding to urban form, urban systems, natural light, energy, heat, water, wind, environmental sound, and the impacts of climate change.
- Acquired Ecological Skills: Site analysis, development of innovative material systems, and building envelope design and drawings.

### Supplemental Experiences

Following this primary sequence of courses that establish the foundational knowledge for architects to operate responsibly within diverse, fragile natural ecologies, students have many elective options that allow for the exploration of specialized advanced topics in more detail. See [3.1.3 Eco Electives](#) in supplemental information for a full list and description of these offerings.

Beyond coursework, the UVA School of Architecture provides a variety of programming open to all graduate students that addresses environmental issues including public lectures, symposiums, workshops, and exhibitions. See [3.1.0 A-School Event PC Matrix](#) in supplemental information for a full list of events that reinforce ecological knowledge and responsibility. Students in the program also benefit from public lectures sponsored by the Landscape Architecture Department that highlight prominent landscape architects and scholars.

The Architecture Department has over 10 full-time faculty with academic and professional backgrounds in Landscape Architecture, Urban Design or another related environmental discipline. This multidisciplinary cohort instigates a continuous conversation about ecology and the constructed environment through many informal experiences such as student reviews, desk crits, and faculty research talks. For example, Professor Erin Putalik recently accepted a joint tenure-track appointment in Landscape Architecture and Architecture. She is an environmental historian and a licensed architect who teaches the ways in which landscape and ecological histories influence design at multiple scales.

The Department of Architecture's most recent tenure-track hire, Mohammed Ismail, will help strengthen our integration of socio-technical understandings of building technology. Professor Ismail is completing his PhD in the Building Technology program at Massachusetts Institute of Technology (MIT), where he has been studying the application of low-carbon structural and material optimization in the alleviation of housing security in the Global South. Professor Ismail will be teaching graduate-level structural design and construction systems courses, enhancing the integration of low-carbon design within building technology courses.

In the 2022-23 AY, the School of Architecture will launch the Climate Resilience/Climate Justice Initiative through a spring climate symposium, and by launching a search for a cross-disciplinary faculty hire in climate justice/climate resilience.

The School's [NEXT CITIES](#) projects form a dynamic platform for design, policy and action focused on new forms of urban research. Led by the School of Architecture through a number of ongoing projects, and coalescing expertise throughout the University of Virginia, with partners in its Schools of Law, Leadership and Public Policy, Engineering, and Arts and Sciences, NEXT CITIES projects tackle the complex inter-relationships between our growing cities and their impacts, such as resource allocations and consumption, territorial migrations and informal settlements, ecological fragility, and resiliency. In studios, classrooms, labs and on-site, our students and faculty are inventing



new spatial and infrastructural concepts and strategies with which to reimagine and redefine global urban futures.

The School of Architecture also has a direct relationship with the Institute for Engagement & Negotiation (IEN), formerly the Institute for Environmental Negotiation, a nationally recognized leader in fostering collaborative change across a broad range of environmental, social, and economic issues. Founded in 1980, IEN is a public service organization of the University of Virginia, at the School of Architecture, with a team of facilitators and mediators that assists organizations, agencies, industry, and communities in making bold, sustainable decisions. IEN's work spans four areas: sustainable environment; resilient communities; health, food and social equity; and building capacity through training and leadership.

#### Assessment

The Program regularly assesses the role of ecological knowledge and responsibility in the curriculum and school. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following design assessments:

2018 Environmental Systems Assessment

2018 Grad Curriculum Discussions / Adjustments

2018 SACS Accreditation Assessment for Technical Knowledge

The 2018 Grad Curriculum Discussions / Adjustments resulted in more dedicated integration of site design strategies. In response to a recognized gap, the studio design sequence was recalibrated to ensure student exposure to a variety of site conditions and site analysis tools.

#### 2022 NAAB Assessment

In assessing PC.3 content through the school, the Program Director and Department Chair have highlighted key areas for future development. With the addition of Professor Ismail to the Structural Design and Building Integration Workshop I courses in 2023-24 AY, we will increasingly teach low-carbon design techniques across the curriculum.

The Department will continue to conduct assessments in terms of content discussions and pass rate analysis as we build capacity through Dean Hutson's Climate Resilience/Climate Justice Initiative. The program will continue to monitor achievement in technical courses, increasingly integrating socio-technical understandings and assessments of ecological knowledge and responsibility. This year, AY 22-23, department leadership is asking all faculty to evaluate their courses in relation to ecological knowledge and responsibility, so that we can gain further understanding how the criteria is distributed throughout the program, department, and school.

#### **PC.4 History and Theory**

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

#### **Program Response:**

##### UVA Approach:

*For Thomas Jefferson, founder of the University of Virginia, the original design of the Grounds was not simply an aspirational model that tied the institution to a tradition of European cultural ideals. Rather, the model of education Jefferson sought to create and its architecture were inextricable. Conceived as an "academical village," the Grounds were designed such that students and faculty would live together along a collective lawn that could extend indefinitely with the growth of the institution. For its*



*time, the notion that students and faculty would live together was radical, and was imbued with democratic ideals that Jefferson intended to instill in the future leaders of the nation.*

*The truth, of course, is that this idea of democracy applied only to a privileged minority. Much recent scholarship has illuminated the extent to which slave labor, and the institution of slavery itself, was interwoven with Jefferson's beliefs and integral to the design and functioning of the University. And while hard to believe, it was not until 1970 that the University of Virginia admitted its first female students outside the School of Nursing. – Summer Design Institute, Exercise 1, 2022*

This is one of the first lessons of our graduate curriculum through the Summer Design Institute, foregrounding an awareness of this history, its spatial manifestations, and how they have been altered or obscured over time through the UVA Grounds. Our three-course history/theory sequence introduces students to historical narratives for buildings, cities, landscapes, philosophy, technology, ecology, art, and economics through close examination of built works and primary source readings by architects, critics, historians, novelists, philosophers, and theorists. All foundation design studios also include at least one exercise that explicitly analyzes relevant architectural precedents.

Today, the complexity of the built environment requires a dialogue between fieldwork and disciplinary awareness, making history and theory an important practice for the construction of architectural knowledge. In this context, we value the role of history in architecture curricula and specifically in relation to studio pedagogy where students explicitly wrestle with cultural histories as part of their design context. We have intentionally expanded the typical Western canon of history and theory to include a diverse range of cultural narratives in both coursework, and the school's public lectures, exhibitions, and faculty research.

#### Primary Courses:

##### Intro to Design Theory + Analysis (ARCH 5030)

- Learn techniques of textual and visual analysis for design research.
- Situate design within a larger theoretical and historical context through case study research and reading response/discussion;

##### Buildings, Cities, Narratives (SARC 6101)

- Acquired Knowledge: History and theory of Modernity, architecture and urbanism; Critical theoretical frameworks for modern and postmodern architecture.
- Acquired Skills: Critical writing, methods for historical analysis.

##### Architectural Theory and Analysis (ARCH 6120)

- Acquired Knowledge: Theories of spatial and organizational logics, Frameworks for architectural discourse, and the history of spatial themes.
- Acquired Skills: Spatial analysis, compositional analysis.

##### 20<sup>th</sup>-21<sup>st</sup> Century History of Ideas (ARCH 7120)

- Acquired Knowledge: Theoretical frameworks between 20<sup>th</sup> and 21<sup>st</sup> century architecture and social, political, and cultural production. Introduction to post-humanist notions of subjectivity, materiality, and representation.
- Acquired Skills: Critical writing and discourse associating architecture with autonomy, race, power, technology, perception, mass production, morphogenesis, and complexity.



After the core history and theory courses, M.Arch students are required to take one history and theory elective. These advanced, smaller classes expand into more sophisticated and specialized topics. The topics of these range widely according to faculty interest, but all are writing-focused seminars. See [3.1.4 Hist Theory Electives](#) in supplemental information for descriptions of offerings for 2021-22' AY.

Supplemental Experiences:

Our program benefits from being in the same school with the longest running architectural history program in the nation, providing numerous opportunities for MArch students to participate in special topic seminars led by some of the nation's preeminent architectural historians. The Department of Architectural History also sponsors public lectures, symposiums, and exhibitions across the school. For a full list of 21-22' AY events related to history and theory see our [3.1 A-School Events Matrix](#) in supplemental information.

Elective opportunities found within UVA's Architectural History Department for Master of Architecture students can be found in [3.1.4 Hist Theory Electives](#) within supplemental information.

Assessment:

The program regularly assesses the role of history and theory in the curriculum and school. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following history and theory assessments:

2020 Architecture Department Inclusion and Equity Assessments – History and Theory  
2018 History/Theory Sequence Assessment

2022 NAAB Assessment

In assessing PC.4 content in the program, the Program Director and Department Chair have noted key areas for future development. We are currently working with a new faculty member to rethink content for Architectural Theory and Analysis (ARCH 6120). We will also be encouraging studio faculty to expand their precedent studies to include a more culturally diverse range of projects.

**PC.5 Research and Innovation**

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

**Program Response:**

Research is critical to 21st century architectural practice, as the discipline confronts increasingly urgent challenges in the built environment. The UVA School of Architecture believes that today's greatest challenges are inherently complex and demand symbiotic thinking and making. We cannot approach these issues independently or narrowly, and UVA prepares students to connect design to other fields and to understand the value of knowledge production and exchange in architecture.

The M.Arch curriculum introduces a diverse range of research topics and methods from our faculty who have been recognized nationally and internationally for their innovation in applied and scholarly research. Through required coursework, elective seminars, advanced research studios, thesis, and research assistant positions, students are introduced to two different yet complementary types of design research: scholarly and projective research. Students learn the fundamental scholarly logic of making an academic argument, positioning their work and perspectives within existing discourse. Students also learn the value of projective design or conjecture often associated with



visual, spatial, and technological innovation. Increasingly, design perspectives and projective capacities are valued across disciplines.

#### Primary Courses:

Nearly every aspect of our educational process involves research and innovation. Applied research methods are introduced within the design studio sequence and technology sequence (Building Tech and Design Computation). Scholarly research methods and the clear construction of an argument are emphasized within our history/theory sequence (See PC.4) and Design Research Methods (ARCH 7100). In the final year of study (8000 level), students engage with both forms of research during advanced research studios (ALAR 8010 and ALAR 8020) and Thesis I (ALAR 8100) + Thesis II (ALAR 8995). Research and innovation are primary content in the following courses:

#### *Research and Innovation in Visualization Technology*

Design Computation 1: Model Systems + Data Structures (SARC 6710)

- Acquired Knowledge: Computational systems thinking, data structures fundamentals, associative modeling, digital design workflows, geometric and terrain digital modeling.
- Acquired Skills: Rhino / Grasshopper workflow, parametric workflows, Adobe Photoshop and Illustrator workflow.

Design Computation 2: Cartographic Analysis (SARC 6720)

- Acquired Knowledge: Cartographic and urban analysis, spatial information analysis, and data visualization.
- Acquired Skills: GIS analysis, relational, parametric and environmental simulation in Grasshopper, and speculative storytelling and animation in Adobe AfterEffects.

#### *Research and Innovation in Building Technology*

Building Integration Workshop II: Fabrication (ARCH 6261)

- Acquired Knowledge: Material prototyping, digital simulation, and physical performance testing, emerging material practices, and common building material characteristics.
- Acquired Skills: Digital fabrication techniques and workflows.

Building Integration Workshop III: Process (ARCH 7230)

- Acquired Knowledge: Innovation and conjecture in construction sequences, building envelopes, and building service systems.
- Acquired Skills: Construction site documentation, analysis of construction documents, Q+A with building professionals, integration of BIM.

#### *Research and Innovation in Design*

Advanced Research Studios (ALAR 8010 + ALAR 8020)

Faculty-led research methods and practice; cross-disciplinary ARCH + LAR students and faculty

- Acquired Knowledge: The formulation and positioning of a design research question; research methods and why they are chosen for a specific topic.
- Acquired Skills: Student-driven workflow (guidance in development of their own); clear identification of research questions, analytic methods, and assessment of results.

Thesis II (ALAR 8995)

Student-led research methods and practice. Thesis proposals must be submitted and accepted on a competitive basis for the thesis option.

- Acquired Knowledge: The formulation and positioning of a design research question; research methods and why they are chosen for a specific topic.
- Acquired Skills: Student-driven workflow (guidance in development of their own); clear identification of research questions, analytic methods, and assessment of results.
- See [3.1.5 ALAR8995-8999 Thesis Topics](#) in supplemental information for descriptions of Spring 2022 thesis topics.

### *Research and Innovation in Design Scholarship*

#### Design Research Methods (ARCH 7100)

- Acquired Knowledge: Research methods and resources, documentation/curation strategies and techniques, identification of precedents, design experimentation, modes of production and presentation.
- Acquired Skills: Understanding design research as a form of architectural practice; distinguishing between studio research and design research; development of expertise and credibility in an area of personal interest; identifying a research topic and formulating research questions; synthesizing data and information from multiple disciplines; structuring research and situating research within a broader context; communicating ideas through the development of visual narratives; communicating complex ideas through written, oral, and visual techniques; collaborating and providing critical feedback to peers; book design and fabrication.

#### Thesis I (ALAR 8100)

- Acquired Knowledge: Design and cultural practices, individual methods and professional positions.
- Acquired Skills: Techniques of site analysis, geographic observations, ecological indexing, socio-cultural documentation, making labor visible, and working through material properties—qualities, assemblies, metabolisms.

### Supplemental Experiences:

#### SRA Opportunities

- Within the last 3 years, the school implemented a public process to advertise and hire students for Student Research Assistantships (SRAs). Policies and current openings are posted on an ongoing basis: <https://www.arch.virginia.edu/resources/student-assistantship-positions>. These positions are often cited by our graduates as some of their most meaningful educational experiences. The shift to publicly advertise these positions took an enormous investment of school and staff effort, but enhances access to research and employment opportunities for all students.

#### Lecture Series

- Each semester, UVA's School of Architecture hosts a series of public events showcasing an exciting range of contemporary voices and perspectives on design and the built environment, environmental justice, and inclusive practices. Events during the Spring 2022 semester included Kenneth Frampton presenting his research on Alvar Aalto's unparalleled knack for place creation, a symposium and exhibition on building with biomaterials, and Dr. Ashanté Reese on her work at the intersection of critical food studies and Black geographies.
- To enhance student interaction with our public lecture series, Assistant Professor Jose Ibarra led a "Lecture Series Reading Group" which students could take for one credit (ARCH 6262 and ARCH 6264). The group/course establishes that lectures and other public events are an opportunity for scholars and practitioners to state positions within and around the discipline of architecture. Thinking deeply and scrutinizing—or "reading"—the issues presented during selected events,

students also attempt to situate their own design practices and research interests amidst the context of contemporary practice and scholarship.

- See [3.1 A-School Events Matrix](#) in supplemental information for a full list of research and innovation lectures.

#### PhD Lightning Talks

- Hosted by PhD in the Constructed Environment Director and Weedon Professor Shiqiao Li and Associate Professor Nana Last, PhD Lightning Talks feature quick but insightful presentations by our current PhD students on their dissertation research.
- UVA's cross-disciplinary PhD program in the Constructed Environment offers a valuable intellectual resource to the entire school. Not only are Master of Architecture students exposed to PhD dissertations, but PhD students are often course TAs and studio critics, enhancing student exposure to the importance of clear academic arguments within various research and design contexts.

#### FabLab Short Courses

- The A-School's FabLab offers Short Courses as introductions to new tools and methods of fabrication, taught by the FabLab Student Instructor Assistants. These range from basic woodworking and CNC embroidery to mixed reality tutorials and casting with unconventional materials such as mycelium, sand, and fabric.

#### LUNCH Journal

- LUNCH Journal is a graduate student-led design publication dedicated to provoking conversations across design disciplines and practices. Each annual issue features essays and research by students, faculty, and external contributors following a theme relevant to contemporary design discourse.
- LUNCH editors work closely with a faculty advisor, currently Chair of Landscape Architecture, Brad Cantrell, and the School's Executive Director of Communications, Sneha Patel.

#### Summer Traveling Fellowships and Exhibitions

- The School offers several funding opportunities for independent study abroad and research, including: the Carlo Pelliccia Traveling Fellowship, Fanzone Travel Award, Sarah McArthur Nix Traveling Fellowship, Graduate Student Research Grant, and the Susan Nelson Fleiss Endowed Travel Scholarship.

#### Assessment:

The program regularly assesses the role of research and innovation in the curriculum and school. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following assessments:

2016 Digital Practices Assessment  
 2018 Design Research and Thesis Adjustment  
 2018 Building Technology Assessment  
 2019 Graduate Thesis Assessment  
 End of Semester Studio Reviews

The research studio projects at UVA have been highly recognized for their level of resolution and boundary-pushing knowledge formation by external peer review sources. See [3.1.5 Research Awards](#) in supplemental information for highlights from the last seven years.

Outcomes from the research studios are assessed each semester through a two day, public final review. Following these reviews the Department Chair discusses outcomes with instructors and determines the studio topic warrants further iterations in the format of research studios. Each semester the Chair also identifies faculty to teach research studios and assesses the topics they propose.



Our faculty and students continue to seek external peer assessment and have been recognized regionally, nationally, and internationally for their contributions to architectural research and innovation. See [3.1.5 Research Awards](#) in supplemental information for a selection of accomplishments by faculty and students since 2015's VTR.

### **PC.6 Leadership and Collaboration**

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

#### **Program Response:**

The UVA School of Architecture prides itself on multidisciplinary work that is leading the way on critical, relevant issues. Many of our faculty lead multidisciplinary architecture, design, or research practices. We impart the values of collaborative practice within our curriculum by exposing students to an exchange of feedback with experts across disciplines, from within and outside the school. For example, the Clark Construction lecture series is used within the final Building Integration Workshop III course (ARCH 7230) to bring experts from engineering, environmental systems, and landscape architecture to provide input on student design projects.

In recent years, the integration of visiting practitioners and other experts has become an increasingly valuable resource as communication between students, alumni, and other professionals outside of UVA has been aided by virtual platforms. For example, Distinguished Visiting Professor Garnet Cadogan arranged for a series of residents and neighborhood activists to virtually visit with our ARCH 7010 New York Studio students while working in the Manhattanville neighborhood.

Students begin and end the Master of Architecture curriculum within cross-disciplinary and often co-taught courses, including the Summer Design Institute (SDI), Design Computation I and II, and the final year research studios. In addition, Master of Architecture students can apply for a dual degree within any of these other departments, an option that has contributed to a deep appreciation for all professional fields contributing to the built environment.

Master of Architecture students encounter the importance of leadership and collaboration within our design studio sequence, where work is intentionally structured to balance individual efforts with the fundamental necessity for collaboration and conversation that characterizes architectural practice. At UVA, every studio instructor has a “Common Table” for which studio conversations are structured. Measuring 3ftx8ft, this common table fosters a collective atmosphere in the studio space enabling group discussions about project development. In the foundation studios (ARCH 6010, 6020, 7010, and 7020), collaboration is modeled by the instructors and studio format as studio sections are coordinated and incorporate discussions, reviews, lectures, and workshops across the entire cohort.

In the advanced research studios (ALAR 8010, 8020), collaboration and leadership is promoted by the project topics, the inclusion of Landscape Architecture students in the studios, the inclusion of fourth year undergraduate students in the studios, and the collaborative assignments that characterize many of these studios. Our faculty establish studio structures that draw on their own professionalism, experiences, and networks in approaching the complex realities that inform the built environment.



### Primary Courses

Collaboration and awareness of dynamic physical and social contexts are core competencies acquired across the design studio sequence (ARCH 5010, ARCH 6010, ARCH 6020, ARCH 7010, ARCH 7020, ALAR 8010, and ALAR 8020). Students practice leading successful design teams, gain an understanding of the value of collaboration and participatory leadership and design, build relationships and trust among team members, discover the importance of key decision making and how sound judgment effects group confidence, and find ways that listening and good communication skills magnify the ability of architects to solve complex problems and get things done. Below outlines key components of each studio as it relates to leadership and collaboration.

#### Summer Design Institute (SDI): Introduction (ARCH 5010)

- Introduction of visual and verbal communication skills related to architecture, landscape architecture, and urban design.
- Introduction of cross-disciplinary teams. Students, faculty, and student instructors are mixed across disciplines during this introductory summer, presenting shared values and diverse perspectives across the school.
- Introduction of collective/public project presentations and discussions.

#### Foundation Studio I: Material and Site (ARCH 6010)

- Introduction and refinement of architectural communication skills and language.
- One group assignment, typically related to site research or mapping.

#### Foundation Studio II: Urban + Programmatic Integration (ARCH 6020)

- Introduction of collective project crits and pinups, involving feedback from peers and instructors.
- One or two group assignments, typically involving site or precedent research and analysis. This introduces students to working with others to evaluate the built environment. In Spring 2022, group assignments included construction of physical site models, which required teams to develop and execute material and fabrication work.
- Introduction to working with diverse stakeholder interests. Involves direct interaction with the local community in Chicago.

#### Foundation Studio III: Urban Systems +Typologies (ARCH 7010)

- One or two group assignments, typically involving site or precedent research and analysis. This introduces students to working with others to evaluate the built environment.
- Collaborative design work. Typically, this studio requires students to complete design projects as teams of two or three members. This was changed to individual work in Fall 2021.
- Introduction to working with diverse stakeholder interests. Involves direct interaction with the communities of interest in New York.
- Introduction to communicating with other disciplines working within the built environment (City Planners, Urban Designers, Developers, and Landscape Architects).

#### Foundation Studio IV: Innovation Tectonics (ARCH 7020)

- Introduction to working and communicating with a diverse cultural and social community.



- Introduction to communicating with other disciplines working within the built environment (Structural Engineers, Mechanical Engineers, Building Envelope Consultants, and Landscape Architects).
- Collaborative Site Model Assignment.

#### Advanced Research Studio 1 (ALAR 8010)

- Vertical studio environment that includes fourth year undergraduates. This provides leadership opportunities for M.Arch students.
- Multidisciplinary studio environment that incorporates Master of Landscape Architecture students and faculty.
- These studios are often highly collaborative, and students execute design research and/or project design within small teams. This creates situations where Master of Architecture students have the opportunity to work with undergraduates and Landscape Architecture students.
- Studio topics and methods expose students to opportunities for architects to be leaders in pressing, relevant issues around the globe. See <https://www.arch.virginia.edu/programs/spring2022-and-fall2021-course-previews> for Fall 2021 advanced research studio topics.
- Many studios expose students to experts from other disciplines related to the studio topic. Working with these experts, students are often required to consider scientific, cultural, environmental, demographic, economic, and historical information in the formulation of design responses.

#### Advanced Research Studio 2 (ALAR 8020)

- Multidisciplinary studio environment that incorporates Master of Landscape Architecture students and faculty.
- These studios are often highly collaborative, and students execute design research and/or project design within small teams.
- Studio topics and methods expose students to opportunities for architects to be leaders in pressing, relevant issues around the globe. See <https://www.arch.virginia.edu/programs/spring2022-and-fall2021-course-previews> for Spring 2022 topics and previews.

In addition to these required studio courses, students are exposed to the collaborative and leadership responsibilities of professional architects through ARCH 8480 – Professional Practice. Below outlines how this course frames architecture as a collaborative practice.

#### Professional Practice (ARCH 8480)

- 60% of projects involve group work, requiring students to put lessons learned into practice. Students form teams for these projects and operate like a collaborative office.
- Involves conversations with experts from the field to convey how project teams manage responsibilities.
- Introduces project case studies to demonstrate how to budget time and resources for collaborative work.
- Introduces conflict resolution techniques.
- Establishes strong written and verbal communication skills for both disciplinary and multidisciplinary audiences.
- Develops effective design and meeting strategies with peers and clients.

