



2013 Architecture Program Report

Department of Architecture, University of Washington, Seattle, WA
BA Architectural Studies • Master of Architecture • MS in Architecture

David E. Miller, FAIA, Chair, (206) 616-2820, demill@uw.edu

Alex T. Anderson, PhD, Graduate Program Coordinator

Michael K. Young, University President

Anna Mari Cauce, University Provost

Table of Contents

Part One Institutional Support and Commitment to Continuous Improvement	1
Part One: Section 1 – Identity and Self-Assessment.....	2
1.1.1 History and Mission.....	2
1.1.1a University of Washington History and Mission	2
1.1.1b Architecture Program History and Mission	3
1.1.2 Learning Culture and Social Equity.....	5
1.1.2a Learning Culture.....	5
1.1.2b Social Equity	10
1.1.2c Learning Culture and Social Equity Policies.....	11
1.1.2d Departmental Policies on Learning Culture and Social Equity.....	11
1.1.3 Response to the Five Perspectives.....	12
1.1.3a Architectural Education and the Academic Community	12
1.1.3b Architectural Education and Students	17
1.1.3c Architecture Education and the Regulatory Environment.....	22
1.1.3d Architectural Education and the Profession	23
1.1.3e Architectural Education and the Public Good.....	25
1.1.4 Long-Range Planning	26
1.1.5 Self-Assessment Procedures.....	27
1.5a The Self-Assessment Process.....	27
1.5b Institutional Self-assessment Requirements	31
Part One: Section 2 – Resources	32
1.2.1 Human Resources and Human Resource Development	32
1.2.1a Faculty and Staff	32
1.2.1b Staff.....	54
1.2.1c Students	55
1.2.2 Administrative Structure and Governance	63
1.2.3 Physical Resources.....	67
1.2.3a Physical Plant.....	67
1.2.3b Computing Facilities.....	78
1.2.4 Financial Resources.....	80
1.2.5 Information Resources	88
Part One: Section 3 – Institutional and Program Characteristics.....	97
1.3.1 Statistical Reports	97
1.3.1a Program student characteristics.....	97
1.3.1b Program faculty characteristics	99
1.3.2 Annual Reports	99
1.3.3 Faculty Credentials	100
Part Two Educational Outcomes and Curriculum	101
Part Two: Section 1 – Student Performance – Education Realms and Student Performance Criteria	102
2.1.1 Realm A: Critical Thinking and Representation	102
2.1.2 Realm B: Integrated Building Practices, Technical Skills and Knowledge	105
2.1.3 Realm C: Leadership and Practice	107
2.1.4 Student Performance Criteria Matrix	109
Part Two: Section 2 – Curricular Framework	111
2.2.1 Regional Accreditation.....	111
2.2.2 Professional Degrees and Curriculum.....	114
2.2.3 Curriculum Review and Development	122
Part Two: Section 3 – Evaluation of Preparatory/Pre-Professional Education.....	124

Part Two: Section 4 – Public Information	125
2.4.1 Statement on NAAB-Accredited Degrees	125
2.4.2 Access to NAAB Conditions and Procedures.....	125
2.4.3 Access to Career Development Information.....	125
2.4.4 Public Access to APRs and VTRs.....	125
2.4.5 ARE Pass Rates	125
Part Three Progress Since the Last Site Visit	126
Part Three: Section 1 – Summary Response to the Team Findings	127
3.1.1 Response to Conditions Not Met.....	127
3.1.2 Response to Causes of Concern	128
Part Three: Section 2 – Summary of Responses to Changes in the NAAB Conditions	131
Learning Culture and Social Equity.....	131
Long Range Planning	131
Student Performance Criteria	131
Public Information	131
Part Four Supplemental Information	132
Part Four: Section 1 – Policies and Procedures for Evaluating Student Work	133
Department of Architecture Grading Policy (1/27/10)	133
Part Four: Section 2 – Course Descriptions	137
Required Courses in the Preparatory Year of the 3+Year MArch Program	137
Required Courses in the 3+Year and 2+Year MArch Program.....	151
Part Four: Section 3 – Faculty Resumes	167
Permanent Faculty.....	167
Visiting Faculty	206
Part Four: Section 4 – Visiting Team Report from the Previous Visit	219
Part Four: Section 5 – Catalog	220
Part Four: Section 6 – Response to the Offsite Program Questionnaire	221
Appendix	222
Policy on Studio Culture (5/31/07)	222
Master of Architecture Procedures and Requirements (10/12/11).....	224
Department of Architecture Diversity Plan (5/1/13).....	228
Department of Architecture Peer Teaching Evaluation Policy (5/1/13).....	230

Part One
Institutional Support and Commitment to Continuous Improvement

Part One: Section 1 – Identity and Self-Assessment

1.1.1 History and Mission

1.1.1a University of Washington History and Mission

The State Legislature established the University of Washington in 1861 as the first public university in the state. Initially it was sited on a ten-acre parcel in what is present downtown Seattle. By the late 1880s, the original facilities were inadequate due to increasing student enrollment and urban development. The University Land and Building Commissioners hired local architect William E. Boone to develop a comprehensive plan in 1891 for a new campus at its current Seattle site. The University moved to this location in 1895. Denny Hall, the University's first classroom and administration building at the new site, as well as the nearby Observatory, were completed that same year.

By 1889, the university was firmly established as an institution of higher education. Steady growth made larger quarters necessary; in 1895 classes opened in Denny Hall, the first building on the present campus. The Alaska-Yukon-Pacific Exposition, held on campus in 1909, provided many new buildings and focused national attention on the university and the Pacific Northwest. In the 1990s, the UW established branch campuses in Tacoma to the south, and in Bothell to the north. Today the university has more than 500 buildings, 20 million gross square feet of space, and presence in more than fifty locations in more than 10 countries.

The Department of Architecture is housed in the College of Built Environments on the Seattle campus, which is located between Lake Washington and Lake Union in what forms a distinctive enclave within the city of Seattle. Seattle is the major city of the Pacific Northwest, with a metropolitan population of almost 3 million people.

The UW has earned an international reputation for its research and graduate programs. Since 1974, the university has ranked among the top five institutions in the nation in receipt of federal awards, and is currently ranked number one among public institutions and number two among all institutions in this category, with more than \$1.5 billion annually in federal research and training funds.

There are over 5,800 teaching and research positions at the University of Washington and a total faculty and staff of approximately 22,000. Student enrollment at the university's main campus in Seattle is over 43,400, of which nearly one third are graduate and professional students. Total enrollment at Bothell and Tacoma is approximately 8,000. The freshman class entering the Seattle campus in 2012 had an average high school grade point of 3.75, with an average SAT score, math and verbal combined, of 1820. 77 percent of undergraduate and 68 percent of graduate students are residents of Washington.

The Seattle campus is made up of seventeen major schools and colleges offering more than 250 degrees. The University of Washington Libraries system is the 18th largest in the United States. Its collections include more than 7.5 million catalogued volumes, 6 million microforms, several million items in other formats, and more than 50,000 serial titles.

UW Vision: The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship. Discovery is at the heart of our university. We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.

UW Strategic Priorities reflect this vision and the core values of the university community. These include:

UW Standard of Excellence We recruit the best, most diverse and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting-edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

Academic Community We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge and cultivate independence of mind through unique interdisciplinary partnerships.

World Leaders in Research We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration and discovery that has transformational impact.

Celebrating Place The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

Spirit of Innovation As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can be realized.

World Citizens We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty and staff.

Being Public As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

1.1.1b Architecture Program History and Mission

In the early history of Washington State, buildings were small and often designed by itinerant builder/designers or contractor/builders. A few architects may have practiced in the state in the 1870s, but professional architects in Washington were unusual until the 1880s. The growth of the profession in the 1890s was sufficient to support the formation of the Washington Chapter of the AIA in 1894 with members in Seattle, Tacoma and Spokane. The next year the AIA began to lobby for an architectural program at the University of Washington. However, the program was not created until two decades later.

The University of Washington Board of Regents established the Department of Architecture in 1914; it was the nineteenth such department in the nation. Carl F. Gould, an architect trained in the Beaux Arts tradition, was appointed the first head of the department; he shaped the program and was its dominant figure for the next twelve years. The department established its first curriculum in 1915; it included four years and 137 semester credits and was heavy in the liberal arts. It was often recommended to students that they attend a more established school for a fifth year after completing the UW program. The Association of the Collegiate Schools of Architecture first accredited the program in 1925.

In 1935, what had been the Department of Architecture was elevated to the level of a school in the university. In the early 1930s, the curriculum was extended to five years, following the pattern of other American schools of architecture. The spirit of the Beaux Arts permeated the program, although it maintained its independence of national organizations such as the Beaux Arts Institute of Design (BAID). In those years the program emphasized professional skills and the architectural studio. Today occasional archival displays are vivid reminders of the sophisticated talents nurtured by the department in those years.

In 1964, when Department of Architecture celebrated its 50th anniversary, it still offered a five-year B.Arch. The school expanded tremendously after the Second World War under the impetus of the G.1. Bill and the growth of the university; numerous younger faculty joined their older colleagues. Younger faculty brought a very strong interest in Modernism, functionalism, and the educational program of the Bauhaus, and this pedagogy displaced the Beaux Arts system. The department also established a program in urban planning during the early 1940s.

In 1957, Architecture became the core department in the new College of Architecture and Urban Planning. In 1962, the college was departmentalized to include the Departments of Architecture, Urban Planning, Landscape Architecture, and Building Technology and Administration.

In 1961, the department initiated a one-year Master of Architecture program as a second professional degree earned after the accredited professional B.Arch. The five-year BArch was last offered at UW in 1967-68. Influenced by student concerns and national trends, the department changed its professional Master of Architecture. The 2+2+2 structure offered a 4-year pre-professional BA and a 2+ year MArch. A 3+year MArch curriculum was also established for students holding bachelor's degrees in subjects other than architecture.

The pre-professional degree was first a BA in Environmental Design. It changed to a BA in Architecture in 1979. In 1985, following university-wide budget cuts, its administration was taken over by the college. Architectural Studies was then offered as the primary stream within a college-wide BA. In 1994, the other streams were eliminated and administration and governance of the BA in Architectural Studies was shifted back to the Department of Architecture. This resulted in programmatic clarity and a stronger relationship between the BA and MArch programs.

Today, the MArch is the department's only accredited degree program. Students with undergraduate degrees in architecture (from UW or other schools) can complete the Master's program in 2+ years; students with undergraduate degrees in other fields require 3+ years. The department still offers a 1+year MArch degree (unaccredited) for students with 5-year accredited BArch degrees who seek a year of specialized study.

In 2000, the department added a Master of Science (MS) in Architecture with a stream in Design Computing. In 2006 the Graduate School approved a second stream, in Architectural History and Theory, with its first class matriculating in 2007-2008. The Department of Architecture also participates in a college-wide interdisciplinary Ph.D. in the Built Environment, which was established in 2003.

In 2008 the faculty of the College of Architecture and Urban Planning voted to change the name of the college to the College of Built Environments, which better reflects the activities of its four departments (Architecture, Landscape Architecture, Urban Design and Planning, and Construction Management).

Department of Architecture mission: The Department of Architecture advances the discipline and practice of architecture by:

- Educating architects who practice in a manner responsive and responsible to society, culture and the environment.
- Advancing architectural knowledge through research, scholarship, and critical practice.
- Using this knowledge to benefit local, regional, national and global communities.

Department of Architecture values: We value excellence in research and teaching, the traditions of architecture within the context of social and technological change, the continuing legacy of craft in the making of architecture, an activist and community-based design process, and ethical action used to address human and environmental concerns.

The core value of our department is design—a fundamentally integrative activity that incorporates ethical, cultural, and ecological values with emerging technologies and advanced areas of research. We believe in a culture of creative research and teaching where design is a vehicle for research and research is a vehicle for design.

We value our presence in a multidisciplinary college within a public research university. Furthermore we acknowledge our position and identity as an urban university and critically engage the city as a physical, cultural and ecological system. We also recognize the importance of diversity broadly construed to include the range of our research and teaching interests as well as the composition of our faculty and student body.

Department of Architecture vision: Provide leadership in contemporary issues of design to our college, university and region through innovative research and teaching and interdisciplinary collaboration. We champion architecture as a critical urban and cultural practice that integrates a complex array of social, ethical and ecological concerns with the research activities of the academy and the technical advances of the building industries and the profession.

1.1.2 Learning Culture and Social Equity

1.1.2a Learning Culture

The Department of Architecture builds a culture of learning in courses, in faculty-led research, and in a wide range of extra-curricular activities.

The design studio is central to professionally oriented BA and MArch programs, while research is central to its academically oriented MS programs. These activities – design and research – are strongly complimentary, and deeply imbedded in the mission and culture of the department. Departmental policies on Studio Culture and Grading, as well as the Policies and Procedures for the accredited Master of Architecture Program (<http://arch.be.washington.edu/student-resources/department-policies>) clearly articulate central role of design and research in the culture of the department.

By its nature, the studio-driven curriculum of the Department of Architecture, with its low student to faculty ratios and close student-faculty interaction encourages a culture of intellectual exchange and exploration within and beyond the confines of the classroom, college, and university. This environment fosters many opportunities for students to extend their learning into the communities we serve – particularly in publicly oriented studios and international programs.

Research also tends to move outside the classroom, through the efforts of formal research groups supported by the department, in the publicly disseminated work of faculty and students, and in the collaboration of students and faculty on topics of interest to students.

The department also encourages active exchange of ideas outside of regular courses, in symposia, lectures, publications, and web-based exchanges.

Design studio: The Bachelor of Arts in Architectural Studies (BA) and Master of Architecture (MArch) programs center on the design studio, which represents both a model of instruction and a locus for a shared culture in the department. Design studios emulate aspects of architectural practice, using hands-on experiential learning to take on complex open-ended problems. In each studio students address the broad design parameters of a building program or project brief, develop coherent and defensible design concepts, refine concepts through iterative processes, respond positively to critiques of faculty and expert guests, communicate ideas visually through hand and digital media, and present their work publicly. Each studio sequence works cumulatively, introducing increasingly subtle or complex problems each quarter, building upon skills and insights developed in earlier studios. Shifting emphasis from one studio to the next also gives students opportunities to reinforce skills and concepts learned in other classes – graphic technique, formal composition, building structure, material assembly, architectural precedents, site ecology, energy efficiency, land use and building codes, legal and cost implications, and so on. The studio thereby acts as a nexus for the curriculum in both the BA and MArch programs, challenging students to build up an array of skills essential for the practice of architecture, while synthesizing the broad range of knowledge areas that arise in the design and construction of built environments.

To reinforce the pedagogical goals of the design studio courses, the department provides each student with a studio workspace available at all times. Access to secure, shared workspace encourages collaboration and cooperative effort among students. Outside of regular class hours, students benefit from peer feedback and a sense of common purpose unusual in other university courses. To foster a positive sense of engagement in studio, the department has adopted a written Policy on Studio Culture that articulates both the expectations and benefits of the studio model.

Students in each design studio receive extensive one-on-one instruction from faculty – typically one hour or more of faculty contact time per student per week. This allows faculty to provide in-depth individualized feedback throughout the course. (It should be noted that, while faculty teach within their areas of specialization, a large majority teach at least one architectural design studio per year. This is both a reflection of the central position design occupies in the profession, and the importance the department places on

design courses, which serve to synthesize material offered throughout the program curricula. All faculty in the Department of Architecture teach both undergraduate and graduate students.) In addition to extensive engagement with faculty, students benefit from the advice of many visiting practitioners. Guest critics – usually local professionals and other department faculty – participate in periodic design reviews to provide different perspectives on the work students have produced. A typical studio at both the undergraduate and graduate levels will benefit from 25 to 50 hours of guest participation during the quarter. The Department of Architecture receives 1500 hours or more of pro-bono consultation from professional practitioners in its studios and thesis presentations each year.

In addition to regular, interactive feedback from faculty and guests, each student receives an extensive written faculty evaluation of his or her performance in the studio, which supplements the course grade. These evaluations, paired with the grades from all other courses, provide valuable means for the department to gauge a student's success in synthesizing knowledge and skills acquired throughout the BA and MArch curricula.

The close interaction of students and faculty in the design studio, and a generally informal style of engagement in the department (students and faculty are on a first-name basis), keeps lines of communication open. All department administrators and nearly all faculty teach studios, so the department develops a strong, informal mechanisms for reciprocal feedback about program expectations and student satisfaction, and helps to build a pervasive, convivial culture of learning in all department-related activities.

Design in the community: Although studio instruction occurs primarily in the studio classroom, the focus is often toward the community. Most studios offered by the department propose architectural interventions on building sites in Seattle, adjacent neighborhoods, or other communities in the region. Documentation and analysis of these sites are crucial to the design process, so students undertake context-related research, conduct site surveys, interview local residents, and so on, for each project. This typically begins with a site visit conducted by course faculty, and then proceeds outside of class time as students acquire detailed site information necessary for their building designs. This work often proceeds with the help of experts with which the department has extensive contacts – at the UW library, Seattle Department of Planning and Development, Historic Seattle, Sound Transit, Washington State Department of Transportation, architecture firms that have previously done work on or near the site, etc. In the past few years students in the department have visited and analyzed local building sites in the following Seattle Neighborhoods and surrounding communities: Ballard, Beacon Hill, Belltown, Bothell, Capitol Hill, Central District, Columbia City, Fremont, Georgetown, International District, Lower Queen Ann, Magnuson Park, Othello, Pike/Pine Corridor, Pioneer Square, Rainier Beach, South Lake Union, University District, Wallingford, and Yessler Terrace. Department students have also worked in communities a farther afield (requiring overnight stays): Friday Harbor, Pac Forest, Shaw Island, Tacoma, Vancouver WA, Yakima. During multi-day trips, to sites outside of Seattle, including Berlin, Forks, Gig Harbor, Mexico City, New Orleans, Twisp, Tokyo students interact with faculty for extended periods while traveling, during meals, and on-site.

Two important hands-on courses in the department take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Washington: the Howard S. Wright Design Build Studio and the Storefront Studio.

In the last ten years the **HSW Design Build Studio**, led by Steve Badanes, has built structures for: The Danny Woo Community Gardens, The Noji Gardens, The Seattle Arboretum, The Lao Highland Association, Mt. Baker Village Apartments, Wellspring Family Services, Helping Link, El Centro De La Raza, Community Garden Works, and the Beacon Hill Food Farm. In these projects, Architecture graduate and undergraduate students gain experience with clients, public agencies, material and assembly details, and hands-on construction while working to benefit people in the greater community. The studio receives funding from the Department of Neighborhoods, local business community, and the Howard S. Wright Endowment fund.

The **Storefront Studio** operates out of vacant storefront spaces on ‘forgotten’ American Main Streets of small communities throughout King County. Its aim is to leverage student design proposals to strengthen the connections between the members of a community and their physical setting, providing anchors for emergent identities, economic growth, and social interaction. Since the last ten-year visit students have put together main street revitalization proposals for the towns of Auburn, Des Moines, Carnation, Goldendale, Kent, Morton, Puyallup, Renton, Roslyn, Seiku, Skyway, and White Center, as well as the International and University districts of Seattle. In these projects, students work closely with local citizens, business owners, and government officials.

The department’s extensive **international programs** offer students many opportunities to benefit from learning opportunities not available in Seattle. Faculty-led programs include short trips (about 10 days) during summer, winter and spring breaks that are then tied directly to quarter-long studios in Seattle. In recent years, these have included study trips to: Copenhagen, Denmark; Kempsey, New South Wales, Australia; Mexico City, Mexico; and Tokyo, Japan. The department also offers quarter-long international programs, which involve both in-class learning experiences (typically centered around design studio) and extensive travel outside of the home location. These take place regularly in: Rome, Italy; Chandigarh, India; Mexico City, Mexico; Denmark, Norway, Sweden; and Tschlin, Switzerland. Finally, the department maintains active exchanges and offers a number of travel scholarships so that students can develop their own programs of international study and research. Most of these are in Scandinavia, although students also can participate in Architecture exchanges in Liverpool, Great Britain, and Kobe, Japan.

Research: Consistent with its value for “excellence in research and teaching,” and “the traditions of architecture within the context of social and technological change,” the Department of Architecture offers a Master of Science in Architecture that provides advanced academic training in two specialized program streams: Design Computing and the History and Theory of Architecture. These programs promote the academic goals of students intending to pursue careers in architectural education while also creating opportunities for professional architects to return to an academic setting to conduct focused research.

In addition to the specific benefits for students enrolled in them, these programs promote the mission of the department in a number of important ways. They help to advance knowledge relevant to the rapidly evolving profession of architecture, build interdisciplinary links within the College of Built Environments and across the campus, foster a culture of research in the department, build the reputation of the department through dissemination of research and advancement of students to Ph.D. programs throughout the US and abroad, and increase opportunities for grant funding within the department. These programs also bring in highly qualified graduate students who can assist in teaching courses offered through the BA in Architectural Studies and MArch programs.

Architecture students also have many opportunities to work outside the classroom on faculty research teams either in one of the department’s research centers, or with individual faculty pursuing funded research projects. **The Integrated Design Lab (IDL)** is a self-supporting division of the Department of Architecture, which provides research and consultation services to the building industry. The IDL team includes faculty, research specialists, staff, and Department of Architecture students who work with industry partners to develop high-performance commercial and institutional building designs. The goal of IDL research, design and education support is to synthesize climate context and patterns of use to produce buildings that are healthier, more comfortable, productive, and 50% more energy efficient than today’s common best design practice. The lab receives funding from The Northwest Energy Efficiency Alliance’s BetterBricks Initiative, Northwest Utilities, The US Department of Energy, The National Science Foundation, and New Buildings Institute.

The **Design Machine Group (DMG)** is a multi-disciplinary collaborative research group with students from several degree streams, including the MS, MArch, BA (Architecture), and as well as students from the iSchool, HCDE, and CSE. Its aim is to explore and develop ideas with the power to shape the software, technology, and conceptual paradigms at the intersection of digital technologies, design, and built

environments. The projects developed in the DMG, including explorations in human-computer interaction, fabrication, ubiquitous computing, touch, and lighting, focus on demonstrating new ways of engaging this evolving situation.

A number of faculty are currently working with student teams on individual research projects, including Kathryn Merlino (who works with the Preservation Green Lab's branch of the National Trust for Historic Preservation on energy saving retrofits and adaptive reuse), Jim Nicholls (Storefront studio preparation and publications), Kate Simonen (life cycle assessment of buildings and building materials), Gundula Proksch (urban agriculture).

Students in the department also generate their own research projects, often pursued in close coordination with faculty for independent study credit. Students benefit from significant faculty interaction in independent study courses. On average, faculty offer 4 to 6 credits of independent study coursework per year (usually 2 or 3 credits per independent study course). In addition, about half of all students in the MArch program and all students in the MS programs prepare thesis proposals and theses as independent study under the guidance of faculty committees; this represents a commitment of about 12 credits per faculty member per year. In aggregate, therefore, a typical faculty member offers about 15 credits per year of independent guidance to students pursuing research interests in the department of architecture.

Other opportunities: As an active intellectual community in a public university, the Department of Architecture plays an important role in sharing its academic pursuits with the larger community. The department hosts a great number of extracurricular opportunities, which are open both to students and the public for academic enrichment. These include faculty- and student-directed publications, colloquia, lecture series, exhibitions, and web logs.

Publications

- *Column 5*. Currently in its 25th year of production, *Column 5* is the department's annual publication dealing with architectural ideas. Each year, under the guidance of the *Column 5* faculty editor, a student editorial committee chooses a theme and solicits articles from College of Built Environment students, faculty and staff. Student editors work with writers throughout the production process, and a student design/production team develops and publishes the document. The Department of Architecture and the College of Built Environments, in addition to gifts from department faculty, students, and alumni, underwrite production costs. *Column 5* is distributed to all architecture schools in the US and Canada, other departments within the college, friends, alumni, faculty, staff and students of the department.
- *Skin*. Currently in its 9th year of production, *Skin* is the department's annual publication of student work. Each year a faculty/student editorial team selects projects for publication, solicits and edits copy from faculty and students, and produces the document for wide dissemination. *Skin* is distributed to all architecture schools in the US and Canada, other departments within the college, friends, alumni, faculty, staff and students of the department.
- *Modern Views*. This insightful documentary about mid-century northwest modern architecture was produced by Studio 216 and the Department of Architecture, including students, in 2010. *Modern Views: A Conversation on Northwest Modernism* illustrates how designers today can learn from sustainable and economic choices made as many as 50 years ago. Through the personal histories and insights of five prominent northwest modern architects, the film offers a deeper understanding of this unique style of architecture happening in the Pacific Northwest in a period that is often overlooked. Focused mainly on the works of Arne Bystrom, Wendell Lovett, Gene Zema, Ralph Anderson, and Fred Bassetti, these architects of the "Northwest School" discuss how the Pacific Northwest landscape and climate guided their design decisions and their choice of materials, leading to a richer palette of adaptive design aesthetics. Most of them University of Washington graduates, these modest designers often worked under the premise that "less is more" in a period that shared some of the same

economic challenges we face today. The work from this modern era depicts the importance of allowing a region to influence modern buildings, while leaving behind an important legacy of environmental responsibility. This film has been screened to audiences at the Museum of History and Industry, University of Washington, AIA Portland, Northwest Film and Video Festival, Portland Mid-Century Modern Olympia Film Festival, Olympia WA, Central Cinema, and the Spokane Series on Northwest Modernism, as well as on television via the Seattle Channel and UW TV.

- *Studio publications.* A number of special studios in the department produce publications of student work; these are assembled primarily by student editors and disseminated using department and studio program funds. Recent publications include, studio Tschlin (2 volumes), Glenn Murcutt studios, Lene Tranberg studio, Architecture in Rome studios, Japan studio, Storefront studios, and Metropolis 2030 studio.
- *Details weekly e-newsletter.* The department posts a weekly newsletter to students, faculty, staff and friends of the department. This letter posts recent happenings in the department, upcoming events, job opportunities, and other information helpful to people involved in the department.

Public Events

- *Symposia and lectures.* In addition to annual lecture series hosted by both the College of Built Environments and the departments within the college, including Architecture, the department and college regularly host international symposia on built environment topics. A two-part symposium “Critical Practice in a Globalizing World” hosted by the department of architecture in 2006 and 2009 brought architects and designers to the UW campus from Europe, Asia, Africa and North America. “Next City,” a symposium on design and urbanization, hosted by the UW Simpson Center and coordinated in part by CBE faculty brought prominent design thinkers to campus from all over the world in 2010 and 2011.
- *Professionals Advisory Council events.* The department’s Professionals Advisory Council (PAC) offers a number of events that enhance the professional practice offerings in the department. A regular PAC lunchtime seminar series on practice issues has recently discussed alternative careers in architecture and the internship experience. A student-run lecture and film series (*47° N*) paid for by the PAC provides a public forum for issues students are thinking about. An annual exhibit of work, *Headlines*, presents work “on the boards” at local firms. This event gives students, faculty, and the public an unusual glimpse into the work of architecture and design firms in the Seattle. This annual spring exhibit opens in Gould Hall, and over the subsequent months travels to universities throughout the Pacific Northwest: Washington State University, University of British Columbia, Portland State University, Montana State University, and University of Oregon.
- *208 Gould Exhibits.* Regular exhibits in the Architecture Department office suite present detailed views of work by faculty and local practitioners. A recent exhibition series, *Material Evidence*, shows the deep configuration of recently constructed building skins on notable Seattle building projects.
- *Faculty Colloquium.* For the last four years, the Department of Architecture history and theory faculty have arranged a monthly faculty colloquium, open to faculty, staff, students and the public, in which faculty present their current scholarly work for discussion. These presentations are widely advertised, and generate lively conversation in the college. Held in the college’s largest conference rooms, these are often standing-room only events with participation by faculty, staff, undergraduate, graduate, and Ph.D. students. In the past year, the colloquium has expanded to include design issues, and is now offered at least twice per month.

Web-based Communication

- *Loop groups.* John Stamets, the department's photography instructor, is a professional photographer frequently hired by architecture and construction firms to document building construction. With a long career in documentary photography and a background in journalism Stamets is a superb communicator. Beginning with an in-depth series of photo essays on the remodel of Architecture Hall in 2006-2007 (<http://www.CBE.washington.edu/About/archremodel/1.php>), Stamets has been producing photo "loops" – regular posts of construction progress – which he disseminates via e-mail and the web to college faculty, staff, and student subscribers. Current loops include: the University of Washington Molecular Engineering building, the Southpark bridge, the Bullitt Foundation building (<http://bullittcenter.org/news/photo-updates>), and the Alaskan Way Viaduct demolition. Because Stamets has full access to building job sites, these regular updates provide unusual, detailed views into current construction practice.
- *Arch[BE]Log.* In summer 2011 the department launched a new web log <http://uwarch-belog.com/>. In addition to providing up-to-date information on happenings around the department, college, university, and city, the Arch[BE]Log provides a forum for students and faculty to post updates on scholarly work, editorials on design issues, accounts of studios and classes, etc. Its aim is to cultivate an active community of intellectual engagement around design issues in the department and college

1.1.2b Social Equity

Commitment to social equity by the university as a whole: The University of Washington has a large and accessible infrastructure of offices, initiatives, and centers committed to diversity, equal opportunity, and affirmative action. For an overview of the resources available to students, faculty and staff, see the university's website "Diversity at the University of Washington" (<http://www.washington.edu/diversity/>). Its central message states, "At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all."

The University of Washington operates within a legal framework established by Initiative-200 (I-200) approved by Washington voters in 1998. I-200 states in part: "This initiative prohibits government from discriminating against or granting preferential treatment to individuals or groups based on race, sex, color, ethnicity, or national origin in public employment, public education, or public contracting." Besides the state law, the university conforms to federal regulations regarding affirmative action and equal employment opportunity. The meshing of these two apparently contradictory laws has been a complex process for all Washington's public institutions.

Commitment to social equity in the department: During the 2012-2013 academic year, the department engaged in an extended conversation on diversity, which resulted in the adoption of an official Department of Architecture Diversity Plan. This document grew out of the department's mission statement, adopted in 2007, which begins:

The Department of Architecture advances the discipline and practice of architecture by (a) educating architects who practice in a manner responsive and responsible to society, culture and the environment...

In listing our values alongside this mission, we state the following:

We value excellence in research and teaching, the traditions of architecture within the context of social and technological change, the continuing legacy of craft in the making of architecture, an activist and community-based design process, and ethical action used to address human and environmental concerns.

We also recognize the importance of diversity broadly construed to include the range of our research and teaching interests as well as the composition of our faculty and student body.

The department's diversity plan states:

The Department of Architecture is committed to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Washington. Our efforts to achieve this include: effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants; teaching courses and studios that work with diverse groups of people in the community.

All policies were developed with extensive faculty involvement and input from staff and students. They are publicly available on the department website at: <http://arch.be.washington.edu/student-resources/department-policies>

1.1.2c Learning Culture and Social Equity Policies

The Department of Architecture's policies support a strong and inclusive culture of inquiry. The administration, faculty and staff of the department periodically review and supplement these policies so that students can benefit from clearly articulated practices within the department. Procedures for implementing policy changes typically follow a formally prescribed pattern, although most changes are also subject to extensive informal discussion:

- The department executive committee regularly reviews all department policies.
- Members of the executive committee discuss policy with constituents. The chair meets quarterly with student representatives; the program coordinator meets regularly with staff; the associate chair/graduate program coordinator meets with the graduate academic adviser, and the director of student services/undergraduate program coordinator meets with the undergraduate academic adviser.
- The executive committee drafts changes and new policies for presentation to the faculty.
- The faculty reviews proposals and discusses them at regularly scheduled faculty meetings. Approval is by faculty vote. All votes are recorded in the faculty minutes.