#### Supplemental Experiences





The School of Architecture has undertaken multiple initiatives that reinforce a curricular emphasis on leadership and collaboration, stakeholder awareness, and engagement with context. These efforts are highlighted below.

#### *Collaborative Practice in the School of Architecture*

Many faculty direct multidisciplinary projects, practices, labs or groups at the School. Students are exposed to these through research studios (ALAR 8010/8020), elective seminars, public exhibitions, and symposia. Many students also have the opportunity to work directly with faculty and other experts via Student Research Assistant positions that are regularly posted to all students.

Former Dean, Ila Berman, formed the NEXT CITIES Institute as a platform for highlighting the various collaborative projects led by faculty at the School of Architecture that focus on critical urban topics. With an aim to forecast and shape the vital urbanism of this century, NEXT CITIES projects form a dynamic platform for design, policy, and action focused on new forms of urban research. Led by the School of Architecture through a number of ongoing projects, and coalescing expertise throughout the University of Virginia, with partners in its Schools of Law, Leadership and Public Policy, Engineering, and Arts and Sciences, NEXT CITIES projects tackle the complex inter-relationships between our growing cities and their impacts, such as resource allocations and consumption, territorial migrations and informal settlements, ecological fragility, and resiliency. NEXT CITIES initiatives include Biophilic Cities Healthy Cities Lab, Smart Cities, Arctic Cities, Water Cities, Asian MegaCities, Urban Africa, and Regenerative Urbanism. The NEXT CITIES Institute has supported the publication of three faculty authored books: *Mediating Environments* by Matthew Jull and Leena Cho, *Typological Drift: Emerging Cities in China* by Shiqiao Li and Esther Lorenz, and *Next New York* by Mona El Khafif and Seth McDowell. All three books include work by students at UVA and many students helped in the production and editing of this series.

One example of an ongoing project supported by the NEXT CITIES Institute is the Arctic Design Group founded and directed by Associate Professor of Architecture Matthew Jull and Assistant Professor in Landscape Leana Cho. The Arctic Design Group (ADG) offers a diverse range of engagements on Arctic issues for students to participate in via design studios, seminars, lecture series, exhibitions, and symposia in addition to scholarly research and creative practice. The work of the ADG has been funded by the National Science Foundation, the Rotch Foundation, the Graham Foundation, UVA Jefferson Trust, Center for Global Inquiry and Innovation, Environmental Resilience Institute, among others, and has been sponsored and facilitated by numerous national and international organizations including the Anchorage Museum, the U.S. Embassy and the World Bank. This is a unique opportunity for students to work with other architects, landscape architects, scientists, environmentalists, geologists, climate experts, policy makers to lead research on a place that is drastically transforming due to climate change.

Another collaborative opportunity students have at the UVA School of Architecture is The Yamuna River Project (YRP). First conceived at the School of Architecture, the YRP has engaged and supported research across departments and schools in the University of Virginia and now Tulane University in subjects such as Water Economics, Environmental Sciences, and Art History. The project continues to expand across the university and incorporate new disciplines into its research, even as it intensifies partnerships with government and other public entities in India. YRP is co-directed by Pankaj Vir Gupta, Professor of Architecture at UVA; Iñaki Alday, Dean and Koch Professor of Architecture at Tulane School of Architecture; and Brian Owensby, Director of the Center for Global Inquiry and Innovation and Professor of History at UVA.

Other faculty-led collaborative initiatives that engage with students in the Master of Architecture program include the Healthy Cities Lab, Biophilic Cities, Smart Environments, and the Center for Design and Health.

### *Student Leadership and Self-Governance at the School of Architecture*

UVA's School of Architecture is fortunate to support a diverse number of vibrant student organizations that continuously offer student leadership roles within the school and Master of Architecture program. Student leadership opportunities include the School of Architecture Student Council, Student Association of Graduate Architects (SAGA), Student Association of Landscape Architects (SALAD), Student Planners' Association (SPA), American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), A-School International Student Association (AISA), Manifesta: Equity in the Built Environment at UVA School of Architecture, LUNCH Editorial Team, United Campus Workers, UVA Sawmilling, and UVA A-School Eco-Reps. <https://www.arch.virginia.edu/resources/student-organizations>

These student organizations have had a tremendous impact on the A-School especially in recent discussions and self-assessments related to curriculum; studio culture; SIA/SRA working procedures; and Diversity, Equity, and Inclusion. In addition to these student organizations, a student representative is included in every search committee for full-time faculty positions at the School, including the recent dean search in 2021 that included architecture student Lauren Brown, then part of the NOMAS leadership committee.

Each year, SAGA organizes the selection and recruitment of an architect/designer for the Michael Owen Jones Lecture. This provides graduate students an opportunity to share with the community innovative practices they are interested in learning from.

### Assessment

The program regularly assesses the role of leadership and collaboration in the curriculum and school. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following assessments:

2016 Professional Practice Assessment and Redesign

End of Semester Studio Reviews

2018 Grad Curriculum Discussions / Adjustments

The Department of Architecture continuously consults student organizations, especially SAGA, NOMAS, and Student Council, for assessments related to learning culture. In the past, we have had student representatives join faculty meetings to ensure concerns of the student body are transmitted to faculty. This practice will be reinstated in the coming year. SAGA has worked with the department to assess the studio culture and lead efforts to draft a new Teaching and Learning Culture Policy.

### **PC.7 Learning and Teaching Culture**

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

### **Program Response:**

Studio at the School of Architecture is the unique 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 [UVA Architecture Department Teaching and Learning Culture Policy](#)



is to establish basic guidelines regarding the studio and classroom environment to set standards of respect, to foster collegiality between peers, and to create the framework for a productive and supportive culture.

The Teaching and Learning Culture Policy was just recently updated in the fall of 2022, using the AIAS model as a starting point with feedback from our students and faculty.

The School of Architecture is a diverse, respectful, and open community. Our students, staff, and faculty are excellent at what they do, and our diversity contributes to this excellence. As people who care deeply about the built environment, we recognize that diversity is an essential component of our efforts to understand culture, space, embodied experience, and human values. We see diversity in all its forms as a source of resilience, flexibility, and creativity, and are committed to actively learning from our differences. We come from many ethnic, religious, and socio-economic backgrounds; we are heterosexual, gay, and transgender; we include women and men of all ages and abilities.

Campbell Hall offers our students, staff, and faculty a stimulating environment in which to create, think, build, reflect, discuss, and debate. Campbell Hall provides spaces and resources that support academic growth, stimulate experimentation, and shape a collective community.

The UVA School of Architecture provides [syllabus standards](#) that all courses are required to reference. Within these standards attention is given to student safety, student distress, special needs, classroom civility, and the University's Honor System. Each year, the Associate Dean of Academics provides faculty with an updated standard.

Since 2009, the Department of Architecture has implemented a formal rubric for evaluating student work, 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. While the Department has not required this rubric to be issued for each course, it serves as an assessment guide for all faculty in evaluating student projects. See [3.1.7 Optional Studio Rubrics](#) in supplemental information.

### Primary Courses

While all courses within the curriculum aim to foster a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation, the courses below highlight specific locations where special attention is given to fostering a strong learning and teaching culture.

#### Advanced Research Studio 1 (ALAR 8010)

- As a vertical (includes fourth year undergraduates) and multidisciplinary studio (includes Landscape Architecture students and faculty), the format of the course promotes sharing and teaching across experience levels and areas of expertise.
- Projects and assignments are often completed as teams allowing for peer-to-peer learning and teaching.
- Often these studios are co-taught by a full-time faculty member collaborating with a visiting professor whose research interests align. This has created an excellent opportunity for intellectual sharing. It has proved to be especially fruitful for our tenure-track faculty.

#### Foundation Studios I-IV (ARCH 6010, 6020, 7010, and 7020)

- All foundation studios are coordinated and enable faculty to work as small cohorts to develop teaching and learning objectives. This promotes a teaching culture dedicated to sharing.



- Teaching cohorts offer diversity in perspectives and experience, enabling faculty to learn from colleagues while valuing each instructor's individual pedagogical approach.
- With common, shared syllabi and objectives throughout all foundation studios, students of varied backgrounds and abilities are able to build a healthy cohort of respect and are encouraged to learn from each other.

### Supplemental Experiences

#### Teaching and Learning Events

Students, faculty, staff, and administration form a collective, inclusive community through a series of public academic events throughout the year. The School's public lecture series is extensive and allows every department to contribute external speakers, creating an invigorating intellectual environment of diverse thought and expertise. On any given week it is possible to experience multiple academic discussions fostered by public lectures, exhibition openings, book launches, symposiums, or workshops. See [3.1 A-School Events](#) in supplemental information.

Similarly, studio and course final reviews offer a public forum for sharing teaching and learning methods. All 21<sup>st</sup> century additions and renovations to Campbell Hall offer review space ranging from traditional pinup spaces for printed drawings, to digital LCD screens for projecting virtual work, to large open galleries for exhibiting physical constructions. During final reviews, all studio review sessions are scheduled and curated by department leadership and publicized via website, email announcements, and posters throughout the school, enabling participation from the entire academic community.

There is also a tradition at the School to foster and support faculty development, especially tenure-track faculty, through lunch-time faculty research talks. These talks allow faculty to share current or recent work with colleagues and students across the school. Typically, these talks are an expectation for recipients of a Supplemental Summer Research Grant from the Dean's Office.

An important tradition at the School to ensure communication, respect and transparency across the department and the School are faculty and staff retreats. Both the Department of Architecture and the School of Architecture (all four departments) hold annual retreats to discuss relevant concerns within the culture of the School. These are held off-grounds and allow for the reflection, revision, and restating of priorities.

The School of Architecture and the Department of Architecture also host a number of social events throughout the year that facilitate appreciation of our community. This has been especially critical in this last year as we returned from the COVID-19 Pandemic to in-person classes. The mental toll on everyone during the last few years has been tremendous and the School has tried to alleviate anxieties with barbecues, ice cream socials, regular graduate student-led happy hours, Friday Yoga Hour, and coffee with the dean. It is important for all students, faculty, and staff to remember to take a break and enjoy each other's company outside of formal academic events.

#### Wellbeing at the School of Architecture

During this last year, in response to an increase in anxiety and mental health challenges within the School, a conversation and workshop was inspired by the introduction of STELLA, designed by Assistant Professors Katie Stranix and JT Bachman with Master of Architecture student Cassandra Dickson, into the School of Architecture. STELLA is a small, mobile, design-intervention, in line with the kinds of spaces developed in Stranix and Bachman's design practice, Office of Things. STELLA responds to the awareness of the need for more dedicated spaces of repose, reflection, and interaction in the School of



Architecture. When STELLA was welcomed to Campbell Hall in Fall 2021, it provided a small space for quiet, personal moments amongst a semester full of uncertainty, stress, and unfamiliarity for many.

In March 2022, all School of Architecture students, faculty, and staff were invited to participate in the first in a series of conversations that seek to improve collective wellbeing at the School by discussing opportunities both spatially and structurally. Together, we are imagining how Campbell Hall can better serve the School of Architecture community, capitalizing on the potentiality of the Naug and the North Terrace to be reclaimed for student and recreational use. This work will continue to develop in the next year.

The discussions from these sessions highlighted that the School lacks an up-to-date Learning and Teaching Culture Document. Establishing a meaningful Learning and Teaching Culture Document is top on the Department's priority list for the coming year. A group of Master of Architecture students have taken the lead on this to ensure it is relevant to their concerns and challenges.

Starting in Fall 2020, the School of Architecture installed a full-time dedicated mental health counselor available for students to meet with through confidential scheduled appointments or during drop-in hours.

#### Teaching Experiences

Students that are interested in gaining experience in teaching can apply for paid Student Instructional Assistant positions within the School. In these positions, M.Arch students have the opportunity to work closely with full-time faculty to develop and organize course materials as well as help to mentor students within the course. During the last year, the School of Architecture has made significant procedural revisions to the way SIA positions are advertised, assigned and administered. This is in response to feedback from students, faculty and administration aimed at making it a more equitable and valuable experience for all. SIA opportunities as well as the new process can be found on our [Student Assistantship Positions](#) webpage.

An important resource available to all School of Architecture faculty, as well as graduate students working as an SIA, is the University's [Center for Teaching Excellence](#) (CTE). The CTE provides workshops, grants, consultations, and resources for helping our faculty become better teachers.

Starting in Fall 2022, our SIAs will be required (as part of their paid position) to participate in a CTE workshop designed for student instructors in support of providing an orientation for new and returning instructor assistants. The workshop provides an overview of equitable and learning-centered teaching.

#### Faculty Governance

Finally, an important forum for enacting the learning and teaching culture of the School is our Faculty and Staff Councils. The purpose of these Councils is to represent faculty and staff needs and interests in the governance of the School of Architecture. The Faculty Council takes the leadership role in developing policies and procedures governing academic quality, program development, and strategic planning on academic matters.

#### Assessment

The program, department and school regularly assess the learning and teaching culture at UVA. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following assessments:

Faculty Annual Report and Peer Assessment



2021 Outcome Based Course Assessment  
2022 Curriculum Committee Assessments  
2022 Teaching Load Policy Assessment

The Department of Architecture and/or the School of Architecture typically convene for annual retreats that serve as an annual assessment and discussion of the School's learning and teaching culture. These retreats are recorded and evaluated. School and department leadership uses outcomes from these retreats to organize priorities for the future.

Bi-Monthly All-School meetings also serve to assess the culture and priorities of the School of Architecture on a more regular basis. These provide a common forum for faculty, staff, and administration of all departments within the School.

Monthly Architecture departmental faculty meetings enable a direct assessment and dialogue of the learning and teaching culture of all architecture programs. Recently, these have been restricted to faculty within the department, however the goal in the coming year is to include student representatives to ensure student concerns are voiced.

### **PC.8 Social Equity and Inclusion**

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

#### **Program Response:**

The UVA School of Architecture confronts a fundamental responsibility to create a truly inclusive, democratic culture within the school and the profession, foregrounding the sustained, critical rethinking of our institutional policies, practices, and structures. The School recognizes it is a place of privilege as an institution and honors the consequential responsibility to move our society towards an inclusive future that recognizes and serves all people, regardless of gender, race, sexuality, nationality, citizenship status, ability, or socioeconomic standing. The School has made significant efforts in recent years to further this goal at the institutional, departmental, and curricular level.

Our values and perspective on social equity and inclusion are described above in "[Shared Values](#)," and specific actions and measures are described in [Sections 5.2](#) and [5.5](#). This section focuses on the curricular approach to social equity and inclusion.

The program has focused on ensuring that lessons on equity and inclusion are deeply rooted within our design studio pedagogy and culture, as well as our history and theory curriculum. Below outlines how each course within these areas addresses issues of race, identity, culture, power, and belonging. This outline and goals were outcomes from the 2020 Inclusion + Equity Architecture Department Assessment, described further in [5.2\\_Outline of Program Assessments](#).

#### Courses:

Summer Design Institute, SDI (ARCH 5010)

- Introduction to the history of enslaved labor at the University of Virginia.
- Introduction to practices of racialized urban planning and urban renewal within the local community.
- Introduction to the spatial, political and social paradoxes that shape Virginia, Charlottesville, and the University.



#### Foundation Studio I (ARCH 6010)

- Introduction of E+I topics to raise awareness and establish a standard for all design studios.
- Site + Context is in Virginia and addresses issues of equity that are more local and evident to us, focusing on the African American community and a history of enslaved labor.
- Introduce students to a more inclusive and diverse list of architects and precedents, including a wider cultural and geographical scope.
- Invites BIPOC guests to join in studio conversations about E+I.

#### Foundation Studio II (ARCH 6020)

- Introduction of E+I topics related to urbanity and public institutions.
- Site + Context is located within an underserved community in Chicago or introduces topics of gentrification.
- Introduction of critical mapping as a tool for understanding systems of influence within the city and the power of data visualization to tell a story.
- Introduces students to architects and precedents working within underserved urban communities.
- Introduces methods for communicating with and learning from the local stakeholders.

#### Foundation Studio III (ARCH 7010)

- Introduce students to the impact of housing, specifically public/affordable housing to understand issues of social injustice and equity in a city like New York.
- Introduce the history of structural racism in a specific neighborhood context, its long time economic and social impact, and spatial relevance. Project sites are chosen to allow this.
- Introduce analytical techniques in the form of mapping and spatial analysis that foster an understanding of this systemic racism within New York.
- Develop new methods that allow for community input through site visits, interviews, expert input, and meetings with neighborhood representatives. Reinforce with in-person site visits.
- Sensitize students to understand for whom they are designing. Housing is one of the most difficult assignments, as the user group is anonymous. However, by looking closely at the neighborhood and by questioning market driven real estate practice, students can learn about the social relevance of our profession.
- Work to build an inclusive and respectful studio culture. This studio combines Paths 2, 2.5, and 3 for the first time. Instructors invest in building an inclusive cohort through collective exercises, discussions, trips, and events.
- Introduce students to Universal Design principles.

#### Foundation Studio IV (ARCH 7020)

- Site + Context is located within an underserved community in East Los Angeles, where the population is 96% Latino.
- Students develop a critical understanding of the current and past equality and racial issues of the site, neighborhood, and city and its implications in the environment and on design.
- Reviews and lectures include BIPOC guests.
- Develop images and design strategies that represent the real users and accurate demographic composition of the neighborhood.
- The project's program links to the neighborhood's cultural history. In Spring 2022, students designed a Chicano Art School named after Angelino painter Carlos Almaraz.



Buildings, Cities, Narratives (SARC 6101)  
Architecture Theory and Analysis (ARCH 6120)  
20<sup>th</sup>-21<sup>st</sup> Century History of Ideas (ARCH 7120)

The program is currently revisiting the critical role of history and theory in the discussion of diversity, inclusion, and equity in architectural education, particularly given this university's historical spatial context of enslaved labor. It is essential for students to recognize that beyond the architectural object, the processes and contexts in which architecture is produced cannot escape issues of racial and economic inequity.

#### Supplemental Experiences

In addition to the core courses above, students can learn about issues of equity and inclusion through elective courses, seminars, and research studios. Elgin Cleckley, Assistant Professor of Architecture and Design+Thinking, is a leader in this effort at the School and received a 2020 ACSA Diversity Achievement Award for his advanced research studios and seminars on empathic design which teach students methods for inclusive design for marginalized communities. See [3.1.8 E+I Electives](#) in supplemental information for a full list of elective courses and option studios that incorporate important E+I lessons.

The Memorial to Enslaved Laborers, designed by Höweler + Yoon Architecture, at the University of Virginia was completed in the Spring of 2020, but began with a student-led effort in 2010 and is a shining example of student self-governance. The memorial acknowledges and honors the more than 4,000 individuals who built and maintained the University. The project serves as a teaching tool and many courses at the School of Architecture have participated in tours and talks at the memorial.

The School has hosted four years of a highly successful [Dean's Forum I+E lecture series](#) that have brought critical JEDI perspectives and expertise to the School. Given its success, we seek to consider ways to enhance its profile as part of our curriculum and to help provide a forum for multiple speakers to discuss JEDI issues in dialogue with each other and our faculty/students. This new format also provides an opportunity for focused collaborations with other Schools, Labs, and Offices across Grounds.

Many of the public lectures and events in the School of Architecture are framed around topics of Equity and Inclusion. See [3.1 A-School Events](#) in supplemental information.

In 2018, all faculty and staff within the School of Architecture participated in Racial Bias Training. Following this training, the School hosted a series of Diversity, Equity, and Inclusion discussions and workshops that included students, faculty, staff, administration, and alumni. These discussions were difficult but students stepped up and led many of these workshops.

#### Assessment

The program and school regularly assess social equity and inclusion at UVA. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries of the following assessments:

2020 Arch. Dept. Inclusion and Equity Assessments  
Justice, Equity, Diversity, and Inclusion (JEDI) Initiative Assessments  
2021 Studio Out-of-Pocket Expenses for Students Assessment  
2021 Student Hiring Policy Assessment and Revision

In 2021, the School launched a search for an Associate Dean JEDI who will join the School of Architecture faculty. The Associate Dean will be a key member of the Dean's Executive Team and will bring strategic and imaginative thinking to the School-wide





shared JEDI project. In March 2022, the School announced the hire of C.L. Bohannon as AD JEDI and Associate Professor of Landscape Architecture.

The Dean's Executive Team is working to benchmark our goals and successes in relationship to peer institutions. As part of this process, a JEDI Action Plan was developed in 2021 and its goals and progress are reflected on the schools [JEDI website](#). A faculty "implementation" team has been appointed to begin to lay out a detailed plan for implementation that includes short- and long-term measures towards each goal.

The School is currently establishing a structure of reporting that will implement bi-yearly JEDI reports to coordinate with Action Plans to provide updates on progress.

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

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

#### **SC.1 Health, Safety and Welfare in the Built Environment**

—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

##### **Program Response:**

UVA's curriculum consistently addresses health, safety, and welfare in the built environment at multiple scales. The network of forces that contribute to health, safety, and welfare are emphasized at the urban level down to the architectural detail, and from historical examples to contemporary case studies.

Students are introduced to the historical context of health, safety, and welfare in the built environment in requisite history and theory courses. Starting from the fires in London and Chicago and their impact on standardized building codes, as well as the tenement history of New York City, students then learn about many attempts at ensuring health, safety, and welfare, including harms caused by urban renewal and the displacement of marginalized communities and racialized planning policies such as redlining.

In more technical terms, students take two structural design courses: static forces in the fall term, and dynamic loads in the spring term. The advanced dynamic loads course uses case study buildings to ensure student understanding of the importance of structures and physics knowledge to guide design and overall safety and welfare.

All foundational studios teach students how design decisions—materiality, access to daylight, and community connection, to name a few—affect the broader web of health, safety, and welfare. Integrated with the foundational studios are the accompanying building workshops and environmental systems courses that provide more technical topics to rationalize and concretize the design intentions into measurable outcomes.

##### Primary Courses

Foundation Studio I (ARCH 6010)

- SC.1 Learning Objectives:
  - To demonstrate a schematic understanding of materials and structures and their implications to design and safety.
  - To design a building to support mental and physical health and wellbeing.
- Assignments: 2) Midterm Design Review, 3) Pre-Final Design Review, 4) Final Design Review.

- Assessment Methods: Student presentations and submissions assessed using [3.1.7 Optional Studio Rubric](#).
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

## Building Integration Workshop I (ARCH 6231)

- SC.1 Learning Objectives:
  - To compare and contrast fundamental structural properties of concrete, steel and wood.
  - To apply the dimensional rules for health and safety as it relates to basic structural and circulation components.
  - To integrate with Foundation Studio I (ARCH 6010) and resolve the design project on a level of constructibility and safety.
- Assignments: 0) As Built Drawings, 1) Foundations, 2) Structural Systems, 3) Roofs, 4) Facades, 5) Constructive Definition of 6010 Project
- Assessment Methods: Assignments 0-4 are discussed internally in class, but not graded. Assignment 5 is presented and assessed with ARCH 6010 faculty and critics.
- Benchmark: 100% of students achieve a grade of B- (Competent Work) or higher.

## Buildings, Cities, Narratives (SARC 6101)

- SC.1 Learning Objectives:
  - To trace the safety, health and welfare of cities and architecture through historical narratives of industrialization, urbanization, modernity, and post-modernity.
- Assignments: 1) Building/City/Narrative Presentation, 2) Midterm Essay, 3) Final Essay.
- Assessment Methods: Student presentations and essays evaluated using [3.1.7 Optional Studio Rubric](#).
- Benchmark: 95% of students achieve a grade of B (Good Work) or higher.