Key policies related to learning culture are available at all times on the department website. They are also distributed to all incoming students at the department orientation. These policies include:

- Master of Architecture Program Procedures and Requirements (significant revisions approved by the faculty in October 2011).
- Policy on Studio Culture (adopted by the faculty in May 2007).
- Department of Architecture Grading Policy (adopted by the faculty in January 2010). This also academic integrity and aligns with university policy.
- Department of Architecture Diversity Plan (adopted by the faculty in May 2013).

Where university policy clearly articulates procedures to be followed by departments, such as with harassment and discrimination and academic integrity, the Department of Architecture adheres firmly to the University Policy Directory, which includes both the Faculty Code and the Student Code of Conduct. The chair and associate chair, in association with the dean's office, and the university ombudsman work to administer all relevant codes in the Policy Directory and address grievances related to them.

1.1.2d Departmental Policies on Learning Culture and Social Equity

Department policies are included in the Appendix.

1.1.3 Response to the Five Perspectives

1.1.3a Architectural Education and the Academic Community

Academic, Professional, and Ethical standards for faculty and students

The Department of Architecture participates actively in the shared goals and standards of the University of Washington, which “link academic excellence to cutting-edge research through scholarly exploration and intellectual rigor [and] the highest standards of ethics....” (<http://www.washington.edu/discover/visionvalues/>) As a state institution, the university and faculty have an added commitment to the people of Washington and other constituents served by the university: “a special public responsibility for providing instruction in higher education, for advancing knowledge through scholarship and research, and for providing related services to the community.” Students at the University of Washington also are expected to “observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community.” (WAC 478-120-020)

In addition to upholding high academic and professional standards, the University of Washington aims to set the highest standards of environmental stewardship and sustainable building practice – goals to which the Department of Architecture makes especially strong contributions. The University of Washington is the recipient of many environmental awards. In 2012/13 it had the strongest sustainability performance in the Pac-12 and was rated among the top 10 of all North American universities and colleges according to the Sustainability Tracking, Assessment and Rating System. The UW made the Princeton Review’s 2013 Green Honor Roll along with 20 other US colleges/universities. The UW ranked number four among The Sierra Club’s 2013 Cool Schools, with especially high scores in energy use, waste management, and innovation. And for the second time, the University of Washington was one of 50 companies and organizations selected for a Green Washington Award, which acknowledges groups that “make Washington a hub of environmental conscientiousness.” (<http://seattlebusinessmag.com/article/green-washington-awards-2012-green-team>) Over the last decade the UW has built or remodeled 16 buildings on the Seattle campus to LEED-certification standards, including one Platinum, twelve Gold, two Silver, and one Certified. The first of these was Merrill Hall, home of the Center for Urban Horticulture, completed in 2004. Miller/Hull, a nationally recognized firm headed jointly by the department chair, David Miller, FAIA, designed this building; its daylighting strategies were substantially influenced by work done in conjunction with the department’s Integrated Design Lab.

Consistent with the goals and standards of the university, the Department of Architecture seeks to develop faculty and students of the highest caliber who will contribute vitally to the university and to the department’s three-fold mission of:

- Educating architects who practice in a manner responsive and responsible to society, culture and the environment.
- Advancing architectural knowledge through research, scholarship, and critical practice.
- Using this knowledge to benefit local, regional, national and global communities.

Interaction with other programs in the institution

Because architecture is a broadly-connected discipline deeply engaged in fundamental aspects of everyday life, contemporary community issues, shared cultural identity, healthcare and wellbeing, urban and natural ecology, material science, structural engineering, and so on, it is both natural and crucial that the Department of Architecture cultivate and sustain connections with other disciplines. Interdisciplinary connections help to simulate realistic professional opportunities for students, connect students and faculty to communities who benefit from their expertise, and build academic communities better suited to address the complex problems in which architecture is embedded. As part of a Tier One Public Research University and a college with comprehensive programs

addressing the built and natural environment, our department is well situated to develop these relationships.

University of Washington: Consistent with the university's goals, faculty and students in the Department of Architecture seek to use knowledge for the benefit of local, regional, and global communities. The department has particular expertise in appropriate use of building technologies, sustainable design, environmental justice, and ecologically sensitive urban development. To promote these ideas the department has developed vital relationships with other programs in the university through research centers, faculty-led interdisciplinary collaborations, and individual faculty partnerships across the university.

The Department of Architecture engages in a wide range of interdisciplinary research and teaching through four research centers housed in the department – The Integrated Design Lab, the Design Machine Group, The Center for Environment, Education, and Design Studies, and the Carbon Leadership Forum.

The Integrated Design Lab (IDL) includes faculty, staff, and students who support the development of high-performance commercial and institutional building design with focus on lighting, daylighting, energy infrastructure, and healthcare design efficiency. The IDL provides technical assistance, design guidance, and building energy efficiency research to the architecture, construction and engineering industries.

The Design Machine Group (DMG) is a multi-disciplinary collaborative research group with students from several degree streams, including the MS in Architecture, MArch, BA in Architectural Studies, and as well as students from the Information School, Human Centered Design and Engineering, Computer Science and Engineering, and the Center for Digital Arts and Experimental Media. Its aim is to explore and develop ideas with the power to shape the software, technology and conceptual paradigms at the intersection of digital technologies, design, and built environments. The projects developed in the DMG focus on demonstrating new ways of engaging this evolving situation; they include explorations in human-computer interaction, fabrication, ubiquitous computing, touch, and lighting.

The Center for Environment, Education, and Design Studies (CEEDS) is a broadly interdisciplinary group of faculty from Architecture, Urban Design and Planning, Urban Studies, and Social Work at the University of Washington that seeks to enhance learning and community well being through participatory research and design processes. CEEDS engages in partnerships with K-12 schools, industry, and neighborhood organizations to affect systemic change in communities, especially those serving children and families with limited access and untapped talents. CEEDS faculty are especially interested in encouraging construction of new physical facilities as catalysts for organizational change. Its overarching goal is to use participative processes to create democratic learning communities while also sparking theory building and policy-making nationally on this topic.

The Carbon Leadership Forum, organized by Assistant Professor Kate Simonen, is an interdisciplinary industry/academic research collaboration focused on linking the science of life cycle assessment to industry best practices. Its aim is to quantifiably reduce the carbon impact of the built environment, particularly in material manufacturing and building construction. Collaborators include faculty from Construction Management, Mechanical Engineering, Forest Resources and industry representatives from Architecture, Structural Engineering, General Contracting, Materials Manufacturing and Climate Accounting.

Individual faculty participate in a broad range of interdisciplinary activities both inside and outside the university. For example, Assistant Professor Gundula Proksch, in collaboration with the Greenskins Lab at the University of British Columbia's Design Centre for Sustainability, is developing a pilot project for professional urban farming. Assistant Professor Kathryn Merlino works with the Washington State Department of Archeology and Historic Preservation and the National Trust for Historic Preservation's Preservation Green Lab to communicate how historic preservation rehabilitation projects can be high performing, sustainable, and historic. Professor Bob Mugerauer works with colleagues across campus on diverse research projects involving biologically based design, and an effort to use visualization, narrative, and scientific data to generate realistic scenarios to deal with social-environmental problems. These examples represent just a few of the many collaborative efforts undertaken by Department of Architecture faculty; others are described in individual faculty resumes (see Appendix 2).

Individual department faculty also have built many relationships with departments across the university through joint and adjunct faculty appointments, and by teaching joint-listed courses. Department of Architecture faculty have long-standing relationships with the School of Art, Museology, Scandinavian Studies, East Asian Studies, South Asian Studies, the School of Social Work, and Gender, Women and Sexuality Studies.

College of Built Environments (CBE): The UW is one of only a few US universities that bring together in one college a full range of the disciplines that shape the built environment. The College of Built Environments, which houses the departments of Architecture, Construction Management, Landscape Architecture and Urban Design and Planning, is one of seventeen colleges and schools on the Seattle campus of the University of Washington. It offers educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates. The CBE and the university's many other professional schools—business administration, education, engineering, nursing, pharmacy, public affairs, and social work—complement programs in the arts, humanities, social sciences, and the natural and mathematical sciences. According to the university's Board of Regents: "These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation." (<https://www.washington.edu/admin/rules/policies/BRG/RP5.html>)

With 80 full-time faculty members and nearly 800 students, CBE prepares students to assume professional roles in the fields of architecture, landscape architecture, urban design and planning, real estate development, infrastructure planning, and construction management. In all, CBE offers 13 distinct degrees (including four bachelors degrees, seven masters degrees, and two interdisciplinary doctoral degrees), several formal concurrent degrees, two interdisciplinary certificates, and many specialized certificates. Within the College of Built Environments, the Department of Architecture actively engages other disciplines in many of these shared programs, as well as in collaborative research and design courses, such as the BE Lab series.

The Ph.D. in the Built Environment is a college-wide, interdisciplinary degree program that provides students with a common core of substantial, integrated knowledge and three areas of specialization: Sustainable Systems and Prototypes, Computational Design and Research, History, Theory, and Representation studies. Architecture Department faculty have been integral to the program since its formation in 2002; they serve on its steering and admissions committees, teach core courses, and chair dissertation committees. The program gives faculty many opportunities, particularly as members of dissertation committees, to connect along common lines of inquiry and methodological approaches.

Formal concurrent degree programs in Architecture/Construction Management (BA/BS) and Architecture/Landscape Architecture (MArch/MLA), informal concurrent degrees, and interdisciplinary certificates within the college provide similar collaborative opportunities for faculty while giving students ways to expand their expertise into related fields and build interpersonal connections across disciplinary lines.

The BE LAB series, which is funded by the CBE dean's office, is a unique, special-topic micro-curriculum developed to provide CBE students and faculty opportunities for highly integrative and experimental coursework. BE Labs expressly engage grand challenge problems, test novel methods, and promote rigorously transdisciplinary frameworks for research, instruction, and design inquiry.

Faculty in CBE departments regularly teach required and elective courses for students in other departments. Architecture faculty teach courses in structural design that are required for Construction Management students and a course in urban design theory required of Urban Design and Planning students specializing in urban design. Faculty in Construction Management teach a course in construction materials and assemblies that is required for architecture students, as well as an elective course in design and construction law. Landscape Architecture faculty regularly teach a course on architecture and landscape that is required for Master of Architecture students. An interdisciplinary design studio, shared by Architecture and Construction Management faculty is offered each year. In 2007-2009 faculty in Architecture, Landscape Architecture, and Urban Design and Planning

offered an interdisciplinary studio attended by 28 - 30 students representing the three departments. In 2011 Architecture and Landscape Architecture offered a joint program in Rome. And since 2009 the CBE has offered a number of interdisciplinary, quarter-long BE Labs/Studios on topics such as climate, cities, disaster response and health.

Some interactions among college faculty have been formalized through joint appointments (permanent) and adjunct appointments (renewed annually). Currently, three faculty members have joint appointments in Architecture and Urban Design and Planning. Ten faculty members from Construction Management, Landscape Architecture and Urban Design and Planning have adjunct appointments in Architecture, and numerous architecture faculty have adjunct appointments in those departments.

Recognizing the interdisciplinary linkages that already exist between our department and the university and college, our strategic plan indicates that we will continue to strengthen existing efforts, while pursuing new opportunities for interdisciplinary teaching and research.

Contribution of students, faculty and staff to the governance and the intellectual and social lives of the university

The most important vehicle for faculty governance in the university is the Faculty Senate. According to the University of Washington Faculty Code (Chapter 22), the Faculty Senate serves as the legislative body of the university faculty, with whom the President of the university shares the responsibility of formulating regulations and procedures for the immediate government of the university on such matters as:

- educational policy and general welfare;
- policy for the regulation of student conduct and activities;
- scholastic policy, including requirements for admission, graduation and honors;
- approval of candidates for degrees;
- criteria for faculty tenure, appointment, and promotion;
- recommendations concerning campus and university budgets.

The Faculty Senate meets twice each quarter. The College of Built Environments is represented on the Faculty Senate by two faculty members serving 2-year terms. Senators report back to the college and departments during regularly faculty meetings, and through other means as necessary.

Students contribute to the governance of the university primarily through the Associated Students of the University of Washington (ASUW), the governing body for undergraduate students, and the Graduate and Professional Student Senate (GPSS).

The department participates in the governance of the College of Built Environments through a number of committees. The College Executive Committee includes the four department chairs, the associate deans, and the college's directors of finance, development, and computing, and a representative from the staff council; it advises the dean on budgetary, development, and public relations issues. The CBE College Council, which advises the dean on personnel and curricular issues, has two members from Architecture and one from each of the other three departments. The CBE Curriculum Committee, which advises the dean on courses and programs, has one member from Architecture and one from each of the other three departments. There is also a College Staff Council, which addresses staff issues, in addition to addressing best practices for working with and assisting faculty and students. Two Department of Architecture faculty also serve as associate deans in the college. Architecture faculty, staff, and occasionally students, participate on ad-hoc college committees, which have dealt with hiring of new staff in the dean's office, space planning and allocation, visual resources, computing resources, formation of new programs, etc.

The Department of Architecture Executive Committee, which includes the chair, associate chair, director of student services, and program manager (staff), meets weekly to discuss departmental issues; the undergraduate and graduate program advisers attend these meetings once per month. The department holds regular meetings of the faculty, usually twice per month, to deal with governance issues; these meetings are regularly attended by staff and student (usually AIAS) representatives. Department committees meet

as needed and advise the faculty and chair on issues including curriculum; international programs; new faculty and staff hires; tenure, promotion and merit reviews; strategic planning; new student admissions; distribution of scholarships and awards; publications, displays, and lectures.

Participation in intellectual life: The department contributes to the university's intellectual life through the sharing of courses and sponsorship of regular public lectures and exhibits.

Architectural history courses are routinely cross-listed in architecture and in art history. In addition, the department serves a large number of undergraduate non-majors from other units across the university, particularly in architecture history courses. Each quarter 500 to 1000 students from throughout the university attend architecture surveys. The department also offers a 25-credit minor in architectural studies to undergraduate non-majors.

Participation in social life: Graduate students in the College of Built Environments host regular Happy Hour events in the central court of Gould Hall. These events are open to all students at the University of Washington, although they are most regularly attended by College of Built Environments faculty, students and friends.

Early in the spring quarter candidates for the MArch program who have been offered a position in the upcoming autumn quarter join happy hour at the end of a two-day visitors' event. Attendees from other institutions frequently remark on the conspicuously open and friendly character of the UW Department of Architecture.

The UW's many departments, centers, schools and theaters host a vast number of public lectures, symposia, conferences, readings, films, plays and concerts. These events are posted on UW's website, in the student newspaper, *the UW Daily*, and in the faculty-staff newspaper *UW Today*. Events are frequently free of charge.

Contribution of the university to the accredited degree program in terms of intellectual resources and personnel

The faculty, students and staff in the department benefit from resources, services and personnel offered by the university. The UW library system, for example, is among the largest academic research libraries in North America (and was the winner of the 2004 ACRL "Excellence in Academic Libraries Award.") The university houses the state museum of natural and cultural history, a significant museum of art, and one of the most substantial botanic gardens and arboreta in the western US. Faculty and students in the department make use of these and other university facilities in Washington as well as facilities abroad, particularly the UW Rome Center. The university offers a great range of services that benefit the department directly. The Office of Research helps with research opportunities and acquisition of grants; more generally, it supports a university culture that values research and has assured, for nearly 40 years, that the university has received more federal research funding than any other public university in the United States. The Center for Teaching and Learning assists with new faculty orientation, course development and evaluation, and TA training. IT Connect facilitates the use of digital technologies in the classroom and for research. The department also benefits from connections to other colleges and departments in the university through shared facilities and resources (particularly with the School of Art) joint and adjunct faculty appointments, cross-listed courses, and a great range of cultural events and lectures.

The department's presence in the College of Built Environments is beneficial for a number of significant reasons. Most important, the college gathers a larger group of colleagues, both students and faculty, with shared interests in the built environment. The college also provides centralized administrative services for budgeting, development, classroom scheduling, and facilities management. It shares, administers and maintains facilities that are essential to the educational mission of the department, such as the visual resources collection, the wood and metal shops, the Digital Commons, two Design Coffee Shops, as well as a number of college-controlled classrooms and meeting spaces. Each year the college hosts a number of events that enhance the opportunities available in the department such as the dean's lecture series, exhibits, and social events.

1.1.3b Architectural Education and Students

The University of Washington is a state-supported university that serves a diverse student body, many of whom are residents of Washington State. The Department of Architecture offers one of only two accredited Architecture degree programs in the state of Washington. This means that we have a special responsibility to fulfill our commitment to social and environmental challenges in the State of Washington, while addressing a wide variety of student expectations and demands. Our MArch students come from all over the United States and the world. Our pre-professional BA program serves a wide range of students from many states and countries, but the primary population comes from throughout the state of Washington.

Students are attracted to the department for a variety of reasons. Some are interested in the department's commitment to environmental and social issues, or its efforts to sustain craft sensibilities in a modernizing profession (as manifested tectonic, design/build, digital fabrication, and furniture studios). Others are interested in our international programs in Rome, Mexico, India, Japan and Scandinavia. Others are attracted by the department's strong grounding in architectural history, or its capabilities in emerging digital design applications and research. Still others are interested in the department's certificate programs or are attracted by the lighting design courses. And still others are attracted to the university because of its setting in Seattle and the Pacific Northwest.

Despite these differing interests, most of our students intend to become practicing architects. International students often return to their home countries to practice. This drive toward professional practice indicates that our students want a broad, strong design-based education that will prepare them as leaders in a changing profession. The design studio is central to this educational program.

Studio-based learning: The Bachelor of Arts in Architectural Studies (BA) and Master of Architecture (MArch) programs orient themselves around the design studio, which represents both a model of instruction and a locus for a shared culture in the department. Design studios emulate aspects of architectural practice, using hands-on experiential learning to take on complex open-ended problems. In each studio students address the broad design parameters of a building program or project brief, develop coherent and defensible design concepts, refine concepts through iterative processes, respond positively to critiques of faculty and expert guests, communicate ideas visually through hand and digital media, and present their work publicly. Each studio sequence works cumulatively, introducing increasingly subtle or complex problems each quarter, building upon skills and insights developed in earlier studios. Shifting emphasis from one studio to the next also gives students opportunities to reinforce skills and concepts learned in other classes – graphic technique, formal composition, building structure, material assembly, architectural precedents, site ecology, energy efficiency, land use and building codes, legal and cost implications, and so on. The studio thereby acts as a nexus for the curriculum in both the BA and MArch programs, challenging students to build up an array of skills essential for the practice of architecture, while synthesizing the broad range of knowledge areas that arise in the design and construction of built environments, and also addressing important environmental and social concerns.

To reinforce the pedagogical goals of the design studio courses, the department provides each student with a studio workspace available at all times. Access to secure, shared workspace encourages collaboration and cooperative effort among students. Outside of regular class hours, students benefit from peer feedback and a sense of common purpose unusual in other university courses. To foster a positive sense of engagement in studio, the department has adopted a written Policy on Studio Culture that articulates both the expectations and benefits of the studio model.

Students in each design studio receive extensive one-on-one instruction from faculty – typically one hour or more of faculty contact time per student per week. Low student/faculty ratios (usually 12/1 in studios) allow faculty to provide in-depth individualized feedback throughout the course. It should be noted that, while Department of Architecture faculty teach within their areas of specialization, a large majority teach at least

one architectural design studio per year. This is both a reflection of the central position design occupies in the profession, and the importance the department places on design courses, which serve to synthesize material offered throughout the program curricula. All faculty in the Department of Architecture teach both undergraduate and graduate students.

In addition to extensive engagement with faculty, students benefit from the advice of many visiting practitioners. Guest critics – usually local professionals and other department faculty – participate in periodic design reviews to provide different perspectives on the work students have produced. A typical studio at both the undergraduate and graduate levels will benefit from 25 to 50 hours of guest participation during the quarter. The Department of Architecture receives 1500 hours or more of pro-bono consultation from professional practitioners in its studios and thesis presentations each year.

In addition to regular, interactive feedback from faculty and guests, each student receives an extensive written faculty evaluation of his or her performance in the studio, which supplements the course grade. These evaluations, paired with the grades from all other courses, provide valuable means for the department to gauge a student's success in synthesizing knowledge and skills acquired throughout the BA and MArch curricula.

The close interaction of students and faculty in the design studio, and a generally informal style of engagement in the department (students and faculty are on a first-name basis), keeps lines of communication open. All department administrators and nearly all faculty teach studios, so the department develops a strong, informal mechanisms for reciprocal feedback about program expectations and student satisfaction.

Learning outside the classroom: Although studio instruction occurs primarily in the studio classroom, the focus is often toward the community. Most studios offered by the department propose architectural interventions on building sites in Seattle, adjacent neighborhoods, or other communities in the region. Documentation and analysis of these sites are crucial to the design process, so students undertake context-related research, conduct site surveys, interview local residents, and so on, for each project. This typically begins with a site visit conducted by course faculty, and then proceeds outside of class time as students acquire detailed site information necessary for their building designs. This work often proceeds with the help of experts with whom the department has extensive contacts – at the UW library, Seattle Department of Planning and Development, Historic Seattle, Sound Transit, Washington State Department of Transportation, architecture firms that have previously done work on or near the site, etc. In the past two years students in the department have visited and analyzed local building sites in the following Seattle Neighborhoods and surrounding communities: Ballard, Belltown, Bothell, Capitol Hill, Columbia City, Fremont, Georgetown, International District, Lower Queen Ann, Magnuson Park, Othello, Pike/Pine, Rainier Beach, South Lake Union, University District, Wallingford, and Yessler Terrace. Department students have also worked in communities farther afield (requiring overnight stays): Friday Harbor, Pac Forest, Shaw Island, Twisp, Yakima, and New Orleans, Louisiana. During multi-day trips, students interact with faculty for extended periods while traveling, during meals, and on-site.

Community-oriented studios. Two important hands-on studios in the department take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Washington: the Howard S. Wright Design Build Studio and the Storefront Studio.

Since the department's last accreditation review the HSW Design Build studio, led by Steve Badanes, has built structures for: The Seattle Arboretum, The Lao Highland Association, Mt. Baker Village Apartments, Wellspring Family Services, Helping Link and El Centro De La Raza, Seattle Garden Works, and the Beacon Food Forest. In these projects, Architecture graduate and undergraduate students gain experience with clients, public agencies, material and assembly details, and hands-on construction while working to benefit people in the greater community. The studio receives funding from the Department of Neighborhoods, local business community, and the Howard S. Wright Endowment fund.

The Storefront Studio, led by Jim Nicholls, operates out of vacant storefront spaces on 'forgotten' American Main Streets of small communities throughout King County. Its aim is to leverage student design proposals to strengthen the connections between the members of a community and their physical setting, providing anchors for emergent

identities, economic growth, and social interaction. Since the last accreditation visit, students have put together main street revitalization proposals for: Des Moines, Chinatown (Seattle), Fall City, Gig Harbor, Morton, Puyallup, Roslyn (3 projects), Seiku, and Vashon. In these projects, students work closely with local citizens, business owners, and government officials.

International Programs. The department's extensive international programs offer students many opportunities to benefit from learning opportunities not available in Seattle. Faculty-led programs include short trips (about 10 days) and quarter-long studio/field study courses.

During summer, winter and spring breaks faculty lead trips that are then tied directly to quarter-long studios in Seattle. In recent years, these have included study trips to: Copenhagen, Denmark; Kempsey, New South Wales, Australia; Mexico City, Mexico; and Tokyo, Japan.

The department's quarter-long international programs involve both in-class learning experiences (typically centered around design studio) and extensive travel outside of the home location. These take place regularly in: Rome, Italy; Chandigarh, India; Mexico City, Mexico. The department also offers summer travel periodically to Denmark, Norway, and Sweden.

The university and department maintain many active international exchanges and travel scholarships so that students can develop their own programs of international study and research. Most of the department's sponsored programs are in Scandinavia, although students also can participate in Architecture study exchanges in Great Britain and Japan.

Research-based learning: Consistent with its value for "excellence in research and teaching," and "the traditions of architecture within the context of social and technological change," the Department of Architecture offers a Master of Science in Architecture that provides advanced academic training in two specialized program streams: Design Computing and the History and Theory of Architecture. These programs promote the academic goals of students intending to pursue careers in architectural education while also creating opportunities for professional architects to return to an academic setting to conduct focused study and/or research.

In addition to the specific benefits for students enrolled in them, these programs promote the mission of the department in a number of important ways. They help to advance knowledge relevant to the rapidly evolving profession of architecture, build interdisciplinary links within the College of Built Environments and across the campus, foster a culture of research in the department, build the reputation of the department through dissemination of research and advancement of students to Ph.D. programs throughout the US and abroad, and increase opportunities for grant funding within the department. These programs also bring in highly qualified graduate students who can assist in teaching courses offered through the BA in Architectural Studies and MArch programs.

Outside of formal coursework, students in the department benefit from significant faculty interaction in independent study courses. Although total student credit hours vary, on average, faculty typically offer 4 to 6 credits of independent study coursework per year (usually 2 or 3 credits per independent study course). In addition, about half of all students in the MArch program and all students in the MS programs prepare thesis proposals and theses as independent study under the guidance of faculty committees; this represents a commitment of about 12 credits per faculty member per year. In aggregate, therefore, a typical faculty member offers about 15 credits per year of independent instruction to students in the department of architecture.

How Students Participate in Shaping Their Learning

In our department, students and faculty are partners in the educational process, and students have considerable freedom to direct their learning as they advance through the program. We strive to create an environment in which students grow and develop in their own individual directions within the constraints of a professionally accredited architecture program. Our MArch curriculum begins with strong disciplinary fundamentals on which to

build advanced, specialized knowledge. In the early years, we require a breadth of courses, including design, representation, history, structures, environmental systems, and so forth. At the more advanced levels, the curriculum moves to more complex problems, offering students more freedom to choose from among studio options and a wide variety of electives. The curriculum culminates in a master's thesis, for which students complete a significant design project or, in special cases, carry out and defend research that serves as the capstone of their education.

The pre-professional BA program begins with a broad liberal education followed by specialization in architecture. In their first two years, students are exposed to subject matter in a variety of UW departments, taking just 17 prerequisite architecture course credits and entering the BA program in their junior year. One benefit of this structure is that it allows us to accommodate students who transfer to the UW from community colleges. During their junior and senior years, students take required courses in representation, theory, structures, computing, building sciences and a sequence of increasingly complex design studios. In the final year of the program, students can choose from among a wide variety of studio options, including Rome, India, Mexico, furniture design, and design/build. In addition students can earn 21 upper division elective credits anywhere on the UW campus.

How Students Learn to Work across Difference

The university fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. Within this context, we provide opportunities on campus and in the community for students to develop an understanding and respect for intellectual, creative and cultural difference.

On Campus. We encourage our students to interact with students in other departments of the college informally and through coursework. Their experiences are broadened by exposure to the different viewpoints of students in the other disciplines. Some students choose to focus their learning within the Department of Architecture, while others pursue interests within other departments of the college through the college-wide certificate programs or other jointly offered courses. Some students elect design studios in the Departments of Landscape Architecture or Urban Design and Planning. Although we necessarily limit the number of non-architecture studios in order to assure that students acquire the fundamentals of architecture, we have a limited number of places in the curriculum that students may choose to fill with non-architecture studios.

In the Community. We actively engage students in community-service learning through our design-build, storefront, and other community-based studios (described above). These studios help students learn to work with different social and ethnic/racial groups, while also exposing them to the decision-making processes of government officials.

How Students Access Career Development Information

The department offers several formal means for students to prepare for professional careers in architecture, including a paid summer internship for 3+year MArch students, access to an Intern Development Program (IDP) coordinator, programs sponsored by the department's Professionals Advisory Council (PAC), and a college-wide career fair. Students in the Department of Architecture also have many opportunities to gain from the advice and mentorship of practicing architects, both in regular classes and in extracurricular settings.

Summer internship. This internship provides students supervised, paid employment in architecture and building industry workplaces. It was established in 2010 by the PAC and the Department of Architecture, which together assure its ongoing value to participating students and firms. This program offers 320 or more hours of paid professional work to all 3+year MArch students after their first year in the program. The internship program generally follows the structure and recording protocols of the IDP, and students accrue IDP hours during their employment. All students in the 3+year MArch program qualify for placement during the summer following their first year of study.

IDP coordinator. The department's faculty Internship Development Program coordinator helps students plan for internship and licensure after they graduate. Although the IDP coordinator mainly assists students in the accredited MArch program, BA in Architecture students can also benefit from the coordinator's advice on long-term career planning. The IDP coordinator holds regular information sessions and consults individually with students.

PAC programs. In addition to advising department administration and supporting the department's academic goals, the Professionals Advisory Council provides important opportunities for student enrichment. The most significant of these is the summer student internship for 3+year graduate students. The PAC also offers regular brown-bag discussion sessions with young professionals, mostly covering topics related to entry into the profession and sponsors a student-led lecture/film series, 47 Degrees North, which focuses on professional practice issues in the Pacific Northwest.

Career fair. The American Institute of Architecture Students (AIAS) and the American Society of Landscape Architecture Students (ASLAS), along with the College of Built Environments and the Architecture PAC, host an annual Career Fair in Gould Hall. At this spring event all students in the college can learn about job opportunities, network with potential employers, and learn more about Built Environment professions. During this event, the PAC runs a professional portfolio workshop for students.

Nurturing Student Uniqueness

The Department of Architecture is committed to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Washington. Our efforts to achieve this include: effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants; teaching courses and studios that work with diverse groups of people in the community. These are outlined in the Department of Architecture Diversity Plan (<http://arch.be.washington.edu/student-resources/department-policies>).

We also nurture students' individual talents through our person-centered approach to advising and grading and through our program of scholarships and awards.

Advising: Faculty and advisers work closely with individual students to assist them in setting personal goals and to advise them on elective choices and career directions. Students often seek informal advice from faculty, and the advising staff can help students find the appropriate resource to meet their personal and professional needs.

The Graduate Academic Adviser (staff) and the Graduate Program Coordinator (faculty) advise MArch students on all aspects of the curriculum as well as issues that might affect student performance in the program. Graduate students generally meet with the adviser quarterly.

The Undergraduate Academic Adviser (staff) and The Director of Student Services (faculty) advise undergraduate students. Generally, each student meets with an adviser a half-hour per quarter, although both advisers are available throughout the quarter, as needed, to advise on issues of academic course planning in detail. In addition they assist students with information and advice about graduate schools and employment possibilities available to them upon completion of their academic program.

The student services committee (which includes the Graduate and Undergraduate Advisers, the Graduate Program Coordinator, and Director of Student Services) meet regularly to discuss student issues and concerns, and to review department policies that affect students.

Grading: Grades are an essential part of a student's academic experience. While the primary purpose of grades is to establish an official, normalized record of students' academic progress, they also serve other important functions. They can, for example, affect the awarding of honors, access to financial aid, and eligibility to participate in athletics. Accordingly, the Department of Architecture considers the careful and fair evaluation of student work, using grades and other formalized methods, to be a crucial part of its mission. The department has a detailed grading policy, published on the department

website and distributed annually, that describes faculty and student responsibilities, the UW grading system, and grading appeals procedures.

The department faculty agreed nearly two decades ago to evaluate all graduate design studios as credit/no credit. The aim is foster a non-competitive, collaborative environment in studios. Instead of assigning course grades, faculty provide students with extensive, individual written evaluations of their studio work. This process gives students direct feedback about their skills, approach to design and any deficiencies they need to address in future studios. These evaluations also provide helpful information for student advising. All other graduate courses are graded on the University of Washington's 4.0 numerical scale.

Undergraduate students are graded in all classes, including in their design studios. However, faculty also complete individual written evaluations of studio work; these include a thorough assessment of students' work habits, and overall progress during the quarter.