## Foundation Studio III (ARCH 7010)

- SC.1 Learning Objectives:
  - To resolve building design with schematic structural design principles.
  - To map, measure, and analyze the human body in domestic and public space.
  - To demonstrate code-compliance for life safety and accessibility related to housing and public programs.
  - To identify key components for egress as it relates to specific occupancies.
  - To choreograph building circulation systems with urban transportation infrastructure.
  - To diagnose urban conditions that impact health, safety and welfare.
- Assignments: 1) Body and City, 2) Urban Anatomy, 3) Living on the Medical Campus, 4) Finance, Structure, and Egress
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 90% of students achieve a B- (Competent Work) or higher on all Workshop Assignments, 100% on all design development assignments.

## Environmental Systems (ARCH 7250)

- SC.1 Learning Objectives:
  - To integrate with Foundation Studio III and introduce tools to measure quantitative data on the environment to help inform design decisions related to daylighting, energy consumption and material selection.
  - To measure the effects of the sun on health and wellbeing.

- To introduce holistic systems thinking and the potential mechanical, ventilation, lighting, and façade systems synergies for a healthier building and the welfare of its occupants.
- To introduce standards and benchmarks for healthy interior environments (LEED, WELL, Living Building).
- Assignments: 1) Climate as Context, 2) Solar Access and Daylight, 3) My Walls: Thermal Materials and Assembly, 4) Vernacular Performance
- Assessment Methods: A standardized rubric.
- Benchmark: 80% students achieve a B (Good Work) or higher.

## Introduction to Structural Design (ARCH 7240)

- SC.1 Learning Objectives:
  - To apply code-based approaches to understanding structural systems.
  - To identify and illustrate fundamental principles of structural design to maintain the safety and welfare of a building's occupants.
  - To recognize and measure material and structural responses to gravity, fire, and wind.
- Assignments: 1) Force Components and resultants, 2) Calculating reactions and internal forces, 3) Shear and Moment Diagrams, 4) Mechanics of Materials, 5) Beams and Bending, 6) Buckling, Combined Bending and Axial Stress, 7) Karamba Analysis, 8) Trusses, 9) Cables and Arches, 10) Model Project
- Assessment Methods: (10) Homework Assignments, (2) Quizzes, (1) Final Exam, and (1) Structures Model Project, all assessed with an objective scoring rubric.
- Benchmark: 90% of students meet expectations (B- or Competent Work) on Homework Assignments, 75% on Quizzes, 65% on the Final Exam and 90% on the Model Project.

## Foundation Studio IV (ARCH 7020)

- SC.1 Learning Objectives:
  - To demonstrate the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.
  - To resolve building design with a comprehensive structural system that addresses gravity and lateral forces.
  - To deliver a design that aims for social equity and inclusion.
  - To apply the fundamental principles of life safety and land use.
  - To comply with local building codes (California), especially with respect to fire, seismic, and accessibility codes.
- Assignments: 3) Codes + Systems, 4) Structural System
- Assessment Methods: Assignments 3, 4 assessed using [3.1.7 Option Studio Rubric](#). Final projects are reviewed by external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

## Building Integration Workshop III (ARCH 7230)

- SC.1 Learning Objectives:
  - To integrate material and construction detailing with Foundation Studio IV (ARCH 7020).
  - To understand and apply the fundamental principles of life safety, land use, and current laws and regulations that apply to the ARCH 7020 building and site.
  - To evaluate the process architects use to comply with health and safety laws and regulations.
  - To comply with California building codes, especially with the fire, seismic, and accessibility codes.



- Assignments: 1) Structure Exploded Axon + Framing Plan of Precedent, 2) Construction Process Axons, Sections, and Details of Precedent, 3) Structure Axon, Construction Axon, Sections and Details of Studio Project
- Assessment Methods: Assignment submissions evaluated using standardized grading rubric. Student presentations of Final Project assessed by ARCH 7020 faculty and external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

#### Structural Design for Dynamic Loads (ARCH 7210)

- SC.1 Learning Objectives:
  - To examine theoretical and practical issues involved in designing buildings to resist wind, earthquakes, and other dynamic loads.
  - To develop schematic designs for lateral systems, and work collaboratively with technical consultants.
  - To read construction drawings in order to determine a building's gravity and lateral systems.
- Assignments: HW1) Beams, HW2) Loads, HW3) Overturning, HW4) Dynamics, HW5) Diaphragms, L1-2) Karamba, L3) Frames and Overturning, L4) Model Analysis, L5) Frames and Torsion, L6) Seismic, L7) Construction Documents, L8) Shear Walls, L9) Wind, P1) Case Study Analysis Project.
- Assessment Methods: (5) Homework Assignments, (9) Lab Assignments, (2) Exams, and (1) Student presentations, all evaluated with an objective scoring rubric.
- Benchmark: 90% of students meet expectations (B- or Competent Work) on Homework Assignments, 75% on Quizzes, 65% on the Final Exam and 90% on the Presentation Project.

#### Supplemental Experiences

The ubiquity of health, safety, and welfare continues through many aspects of the program outside of the required coursework. See [3.2.1 HSW Electives](#) for options within the school that address health, safety, and welfare in the built environment.

One of the School of Architecture's five research centers/institutes is the Center for Design and Health (CDH). The CDH aims to:

- Drive world-class scientific research on the neurological and psychological impact of environments on the human mind;
- Translate basic research into design practices;
- Promote excellence in teaching to educate a new generation of design-health professionals and leaders to promote a vision for healthy, inclusive places;
- Generate impact and serve as the definitive 'go-to' design-health resource for Virginia and beyond;
- Drive discourse within the disciplines of architecture, planning, and landscape architecture as agents of health change.

#### Program Assessments

The delivery of health, safety and welfare content in the curriculum has been assessed using the following Program Assessments. See [5.2 Outline of Program Assessments](#) in supplemental information for full descriptions of assessments and outcomes.

End of Semester Studio Reviews

2018 Building Technology Assessment

2018 Grad Curriculum Discussion / Adjustments

2018 SACS Accreditation Assessment

2022 Structures Assessment



## 2022 NAAB Assessment

In preparation for this APR the program director and department chair have evaluated the curriculum and found several areas for future improvement in relation to SC.1. Currently both Building Integration Workshop (BIW) I and BIW III rely heavily on the integration with foundation studios and offer no method of student assessment outside of studio project reviews. In the future, we will explore with teaching faculty options for implementing a more objective assessment within the courses. This will ensure comprehension of content can be measured outside of the studio integration. We also need to establish more consistency with benchmarking across courses.

### **SC.2 Professional Practice**

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

#### **Program Response:**

UVA understands that beyond design and technical skills, the teaching of professional practice is equally crucial in preparing students for the profession. Architecture is inherently a social, service-oriented field—therefore, students must gain a solid understanding of the professional ethics, regulatory requirements, the fundamental business processes relevant to architecture practice, and the forces influencing change in these subjects. Professional Practice (ARCH 8480) addresses these topics while fostering an understanding that clear communication among peers and colleagues; across disciplines; and between the architect, client, and end-users is fundamental to the practice of architecture. Additionally, students have a spectrum of opportunities for learning more about professional practice through site visits, field trips, our public lecture series, visits to local firms, and our alumni mentorship program.

#### Primary Courses

##### Professional Practice (ARCH 8480)

- SC.2 Learning Objectives:
  - To convey the roles, relationships, and players integral to contemporary practice.
  - To communicate the importance of ethics and professional judgment.
  - To expose students to the mechanics of project budgets, office finances, and operation.
  - To illustrate the legal responsibilities, risk, and professional liability within the profession.
  - To communicate the regulatory requirements of practicing architecture in the United States.
  - To expose students to a variety of design firms.
  - To expose students to a range of diverse opportunities within the profession.
  - To establish strong written and verbal communication skills.
  - To foster collaboration and teamwork.
  - To develop effective presentation, marketing, and communication strategies.
  - To develop effective design and meeting strategies with peers and clients.
  - To develop leadership skills and prepare students to make an impact upon graduation.
- Assignments: 1) Firm Introduction Packets, 2) Case Study Reports and Presentations, 3) Contract Scenarios, 4/5) Schedule + Fee Calculation, 6) Budget Reconciliation, 7) Organization Chart + Project Delivery Methods, 8) Final Project Reports + Presentations.
- Assessment Methods: Discussion participation, Standardized Submission Rubrics, Student Group Presentations with internal and external feedback.

- Benchmark: 67% of students achieve a B (Good Work) or higher in Discussion Participation, 89% in Group Assignments, and 78% in Individual Assignments.

Professional Practice (ARCH 8480) is co-taught by two practicing members of the UVA faculty, Margaret Cavenagh (principal, Studio Gang) and JT Bachman (principal, Office of Things). The course examines the constellation of forces and players at work in contemporary architectural practice. Each class period consists of in-class lectures, discussion, and conversations with experts from the field to convey an understanding of professional ethics, regulatory requirements, as well as the range of opportunities, trajectories, roles, and responsibilities relevant to contemporary practice.

Case study projects highlight methods to seek new work, budget time and resources, overcome unforeseen project challenges, and resolve conflicts en route to delivering high quality projects from start to finish. Sample lecture topics from this year's course included: Equity in the Profession, Working with Sub-consultants, and a deep dive into the Construction Administration phase of the Glenstone Museum. Professionals and consultants invited for lectures include: a contract lawyer with specialized in the AEC industry; MEP, lighting, and structural consultants on a Studio Gang project in discussion with Professor Cavenagh; practicing architects who transitioned to a related line of work; and project managers who explained in-depth budget challenges, timing, and design challenges during each phase of the project, from concept to completion.

### Supplemental Experiences

The Department of Architecture greatly values and celebrates professional practice. In recent years there has been a calculated effort to recruit faculty coming from a strong architectural practice background. This allows for additional mentorship around topics of professional practice and ensures the curriculum is aligned with professional best practices.

Students have the opportunity to extend their familiarity with key issues of professional practice through a variety of supplemental programming, including: coordinated site visits to firms locally and during studio field trips, an externship program, and an alumni mentorship program.

The UVA School of Architecture Winter Externship Program encourages current undergraduate and graduate students at any level and discipline to explore career interests in a professional setting. Participating students spend at least one week with sponsoring firms and organizations across the country. Depending upon the student's level of experience, an extern's duties can range from job shadowing to working on current projects. Before COVID, over 150 firms across the country participated in sponsorship.

Our Alumni Mentorship program has included various configurations in recent years, from one-on-one mentorship that is largely driven by the mentor/mentees themselves to a group mentorship system that combines two to three alumni with a pair of students. These relationships offer students a variety of perspectives from within or adjacent to the architecture discipline—and critically, outside the academic sphere—and forges more intimate connections to the realm of professional practice.

Additionally, our AIA Student organization (AIAS) invites guest speakers and provides access to events such as NCARB licensure lectures, AIA National Conferences, and public speaking and professional skills workshops that allow students to build soft skills that will help serve them in professional practice.



The School's public lecture series also offers students exposure to a variety of professional practices. In AY 2021-22 the department initiated workshops linked to selected lectures to allow for a more engaged interaction between the students and visiting architects. See [3.2 A-School Events](#) in supplemental information for the variety of events that introduced topics of professional practice to students in AY 2021-22.

#### Program Assessments

Professional Practice content in the curriculum was assessed in the 2016 Professional Practice Assessment. See [5.2 Outline of Program Assessments](#) in supplemental information for the description of this assessment and outcomes.

We are seeking to further engage our alumni network to help assess graduating students' preparedness for professional practice. UVA's graduate program was ranked as No. 2 in the nation for "[Most Hired From Architecture Schools](#)" for schools with graduating classes of 50-69 by 2019-2020 Design Intelligence, signifying that our graduating students' success at transitioning to professional practice. However, we still intend to refine methods of tracking our students' career paths post-graduation.

Additionally, [ARE 5.0 Pass Rates](#) are monitored to assess our graduates' progress to licensure. Over the last five years, our students have consistently scored Above the National Average in all six categories, including Practice Management and Project Management.

#### **SC.3 Regulatory Context**

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

#### **Program Response:**

In the foundation design studio sequence at UVA, students are exposed to four drastically different contexts: rural Virginia, Chicago, New York, and Los Angeles. We believe that by working within varied climates, cultures, population densities, and land use organizations, our students develop an understanding of legal, regulatory impact on human settlement patterns. All foundation studios engage students in a contextual analysis to teach broadly defined site analysis methodologies. Regulatory context, such as zoning and land use and/or building regulations related to typology is included in the foundation studio sequence context analysis.

All design projects within the foundation studios are public buildings and must acknowledge the fundamental principles of life safety and accessibility. We first introduce students to issues of life safety within Foundation Studio II (ARCH 6020), then continue to reinforce and build upon these principles in Foundation Studios III and IV (ARCH 7010 and ARCH 7020). This repetition tests comprehension across three scales and building occupancies. Building Integration Workshop III (ARCH 7230) supports ARCH 7020 with comprehension of the regulatory context.

The program also benefits from the proximity to the Department of Urban and Environmental Planning. Studios, courses, and seminars eagerly engage colleagues from planning to help us better understand the regulatory context we are working within. Planning faculty and/or external planning professionals often participate in architecture reviews, lectures, and discussions.



Our Professional Practice course (ARCH 8480), also communicates to students the regulatory requirements of practicing architecture within the United States. The course illustrates the legal responsibilities, risks, and professional liability within the profession.

### Primary Courses

#### Foundation Studio II: Urban and Programmatic Integration (ARCH 6020)

- SC.3 Learning Objectives:
  - To work within the regulatory context for a multi-program building of medium scale (30,000-100,000 square feet) in metropolitan Chicago.
  - To introduce urban zoning regulations and their impact on building form.
  - To organize and analyze diverse program requirements.
  - To evaluate egress and circulation for mixed occupancies using precedents.
- Assignments: 2) Site Visit, 3) Discovery Partners Institute
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 85% of students achieve a B (Good Work) or higher.

#### Foundation Studio III: Urban Systems and Typologies (ARCH 7010)

- SC.3 Learning Objectives:
  - To design collective housing (40-60 units) with a public program component within the regulatory framework of New York City.
  - To associate NYC zoning regulations with building massing.
  - To synthesize life-safety requirements for residential and assembly occupancies into design strategies.
  - To incorporate real estate development cost proforma in the design process.
  - To comply with building code principles for schematic structural design.
- Assignments: 2) Urban Anatomy, 3) Living on the Medical Campus, 4) Finance, Structure, and Egress
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 90% of students achieve a B- (Competent Work) or higher on all Workshop Assignments, and 100% on all design development assignments.

#### Foundation Studio IV: Innovation Tectonics (ARCH 7020)

- SC.3 Learning Objectives:
  - To design a cultural institution of medium scale (35-50k square feet) within the regulatory context of Los Angeles, California.
  - To resolve building design with a comprehensive structural system that addresses gravity and lateral forces and complies with fire code requirements.
  - To apply the fundamental principles of life safety and land use.
  - To comply with local building codes (California), especially with respect to fire, seismic, and accessibility codes.
  - To address energy regulations with building envelope design.
- Assignments: 1) Urban/Neighborhood/Site Analysis, 3) Codes + Systems, 4) Structural System
- Assessment Methods: Assignments 1,3,4 assessed using [3.1.7 Option Studio Rubric](#). Final projects are reviewed by external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

#### Building Integration Workshop III (ARCH 7230)

- SC.3 Learning Objectives:
  - To integrate material and construction detailing with Foundation Studio IV (ARCH 7020)
  - To define and apply the fundamental principles of life safety, land use, and current laws and regulations that apply to the ARCH 7020 building and site.



- To evaluate the process architects use to comply with health and safety laws and regulations.
- To comply with California building codes, especially with the fire, seismic, and accessibility codes.
- Assignments: 1) Structure Exploded Axon + Framing Plan of Precedent, 2) Construction Process Axons, Sections, and Details of Precedent, 3) Structure Axon, Construction Axon, Sections and Details of Studio Project
- Assessment Methods: Assignment submissions evaluated using [3.1.7 Optional Studio Rubric](#). Student presentations of Final Project assessed by ARCH 7020 faculty and external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

#### Professional Practice (ARCH 8480)

- SC.3 Learning Objectives:
  - To illustrate the legal responsibilities, risk, and professional liability within the profession.
  - To communicate the regulatory requirements of practicing architecture in the United States.
  - To provide an overview of AIA documents and contract negotiations.
- Assignments: 3) Group Project - Contract Scenarios
- Assessment Methods: Discussion participation, standardized rubric.
- Benchmark: 100% of students achieve a B (Good Work) or higher.

#### Supplemental Experiences

In addition to the core courses outlined above, the school offers a variety of seminars and elective courses that relate to the regulatory context architects must respond to. See [3.2.3 Regulatory Electives](#) in supplemental information options available for the 2021-22 AY.

The Real Estate + Design and Development (RE+D2) certificate program is open to graduate students in any department of the School of Architecture who want to pursue an interdisciplinary program that aims to develop responsible leaders and professionals in the realms of real estate design and development. The program recognizes that real estate development is inherently interdisciplinary — sitting at the intersection of architecture and design, law, finance, engineering, planning, and government. The certificate is designed to provide graduate students with specific knowledge and skills regarding the economic, financial, social, and legal dimensions of real estate and property development.

#### Program Assessments

The delivery of regulatory context topics within the curriculum has been evaluated with the following assessments. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries.

2016 Professional Practice Assessment and Redesign  
 2018 Grad Curriculum Discussions / Adjustments  
 2018 Building Technology Assessment

#### 2022 NAAB Assessment

In preparation for this APR, the program director and department chair have evaluated the curriculum and found several areas for future improvement in relation to SC.3. The 2021-22 AY assessment results highlighted that only 72% of students achieved a B- or higher in the Codes + Systems assignment for ARCH 7020. This is below our stated benchmark (70% at or above B+) and warrants a closer look at how we are delivering content within the ARCH 7020 / ARCH 7230 integration sequence.

## SC.4 Technical Knowledge

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

### Program Response:

Now more than ever, architectural practice is a complex profession involving numerous technical domains and fields. At UVA, we deliver technical knowledge aimed to prepare students for new, innovative modes of architectural practice through three course sequences: Building Integration Workshops, Structures, and Design Computation. These sequences are paired with foundation studios that work to reinforce the technical understanding of building construction within design projects.

Supporting students, faculty, and staff in all forms of technical knowledge is our newly renovated Fabrication Lab, or FabLab. The FabLab is a center for empowering people with tools for making, prototyping, and construction at a range of scales, materials, and techniques. See Section 5.6 Physical Resources.

The UVA School of Architecture has a strong tradition of interrogating the relationship between design and building with hands-on experiences for our students and faculty. Many of our studios, courses, and seminars incorporate full-scale experiments with materials and methods. With studio and classroom space directly attached to our FabLab, a pedagogy of making, testing, and prototyping is supported.

### Primary Courses

#### *Building Technology Sequence*

#### Building Integration Workshop I (ARCH 6231)

- SC.4 Learning Objectives:
  - To integrate with Foundation Studio I (ARCH 6010) and resolve the design project on a level of constructibility.
  - To examine and interpret building precedent construction details.
  - To analyze a critical building tectonic with axonometric and sectional detail drawings.
  - To produce drawings using AutoCAD.
- Assignments: 0) As Built Drawings, 1) Foundations, 2) Structural Systems, 3) Roofs, 4) Facades, 5) Constructive Definition of 6010 Project
- Assessment Methods: Assignments 0-4 are discussed internally in class, but not graded. Assignment 5 is presented and assessed with ARCH 6010 faculty and critics.
- Benchmark: 100% of students achieve a grade of B- (Competent Work) or higher for each assessment.

#### Building Integration Workshop II: Fabrication + Simulation (ARCH 6261)

- SC.4 Learning Objectives:
  - To analyze existing and emerging material practices.
  - To practice and adapt digital fabrication techniques.
  - To develop new fabrication workflows and techniques using analog and digital tools.
  - To design and construct physical artifacts/spaces that leverage new knowledge of material practices, fabrication tools, and the opportunities that they afford
- Assignments: 1) Case Study Presentations, 2) Concrete-Axial Molding, 3) Wood - Timber Embrace, 4) Biomaterial - Observation & Analysis, 5) Metal - Cutting & Folding, 6) Material Assembly - Applying Research.

- Assessment Type: Assignment Submissions and Presentations evaluated using [3.1.7 Optional Studio Rubric](#). Final review includes external critics.
- Benchmark: 75% of students achieve a grade of B (Good Work) or higher for each assessment.

## Environmental Systems (ARCH 7250)

- SC.4 Learning Objectives:
  - To integrate with Foundation Studio III and introduce tools to measure quantitative data on the environment to help inform design decisions related to daylighting, energy consumption and material selection.
  - To measure the effects of the sun on building performance.
  - To introduce a holistic way of systems thinking and how the mechanical, ventilation, lighting, and façade systems can synergize for a healthier building and the welfare of its occupants.
  - To identify and describe the fundamental strategies for building systems and passive strategies.
- Assignments: 1) Climate as Context, 2) Solar Access and Daylight, 3) My Walls: Thermal Materials and Assembly, 4) Vernacular Performance, 5) Design = Performance, 6) Design Performance Integration
- Assessment Methods: A standardized rubric.
- Benchmark: 80% students achieve a B (Good Work) or higher for Assignments, 99% for Labs, and 78% for Final Project.

## Building Integration Workshop III: Integration (ARCH 7230)

- SC.4 Learning Objectives:
  - To produce construction detailing for the Foundation Studio IV (ARCH 7020) design project.
  - To integrate construction sequence, building envelope, primary structure, and building service systems.
  - To visit local construction sites and interpret construction documents.
  - To communicate with building professionals.
  - To describe the role of building specifications in construction documentation.
  - To produce and describe construction assembly drawings.
- Assignments: 1) Structure Exploded Axon + Framing Plan of Precedent, 2) Construction Process Axons, Sections, and Details of Precedent, 3) Structure Axon, Construction Axon, Sections, and Details of Studio Project
- Assessment Methods: Assignment submissions evaluated using [3.1.7 Optional Studio Rubric](#). Student presentations of Final Project assessed by ARCH 7020 faculty and external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

## *Building Structures Sequence*

### Introduction to Structural Design (ARCH 7240)

- SC.4 Learning Objectives:
  - To recognize and describe fundamental concepts in forces, motion, and material behaviors.
  - To analyze the behavior and design of structural elements.
  - To describe the principles of connections.
  - To calculate structural loading and responses manually.
  - To simulate structural loading with digital models.
- Assignments: 1) Force Components and resultants, 2) Calculating reactions and internal forces, 3) Shear and Moment Diagrams, 4) Mechanics of Materials, 5) Beams and Bending, 6) Buckling, Combined Bending and Axial Stress, 7) Karamba Analysis, 8) Trusses, 9) Cables and Arches, 10) Model Project

- Assessment Methods: (10) Homework Assignments assessed with an objective scoring rubric, (2) Quizzes assessed with an objective scoring rubric, (1) Final Exam assessed with an objective scoring rubric, and (1) Structures Model Project assessed with an objective scoring rubric.
- Benchmark: 90% of students meet expectations (B- or Competent Work) on Homework Assignments, 75% on Quizzes, 65% on Final Exam, and 90% on the Model Project.

## Structural Design for Dynamic Loads (ARCH 7210)

- SC.4 Learning Objectives:
  - To examine theoretical and practical issues involved in designing buildings to resist wind, earthquakes, and other dynamic loads.
  - To develop schematic designs for lateral systems, and work collaboratively with technical consultants.
  - To read construction drawings in order to determine a building's gravity and lateral systems
- Assignments: HW1) Beams, HW2) Loads, HW3) Overturning, HW4) Dynamics, HW5) Diaphragms, L1-2) Karamba, L3) Frames and Overturning, L4) Model Analysis, L5) Frames and Torsion, L6) Seismic, L7) Construction Documents, L8) Shear Walls, L9) Wind, P1) Case Study Analysis Project.
- Assessment Methods: (5) Homework Assignments, (9) Lab Assignments, (2) Exams, and (1) Student presentations, all evaluated with an objective scoring rubric.
- Benchmark: 90% of students meet expectations (B- or Competent Work) on Homework Assignments, 75% on Quizzes, 65% on Final Exam, and 90% on the Student Presentation.

## Visualization + Computation Technology Sequence

### Introduction to Design Visualization (ARCH 5020)

- SC.4 Learning Objectives:
  - To describe and comprehend three-dimensional information using the tradition of orthographic projection.
  - To draw using plan, section, and elevation conventions.
  - To demonstrate competency with computer-aided drafting, hand drafting and sketching, and digital 3D modeling.
- Assignments: 1) Draw, 2) Analyze, 3) Model, 4) Site
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 100% of students achieve a B (Good Work) or higher.

### Design Computation 1 (SARC 6710)

- SC.4 Learning Objectives:
  - To expand on the architectural techniques of observation, translation, abstraction, and notation through additive and associative modeling of sites and geometries.
  - To contextualize contemporary computational design methods within a critical, historical framework to build an understanding of the evolving role of technology in the design process.
  - To introduce students to design tools and methods that promote computational and systems thinking.
  - To equip students with the technical and representational skills to better realize and render their designs.
  - To demonstrate technical skills for geometrical and terrain modeling in Rhino and Grasshopper, representational strategies in Adobe Photoshop and Illustrator, and the workflows between different software.

- Assignments: 1) Translate & Transform, 2) Amend & Associate, 3) Interpolate & Hybridize
- Assessment Methods: Graded submissions using a standardized rubric.
- Benchmarking: 75% of students achieve a score of 90 (B+ or Notable Work) or higher for Assignments 1-3, and 50% for Assignment 3.

## Design Computation 2 (SARC 6720)

- SC.4 Learning Objectives:
  - To contextualize contemporary computational design methods.
  - To build an understanding of the evolving role of technology in the design process.
  - To embrace a “future proof” method of learning which prioritizes an attitude of self-sufficient exploration and experimentation rather than reliance on specific software workflows.
  - To promote tools for a relational, iterative design process.
  - To move away from visual representation as the act of documenting a completed design, and towards design computation as a set of continuous, generative actions that are integral to every phase of the design process.
  - To celebrate the non-neutral role of the designer in computational design.
  - To demonstrate cartography and data visualization with GIS; relational, parametric and environmental simulation and spatial speculation with Rhino / Grasshopper; and speculative storytelling and animation with Adobe AfterEffects.
- Assignments: 1) Data Ecologies, 2) Site Projections, 3) Speculative Narratives
- Assessment Methods: Graded submissions using a standardized rubric.
- Benchmarking: 75% of students achieve a score of 90 (B+ or Notable Work) or higher for Assignments 1-3.

## Foundation Design Studio Sequence

### Foundation Studio I (ARCH 6010)

- SC.4 Learning Objectives:
  - To incorporate structural spanning conventions into design decisions.
  - To identify primary building materials for design.
- Assignments: 1) Extended Site Mapping 2) Mid Review, 3) Pre-Final, 4) Project Design Final Review.
- Assessment Methods: Student presentations and submissions assessed using [3.1.7 Optional Studio Rubric](#).
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

### Foundation Studio II (ARCH 6020)

- SC4. Learning Objectives:
  - To define a primary structural grid for a design project.
  - To distinguish between primary structure and building envelope.
- Assignments: 1) Frameworks, Cocoons, Pods, and Wrappers, 2) Site 3) Discovery Partners Institute
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 81% achieve B+ (Notable Work) or higher for Assignment 1, 70% for Assignment 2, and 95% for Assignment 3.

### Foundation Studio III (ARCH 7010)

- SC.4 Learning Objectives:
  - To deploy modularity and prefabrication in relation to design strategies for collective housing.
  - To resolve schematic structural design and include structural grids for gravity loads.

- To locate building cores and relate to structural and egress strategies.
- To demonstrate principles from Intro to Structures and the structures workshop within the design project.
- Assignments: 1) Body and City, 2) Urban Anatomy, 3) Living on the Medical Campus, 4) Finance, Structure, and Egress
- Assessment Methods: Student presentations with internal and external feedback.
- Benchmark: 90% of students achieve a B- (Competent Work) or higher on all Workshop Assignments, and 100% on all design development assignments.

## Foundation Studio IV (ARCH 7020)

- SC.4 Learning Objectives:
  - To demonstrate the ability to make design decisions within architectural projects while integrating building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.
  - To resolve building design with a comprehensive structural system that addresses gravity and lateral forces.
  - To comply with local building codes (California), especially with respect to fire, seismic, and accessibility codes.
  - To resolve design with a comprehensive set of documents that consistently demonstrate constructibility.
- Assignments: 3) Codes + Systems, 4) Structural System 5) Final Review
- Assessment Methods: Assignments 3,4 assessed using [3.1.7 Optional Studio Rubric](#). Final projects are reviewed by external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher grade.

## Supplemental Experiences

In the final year of study, after completing the foundation studios, Master of Architecture students interested in building technology typically have options to further investigate advanced materials and construction methods within the ALAR 8010 and 8020 advanced research studios. See [3.2.4 Technical Electives](#) in supplemental information for list of elective offerings in 2021-22 AY related to technical knowledge.

The School of Architecture's public lecture series also offers many supplemental opportunities related to technical knowledge. Practicing architects from around the globe share innovations in materials and methods with students, faculty, staff, and the community. Recent guest lectures that have expanded our technical knowledge are identified in our [3.2 A-School Events](#) matrix found in supplemental information.

In Spring 2022, Assistant Professors in Architecture Katie MacDonald and Kyle Schumann curated the *Biomaterial Building Exposition*, a symposium and exhibition that demonstrated new approaches to biomaterial construction. Leading architects and researchers in biomaterials were invited to Charlottesville to participate and worked with teams of students to construct a series of biomaterial pavilions.

Many of our faculty members have funded research projects aimed at advancing technical knowledge within the constructed environment. This novel work creates Student Research Assistant opportunities for our Master of Architecture students. Two examples of this paid assistantship opportunity include Assistant Professor Ehsan Baharlou's research on Behavioral Robotic Fabrication-Adaptive Additive Manufacturing for Composite Shell Structures and Assistant Professors Katie MacDonald and Kyle Schumann's research on Biomaterial Building.

## Program Assessments



Technical Knowledge in the program has been assessed using the following Program Assessments. See [5.2 Outline of Program Assessments](#) in supplemental information for full descriptions of outcomes.

2016 Digital Practices Assessment  
2018 Building Technology Assessment  
2018 Grad Curriculum Discussions / Adjustments  
SACS Accreditation Assessment

2022 NAAB Assessment

In preparing this APR the Program Director and Department Chair have assessed the curriculum in relation to SC.4 Technical Knowledge and found areas for future development. Our Structures sequence is in need of an update in content and pedagogy. We will be exploring opportunities for this with our new faculty member, Mohammed Ismail. We will also be exploring the credit hours associated with Introduction to Structural Design (ARCH 7240), BIW I (ARCH 6231) and BIW II (ARCH 6261).

### **SC.5 Design Synthesis**

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

#### **Program Response:**

While all four of our foundation studios (ARCH 6010, 6020, 7010, and 7020) exhibit lessons in design synthesis, ARCH 7010 is the location in which the program ensures all Master of Architecture students (Path 2, 2.5, and 3) develop the ability to make measurable design decisions across many scales while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design. Students consider the measurable environmental impacts of their design decisions in Environmental Systems (ARCH 7250).

In Foundation Studio III (ARCH 7010), students explore topics of urbanity, domesticity, and health through the design of multi-unit housing paired with a public program. Students document, analyze, and synthesize the urban conditions of New York City. This urban analysis informs a building design that is studied iteratively through scales of the body, the building, and the city. The studio travels to New York City to learn first-hand how buildings, public space, infrastructure, and urban fabric are interrelated. This trip also introduces students to a number of progressive architecture practices in the city through office visits coordinated by the School's Career Development Office.

As a collective housing studio, students are introduced to topics of repetition and modularity. They learn to integrate housing units, support spaces, circulation, systems, and access holistically. During the pandemic's online learning in 2020, collaborative design work was encouraged, but in 2021 students worked individually. Primary tools employed for representation and development include physical models, digital drawing, digital modeling, geospatial mapping, and diagramming. Final requirements typically include a large-scale physical model.

In parallel with ARCH 7010, students are enrolled in Environmental Systems (ARCH 7250). This course introduces students to methods and tools for analyzing design decisions relative to environmental impacts. In Assignments 2 and 5 of this course, students identify and analyze a variety of environmental and performance drivers for their studio projects, measuring the environmental impacts of iterative design decisions using energy and lighting standards.



### Primary Courses:

#### Foundation Studio III: Urban Systems and Typologies (ARCH 7010)

- SC.5 Learning Objectives:
  - To design collective housing (40-60 units) with a public program component within the regulatory framework of New York City.
  - To associate NYC zoning regulations with building massing.
  - To synthesize urban site analysis to inform solutions for building design.
  - To diagnose urban conditions that impact health, safety and welfare.
  - To incorporate real estate development cost proforma in the design process.
  - To resolve building design with schematic structural design principles providing structural grids for gravity loads.
  - To respond to varied user requirements for domestic space.
  - To demonstrate code-compliance for life safety and accessibility related to housing and public programs.
  - To identify key components for egress as it relates to specific occupancies.
  - To choreograph building circulation systems with urban transportation infrastructure.
  - To deploy modularity and prefabrication in relation to design strategies for collective housing.
  - To respond to climatic and environmental conditions with site strategies and building envelope design.
- Assignments: 1) Body and City, 2) Urban Anatomy, 3) Living on the Medical Campus, 4) Finance, Structure, and Egress
- Assessment Methods: Student presentations with internal and external feedback
- Benchmark: 90% of students achieve a B- (Competent Work) or higher on all Workshop Assignments and 100% on all design development assignments.

#### Environmental Systems (ARCH 7250)

- SC.4 Learning Objectives:
  - To integrate with Foundation Studio III and introduce tools to measure quantitative data on the environment to help inform design decisions related to daylighting, energy consumption and material selection.
  - To perform an early-stage site shadowing, building form, and façade analysis for solar availability and daylight availability using environmental performance analysis software tools.
  - To test the environmental impacts of different massing strategies and design decisions, using the results to inform Foundation Studio III (ARCH 7010) projects.
  - To explain six design and environmental/performance drivers for the Foundation Studio III project (ARCH 7010) (e.g., site context, orientation, solar access, shade and shadow, material choices)
  - To measure and analyze the impacts of design decisions with the goal of achieving Architecture 2030 performance targets as well as good thermal comfort, daylighting, and indoor air standards.
- Assignments: 2) Solar Access and Daylight, 5) Design = Performance.
- Assessment Methods: A standardized rubric.
- Benchmark: 86% students achieve a B (Good Work) or higher for Assignment 2, and 74% for Assignment 4.

### Supplemental Experiences:

Foundation Studio II, ARCH 6020, is a precursor to ARCH 7010 and provides a similar pedagogy for design synthesis within the urban context of Chicago for students within Path 3 or 2.5. Foundation Studio I, ARCH 6010, requires students to synthesize a site characterized by a natural ecology. The Summer Design Institute, ARCH 5010,





introduces Path 3 M.Arch students to fundamental techniques of architectural drawing, physical and digital modeling, and site analysis. Students are required to measure, draw, and synthesize an assigned site, designing a final project that gives due consideration to climate, daylight, wind, topography, hydrology, and vegetation.

Additional course electives are available to students that offer specialized exposure to issues relating to design synthesis. These range from specialization topics in digital fabrication, design/build, zoning analysis, and design methods. See [3.2.5 Design Synthesis Electives](#) in supplemental information.

#### Program Assessments:

The delivery of design synthesis within the curriculum has been evaluated with the following assessments. See [5.2 Outline of Program Assessments](#) in supplemental information for summaries.

2018 Grad Curriculum Discussions / Adjustments  
2018 Building Technology Assessment

ARCH 7010 – Foundation Studio III content shifted to collective housing and public space in New York City in Fall 2018, after an assessment of the studio sequence which highlighted challenges of locating this content in the spring as ARCH 7020 and locating our then “Comprehensive Studio” in the third year as ARCH 8020. In this restructuring and refocusing of the “New York Studio” the Department’s new Chair, Felipe Correa, also initiated a focus on collective housing for the studio.

#### 2022 NAAB Assessment

Associate Professor Mona El Khafif led the effort as the ARCH 7010 studio coordinator from 2018-2020 to craft the focus around housing within this context. Now, after its fourth iteration, under the new departmental leadership of Jeana Ripple, the ARCH 7010 studio is coordinated by Ila Berman and will continue to utilize similar learning objectives, structure, scale, and program.

The work of our New York Studio from 2017-2020 was collected and curated in a forthcoming book published by Applied Research + Design Publishing called *Next New York*, edited by Associate Professors Mona El Khafif and Seth McDowell. The book, which highlights student work across four studios, includes external responses by respected scholars and practitioners, providing a critical grounding and assessment of the studio topics and work.

### **SC.6 Building Integration**

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

#### **Program Response:**

Foundation Studio IV (ARCH 7020) is the primary location for evaluating SC.6 Building Integration within our program. Here students complete a coherent and comprehensive design through a process in which structure, mechanical systems, materiality, and building technology are included from the beginning and developed simultaneously with the spatial organization, program layout, and site-related design features. In recent years, the project was situated in Los Angeles, California, and students traveled to LA to experience the city and a series of case study projects first hand.



The Spring 2022 studio focused on the Chicano culture of East Los Angeles, and students designed a new Chicano Art School named after the Angelino painter Carlos Almaraz. Students use all available representation tools and techniques obtained from previous studios to develop more technically descriptive representation in this studio. Final requirements focused on tectonic resolution and included structural axons, exploded axons of a corner detail, a constructive drawing of the façade, and 1"=1'-0 details of the façade's relationship to structure.

Associate Professors Luis Pancorbo and Ines Martin Robles, partners of the internationally awarded practice of Pancorbo Arquitectos, developed and coordinated the ARCH 7020 studio. Professors Pancorbo and Martin studied at the ETSAM in Madrid and bring an incredible ability to synthesize architectural tectonics within their teaching methodology.

Building Integration Workshop III (ARCH 7230) is also taught and coordinated by Professors Pancorbo and Martin Robles, and the class is closely coordinated to support the studio. In this course, students first analyze the construction systems of a Los Angeles precedent. Then, the final project involves detailing their ARCH 7020 studio project, demonstrating careful consideration of the integration of structure, envelope, and environmental systems. The Clark Construction endowed lecture series operates within the Building Integration Workshop III to bring experts from engineering, environmental systems, and landscape architecture to provide technical feedback on student design projects.

Students learn to measure building performance in the previous semester, while enrolled in ARCH 7250 – Environmental Systems. This course introduces students to methods and tools for analyzing design decisions relative to environmental impacts. The final project in ARCH 7250 is linked to the ARCH 7010 studio project and evaluates the building's performance using energy and lighting standards.

#### Primary Courses:

##### Foundation Studio IV (ARCH 7020)

- SC.6 Learning Objectives:
  - To demonstrate the ability to make design decisions within architectural projects while integrating building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.
  - To resolve building design with a comprehensive structural system that addresses gravity and lateral forces.
  - To comply with local building codes (California), especially with respect to fire, seismic, and accessibility codes.
  - To resolve design with a comprehensive set of documents that consistently demonstrate constructibility.
  - To apply the fundamental principles of life safety, land use, and current laws and regulations that apply to the building and site.
- Assignments: 1) Urban/Neighborhood/Site Analysis, 2) Mid Review 3) Codes + Systems, 4) Structural System 5) Final Review
- Assessment Methods: Student presentations assessed using [3.1.7 Optional Studio Rubric](#). Mid Review and Final Review include external critics.
- Benchmark: 70% of students achieve a B+ (Notable Work) or higher.

##### Building Integration Workshop III (ARCH 7230)

- SC.6 Learning Objectives:
  - To produce construction detailing for the Foundation Studio IV (ARCH 7020) design project.



- To integrate construction sequence, building envelope, primary structure, and building service systems.
- To visit local construction sites and interpret construction documents.
- To communicate with building professionals.
- To describe the role of building specifications in construction documentation
- To produce and describe construction assembly drawings.
- Assignments: 3) Structure Axon, Construction Axon, Sections and Details of Studio Project
- Assessment Methods: Assignment submissions evaluated using [3.1.7 Optional Studio Rubric](#). Student presentations of Final Project assessed by ARCH 7020 faculty and external critics.
- Benchmark: 70% of students achieve a B+ (Notable) or higher.

#### Environmental Systems (ARCH 7250)

- SC.6 Learning Objectives:
  - To integrate, test, document, and address environmental and energy performance in studio design project (ARCH 7010)
  - To measure the building performance of the final studio projects for ARCH 7010 using environmental performance analysis software tools and energy and lighting standards.
- Assignments: 6) Final Project - Environment, Systems, Design, Integration.
- Assessment Methods: Student Presentations evaluated with a standardized rubric.
- Benchmark: 78% students achieve a B (Good) or higher.

#### Supplemental Experiences:

Beyond the required studio and building integration workshop sequence, the School provides a variety of programming addressing building integration issues including guest public lectures, building technology symposiums, and exhibitions. See [3.2 A-School Events](#) in supplemental information for examples from 2021-22 AY.

#### Program Assessments:

Building Integration in the program has been assessed using the following Program Assessments. See [5.2 Outline of Program Assessments](#) in supplemental information for full descriptions of outcomes.

2018 Building Technology Assessment

2018 Grad Curriculum Discussions / Adjustments

2018 SACS Accreditation Assessment

#### 2022 NAAB Assessment

In preparing this APR the Program Director and Department Chair assessed the curriculum in relation to SC.6 Building Integration and identified areas for future development. The addition of a new faculty member, Mohamed Ismail, with expertise in building construction systems and computational design presents opportunities to further diversify the methodologies presented in this course sequence. The Department will also be reevaluating the location of Los Angeles for the ARCH 7020 studio. The travel costs and time are demanding, so we are currently considering alternative sites that could allow these resources to be better invested. This change has the potential to benefit the content of the ARCH 7020 studio, allowing it to be more focused on building integration within a climate that depends more critically on building envelope performance.



## 4—Curricular Framework

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

### 4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

#### Program Response:

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.

See [4.1 SACSCOC 2017 Reaffirmation Letter](#) in supplemental information for documentation of the current SACS accreditation term, ending in 2027.

### 4.2 Professional Degrees and Curriculum

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

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

#### Program Response:

See 4.2.5 below.

[http://records.ureq.virginia.edu/preview\\_program.php?catoid=55&poid=7301](http://records.ureq.virginia.edu/preview_program.php?catoid=55&poid=7301)

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

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

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



**Program Response:**

The [record for the Master of Architecture](#) program was recently updated to describe the general education requirement as follows: “Enrolled students must have completed a minimum of 30 credit hours of general studies (not related to architecture) during their undergraduate degree to complete the degree in the time allotted.”

During the School of Architecture’s holistic admission review process, faculty reviewers assess each applicant’s transcripts to confirm that students will complete a minimum of 30 credit hours of general studies in the undergraduate curriculum. Faculty reviewers will notify the School of Architecture’s Director of Admission, the Architecture Chair and Graduate Program Director of any student who may be offered admission and for whom questions about the completion of 30 credits of general studies exist. The Director of Admission confirms enrollment eligibility for these students.

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

**Program Response:**

Path 3

Open Electives*	15 - 18 Credits
ARCH History / Theory Electives	3 Credits
Research Concentration (Option) Studios**	12 Credits

Path 2.5

Open Electives*	7 - 14 Credits
ARCH History / Theory Electives	3 Credits
Research Concentration (Option) Studios**	6 Credits
Optional Teaching + Thesis Fellowship (additional semester)	6 Credits

Path 2

Open Electives*	15 - 22 Credits
ARCH History / Theory Electives	3 Credits
Research Concentration (Option) Studios**	12 Credits

Path 1, Non Accredited, Post Professional

Open Electives***	7 - 19 Credits
Concentration Elective	9 Credits
ARCH History / Theory Electives	3 Credits
Research Concentration (Option) Studios***	12 Credits

\*Depends on ARCH 7240 Structures placement and/or participation in Thesis.

\*\*Optional Study Abroad in Barcelona or Venice offered as Research Concentration Studio.

\*\*\*ALAR 8010 and 8020 Research Studios may be substituted for open electives.

Graduate Certificate Programs



*The Certificate in Historic Preservation* requires a completion of 15 credits of coursework distributed over four general categories: Theory, History, Field Methods, and Specialized Components. A non-credit internship is also required.

*The Real Estate Design and Development Certificate* consists of four core required courses of 13 credits and one elective course of 3 credits, totaling 16 credits.

*The Urban Design Graduate Certificate* is offered through two tracks depending on the student's graduate program. Students in the Architecture, Landscape Architecture, or Planning program will enroll in Track 1 with an emphasis on urban analysis and design. Students in the Architecture History program can enroll in Track 2 with an emphasis on urban design history, theory, and analysis. Students in Track 1 are required to take two urban design core seminars (3 credits each), one urban design research studio (6 credits), and one urban design elective course (3 credits) for a total of 15 credits.

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

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

#### **Program Response:**

Degree programs offered by the UVA School of Architecture:

- Bachelor of Science (Architecture)
- Bachelor of Urban + Environmental Planning
- Bachelor of Architectural History
- Master of Architecture
- Master of Architecture (Post-Professional) *\*The Department of Architecture is in the process of a name change for this degree to comply with NAAB.*
- Master of Landscape Architecture
- Master of Urban + Environmental Planning
- Master of Urban Design
- Master of Architectural History
- PhD in the Constructed Environment
- PhD in Art and Architectural History

Dual Degrees offered by the UVA School of Architecture in partnership with the UVA School of Law and Frank Batten School of Leadership and Public Policy:

- Juris Doctor (JD) and a Master of Urban + Environmental Planning (MUEP)
- Master of Urban + Environmental Planning degree (MUEP) and the Master of Public Policy degree (MPP)

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

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

titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response:**

Not applicable.

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

**Program Response:**

According to the program's academic record: *The Master of Architecture program welcomes applicants with any four-year Bachelor of Arts or Bachelor of Science degree consisting of a minimum of 120 credits from an accredited United States college or university or certified equivalent degree.*

The following Paths are part of the First Professional M.Arch Degree program:

*Path 3 Curriculum (102 Credits)*

The three-year Master of Architecture (First Professional) is a graduate professional degree intended for individuals who have completed an undergraduate degree other than pre-professional architecture. The Path 3 program begins in July with the "Summer Design Institute," a four-week intensive introduction to design tools, concepts, and methodologies prior to the first semester of study. After the introductory summer session, students are expected to complete the program in six semesters.

Applicants must hold a baccalaureate degree in any field from an accredited college or university.