Scholarships and Awards: The department and college offer a number of scholarships and awards each year that support minority and women students in architecture. These scholarships include the AIA Seattle Student Support Fund for Diversity, the Elizabeth Ayer Endowed Scholarship Fund, the J. Bee Memorial fund, Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship, the L. Jane Hastings Endowed Scholarship, the Denise Johnson Hunt Endowed Internship, and the Marga Rose Hancock Endowed Scholarship. Our Scholarship Committee considers each application for these on the basis of both merit and financial need.

1.1.3c Architecture Education and the Regulatory Environment

Because so many practitioners teach part-time in our program and because most students work in firms before graduation, our students are well prepared for the transition from school to internship and licensure.

Relationship with the Washington State Registration Board

We enjoy a good relationship with the Washington State Board of Registration for Architects. We have a direct link from our web site to the registration board's web site, making information about registration easily accessible to students. This includes an open lunch at which administrators, staff, faculty and students can socialize with board members.

Exposure to IDP and Continuing Education Requirements

The department's faculty Internship Development Program coordinator helps students plan for internship and licensure after they graduate. The IDP coordinator holds regular information sessions and consults individually with students.

Understanding of Professional Conduct

Students must select from among several professional practice courses before graduation, which insures their awareness of professional ethics, including the need for competence to carry a project from client contact, programming and site analysis and on through detailed development drawings.

Proportion of Students Achieving Licensure

The department does not formally track the careers of graduates. However, statistics from NCARB indicate that among the UW students who took the Architectural Registration Exam in 2008-2011, pass rates for each section were high. These are included in Section 2.4.5, Table 37.

1.1.3d Architectural Education and the Profession

Engagement with the Professional Community

The professional community in Seattle gives students excellent exposure to the context of practice in architecture and its allied disciplines. With over 2000 members, Seattle has one of the largest AIA chapters in the country, and it is home to many notable firms. Students therefore have a wide range of potential role models and employers to consider.

We hire many practitioners as part-time lecturers to teach studios, representation courses and seminars that address such topics as building codes, issues in professional practice, and technical aspects of residential design. We invite other practitioners to give guest lectures in classes, serve as thesis and studio reviewers, or to provide occasional studio desk crits, usually on technical subjects such as structures, daylighting, or codes. As mentioned above, the department receives many hundreds of hours of professional consultation in studios. In these settings, students have opportunities to hear the perspectives of practicing architects, but also to meet and converse informally with people actively involved in the profession. For both students and architecture firms this provides an important way to build professional networks.

The professional community also exposes students to the context of practice through internships, work-study opportunities, and Curricular Practical Training (CPT) for international students. Many firms employ our students part-time, assisting them in financing their education, even as they begin to acquire the experience they will need for registration.

Many practitioners participate in our Professionals Advisory Council (PAC), which seeks to enhance the links between the department and the profession and to increase graduates' awareness of current business practices. More than 40 firms participate on the council, which meets monthly during the academic year. In 2004 it instituted an exhibition of current work by firms in Washington, *Headlines*, which is held annually in Gould Hall. The council has also supported numerous student activities and programs as described above.

Naturally, the department also actively contributes to and benefits from the American Institute of Architects (AIA). Faculty regularly participate on AIA committees and on local, regional, and national AIA design juries. Several practicing faculty have won AIA design awards and competitions, and five are fellows. The department also enjoys an excellent working relationship with AIA Seattle Diversity Roundtable. This group has established two endowments, the Denise Johnson Hunt Endowed Internship and the Marga Rose Hancock Endowed Scholarship, both intended to help increase the cultural diversity of our program.

Student Exposure to Practice Beyond Seattle

Departmental programs sponsored by national and international architecture firms also provide students with opportunities to learn about and experience architectural practice outside of Seattle. Scan Design sponsors international student exchanges and an international internship for UW graduate students in Architecture. Firms participating in this internship include Gehl Architects, Hening Larsen Architects, C. F. Moller Architects, and Dorte Mandrup Arkitekter. Scan Design, and the local offices of NBBJ, and Callison Architects also sponsor studios that bring architects of international stature to teach courses on campus. Recent guests include Jan Gehl, Dorte Mandrup, Lene Tranberg, Glenn Murcutt and Juhani Pallasmaa. The recently established Barry Onouye Chair for structures and architecture supports yearlong faculty appointments of nationally and internationally recognized structural engineers. The first recipients of this award are Jay Taylor (MKA, 2012-13) and Joe Burns (Thorton Tomasetti, 2013-14).

Department and college lecture series, symposia, and other public events bring many architects, landscape architects, and urban planners of international stature to campus.

Awareness of the Need for Life-long Learning in the Field

Our BA and MArch curricula are designed to meet NAAB professional requirements, while also fostering the development of life-long learning abilities. The department prepares

students to assume leadership roles in the field, whether as versatile and broadly-educated generalists capable of organizing design teams and complex projects, or as specialists, capable of excelling in research, government, planning, teaching and related fields. Faculty challenge students to go beyond the information given and to integrate prior knowledge, skills, experience and values in their problem-solving process; this provides the best kind of preparation for life-long independent learning.

In addition to regular degree programs the department offers instruction in the field for people interested in beginning a career in architecture as well as those who already have long experience as practicing professionals. Our Summer Introduction to Architecture (Arch 100) is a first course in architecture for people contemplating architecture as a field of study or as a career. In this program people of various backgrounds and ages can learn more about the field and the experience of design education. Introduction to Architecture is an intensive 9-week summer program held on the University of Washington campus. For practicing professionals, the Certificate in Digital Design and Fabrication for Architecture and Design offers 3 quarters of instruction in state-of-the art digital techniques for practicing professionals. The Certificate in Integrated Lighting Design offers practicing architects 3 quarters of instruction exploring sustainable approaches to the effective integration and application of daylight, building design and electric lighting in architecture.

The department's public lectures often extend well beyond traditional limits of the profession. They are well attended by local professionals. The Department of Architecture is an approved AIA/CES provider, so members can receive AIA learning units for courses and attending lectures on campus.

Contributions to Environmental Stewardship in the Profession

The department's initiatives in sustainable design technologies center in the Integrated Design Lab (IDL), which is currently housed off campus in the Bullitt Building – “the Greenest Commercial Building in the World,” Seattle's first building to meet the Living Building Challenge, and also one of the world's most closely monitored buildings. This building was designed by PAC member firm Miller|Hull with extensive input from the IDL, which will oversee the long-term monitoring of the building. The IDL originated in 1980 as a teaching lab for the University of Washington; it was the first daylighting design assistance lab in the United States and is now a major center for research into building performance. The IDL is a self-supporting service of the Department of Architecture, funded by The Northwest Energy Efficiency Alliance's BetterBricks Initiative, Northwest Utilities, The US Department of Energy, The National Science Foundation, and New Buildings Institute. The lab educates the building industry about key energy efficiency design concepts via educational outreach, academic course work, and interactive web tools; it also provides design consultation services and assistance tracking building energy performance. Over the last decade, the IDL has assisted in the energy-efficient design of more than 20 million square feet in new construction. More than thirty of its projects have received regional and national awards for sustainability, including six AIA Committee on the Environment (COTE) Top Ten Green Awards. The lab's work has been published recently in the *New York Times*, the *Wall Street Journal*, *Metropolis Magazine*, *Environmental Design and Construction*, *Healthcare Design*, *Architectural Lighting Magazine*, and many regional and local publications. A number of architecture students work each year in the IDL as research assistants.

Respect for the Allied Disciplines

The Department of Architecture at UW shares administrative staff, facilities, academic resources, and public events with the departments of Construction Management, Landscape Architecture, and Urban Design and planning, as well as programs in Real Estate Development and Infrastructure Planning; this gives our faculty and students an unusual perspective on the whole scope of issues involved in the built environment. Collaborative opportunities presented by the college, as well as the extensive interdisciplinary work through the IDL, Carbon Leadership Forum and other groups in the

college open other means for building strong mutual affinities with disciplines allied to architecture.

Within the department faculty frequently invite engineers, interior designers, landscape architects, and planners to participate in studio reviews or desk crits. The recently established Barry Onouye Endowed Chair for Structures in Architecture builds on this to provide a formal teaching appointment in the Department of Architecture each year to a nationally recognized engineer who collaborates in design studios and other architecture courses.

Infusing Social Responsibility into the Creative Enterprise

We educate students to become reflective practitioners, to be self-critical regarding their own design work. We expose them to enduring societal and ecological values, the qualitative realms of architectural history and theory, and the quantitative arenas of financial, structural and energy analysis. We graduate students who understand their ethical responsibilities in professional practice, including obligations to the traditions of the discipline, the mores of the profession, and the needs of clients and society.

Around issues of social justice and design, the Center for Environment Education and Design Studies (CEEDS) takes a leading role, bringing together a culturally diverse, interdisciplinary group of faculty and students from across campus and nationally to address issues of social equity in design.

Our community-oriented studios (see above) also provide opportunities for students to develop strong affinities for work with the citizens of the region.

1.1.3e Architectural Education and the Public Good

Understanding Architecture as a Social Art

Most studios offered by the department propose architectural interventions on building sites in Seattle, adjacent neighborhoods, or other communities in the region, and many studios take on real-world problems in which students provide community clients with feasibility studies, fundraising materials, and other project development tools. The annual Storefront Studio generates work that is often completed later by clients, and the Howard S. Wright Design/Build Studio completes a building each spring for a public client. Recent studios with projects based in Chandigarh, India and Mazar-E-Sharif, Afghanistan have worked with local authorities far beyond Seattle to produce specific building proposals.

Whether or not an individual student encounters a design/build studio or a community-based studio or seminar, all students learn that buildings should be responsive to particular places and groups of people. We assess this capacity on our standardized evaluation form, which evaluates students' programmatic skills, defined as their ability to develop functional spaces and circulation that accommodate a range of human needs and abilities.

Learning to Mitigate Environmental Problems

Environmental stewardship is central to the ethos of the Department of Architecture. We live in a city and region and are housed in a university that serve as models for environmental concern – in use of water resources, efficient energy production and conservation, waste stream management, local food sourcing, sustainable forestry practices, and so on. Because the impact of buildings on energy and resource consumption, carbon emissions, and environmental quality is immense, we are committed to training students to keep these issues central in the design of all buildings. So we address these issues in all of our studios, and many of our studios focus specifically on the environmental impact of buildings. The 503 comprehensive studio, required for all MArch students, deals with integrated environmental strategies that stress energy conservation and ecological stewardship. Recent studios have addressed: transit/commuting effectiveness, daylighting, the use of locally sourced timber products and other low-energy/low-carbon materials, programmatic resilience and structural efficiency.

Many required and elective courses in the curriculum address environmental issues directly. Arch 331 Environmental Control Systems (required), Arch 531 Active Control Systems (required), Arch 533 Advanced Environmental Systems (required), Arch 498 Design with Climate, Arch 530 Integrated Building Systems, Arch 534 Green Design deal primarily with environmental control systems and energy analysis. Arch 430 Materials and Processes, Arch 498 Life Cycle Architecture, Arch 537 Traditional Building Methods: New Adaptations, Arch 538 Building Re-Use Seminar, Arch 598 Sustainable Design Case Studies focus on energy-efficient materials and construction systems. Arch 435 Principles and Practices of Environmental Lighting, Arch 498 Electric Lighting, and Arch 535 Daylighting Design Seminar address energy-efficient lighting.

As discussed above, the department's Integrated Design Lab (IDL) works with the professional community through seminars and technical consultation to improve daylighting and energy usage strategies in new buildings.

Understanding the Ethical Implications of Decisions

Our curriculum directly embodies the faculty's ethical commitment to the city, the region and the professional practice of architecture. These values orient each design studio and are deeply engrained in the environmentally oriented courses mentioned above, as well as our professional practice courses. Decision-making in architectural design necessarily addresses a complex set of social, ethical economic, environmental, structural and aesthetic issues. These are addressed analytically and practically in Arch 571 Professional Practice (required), as well as Arch 475 Residential Practice and Arch 578 Case Studies in Contemporary Architecture, and more theoretically in Arch 564 Environmental Design and Well-Being.

Nurturing a Commitment to Civic Engagement

As a taxpayer-assisted institution, the UW has an obligation to use its resources to address problems and concerns affecting the state, which is underscored by the department's commitment to community building through hands-on work with local neighborhoods and municipalities. Many of the department's courses address civic engagement as a necessary element of a career in architecture.

Department faculty are active as civic leaders. They participate in community service and routinely provide professional expertise in a variety of community, regional and national settings (e.g. through lectures and presentations, and service on committees, design review boards and professional organizations). Many faculty also chair or co-chair national and regional meetings of professional organizations; others serve on the editorial boards of peer-reviewed journals.

1.1.4 Long-Range Planning

On April 20, 2013, following a daylong faculty and staff retreat, the faculty of the Department of Architecture adopted goals for our current updated strategic plan. The text summarizing discussions during the strategic planning retreat will be included in the team room and is available on request.

The Departmental Strategic Planning Committee initiated our Strategic Plan in spring 2007 with an update in spring 2013. The original document in 2007 incorporated feedback received from the department's Professionals Advisory Council, on an online student survey, and a survey of part-time faculty. In addition, the Strategic Planning Committee consulted the dean of the College of Built Environments, and considered the department's former planning exercises, the existing strategic plans of the other departments in the college, and the new vision statement of the University of Washington. The resulting strategic plan is a reflection of the collective values of the faculty seen in the context of the college, university and larger regional, national and international professional and academic communities. Although the intention of this document is to provide a framework for action that can guide the department in the coming years, it is revisited on a regular basis, through daylong retreats, in order to respond to changing circumstances and to take

advantage of new opportunities. At the annual retreats, the overall strategic plan discussions are evaluated and then expanded to look in more detail at specific areas of program development. For example, in our 2012 retreat we discussed research goals, with potential collaboration among faculty and methods within a framework of teaching loads (NAAB Perspective 1.1.3a). In April 2013 we looked in detail at studio pedagogy, including the idea of a unique design exploration week in spring quarter to engage community leaders, activists and outside experts in a current local urban issue (NAAB Perspective 1.1.3e). We also looked at how we might better serve a more diverse student population by increasing our fund-raising efforts in order to offer more scholarships to under-represented and marginalized students (NAAB 1.1.3b).

The six goals of the Strategic Plan identify our strengths and opportunities in each area, and list action items for ways to meet the challenges presented by the goals. The goals are:

- Strengthen the collective vision of our department
- Reinforce the core pedagogical experiences provided by our department
- Integrate technology with critical design studio thinking
- Reinforce connections between our department and the regional, national and international academic and professional communities
- Pursue interdisciplinary linkages within the college and the university
- Build funding capacity of the department

The action items for each of the goals of the plan are assessed each year and where the Department has been successful in meeting the goals, new strategies are adopted to further the goal's ambitions. The entire Strategic Plan including the action items associated with these goals will be included in the team room and is available on request.

1.1.5 Self-Assessment Procedures

1.5a The Self-Assessment Process

In the UW Policy Directory there is no specific policy or directive for self-assessment for colleges, schools or departments. However, a search of the UW's website for "strategic plan" or "department self-assessment" results in dozens of links to the planning and self-assessment processes undertaken by departments across campus. Our own recent strategic planning exercise was initiated in 2007 upon the arrival of a new dean and the appointment of a new department chair.

The department revisits its strategic plan approximately every year. The most recent self-assessment process, outlined below, demonstrates that NAAB perspectives are essential to the character, mission, and goals of the department. Faculty, students, and professional practitioners were consulted for input on all facets of both the undergraduate and graduate degree programs, including the curriculum, faculty, and admissions, advising, and program completion.

Our mission statement and strategic plan are evaluated to ensure that we respond to timely issues of the profession as well as those generated out of the current conditions at the university and the college. These include the integrative capacity of architectural design as our core value and links the ethical, cultural, and ecological facets of design with emerging technologies. We specifically address interdisciplinary work in our strategic plan as a response to both professional and academic settings. Diversity is seen as a broad value that affects both the composition of the student body and faculty as well as curriculum and research.

Assessment process

Our current self-assessment process has been ongoing since 2007, when a five-person committee, whose members represented all academic ranks, from lecturer to professor, developed the departmental self-assessment process. It identified means for gathering data as well as various individuals and groups with which to meet on a regular basis to

gather input, for creating and refining a strategic plan. The data gathering methodologies suggested:

- Departmental reviews of current practices in national architecture organizations.
- Meetings with local and/or regional representatives of the profession.
- Departmental reviews of the UW mission statement/strategic plan.
- Meetings with the CBE dean to hear his/her priorities for the college and our department.
- Meet annually with the full-time faculty.
- Consult the part-time faculty on a regular basis.
- Meet with the undergraduate and graduate student representatives.

Following initial planning discussions, the 2007 committee took the following actions:

- Committee chair met with the CBE dean.
- Held a self-assessment meeting with the full-time faculty (29 in attendance), which resulted in a list of strengths, weaknesses, opportunities and threats along with vision statements.
- Conducted an online survey of undergraduate and graduate students (93 respondents). Survey questions asked about the perception of program before and after enrollment, as well as the program's strengths and weaknesses.
- Conducted a survey of part-time faculty (11 respondents).
- Met with the Professionals Advisory Council.
- Held a self-assessment retreat - meeting with full- and part-time faculty (28 in attendance).

In the fall of 2007 the strategic plan was drafted and a brochure was completed in 2008 for distribution to faculty, staff, students and alumni. The distribution of the document to the key constituencies stimulated conversations and fostered assessment from stakeholders.

The department's self-assessment procedures, following the 2007-08 strategic plan formulation, have incorporated four means of ongoing program assessment:

- Department retreats: Multiple faculty/staff retreats have been held, mostly on an annual basis, to further gather input and evaluation of the department's mission statement, its curriculum development, learning culture and overall strengths and weaknesses of the program.
- Presentations to the Professionals Advisory Council: Each year the Chair and Associate Chair present the Departmental Strategic Plan, as well as an overview of the accredited MArch curriculum to the PAC, with the intent to solicit input on how the mission, collective vision, and new initiatives in the department can better serve the professional design community.
- Meetings with students: The Chair meets once each quarter with the graduate and undergraduate Student Advisory Committees to gather input on key issues facing students relative to teaching pedagogy, curriculum development, overall school culture, studio culture and various coordination topics of specific concerns to the students.
- College-wide interdisciplinary strategic planning efforts: For the past two years the department has participated in a college strategic planning process initiated by the dean. Goals of the effort have been to enhance interdisciplinary research and teaching, promote more shared activities to increase the collective culture of the college, and create greater administrative efficiencies.

Retreats

Four faculty/staff retreats, conducted since 2008, have advanced the broad goals stated above while focusing on particular issues in order to make substantial progress in key areas and to allow time to develop new initiatives and form/refine action items.

April 2009 Retreat: The faculty and staff looked in detail at specific pedagogical areas within the graduate program curriculum. These included; Studio (including thesis), Representation, Building Technology/Practice, Sustainability, International Programs,

Computing/Digital Fabrication, and History/Theory. Faculty and staff in breakout groups discussed these areas of teaching and made recommendations for improvement. As a result, modifications to the curriculum were suggested and subsequently implemented. Highlights include: 1) Move the Thesis Studio to fall quarter to give students more time for thesis research and preparation and to balance the thesis studio with the independent thesis model. 2) Create a new course in digital fabrication focusing on advanced models and tools, 3) In sustainability, create a new required course in building performance modeling (Arch 533 Advanced Environmental Systems), 4) Improve the integration of the Arch 501 Tectonic Studio with Arch 570 Design Development and other material technology courses. 5) Create more pedagogical consistency among our study-abroad programs.

February 2011 Retreat: In this retreat, faculty and staff looked first at the university-wide efforts in 2Y/2D (two year/two decade) planning relative to departmental strategic plan goals and how the department responds to the broader issues of the profession as well as global grand challenges. Following a high-level discussion, specific issues centering on budget challenges and studio-performance standards were addressed. Specific outcomes of the retreat included: 1) Establishing better accounting methods for faculty teaching loads to ensure consistency of assignments. 2) Committing more teaching by core faculty to required courses (reducing need for so many part-time instructors), 2) Strengthening the 'Marginal Pass' system in design studio evaluations to insure that it maintains departmental standards for performance.

May 2012 Retreat: In the 2012 retreat faculty and staff reviewed the strategic plan work to date, self-studies, issues around the new Activity-Based Budgeting model adopted by the university, and potential growth of the department programs as they impact revenue. In the self-study discussion, a presentation was made of the Graduate School Catalyst Survey of students which was included as part of the department's 10-year Academic Program Review in 2011-12. Survey results included these general observations:

- Respondents overwhelmingly (85%) have had a good, very good, or excellent experience at the University of Washington.
- Forty-five of the 55 respondents said they are *very likely to complete* their degree objective. No students identified that they were very unlikely to complete their degree objective.
- Twenty-three of 55 respondents stated that they would definitely recommend their program to prospective students in the field, and five indicated that they would be somewhat unlikely to do so.
- Very few respondents identified any major obstacles to academic progress. The common minor obstacles identified were work/financial commitments, program structure and/or course scheduling.

In the discussion of departmental program growth, new degrees were proposed. An undergraduate degree in Architectural History was proposed given our large number of highly regarded history/theory faculty. It was agreed that the idea should be pursued and a committee formed to investigate the potential and process for implementation. The faculty also discussed the potential to increase studio sizes and increase enrollment in both the graduate and undergraduate programs by 10-15%.

May 2013 Retreat: In the May 4, 2013 retreat faculty and staff began the day by addressing the progress that had been made on the strategic plan and assessing which of the six goals have reached substantial success and which ones need extra attention. The group also looked at whether any goals needed to be expanded or any new goals added to the plan. The general feeling expressed by those in attendance (33 out of 36 core faculty and staff) was that the six goals captured the aspirations for excellence within our departmental mission but that some new initiatives could sharpen the focus of the goals and corresponding action items. The Departmental Executive Committee proposed four initiatives that could energize pursuit of the goals and focus the mission of the department to advance the discipline and practice of architecture. The four initiatives, each tied to

strategic goals, were discussed in breakout groups. The groups then came back with recommendations for action. The group recommendations were as follows:

- Create a special Design Exploration Week (Goal: Strengthen Collective Vision of Department). The group proposed a school-wide set of activities the first week of spring quarter to engage critical issues in the profession. Student and faculty engagement would be through multiple models including but not limited to colloquia, workshops, charrettes and CNC fabrication exercises. This time frame would also allow the international travel field trips that happen over spring break to extend an extra week without class conflicts.
- Develop new studio teaching models (Goal: Integrate Technology with Critical Design Thinking). This group proposed stronger synergies between studio and seminar courses. They also proposed a more diverse studio structure relative to the curriculum objectives and studio sequence that would be responsive to rapid changes in the profession and better prepare students for this new work environment. It was also proposed that year two of the MArch program have a yearlong “thesis prep” structure where students would explore design methodologies, research driven studios and a studio + seminar model.
- Create a critical focus to the 1+Year MArch (Goal: Reinforce Pedagogical Experiences). This group proposed that the 1+Year MArch have a specific pedagogical focus in the area of High Performance Building Design. They recommended that we craft a unique program around the design of Living Buildings and highly sustainable buildings with low carbon footprints utilizing the strengths of our faculty and the IDL facility at the Bullitt Center.
- Building Leadership Nationally and at the UW (Goal: Reinforce Connections between the Department and National/International Academic and Professional Communities). The group recommended a more comprehensive and proactive campaign to expand our interdisciplinary work with other UW departments and with other universities. They proposed cultivating contacts at ACSA and SAH events to build our reputations and national stature. They encouraged the department and the college Advancement Office to more aggressively contact alumni – celebrating their accomplishments and approaching them for support. The group recommended that we continue to investigate becoming a School of Architecture.

Professionals Advisory Council Meetings

Presentations to the PAC on the strategic plan and self-assessment efforts are made on a regular basis. Discussions have mostly focused on creating strong direction, clarity of mission or position on architecture and having traditionally strong areas and defining traits: community design, design/build, strong drawing courses, emphasis on quality of studio work, emphasis on fabrication and practice and contemporary building technology, having a broad vision of sustainability so we can influence the profession, having disparate research interests with good potential for cross-collaboration.

PAC Concerns: These include figuring out how to create an ethic in which technical concerns feed conceptual design and being able to utilize technological tools in the design studio, continuing to advance in a deeper direction (a moral compass) that goes beyond the buzzwords to architecture’s underlying qualities, deciding whether sustainability should be a thing unto itself or whether it should permeate everything, attracting a combination of good practitioners and good theoreticians, communicating more effectively with part-time visiting faculty so as to better tap into their wealth of skill and knowledge; and deciding how to best prepare students for internship.

Student meetings

The Chair meets with both the graduate and undergraduate students quarterly. The Graduate Student Advisory Committee’s input relates directly to self-assessment of the accredited MArch program. Most student responses have related to immediate concerns about course requirements and offerings, facilities and teaching effectiveness. Students

regularly express a strong recognition of and value for the curriculum's unique assets (design studios in general, design/build studios in particular, emphasis on craft as well as exceptional international program offerings). They also value the dedication and responsiveness of the instructors. Still, many graduate students express concerns related to design computing, which range from a perceived lack of offerings, to the choice of what is being taught, to the integration of computing within the studios, and the design computing expertise (or lack thereof) of their studio instructors. The graduate students want to learn computer skills for the job market. Graduate students also express concerns about design computing in relation to facilities and equipment that some students feel are lacking. Nevertheless, graduate students are quite supportive of the overall course sequence, the department's communication with the student body (although some have commented on the lack of transparency of the administration), and the recent improvements to the website. They also emphasize the strength of the lecture series.

1.5b Institutional Self-assessment Requirements

According to University of Washington Policy, "Reviews of all academic units including the graduate and undergraduate degree programs offered by these units are required at least every ten years and are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs in cooperation with the relevant School or College Dean." For more information see <https://www.grad.washington.edu/fac-staff/programreviews/>.

The department's most recent Academic Program Review was conducted in 2011-2012. This entailed submission of a self-study document, and a two-day evaluation by a visiting committee of faculty from UW and other universities. The review committee's report was strongly favorable, with no deficiencies cited. The committee's most significant concern related the potential cumulative effect of many years of budget cuts on faculty retention and scholarships for recruitment of students. Nevertheless, the committee suggested that the Department of Architecture is a model of 2Y/2D (2year/2decade) planning. The Department of Architecture's Self-Study Document (52 pages), Visiting Committee Report (11 pages), and the final report of the Graduate School are available on request.

Part One: Section 2 – Resources

1.2.1 Human Resources and Human Resource Development

1.2.1a Faculty and Staff

Administration, Faculty and Staff Positions in the Department of Architecture

The department administration consists of:

- Chair
- Associate Chair/Graduate Program Coordinator
- Director of Student Services/Undergraduate Program Coordinator
- Program Manager (staff)

The department faculty consists of:

- 28 ladder-ranked faculty with primary appointments in the Department of Architecture. Because the university allows part-time appointments at these ranks, these faculty hold appointments at 40%, 50%, 67%, 75%, and 100% FTE. These are all tenure or tenure-track positions
- 3 ladder-ranked faculty with joint appointments (primary appointment in other departments)
- 2 research faculty at ladder ranks (non-teaching appointments, although these faculty teach some courses in the department)
- 1 senior lecturer at 100% FTE
- 1 full-time lecturer at 100% FTE
- 1 research associate
- 40+/- part-time lectures at 11% to 50% FTE
- 4 affiliate faculty at the assistant and associate levels (these are individuals otherwise not associated with the university; although the appointment can be non-teaching, these faculty generally teach courses in Architecture)
- 10 adjunct faculty (these are faculty with appointments in other departments, who do not generally teach courses in Architecture, but can serve on thesis committees)

The department staff consists of professional and classified staff

- 4 professional staff (Program Manager, Graduate Adviser, Undergraduate Adviser, Shop Manager)
- 3 classified staff

Policy for Human Development

The University of Washington has a large and varied group of resources for all employees, both faculty and staff, and for students. The Department of Architecture encourages the access of these to all its members.

As employees of the University of Washington, all faculty members have a broad range of support as well as access to support services in many areas of human resource development:

- Academic Human Resources provides policies and procedural guidelines for faculty and academic staff with regard to search and hire, reappointment, promotion and tenure, leaves, retirement, and complaint resolution. AHR also outlines faculty responsibilities with regard to annual reporting, conferences with chair/director, and general instructional responsibilities.
- Faculty have access to a large number of campus-wide resources, including the Office of Research, Equal Opportunity and Affirmative Action, Disability Services, the Center for Teaching and Learning Technologies, the Ombudsman, and UW Carelink, which provides confidential counseling, legal and financial services. Faculty and staff have access to a strong support system in UW's Work/Life Services, which aims to help everyone in the UW community cope with family members, life stresses and physical safety and wellbeing.
- The University of Washington offers a full range of instructional development support to faculty and teaching assistants primarily through the university's Center for Teaching and Learning (CTL). CTL provides a range of teaching resources available to faculty and TAs; it also works with individual instructors, departments, units, and communities of practice, to disseminate evidence-based research on teaching, learning, and mentoring.
- The UW Teaching Academy, a unit of Undergraduate Academic Affairs and a partner in CTL also supports instructional excellence. It offers a variety of programs and workshops, including the Collegium of Large Class Instruction, a one-week summer Institute for Teaching Excellence, and the Faculty Fellows Program which is offered annually to newly appointed faculty: "The Faculty Fellows Program orients new faculty to the university and assists them in improving their teaching skills. The Program relies almost entirely on senior faculty members with distinguished records as educators, employing them to instruct new faculty members about University of Washington students, effective teaching methods and techniques for balancing the demands of successful teaching and research." Since the Faculty Fellows program was created in the mid-1990s, all newly appointed tenure-track and tenured faculty in the Department of Architecture have participated in the program.
- The Center for Curriculum Transformation assists and supports faculty in developing their courses to reflect the UW's commitment to diversity in the curriculum as well as in the faculty, staff and student body.
- Canvas is a UW resource for web-based teaching tools, including websites and podcasting. Faculty and staff can enroll in workshops that teach ways in which these technologies can assist in course instruction.
- Professional and Organizational Development (POD) provides courses for a small fee to staff looking to increase and expand their professional skills.

Diversity: The University of Washington and the Department of Architecture strive to provide an inclusive, supportive environment that provides opportunities for all faculty, staff, and students to develop their potential. According to the University Policy Directory:

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation.
(<http://www.washington.edu/admin/rules/policies/PO/EO31.html>)

Efforts to maintain these policies are supported by the university's Office of Minority Affairs and Diversity and the university's Vice President and Vice Provost for Minority Affairs and Diversity. "OMA&D's mission is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all." Our efforts in this area include recruitment of students, faculty and staff, academic achievement, and outreach to stakeholder communities. (See <http://www.washington.edu/diversity/cdo/>)

In addition, the Office of Equal Opportunity and Affirmative Action (EOAA) supports the University's compliance with the law and spirit of equal opportunity and affirmative action as it relates to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. The UW and EOAA seek to uphold the laws and respect equal opportunity in the selection and advancement of all qualified applicants and employees within the institution. Where necessary, the university will take affirmative action against barriers of equal opportunity and unlawful discrimination. And will continue to strive for the most diverse workforce community of qualified employees by reaching out to all audiences and committing towards the advancement of such employees. (See <https://ap.washington.edu/eoaa/>)

The Department of Architecture's Diversity Plan complements university-wide efforts in these areas:

The Department of Architecture is committed to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Washington. Our efforts to achieve this include: effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants; teaching courses and studios that work with diverse groups of people in the community. (<http://arch.be.washington.edu/student-resources/departments-policies>)

Appointment, Promotion, Tenure and Faculty Development

Academic Human Resources (AHR) has very clear and extensive policies and procedures for the advertisement for and recruitment of faculty applicants, faculty appointment, promotion and tenure. These may be found at:

<http://www.washington.edu/admin/acadpers/>

AHR's website has many resources, including, for the hiring of new faculty:

- Cross-references to the University Policy Directory's statements on faculty authority in search and hire, the powers and duties of the academic administration with regard to hiring;
- UW policy on advertising and recruitment;
- Faculty advertisement guide and templates, including sample advertisements for a national search;
- New appointment documentation and procedures, including rank requirements and payroll procedures;
- Affirmative action requirements and guidelines for fair pre-employment inquiries and interview suggestions;
- Moving expense policies and partner accommodation, and
- Faculty voting.