*Path 2.5 Curriculum (82 Credits)*

The two-and-a-half-year Master of Architecture (First Professional) is an advanced placement option, intended for students who have completed an undergraduate degree in architecture with the following course requirements:

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

*Path 2 Curriculum (67 Credits)*

The two-year Master of Architecture (First Professional) is an advanced placement option, intended for students who have completed an undergraduate degree in architecture with the following course requirements:

- 6 architectural design studios, five or six credits each
- 3 architectural history or architectural theory courses
- 1 course addressing passive design or environmental systems



- 1 structures course, addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems
- 1 course addressing construction materials and assembly/construction methods

See [4.2.4 MArch Paths Curriculum Sequence](#) in supplemental information for diagrams of paths.

### Master of Architecture

Undergraduate Credit Minimum: 120 total credits min., including 30 credits general studies

Path 3					
Required Prof. Courses		Elective Prof. Courses		General Studies	Optional Studies
ARCH 5010 Introduction to Architecture	1	Thesis I or Open Elective	3		Open Elective 3
ARCH 5020 Introduction to Design Visualization	1	ALAR 8020 Research Studio or ALAR 8995 Thesis II	6		Open Elective 3
ARCH 5030 Architecture Pro Seminar	1	Architectural Theory/History Elective	3		Open Elective 3
ARCH 6010 Foundation Studio I	6				Open Elective 3
ARCH 6231 Building Workshop I	4				Open Elective 3
SARC 6101 Buildings, Cities, Narratives	3				
SARC 6710 Design Computation I	3				
ARCH 6020 Foundation Studio II	6				





ARCH 6120 Architecture Theory and Analysis	3	
ARCH 6261 Building Workshop II	4	
SARC 6720 Design Computation II	3	
ARCH 7010 Foundation Studio III	6	
ARCH 7120 20th and 21st Century History of Ideas	3	
ARCH 7240 Introduction to Structural Design	4	
ARCH 7250 Environmental Systems	3	
ARCH 7020 Foundation Studio IV	6	
ARCH 7100 Design Research Methods	3	
ARCH 7210 Structural Design for Dynamic Loads	3	
ARCH 7230 Building Workshop III	3	
ALAR 8010 Research Studio I	6	
ARCH 8480 Professional Practices	3	
Total Req. Prof	75	Total Elective Prof 27
<b>Total # of Degree Credits</b>	<b>102</b>	



<b>Path 2.5</b>					
<b>Required Prof. Courses</b>		<b>Elective Prof. Courses</b>		<b>General Studies</b>	<b>Optional Studies</b>
ARCH 6010 Foundation Studio I	6	Architectural Theory/History Elective	3		Open Elective 3
ARCH 6231 Building Workshop I	4	ARCH 7240 Intro. to Struct. Design or Open Elec (based on exam)	4		Open Elective 3
SARC 6101 Buildings, Cities, Narratives	3				Open Elective 1
SARC 6710 Design Computation I	3				
ARCH 6020 Foundation Studio II	6				
ARCH 6120 Architecture Theory and Analysis	3				
ARCH 6261 Building Workshop II	4				
SARC 6720 Design Computation II	3				
ARCH 7010 Foundation Studio III	6				
ARCH 7120 20th and 21st Century History of Ideas	3				
ARCH 7250 Environmental Systems	3				
ARCH 7020 Foundation Studio IV	6				
ARCH 7100 Design Research Methods	3				



ARCH 7210 Structural Design for Dynamic Loads	3		
ARCH 7230 Building Workshop III	3		
ALAR 8010 Research Studio I	6		
ARCH 8480 Professional Practices	3		
<b>Total Req. Prof</b>	<b>68</b>	<b>Total Elective Prof</b>	<b>14</b>
<b>Total # of Degree Credits</b>	<b>82</b>		

<b>Path 2</b>					
<b>Required Prof. Courses</b>		<b>Elective Prof. Courses</b>		<b>General Studies</b>	<b>Optional Studies</b>
ARCH 7010 Foundation Studio III	6	Thesis I or Open Elective	3	Open Elective	3
ARCH 7120 20th and 21st Century History of Ideas	3	ALAR 8020 Research Studio or ALAR 8995 Theis II	6	Open Elective	3
ARCH 7250 Environmental Systems	3	Architectural Theory/History Elective	3	Open Elective	3
ARCH 7020 Foundation Studio IV	6	ARCH 7240 Intro. to Struct. Design or Open Elec (based on exam)	4	Open Elective	3
ARCH 7100 Design Research Methods	3			Open Elective	3
ARCH 7210 Structural Design for Dynamic Loads	3				
ARCH 7230 Building Workshop III	3				



ALAR 8010 Research Studio I	6		
ARCH 8480 Professional Practices	3		
Total Req. Prof	36	Total Elective Prof	31
<b>Total # of Degree Credits</b>	<b>67</b>		

The following Path is part of the non-accredited Second Professional Degree program: We are pursuing a name change to differentiate this program from the M.Arch professional degree and comply with NAAB standards for Master of Architecture accredited degrees.

*Path 1: Curriculum (31 Credits)*

The Path 1.0 Master of Architecture (non-accredited, Design Studies) is a one-year non-professional degree with a minimum of 31 credits. This degree is intended for applicants who already have a professional degree in architecture or related fields who want to pursue advanced study with an emphasis on design, research and teaching.

Semester 1 Fall First Year

Course	Name	Credits
ALAR 8010	Research Studio 1 <u>or</u> 2 Open Elective	6
	Concentration Elective	3
	Concentration Elective	3
	ARCH History / Theory Elective	3
Total		15

Semester 2 Spring First Year

Course	Name	Credits
ALAR 8020	Research Studio 2 <u>or</u> 2 Open Electives	6
	Concentration Elective	3
	Open Elective	3
	Open Elective	3
	Open Elective	1
Total		16

### *Dual Degrees*

The multi-disciplinary 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.

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

### **Program Response:**

Not applicable.

## **4.3 Evaluation of Preparatory Education**

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

**4.3.1** A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.  
*See also Condition 6.5*

### **Program Response:**

The Master of Architecture program welcomes applicants with any four-year Bachelor of Arts or Bachelor of Science degree consisting of a minimum of 120 credits from an accredited United States college or university or certified equivalent degree. Equivalent international degrees are certified by a National Association of Credential Evaluation Services (NACES) member evaluations. Diverse scholarly and professional backgrounds enrich our educational environment in the first-professional graduate M.Arch program. Applicants with a previous architecture degree are eligible for advanced placement.

For advanced placement consideration, applicants must satisfy the following criteria:

#### **ADVANCED PLACEMENT PATH 2.5**

The two-and-a-half-year Master of Architecture (First Professional) is an advanced placement designation, intended for students who have completed an undergraduate degree in architecture with the following course requirements:

- 4 architectural design studios, five or six credits each
- 2 architectural history or architectural theory courses
- 1 course addressing passive design or environmental systems

- 1 structures course, addressing statics, mechanics of materials, structural analysis, and the design and behavior of basic structural elements and systems
- 1 course addressing construction materials and assembly/construction methods

#### ADVANCED PLACEMENT PATH 2

The two-year Master of Architecture (First Professional) is an advanced placement option, intended for students who have completed an undergraduate degree in architecture with the following course requirements:

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

Prior academic coursework serves as a prerequisite for advanced placement, advanced pace of study (Paths 2 or 2.5), but all NAAB accreditation criteria are included within the curriculum for all three paths. Advanced placement ensures that students with previous preparatory coursework are prepared for an accelerated pace of study.

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

#### **Program Response:**

Students entering both the Path 2.5 and 2.0 programs submit their transcripts to the School of Architecture and are considered for advanced placement according to their fulfillment of the prerequisite requirements identified in section 4.3.1 and maintained online via the University Graduate Record ([http://records.ureg.virginia.edu/preview\\_program.php?catoid=38&poid=4080](http://records.ureg.virginia.edu/preview_program.php?catoid=38&poid=4080)).

Design qualifications for advanced placement are evaluated based on transcript grades and design portfolios during admissions. Preparation to enter the advanced structures course (Design for Dynamic Loads) is evaluated through a structural design entrance placement exam. All other prerequisites for advanced placement are evaluated using undergraduate transcripts. None of this prerequisite preparatory content is used to satisfy accreditation criteria.

Transfer credit is evaluated according to the program's [academic rules](#):

*Courses taken at other institutions are normally not accepted for graduate credit in the MArch program. Under exceptional circumstances, a petition along with supporting materials (i.e. syllabus and work samples) may be submitted to receive an exemption from taking a required course. Candidates are required to fulfill the total degree credit requirement regardless of course exemptions granted. Petitions are to be submitted to the instructor of the course for which a waiver is desired; the Graduate Director must approve the waiver.*

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

#### **Program Response:**



The UVA School of Architecture website provides detailed information on the admissions process (<https://www.arch.virginia.edu/apply/graduate-admissions> and <https://www.arch.virginia.edu/apply/graduate-admissions/faqs>) and the M.Arch degree paths offered (<https://www.arch.virginia.edu/programs/architecture/graduate>). The admission requirements for each degree path can also be found in the Graduate Record, published annually by the Office of the University Registrar ([http://records.ureg.virginia.edu/preview\\_program.php?catoid=55&poid=7301](http://records.ureg.virginia.edu/preview_program.php?catoid=55&poid=7301))



## 5—Resources

### 5.1 Structure and Governance

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

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

#### **Program Response:**

##### **University Organization:**

The University is organized with leadership at several levels, bringing together its broad range of communities, professional disciplines, and functional areas. See [5.1.1 UVA Org Chart](#) in supplemental information.

##### Board of Visitors:

The Board of Visitors was established before the University itself was built and continues to serve as its highest oversight body. It is composed of 17 voting members appointed by the Governor of the Commonwealth of Virginia, plus two non-voting student and faculty representatives.

##### President

President James E. Ryan, who took office in August 2018, serves as the ninth president of the University of Virginia.

##### Executive Leadership:

The president is advised by the academic deans and the executive cabinet. This leadership team is dedicated to advancing the University's academic mission, research enterprise and strategic vision.

##### Executive Vice President and Provost

Ian B. Baucom is the executive vice president and provost of the University of Virginia. As the chief academic officer, he oversees the University's teaching and research activities and directs the academic administration of the schools, the library, art museums, public service activities, numerous University centers, and foreign study programs.

##### University Level Faculty, Staff, and Student Leadership

These elected representatives provide leadership with input and guidance from the University's more than 16,000 faculty and staff and 22,000 students.

- [UVA Faculty Senate](#)
- [UVA Staff Senate](#)
- [UVA Student Council](#)

The University of Virginia encompasses twelve schools in Charlottesville, as well as the College at Wise in Southwest Virginia:

- [College and Graduate School of Arts & Sciences](#)
- [Darden School of Business](#)
- [Frank Batten School of Leadership and Public Policy](#)
- [McIntire School of Commerce](#)
- [School of Architecture](#)
- [School of Continuing & Professional Studies](#)
- [School of Data Science](#)





- [School of Education and Human Development](#)
- [School of Engineering and Applied Science](#)
- [School of Law](#)
- [School of Medicine](#)
- [School of Nursing](#)
- [UVA's College at Wise](#)

The organizational chart for the University has been provided in the attachments.  
<https://ira.virginia.edu/university-organizational-chart>

### **School of Architecture Organization**

The School of Architecture Leadership includes the Dean, Associate Deans, Department Chairs, and Program Directors. See [5.1.1 School of Arch Leadership OrgChart AY 21-22](#) in supplemental information.

#### **DEAN, SCHOOL OF ARCHITECTURE**

The Dean is the chief representative and executive officer of the School. Through visionary leadership, the Dean communicates the mission and the activities of the School to the community, orchestrates the fundraising agenda, and has general administrative authority over the affairs of the School. The Dean, or the Dean's designee, serves as the primary communicator of the School's official business with other University authorities. The Dean may share authority or request advice from several sources.

In 2021, Malo A. Hutson was named Dean of the School of Architecture.

#### **THE OFFICE OF THE DEAN'S EXECUTIVE TEAM**

The Dean appoints the Associate Deans appropriate and necessary to fulfilling the mission of the School and serving the varied needs of faculty and students. These may include Associate Dean of Academics, Research, Students, Justice Equity Diversity and Inclusion (JEDI), Administration and Finance, Career Services, etc. Associate Deans shall be appointed to 3-5 year terms. Each Associate Dean or Assistant Dean has clear and specific responsibilities outlined in writing. Each is reviewed annually.

Associate Dean of Academics: Anselmo Canfora  
Associate Dean of Research: Andrew Mondschein  
Assistant Dean of Student Affairs: Cindy Kiefer  
Assistant Dean of Academic Support: Kyle Sturgeon  
Associate Dean of Finance and Administration: Allen Lee  
Associate Dean of Justice, Equity, Diversity and Inclusion: CL Bohannon  
Executive Director of Communications: Sneha Patel  
Director of Development and Executive Director, School of Architecture Foundation:  
Woody Wingfield  
Assistant to the Dean: Jaime Satterlee

#### **DEPARTMENT CHAIRS**

The Dean of the School of Architecture is responsible for appointing Chairs to each of the Departments. The Dean may appoint a faculty committee to provide advice and or specific recommendations, but the Dean will make the final selection of the Chair.

Department Chairs provide leadership to the Department in four major ways:

- 1). curriculum and instruction, ie providing high quality programs on the growing edge of knowledge;
- 2) research and scholarship, ie supporting the discovery and dissemination of new knowledge;



- 3) development and service, ie improving the practice of education through the application of professional knowledge and skills commensurate with departmental accreditation standards if appropriate;
- 4) public outreach, i.e. communicating faculty, student and alumni accomplishments and activities.

In 2022, Jeana Ripple was appointed Chair of the Architecture Department.

#### PROGRAM DIRECTORS, DEPARTMENTS

The Dean of the School of Architecture is responsible for appointing and reappointing Program Directors. For programs within a department, the Dean will consult with the Department Chair.

Each department has a Program Director for each of their undergraduate and/or graduate academic programs. The Program Director works closely with the Department Chair to implement the Department's teaching mission and to ensure a quality teaching environment for students. Program Directors are the primary contact for students regarding course offerings, course requirements for professional degrees as well as undergraduate majors and minors. Program Directors shall assign academic mentors to all students, ensure all faculty mentors are aware of curriculum changes and advising responsibilities and meet regularly with their assigned students. At the direction of the Department Chair, Program Directors lead faculty task forces to revise or refine required curriculum.

Seth McDowell serves as Director of the Graduate Architecture Program.  
Esther Lorenz serves as the Director of the Undergraduate Architecture Program.

#### FACULTY COUNCIL

The School of Architecture's Faculty Council establishes academic and faculty policies necessary to achieve the mission of the School of Architecture and to promote activities that enhance the programs of the School and the mission of the University.

[School of Architecture Faculty Council Members](#)

#### STAFF

The Dean and faculty are supported by a dedicated [staff](#) working in administration, student affairs; academic support; information technologies; communications and public programs; fabrication facilities; building facilities and safety; the finance/business office and human resources; and foundation, development, and alumni engagement.

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

#### Program Response:

[2021-22 UVA Faculty Handbook](#)  
[A-School Academic Policies](#)

The School of Architecture faculty are committed to a culture of shared governance that is in keeping with the best practices of university faculty across the United States. Shared governance is based in a collaborative and respectful community dedicated to excellence through our individual efforts as well as the fair and transparent policies, processes and practices within which our efforts are evaluated, recognized and rewarded. Over the past 30 years, the UVA Faculty Senate and individual school faculties have adopted more shared governance practices. The UVA School of Architecture Faculty Bylaws, currently



being drafted by the Faculty Council, consolidates the shared governance practices the School has adopted over the past decade while incorporating additional practices that will allow the faculty's collective wisdom and experience to be guided by known and predictable processes that transcend personnel changes in school and department leadership.

Voting membership in the academic faculty shall include persons with an appointment of at least 50 percent within the School of Architecture and whose primary duties are teaching and/or research. This membership applies to tenure-track and tenured faculty, and to general faculty who have completed at least three full years of employment in the School, or who are working under their initial three-year contract. Voting rights shall belong to each member.

#### FACULTY COUNCIL, SCHOOL OF ARCHITECTURE

Since 2016, the Faculty Council has served to represent faculty needs and interests in the governance of the School of Architecture. The Faculty Council takes the leadership role in developing policies and procedures governing academic quality, program development, and strategic planning on academic matters. The Faculty Council also is responsible for organizing tenure-track and tenured faculty peer-review and conducting semi-annual reviews by the faculty of administrative staff (Department Chairs, Associate and Assistant Deans, and Dean).

The Faculty Council is elected by the entire full-time faculty of the School of Architecture to overlapping three-year terms. The Council of seven voting faculty is comprised of:

- Four School of Architecture tenured faculty members; one from each of the four departments.
- One tenured Full Professor from any department.
- One School of Architecture tenure-track faculty member, representing the entire nontenured faculty. This is a one-year term.
- One full-time, general faculty member from any department.
- Ex-officio: Associate Dean for Finances and Associate Dean for Academics.

#### [School of Architecture Faculty Council Charge](#)

#### FACULTY COMMITTEES, SCHOOL OF ARCHITECTURE

The School of Architecture has four standing committees in addition to the Faculty Council: Promotion, Tenure, and Reappointment; General Faculty Promotion and Reappointment; Curriculum; and Inclusion and Equity. These standing committees are essential to the workings of the School and to faculty oversight. Faculty representatives on these committees can be found here: [AY21-22 A-School Faculty Representatives](#)

The Promotion, Tenure, and Reappointment (PTR) Committee is composed of seven members who hold regular full-time appointments as tenured faculty. In the spring term, the faculty as a whole elects four members, one from each of the four departments in the School (Architecture, Landscape Architecture, Urban and Environmental Planning and Architectural History) and the Dean then appoints three members. At least three members shall be full professors. Appointed and elected members serve overlapping three-year terms commencing August 1st of the year in which they have been selected. The Dean appoints the Committee Chair after faculty elections are completed. The duties of the PTR Committee are spelled out in full in the [UVA SARC Promotion, Tenure, and Reappointment Policy](#).

The General Faculty Promotion and Reappointment (GFPR) Committee is composed of seven members, including the Chair of the Promotion, Tenure, and Reappointment (PTR) Committee (who also serves as the Chair of the GFPR Committee); three members of



the PTR Committee; and three Academic General Faculty Members at a rank equal or higher than the one sought by the candidate. The Academic General Faculty Members are appointed by the Dean in consultation with the Chair of the PTR Committee. At least one member of the GFPR Committee should be from each of the four Departments in the School. The duties of the GFPR Committee are spelled out in full in the [UVA SARC Promotion, Tenure, and Reappointment Policy](#).

The Curriculum Committee is made up of the Chairs of each department and the Program Directors of programs that cross departmental boundaries. One member of the Faculty Council serves as a liaison on the committee. The Curriculum Committee was newly initiated by Dean Malo Hutson in 2021 and asked to first examine teaching loads across departments. It is expected that the role of the Curriculum Committee will continue to evolve in the coming years to focus on cross-departmental curricular content, such as the undergraduate first year curriculum, and the identification of shared needs and synergies across programs and departments.

The Inclusion and Equity Committee consists of the Associate Dean for Justice, Equity, Diversity, and Inclusion and faculty, staff, and student members from all four departments of the School. It includes representation from student groups including NOMAS, Manifesta, and the International Students Organization. The Inclusion and Equity Committee promotes and supports efforts to increase inclusion and equity within the school; works to foster an inclusive and respectful climate; and raises awareness of inclusion and equity issues with students, faculty and staff. It helps the Associate Dean for Inclusion and Equity to draft and revise the inclusion and equity strategic plan, to promote that plan, and to assist its implementation.

#### FACULTY SENATE, UNIVERSITY OF VIRGINIA

The Faculty Senate represents all faculties of the University with respect to all academic functions such as the establishment and termination of degree programs, major modifications of requirements for existing degrees, and action affecting all faculties, or more than one faculty, of the University. Additionally, the Senate shall advise the President and the Rector and Board of Visitors concerning educational and related matters affecting the welfare of the University.

There are approximately 80 elected members of the Faculty Senate, allocated among the constituent Faculties of the University of Virginia at Charlottesville relative to their size. Ex Officio Members with voice and without vote include the University President, the University Vice-Presidents, the Deans of the Schools of the University, and the University Librarian.

The School of Architecture has two representatives on the Faculty Senate. John Comazzi and Kirk Martini, both from the Department of Architecture are our current senators.

#### PTR COMMITTEE, UNIVERSITY OF VIRGINIA

The School of Architecture currently has one faculty member, Tim Beatley, serving on the University's Promotion, Tenure, and Reappointment committee.

#### STUDENT ORGANIZATIONS, SCHOOL OF ARCHITECTURE

As a faculty with an intense dedication to its teaching mission, the UVA School of Architecture seriously considers student issues in all decisions. [Student organizations](#) play an active role in co-creating the values and goals of the School's community, offering important links between students and the administration. Student organizations and representatives regularly participate in self-assessments and faculty searches. It is often through student leadership and respect for student perspectives that the school understands a need to reconsider issues or practices. For example, student-led reports,



requests, and calls to action in recent years led to reevaluation of studio culture, SIA/SRA working procedures, and Diversity, Equity, and Inclusion. Some of the school's proudest recent accomplishments stem from student leadership and student voices.

The Student Association of Graduate Architects (SAGA) works closely with the Department of Architecture administration. This year, SAGA representatives will again be invited to attend portions of faculty meetings on a regular basis to discuss curriculum and student feedback, a practice briefly paused over the past few years. Additionally, SAGA organizes the annual student selection of the Michael Owen Jones endowed lecture.

The School of Architecture Student Council aims to provide an organization for the students of the School of Architecture, as an outlet for the advancement of learning and social activities to improve student life. Student Council acts as a liaison between the student body and faculty as well as planning many of the social, philanthropic, and professional development activities within the School of Architecture in order to build the school community.

The UVA Chapter of the National Organization of Minority Architecture Students (NOMAS) works closely with the the Inclusion and Equity Committee and the Associate Dean for Justice, Equity, Diversity, and Inclusion to enhance the educational and professional experience for minority students.

#### STUDENT COUNCIL, UNIVERSITY OF VIRGINIA

Student Council has been representing students at the University since 1945 - over 75 years. The purpose of the Student Council is to protect and improve the rights, opportunities, and quality of life of every student at the University of Virginia. Each school has at least one representative on the Representative Body.

#### STAFF COUNCIL, SCHOOL OF ARCHITECTURE

The School of Architecture Staff Council helps staff better understand what is happening at the school, how to work better together, and how to keep the school a safe, productive, and enjoyable place to work, bringing issues to administration for action where needed. It is composed of Classified, University, and Temporary staff of the School of Architecture.

#### STAFF SENATE, UNIVERSITY OF VIRGINIA

The Staff Senate is made up of 60+ senators who represent all staff working within 24 departments and schools within the academic division. The number of senators for each area depends on the size of the unit represented. The Staff Senate serves all academic division staff through representing staff interests to university leadership and to ensure staff are an integral part of key decision-making.

## 5.2 Planning and Assessment

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

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

### Program Response:

The program's multiyear objectives draw from university and school-wide strategic goals, interpreting and evaluating each focus area for program-specific priorities and means of evaluation. In 2019, University President Jim Ryan developed and published the "[2030 plan](#)" of strategic priorities to meet the UVA vision to be "great and good." The plan



includes four strategic goals: “first is to strengthen our foundation, which means supporting our students, faculty, and staff. The second is to cultivate the most vibrant community in higher education, in order to prepare our students to be servant-leaders in a diverse and globally connected world. The third is to enable discoveries that enrich and improve lives, and the fourth is to make UVA synonymous with service.”

Building from these priorities and conversation with faculty, staff, and students, Dean Malo Hutson articulated five priority areas for the school in 2021. These include:

- (1) The Climate Resilience/Climate Justice Initiative;
- (2) The Justice, Equity, Diversity, and Inclusion (JEDI) Initiative;
- (3) Making the School of Architecture Accessible and Affordable;
- (4) Supporting Faculty and Staff Excellence; and
- (5) Developing a Public-Facing Building/Campbell Hall Renovations

The Department of Architecture and Master of Architecture program are integral and committed to supporting the initiatives listed above. In addition, Department Chair Jeana Ripple developed three focus areas based on initial meetings with faculty, staff, and students. The three areas of emphasis are design excellence and architectural experimentation, discourse and innovation, and inclusivity and accessibility.

All of these long term strategic objectives align with NAAB 2020 Conditions and the program plans to use NAAB’s guidelines for self assessment to ensure progress in these areas.

#### 5.2.2 Key performance indicators used by the unit and the institution

##### **Program Response:**

In each of the school-wide and departmental priority areas, we use a series of performance indicators to assess needs and objectives. See 5.2.3 to address key performance indicators together with progress toward each goal.

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

##### **Program Response:**

##### **Priority: Climate Justice / Climate Resilience**

##### *Measures:*

- ongoing recognition through awards and research productivity
- Student performance: 70% of students receiving B+ or higher grade in assignments related to ecological knowledge and responsibility

##### *Progress:*

- Design awards and research productivity for the School increased in recent years despite the challenges of COVID (See PC.2 and PC.5). This includes faculty receiving numerous top faculty design awards (i.e., four ACSA awards, the Studio Prize given to the top design studio in the US each year) and many research grants, including two totaling close to \$4 million from the Mellon Foundation (Racial Equity Focus) and NSF (Arctic Design Group), the latter focused on environmental issues in polar regions. Increases in research funding over the last few years have enabled us to support a grants administrator, substantially increase our funding to graduate research assistants, and expand and render our PhD program more sustainable.

- Student performance: 70% of students received a B+ or higher 24grade in assignments related to ecological knowledge and responsibility

## **Priority: Justice, Equity, Diversity, and Inclusion**

### *Measures:*

- Student and faculty diversity:
  - 2020: [institutional and school commitment](#) to double underrepresented faculty by 2030
  - long term: [commitment by university](#) that student population should reflect the racial and socio-economic demographics state of VA
- Student satisfaction,
  - identification of issues, priorities through first generation/ low income student survey;
  - identification of issues, priorities through DEI listening sessions

### *Progress:*

- Student and faculty diversity:
  - 2020: [institutional and school commitment](#) to double underrepresented faculty by 2030.
    - See 5.5.2 below
  - long term: commitment by university that student population should reflect the racial and socio-economic demographics state of VA
    - See 5.5.3 below
    - Student applications from underrepresented groups have increased from 24 applicants (9% of applicant pool) in 2018 to 68 applicants (19% of applicant pool) in 2021 and 58 applicants (17% of applicant pool) in 2022. Growth in applicants and admitted students is seen across all underrepresented populations with the exception of “American Indian or Alaska Native”.
- Student satisfaction
  - The school conducted surveys and listening sessions to better understand challenges for first generation/ low income students and underrepresented minority students. Results, targets, and metrics are found on the [UVA School of Architecture JEDI website](#).

## **Priority: Accessibility / Affordability**

### *Measures:*

- Student retention
- Increasing graduate student scholarships
- SIA / SRA (Student Instructor Assistant / Student Research Assistant) support commensurate with university and external peers
- Limit student out-of-pocket expenses to match university cost-of-attendance estimates

### *Progress:*

- Student retention
  - One-year retention rates for first-time first-year undergraduate students who entered UVA between 1991 and 2020 has increased from 95% to 97%
  - Four-year graduation rates for first-time first-year undergraduate students who entered UVA between 1991 and 2017 has increased from 83% to 94%.
- Increasing graduate student scholarships (data from Woody + Allen)
  - Student scholarship funding is one of five current fundraising campaign strategies, with Graduate fellowships set at a campaign goal of \$10,000,000 for the entire school. The school is currently at \$14,700,000 raised. This includes cash, bequests, commitments and matching funds. Currently,

approximately 82% of this amount is in the form of expectancies. It is projected that approximately 80% of these expectancies will be realized between 16-25 years.

- SIA/SRA support commensurate with university and external peers
  - 2021: commitment to increase SIA wages to be competitive with peer institutions.
    - In 2021-2022, architecture chair Jeana Ripple and architecture student Brianne Nueslein led a benchmarking study comparing SIA compensation with peer institutions
    - As a first step in the summer of 2022, the School developed a new process to identify SIA/student ratio and higher wage priorities. The School eliminated an SIA-for-credit practice, ensured that position availability is not limited to work-study eligible students (work-study is only available to domestic students), and increased wages to \$18/hour from \$16/hour.
    - The School hopes to pursue the creation of tuition remission positions in the future, but this will require a significant increase in resources for teaching assistantships, likely both at the university and school levels. The University currently does not provide funding to individual schools for these positions.
  
- Limit student out-of-pocket expenses to match university cost-of-attendance estimates
  - In 2021, Assistant Dean Kyle Sturgeon led an analysis of the gap between university “cost of attendance” estimate and actual cost of materials and supplies. assessment revealed significant and varied out-of-pocket expenses in architecture studios. This was a particular obstacle referenced by first generation students who struggled to finance and access materials on short notice.
  - In preparation for courses in the 2022-23 AY, all architecture faculty were asked to limit out-of-pocket expenses for students according to the [university estimated cost of books and supplies](#) proportional to the credit hours of their course. For example, a graduate 6-credit studio should target a total of \$340 in expenses related to books and supplies.
  - The School of Architecture development team is working to provide additional support for students and courses with particular need. This year, the School's parents fund provided 65 students with Adobe Creative Cloud licenses to reduce out-of-pocket expense challenges.

**Priority: Design Excellence / Architectural Experimentation**

*Measures:*

- Maintain student to faculty ratio of 12-14 within design studios
- Ongoing recognition through awards
- Exposure for students to external and varied perspectives from practice

*Progress:*

- Maintain student to faculty ratio of 12-14 within design studios
  - The school maintains a 12-14 student/faculty maximum ratio for design studios.
- Ongoing recognition through awards
  - The School of Architecture’s students and faculty are continuously well-recognized through national and international awards (see PC.2 Design Assessment).
- Exposure for students to external and varied perspectives from practice
  - In the 2021-22 AY, our visiting studio instructors included Shure Visiting Professors Stella Betts and David Leven, Porter Visiting Professor Mario



Schjetnan, and Visiting Professor Manuel Cervantes. In the upcoming 2022-23 AY, visiting faculty will include Ifeoma Ebo, architect, design justice, and urban design expert in New York; Chris Kroner, principal at MASS Design Group; and Fuensanta Nieto, founding principal of Nieto Sobejano Arquitectos. In addition to the wide variety of topics and perspectives afforded students through these visiting positions, the School also welcomes practitioners to provide students with their perspectives through the structure of the professional practice course. (See SC.2.)

**Priority: Discourse + Innovation**

*Measures:*

- Research and creative activity
- Opportunities for student mentorship, research development
- Research centers productivity benchmarking

*Progress:*

- Research and creative activity
  - Design awards and research productivity for the School increased in recent years despite the challenges of COVID. This includes faculty receiving numerous top faculty design awards (i.e., four ACSA awards, the Studio Prize given to the top design studio in the U.S. each year) and many research grants, including two totaling close to \$4 million from the Mellon Foundation (Racial Equity Focus) and NSF (Arctic Design Group), the latter focused on environmental issues in polar regions. Increases in research funding over the last few years have enabled us to support a grants administrator, substantially increase our funding to graduate research assistants, and expand and render our PhD program more sustainable.
- Opportunities for student mentorship, research development
  - See PC.5
- Research centers benchmarking
  - To assess its research foci and productivity, the School conducted a benchmarking study to compare curricular and research centers at UVA with peer institutions.
  - The results of this assessment led to plans still in development for a UVA Center for Design to provide greater programming support and visibility for school of architecture research centers and collaborations.

**Priority: Supporting Faculty and Staff Excellence**

*Measures:*

- Financial resources for faculty/staff competitive salaries, professional development, and research support
- Ensuring adequate full-time faculty to student ratios to support required course content at the undergraduate and graduate levels
- Ensuring adequate full-time staff to student ratios to support student population growth.
- Ensuring equality across departments relative to teaching loads.

*Progress:*

- Financial resources for faculty/staff competitive salaries, professional development, and research support
  - Full-time faculty members receive annual professional development fund access to support travel to conferences. Full-time faculty receive a \$1,000 per year allocation. This allocation is determined and reviewed by the department chair.
  - The provost’s office is conducting a faculty salary benchmarking study now. The results of this comparison are not yet known, but all salaries are published annually as public information.

- Full-time faculty to student ratios
  - Since 2017, total student enrollment in architecture has increased from 369 to 473. In the same time period, full-time faculty have increased from approximately 29 to 33.
  - The current ratio of architecture students to full time faculty is  $473/33 = 14.33$ . Since not all faculty teach design studios and tenured, tenure-track faculty take research leaves, we currently rely on adjunct faculty to teach many required studio sections in the undergraduate program.
  - We hope to proceed with additional hiring for full-time faculty in the coming year to ensure that we are closer to covering required courses and studios in the undergraduate degree program with full-time faculty.
- Staff to student ratios
  - Since 2017, total student enrollment in architecture has increased from 369 to 473. In the same time period, full-time staff numbers have remained relatively stable. There is still only one full-time department assistant to handle academic coordination and act as assistant to the chair.
  - In the last several years, additional support was added at the school level that benefits the Department, including: additional communications office support, additional career services and admissions support, additional dean's office administrative support, and a full-time student advisor who handles significant student/curricular coordination and advising.
  - In the future, the department needs additional academic support staff to handle the large numbers of students and related coordination.

**Priority: Developing a Public-Facing Building/Campbell Hall Renovations**

*Measures:*

- Space assessments
- University Approval and Fundraise Progress.

*Progress:*

- See 5.6 below for details of the School's physical resources, including results of a 2021 space needs assessment by Architectural Research Office (ARO).
- In June, 2022, the [Board of Visitors authorized](#) the planning and design for an auxiliary building for the School of Architecture, Center for Design. Public fundraising can now begin for the project.

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

**Program Response:**

As seen in the priorities and progress outlined above, the school has continued to provide an education recognized for design excellence, attracted increasingly diverse, highly qualified students, faculty, and staff, and used self-assessment to strive for curricular and culture updates and improvements.

Our most significant current challenges are space and staffing constraints. Our undergraduate and graduate programs have grown in enrollment by roughly 30% since 2018, while space and staff support remained largely fixed. Department full-time faculty has grown by approximately 13% in this timeframe. Department staff support remains at a single administrative assistant/academic coordinator. School-wide support offices are currently hiring much needed additional staff in critical areas such as admissions, student services, advising, and communications. Each of these areas were under particular strain during quarantine and the return to in-person learning in recent years and their additional capacity is welcome.



Department faculty numbers have not kept pace with the growth of the student body. Full time faculty currently cover only  $\frac{2}{3}$  the number of required studio sections across the department, with almost all adjunct teaching occurring at the undergraduate level. The small size of Charlottesville makes this level of reliance on adjunct teaching a challenge for a department of our size.

Future planned additions of an auxiliary building will provide much-needed additional classroom and research space. The Department needs additional full-time staff support for the academic coordination of a significantly larger group of students.

#### 5.2.5 Ongoing outside input from others, including practitioners.

##### **Program Response:**

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. This feedback not only serves as input for individual students, but also an opportunity for exchange with other schools and with practice.

In addition, the School operates several boards to serve in an advisory capacity. The boards (<https://www.arch.virginia.edu/people/boards>) are invited to campus twice annually, and often intentionally coincide with final reviews to meet together and with students and faculty to enhance the school's connection to external feedback and professional practice.

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

##### **Program Response:**

Since the last accreditation review in 2015, the School and the Department has used ongoing assessments to address pressing needs or for overall examination of the curriculum according to specific themes. See [5.2 Outline of Program Assessments](#) in Supplemental Information.

The new NAAB 2020 criteria and model of self-assessment has inspired a new format for ongoing self-assessment and curricular development to be discussed further below.

### 5.3 Curricular Development

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

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

##### **Program Response:**

In the last several years, the Department and School conducted at least one, often several significant assessments of processes and curricular themes per year. The priorities and topics of assessment were largely driven by the chair or dean's office and focused on areas of existing strength and/or the desire to enhance certain themes within the curriculum. For example, design computation has long been a strength across the school but an assessment in 2016 enabled greater exchange and efficiency of offerings across departments. Similarly, departmental discussions of curriculum often involve an exchange of brief faculty presentations to ensure awareness of the curricular sequence and its nuance and development over time.



The new NAAB 2020 criteria and model of self assessment has inspired a new set of themes for ongoing self-assessment and curricular development. To begin this academic year, the Department of Architecture will hold a faculty retreat to assemble detailed information of the curricular progression surrounding two NAAB-identified themes. This year, we will focus on “ecological knowledge and responsibility” and “research and innovation.”

Faculty will be asked to update a 2018 curriculum summary with new content and also to highlight the ways in which their course supports student development within these two themes. We will use the results of the retreat to continue discussion surrounding these themes throughout the year. Each year, we will choose two new program criteria themes for focused assessment and conversation.

See [5.2 Outline of Program Assessments](#) in supplemental information for descriptions of significant assessments taken over the last 7 years and the outcomes for the curriculum.

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

##### **Program Response:**

The new NAAB 2020 criteria and model of self-assessment has inspired a new set of themes for ongoing self-assessment and curricular development. (see 5.3.0)

In Fall 2021, the program initiated a course assessment form for all required courses in the curriculum. The assessment was modeled after NAAB’s case study for Outcome Based Assessment. This allowed the Department to better track student performance, especially as it relates to Program and Student Criteria. We are in the beginning stages of using the aggregated data to set benchmarks and to identify areas of development. See [5.2 Outline of Program Assessments](#) in our digital supplemental information folder for detailed results.

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

##### **Program Response:**

The Department Chair, in collaboration with program directors, sets the agenda for curricular reviews and discussions with faculty. These discussions reinforce or update shared themes in each semester of study.

Within foundation studios, a studio coordinator is appointed by the Chair to interpret the semester’s themes into a specific curricular framework in consultation with the Chair and program director. In the first year studios, the coordinator sets the syllabus and pace of assignments to closely align across sections and instructors. In advanced foundation studios, the coordinator describes shared themes, scales, and sites for the studio sections, to be interpreted by each instructor. The coordinators also aim to identify synergies with other instructors teaching requirements in the same semester, both within and outside of the Department.

The Curriculum Committee is school-wide and made up of the chairs of each department and the program directors of programs that cross departmental boundaries. The Curriculum Committee was newly initiated by Dean Malo Hutson in 2021 and asked to first examine teaching loads across departments. It is expected that the role of the Curriculum Committee will continue to evolve in the coming years to focus on cross-



departmental curricular content, such as the undergraduate first year curriculum, and the identification of shared needs and synergies across programs and departments.

#### **5.4 Human Resources and Human Resource Development**

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

Resumes of full time instructional faculty teaching in the M.Arch program can be seen in supplemental information [5.4.0 Faculty Resumes](#).

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

##### **Program Response:**

The yearly standard teaching load for the faculty of the School of Architecture is one of the following: 12–14 credits or 4 courses per academic year. For studio faculty, the normal teaching load is 14–16 credits per year. This translates into two paths:

- Path One: Three courses. Two design studios (6 credits each) and one lecture or seminar course (3-4 credits) per year.
- Path Two: Four courses, typically including one design studio (6 credits), one lecture for a required course in the curriculum (3-4 credits), one seminar required in the curriculum (3 credits), and one other seminar (3 credits).

While this is the current School of Architecture published policy, it has not been updated since 2013. Dean Malo Hutson has requested that the Curriculum Committee reassess these rubrics to ensure equality across departments. A new teaching load policy will be included in the upcoming School of Architecture Bylaws, scheduled to be voted on in Fall 2022.

The precise determination of teaching loads with respect to individual and unique teaching roles is the responsibility of the Department Chair with approval by the Dean. Within the department of architecture most faculty teach the “Path One” 3-course load consisting of three required courses.

In addition, tenure and tenure-track faculty are eligible to apply for a sesquicentennial leave once every 10 semesters of teaching. Tenure-track faculty are granted a fourth year research leave upon successful mid-track reappointment.

##### **Recent adjustments:**

Until recently, there was greater inconsistency in teaching load expectations, with some full time faculty teaching 4-6 required courses per year. The University introduced teaching-focused academic general faculty positions within the last several years, and these positions are typically expected to carry a 60% teaching load, which translated to 5-6 courses per year in architecture. The School quickly realized this was an unsustainable model for faculty and students, particularly due to the high contact time for studio courses. In addition, many academic general faculty are emerging educators with productive research agendas. To recognize and enable general faculty research contributions while also maintaining sustainable teaching loads, the Department shifted to a teaching load for general faculty that matches the load for tenure and tenure-track faculty.

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

**Program Response:**

Professor [Schaeffer Somers](#) is the school's NCARB licensing advisor. Professor Somers hosts an annual NCARB licensing information meeting for students in collaboration with the School's career services department.

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

**Program Response:**

The Chair of the Department of Architecture monitors the distribution of professional development funds for the faculty according to a roughly \$1,000/year/faculty distribution.

In addition, faculty and staff have access to [educational benefits](#) through the University that can be applied to professional development activities such as conference registration and continuing education credits for licensure.

Finally, faculty often pursue university or school-wide grant opportunities in addition to external grant support. Some of these grants provide support for professional development. For example, the University's [Center for Global Inquiry and Innovation](#) grants can be used to supplement travel costs for international conferences or research activities.

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

**Program Response:**

Services for UVA students in various forms of distress are offered by Counseling and Psychological Services (CAPS) (<https://www.studenthealth.virginia.edu/caps>) in the Elson Student Health Center. The School of Architecture has partnered with (CAPS) to have our own embedded counselor. Rachel Berry, M.A. joined the School of Architecture as a part-time Staff Psychotherapist in October 2020. She is available to meet with students for individual psychotherapy. In 2022, we increased our embedded counselor's hours from 20/wk to 40/wk. The embedded SARC counselor has proven to be very effective in giving our students better access to CAPS.

<https://www.arch.virginia.edu/resources/student-health-and-wellbeing-resources> serves as a central hub for School of Architecture students to find information and access services related to their health + wellbeing.

[School of Architecture Student Services + Academic Advising](#): The Office of Student Services includes the School of Architecture's Office of Student Records and Registration, and the Office of Student Advising. Sharon McDonald is the Registrar for the School of Architecture. Tashana Starks is the Assistant Director of Advising and Academic Support. Starks meets with every student during the semester to ensure progress towards their degree.

[School of Architecture Career Development](#): The School's Career Development team connects students to a nexus of resources to meet their professional development goals



including Career Advising, Professional Mentorships, Externships, Internships, Portfolio Workshops, Practice-to-Practice Roundtable Discussions, Alumni Office Hours, Career Connect Networking and Interviews. The team monitors our student's first destinations after graduation, this data is summarized in [5.4.4 Career- MArch First Destinations](#) found in supplemental information.

School of Architecture Alumni Support: School of Architecture alumni are a valuable resource to prospective and current students. In connection with the Career Development Center, they offer Mentorships, Externships, Internships, Employment, Professional Development Workshops, and Portfolio Reviews.

#### Professional Mentors

Every School of Architecture student is assigned a faculty mentor upon entrance into the program. This mentor is available for informal advising throughout their academic career at UVA. See [5.4.4 Advising and Mentoring Program](#) in supplemental information.

## 5.5 Social Equity, Diversity, and Inclusion

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

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

#### Program Response:

##### Demographic Distribution

See [5.5.1 A-School Demographics Faculty + Staff](#) in supplemental information for demographic details for the School of Architecture's 66 full-time Tenure/Tenure-Track or Academic General Faculty and 30 staff members.

In Fall 2021, the student population of the School of Architecture was 679, with 287 Graduate students and 392 Undergraduate students. See [5.5.1 A-School Demographic Enrollment \(All\)](#) and [5.5.1 A-School Demographics Enrollment \(Graduate\)](#) for summaries of the program's student demographics.

##### New Initiatives

In Spring 2020, the School of Architecture established two named scholarships focused on diversity, equity, and inclusion - named after Edward Wayne Barnett and Audrey Spencer-Horsley, the School's first African American graduates. Scholars were awarded in 2020 and 2021 and through a collective commitment across the School's faculty, staff, leadership boards, alumni, and friends, \$540,000 was raised in gifts, pledges, and University match by December 2020.

The School has expanded its goal in order to establish competitive scholarships at the graduate-level to both recruit and retain future JEDI scholars. The School is now seeking additional financial resources to cover five full-tuition scholarships and five half-tuition scholarships in- and out-of-state for graduate education.

The I+E Committee launched an inclusion and equity open house in 2019, in coordination with the Admission Office, specifically designed for students interested in JEDI design research and initiatives. This event has helped to increase our BIPOC student cohort - a 24.8% increase in 2020. Inclusion and Equity Open Houses and/or Discussion Panels, etc. will continue to evolve and become embedded in the fabric of the School's recruitment culture.

The School has hosted four years of a highly successful [Dean's Forum I+E lecture series](#) that have brought critical JEDI perspectives and expertise to the School.

Additional initiatives and resource allocations are described in the school's [Justice Equity Diversity and Inclusion website](#). For benchmarks and progress

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

**Program Response:**

Increasing faculty and staff diversity through recruitment and retention is the first of five strategic goals of the UVA School of Architecture's JEDI Initiative. As described in 5.5.1, in the 2021-22 AY, the faculty was 71% White and 29% African American, Asian, Hispanic, International, or Multi-Race. The staff was 80% White and 20% Asian or African American. This compares to our student population, both undergraduate and graduate, which is 54% White, 46% Asian, African American, Hispanic, International or Multi-Race. Updates on new and ongoing work contributing to achieving this goal are as follows:

Action: Double the number of underrepresented faculty by 2030.

Details/Measures:

- Associate Dean for Justice, Equity, Diversity, and Inclusion:  
In September 2021, the School launched a search for an Associate Dean for Justice, Equity, Diversity, and Inclusion (AD JEDI) to join the A-School faculty, serve as a key member of the Dean's Executive Team, and bring strategic and imaginative thinking to the School-wide shared JEDI project. In March 2022, the School [announced](#) the appointment of C.L. Bohannon, PhD, ASLA, as its first AD JEDI, effective July 25, 2022.
- The school hired Dean Malo Hutson in 2021;
- The school hired four underrepresented faculty in tenured or tenure-track positions in 2022, including [Mohamed Ismail](#), Assistant Professor of Architecture; [Dr. Andrea Roberts](#), Associate Professor of Urban and Environmental Planning; [Dr. C.L. Bohannon](#), Associate Dean of Justice, Equity, Diversity, and Inclusion; and [Fred Rowe, JR](#), Assistant Professor of Practice in Urban and Environmental Planning.
- Mellon Postdoctoral Fellows:  
The School will soon launch a search for up to two Mellon Postdoctoral Fellows in Race, Place & Equity, part of a \$5 million grant from the Mellon Foundation that supports a wide-ranging series of racial equity programs across the University (Office of the Executive Vice President and Provost).
- Early Career Fellows:  
The School is a founding member of the national "Deans' Equity and Inclusion Initiative," a partnership of nine U.S. schools and colleges of architecture, planning, and design working collectively to nurture a diverse population of emerging scholars focused on teaching and researching the built environment to advance socio-ecological and spatial justice, equity and inclusion (launched in Summer 2021). The appointment of I+E Early Career Fellow(s) at the School is anticipated in the next two academic years.
- JEDI Emerging Faculty Fellows:  
The School continues to build long-term robust faculty pipelines to increase faculty diversity through JEDI Emerging Faculty Fellowships.