For promotion and tenure, AHR includes policies and forms for the general procedures for promotion and tenure, including guidelines for candidate preparation of materials, and promotion procedures for the chair, the faculty, and the candidate. These include teaching evaluations, and outside evaluation of the candidate's teaching and scholarship or creative work.

Criteria for appointment or promotion: The criteria for appointment or promotion to the various faculty ranks are described in the Faculty Code section of the UW Policy Directory. Section 24-34 defines these criteria as follows:

Appointment to the rank of assistant professor requires completion of professional training and the promise of successful career in teaching and research.

Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except in unusual cases an outstanding record in one of these activities may be considered sufficient.

Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national recognition.

Senior lecturer is an *instructional* title that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline.

Lecturer is an *instructional* title that may be conferred on persons who have special instructional roles.

(See <http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>)

Under the University of Washington Faculty Code the term “research” is defined very broadly to include scholarly and creative works of all kinds. Section 24-32, subsection B. of the “Code” states in part:

The creativity of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture.

It is fortunate for Department of Architecture faculty that the Faculty Code is so broad. This breadth allows the faculty to include practicing professionals and to recognize their architectural professional work as having equivalent standing to more conventional forms of research and scholarship. For over 40 years the University of Washington has recognized architectural design work that has garnered major awards and that has been published in national and international architectural journals as constituting significant scholarly investigation and research and has been the grounds for promotion and tenure.

Procedures for new appointments: All tenured or tenure-track appointments are made following a national/international search. The process of creating a new appointment typically begins in the spring or summer prior to academic year in which the search takes place. A search committee made up of faculty from the department (and occasionally a faculty member from a related discipline) carry forward most of the work of the actual search (although full faculty votes are required at multiple stages in the process). After the faculty approves the advertisement language in late spring, the search is advertised early in autumn quarter with initial materials due in November. Recent searches have drawn from 20 to 60 candidates depending on the specific focus; after initial screening, additional materials are requested from the top-ranked ten to twelve candidates; from these a final short-list of candidates to be invited to visit the department is identified. In recent searches as few as three and as many as seven candidates have been invited. These visits typically are scheduled late in winter quarter or at the beginning of spring quarter. Each visit usually takes one to two days and involves a series of interviews, presentations and informal gatherings. Subsequent to the visits, the faculty vote to choose the candidate to whom the appointment will be offered by the chair. Appointment requires the vote of a majority of the faculty eligible to vote in the quarter in which the vote takes place. After the chair negotiates the terms of appointment and the candidate verbally accepts the University of Washington offer, the chair and program manager prepare necessary paperwork, which is forwarded to the college dean’s office. The dean may veto the appointment (an extremely rare occurrence), but normally will forward the appointment to the provost’s office for final approval by the university administration.

Part-time/temporary lecturer appointments are typically made for one quarter. While some appointments of part-time temporary lecturers are regular (for example faculty who teach one three-credit professional practiced class each year), many part-time temporary lecturers are appointed for one quarter only. These appointments are usually drawn from the local professional community and fill in needed design studio and/or other specialized teaching needs. Because such appointments often can be made only when enrollments are determined, the chair has discretion in making such appointments as needed, although all faculty appointments, even part-time lecturers, require a vote by the department faculty. And, all new appointments, including part-time lecturer appointments, require letters from outside references.

Procedures for re-appointment/promotion/tenure: Tenure-track assistant professors typically receive an initial three-year appointment and are eligible for re-appointment for an additional three years. (Faculty appointed at less than 1.0 FTE receive an initial three-year appointment, but the second appointment may be longer depending upon the percentage of appointment.) Assistant professors are considered for re-appointment at the end of the second year of the initial three-year appointment. In the Department of Architecture, re-appointment requires submission of a career narrative, a complete CV and examples of work. These are reviewed by the Tenure Promotion and Merit Review (TPMR) Committee, which makes a recommendation to the faculty. The chair leads the faculty discussion. Faculty senior in rank (associate and full professors) vote on the re-appointment.

The criteria for promotion to the ranks of associate professor and full professor have been listed above; tenure is typically awarded at the time of appointment to the rank of associate professor. All promotions require external peer review. Candidates for promotion typically identify themselves in spring quarter of the academic year prior to seeking promotion. This allows for planning the process and preparation of materials to be reviewed. The chair, usually in consultation with the dean and/or the chair of the TPMR Committee, selects peer reviewers. The candidate for promotion is requested to submit a list of eight to twelve possible reviewers in the disciplinary specialty; four reviewers are usually selected from this list. Four “blind” (that is, unknown to the candidate) reviewers are also selected. All reviewers receive packages of the materials assembled by the candidate with a request for a thorough review in light of the criteria for the rank to which the candidate is seeking promotion. All peer review letters are “exempt from disclosure” under Washington State law and University of Washington policy. The candidate also prepares a more substantial body of material, which must include student evaluations of courses, for review by the TPMR Committee and the faculty. The TPMR Committee reviews the candidate’s materials and the peer review letters and makes a recommendation to the faculty. The chair leads the faculty discussion. Faculty senior in rank to the candidate under consideration vote on the promotion. As with new appointments, the chair and program manager submit necessary paperwork to the dean of the college. The College Council and the dean review promotions before they are forwarded to the Office of the Provost for final approval by the university administration.

The Faculty Code provides that other than sixth-year assistant professors (for whom seeking promotion and tenure is mandatory), the decision to seek promotion or promotion and tenure rests with the individual faculty member—meeting the criteria for the rank to which promotion is sought, not length of service, is the focus of the decision. In the College of Built Environments several faculty have benefited from this provision and have been able to seek promotion and tenure successfully prior to the sixth year of appointment at the rank of assistant professor. Faculty with special circumstances, like the birth of a child during the initial tenure-track appointment, can petition to extend the time to mandatory promotion by one year.

Procedures for merit/salary review: Salary reviews typically take place annually, in spring quarter. Since 1998, the UW Faculty Code (section 24-55) has provided that all faculty should receive a 2% annual increase for fulfilling their roles as faculty members; however this provision was suspended by executive order between 2009 and 2013. During this time the university provided no cost of living or merit increases, because of severely reduced state support for higher education. Regular salary increases were re-established for the 2013-15 biennium. Extra salary allocations are made above the 2% level when funds are available, and are based both on cumulative career record and on recent achievements and activities.

All merit salary increases require submittal of a career CV with recent activities highlighted (including a summary of student evaluations of courses). The TPMR Committee reviews all faculty CVs for merit salary increases and makes recommendations to the chair, who makes final recommendations to the dean. The dean reviews all merit recommendations before sending them forward to university administration.

Faculty mentoring/meetings with the chair: According to the UW Faculty Code all permanent faculty are required to submit a yearly activity report to the chair and meet on a

regular basis with the chair. Assistant professors and full-time lecturers meet with the chair annually; associate professors and senior lecturers meet with the chair every second year; professors meet with the chair on a three-year cycle. The purpose of the meetings is to discuss faculty activities and performance, and for faculty below the rank of professor to discuss plans for promotion. These meetings for tenure-track assistant professors usually focus directly on progress toward promotion and tenure (as well as promotion/tenure procedures) and are therefore particularly important. Assistant professors may also choose to have a faculty member senior in rank serve as a “faculty mentor.” The faculty mentor is usually in the junior faculty member’s own specialty area. This mentor advises on promotion and tenure requirements, process and the like, and may participate in the annual meetings with the chair of the department.

Faculty development opportunities: The department commits itself to assuring that faculty have ample opportunities to develop their potential. All faculty are encouraged to present papers at national and international meetings, and the department allocates travel funds for this purpose upon request by the individual faculty member. In some cases meeting registration fees are also paid. In their annual meeting with the chair, faculty members review their scholarship and/or creative work and discuss requirements for development and completion of these projects, especially with regard to annual teaching assignments.

Faculty development is especially important for non-tenured tenure-track faculty, and their development is discussed regularly both with the chair and the faculty mentor. It is typical for assistant professors on the tenure track to receive some release time so that the scholarship or creative work required for tenure can be completed.

Distribution of Faculty Effort

Faculty effort in the department is measured primarily in terms of teaching; however, all permanent faculty conduct research and provide service to the department, college and university. Department teaching is distributed among:

- permanent faculty (about 31 FTE)
- emeritus, joint, affiliate and adjunct faculty (about 3 FTE)
- part-time lecturers (about 6 FTE).

Ladder-ranked faculty in the Department of Architecture are expected to balance teaching and creative activities, which can include research, scholarship or architectural practice. (Specific activities are listed in the faculty resumes). Teaching and creative activities are rated equally in tenure, promotion and merit reviews.

Committee and service responsibilities are distributed equitably among permanent faculty; part-time lecturers occasionally participate in non-teaching service to the department.

Teaching load: Full-time (1.0 FTE) ladder-ranked faculty generally teach five courses in each nine-month (three quarter) academic year—two courses in each of two quarters, and one course in the other quarter. The five courses are typically divided among three “big” courses (studios or large lectures) and two “small” courses (seminars or similar classes with 20 or fewer students).

Some full-time ladder-ranked faculty teach fewer than five courses. New assistant professors, for example, teach four courses in their first year; this gives extra time for course development, initiating research, etc. Faculty with research grants may buy out teaching time to provide more time for research. Also, faculty with administrative appointments in the department (chair, associate chair, director of student services) or college (associate dean) teach fewer than five courses per year.

The University of Washington allows ladder-ranked faculty to be appointed at less than full-time. This is fortunate for a department with professional programs, such as Architecture, because it allows it to appoint active practitioners on a permanent basis. The Department of Architecture has taken advantage of this provision to appoint a number of permanent faculty with significant architectural practices. Ladder-ranked faculty at 0.75 FTE generally teach four courses per year; faculty at 0.67 FTE teach three or four courses

per year (3 big, or 2 big and 2 small); faculty at 0.50 FTE teach two to three courses per year.

Full-time (1.0 FTE) lecturers or senior lecturers in the Department of Architecture teach six courses per year because they are not held to the same expectations for creative achievement as tenured or tenure-track faculty.

The main responsibility of Adjunct and Affiliate faculty is teaching, although these faculty do not always teach courses every year. Part-time lecturers are hired to teach specific courses and typically teach one course per year.

In the Faculty Matrix a 6-credit studio course or a 100+student 3-credit lecture course represents about 0.22 annual FTE; 3-credit courses with enrollments between 30 and 60 students represents 0.20 annual FTE, and 3-credit courses with fewer than 30 students represent about 0.17 annual FTE. (Thus 3 “big” courses plus 2 “small” courses or 5 “medium” courses equal one full teaching load: $(3 \times 0.22) + (2 \times 0.17) = 1.0$ FTE, or $(5 \times 0.20) = 1.0$ FTE)

Student to faculty ratios: Although low student to faculty ratios are primarily beneficial to students, the opportunity to work closely with students contributes strongly to the positive experience of teaching in the Department of Architecture. Generally we strive to teach studios with twelve students to one faculty member. In 2012-13 this ratio varied from 6/1 to 18/1 with averages for undergraduate studios 11.7/1, for graduate studios 10.4/1, and for vertical studios 10.4/1.

Table 2. Undergraduate Studios 2012-13 – Faculty and Student Numbers

Course number	No. of sections	Faculty/section	Students/section
Arch 300	1	3	47
Arch 301	2	2	23, 24
Arch 302	2	2	23, 24
Arch 400	3	1	13, 13, 11
Arch 401	3	1	7, 11, 12
Arch 402	3	1	11, 12, 13
Arch 404/CM 404*	1	2	13

Table 3. Graduate Studios 2012-13 – Faculty and Student Numbers

Course number	No. of sections	Faculty/section	Students/section
Arch 303	1	2	21
Arch 304	1	2	20
Arch 305	1	2	20
Arch 500	4	1	12
Arch 501	3	1, 1, 2	12, 13, 18
Arch 502	3	1	9, 12, 13
Arch 503	3	2, 2, 1	17, 17, 12
Arch 504	2	1	6, 13
Arch 504/LA 501**	1	2	25
Arch 506	1	2	12
Arch 700	1	1	13

Table 4. Vertical Studios 2012-13 – Faculty and Student Numbers

Course number	No. sections	Faculty/sect	Students/sect
Arch 400/504 (Rome)	1	3	32
Arch 401/501/504 (Mexico)	1	2	15
Arch 402/502/506 (Des/Build)	1	2	18
Arch 402/506 (Japan)	1	1	12
Arch 403/506 (Summer)	2	1	7, 10

* Joint Arch/Construction Management studio for double majors

** Joint Arch/LArch studio with funded travel to Copenhagen

Faculty participation in international programs: Any faculty member in the department may propose to teach an international program. Proposals are reviewed by the chair, in consultation with the Executive Committee of the department, relative to pedagogical content, faculty qualifications and budgets. The department may not be able to approve all programs proposed, but every effort is made to support faculty initiatives that provide students with international experience. The department hosts regular quarter-long faculty-led programs to Rome, India, Mexico, and Scandinavia as well as brief study trips to Japan, Australia, and Denmark.

Course Evaluations: The University of Washington Office of Educational Assessment has a strong university-wide program of course evaluation in which the Department of Architecture fully participates. The university has developed and tested a series of course evaluation forms that are tailored to the different types of courses (large lecture, small lecture, lab section, problem solving, etc.). They include both numerical forms and narrative forms for individual teacher feedback.

The Department of Architecture faculty have voted that every course taught by department faculty should be evaluated. Each quarter, a department staff person sends faculty an on-line course evaluation order form—the orders are then sent to the Office of Educational Assessment and the forms are sent out to the department and distributed to the faculty. Evaluations include both a mark-sense form and a comment sheet. Time is allocated in each course for the evaluations to occur; the faculty member must not be present when this is done. The forms are sent in to be compiled; each faculty member receives a numerical summary (from the mark-sense forms) the following quarter (after grades have been filed) for the previous quarters' courses; these are also provided to the chair of the department. Students' comment sheets are also sent to the faculty members.

Course evaluations are considered in the University of Washington promotion, tenure and merit review (salary adjustment) processes.

Support for Creative Activity of the Faculty

Leadership in Creative Achievement: The faculty of the Department of Architecture demonstrate a high level of creative achievement in both scholarship and the professional practice of architecture. The University of Washington values research and scholarship and the department shares this culture. Some important mechanisms used by the department for promoting creative achievement are: annual faculty development course releases for tenured and tenure-track faculty, permanent appointments below 1.0 FTE to allow faculty time to sustain active architectural practices (as described above), regular sabbatical leaves, and the potential to apply for release time to pursue research projects.

UW Architecture faculty have demonstrated leadership in research and scholarship by presenting many papers at conferences, publishing articles in refereed and other journals, and by publishing many noteworthy books. The following is a list of books published or re-published by permanent members of the Department of Architecture faculty since the last writing of this APR in 2007. Many of these books are on display in the Architecture Office in Gould Hall:

- Alex Anderson *A Study of the Decorative Art Movement in Germany* (2008) – with Mateo Kries
- Steve Badanes *Expanding Architecture: Design As Activism* (2008) – with Bryan Bell, Katie Wakeford and Roberta Feldman
- Francis Ching *Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code* (4th ed. 2012)
- Interior Design Illustrated* (3rd ed. 2012) – with Corky Binggeli
- Introduction to Architecture* (2012) – with James F. Eckler
- A Visual Dictionary of Architecture* (2nd ed. 2011)
- A Global History of Architecture* (2nd ed. 2010) – with Vikram Prakash and Mark Jarzombek
- Building Structures Illustrated: Patterns, Systems, and Design* (2009) – with Barry Onouye and Doug Zuberbuhler
- Design Drawing* (2nd ed. 2009) – with Steve Juroszek
- Building Construction Illustrated* (4th ed. 2008)
- Nicole Huber *Urbanizing the Mojave Desert: Las Vegas* (2008) – with Ralph Stern
- Louisa Iarocci *Visual Merchandizing: The Image of Selling* (2013)
- Joel Loveland *Daylighting Design in the Pacific Northwest* (2012) – with Chris Meek and Kevin Van den Wymelenberg
- Chris Meek *Daylighting Design in the Pacific Northwest* (2012) – with Joel Loveland and Kevin Van den Wymelenberg
- Robert Mugerauer *Environmental Dilemmas: Ethical Decision-making* (2008) – with Lynn Manzo (LArch.)
- Heidegger and Homecoming: The Leitmotif in the Later Writings* (2008)
- Jim Nicholls *Carscadden Thrift: Selected Works* (2013) – with Ross McDonald
- Glenn Murcutt: University of Washington Master Studios and Lectures* (2009)
- Jeffrey Ochsner *Lionel H. Pries, Architect, Artist, Educator: from Arts and Crafts to Modern Architecture* (2007)
- Furniture Studio: Materials, Craft, and Architecture* (2012)
- Ken Oshima *Global Ends Towards the Beginning* (2012)
- International Architecture in Interwar Japan: Constructing Kokusai Kenchiku* (2010)
- Arata Isozaki* (2009)
- Home Delivery* (2008) – with others

	<i>Hitoshi Abe: On the Spot</i> (2008) – with others
Vikram Prakash	<i>The Architecture of Shivdatt Sharma (Modernism in India)</i> (2013)
	<i>Art, Architecture and Furniture of Aditya Prakash</i> (2012)
	<i>Between the Built and the Unbuilt</i> (2010)
	<i>A Global History of Architecture</i> (2 nd ed. 2010) – with Francis Ching and Mark Jarzombek
Sharon Sutton	<i>The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities</i> (2011) – with Susan Kemp

These books are only one element of the leadership creative work in the field of architecture by our faculty. Many faculty have designed significant buildings, contributed articles to refereed journals, published chapters in books or been asked to author articles in encyclopedias (clear evidence of a national or international reputation). Some examples of faculty leadership are described in the next few paragraphs.

- Professor David Miller, Professor Mike Pyatok, Associate Professor Rick Mohler, and Associate Professor Peter Cohan run architectural firms, which have won numerous national, local, and regional design awards. Five faculty members – Daniel Friedman, David Miller, Jeffrey Ochsner, Mike Pyatok, and Sharon Sutton – have been named as Fellows of the American Institute of Architects “for significant contributions to architecture and society.”
- An area in which the department has become particularly influential is sustainable design. Department chair and Professor David Miller’s firm, Miller Hull, won the American Institute of Architecture Firm of the Year award in 2003 for work “in service to the architect’s ultimate client, the planet Earth.” This is the AIA’s top design award, conferred on only one firm in the USA each year. Miller’s firm has also won a number of other significant national awards and is the subject of three monographs published in 1999, 2003, and 2005. Miller also serves on the national AIA Committee on the Environment (AIA/COTE), which he chaired in 2008. Recently Miller Hull has partnered with the faculty and student team at the Integrated Design Lab to design one of the most energy efficient office buildings on the planet, the net-zero Bullitt Foundation Building, which is currently under construction in Seattle.
- The IDL, directed by Professors Joel Loveland and Rob Peña, provides building energy efficiency research and design consultation services to many architecture firms in the Northwest. Since the department’s last accreditation the IDL has been involved in hundreds of building designs.
- The newly formed, interdisciplinary Carbon Leadership Forum, under the direction of Assistant Professor Kate Simonen, collaborates with government and industry to use Life Cycle Assessment (LCA)/Carbon Accounting methods to reduce environmental impacts. This group has already been influential in shaping the national 2030 Challenge as well as statewide regulations on building products.
- Professor Sharon Sutton has focused her work on how design impacts urban youth, recently with funding by the Ford Foundation. In 2011 the national AIA acknowledged Sutton’s influential role in shaping architectural practice by conferring on her the AIA Whitney Young Jr. Award, which challenges the architectural profession to assume its responsibility toward social issues. Sutton also received the Seattle AIA Community Service Award in 2005.
- In design computing, faculty have made important contributions in the areas of architectural visualization and fabrication. Associate Professor Mehlika Inanici has done pioneering work in building energy simulation, particularly the use of high dynamic range photography for studying illumination. In recent years

department faculty have made important contributions to the developing field of digital fabrication in architecture, with new books on the subject produced by Assistant Professor Rob Corser and Associate Professor Kimo Griggs, and published by Princeton Architectural Press and Wiley, respectively. Griggs also co-wrote a chapter for the 11th edition of *Architectural Graphics Standards* (2007). Associate Professor Brian Johnson has long served as influential member of the Association for Computer Aided Design in Architecture (ACADIA), of which he was president in 1999-2000. He received its Society Award in 2010.

- Department faculty in the areas of history and theory, are highly productive scholars. Since the last accreditation they have produced more than 25 new books published by presses in the United States, Canada, and Europe including: Jovis Publishers (Germany), Lexington Books, McGraw/Hill, MIT Press, Modern Museum of Art, Pallgrave McMillan (England), Phaidon Press (England), Princeton Architectural Press, University of Toronto Press, University of Washington Press, Vitra Design Museum (Germany), and Wiley.
- In the area of design graphics Professor Emeritus Frank Ching has long been a globally recognized figure and prolific producer of hugely successful books. In the past ten years Ching has produced or contributed significantly to four new books (all published by Wiley), and has published new editions of six others, including the 5th edition of *Architectural Graphics*. For his lifetime accomplishments in the field, Ching received the national AIA Award for Collaborative Achievement and the Cooper Hewitt National Design Award, both in 2007.

It would, of course, be possible to extend this list substantially, but the specifics of individual faculty activities and achievements, as mentioned above, can be found in the faculty resumes. These summaries are quoted here because they provide clear indication of the supportive environment of the department relative to faculty members' creative activities.

Sabbatical and Professional Leave: Tenured faculty members can apply for sabbatical leave every seven years. Since the last accreditation faculty have taken 15 quarters of paid sabbatical leave (1 in 2007-08, 4 in 2009-10, 1 in 2010-11, 3 in 2011-12, and 6 in 2012-13). Faculty with research grants and contracts can reduce their teaching appointments by being paid a commensurate amount by outside funds for their research. Faculty who want to pursue outside commitments more actively are granted leave without pay.

Support for Faculty Travel: Any faculty member in the department may request funds to travel to national or international academic or professional meetings to deliver a paper, participate as a panelist, or otherwise actively engage in scholarly or professional activities. Over the last six years the Department of Architecture has supported approximately \$44,000 annually in travel funds for faculty. Since 2007, every faculty member who has requested travel support to a conference to give a presentation or chair a session has received some support from the department. Faculty members who wish to attend conferences for professional development, but who are not presenting, may request funds for travel, but such requests are not always met.

Grant Support: Direct research funding from the department, college, and university is limited. The university offers one competitive program, the "Royalty Research Fund," which accepts proposals semi-annually. This fund primarily provides seed funding, which will help faculty to initiate funding and then seek outside support. Most projects selected also have promise of generating outside income at some point in the future. (Recent recipients include: Meredith Clausen, Gundula Proksch and Mehlika Inanici.)

The Simpson Center for the Humanities, a UW center based in the College of Arts and Sciences provides grant support for scholarship and collaborative education in the arts and humanities. In 2010-2011 the center hosted "Now Urbanism," a multi-disciplinary Sawyer Seminar, also funded by the Andrew W. Mellon Foundation. This was a collaboration of the College of Built Environments and the College of Arts & Sciences, with support from the UW Alumni Foundation and the Graduate School. Now Urbanism, led by

Associate Professor Thaisa Way (LArch, adjunct in Arch) focused on the challenges and opportunities of urbanization in the twenty-first century. (<http://www.nowurbanism.org>)

The College of Built Environments offers competitive faculty development awards of about \$5,000 each year as well as smaller prizes for faculty work, both in-progress and completed. The college also has several other small endowments that support research or publication. An example is the Johnston-Hastings Faculty Publication Endowment, which supports an annual award to assist faculty with preparation of a publication that is already under contract; the size of these awards is between \$2000 and \$2500.

At present neither the department nor the college has a staff member who is solely devoted to providing grants and contracts support.

Opportunities for Interdisciplinary Collaboration: Department of Architecture faculty and students participate in many interdisciplinary programs, research collaborations, and professional consultation in the college, university, local and national communities.

Within the College of Built Environments, the department actively engages other disciplines in a shared Ph.D. degree, in concurrent degree programs, in interdisciplinary Urban Design and Historic Preservation certificates, and collaborative research and design courses such as the BE Lab series.

The Ph.D. in the Built Environment is a college-wide, interdisciplinary degree program that provides students with a common core of substantial, integrated knowledge and three areas of specialization: Sustainable Systems and Prototypes; Computational Design and Research; History, Theory, and Representation studies. Architecture Department faculty have been integral to the program since its formation in 2002; they serve on its steering and admissions committees, teach core courses, and chair dissertation committees. The program gives faculty with disciplinary specializations many opportunities, particularly as members of dissertation committees, to connect along common lines of inquiry and methodological approaches.

Concurrent degree programs in Architecture/Construction Management (BA/BS), and Architecture/Landscape Architecture (MArch/MLA to be implemented in 2012) and interdisciplinary certificates within the college provide similar collaborative opportunities for faculty while giving students ways to expand their expertise into related fields and build interpersonal connections across disciplinary lines.

The BE Lab series, which is funded by the CBE dean's office, is a unique, special-topic micro-curriculum developed to provide CBE students and faculty with a 'fifth space' for highly integrative and experimental coursework. BE Labs expressly engage grand challenge problems, test novel methods, and promote rigorously transdisciplinary frameworks for research, instruction, and design inquiry.

The Department of Architecture also engages in a wide range of interdisciplinary research through three research centers – The Integrated Design Lab, the Design Machine Group, and The Center for Environment, Education, and Design Studies – and faculty-led collaborations, such as the Carbon Leadership Forum.

The Integrated Design Lab includes interdisciplinary University of Washington research, faculty, staff, and students that support the development of high-performance commercial and institutional building design including lighting, daylighting, and energy infrastructure. The IDL has established design and construction market relationships in the Pacific Northwest through the provision of technical assistance, design guidance, and building energy efficiency research.

The Design Machine Group is a multi-disciplinary collaborative research group with students from several degree streams, including the MS, MArch, BA (Architecture), and as well as students from the iSchool, HCDE, and CSE. Its aim is to explore and develop ideas with the power to shape the software, technology and conceptual paradigms at the intersection of digital technologies, design, and built environments.

The Center for Environment, Education, and Design Studies is a broadly interdisciplinary group of faculty at the University of Washington that seeks to enhance learning and community well being through participatory research and design processes. CEEDS engages in partnerships with K-12 schools, industry, and neighborhood organizations to affect systemic change in communities, especially those serving children and families with limited access and untapped talents. CEEDS faculty are especially

interested in encouraging construction of new physical facilities as catalysts for organizational change. Its overarching goal is to use participative processes to create democratic learning communities while also sparking theory building and policy-making nationally on this topic.

The Carbon Leadership Forum, organized by Assistant Professor Kate Simonen, is an industry/academic research collaboration focused on linking the science of life cycle assessment to industry best practices in order to help enable quantifiable reduction to the carbon impact of the built environment with a focus on reducing the impact of material manufacturing and building construction.

Individual faculty participate in a broad range of interdisciplinary activities. For example, Assistant Professor Gundula Proksch, in collaboration with the Greenskins Lab at the University of British Columbia's Design Centre for Sustainability, is developing a pilot project for professional urban farming. Assistant Professor Kathryn Merlino works with the Washington State Department of Archeology and Historic Preservation and the National Trust for Historic Preservation's Preservation Green Lab to communicate how historic preservation rehabilitation projects can be high performing, sustainable, and historic. Professor Bob Mugerauer works with colleagues across campus on diverse research projects involving biologically based design, and an effort to use visualization, narrative, and scientific data to generate realistic scenarios to deal with social-environmental problems.

Because architecture is a broadly-connected discipline deeply engaged in fundamental aspects of everyday life, contemporary community issues, shared cultural identity, healthcare and wellbeing, urban and natural ecology, material science, structural engineering, and so on, it is both natural and crucial that the department cultivate and sustain connections with other disciplines. Interdisciplinary connections help to simulate realistic professional opportunities for students, connect students and faculty to communities who benefit from their expertise, and build academic communities better suited to address the complex problems in which architecture is embedded.

Guest Speakers and Visiting Critics

The college and the department bring a large number of guests to enhance academic life for students in our programs. These include speakers on a wide range of topics and visiting design critics from other universities and local and national architecture firms. Guests participating in architecture design reviews donate more than 1000 hours to the department each year.

Speakers: The college and department each bring a variety of speakers to campus each academic quarter, and there are numerous other arranged lectures and/or seminar discussions with local and visiting professionals. Much of this activity is funded by endowments, alumni, interested professional firms, or the department's Professionals Advisory Council. In addition, students make some of the arrangements. The following is a listing by date of all speakers hosted by the Department of Architecture from Autumn 2007 through Spring 2013.

2007-08

- David Adjaye, Adjaye Associates; Rory McGowan, ARUP; Jung Ho Chang, Atelier FCJZ; Markku Komonen, Heikkinen-Komonen; Craig Hodgetts, Hodgetts and Fung; Jürgen Mayer H, J Mayer H.; Ole Scheeren, OMA; Matthias Sauerbruch, Sauerbruch Hutton; Craig Dykers, Snøhetta, 10/28-29/2007
- Christof Jantzen, Behnisch Architects, 1/30/2008
- Ryue Nishizawa, SANAA, 2/8/2008
- Jeffrey Ochsner, University of Washington, 2/13/08
- Mark Hinshaw, LMN Architects, 2/20/08
- Glenn Murcutt, Glenn Murcutt Architects and Juhani Pallasmaa, Juhani Pallasmaa Architects, 4/11/08
- Juhani Pallasmaa, Juhani Pallasmaa Architects, 4/18/08
- Gwendolyn Wright, Columbia University, 4/21/08
- Jerry Laiserin, 4/23/08

2008-09

- Nader Tehrani, office DA, 10/31/2008
- Lise Anne Couture, Asymptote, 1/28/2009
- Inge Roecker, ASIR Studio, 2/18/2009
- Michael Pyatok, Michael Pyatok Architects, 2/25/2009
- Larry Scarpa, Pugh + Scarpa, 3/3/2009
- Teddy Cruz, Estudio Teddy Cruz; Michael Dear, University of Southern California, 4/17/09
- Doojin Hwang, Doojin Hwang Architects, 4/22/2009
- Keller Easterline, Yale University; Nicole Huber, UW; Ralph Stern, UW, 5/1/09
- Mary Ann Ray, Studio Works; Noriyuki Tajima, Tele-Design, 5/15/09
- Lene Tranberg, Lundgaard & Tranberg, 5/19/2009

2009-10

- Dan Wheeler, Wheeler Kearns Architects, 11/16/2009
- Marc Simmons, Front Inc., 1/22/2010
- Tod Williams, Tod Williams Billie Tsien Architects, 2/11/2010
- Alan Dunlop, gm+ad architects, 4/13/2010
- Dorte Mandrup, Dorte Mandrup Arkitekter, 5/5/2010

2010-11

- Philip Christofides, Arellano Christofides Architects; Lisa Chadbourne and Darren Doss, chadbourne +doss architects; Mike Mora and Joe Herrin, Heliotrope Architects; Rob Hutchison and Tom Maul, Hutchison + Maul Architecture, 10/21/2010
- Sheila O'Donnell, O'Donnell and Tuomey Architects, 11/4/2010
- Gregg Pasquarelli, SHoP Architects, 2/3/2011
- Matt Aalfs, Weinstein A|U; Cima Malek-Aslani and Walter Schacht, Schacht|Aslani Architects; Brad Miller, Miller Hayashi Architects; Sian Roberts, The Miller|Hull Partnership, 3/3/2011
- Lene Tranberg, Lundgaard & Tranberg Arkitekter, 3/31/2011
- Matthias Kohler, Gramazio & Kohler, Architekten, 5/20/2011

2011-12

- Marie J. Aquilino, Ecole Speciale D'Architecture, 9/30/2011
- Jennifer Yoos, VJAA, 10/20/2011
- Rico Quirindongo, DKA Architecture, 11/16/2011
- Brendan Connolly, Mithun; Sam Miller, LMN; Brent Rogers, NBBJ, 11/17/2011
- George Suyama, Suyama Peterson Deguchi, 1/9/2012
- Todd Schliemann, Ennead Architects, 1/31/2012
- Carme Pigem, RCR Arquitectes, 2/15/2012
- Astrid Lipka and Lyn Rice, Lyn Rice Architects, 2/24/2012
- Javier Sanchez, JS^a, 4/4/2012
- Jay Taylor, MKA, 4/18/2012
- Jeffrey Karl Ochsner, University of Washington, 4/30/2012
- Marion Weiss and Michael Manfredi, Weiss Manfredi, 5/24/2012

2012-13

- Ronald Rael, Rael San Fratello Architects, 10/23/2012
- Barry Bergdoll, MOMA, 11/15/2012
- Patricia Patkau, Patkau Architects, 11/15/2012
- Noriyuki Tajima, 1/31/2013
- Sunil Bald, Studio SUMO, 2/21/2013
- Douglas Kelbaugh, University of Michigan, 3/5/2013
- David Baker, David Baker + Partners Architects, 4/30/2013
- Guy Nordenson, Guy Nordenson and Associates Structural Engineers, 5/14/2013
- Kenneth Frampton, Columbia University, 5/16/2013
- Dorte Mandrup, Dorte Mandrup Arkitekter, 5/24/2013

- Mark Cavagnero, Mark Cavagnero Associates, 5/28/2013

Design reviews: A great number of visiting practitioners and academics donate their time for the review and evaluation of student work. The list below includes visiting critics who participated in the department's Master of Architecture and Master of Science thesis reviews since autumn 2007. A list including all critics in all reviews would be much longer. Most of these critics are from Seattle architecture firms and many are UW alumni.