Action: Review policies regarding faculty and staff hiring, wages, retention, promotion, workload, and procurement, in order to ensure equity.

Details/Measures:

- **Retention and Support of Faculty:**  
The School's Faculty PTR Committee is examining overall practices including recruitment, promotion, and tenure for faculty.
- **Teaching and Service Loads for Faculty:**  
The Dean's Executive Team, in coordination with faculty, is examining teaching and service loads across all faculty ranks.
- **Service Loads for Staff and Areas in need of Expanded Support:**  
The Dean's Executive Team, in coordination with staff leadership, is examining staff workloads across units, increasing staff positions to areas in need of expanded support.

Action: Increase staff diversity to better reflect the racial, ethnic, and economic demographics of the state of Virginia.

Details/Measures:

- **Staff Diversity, Professional Support and Growth:**  
University Human Resources is currently undertaking a long-term project to evaluate the job structures in place at the University to establish more clarity in career pathways. This work includes establishing a process for ensuring consistent evaluation of qualifications and experience that qualify individuals for roles beyond, or in addition to, specific degree programs. The School will work in coordination with University HR to continue to evaluate hiring practices to increase diversity in staff, practices for retention and additional pathways for staff success.

Action: Increase staff career advancement potential and support.

- The school has recently promoted several staff in recognition of their workload and critical positions at the school, initiating the hire of additional support staff for these operational areas. These promotions and hires include:
  - Sneha Patel, promoted to Executive Director of Communications, and the hire of Ashley Duffalo in her previous position as Creative Director of Communications.
  - Cindy Kiefer, promoted to Assistant Dean of Student Affairs, and the hire of two new members of the Student Affairs team - David Paltza, Director of Admissions (Cindy's previous role) and Lindsey Schiller as new Director of Career Services.
  - Tashana Starks, promoted to Director of Advising. The school is seeking an assistant advisor.

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

**Program Response:**

Increasing student diversity through recruitment and retention is the first of five strategic goals of the UVA School of Architecture's JEDI Initiative. Updates on new and ongoing work contributing to achieving this goal are as follows:

Action: Increase student diversity to better reflect the racial, ethnic, and economic demographics of the state of Virginia.

## Details/Measures:

- [NOMA Project Pipeline](#): First launched in Summer 2019 by the School of Architecture's chapter of the NOMA Project Pipeline, this ongoing pre-recruitment program provides an educational experience for low-income youth in the Charlottesville community and provides hands-on exposure to the design and planning disciplines. The Project Pipeline program also has partnered with local co-designers, such as the Public Housing Association of Resident (PHAR) to engage in design-build opportunities and will continue to build community-engaged programming each summer. The School is exploring potential new partners to increase impact and seeking additional financial resources to build sustainable long-term support to cover staff support, youth designer stipends, materials, food, and field trips.
- Robust pipelines for recruitment of underrepresented and low-income students: The School of Architecture has recently established an MOU with the Bonner Foundation and partnerships with the McNair Scholars Program and the California Forum for Diversity to enhance our recruitment. The School continues to build relationships with HBCUs, TCUs, and HSIs first established in 2020 by the DEI Outreach Task Force.
- Application fee waivers and travel stipends for low-income prospective students: To increase access to education for low-income prospective students, the School aims to cover application fees and travel to visit the School for those in need. Currently, existing MOUs and partnerships include application fee waivers, and the School covers graduate application fees and travel expenses to in-person graduate open houses for those with demonstrated financial need. The School is seeking additional financial resources to cover these expenses.
- JEDI-focused programming for recruitment: First hosted in 2019 by the I+E Committee, in coordination with the Admissions Office, open houses specifically designed for students interested in JEDI have helped to increase our BIPOC student cohort - a 24.8% increase in 2020. JEDI Open Houses and/or Discussion Panels, etc. will continue to evolve and become embedded in the fabric of the School's recruitment culture. The School is seeking additional financial resources to cover travel stipends for those in need to attend in-person events.
- JEDI Scholarships: In Spring 2020, the School of Architecture established two named scholarships focused on diversity, equity and inclusion - named after Edward Wayne Barnett and Audrey Spencer-Horsley, the School's first African American graduates. Scholars were awarded in 2020 and 2021 and through a collective commitment across the School's faculty, staff, leadership boards, alumni, and friends, \$540,000 was raised in gifts, pledges, and University match by December 2020. The School has expanded its goal in order to establish competitive scholarships at the graduate-level to both recruit and retain future JEDI scholars. The School is seeking additional financial resources to cover five full-tuition scholarships and five half-tuition scholarships for in- and out-of-state graduate education.

Establishing guiding metrics and a structure of reporting and communicating progress is the fifth strategic goal of the UVA School of Architecture's JEDI Initiative. Updates on new and ongoing work contributing to achieving this goal are as follows:

### Action: Strategic Priorities — Benchmarking and Developing Implementation Plans

## Details/Measures:

- The Dean's Executive Team is working to benchmark our goals and successes in relationship to peer institutions. As part of this process, a JEDI Action Plan (with key action items included on the school's [JEDI webpage](#)) was developed in 2021. A faculty "implementation" team has been appointed to lay out a detailed plan for implementation that includes short and long-term measures towards each goal.

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

**Program Response:**

The University's policies regarding Equal Employment Opportunity and Affirmative Action are available on the University of Virginia's Office for Equal Opportunity and Civil Rights [website](#), which includes the University's [Notice of Non-Discrimination and Equal Opportunity](#). University policies, procedures, and resources regarding the maintenance of an equitable and positive work environment for UVA faculty and staff are also available on the UVA Human Resources [website](#). All new faculty and staff are made aware of and complete mandatory training on these policies as part of their onboarding experience.

The University's larger efforts to recruit and retain faculty, staff, and students from historically underrepresented groups and to provide affirmative and supportive environments for work and life at the University of Virginia are led by the Division for Diversity, Equity, and Inclusion. More information on the Division's work can be found on their [website](#), which includes the University's [Inclusive Excellence framework](#).

At the pedagogical level, all UVA School of Architecture syllabi are required to include the following policy regarding student safety:

"The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that the faculty, the University, and we hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the Office for Equal Opportunity and Civil Rights website that describes reporting options and resources available and direct access to the Report and Incident tool.

As your professors, know that we care about your wellbeing and stand ready to provide support and resources as we can. As faculty members, we are responsible employees, which means that we are required by University policy and federal law to report what you tell us to the University's EOCR and/or Title IX coordinators. The coordinators' commitment is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community."

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

**Program Response:**

The University is committed to ensuring equal access to educational and employment opportunities for qualified individuals with disabilities, in compliance with the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973 (Section 504), as well as other applicable state and local laws and University



policy. Qualified individuals with disabilities are protected from discrimination, including harassment, and are entitled to reasonable accommodations, and auxiliary aids and services to ensure their participation in, and enjoyment of, all University programs, services, and activities.

The University of Virginia ADA Office helps to resolve disability-related issues, conducts disability-related training, and serves as the University's primary resource for questions and concerns about services and accommodations for individuals with disabilities, including third parties, students, faculty, and staff for the University's Academic Division and UVA Health.

The University's accessibility policies, standards, and guidelines can be found on the UVA Accessibility [website](#), which includes the University's [Statement on Accessibility](#). The site also provides accessibility-related resources for prospective and current students, faculty, staff, visitors, and patients.

At the pedagogical level, all UVA School of Architecture syllabi are required to include the following policy regarding accommodations for students with disabilities:

"It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434.243.5180 (Fax: 434.243.5188); Email: [SDAC@virginia.edu](mailto:SDAC@virginia.edu); Website: <https://www.studenthealth.virginia.edu/sdac>."

## 5.6 Physical Resources

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

For an overview of the School of Architecture's Campbell Hall see the following:

[5.6 Campbell Hall Building Plans](#)  
[5.6 ARO SARC Space Study Report](#)  
[Virtual Tour of Campbell Hall and Grounds](#)  
[Virtual Tour of School of Architecture's FabLab](#)

### 5.6.1 Space to support and encourage studio-based learning.

#### Program Response:

[Campbell Hall](#) serves as the School of Architecture's central facility. It houses studio space, classrooms and seminar rooms, lecture halls, review spaces, galleries and exhibition spaces, fabrication labs, digital design labs, printing rooms, student lounges, faculty and administrative offices, and outdoor classrooms.



The School of Architecture utilizes 57,500 ASF of space of which a majority is located in Campbell Hall. Originally completed in 1970, three major additions to Campbell Hall, completed in 2008, have reflected the growth of the school and its continued commitment to providing state-of-the-art resources, facilities, advanced technologies, and educational environments for its students, faculty, and staff.

Campbell Hall houses two floors of open studio space comprising 16,864 square feet with 438 studio desks where undergraduate and graduate students work side by side on creative projects and produce tangible products.

From the summer of 2016 and ending the summer of 2017, the School realized the first major renovation of the studio space since it was built in 1970. The Studio Rethink project represented a critical effort for the School of Architecture and focused on how new and emerging functionalities would be accommodated in order to continue to effectively deliver curricular content and support advanced research. Additionally, these improvements increased studio capacity to meet enrollment demands and to support the new and emerging pedagogy and research in the areas of computational design and digital fabrication that are significantly more demanding in terms of spatial organization, communication, and power and data capacity. Specifically, the project increased studio desks by 96, significantly increased overall electrical capacity, and effectively distributed power and data under a raised floor system, provided appreciably more energy efficient and sensed lighting, and transformed two rooms into multi-use spaces (tech classroom, classroom, lab, review space). The Studio Rethink project reflected a critical ongoing effort on the part of the A-School to maximize the use of its current spaces. This project has resulted in a positive environmental and functional transformation of the design studio teaching and research spaces in the school.

The evolution of pedagogy at the School has increased the emphasis on hands-on learning. There are more and larger physical models being built. There is growth in full-scale prototyping and an all-around focus on making. This puts strain on existing residential studios, which have already been densified to facilitate growth and other curriculum changes. Fabrication spaces are similarly taxed. This was studied and outlined in a 2021 space needs assessment by Architecture Research Office (See Supplemental Information [5.6 ARO SARC Space Study Report](#)) which prompted the authorization of the planning and design for an auxiliary building for the School of Architecture, Center for Design by the [Board of Visitors](#).

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

**Program Response:**

In addition to studio space, the School of Architecture in Campbell Hall offers indoor and outdoor classrooms, seminar rooms, lecture halls, review spaces, exhibition spaces, faculty and administrative offices, and houses maker and incubator spaces that support a range of design practices. The following outlines the existing space breakdown for didactic and interactive learning within the School's current facilities.

Classrooms: 5,929 NASF

Class Labs and Research (not including studio space): 12,669 NASF

Study space: 0 NASF

Special Use: 551 NASF

General Use: 1,525 NASF

Shop Facilities: 8,621 NASF

The classrooms within Campbell Hall offer a variety of formats for instruction and interactive learning. These include



- 3 lecture auditoriums (offering between 93-154 tiered, fixed seats)
- 3 large flexible classrooms (occupancies between 30 and 45)
- 1 large computer lab (offering 40 computer stations, see Digital Design Labs below)
- 2 smaller classrooms / computer labs (offering 12-15 computers stations, see Digital Design Labs below)
- 3 small classrooms (occupancies between 18-25)
- 3 project review rooms (each offering occupancy of 25)
- 3 project review halls (each offering occupancy of 50)

The FabLab was renovated in the summer of 2019, expanding to over 7500 square feet of project and shop space with new advanced fabrication, rapid prototyping, and robotic facilities. This renovation greatly increased the FabLab's capacity to build full scale prototypes, to push experimental fabrication research, and to expand its fleet of tools.

The fabrication spaces are laboratories for thinking and making both in the analog and digital realms. Through courses, workshops and interdisciplinary projects, the [UVA School of Architecture Fabrication Lab](#) (FabLab) pushes the boundaries of technology, tools, and materials research. The staff and students of the FabLab Team are dedicated to a creative and inclusive environment through access, training, consultation, and support on a range of analog and digital fabrication tools for UVA students, staff, and faculty. The FabLab engages projects and research from all the departments of the School of Architecture, connects to shop and lab partners all over Grounds through the MakerGrounds network, and develops research discovering new materials, tools, and fabrication processes related to the built environment.

The [Milton LandLab](#), supported by the School's FabLab, offers a unique place for the UVA School of Architecture's students and faculty to engage in innovative research and teaching in landscape design — a place and facility to experiment with landscape forms and processes rigorously on-site and over time. Milton LandLab is based at the 172-acre Milton Airfield, located about eight miles east of Campbell Hall, and a formerly operating airport owned by the University of Virginia. Milton provides a site for extended study, large-scale intervention, and intimate engagement with landscape media. Architecture faculty and students have used the hanger at Milton for material testing and large scale mock-ups.

As highlighted in a 2021 space needs assessment by Architectural Research Office (See Supplemental Information [5.6 ARO SARC Space Study Report](#)), a new emphasis on research at the School of Architecture demands additional space for meeting, making, and storing materials. Additionally, the School's research centers and institutes have grown, bringing in additional research grants to the School. There is new demand for spaces to convene with outside visitors, host programs and symposia, and exhibit the work of the School. The PhD in the Constructed Environment, which is the only PhD program historically housed in the School, has also contributed to office and research space needs.

The study outlined the following expansion needs to support didactic and interactive learning:

- Classrooms: 3,260 NASF
- Class Labs and Research: 4,440 NASF
- Study Spaces: 1,215 NASF
- General Use: 700 NASF
- Shop Facilities: 2,150 NASF

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

### Program Response:

Total existing faculty office space ASF: 5,343 SF or 81 SF per faculty

Total existing staff office space ASF: 3,871 SF or 129 SF per staff

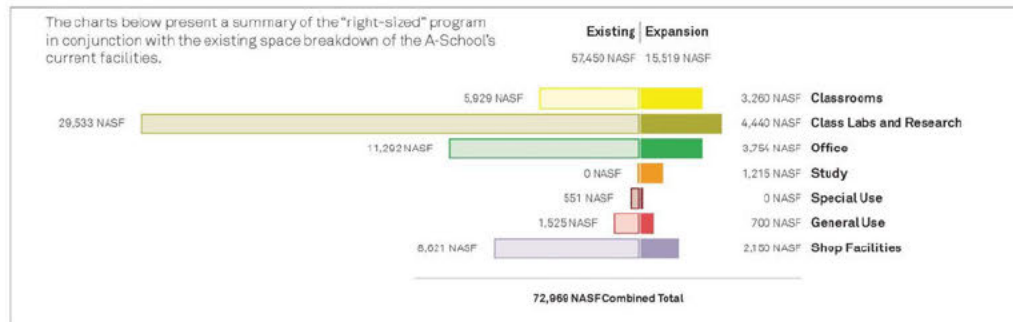
Off-campus office/research + fabrication space: 4,100 SF

Planned expansion of faculty offices: 3,754 SF

Planned expansion of research and lab space: 4,440 SF

In the 50 years since the construction of Campbell Hall, architectural education as well as our academic programs and research initiatives have substantially changed and grown, leaving the School in need of additional space that can more adequately accommodate its contemporary uses and the interaction of its diverse populations. In addition, given the limitations of available part-time faculty within the region the School has also increased its regular teaching faculty to improve its pedagogy, demanding more office space for faculty. In 2020, the School embarked on the pre-design phase led by Architectural Research Office (See Supplemental Information [5.6 ARO SARC Space Study Report](#)) Architects, which included detailed programming, site and cost analyses for an expansion. The study, now completed, identifies the detailed space needs of the School and provides a number of options to meeting those needs. The chart below outlines a summary of the space needs.

### Program Summary



- Classrooms**
  - 110-person flat-floor room + storage
  - Renovation to increase size of 220B and 220C
- Class Labs and Research**
  - Accommodating projected growth at lower density than current configuration
  - Additional studio storage space
  - Dedicated research hub with meeting rooms and hot desks
- Office**
  - Private offices for all faculty with associated storage space
  - Standard office space for staff currently housed off-site
  - Offices for new associate dean and communications staff/person
  - Student ambassador workstations
  - Flexible work/meeting space
- Study**
  - PhD student workstations
  - Shared Planning and Architectural History lounge
  - Small meeting room
- General Use**
  - Reception area
  - Shared meeting rooms
- Shop Facilities**
  - Open work area
  - Robotics Lab
  - Material and waste management
  - Loading and material storage

In June, 2022, the [Board of Visitors authorized](#) the planning and design for an auxiliary building for the School of Architecture, Center for Design.

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

## **Program Response:**

In addition to the rich array of spatial resources described above, the School of Architecture encourages pedagogical innovation by providing a wide range of teaching tools within classrooms, studios, and labs. All classrooms are fitted with projection screens and equipment, recording equipment, audio equipment, as well as traditional chalk/dry erase boards.

The school was able to move seamlessly to online and hybrid teaching during the Covid 19 pandemic because of the IT resources available within classrooms and remotely. For instance the A-School has invested in providing ALL STUDENTS and faculty members with access to high-performance graphics computing through Virtual Workstations. This allows students to connect to a central bank of high-graphics, high-performance workstations, directly from their own laptop screen. The University also provides free accounts to students and faculty for Microsoft Office, Microsoft Windows, Zoom, UVABox Cloud storage, and ArcGIS - Geographic Information Systems. The school also maintains a list of file shares that all students and faculty can access on their own computers as well as every computer within the school.

A host of Digital Design Labs provide our students with both general computing resources and advanced digital tools with a specific focus on computation, visualization, and simulation of the built environment. The Digital Design Labs include computer graphics labs, classrooms, projection facilities, a print center, and clusters, offering a suite of resources that support our students' academic success and their ability to be leaders in the realm of design experimentation with advanced technologies. Digital Design facilities include:

- **Digital Media Lab:** This lab hosts digital media workstations with software that includes CAD, animation, image processing, rendering, analog and digital video capture, editing and recording, video conferencing, and multimedia authoring. It also includes multiple flatbed scanners, batch and large format slide scanners, grayscale laser, color laser, and photo printers. Analog videotape editing equipment is also available for standalone work or in combination with digital video capture, editing, and recording.
- **General Purpose Digital Classroom:** This is a supervised-use only classroom with software including: GIS, CAD, animation, structural analysis, image processing, rendering, digital terrain modeling, desktop publishing and more. This classroom is only available during scheduled class sessions.
- **Studio Computing Clusters:** Windows and Mac computers are available throughout the 3rd and 4th floor studio spaces, including the Technology Bridge on the 4th floor mezzanine.
- **Print Center:** The Print Center at the School of Architecture provides students and faculty with access to a variety of regular and large-format high-resolution color plotters and printers.
- **3-D Printing Clusters:** Located in the 4th floor studio spaces, 10 Maker Bot printers are available for students at no costs.

All computing workstations within the school are loaded with a vast array of software including industry standards like Autodesk's Educational Suite, Adobe Creative Cloud Suite, Rhino, Sketchup, and Vray. Throughout the school students have access to the same design software used by the world's leading professionals to help build the skills and knowledge necessary for today's architects.

The design studios are also equipped with built in and mobile storage for physical materials and models. In addition to individual working stations within the studio, every studio instructor gets one common table that is used to facilitate desk crits and group discussions.





While Campbell Hall offers three rooms dedicated to project reviews within Professor WG Clark's addition, all classrooms, halls, and studio spaces are lined with pinup boards enabling the entire school to facilitate exhibitions and project reviews.

Surrounding Campbell Hall are also important outdoor resources that help facilitate alternative formats for instruction. The FABLAB has a workcourt for all things messy. Professor William Sherman's South Addition includes an outdoor classroom with landscape design by Nelson Byrd Woltz Landscape Architects and it is outfitted with chalkboards and newly installed tables. Professor Clark's East Addition offers a small outdoor amphitheater for discussions. The building's North Terrace offers a large public space that supports large events and installations.

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

**Program Response:**

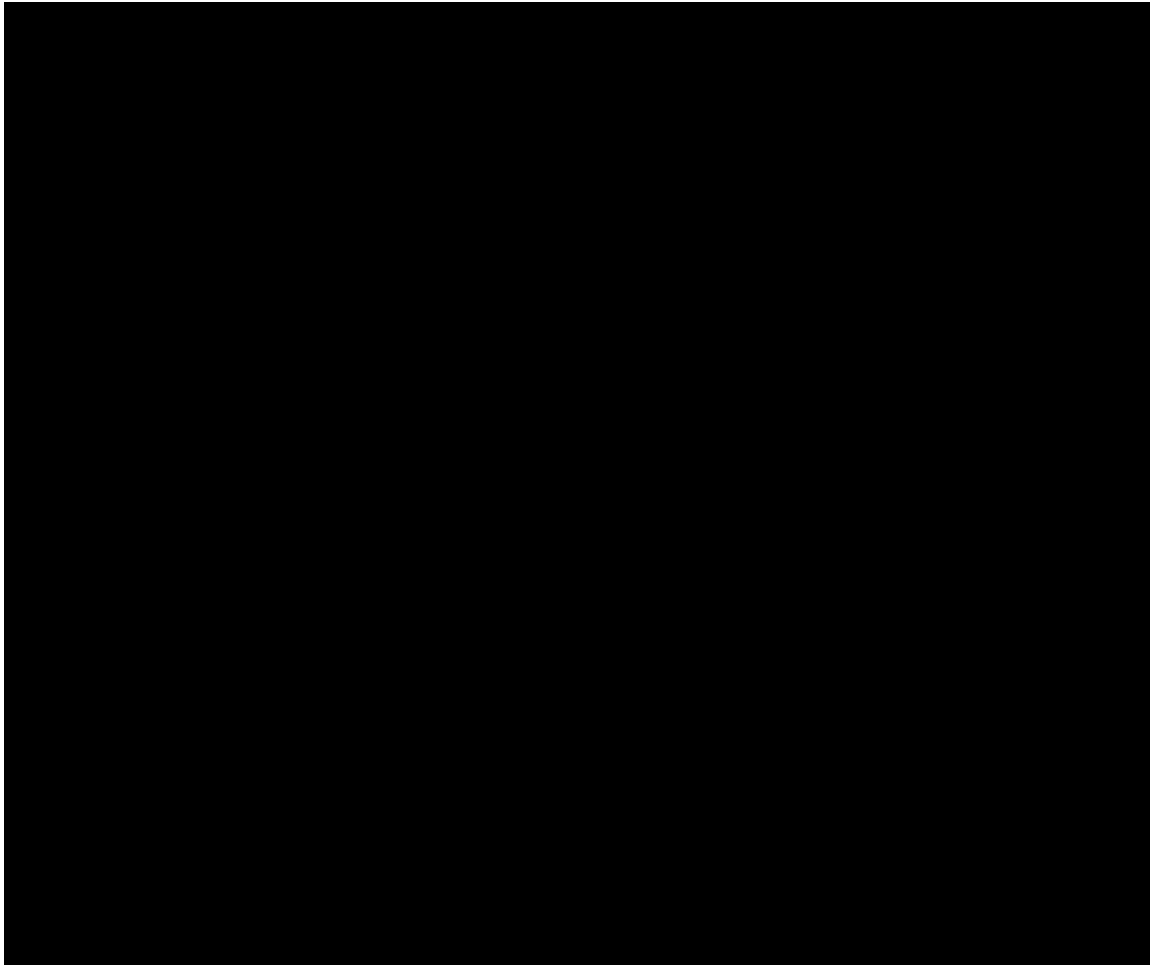
Not applicable.