Au 2007

- Dan Foltz, Weber Thompson
- Grace Leung, Miller|Hull Partnership
- Ed Palushock, Miller|Hull Partnership
- Stanford Wyatt, Washington State University

Sp 2008

- Matt Aalfs, Weinstein A|U
- Tom Barrie, North Carolina State University
- Wyn Bielaska, Callison
- Dace Campbell, BNBuilders
- Lee Copeland, Mithun
- Rob Corser, University of Kansas
- Ray Freeman III, Workshop 3D
- Tom Furness, UW HITLab
- Ann Huppert, University of Kansas
- Rob Hutchison, Hutchison and Maul
- Rob Kiker, Weinstein A|U
- Greg Kessler, Washington State University
- Edward LaLonde, Olson Sundberg Kundig Allen Architects
- Tom Maul, Hutchison and Maul
- Jennifer Milliron, NBBJ
- Amber Murray, Castanes Architects
- Kirsten Murray, Olson Sundberg Kundig Allen Architects
- Susan Olmsted, Mithun
- Olaf Recktenwald, Zimmer Gunsul Frasca Architects
- Boris Srdar, NAC|Architecture
- Erik Stenberg, KTH Stockholm
- Karen Thomas, Thomas & Thomas
- Rick Zieve, SRG Partnership

Au 2008

- Donald Corner, University of Oregon
- Bob Hull, Miller|Hull Partnership
- Matt Hutchins, Cast Architecture
- Susan Jones, Atelier Jones
- Grace Kim, Schemata Workshop
- Peter Steinbrueck, Steinbrueck Urban Strategies
- Robert Svetz, Syracuse University
- Thaisa Way, UW Landscape Architecture

Wi 2009

- Brian Court, Miller|Hull Partnership
- Bob Jakubik, Olson Sundberg Kundig Allen Architects
- Chris Patano, Patano+Hafermann Architects
- Larry Rouch, Larry Rouch Company
- Pia Sarpaneva, University of Arkansas

Sp 2009

- Jim Graham, Graham/Baba Architects
- Myer Harrell, Weber Thompson
- John Kennedy, Kennedy Architects

- Donald Mclaughlin, Weber Thompson
- Chris Patano, Patano+Hafermann Architects
- Kate Simonen, California College of the Arts
- Karen Thomas, Thomas & Thomas

Au 2009

- Matt Aalfs, Weinstein A|U
- Eric Aman, Schacht Aslani Architects
- Wyn Beilaska, Architect
- Hrvoje Benko, Microsoft
- Josh Brevort, zeroplus
- Lee Copeland, Mithun
- Barbara Erwine, Architect
- Ray Freeman III, Freeman+Wetzel Design Build
- Rachel Gleeson, MVVA
- Kailin Gregga, Diller Scofidio and Renfro
- Mary Johnston, Johnston Architects
- Grace Kim, Schemata Workshop
- Steven Lazen, Suyama Peterson Deguchi
- Kirsten Murray, Olson Sundberg Kundig Allen Architects
- Susan Olmsted, Mithun
- Katie Popolow, Miller|Hull Partnership
- Jennifer Reese, ARC
- Carsten Stinn, Architect
- Rick Sundberg, Olson Sundberg Kundig Allen Architects
- Kevin Tabari, Weinstein A|U
- Ken Yocum, UW Landscape Architecture

Wi 2010

- Christina Bollo, SMR Architects
- Josh Brevoort, zeroplus
- Daniel Glenn, Environmental Works
- David Hewitt, Hewitt Architects
- Susan Jones, Atelier Jones
- Chris Patano, Patano+Hafermann Architects
- Ayad Rahmani, Washington State University
- James Tweedie, UW Comparative Literature and Cinema Studies
- Gordon Walker, Mithun
- Alys Weinbaum, UW English

Sp 2010

- Jeffrey Bailey, NBBJ
- Clayton Binkley, Arup
- Lee Copeland, former UW campus architect
- Ben Dalton, Miller|Hull Partnership
- Scott Davidson, McNeel
- Dennis Forsyth, SRG Partnership
- Laura Haferman, Patano+Hafermann Architects
- Kristine Kenney, UW Landscape Architect
- Maureen O'Leary, Mahlum
- Kirk Pawlowski, UW Assistant Vice Provost for Capital Planning
- Ron Rochon, Miller|Hull Partnership

Au 2010

- Christina Bollo, SMR Architects
- Jeff Boone, Weinstein A|U
- Josh Brevoort, zeroplus
- Steve Bull, Workshop Architecture/Design
- Allan Farkas, Eggleston|Farkas Architects

- Prentis Hale, Shed
- Myer Harrell, Weber Thompson
- Rob Hutchison, Hutchison and Maul
- Brad Khouri, b9 Architects
- Keith McPeters, Gustafson Guthrie Nichol
- Julie Parrett, Waterfront Coalition
- John Passmore, Architect
- Christine Pein, Workshop Architecture/Design
- Ron Rochon, Miller|Hull Partnership
- Daniel Stettler, Stettler Design
- David Strauss, SHKS Architects
- Brian Sullivan, Seattle Housing Authority
- Rick Sundberg, Architect
- Kevin Tabari, Weinstein A|U
- Mark Ward, UrbanAdd
- Thaisa Way, UW Landscape Architecture
- Ken Yocom, UW Landscape Architecture
- Bill Zimmerman, Architect

Wi 2011

- Wyn Bielaska, Architect
- Jay Deguchi, Suyama Peterson Deguchi
- Rob Hutchison, Hutchison and Maul
- Keith McPeters, Gustafson Guthrie Nichol
- Lori Noto, Architect
- Ron Rochon, Miller|Hull Partnership
- Karen Thomas, Henry Art Gallery

Sp 2011

- Dan Belcher, Architect
- Josh Brevoort, zeroplus
- Dace Campbell, BNBuilders
- Ruth Coates, Miller|Hull Partnership
- Rob Hutchison, Hutchison and Maul
- Susan Jones, Atelier Jones
- Rick Sundberg, Architect

Au 2011

- Matt Aalfs, Weinstein A|U
- Bojan Belic, UW Slavic Languages
- Wyn Bielaska, Callison
- Josh Brevoort, zeroplus
- Amanda Bryan, Via Architects
- Susan Busch, Hewitt
- Don Carlson, Carlson Architects
- Daniel Chiro, UW Jackson School
- Lisa Chun, zeroplus
- Brett Conway, EHS Design
- Jay Deguchi, Suyama Peterson Deguchi
- Barbara Erwine, Architect
- Allan Farkas, Eggleston|Farkas Architects
- Dennis Forsyth, SRG Partnership
- Brad Khouri, b9 Architects
- Kristian Kicinsky, Callison
- Christine Pein, Lairdesign
- Rico Quirindongo, DKA Architecture
- Stacy Smedley, KMD Architects
- Peter Spruance, Miller|Hull Partnership
- Dan Stettler, Stettler Design

- Tim Williams, Zimmer Gunsul Frasca Architects
- Ken Yocom, UW Landscape Architecture

Wi 2012

- Wyn Bielaska, Callison
- Rob Hutchison, Hutchison and Maul
- Mike Jobes, Miller|Hull Partnership
- Laura Lenss, SHKS Architects
- Keith McPeters, Gustafson Guthrie Nichol
- Dominic Muren, UW School of Art
- Chris Patano, Patano+Hafermann Architects
- Karen Thomas, Gensler

Sp 2012

- Matt Aalfs, Weinstein A+U
- Dan Belcher, Architect
- Kat Cheney, SkB Architects
- Jay Deguchi, Suyama Peterson Deguchi
- Mike Henderson, Bohlin Cywinski Jackson
- Jeff Hou, UW Landscape Architecture
- Amit Ittyerah, LMN Architects
- Bob Jakubik, Olson Kundig Architects
- Mike Jobes, Miller|Hull Partnership
- Sally Knodell, Environmental Works
- Tom Maul, Hutchison and Maul
- Emma Nowinski, Bohlin Cywinski Jackson
- Mark Purcell, UW Urban Design and Planning
- Daniel Stettler, Stettler Design
- Hendrik Tieben, Chinese University of Hong Kong
- Ron van der Veen, DLR Group
- Thaisa Way, UW Landscape Architecture

Au 2012

- Kristin Becker, Olson Kundig Architects
- Wyn Bielaska, Callison
- Jeff Boone, Public 47
- Rebecca Burnett, UW Geography
- Brendan Connolly, Mithun
- Lee Copeland, Mithun
- Jay Deguchi, Suyama Peterson Deguchi
- Josh Distler, LMN Architects
- Allan Farkas, Eggleston|Farkas Architects
- Jamie Fleming, Studio 216
- Jill Fortuna, Guthrie Gustofson Nichols
- Anjali Grant, Mahlum
- Prentise Hale, Shed
- Myer Harrell, Weber Thompson
- Bob Hull, Miller|Hull Partnership
- Rob Hutchison, Hutchison and Maul
- Mary Johnston, Johnston Architects
- Brian Jonas, Mahlum
- Katheryn Krafft, UW Tacoma
- Julie Nicoletta, UW Arts and Sciences
- Susan Olmsted, Mithun
- Anthony Pellecchia, WPA Studio
- Rico Quirindongo, DKA Architecture
- Walter Schacht, Schacht Aslani Architects
- Matthew Soules, University of British Columbia
- Peter Spruance, Miller|Hull Partnership

- Boris Srdar, NAC|Architecture
- Dan Stettler, Stettler Design
- David Strauss, SHKS Architects
- Phillip Thurtle, UW History
- Ron van der Veen, DLR group
- Thaisa Way, UW Landscape Architecture
- JoAnn Wilcox, Mahlum

Wi 2013

- Kristen Becker, Olson Kundig Architects
- Ashley Emery, UW Civil Engineering
- Brian Gerich, Attelier Jones
- Boris Srdar, NAC|Architecture
- Stanford Wyatt, Architect

Sp 2013

- Dan Belcher, McNeel
- Uwe Bergk, SRG Partnership
- Clayton Binkley, Arup
- Rick Browning, AIA
- Susan Busch, Baylis Architects
- Mary Childs, UW Slavic Languages
- Myer Harrell, Webber Thompson
- Ted Hiebert, UW Bothell Arts and Sciences
- Nara Hohensee, UW Comparative History of Ideas
- Kevin Kane, SHKS Architects
- Kirsten Murray, Olson Kundig Architects
- Boris Srdar, NAC|Architecture
- James Tweedie, UW Comparative Literature
- Andrew van Leeuwen, Build

1.2.1b Staff

The Staff of the Department of Architecture work as a team to provide support to the students and faculty of both the graduate and undergraduate programs, and in many cases, to the college.

Manager of Program Operations: The Manager of Program Operations is responsible to the chair for the smooth operation of the department. The Manager serves as a member of the department Executive Committee and is responsible for managing department staff, administering faculty and student employee appointments, scheduling class times and rooms, assisting the chair with budget planning and allocation, processing and monitoring applications for travel, processing visas for International appointments, and acting as a resource liaison for the department with regard to departmental, college, university, state and federal policies and procedures.

Graduate Academic Adviser: The Graduate Adviser supports students in the Master of Architecture and Master of Science in Architecture programs. The Graduate Adviser keeps students informed of curriculum requirements, program policies and procedures, registration procedures, grading and leave policies. The Graduate Adviser develops and maintains graduate student files, responds to inquiries from prospective students, receives, processes and organizes admission application materials for the Graduate Admissions Committee review and coordinates and participates in the annual orientation for incoming graduate students.

Undergraduate Academic Adviser: The Undergraduate Adviser supports students in the Bachelors of Arts in Architectural Studies program. The Undergraduate Adviser keeps students informed of curriculum requirements, program policies and procedures, registration procedures, grading and leave policies. The Undergraduate Adviser develops and maintains undergraduate student files, responds to inquiries from prospective students, receives, processes and organizes admission application materials for the Undergraduate

Admissions Committee review and coordinates and participates in the annual orientation for incoming undergraduate graduate students.

Program Assistant: The Program Assistant serves as the department receptionist, answering general questions regarding the Undergraduate and Graduate programs; providing information regarding class registration, entry codes; taking messages; answering questions regarding departmental policy, and questions regarding departmental deadlines and events. The Program Assistant also helps both the Graduate and Undergraduate Academic Advisers in the admissions process. In general, this position is an active staff team player, filling in for positions when necessary.

Program Operations Specialist: The Program Operations Specialist (working title: Shop Manager) is responsible for the overall management and operation of the Shop. The Program Operations Specialist exercises specialized knowledge in the field of architectural fabrication and furniture making. The Program Operations Specialist advises students on materials and processes in order to facilitate the building and completion of student projects and exercises; allocates resources and establishes policies, methods and procedures for the Shop and supervises shop staff and student employees.

Instructional Technician II: The Instructional Technician II prepares equipment, materials and solutions for shop class work projects and prepares demonstrations as requested by instructors. The Instructional Technician II orders equipment and supplies and maintains adequate stock levels for the shop. Provides training for students and faculty in computer software, equipment operation and safety training. This position also schedules and directs student employees and provides overall support to the Program Operations Specialist.

Program Support Supervisor II: The Program Support Supervisor II works in the Integrated Design Lab. The Program Support Supervisor II supervises student employees; assists the Lab Director and dean's office with processes and compliance for grant and contact negotiations, and maintains the Lab budget, providing frequent budget reports.

Student Assistants: Student assistants provide clerical support functions, in the areas of website maintenance, data entry, mail distribution, copying and other clerical duties as needed.

Professional Development and Committee/Council Appointments: Staff periodically take classes through UW Professional and Organizational Development (POD). Classes taken by staff over the last year include "Learning to Lead", "Training, Coaching and Mentoring for Success", "Supervision Basics", and "Leadership Style Makes a Difference". Staff take computer classes as needed to keep skills updated. In addition, staff sit on various college and university committees, which include the CBE Staff Council, the UW Faculty Council for Faculty Affairs, and the UW Advisers Committee.

1.2.1c Students

Students in the BA in Architectural Studies program learn to assimilate a wide range of information; it develops visual literacy, encourages creative problem-solving, and builds usable skills applicable not only in architectural practice, but in other real-world situations. This program prepares students for further study in an accredited, 2 or 2+year professional Master of Architecture program, or for other career opportunities. Students in the BA in Architectural Studies program may also choose to pursue a dual degree with a BS in Construction Management, which requires an additional year of study.

Students in the MArch program at University of Washington follow one of three tracks depending on their previous education. The tracks converge, so all MArch students in the developing cohort finish their degrees together. Students in the 3+ and 2+year tracks receive an accredited MArch, and their academic outcomes are at least partially driven by its requirements. Students in the 1+year track have already received an accredited degree at the time of matriculation, so their UW MArch degree expectations are more flexible. All

MArch students complete a master's thesis, which includes a public presentation and submission of an approved document to the Graduate School.

Consistent with its value for "excellence in research and teaching," and "the traditions of architecture within the context of social and technological change," the Department of Architecture offers a Master of Science in Architecture that provides advanced academic training in two specialized program streams: Design Computing and the History and Theory of Architecture. These programs promote the academic goals of students intending to pursue careers in architectural education while also creating opportunities for professional architects to return to an academic setting to conduct focused research.

Admission to Department of Architecture Programs

BA in Architectural Studies Program Admissions: Admission into the Architectural Studies major requires: Junior year standing (90 or more credits completed) including successful completion of the liberal arts component (73 credits) and 17 credits of selective college courses. Admission procedures are described at: <http://arch.be.washington.edu/admissions/ba-arch-studies>. A faculty committee chaired by the Director of Student Services, who confirms all admission decisions, reviews applications.

Over the last several years we have worked to make students better aware of their chances for entry into the program so that our applicant pool is more self-selected. As a result application numbers have declined over the last couple of years. By reducing program selectivity in this way, students who are not likely to be admitted have a better chance of finding suitable positions in other majors.

Table 5. BA Annual Applications and Enrollment

	Avg./Yr 2007-11	% of Applicants	2012-13 Class	% of Applicants
Applicants	115	-	86	-
Offers	49	43%	48	56%
Denials	66	57%	38	44%
New Enrollment	49	100% (of offers)	48	100% (of offers)

MArch Program Admissions: Admission to the MArch program is highly competitive with offers given to about 30% applicants. The department does not generally offer admission to transfer students. Admission procedures are described at: <http://arch.be.washington.edu/admissions/m-arch>. A faculty committee chaired by the Graduate Program Coordinator, who confirms all admission decisions, reviews applications.

Generally more than 90% of students admitted to the MArch hold degrees from institutions other than UW. Usually about 50 new students enter the program: 20-25 3+year, 20-25 2+year, and 2-5 1+year. The MArch program has a total autumn enrollment target of 175 students. 42 MArch students, and 6 international visiting graduate students joined us in Autumn 2012 from universities and colleges in 20 states and 7 countries: Arizona, California, Colorado, Indiana, Illinois, Maine, Massachusetts, Maryland, Minnesota, Missouri, North Carolina, Ohio, Oregon, Pennsylvania, Tennessee, Utah, Vermont, Virginia, Washington (11 students, 8 from UW), and Wisconsin. We also have students joining us from Australia, China, Denmark, India, Japan, Norway, and Sweden.

Table 6. MArch Annual Applications and New Enrollments

	Avg./Yr 2002-11	% of Applicants	2012-13 Class	% of Applicants
Applicants	479	-	449	-
Offers	139	29%	140	31%
Denials	340	71%	285	69%
New Enrollment	51	37% (of offers)	42	30% (of offers)

Table 7. MArch Entering Scholarship and GRE Scores

	Avg. 2002-2011	2012-2013
Entry GPA	3.52	3.57
GRE Verbal	537	535
GRE Quantitative	655	715

MS Program Admissions: The MS program in Design Computing first admitted students in 2002; the MS in History and Theory began admitting students in 2007. Applications to the MS program increased steadily from 2007 to 2011, but decreased slightly in 2012: 7 in 2007, 8 in 2008, 17 in 2009, 22 in 2010, and 24 in 2011, 19 in 2012. Admissions procedures are described at: <http://arch.be.washington.edu/admissions/ms-architecture>. A faculty committee chaired by the coordinators of each MS program stream and the Graduate Program Coordinator, who confirms all graduate admission decisions, reviews applications.

Nine MS students matriculating in 2012 join us from universities in Arizona, California, Massachusetts, Oklahoma, Canada, China, India, Iran, and Tunisia.

Table 8. MS Design Computing Annual Applications and New Enrollments

	Avg./Yr 2002-11	% of Applicants	2012-13 Class	% of Applicants
Applicants	8	-	11	-
Offers	5	63%	5	45%
Denials	3	37%	6	55%
New Enrollment	3	60% (of offers)	5	100% (of offers)

Table 9. MS History/Theory Annual Applications and New Enrollments

	Avg./Yr 2007-11	% of Applicants	2012-13 Class	% of Applicants
Applicants	8	-	8	-
Offers	4	50%	4	50%
Denials	4	50%	4	50%
New Enrollment	2	50% (of offers)	4	100% (of offers)

Recruitment scholarships offered: In 2012-13 the Department of Architecture offered approximately \$50,000 in recruitment scholarships to MArch and MS candidates from the Architectural Foundation, Ayer, Joiner, Naramore, and Nesholm endowments, and 6 quarters of tuition from the Graduate School's Top Scholar program.

Student Support Services

BA Academic advising: the Undergraduate Academic Adviser and the faculty Director of Student Services handle academic advising for students in the undergraduate BA in Architectural Studies.

Upon admission into the BA program in Architectural Studies, all students are advised to attend a two-day orientation before the start of the academic year. During the orientation students are briefed on the details of the BA curriculum, the standards of performance established by the department for matriculation to the program, the variety of opportunities available for international study, design/build, furniture, and majors/minors with other disciplines at the UW, as well as financial aid, campus security, and counseling services information. During the orientation, students make individual appointments with the Undergraduate Adviser to review their academic schedules and to develop plans for making up contingency courses if necessary.

Students are encouraged to seek general advising once per quarter to assure normal progress is being made towards graduation. At a minimum, students are reminded to see an adviser at least once a year.

In preparation for studying abroad, students meet with an adviser the preceding quarter to plan for pre-registration and graduation.

The Undergraduate Adviser maintains scheduled office hours approximately 20 hours per week, and will often accommodate students on a walk-in basis. In addition to general academic advising and graduation requirement checks, the advisers counsel students on general program progress and future employment and graduate school plans.

The Director of Student Services works individually with graduate students who do not maintain expected academic standards. The Associate Chair/Graduate Program Coordinator addresses academic grievances.

MArch and MS Academic advising: Academic advising for students in the Master of Architecture program is handled by the Graduate Academic Adviser and faculty Graduate Program Coordinator. The Graduate Adviser and the program directors of individual MS in Architecture program streams handle MS advising.

The Graduate Adviser reviews the transcript and application file of each newly admitted student to assess previous coursework and professional experience. Each student is advised by letter of the courses, if any, they need to make up in order to meet entry level requirements, and courses they should consider taking during their first quarter in the MArch program.

During Student Orientation Week the Graduate Program Coordinator describes program requirements, scope and opportunities in detail. Students meet faculty from each curriculum area to gain a further understanding of academic opportunities. During the orientation, students make individual appointments with the Graduate Adviser to review their academic schedules.

Students are encouraged to meet with their adviser at least once per year to monitor progress in the program. The Graduate Adviser reviews each student's progress the quarter before he or she enrolls in Arch 700 MArch Thesis to assure that all program requirements will have been met before the student graduates.

The Associate Chair/Graduate Program Coordinator works individually with graduate students who do not maintain expected academic standards, and addresses academic grievances.

Personal advising and career guidance for grad and undergrad students: The department's faculty IDP Coordinator advises all MArch students on transition into the professional Intern Development Program through regular information sessions and individual meetings.

Associate Professor Ann Marie Borys, AIA has been the IDP Educator Coordinator for the department since September 2010. Professor Borys holds an NCARB certificate, is licensed in Massachusetts, Ohio, and Illinois, and is currently seeking licensure by reciprocity in Washington. She attended the annual IDP Coordinator conference in 2011 and again in 2013.

As IDP coordinator, she processes student and alumni eligibility forms, answers individual questions on an ongoing basis through email communication, and maintains the department's enrollment as an AIA Continuing Education provider so that students can earn IDP credits by attending departmental lectures. Regular efforts to provide students with information and answers to questions include:

- Overview of IDP at orientation
- Lunchtime information sessions 1-3 times per year (as needed in coordination with academic advisors)
- Hosted NCARB's IDP outreach and communications director for an evening session in Winter 2013
- In-depth description and discussion as part of Arch 571 Professional Practice

Professor Borys serves as a mentor for students seeking credit for construction site tours as part of design studios. In spring 2013 sixteen of the twenty students in the 3+year MArch program enrolled in IDP at the beginning of their summer internship.

While the IDP coordinator functions as the primary professional adviser for all MArch students, nearly all Department of Architecture faculty provide career advising informally. The faculty/student ratio is such that most students and faculty in the department know each other on a first name basis. Students often seek out faculty for advice on professional direction and career opportunities.

The department does not have a professional placement program, but it, along with the department's Professionals Advisory Council, coordinates many professional development opportunities for students, such as: a summer internship program for 3+year MArch students after their first year in the program, a portfolio workshop for applying to architecture offices, an annual career fair (co-sponsored by the College of Built Environments and the AIAS), a quarterly brown-bag forum on issues particular to young professionals, etc. Many students work in local firms during the school year and during the summers; these relationships often lead to permanent employment after graduation.

Other advising: The UW Counseling Center provides a staff of psychologists and counselors to discuss educational progress, personal concerns or career goals.
<http://www.washington.edu/counseling/>

The Career Center provides placement file service and placement counseling.
<http://careers.washington.edu/>

Minority Affairs, Special Services and Disabled Student Services offer counseling and guidance for special populations.

Opportunities for Student Learning Outside the Classroom

By its nature, the studio-driven curriculum of the Department of Architecture, with its low student to faculty ratios and close student-faculty interaction encourages a culture of intellectual exchange and exploration beyond the confines of the classroom, college, and university. This environment fosters many opportunities for students to gain insights from teachers, professional practitioners, and consultants while they are pursuing their degrees.

Studio: Although studio instruction occurs primarily in the studio classroom, the focus is often toward the community. Most studios offered by the department propose architectural interventions on building sites in Seattle, adjacent neighborhoods, or other communities in the region. Documentation and analysis of these sites are crucial to the design process, so students undertake context-related research, conduct site surveys, interview local residents, and so on, for each project. This typically begins with a site visit conducted by course faculty, and then proceeds outside of class time as students acquire detailed site information necessary for their building designs. This work often proceeds with the help of experts with which the department has extensive contacts – at the UW library, Seattle Department of Planning and Development, Historic Seattle, Sound Transit, Washington State Department of Transportation, architecture firms that have previously done work on or near the site, etc. In the past two years students in the department have visited and analyzed local building sites in the following Seattle Neighborhoods and surrounding communities: Ballard, Belltown, Bothell, Capitol Hill, Columbia City, Fremont, Georgetown,

International District, Lower Queen Ann, Magnuson Park, Othello, Pike/Pine, Rainier Beach, South Lake Union, University District, Wallingford, and Yessler Terrace. Department students have also worked in communities a farther afield (requiring overnight stays): Friday Harbor, Pac Forest, Shaw Island, Twisp, Yakima, and New Orleans, Louisiana. During multi-day trips, students interact with faculty for extended periods while traveling, during meals, and on-site.

Design/Build. Two important hands-on courses in the department take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Washington: the Howard S. Wright Design Build Studio and the Storefront Studio.

Since the department's last ten-year review the HSW Design Build studio, led by Steve Badanes, has built structures for: T. T. Minor Elementary School, The Danny Woo Community Gardens, The Noji Gardens, The Seattle Arboretum, The Lao Highland Association, Mt. Baker Village Apartments, Wellspring Family Services, Helping Link and El Centro De La Raza. In these projects, Architecture graduate and undergraduate students gain experience with clients, public agencies, material and assembly details, and hands-on construction while working to benefit people in the greater community. The studio receives funding from the Department of Neighborhoods, local business community, and the Howard S. Wright Endowment fund.

The Storefront Studio operates out of vacant storefront spaces on 'forgotten' American Main Streets of small communities throughout King County. Its aim is to leverage student design proposals to strengthen the connections between the members of a community and their physical setting, providing anchors for emergent identities, economic growth, and social interaction. Since the last ten-year visit students have put together main street revitalization proposals for the towns of Auburn, Des Moines, Carnation, Goldendale, Kent, Morton, Puyallup, Renton, Roslyn, Seiku, Skyway, and White Center, as well as the International and University districts of Seattle. In these projects, students work closely with local citizens, business owners, and government officials.

International Programs. The department's extensive international programs offer students many opportunities to benefit from learning opportunities not available in Seattle. Faculty-led programs include short trips (about 10 days) during summer, winter and spring breaks that are then tied directly to quarter-long studios in Seattle. In recent years, these have included study trips to: Copenhagen, Denmark; Kempsey, New South Wales, Australia; Mexico City, Mexico; and Tokyo, Japan.

The department also offers quarter-long international programs, which involve both in-class learning experiences (typically centered around design studio) and extensive travel outside of the home location. These take place regularly in: Rome, Italy (in its 43rd year); Chandigarh, India; Mexico City, Mexico; Denmark, Norway, Sweden; and Tschlin, Switzerland.

The department maintains active exchanges and offers a number of travel scholarships so that students can develop their own programs of international study and research. Most of these are in Scandinavia, although students also can participate in Architecture exchanges in Liverpool, Great Britain, and Kobe, Japan.