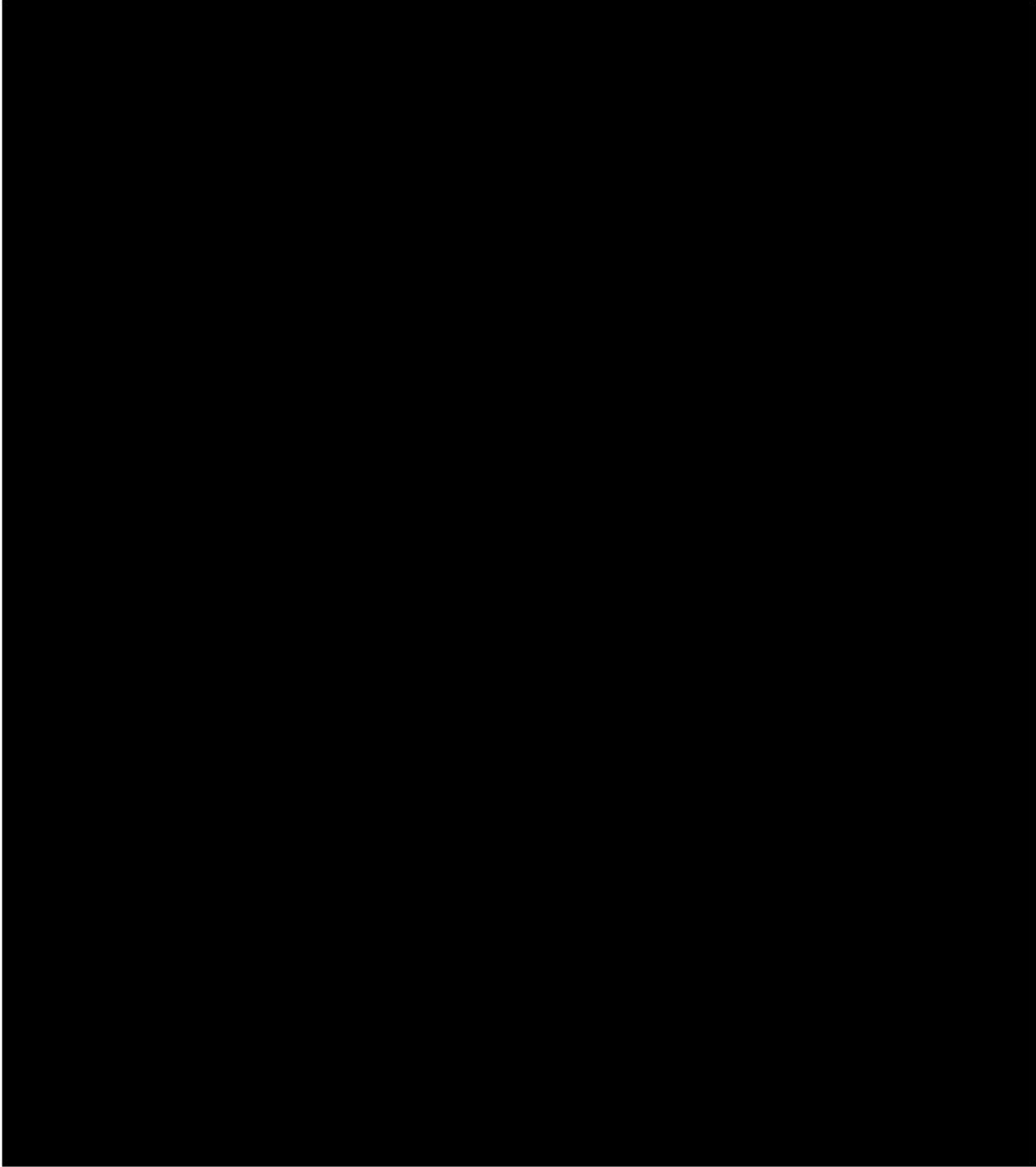
**5.7 Financial Resources**

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

**Program Response:**

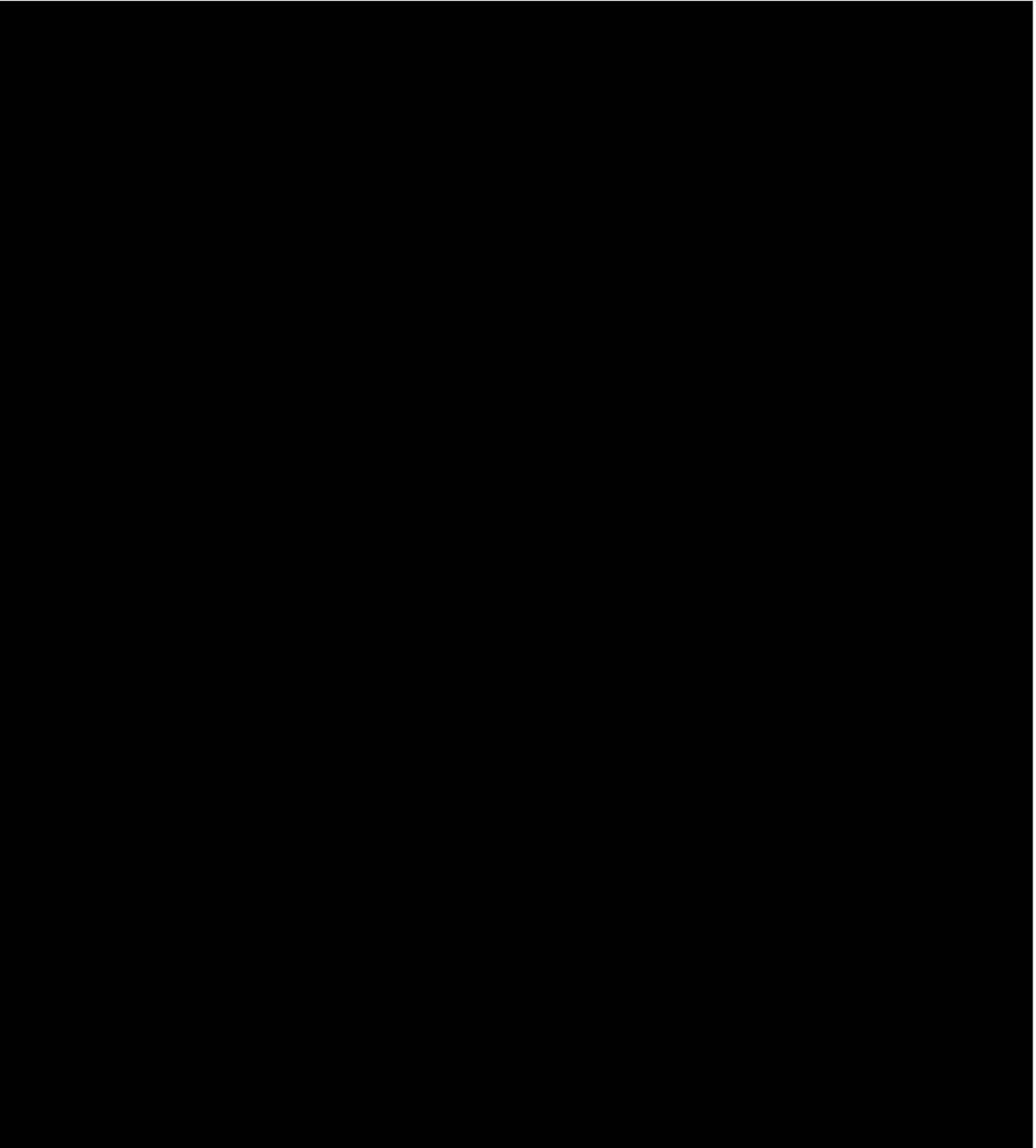
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### **5.8 Information Resources**

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

#### **Program Response:**

The Fiske Kimball Fine Arts Library is one of 10 physical libraries at the University of Virginia. Staff at all of the libraries are organized into Areas and Departments that are organized around various library functions. The Library's [Senior Leadership Team](#) (SLT) is made up of managers from the Library's main organizational areas. Members of the SLT report directly to the Dean of Libraries and University Librarian, John Unsworth. The work of the Library is



guided by the institutional priorities of the University of Virginia. The 2019-2024 Library Strategic Plan includes the mission, values, and strategic directions for the University Libraries. In the past year, the Library has also approved an Inclusive Excellence plan and a Sustainability plan, which provide actionable goals in the areas of diversity, equity, and inclusion, and environmental health and equity.

The Fine Arts 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 Fine Arts Library does not have a stand-alone operating budget. Instead, all libraries at the University of Virginia draw from centralized Library fund lines that support operations at all locations. This structure, which was introduced a number of years ago, allows the Library to adapt more quickly to changing needs. It also provides flexibility in the area of collections funding as more publishers and distributors offer interdisciplinary databases and packages that can not easily be purchased under subject-designated fund models.

The University of Virginia Libraries collection houses over 6,000,000 digital and analog items. The Fiske Kimball Library currently holds 151,531 volumes and has additional materials relevant to the arts available in off-site storage. In 2018, the University Libraries completed construction of a second high-density, off-site storage facility. This second facility doubled our off-site capacity to ensure that our collections can keep expanding in future years. Expanded storage also allowed for the transfer of duplicate copies and infrequently circulated items from the Fine Arts Library to our off-site facilities. This has provided relief for the Fine Arts Library shelves which were previously overcrowded and difficult to navigate.

In the NA call number range, there are 53,096 volumes available. These, of course, are supplemented by material in numerous other call numbers relevant to the built environment. In addition, the Library maintains the KORE collection of digitized images for instructional use at the University, which currently consists of more than 120,000 architectural images which are further supplemented by image collections contributed by the University of Virginia Office of the Architect, the McIntire Department of Art, the UVA Fralin Museum of Art, individual faculty members, and the Special Collections Library. The Library also provides access to multiple modules of the Archivision collection of images as well as to the over 2 million images available through ArtStor.

#### Administrative Structure and Staff

Around 2016, the University Libraries underwent a major reorganization that changed the staffing and financial model. Instead of staff reporting through individual Heads of libraries, staff now report through functional and operational channels. This change in staffing has helped to ensure consistency of service across libraries at the University of Virginia.

Public Services, space, and circulation at the Fiske Kimball Fine Arts Library are overseen by the full-time Public Services Manager. Reserve materials are coordinated by a full-time staff member who also coordinates reserves for the Music Library. Two full-time liaison librarians are located in the Fine Arts Library— the Librarian for Art and Classics, and the Librarian for the School of Architecture. A full-time stacks manager oversees resehelving and stacks maintenance projects at three branch libraries, including Fine Arts. A reference librarian is scheduled for 20 hours/week at the Fine Arts Library.

Staff at the Fine Arts Library are supported by centralized staff in acquisitions, metadata, digital production, teaching & learning, communications, access services, and many other departments. The liaison librarian for the School of Architecture is part of an “Arts and



Humanities” department that collaborates on approaches to collections, instruction, and policy throughout the University Libraries. The staffing model implemented in 2016 reduced the number of full-time positions dedicated solely to the Fine Arts Library, but also served to break apart the “siloeed” structure previously in place. Under the current model, the Fine Arts Library enjoys a balance between subject and site-specific expertise and broad support from across the entire library system.

Alongside staff, student employees work the Library’s information desk and provide front-line services and shelving support. This enables staff to spend more time on in-depth projects requiring their expertise. It also allows us to keep late and Sunday hours. The Fine Arts Library is open 75 hours/week. Other library spaces at the University of Virginia are open 24 hours/day when classes are in session to ensure access to study space.

#### 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 works with the Library’s collections team to support school endeavors including international programs, sustainability in the built environment, design thinking, design research, urban futures, and community-based planning. The Architecture Librarian participates in faculty and staff meetings for the School of Architecture and attends events throughout the year in order to better align library activities with the direction of the curriculum.

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. Precise expenditure figures by department are increasingly hard to determine due to the large number of items offered as part of packages or large purchase plans that include interdisciplinary material. Books outside of the approval plan or ebook packages are purchased both at the discretion of the Architecture Librarian and in response to purchase requests made directly by faculty and students. The Library also utilizes a [patron-driven acquisition system](#) that allows patrons to order material directly from curated records made available in the library catalog. Materials unavailable for purchase are obtainable through a strong and responsive Interlibrary Loan system. Additional detail on collections appears in the “Funding” section, below.

Subscriptions to both print and electronic journals are supported by a centralized fund. This helps the library to better manage the difficulties of journal price inflation across all disciplines. The Fiske Kimball Library subscribes to an international collection of journals, including FutureArc (Singapore), Architecture Méditerranéenne (Marseille), Abadi (Tehran), ‘Scape (Basel), and Paisea (Valencia). In addition, we have expanded our online access to heavily-used titles through subscription to the online interfaces for Detail, Tectonica, and El Croquis. In 2021, we spent nearly \$500,000 on additional digital material, including the purchase of the [Architectural Digest Digital Archive](#) and the [Art & Architecture Archive](#).

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, Art & Architecture Source (EBSCO),



ArtBibliographies Modern, Oxford Art Online, Building Types 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; Garden, Landscape & Horticulture Index; Environment Complete; MADCAD building codes; and JSTOR. The Libraries also provide access to Linked-in Learning, which allows students and faculty to access on-demand instruction on both skills (presenting, digital photography, interviewing) and technologies (CAD, GIS, Rhino, Illustrator, BIM, etc.) central to the School of Architecture curriculum.

Other areas of collecting that impact the Architecture program include: the deposit of theses, whitepapers, data, and other scholarly works into LIBRA (the University of Virginia Institutional Repository), and the continued expansion of the University of Virginia's Special Collections, which includes extensive holdings on American Architecture, trade publications, and regional history. Of note in the past year is the acquisition of the Charles Robinson & Associates architectural drawings of the Commonwealth of Virginia which are currently being processed.

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

**Program Response:**

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. Instruction topics vary based on course material and learning outcomes. She co-teaches a required course on "Evidence and Archives" which is required for all students in the Masters of Architectural History program, but also enjoys enrollment from other departments and disciplines. Since 2012, she has also participated annually in multiple class sessions of the Department of Architecture's Design Research class for students pursuing the thesis option. The Architecture Librarian would like to work with faculty to fully map research instruction into the Architecture curriculum in order to reach more students and ensure that they have the skills to succeed in research assignments.

Library staff provide 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 or virtually through increasingly popular consultations over Zoom. Other University Libraries' knowledge centers such as the UVA Scholars Lab, the Digital Media Lab, and 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.

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.



## 6—Public Information

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

### 6.1 Statement on NAAB-Accredited Degrees

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

#### Program Response:

The requisite language is provided in its entirety via the School of Architecture website: [www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation](http://www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation). The UVA Registrar (UREG) also includes this language in our graduate record: [records.ureg.virginia.edu/preview\\_program.php?catoid=55&poid=7301](http://records.ureg.virginia.edu/preview_program.php?catoid=55&poid=7301)

### 6.2 Access to NAAB Conditions and Procedures

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

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

#### Program Response:

The requisite documents are made publicly available via the School of Architecture website: <https://www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation>

- a. NAAB Conditions for Accreditation (2020 Edition)
- b. NAAB Conditions for Accreditation (2014 Edition)
- c. NAAB Procedures for Accreditation (2020 Edition)
- d. NAAB Procedures for Accreditation (2015 Edition)

### 6.3 Access to Career Development Information

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

#### Program Response:

The School of Architecture and University of Virginia provide robust programs and services to assist students with Career Advising and Development. At the University level, we host firm interviews in collaboration with the UVA Career Center (<https://career.virginia.edu/>) and assist students in locating fellowship opportunities through the Scholars Lab (<https://scholarslab.lib.virginia.edu/>).





From within the School of Architecture, robust externship and internship programs allow students to experience the diverse professional options available to them upon graduation. Information is organized via our Career Services website:

<https://www.arch.virginia.edu/resources/student-career-services>.

In addition, curriculum advising and professional mentoring programs are overseen by a full-time staff position (Tashana Starks, with support from Anselmo Canfora, Associate Dean of Academics, and Kyle Sturgeon, Assistant Dean of Academic Support). In 2020, we began to make significant efforts to re-organize this area of academic support in order to provide a greater opportunity for faculty mentoring in the areas of research and professional development.

#### 6.4 Public Access to Accreditation Reports and Related Documents

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

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

#### Program Response:

The requisite documents outlined below are provided via the School of Architecture website: [www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation](http://www.arch.virginia.edu/programs/architecture/graduate/naab-accreditation).

- a. 2017 and 2020 IPR provided via the School of Architecture website.
- b. Not applicable
- c. 2015 decision letter provided via the School of Architecture website.
- d. 2015 APR provided via the School of Architecture website.
- e. 2015 VTR provided via the School of Architecture website.
- f. Located at the end of the 2015 VTR PDF provided via the School of Architecture website.
- g. Not applicable
- h. NCARB ARE 4.0 and 5.0 pass rates by institution on the website.
- i. The UVA School of Architecture utilizes course syllabus standards (See Supplemental Information) to disseminate school-wide policies and procedures regarding learning and teaching culture. In addition, the Department of Architecture has led an effort with our Student Association of Graduate Architects (SAGA) to revise our school-wide [Learning and Teaching Culture](#) document (currently in draft form):
- j. The UVA School of Architecture is committed to cultivating democracy and to the sustained, critical rethinking of our institutional policies, practices, and structures. We recognize our own privileges as an institution, and we honor the consequential responsibilities to move our society towards an inclusive future that recognizes and serves all people, regardless of gender, race, sexuality, nationality, citizenship status,

ability, or socioeconomic standing. Statements and policies outlined as part of our [School of Architecture Justice Equity, Diversity, and Inclusion \(JEDI\) Initiative](#).

## 6.5 Admissions and Advising

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

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

### Program Response:

The requisite policies, procedures, and documents outlined below are provided via the following School of Architecture and UVA websites:

- [School of Architecture Graduate Admissions website](#)
  - [Prospective Student Admissions FAQ](#)
  - [UVA Central Admissions Application Portal](#)
  - [Pathfinder](#) (for transfer credit and advanced placement)
  - [Funding Your Graduate Degree](#)
  - [Scholarships, Fellowships, and Awards](#)
  - [Student Financial Services](#)
- a. Application forms and instructions are made available to applicants via the [School of Architecture Graduate Admissions website](#). Our application process is hosted through [UVA Central Admissions Application Portal](#). The University utilizes Slate software from Technolutions to manage applications. As applicants begin the process, each step triggers contact and engagement from the SARC admissions team.
  - b. The School of Architecture graduate admissions page lists all application requirements. A dropdown list describes how and why each aspect of the application is used by our admissions committee. Transcript and portfolio review is discussed in public information sessions. A [Pathfinder](#) tool is used to determine advanced standing in our graduate degree programs. Our Director of Admissions has developed a robust committee internal document and assessment rubric for our admissions committee. Refer to the program response to 4.3.1, section C for more information on this process.
  - c. The UVA Registrar (UREG) lists program requirements and conditions for advanced placement: [records.ureg.virginia.edu](https://records.ureg.virginia.edu). Applicants to the M.Arch program move through the typical admissions process. [The Pathfinder Tool](#), a program within the typical admissions process, is used to identify the viability of advanced placement. The Department Chair and Graduate Program Director consider the admission committee's recommended assessment, evaluation, and decisions for all applicants and conduct a review of all materials before communicating final decisions on admissions and advanced placement to the applicant.
  - d. The School of Architecture does not directly administer federal financial aid, which is managed centrally by UVA Student Financial Services. Students have access to

funding information (departmental aid, employment, and federal aid via the School of Architecture [Funding Your Graduate Degree](#) webpage. Applicants are informed about additional application-based scholarships listed on the Graduate Admissions webpage.

- e. Justice, equity, diversity, and inclusion (JEDI) are fundamental to the mission and purpose of the UVA School of Architecture. We value different perspectives and insights among our students, staff, and faculty. We invite students to learn about our JEDI initiative, through which the school seeks to move our spaces and society towards a future that recognizes and serves all people, regardless of gender, race, sexuality, nationality, citizenship status, ability, or socioeconomic standing.

More broadly, the School of Architecture is aligned with the long-term [commitment by the University](#) that the student population should reflect the racial and socio-economic demographics of the Commonwealth of Virginia.

University legal council has reviewed the increased racial and ethnic diversity of the School of Architecture applicant pool and our race-neutral holistic admission process and advised that we cannot at this time undertake a race conscious admission process. Under our race neutral admission practice, federally-protected characteristics of applicants are not shared with admissions reviewers. However, we communicate our commitment to inclusive excellence through a required JEDI essay prompt that all applicants must respond to as part of the graduate application. The JEDI essay is posted on our [Graduate Admissions](#) webpage and the JEDI essay prompt includes hyperlink to our inclusion and equity plan into the application. As noted in 5.5.2 above, we have also initiated a Diversity, Equity, and Inclusion scholarship which is open to all program applicants, details of which applicants can find on our Graduate Admissions webpage.

## 6.6 Student Financial Information

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

### **Program Response:**

The Administrative Coordinator of Admission + Financial Aid oversees the awarding process for Departmental Aid in the School of Architecture, promotes upcoming scholarship and fellowship opportunities, and is available to help students navigate the financial aid process. Prospective, admitted, and continuing students are encouraged to contact the Administrative Coordinator of Admission + Financial Aid with any questions related to tuition and funding.

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

### **Program Response:**

The requisite information regarding tuition and estimated cost of attendance is located on the School of Architecture website entitled "[Funding Your Graduate Degree](#)"



## [Supplemental Information](#)

[3.0 PC SC Matrix](#)

[3.1.0 A-School Event PC Matrix](#)

[3.1.2 Design Awards](#)

[3.1.2 Design Electives](#)

[3.1.3 Eco Electives](#)

[3.1.4 Hist Theory Electives](#)

[3.1.5 ALAR8995-8999 Thesis Topics](#)

[3.1.5 Research Awards](#)

[3.1.7 A-School Syllabus Standards](#)

[3.1.7 Optional Studio Rubric](#)

[3.1.8 E+I Electives](#)

[3.2.0 A-School Event SC Matrix](#)

[3.2.1 HSW Electives](#)

[3.2.3 Regulatory Electives](#)

[3.2.4 Technical Electives](#)

[3.2.5 Design Synthesis Electives](#)

[4.1 SACSCOC 2017 Reaffirmation Letter](#)

[4.2.5 MArch Paths Curricular Sequence](#)

[5.1.1 UVA Org Chart](#)

[5.1.1 School of Arch Leadership OrgChart AY 21-22](#)

[5.2 Outline of Program Assessments](#)

[5.4.0 Faculty Resumes](#)

[5.4.4 Advising and Mentoring Program](#)

[5.4.4 Career- MArch First Destinations](#)

[5.5.1 A-School Demographics Enrollment \(All\)](#)

[5.5.1 A-School Demographics Enrollment \(Graduate\)](#)

[5.5.1 A-School Demographics Faculty + Staff](#)

[5.6 ARO SARC Space Study Report](#)

[5.6 Campbell Hall Building Plans](#)

[6.5 Graduate Admission Review Process 2022](#)