Opportunities for Student Achievement Outside the University

The Department of Architecture encourages students, with advising and financial support, to interact with the larger professional and academic communities by entering competitions, presenting papers, and publishing and exhibiting their work. Since the department's last accreditation review our students have had many successes in these areas, including:

Competitions:

- **Kevin Van Den Wymelenberg** (BE PhD student/IDL staff/MArch alumnus). 2007 Edison Price Fellowship from the Nuckolls Fund for Educational Lighting. This prize funded enrichment activities with the University of Washington College of Architecture and Urban Planning, Integrated Design Lab–Puget Sound. The

- fellowship allowed Kevin to collaborate weekly with these institutions to improve lighting education at the UI and for professionals through the IDL–Boise.
- **Adam Amsel, Julia Khorsand, Katie Freels, Scott Crawford, Greg Lewis**, (MArch students). 2008 Seattle Design Build Challenge. A small group of first-year MArch graduate students won the 2008 Design/Build Challenge, a three day event in which participants must meet with a community group, identify a need, secure materials and build a structure. The team presented the design of a memorial for homeless people. 1st prize.
 - **Cory Mattheis** (MArch). 2009 Supermodel competition. 1st place.
 - **Roman Pohorecki** (MArch), “Networking Hubs: Media Center on Capitol Hill.” 2009 AIAS Trespa Competition. 2nd place.
 - **Dinah Dimalanta** (MArch). 2010 Interior Designers of Idaho Chair Affair. Best Student Design.
 - **Porniwipa Lerchatalung** (MArch). 2010 Interior Designers of Idaho Chair Affair. Best Functional Design.
 - **Rebecca Wilcox** (MArch). 2010 Interior Designers of Idaho Chair Affair. Best Craftsmanship.
 - **Kela Martinez** (BA). 2010 Interior Designers of Idaho Chair Affair. Honorable Mention.
 - **Joe Swain, Jennifer Richter, Heather Ruszczyk** (MArch). 2010 USGBC Boston Emerging Green Builders Competition. 1st place.
 - **Andy Brown, Rob Potish, Jonathan French, Ryan Heltzel-Drake** (all MArch). 2011 “Re-Envisioning Bellingham Washington”, Living City Design Competition, sponsored by International Living Future Institute & the National Trust for Historic Preservation. 2nd place.
 - Scott Crawford, Dan Belcher, **Viswanathan Kumaragurubaran** (MS DC). 2011 “Top 10 best hacks” at Kinecthacks.com with a project combining a Microsoft Kinect with Grasshopper. 5th place.
 - **Crystal Dimanlig** (BA), “Silya” chair. 2011 Interior Designers of Idaho Chair Affair. People’s Choice Award.
 - **Jonathan French** (MArch), chair. 2011 Interior Designers of Idaho Chair Affair. Best Functional Design.
 - **Angela Hang** (BA), “The Bearing Boxes” table. 2011 Interior Designers of Idaho Chair Affair. Best Student Design.
 - **Lauren Keene** (MArch), “Broken Boxes” shelving. 2011 Interior Designers of Idaho Chair Affair. Honorable Mention.
 - **Joe Swain and Jessie Belknap** (MArch), House for a Windy Island. 2012 *International Living Future Competition*. 2nd prize (The only student team in the top 15).
 - **UW Howard S. Wright Design/Build Studio (with Profs Steve Badanes and Jake LaBarre. Students: Giselle Altea, Emily Aune, Jordan Bell, Jessica Fabro, Wendy Fan, Louisa Galassini, Tera Hatfield, Kelly Hogg, Kevin Lang, Carolyn LeCompte, Erin McDade, David Neuville, Arnulfo Ramirez, Jason Sawyer, Ji Shon, Tyrel Sullivan, Christopher Yee, Joseph Wessinger.)**, Seattle Youth Garden Works Tool shed. 2012 *AIA Pacific Region Student Design Competition*. Honor Award.
 - **Kate Weiland** (MArch), “Native Spaces/Native Actions/Native Traditions.” 2012 *AIA Pacific Region Student Design Competition*. Merit Award.
 - **Xiaochen Zhang** (MArch), “Neighborhood Ribbon.” 2012 *AIA Pacific Region Student Design Competition*. Merit Award.
 - **Robert Potish** (MArch), “A Trappist Monastery.” 2012 *AIA Pacific Region Student Design Competition*. Merit Award.
 - **Coby Vardy** (BA), drawings of the Kvisvik-Martindale Chicken House, Vashon Island. 2012 *Leicester B. Holland Prize* two honorable mentions.
 - **Katey Ricker** (MArch). 2012 Interior Designers of Idaho Chair Affair. Best Craftsmanship.

- **Roark Congdon** (MS DC). 2012 Interior Designers of Idaho Chair Affair. Honorable Mention.
- **Jeff Hyslop** (MArch). 2012 Interior Designers of Idaho Chair Affair. Honorable Mention.
- **Benjamin Ahearn, Kristin Karlsson, Carey Moran** (MArch) 2013 ACSA *Timber in the City* competition. Honorable Mention.

Presentations:

- **Chien-Lin Chen** (MS DC), conference paper, "DVIN: a Dual-View Information Navigator." ACADIA 2007, in Halifax, Nova Scotia (Oct 4-7, 2007)
- **Paula Patterson** (BE PhD student/MArch alumna) conference paper, "The Tectonics of the Poetic Image: The Visible and the Invisible in the Sacred Architecture of Sigurd Lewerentz." 2007 International Conference, University of Technology, Eindhoven, the Netherlands, December 2007.
- **Paula Patterson** (BE PhD student/MArch alumna) conference paper, "Tectonics: Making Meaning." 2007 International Conference, University of Technology, Eindhoven, the Netherlands, December 2007.
- **Lori Smithey** (MS HT), conference paper "The Decadent: A Work Out of Bounds." 2010 University of St. Thomas "Word and Image" conference, November 2010.
- **Scott Crawford** (MS DC), conference paper, "A Breathing Building Skin." 2010 ACADIA conference, Copper Union, NY, October 2010.
- Elizabeth Golden and **Elizabeth Benko** (MArch), conference paper, "Local Resources: Prototypes for Future Growth in Urban Slums." 2011 UIA 24th World Conference of Architecture, Tokyo, September 2011.
- **Lauren Johnson** (MS DC), conference paper, "InterLattice," 2011 PAURL International Conference, Portland, OR October 2011.
- **Megan Meulemans** (MS HT), conference paper, "Exposing the Villa Noailles: The Women Behind The Promotion of Robert Mallet-Stevens." 2011 UCLA international Conference on the Image, December 2011.
- **Lori Smithey** (MS HT), conference paper "Ralph Adams Cram and the Figuring of Gothic Architecture Through Decadent Poetics." 2010 Decadent Poetics conference, Centre for Victorian Studies, University of Exeter, July 2010.
- **Sim Wan** (MS HT), conference paper, "Mediating a Critical Legacy and New Paradigm in Mass, van Rijs, and de Vries's Vision of Supermodernity." 2010 Southeastern College Art conference: "Curiouser: Where Cerebellum Meets Antebellum," Richmond, VA, October 2010.
- **Sim Wan** (MS HT), conference paper, "Restructuring the Power of the Global-Local: Constant's New Babylon and the Speculation of a Post-Capitalist City." 2010 University of Illinois at Chicago symposium: "Neighborhood and World: The Global and Local City", October 2010.
- **Amanda Bruot (MS DC)**, with Christopher Meek, conference paper, "Simulating Visual Comfort and Energy Performance of Organic Energy Harvesting Electrochromic Windows (EH-ECWs) in Mid-Size Commercial Office Buildings." 2012 ACSA National Conference.
- **Amanda Bruot (MS DC)**, with Christopher Meek and Louie Caldwell, conference paper, "Simulation of Dynamic Daylighting and Glare Control Systems for a Six-Story Net-Zero Energy Office Building in Seattle, WA," 2012 Building Enclosure Science and Technology (BEST) Conference.

Publications:

- **Chi-Pin Hsaio** (MS DC) and Brian Johnson, journal article. "TiMBA – Tangible User Interface for Model Building and Analysis," *HCI International*, 2011.
- **Chi-Pin Hsaio** (MS DC) and Brian Johnson, journal article. "Combined Digital & Physical Modeling with Vision-Based Tangible User Interfaces: Opportunities and Challenges," *CAAD Futures*, 2011.
- **Erin Feeney** (MArch), (under the editing direction of Prof. Merlino), book. *Seattle's Floating Homes* (Arcadia Press, 2012)

Exhibitions:

- **Lauren Rock** (MArch). “Georgetown Maker Lab” model, Seattle Architecture Foundation Architecture Model Exhibition, June 2011.
- **Arch 503 class, Au 2012** (MArch). “A Place to Learn: Sustainable School Design in Afghanistan” AIA Seattle Gallery Exhibit, May 14-June 25, 2013.
- **Erin Feeney** (MArch). “Lake Union’s Floating Homes,” Washington State Museum of History and Industry, Seattle. June-November 2013.

Opportunities for Student Participation in Other Activities

Students of both the MArch and BA programs participate in the AIAS group. The AIAS is very active, organizing professional office visits, the spring Career Fair, and other activities. The department also participates in the AIA Northwest and Pacific Region Leadership Institute, which “is devoted to providing educational opportunities for students and recent graduates that facilitate leadership skills which will advance the next generation of professionals to critical roles in the design and construction of the built environment.” The department hosted the Leadership’s annual conference in October 2011. Participants in the Institute have been:

- Anchorage, Alaska, 2009: **Ashley Muse, Jonathan Bahe**
- Eugene, Oregon, 2010: **Andy Brown, Jess Blanch**
- Seattle, Washington: 2011: **Kate Murphy, Davis Hammer**
- Phoenix, Arizona 2012: **Mazohra Thami, Aaron Allan**

The department maintains an active chapter in Tau Sigma Delta, the national honor society in architecture and allied arts. Eight MArch students joined the chapter in 2013. Students and alumni have formed a UW chapter of Architecture Brigades, which participates in weeklong construction events in Honduras (<http://www.empowered.org/Architecture-Brigades-at-University-of-Washington>). Students also participate in the Seattle chapter of Architects Without Borders (<http://awb-seattle.org/about/organization/>).

In addition to architecture-related groups, the UW campus has an enormous number of activities in which students can choose to participate. Examples of some of these include intramural sports teams; almost any individual sport through the UW Intramural Activities building, which has courts, classes, pools and exercise equipment; university choral, dance, music and drama, which are offered as classes for the participation of the university community; many free lectures, film events, and journalism opportunities through the student paper, the *UW Daily*.

1.2.2 Administrative Structure and Governance**University Administration**

The University of Washington is governed by a 10-member Board of Regents, which includes one student. The president leads the administration, the executive vice president manages fiscal affairs, and the provost serves as the chief academic and budgetary officer. The UW Faculty Senate shares university governance with the president and the academic deans, with powers delegated by both statute and the actions of the Board of Regents.

College Administration

The College of Built Environments is one of 17 major schools and colleges in the university. The dean of the CBE is the senior administrator of the college. There are three Associate Deans – for Academic Affairs, and Technology Transfer – and three Assistant Deans – for College Affairs, Advancement and External Relations, and Budget and Planning – who advise the dean. The dean is also advised by the College Executive Council, of which the Department of Architecture chair and associate chair are members, and the five-member College Council, which has two representatives from the Department of Architecture and one each from Landscape, Urban Design and Planning, and Construction Management.

(For an overview of CBE governance and access to CBE bylaws see: <http://www.be.washington.edu/About/governance.php>.)

The College of Built Environments is small (about 600 students) compared to the College of Arts and Sciences (more than 25,000 students), and relatively small compared to many other schools and colleges on campus. In spite of their size, the college and department have established themselves as strong and integral parts of the university. As a separate college with degree-granting authority, the CBE enjoys considerable autonomy. The dean relates directly to the provost and president, insuring personal and speedy communication and representation for the college. The Department of Architecture also has some autonomy because of its dominant size and longevity within the college. The University of Washington maintains relatively open lines of communication, so it is not unusual for the chair of the Department of Architecture to meet directly with university administrators.

Departmental Administration

The Department of Architecture is under the purview of the dean of the College of Built Environments. The departmental chair, associate chair and faculty, as a matter of long-standing policy and practice, have a strong voice, especially in academic matters. Within the department, the faculty votes on all curricular matters, tenure-track appointments, and tenure/promotion decisions. The chair forwards these results to the dean, with an independent opinion if desired. The chair makes temporary faculty appointments, faculty teaching assignments and budgetary allocations -- after consulting the department's Executive Committee and, if appropriate, the faculty. There is a staff of 3.6 FTE supporting the department.

Although all departmental funds are channeled through the dean's office, the department internally allocates its designated share of the college's discretionary funds, as well as limited departmental endowment and scholarship funds. On budgetary matters, the chair coordinates with the dean, the Assistant Dean for Planning and Budgeting, and the department's Executive Committee.

Department Chair: Professor David Miller FAIA has held the position of chair since January 2007. Professor Miller's appointment is 0.75 FTE, of which approximately 0.25 is teaching and faculty development, and .50 administration.

The following is that portion of the *University Handbook* that deals with department chair's formal responsibilities.

- The chair of the department is responsible to the dean of the college for the educational and administrative affairs of the department. In administrative matters, the chair is the representative, through the dean, of the President and also of the department faculty, and is responsible for observance of the policies of the university by the department.
- The chair presides at the meetings of the department.
- The chair prepares and transmits to the dean the recommendations of the department, and any separate recommendations, upon matters of personnel and budget.
- The chair evaluates the educational activities of the department, formulates plans for its future development, and transmits these evaluations and plans to the dean for appropriate action.
- The chair keeps the dean informed of all departmental matters of concern to the college.

Departmental responsibilities:

- leads efforts in strategic planning and formulating vision plans and direction
- appoints faculty for committee service assignments
- presides at the executive committee meetings
- recruits potential candidates for positions on the faculty
- fundraising and coordination with the College Advancement Office
- member of the Executive Committee of the college

- negotiates with all new candidates for faculty positions resulting from search efforts

Associate Chair and Graduate Program Coordinator: Associate Professor Alex T. Anderson, Ph.D. has held the position of associate chair since January 2007 (when the title was changed from assistant chair) and the position of Graduate Program Coordinator since January 2005. Professor Anderson's appointment is 1.00 FTE, of which approximately 0.50 is teaching and faculty development, and 0.50 is administration.

The Graduate Program Coordinator is the official representative of the academic unit that offers a graduate degree program.

University responsibilities:

- advise, counsel and assist graduate students, or to arrange and verify that this service is rendered by another member of the Graduate Faculty.
- ensure that special attention is given to newly admitted students and others with particular needs.
- act for the unit in admitting students into Graduate School, by receiving admission applications, reviewing applications and submitting to the dean of the Graduate School recommendations for admissions of new students.
- maintain familiarity with the policies and procedures of the Graduate School and maintain liaison in other appropriate ways.

Departmental responsibilities:

- appoint all part time lecturers
- monitor application and selection of graduate student assistants and teaching assistants
- chair the Curriculum Committee
- coordinate scheduling of all courses
- conduct the admissions process for the 1, 2 and 3 year MArch programs
- maintain a statistical and tracking data base of students
- oversee the first year review of the three-year students
- correspond with students
- confirm credit checks upon thesis entry and graduation
- review and sign special permission forms
- participate in the preparation of the accreditation report and review
- monitor thesis and design studio space

Director of Student Services and Undergraduate Program Coordinator: The Undergraduate Program Coordinator is a member of the faculty who coordinates the activities of the undergraduate program. Assistant Professor Kathryn Rogers Merlino assumed this position in June 2007. Professor Merlino's appointment is 0.67 FTE, of which approximately .30 is teaching and faculty development, and 0.37 is administration.

Departmental responsibilities:

- conduct the admissions process for the undergraduate program
- disseminate information to the public about the undergraduate program
- confirm credit checks prior to graduation
- maintain a statistical and tracking data base of students
- participate in the preparation of the accreditation report and review
- plan and conduct the new student orientation in the fall
- oversee students participating in the outreach program
- present informational sessions to prospective students through Arts and Sciences
- coordinate with Arts and Science advisers about departmental requirements
- participate in university sponsored minority recruiting initiatives
- coordinate undergraduate studio evaluations capstone each quarter
- evaluate and document student transfer credit and advanced placement
- follow and enforce the faculty directive of course requirements for each student
- monitor student academic progress

Departmental Standing Committees: There are several departmental committees that operate on behalf of and in support of the faculty.

- Executive Committee: consists of the chair, associate chair/Graduate Program Coordinator, Director of Student Services/Undergraduate Program Coordinator, and Program Manager. It meets frequently to advise the chair on most matters before the department.
- TPMP (Tenure, Promotion and Merit Review) Committee: reviews all faculty who are seeking promotion and/or tenure and makes recommendations to the entire faculty; this committee also reviews faculty relative to salary increases that may be allocated by the State.
- Curriculum Committee: Chaired by the Graduate Program Coordinator, reviews and makes recommendations to the faculty on most curricular matters.
- Graduate Admissions Committee: considers and decides all graduate admission offers.
- Undergraduate Admissions Committee: considers and decides all undergraduate admission offers.
- Scholarship Committee: coordinates student financial aid and departmental scholarships including review of student applications for support and recommending which students should receive aid.
- Display and Publication Committee: coordinates display of student and professional work in various galleries and display boards in the college buildings
- Thesis Awards Committee: selects the recipients of the annual thesis award(s).

Departmental Ad Hoc Committees: The department creates ad hoc committees, which have a limited term to address specific issues or challenges. In addition, a Faculty Search Committee created for the purpose conducts each faculty search; this committee conducts the search, sorts through applicants, and recommends finalist candidates to the entire faculty.

Faculty, Staff and Student Involvement in Departmental Governance: Faculty, staff and students are all involved in governance of the department. Periodic strategic planning efforts fully incorporate faculty, staff and student input. Weekly faculty meetings are open to students and staff, and typically at least one student (usually an AIAS representative) and one or more staff members are present at each faculty meeting. Staff persons, especially the manager of program operations, are integral to the department's executive committee, which meets weekly. The graduate and undergraduate academic advisers also attend one executive committee meeting per month.

The AIAS is an important mechanism within the department promoting student participation in governance and other issues. The AIAS at UW is very active in serving as a liaison between faculty and students on governance, curricular, and social issues.

Departmental Participation on College Committees: Departmental representatives sit on various college committees, such as Strategic Planning, Curriculum, Visual Resources, etc. The chair and associate chair of the department sit on the College Executive Committee, which is composed of the other departmental chairs, two associate deans and staff representatives. This committee advises the dean on all administrative matters. Two departmental representatives are elected for 3-year terms to the College Council, which advises the dean on academic, personnel and curricular matters.

Degree Programs Offered by the Department of Architecture

- Bachelor of Arts in Architectural Studies
- 3+year Master of Architecture (accredited)
- 2+year Master of Architecture (accredited)
- 1+year Master of Architecture
- Master of Science in Architecture (Design Computing Stream)
- Master of Science in Architecture (History and Theory Stream)

1.2.3 Physical Resources

1.2.3a Physical Plant

The Department of Architecture primarily occupies two buildings, Gould Hall and Architecture Hall, which it shares with other departments in the College of Built Environments. The department's administrative offices are in Gould Hall, while most of its studio spaces, faculty offices, and computing facilities are in Architecture Hall. Gould Hall houses the CBE dean's office, the Built Environments branch of the UW library, visual resources center, building materials collection, heliodon and artificial sky, wood and metal shops, photography lab, and CBE computer commons. Review/exhibition spaces, conference/seminar rooms, coffee shops, and other activity spaces are in both buildings. The department also uses studio space periodically in the Community Design Building to the west of Gould Hall. The department's Integrated Design Lab occupies space on the second floor of the Bullitt Building at 1501 East Madison Street, off campus. All of these facilities meet ADA accessibility requirements.

The department also has access to general-purpose classrooms controlled and scheduled by the university. Large lecture classes are often assigned to rooms in Bagley, Guggenheim, or Kane Halls, which have capacities of 300-700. Architecture classes with 50 or fewer students are usually held in Gould or Architecture Halls.

Each student enrolled in the BA and MArch programs has exclusive use of a dedicated studio workspace in Architecture Hall, Gould Hall, or the Community Design Building. Design presentations can take place in the atrium of Gould Hall or in the review and exhibition spaces in Architecture Hall.

University of Washington Facilities

The University of Washington has campuses in Seattle, Bothell, and Tacoma. It occupies 703 acres with more than 500 buildings containing approximately 20 million square feet of assignable space. The Seattle campus, which houses the College of Built Environments, is located just north of downtown between the shores of Lake Washington and Lake Union. Architecture and Gould Halls lie on either side of 15th Avenue NE, which forms the western edge of the main campus where it borders the "U. District" a commercial area with shops, restaurants, movie theaters, and student housing.

College of Built Environments and Department of Architecture Facilities

Gould Hall: Built in 1972 and designed by Seattle architects (and college graduates) Dan Streissguth and Gene Zema, Gould Hall is a half block away from Architecture Hall. The building is notable for its three-story atrium which acts as a spatial and visual unifying focus for the diverse college activities that surround it. It houses offices for the Departments of Architecture, Landscape Architecture, and Urban Design and Planning, as well as the Office of the Dean of the College of Built Environments. It contains classrooms and studios, the Architecture and Urban Planning branch of the University of Washington library, the CBE visual resources collection, the wood and metal shops, photo lab, digital commons, classrooms, and a coffee shop. Gould Hall also has exhibition and review spaces for faculty and student use.

Architecture Hall: Originally built as the classically inspired Fine Arts Building for the 1909 Alaska-Yukon-Pacific Exposition, Architecture Hall is one of only three buildings remaining from the fair. Designed by the exposition's official architects, Howard and Galloway of California, it now houses most of the department's architectural design studios as well as faculty offices, the Design Machine Group and design computing facilities, review/exhibition spaces, university general-purpose classrooms, a lecture hall, and a coffee shop. It also houses the offices of the department of Construction Management. Architecture Hall was fully renovated in 2006-07, receiving complete upgrades in all of the mechanical, electrical, fire and lighting systems as well as a remodeling of all the principal spaces. The new facility is sustainably designed, utilizing daylighting for the studios, energy efficient lighting for

office and classrooms, natural ventilation and recycled content materials. The building was re-occupied in summer 2007.

Community Design Building: The Community Design Building, which is just west of Gould Hall, was designed by the Miller/Hull Partnership, and was built in 1998. In addition to its primary functions of providing studio, meeting, and office space for the college (particularly for its community outreach activities), the CDB is an example of sustainable design practice. Sustainable design concepts were carefully integrated into the conceptual, schematic, design development, contract documentation and construction phases of the project.

Built Environments Library: The Built Environments Library, in 334 Gould Hall, is a branch of the University of Washington Libraries and the primary location in the system for materials on architecture, building construction, landscape architecture, and urban design and planning. The BE collection numbers over 100,000 volumes, 7,500 microforms, and 300 serial publications. Students in the college are entitled to use any library in the over eight million-volume university system, which is ranked among the top ten libraries in public research universities.

The library system's on-line public catalog gives access to more than 300 databases including Avery Index to Architectural Periodicals, Art Abstracts and Art Index Retrospective, Arts and Humanities Citation Index, ARTstor, Design and Applied Arts Index, as well as proprietary research tools, such as subject guides compiled by UW librarians (see for example: <http://guides.lib.washington.edu/architecture>). The network also provides a gateway to Summit (Northwest) and WorldCat (worldwide) libraries for interlibrary loan.

Visual Resources Collection: The CBE Visual Resources Collection, in 330 Gould Hall, consists of approximately 90,000 digital images and 130,000 circulating 35mm slides, primarily representing architecture and related fields, design, and art history. The digital image database is available online to all students, staff and faculty in the college. New accessions include commercial image purchases, images requested by faculty from printed materials, on-site photography, donations of original images from faculty, and retrocataloged images from uncataloged sections of the collection. The Visual Resources Collection is staffed by one full-time professional director and employs graduate student assistants and work-study students.

Wood and Metal Shops: The College of Built Environments manages a large, fully staffed and equipped woodworking and metal-working shop in 132 Gould Hall. It provides students with the space and equipment needed to design and build models, furniture, and small-scale building components. The shop serves as an instructional facility in conjunction with design studios, and structures, materials, and digital fabrication classes; it can also accommodate independent student projects.

In addition to traditional tools for working materials, the shops include a substantial collection of CAD/CAM resources accessible to all students and faculty for study, teaching and research. Digital input devices, design and design-development software, digitally-enabled machine tools (such as routers, plasma cutter, laser cutters and fabric cutter), and 2- and 3-d digital output devices permit a deep and practical understanding of the current and future potential of digital-design and downstream manufacturing applications.

Active relationships with other departments within the University allow access to additional, related resources.

Digital Commons: The CBE Digital Commons in 007 Gould Hall is a large space dedicated to the digital needs of the college. It contains a computing classroom, a Windows lab, a Macintosh Lab, digital lounge, I-O center, and equipment checkout area, as well as offices for college computing support staff. (Computing facilities are described in detail below.)

Photography Studio/Lab: The large Photography Studio and Lab in 019 and 003 Gould Hall contains traditional film darkrooms and a studio space for photographing models and other artwork. Despite the prevalence of digital photography, the Department of

Architecture remains committed to foundation courses in film photography. In the photo lab studio space, digital cameras are used almost exclusively for photographing models and other student-made objects such as furniture. The photo lab is open to all students in the department.

Building Materials Library: The materials library in 002 Gould Hall contains an extensive array of commercial product samples for construction, interior and exterior building finishes; it also includes building sub-assemblies. The space also contains a light canon/heliodon and an artificial sky for testing daylighting conditions in architectural models. The collection is supervised by a faculty director and staffed by work-study students, so that it remains regularly accessible to students.

Future Gould Pavilion: Gould Pavilion repurposes the double height entry corridor at the east end of Gould Hall into 1000 square feet of Instructional space and 1300 square feet of secure gallery space. These new spaces create opportunities to exhibit and share the work of students, faculty, alumni, and the larger regional, national, and international community of built environment experts. This space will serve to project all of our disciplines and contribute valuable flexible space for special seminars, studios, meetings, and receptions. (Construction anticipated in 2014.)

Integrated Design Lab: The Department of Architecture's Integrated Design Lab is housed in the Bullitt Center – “The Greenest Commercial Building in the World” – at 1501 East Madison Street (See: <http://idlseattle.com> and <http://bullittcenter.org>.) The department has operated a daylighting lab since 1977. It was originally funded by State of Washington energy conservation research projects and located in the basement of Gould Hall. The Daylighting Lab was renamed the Integrated Design Lab (IDL) in 2006 and is now funded by The Northwest Energy Efficiency Alliance's BetterBricks Initiative, Northwest Utilities, The US Department of Energy, The National Science Foundation, and New Buildings Institute. The goal of IDL research, design and education support is to produce buildings that synthesize a project's context of climate, its patterns of use, the resulting building loads and systems to produce a building that is healthier, more comfortable, productive and more energy efficient than today's common best design practice. The University of Washington, through the IDL, assists design teams in meeting those goals. The IDL supports decisions that support 50% reductions in a building's loads and 50% increases in its system efficiencies, utilizing state-of-the art simulation and verification techniques.

UW Rome Center: The University of Washington Rome Center is a multidisciplinary academic center located in the Palazzo Pio, in the historic center of Rome, Italy. The Rome Center hosts about 20 academic programs from a wide variety of UW units, as well as conferences and short courses. The Rome Center provides studio, classroom, and living space for the Department of Architecture's annual autumn-quarter Architecture in Rome program. A library of approximately 2000 volumes and a 15-machine computer lab are accessible to students in Rome Center programs during working hours and some evenings. See: <http://depts.washington.edu/roma/>

Figure 2. Architecture Hall, First Floor

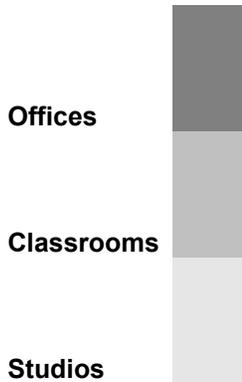
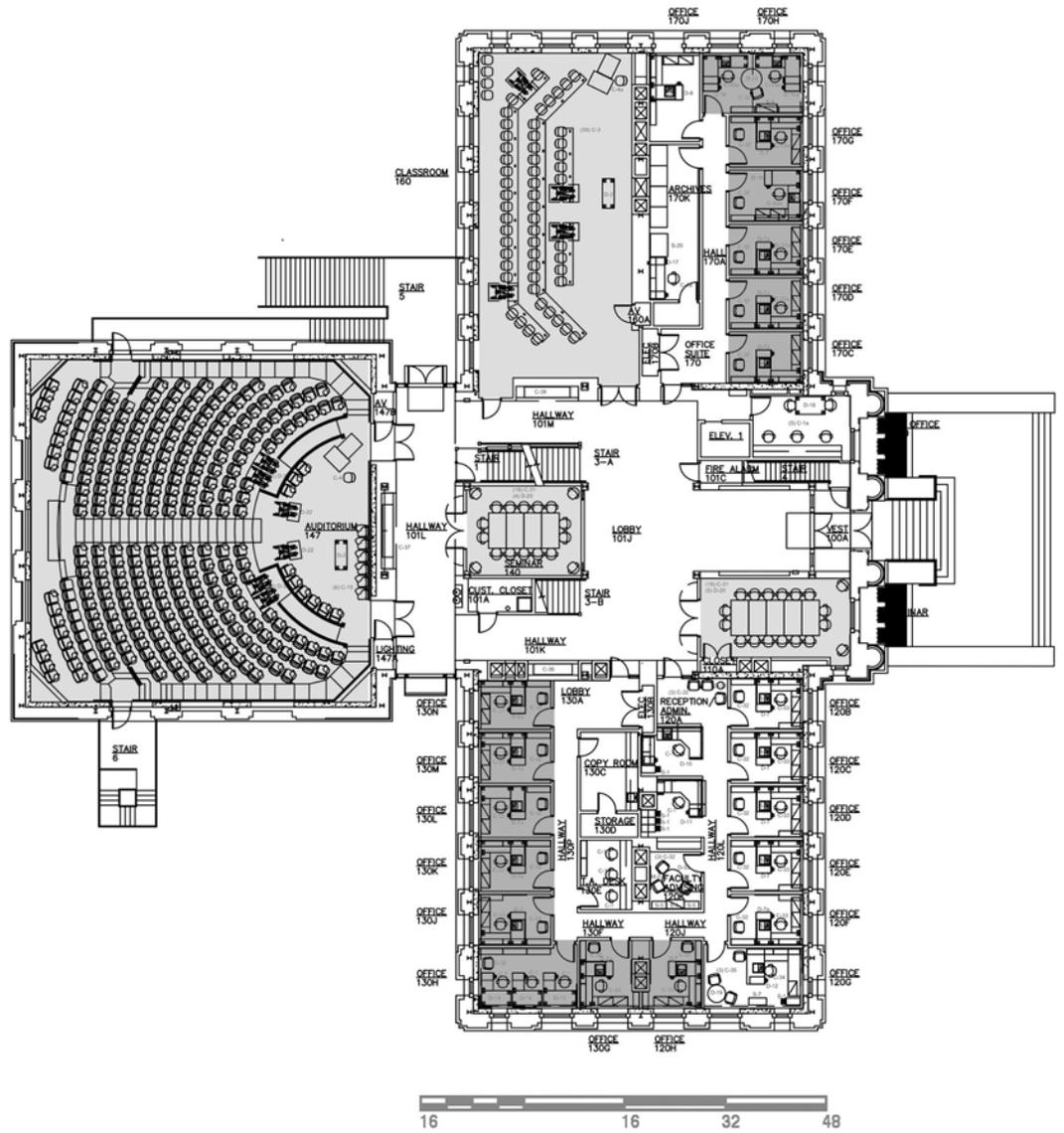


Figure 3. Architecture Hall, Second Floor

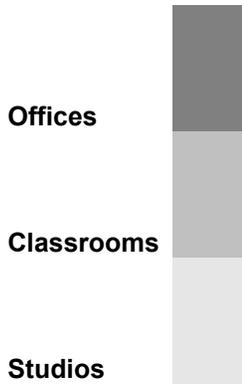
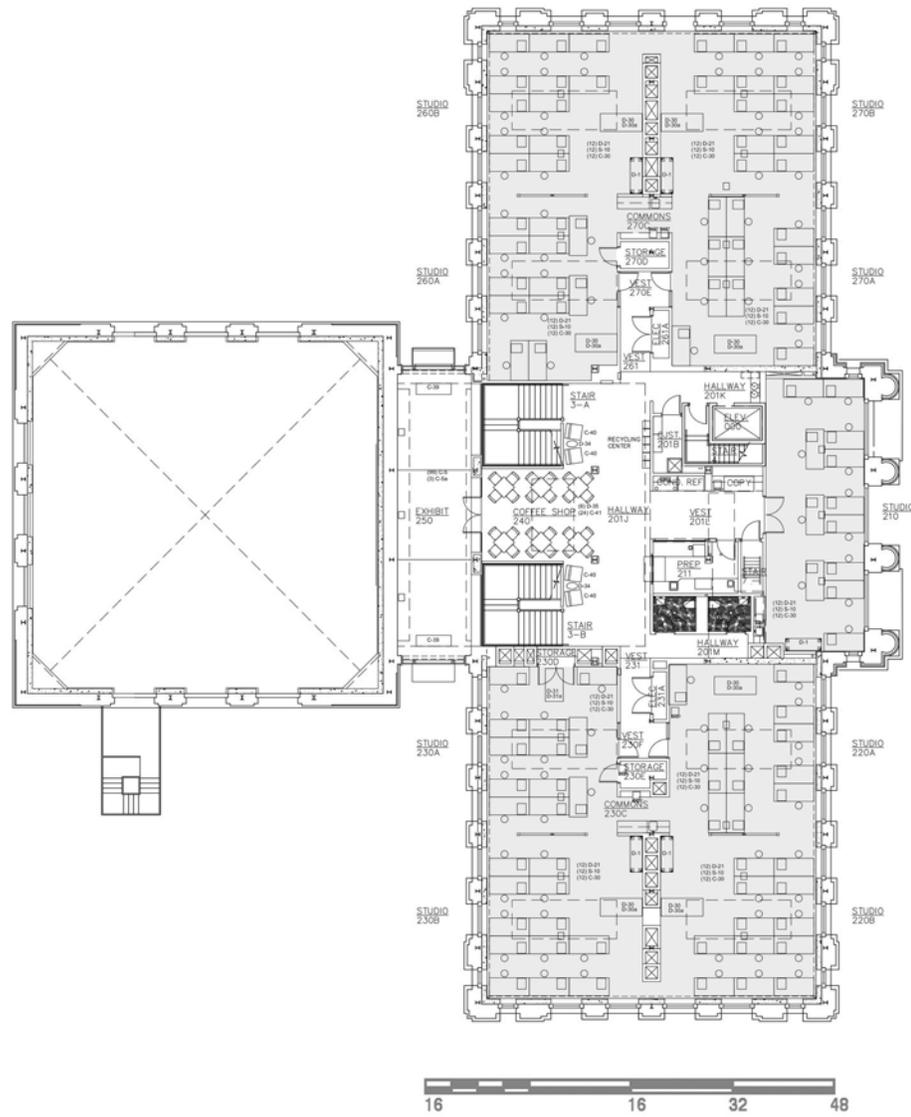


Figure 4. Gould Hall, Basement Floor

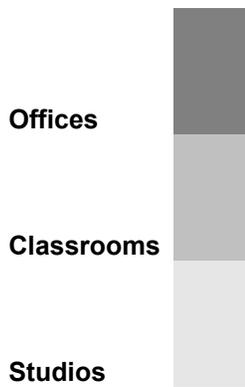
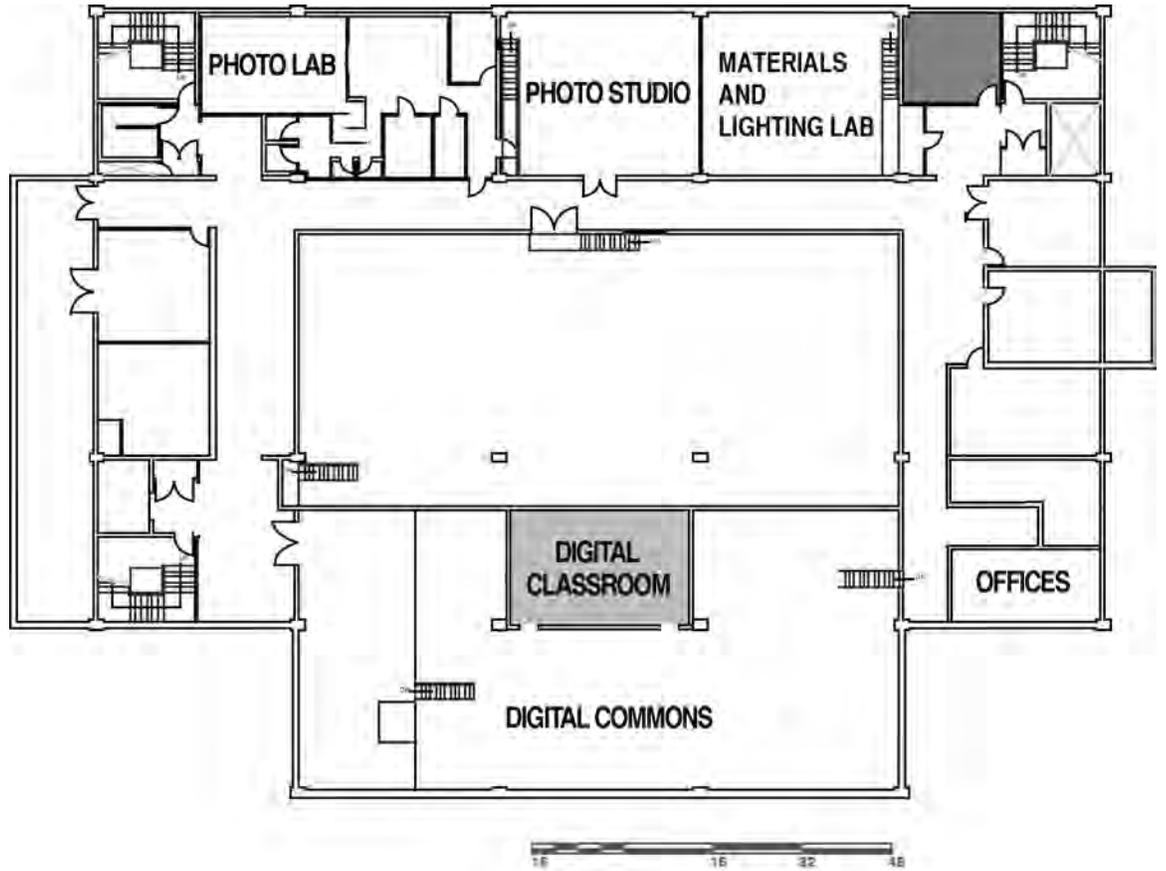


Figure 5. Gould Hall, First Floor

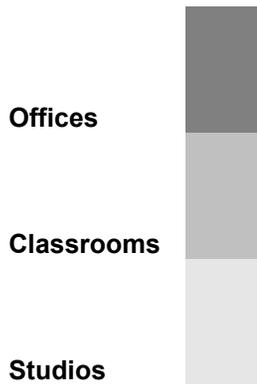
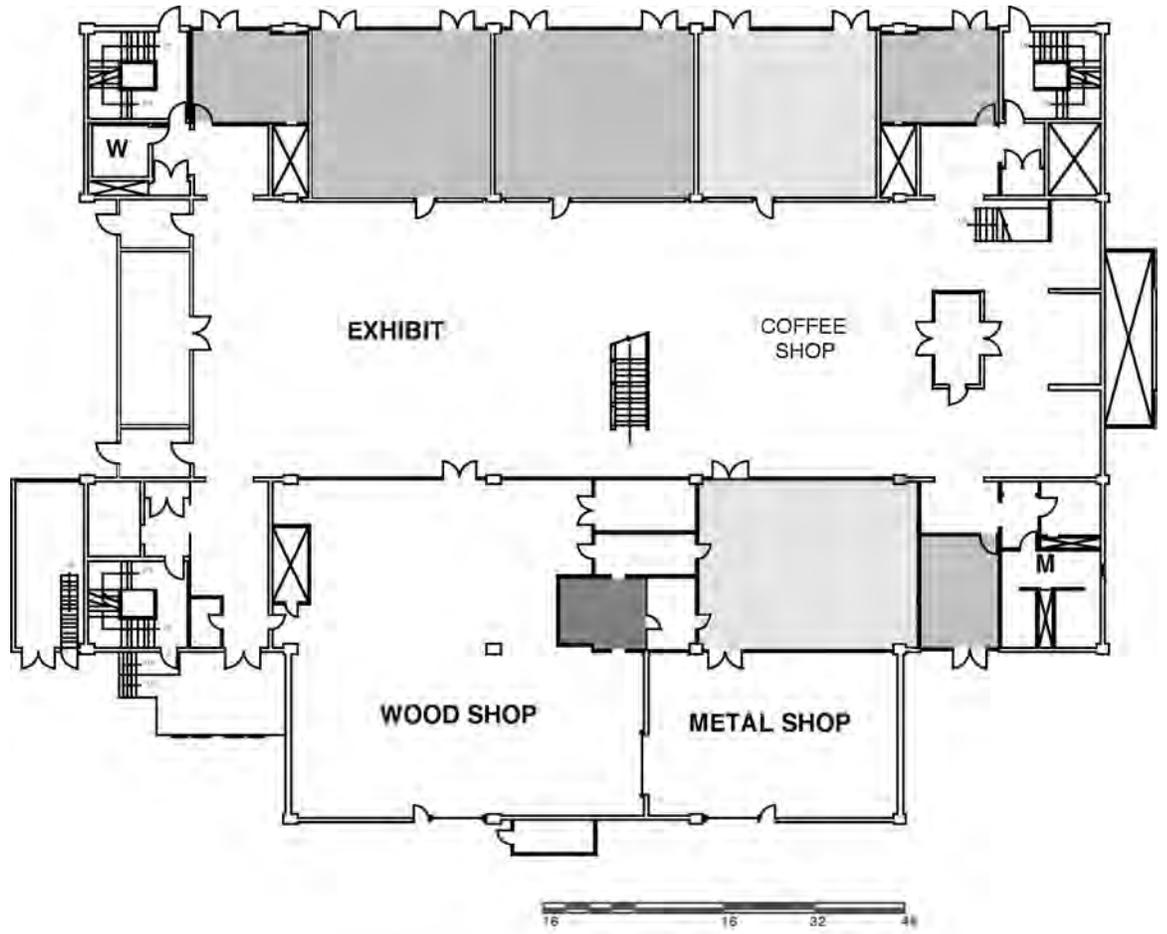
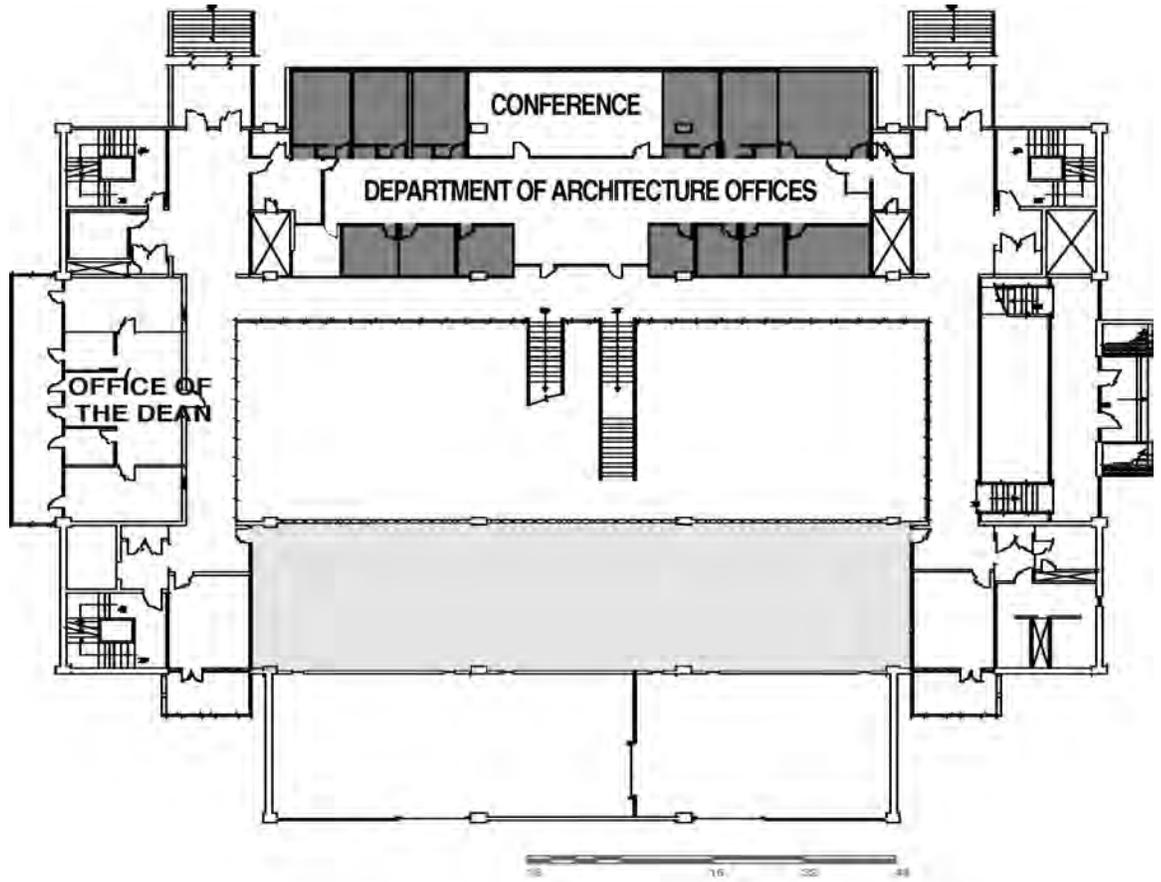


Figure 6. Gould Hall, Second Floor



Offices

Classrooms

Studios



Figure 7. Gould Hall, Third Floor

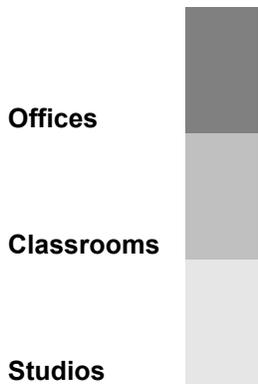
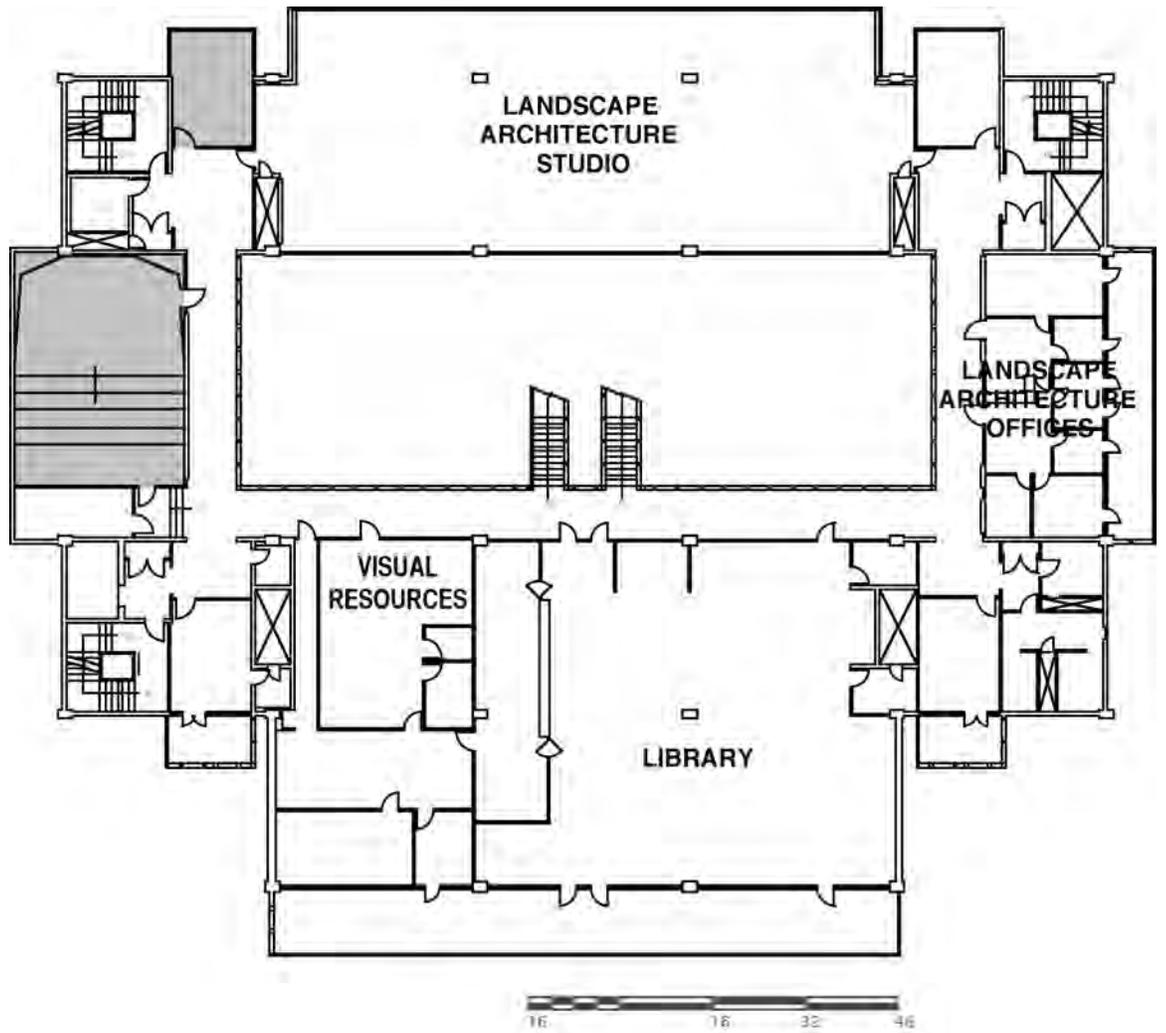
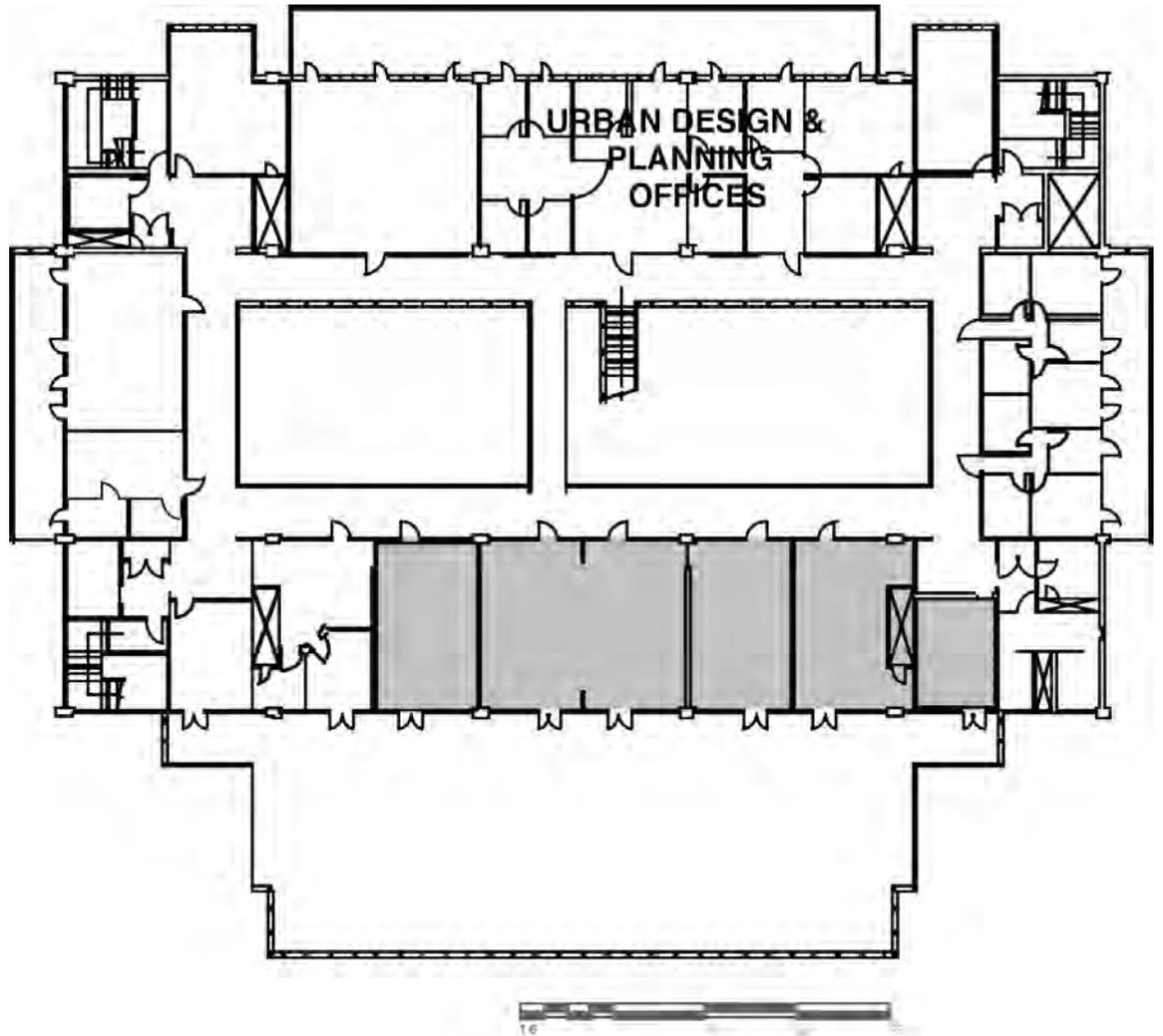


Figure 8. Gould Hall, Fourth Floor



Offices

Classrooms

Studios

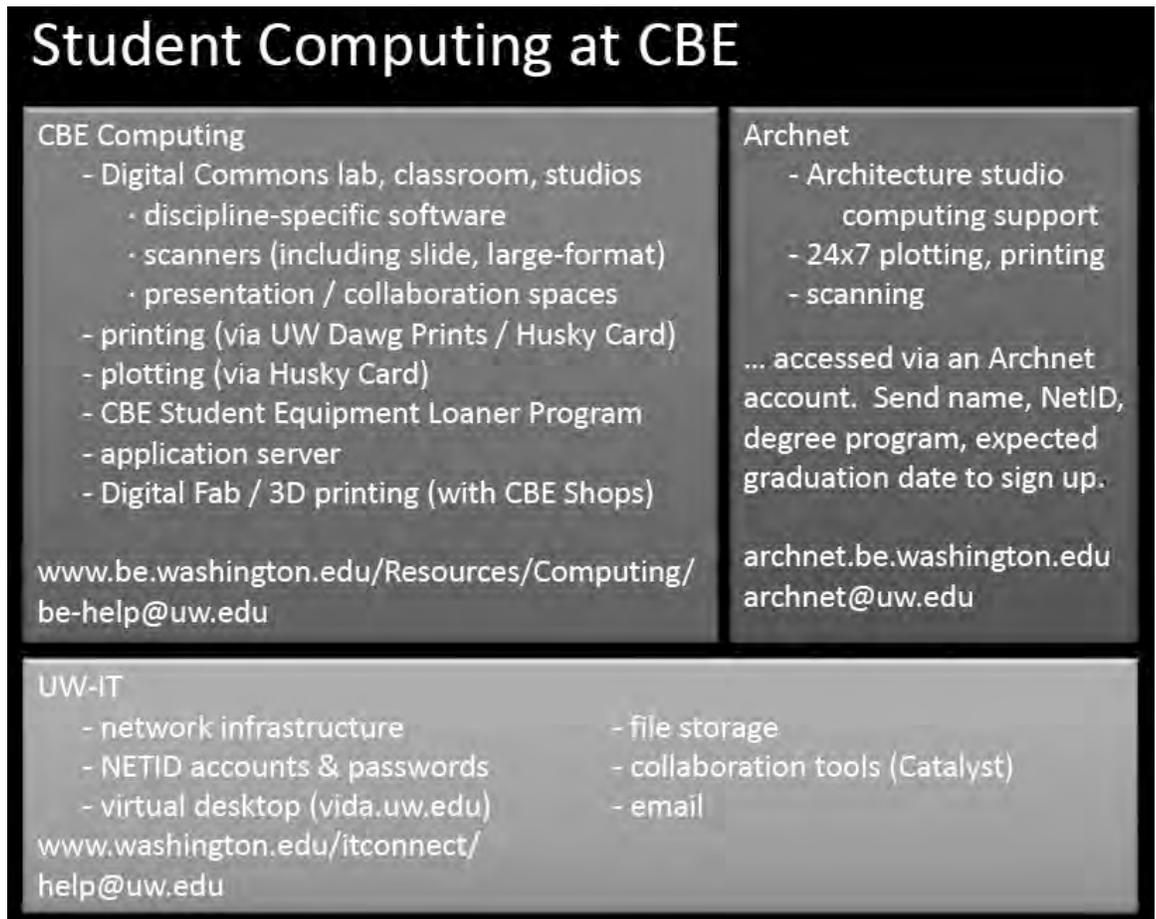
Changes to the Physical Plant

There have been no substantive changes to the department's facilities on campus since the last accreditation visit; however, the Integrated Design Lab moved its offices to the Bullitt Center in January 2013. As part of that move the heliodon and artificial sky were moved back to Gould Hall (room 002) from the former IDL facilities on Northlake Way.

1.2.3b Computing Facilities

Computing resources for faculty, staff, and students in the department are provided at three administrative levels: The university provides comprehensive computing services through UW-IT, which supplies a large array of services to students, faculty and staff, including email and digital support for courses and research (see: <http://www.washington.edu/itconnect/>); the college provides in-house computing services and facilities to meet the specialized needs of college departments, primarily in the CBE Digital Commons, Digital Fabrication facilities, and via wifi in all college facilities. The department and college jointly provide studio workstations, laser cutters, and I/O services in Architecture Hall.

Figure 9. Computing Facilities Structure



The college currently employs one full-time Computing Director, four full-time Senior Computer Specialists, and several student consultants providing roughly 2 FTE of first-tier computing support. One of the full-time staff specialists is the ArchNet Manager, who is responsible for both the architecture plotting facility and for providing support to architecture students in studio.

College Computing Facilities: Specific facilities include:

- Digital Commons. This general-purpose lab and collaboration facility houses eight high-end Macintosh workstations, 25 Windows workstations, digital video editing equipment (with analog interfaces to accommodate older media technologies), standard, tabloid, slide, and large-format scanners, color and monochrome printers that will handle tabloid media, an eight-color plotter, and a 3-d deposition printer. A wide variety of software (e.g., spreadsheets, word processors, two- and three-dimensional graphics and modeling, statistics, CAD, BIM, visualization, project management, GIS) is available on all workstations. The Commons also provides several collaboration spaces with whiteboards and digital projectors, ranging from relatively traditional conference table setups to lounge spaces with comfortable chairs and sofas.
- Digital Commons Classroom. This classroom provides 30 Windows workstations and one podium workstation. All workstations provide the same extensive software suite that is available in the Digital Commons lab. The classroom has dual projectors and a good-quality sound system, along with an AV control system that allows the projectors to display either the same information or information from different sources (e.g. instructor-provided laptop, document camera). The podium workstation is equipped with a touch-screen display, which allows instructors to annotate projected images in real time. An audience-response system is also available to give instructors the option of gathering quantitative feedback during lecture.
- Research Server Cluster. The college provides an expandable storage area network (SAN) connected via fiber channel to a blade server enclosure, currently housing 10 high-performance blade servers. Research groups in the college's departments may participate in the cluster at a cost that is low relative to setting up group-specific compute and file servers.
- Academic Application Cluster. The college also provides an application server cluster for student use. This provides access to high-performance servers and remote execution of expensive software applications that we cannot install (due to licensing agreements) on student-owned computers. Students are able to access the cluster from anywhere on the Internet, so can have access to sophisticated applications and high-performance computation while in meetings, doing fieldwork, etc.
- Web Services. The college operates several web servers in house, and has outsourcing arrangements to provide additional web server capacity. System administration and web development consulting is provided to the college technical staff. Web development is handled by technical staff and by outside web development specialists brought in on a project basis.
- Equipment funding is generally provided by grants awarded by the university's Student Technology Fee Committee, by external monetary and in-kind donations, and by the college. Operational costs are covered by state and Indirect Cost Recovery funds, and by course fees, all of which are managed by the college.

Department Computing Facilities: The Department of Architecture at the University of Washington has been an aggressive player in development and deployment of computer technology for several decades, including the campus's first dedicated high-speed mainframe link and the college's first high-end workstation (1970's), high-end visualization software, CAD and GIS systems (1980's), the college's first web server (mid 1990's), and (in the late 1990's) an across-the-board push to provide integrated network services (file and print) to students throughout our studios. In 2003 we purchased the college's first laser-cutter, and in 2008 installed the college's first CNC equipment. We continue to develop uses, systems, and utilization strategies that advance student interests and skills. As these are routinized, management is generally shifted to central campus and college technology managers.

With increased student ownership of computers we have shifted away from purchase of bulk computing capability and towards provision of high-end augmentation. For example,

each architecture studio includes a workstation cluster, generally consisting of a Macintosh, a PC, and a scanner. Review rooms include data projectors or smart boards. All computers, whether student- or department-owned, are connected to the UW network and, through it, to the college, the campus and the Internet. On the network the department supports the ArchNet Input/Output Center (IOC) in Architecture Hall, where students may use several Mac/PC workstations or plot to multiple large-format plotters and printers. The IOC is available 24 hours per day, 7 days per week.

The Architecture Studio Computing Manager, a full-time Senior Computer Specialist (part of the college's computing staff), manages studio computers, and the ArchNet IOC. Several student workers, who are nearly always architecture students, assist the Studio Computing Manager.

As mentioned, ongoing funding for equipment and software upgrades is generally provided through grants awarded by the university's Student Technology Fee Committee, while funding for operations is provided by studio fees, per-plot charges, and funds from the college.

The Design Machine Group, in 052 Architecture Hall, houses students in the MS program in Design Computing, and is open to interested MArch students. This facility allows us to continue to advance design computing through instruction, discussion, and experimentation by both MArch and MS students.

1.2.4 Financial Resources

Annual Budgets

New Activity-Based Budgeting procedures: The University of Washington fully implemented an activity-based budgeting (ABB) system at the beginning of the 2013 fiscal year. ABB is a method of budgeting in which the activities that incur costs in every functional area are accounted for, analyzed, and then linked to the mission and strategic goals of the institution. The implications of this budget model for the College of Built Environments and Department of Architecture will become clearer over the next couple of years.

During the 2011-12 academic year the university set baseline budgets for all units. These will be adjusted annually according to revenue generated by units. Overall, operating funds are accrued primarily through three sources: state appropriations, tuition, and revenue from research activities, plus any carryover from previous years. For FY2012 the university's operating budget was just over \$1 billion:

Table 10. UW 2011-2012 Baseline Budget

State appropriation:	\$212,197,000
Tuition:	463,500,000
Designated operating fund (research):	313,730,000
Carryover:	14,310,000
TOTAL	1,003,737,000

Each unit receives a portion of this budget in relation to the revenue it generates for the university. In the baseline budgets 70% of net operating fee generated by the college was returned to the college, and 35% of indirect cost recovery from research activities within the college was returned. These funds are supplemented by the university from the state appropriation and other sources, according to need. The 2011-2012 CBE baseline budget was just under \$9 million. Actual budgets under full ABB implementation are similar but are related at a finer grain to revenue line items.

Table 11. CBE FY2011-2012 Baseline Budget

Tuition:	\$7,337,741
IRC (research):	111,008
Supplement:	1,210,005
TOTAL:	8,663,754

The dean's office determines the proportion of this revenue distributed to units within the college. For FY2012, the Department of Architecture received about \$3 million from the baseline budget, which covers salaries and department operations. This is supplemented by other sources of revenue such as gifts, course fees, and fee-based courses, which cover additional operations, special events, publications, equipment, etc.

Table 12. Architecture 2011-2012 Budget

Salaries:	\$3,006,231
Operations:	13,985
TOTAL:	3,020,216

Current fiscal year and beyond. Official ABB state budgets for the current biennium reflect anticipated revenue from state appropriation and tuition, but will be adjusted annually (in April) to reflect actual revenue. The 2013-2014 projection is approximately 10% below that of 2012-13. This reflects tuition shortfalls not anticipated in the Baseline, but we anticipate that increased 2013-2014 enrollments in degree programs and large lecture courses will help offset these losses, so impact of this reduction will be limited to adjustments made this fiscal year (including appropriation of discretionary funds for salaries and operations, and reduction of expenditures for events, publications, computer upgrades, and travel).

Table 13. Architecture 2013-2015 (biennial) ABB Revenue Projection

Salaries:	\$6,157,570
Operations:	36,000
TOTAL	6,193,570

Table 14. Architecture 2013-2015 (biennial) Revenue Projection, other sources

Fee-based Courses	\$200,000
Research Cost Recovery:	130,000
Endowment Revenue and Gifts	250,000
TOTAL	580,000

The University of Washington works on a biennial budget. Revenue and expenditures beyond the current biennium are not available.

Because we anticipate budgets to be tight during the 2013-2015 biennium we expect expenditures to match revenue closely. Funds from "other sources" will supplement the allocated department operations budget, and support events, publications, faculty and student travel, ACSA dues, etc. We do not anticipate any significant capital expenditures during the 2013-15 biennium.

Budget-related changes in departmental operations. For 2013-14 we have increased undergraduate enrollment by four students and total graduate enrollment by eight students. We have also added additional sections of our high enrollment Appreciation of Architecture courses, which we expect will add about 2400 undergraduate student credit hours per year to our course offerings. Under ABB, typical revenue per BA student is \$8026, per MArch student is \$11,559, and per additional SCH for non-majors is about \$107. We anticipate that these changes will add about \$380,000 to the department's annual budget for 2014-15, more than offsetting the shortfall for 2013-14. This should also improve revenue beyond 2015.

In the longer term we are exploring the addition of a new 1+year graduate degree in sustainable design (12 students), and a new undergraduate degree in architectural history (24 students). We expect both of these to be significantly revenue-positive and will improve budgets beyond 2015.

Budget History: State appropriations for the University of Washington have fallen significantly since 2008 but have been partially offset by tuition increases; as a consequence, budgets for the College of Built Environments and Department of Architecture have not generally kept pace with rising costs. The college has absorbed much of this reduction through reduction of staff and operational efficiency; however, modest adjustments in departmental budgets have required the department to implement efficiencies, primarily in operations, reduction in staff FTE (through attrition), and some reduction in elective course offerings.

Table 15. Departmental expenditures from state budgets since 2007

Year	Salaries	Operations	Total Expenditures
2012-2013	3,108,825	15,015	3,123,840
2011-2012	3,006,231	13,985	3,020,216
2010-2011	2,934,740	58,902	2,993,642
2009-2010	2,515,698	52,023	2,567,721
2008-2009	2,372,443	74,270	2,446,713
2007-2008	2,298,292	52,596	2,350,888

Table 16. Expenditure for department operations from other sources since 2007

Year	Fee-Course Revenue	Research Cost Recovery	Endowments and Gifts	Total Expenditures
2012-2013	\$98,884	\$47,293	\$112,033.14	\$258,210
2011-2012	79,738	72,310	147,466.77	299,515
2010-2011	163,046	63,151	138,628.80	364,826
2009-2010	130,713	66,252	79,654.80	276,620
2008-2009	219,719	58,628	71,778.62	350,126
2007-2008	123,393	50,538	176,555.72	350,487

Table 17. Departmental expenditures per enrolled student (graduate and undergraduate) since 2007

Year	Total Expenditures	Total Enrollment*	Expenditure per student per year
2012-2013	\$3,382,050	291	\$11,622
2011-2012	3,319,731	300	11,066
2010-2011	3,358,468	255	13,170
2009-2010	2,844,341	251	11,332
2008-2009	2,279,839	246	9,268
2007-2008	2,701,375	238	11,350

*enrollments based on autumn quarter, 10th day, which includes MArch thesis students in their final quarter. In Au 2007, and Au 2008 enrollments were slightly lower because a different thesis schedule. Department spending for undergraduate students and graduate students is equivalent.

Financial comparison to other units

Data comparing expenditures per enrolled student for the Department of Architecture with expenditures per enrolled student in other programs in the University of Washington is not

calculated by the university and is, therefore, not available. However, the table below compares tuition rates among selected graduate professional programs.

Table 18. 2013-14 UW Annual Tuition in Selected Graduate Professional Programs

	In-state	+/- relative to MArch	Out-of-state	+/- relative to MArch
Architecture	\$16,866		\$35,595	
Dentistry	19,578	+\$2,712	30,624	-\$4,971
Education	15,393	-1,473	28,122	-7,473
Law	31,983	+15,117	45,027	+9,432
Nursing	24,453	+7,587	43,116	+7,521
Social Work	16,935	+69	28,833	-6,762

Capital Investments

Capital investments in buildings, furniture and equipment are budgeted and coordinated by the dean's office; so departmental budgets do not reflect these expenses. The most significant changes in the department's facilities over the last six years has been the modification of about 200 studio desks in Architecture Hall, reducing their size to accommodate more students in each of our studios. We anticipate that this project will be completed by September 2013. Total cost \$4500. We will likely purchase an additional 20 desks in 2013-14. Estimated cost \$6000. See the description of facilities above for other capital improvements.

Endowments and Gifts

The endowments listed below generate annual funds between 5% and 10% that are disbursed according to their specific agreements. They all benefit the Department of Architecture in some way, either directly through regular contribution of funds for department use or through faculty and student support.

Each spring quarter, the students are invited to submit a scholarship application for departmental awards. The funds available include disbursements from some of the endowments listed below. Others are awards made available on a yearly basis. The list below includes awards for the 2013-14

Endowments specifically for the Department of Architecture:

- Norman "Bud" & Charlotte A. Aehe Endowed Fund
For students in the College of Built Environments, particularly to make it possible for highly motivated students to complete their degrees. One student award, \$3500.
- Gerald L. Allison Scholarship
An unrestricted gift for student support. One student award, \$300.
- Architectural Foundation Scholarship
For a student of generally high scholastic attainment to further his or her education in architecture. This scholarship provides for continuing study, travel, or other architectural experience which may be shared by the entire college. One student award, \$3000
- Architecture Endowment
The College of Built Environments major fund drive in the late 1980s provided gifts to create an endowment for the benefit of the College's Architecture Department. Contributions were used to establish the Architecture Endowment to provide unrestricted support to the department. Departmental use, \$16,303 in 2012-13.
- Elizabeth Ayer Endowed Scholarship Fund in Architecture
Elizabeth Ayer was the second woman to graduate from the Department of

Architecture, in 1921, and the first woman registered as an architect in the State of Washington. Her family wished to recognize Elizabeth Ayer's achievements and provide educational opportunities for students pursuing a degree in the field of Architecture. One student award, \$4000.

- Bassetti Architects Scholarship
Provides general scholarship assistance to undergraduate and graduate students.
- William T. Caine Memorial Fund
Donors were the Shelk Foundation and others, accepted by the Board of Regents in 1975. The fund is designated for the advancement of students in the hospital or health care facilities design field. Awards may be in the form of scholarships for tuition and fees, for travel or study abroad, or for other purposes deemed appropriate by the administrators. One student award, \$2000.
- L. Arnie Chinn Memorial Scholarship
This fund is established in honor and memory of L. Arnie Chinn who received his BA in Architecture and BFA in Fine Arts from the University of Washington. He died in 1994. The donors to the Scholarship Fund hope to provide financial assistance to students who share the passion he demonstrated for great design. The fund is to provide financial assistance to deserving undergraduate and graduate students in the Department of Architecture. One student award, \$5000.
- Department of Architecture Faculty Endowed Scholarship
For students with intercollegiate rowing experience or with at least one year of social or economic justice activities (e.g., Peace Corps; AmeriCorps; etc.). One student award, \$2000.
- Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship
The purpose of this scholarship is, to the extent legally possible, to provide assistance to graduate students in the Department of Architecture in the College of Built Environments, with a preference for students who are underrepresented minorities. One student award, \$2000.
- Carl F. Gould Endowment
Established by the Board of Regents in 1989, the Carl F. Gould fund is used at the discretion of the Chair of the Department of Architecture. The fund should be directed as the Chair designates to assist students, and/or programs within or outside the College purview, or in any manner that enhances the finest in architectural talent and ideas in service to the profession and the community. Departmental use, \$0 in 2012-13.
- Carl F. Gould, Jr. Child Learning Center
The purpose of this fund is to provide support for a "Architecture and Children Learning Center" that would serve two functions: 1) be an exemplary learning environment of the future where teachers and children could experience excellence in architecture and design, and learn about the built, natural and cultural environment; and 2) be an exemplary place to train teachers, architects architecture students, engineers and others how to introduce architecture and building into their classrooms as part of the larger goal of integrated learning about the physical environment and the teaching of math, science, social studies and art. Departmental use, \$0 in 2012-13.
- Marga Rose Hancock Endowed Scholarship for Diversity
The purpose of this student support fund is, to the extent legally possible, to provide financial awards to graduate students in the Department of Architecture at CBE, with a preference for students who are underrepresented minorities. One student award, \$2000.
- L. Jane Hastings Endowed Scholarship
The purpose of this scholarship is, to the extent legally possible, to provide assistance to undergraduate and graduate students in the Department of Architecture in the College of Built Environments, with a preference for female students. One student award, \$1000.

- Johnston Hastings Faculty Research Travel Endowment
Used to underwrite costs of faculty research travel with priority to junior faculty. Established January 2000. Two faculty awards, \$3000 each.
- Helen and William T. Joiner Endowed Fund in Architecture
Established in 1995, the purpose of this fund is to provide support for the Department of Architecture. Income from the fund may be used at the discretion of the Chair of the Department to benefit the department. William T. Joiner graduated from the Department in 1941. One student award, \$750.
- Duane Jonlin Scholarship Fund
An unrestricted gift for student support. One student award, \$1000.
- Charles Winthrop Lea III Memorial Scholarship
This endowment was set up in 1963, in the Department of Architecture to a recipient who shall have completed two years and preferably three years of study, or the equivalent thereof in the college. The principal considerations are the degree of professional promise and relative financial need of the candidates. The primary desire of the donors is the attainment of improved architectural design. Four student awards, \$5000 each.
- Walter H. McAninch Endowed Scholarship
The purpose of this endowment is to provide assistance to undergraduate students in the Department of Architecture and was established by Myrene C. McAninch, Ph.D. in honor of her late husband, Walter H. McAninch. One student award, \$2500.
- C. Richard Meyer Memorial Endowed Scholarship
For undergraduate or graduate students accepted in Architecture in Rome program, or any other CBE-sponsored program at UW Rome Center. One student award, \$2000.
- Minigan Family Endowed Award
For undergraduate or graduate students in the Department of Architecture participating in one of the department's design/build programs in the U.S. Current and past uses have been for the HiPerPod Zero Energy Classroom Project, the Yakama Design/Build Program, and the UW BaSiC program. One student award, \$750.
- John Morse Graduate Fellowship Endowment for International Travel
For students in architecture. One student award, \$6000.
- MulvannyG2 Endowment in Memory of Gerald Vammen
Established in 2003 in memory of Gerald Vammen, a well-respected MulvannyG2 architect and mentor to many. The purpose of the fund is to support the Department of Architecture's promotion of cultural diversity through studios, workshops, charrettes, international visitors and faculty/student travel outside the U.S. Departmental use, \$3439 in 2012-13.
- Floyd A. Naramore Architectural Memorial (a unit of the Architectural Foundation)
Accepted by the Board of Regents January 1972. The donor's direction is that the income, but not the principal, shall be equally divided and one part used for fellowships to recent graduates (within 10 years after graduation) of Architecture who wish to continue studies in architecture at any university east of the Mississippi River, but preferably MIT, and/or any university in the North Atlantic States; and, the second part used for fellowships to recent graduates (within 10 years after graduation) of any other school of architecture in the U.S. who wish to continue their studies in architecture at the University of Washington. Six student awards, \$10,000 each.
- Nesholm Family Endowed Fellowship in Architecture
The purpose of this endowment is to provide assistance to graduate students in the Master of Architecture degree program. John Nesholm, a founding partner of LMN Architects, and his wife, Laurel, established the fund in 2006. One student award, \$7500.

- Ochsner Perkins Endowed Fellowship
For MArch graduate students enrolled in the CBE Historic Preservation Certificate. One student award, \$300.
- Lionel H. Pries Endowed Fellowship in Pacific Northwest Architectural History
For 2nd or 3rd year graduate students in the Certificate in Historic Preservation. One student award, \$300.
- Hermann Pundt Memorial Endowed Fellowship
For participants in study-abroad programs or international exchange programs sponsored by the Department of Architecture. Two student awards, \$3500 each.
- Rolland Simpson Endowed Fund for Architecture
Established in 1999 primarily by a gift from Mrs. Anne Simpson to honor her late husband Roland Simpson (Architecture, 1939). Purpose is to provide financial assistance to undergraduate students in the Department of Architecture. Three student awards, \$5000 each.
- SRG Award
For undergraduate or graduate students with preference to underrepresented minorities. One student award, \$2000.
- Robin M. "Buzz" Towne Endowed Scholarship
For students with an interest in architectural acoustics or who plan to pursue an advanced degree in this field of study. One student award, \$3000.
- Gerald A. Williams Memorial Endowed Fund
Accepted by the Board of Regents in 1993, the purpose of this fund is to provide support for the Department of Architecture. Gerald A. Williams graduated *magna cum laude* from the Department of Architecture in 1956. In recognition of his achievements, his family's preference that income from this fund be used to reward and encourage excellence among students and faculty in the Department of Architecture. This might take the form of an annual cash prize, to be known as the Gerald Williams Prize, to an outstanding student or faculty member. It might be used as an incentive to students and faculty for travel and study abroad, or might be used to publish outstanding research or creative works contributing to the design profession. The department chair shall have discretion in allocating income from the fund. One student award, \$1000.

College endowments benefiting the Department of Architecture: A number of endowments are administered by the dean of the College of Built Environments but benefit the Department of Architecture, either annually or at periodic intervals, sometimes in alternation with other departments in the college. These include:

- Tony Callison Memorial Endowed Fund
The purpose of this fund is to provide funding for the Callison Memorial Lectures, a program of distinguished lecturers, seminars and/or lecture courses to address the subject of "Business and the Design Professions." \$0 in 2012-13.
- Charles F. Clay / Northwest Wall and Ceiling Bureau Memorial Scholarship
Provides scholarship awards for full-time undergraduate students in the departments of Architecture and Construction Management who are US citizens with demonstrated scholastic ability and financial need. One student award, \$500.
- Lee and Rolaine Copeland Endowed Fellowship in Urban Design
The purpose of this fund is to provide financial assistance to graduate students enrolled in the Urban Design Certificate Program, a two-year program that runs concurrently with a student's degree program and leads to a Certificate of Achievement in Urban Design awarded with a Master's degree of Architecture; Landscape Architecture; or Urban Planning.
- Richard and Stephanie Eberharter Scholarship
The purpose of this fund is to provide financial assistance to deserving undergraduate or graduate students in the College of Built Environments, with preference given to students who are disadvantaged by virtue of their race, physical handicap, or domestic situation.

- Jerry V. and Gunilla Finrow Endowment Fund
Established by the Board of Regents in 1999, the Finrow Fund interest income provides financial support to graduate students to study at the University of Washington Rome Center. Market value: \$362,721
- Denise Johnson Hunt Endowed Fund
Established in 2001 in memory of Denise Johnson Hunt, the first woman of African descent in the nation to hold the position of president of an American Institute of Architects local chapter (1995 AIA Seattle). The fund's purpose is to provide support for student scholarship and activities in the College of Built Environments, with a preference of providing support to deserving graduate and undergraduate students to carry out an independent learning plan that increases awareness of architecture and urban design among children attending the public school system.
- Jay Bee Fund
Established in 1973, the income from the fund is to be used to help deserving young unmarried women who have completed satisfactorily at least two years of study in the College of Built Environments, and who otherwise would not have the means of completing their professional education in architecture, urban planning, or landscape architecture.
- Italian Program Scholarship Fund
For undergraduate or graduate students enrolled in CBE courses at the UW Rome Center. One student award, \$405.
- Norman J. Johnston Endowed Scholarship
Established in 2005 in honor of Norman J. Johnston, Ph.D., FAIA, to provide assistance to undergraduate and graduate students in the College of Built Environments and awarded annually on a rotating basis to the four departments in the college (Architecture; Construction Management; Landscape Architecture; and Urban Design and Planning).
- Johnston Hastings Faculty Publication Support Endowed Fund
Purpose is to provide support for the publication activities of the faculty and student of the College of Built Environments. Priority is given to the actual publication, rather than the writing thereof. Established 1992.
- Jones and Jones Endowed Fellowship
Accepted by the Board of Regents in 1991, this fellowship fund provides on a rotating basis financial assistance to graduate students in the Department of Architecture and Landscape Architecture.
- Lessenger Endowed Scholarship
For undergraduate or graduate students enrolled in CBE courses at the UW Rome Center. One student award, \$750.
- John R. and Virginia P. Sproule Endowed Architecture Scholarship
Established by the Board of Regents in 1998, in honor of Department of Architecture graduate and later professor John ("Jack") Sproule, this fund provides financial support to graduate and undergraduate students. Market value: \$205,585
- Three-Sixty Fund Endowed Fellowship
Unrestricted scholarship funds split between Architecture and Landscape Architecture. Two Architecture student awards, \$5000 each.
- Betty L. Wagner Rome Center Endowed Scholarship
This endowment provides assistance to undergraduate and/or graduate students enrolled in one of the College of Built Environments' (CBE) four departments (Architecture; Construction Management; Landscape Architecture; Urban Design and Planning) and who are accepted for study in a CBE program at the UW Rome Center. One student award, \$1000.
- Myer Wolfe Endowed Fund
Myer Wolfe, former dean of the College of Built Environments, was one of the founders of urban design, and interdisciplinary field, which he saw as a mixture of urban planning and architectural design considerations. At the time of his

death in 1989, it was suggested that contributions in his memory be made to a fund that would be used to promote the interdisciplinary Urban Design program in the College of Built Environments.

- **Howard S. Wright Endowed Chair**
Howard S. Wright, Chairman of the Board of Wright Runstad and Company, endowed this chair to enable the University to attract and retain a distinguished faculty member in the College of Built Environments. This Chair has been divided, with portions of the income going to the departments of Architecture, Construction Management, and Landscape Architecture. The Architecture portion of the income provides salary and support to Professor Steve Badanes, the current Howard S. Wright Professor.

Development

The Assistant Dean for Advancement and External Relations is director of development for the college and is supported by two staff. The University will begin a new capital campaign in 2013-14. The goals and duration are to be determined.

Private support gifts enhance the college's programs and are allocated to:

- Faculty Research and Development
- Student Support
- Course and Program Enrichment
- Visiting Lecturers
- Instructional Computing
- Foreign Study Programs

The Annual Fund is mostly used at the discretion of the Chair. It can support faculty and students directly as well as programs and activities common to all faculty and students such as the publication of the college newsletter, the lecture series, student and faculty design and academic awards. It also makes it possible for the Chair to respond to unexpected opportunities as they arise.

Endowed scholarships, fellowships, professorships, and chairs enable the college to remain competitive in attracting and retaining the best students and faculty. Through private endowment support, the college is able to offer some form of financial aid to every student who needs and qualifies for assistance. Our endowment ensures that we can support the students, faculty, and programs in perpetuity.

1.2.5 Information Resources

Institutional Context and Administration

Library Type: The Built Environments Library (BEL) is the branch of the University of Washington Libraries that serves the multi-disciplinary College of Built Environments (CBE).

Context: The BEL is part of the University of Washington Libraries system, which is composed of 16 branches on three campuses, Seattle (main), Tacoma and Bothell. The system has a collection of 8,031,812 cataloged volumes (7,835,468 on the Seattle campus) and 123,062 serials. Total annual expenditure for the Libraries was \$38,629,346, with \$15,296,925 of that going to collections (2011-12 statistics, see: <http://www.lib.washington.edu/assessment/stats/default>). This would place the UW at 21st in the most recent (2011-2012) Association of Research Libraries (ARL) statistics. The BEL was begun as a departmental collection in 1914 and became part of the University of Washington Libraries system in 1948. Longtime librarian, Betty Wagner (who served from 1948-2004) developed the collection, which is built primarily to meet the teaching and research needs of the four disciplines that make up the College of Built Environments (CBE). The BEL is also responsible for purchasing materials in these disciplines to support teaching and research in other academic departments (e.g., the library would purchase

books on architecture needed for a course in French history). Significant purchases are also made to provide interdisciplinary depth in such fields as engineering, classics/archeology, urban agriculture/horticulture, history and urbanism.

Assessment of BEL Resources

Funding: BEL's funding will hold steady in the 2013/2015 biennium. Factoring in inflation (particularly for the cost of new serial subscriptions), the library has lost purchasing power in recent years. BEL's budget is primarily state funded; this funding has decreased about 30% over the last three years. The Wagner Endowment Fund, established in 1997, also provides some supplemental funding annually, adding between \$8,000 and \$10,000 per annum. In addition, book donations form an important part of collection development. In 2010-2011, the last year for which statistics are available, the UW Libraries ranked 28th among the 115 ARL members in total library collections expenditures. The BEL librarian has the responsibility for the expenditure of funds allocated to purchase books and other library materials in support of CBE's four disciplines: architecture, landscape architecture, urban planning and construction management. Architecture receives about 60-65% of the overall budget.

Subject Coverage: The BEL's collection of architectural books encompasses the design, practice, history, theory, and criticism of architecture from primitive times to the present day. It seeks to maintain a strong research collection in architectural and landscape architectural history, although this is less and less possible due to shrinking funds and rising costs. The prime focus is on the 20th-21st century time period. While the collection has a wide geographic range, it is strongest in the architecture of North America, Western Europe and Japan. Japanese architecture has become an important collection area with several professors on campus teaching in the subject. Efforts are underway to extend coverage to under-represented areas, particularly Asia, Africa and Latin America, and to improve our collection of vernacular architecture studies. Current thematic foci include Pacific Northwest/West Coast architecture, regionalism, green architecture/sustainable design, urban agriculture, French architecture, architectural theory, furniture design, and prison, healthcare, office, retail, hotel, and school design. The BEL also accumulates volumes on building engineering, including the electrical, HVAC, mechanical, acoustics, lighting, plumbing, and structural aspects of buildings. Frequent purchases are also made in the areas of historic preservation, urban design, architectural illustration, and building cost manuals. Current curricular emphasis on greater interdisciplinary scholarship has sometimes moved the collection into other fields, particularly books dealing with environmental science/management, disaster management, real estate studies, various aspects of urbanism, building technology/engineering, building economics, and other areas of the social sciences.

The BEL Reference Collection is made up of dictionaries, encyclopedias, standards, bibliographies, atlases, directories, some complete works of architects and other materials designated by the librarian. Reference materials are assigned non-circulating status in order to make them more accessible to all users, but are located in a publicly accessible area. The librarian regularly reviews the reference collection for currency.

Levels of Coverage: The BEL aims to collect most architectural topics at the research (graduate) level. The Head strongly encourages faculty and student input on acquisition of new materials, and frequently interacts with faculty about needed books and DVDs. Recommendations also come via email, telephone, and via UW Libraries Materials Request link located on the homepage. Unless recommended materials are extremely expensive or out-of-print, virtually all requested items are purchased rapidly. For expensive books or DVD collections, additional funding from general UW Library funds has been obtained. Out-of-print materials require a longer search and ordering process.

Number of Volumes: The BEL has a total collection of approximately 51,232 volumes. Of these, roughly 23,621 are classified in Library of Congress NA, and 3,433 volumes are classified in the Dewey Decimal System. (Of the Dewey Collection in BEL, 2,716 are located in call numbers 720-729 and 717 in 740-749.) Beginning in 1967, the UW Libraries

changed classification schemes from Dewey Decimal to Library of Congress (LC). All monographs and serials cataloged subsequent to 1967 are classified in LC. Holdings of the branch classified in Library of Congress call symbols H, HD, HT, N, NK, SB, T, TA, TH, TJ, TK, W-WX number approximately 24,890.

Table 19. NA Volumes in the UW Libraries

Library Locations	Number of NA volumes
BEL	23,621
Art	819
Drama	189
East Asia	1,642
Engineering	123
Foster Business	5
Gallagher Law	68
Math	4
Music	20
OUGL	962
Physics	1
Suzzallo	14,037
Tacoma	1,332
Bothell	553
Other	19
Total	43,395

Holdings of NAs elsewhere in the system consist of 43,399 volumes and 2,850 volumes of 720-729s; location of these materials is primarily in the Art, Drama, East Asia, Odegaard Undergraduate, Suzzallo (main UW library). In total, the UW Libraries have approximately 43,395 titles related to architecture in NA call number area. Libraries and dispersed among the several UW Libraries remote storage areas. Materials classified in LC, H, HD, and HT are heavily represented in Suzzallo Library where the preponderance of social sciences literature resides; the preponderance of Ns are in the Art Library with a lesser number in Suzzallo and in Odegaard Undergraduate Library; SBs (horticultural and landscape architecture titles) are represented in the collections of the Natural Sciences Library. (In addition, students can use the landscape architecture resources of the Miller Library at the Center for Urban Horticulture located on campus.) Those classified in T, TA, TH, TJ and TK (engineering call numbers) form a large part of the Engineering Library's sizable collection.

Serials: The BEL has a relatively deep collection of serials, obtained through purchases and donations. The process of retrospectively purchasing serial runs has occurred over the last five years, particularly in the area of Japanese periodicals. A large collection of several thousand foreign architectural publications was received from the American Institute of Architects Office in Washington, DC, which has yet to be fully catalogued. The BEL subscribes to about 95% of the 54 items listed in the Association of Architectural School Librarians Core Serials List. (See: <http://www.architecturelibrarians.org/Default.aspx?pagelD=1364618>). An increasing number of architectural periodicals is being delivered electronically; this brings up the problem of continuing subscriptions to both paper and digital forms of the same publication. To this point, overlap is not a serious issue because most periodicals in architecture still rely on the high quality photography that only print can offer. It will become more of a concern in the next few years.

College of Built Environments Visual Resources Collection:

Description: The Visual Resources Collection (VRC) is a CBE funded and staffed facility. Its approximately 119,000 digital images support the curricular and research needs of the college. The digital collection was built on the assets of a slide library composed of approximately 130,000 35mm slides and has grown beyond it to include many digital-only items. Today, the main point of access is through the digital collection, with slides retained

as the archival source for the significant amount of original photography. Subject coverage is in all disciplines represented in CBE, with considerable emphasis on architecture. Through the VRC database, faculty and students have access to over 197,000 digital images via the CBE VRC, the University of Washington, School of Art, and other databases. About 8,000 images are added to the Collection each year through new digital photography, purchase from commercial vendors, in-house copy-work from books and periodicals, gifts of original on-site photography, and 35mm slides digitized from the Collection's holdings. Faculty and students may easily request images for the Collection in a number of ways; the Collection's website provides information on Collection policies and procedures, with downloadable image request forms. Since 2002, all new accessions to the Collections have been in digital format.

A relational database (MS Access) is used internally to manage collection assets; since 2002, a password-protected digital image database (using open source software called MDID) has delivered digital images to CBE faculty and students over the internet for classes, research, and review. An implementation of the latest version of MDID is underway with significant support from the CBE Computing staff.

The VRC still image collection is being supplemented by a new online video collection. The VRC staff has made video recordings of Department of Architecture guest lecturers, which are being posted online for the use of students and faculty. Scholars and prospective students outside UW will also be able to view this video content.

The Collection is managed and maintained by a staff of one full-time visual resources professional and one or two .5 FTE graduate staff assistants, depending on quarterly needs.

The VRC director presents at CBE student orientations, lectures at graduate thesis research workshops, and provides small group and individual training and reference assistance to students. Faculty and students consult with the director on a drop-in or email basis for assistance with using the VRC database and image creation, and with general research queries.

Access (Bibliographic): Cataloging of books and serials is performed by the UW Libraries Cataloging and Metadata Services Division using the Anglo-American Cataloguing Rules 2 (AACR2) and MARC 21, the generally accepted national standards. Most materials not requiring original cataloging are received in a timely fashion. Any item may be rushed if needed by a patron or for reserve. Cataloged materials can be searched in the UW Online Public Access Catalog on four public PCs and four PCs reserved for student use in the BEL. Materials may be searched by author, title, subject, keywords, or call numbers. Searches may be limited in a number of ways: by language, publication date, publication type, location within the library system, etc.

Conservation and Preservation: The library's small collection of rare materials is housed in a secure, non-public area. Archival procedures are followed when these books are accessed. On an occasional basis, the UW Libraries Mendery mends and performs other needed maintenance on these and other materials in the collection. In most cases, the original book jackets are covered in Mylar and are kept with the books, replacing the formerly common practice of binding books in buckram. It was felt important that the jackets be recognized as an integral part of the book. Some buckram binding is still done by a commercial binding contractor with whom the UW Libraries contracts.

Policy Statements: The Head of the BEL last wrote a comprehensive collection development statement in consultation with the respective faculties in 1984. (This accreditation description does constitute a relatively complete development statement in the area of architecture.) The creation of a new collection development policy will be considered in the next few years. This document will need to articulate the directions in which the CBE curricula are moving, and how the BEL can serve these needs. This statement will be especially important with the hiring of a new CBE dean in the near future.

Access: The public is welcome to consult materials in the BEL, but checkout is reserved for students, staff and faculty. Library delivery of books and serials to faculty offices has started in the last two years. Faculty use the BEL for the location of their reserve reading

lists. Reserve materials are located in a publicly accessible location and can be checked out for short-term loan periods. Use of reserve materials by faculty and students has stayed consistent since 2007.

The BEL also maintains a collection of books and serials in a Closed Stack area. Location in this non-public section usually means that the item is costly, fragile, or often stolen or vandalized. A separate BEL Storage location is in an adjacent, non-public area where older and duplicated volumes are housed; access to these is obtained through paging at the front desk and happens immediately. Some serials and books are also stored behind the BEL Circulation Desk; this shelving area has items that are frequently circulated, stolen, or vandalized.

The BEL is wheelchair accessible. Staff assistance is available to anyone with a disability upon request, and signs are posted indicating this. No special terminals are available for use of the visually impaired.

Circulation: A Circulation Policy Summary is available online at the UW Libraries Website; an abbreviated version of this is also available via the BEL Homepage. Standard loan periods in the BEL are 4 weeks for undergraduates, 12 weeks for faculty and graduate students and 2 weeks for a book that has a hold on it regardless of the borrower's status. Holds may be placed on any non-reserve, circulating item. Patrons are encouraged to place holds. Books on which holds are placed are recalled and given an earlier due date, usually two weeks from the hold date. Most periodicals circulate for seven days. Books from any library on campus can be delivered to any other location for pickup.

Reference: The librarian/head is the sole reference person for the BEL. He is available 40 hours a week for impromptu questions or longer research consultations. Faculty and students can schedule an appointment to see the librarian or can drop-in when convenient for them. Reference questions are asked via various means: by telephone, e-mail, or via links on the BEL Homepage or the UW Libraries Homepage. The BEL handles questions posed by faculty, staff, students, local practitioners, press and the general public. The library's two technicians also help to answer many basic questions.

In addition to the UW Libraries' Online Public Catalog, several hundred databases can be consulted at any of the four public PCs in the library via the Internet. New databases are being added to the choices offered each year. Remote access to these services is available from home or office to anyone with a UW Husky Card.

To assist in research, the BEL possesses four student-only PCs maintained by a university-wide technology group. These machines have a menu of software available, enabling students to type papers, burn DVDs, and create complex bibliographies. The BEL also has four PCs maintained by UW Libraries IT Services. Two scanners are attached to public PCs, allowing students to digitize images in the library.

Bibliographic instruction: The librarian provides library orientations and tours for most students during the autumn quarter of each school year. Throughout the year, at the invitation of instructors, the Head delivers library instruction to specific classes in the college. He also schedules research consultations with faculty, graduate and undergraduate students. The UW Libraries produce online subject guides in architecture, landscape architecture, urban planning and construction management assisting students with various aspects of the research process; these subject guides are intended to direct students to the best subject-specific research databases in their field and to helpful interdisciplinary resources. The library's two technicians also help patrons in the use of the Online Catalog and other databases. The BEL also maintains a homepage that describes hours of operations and basic policies.

Hours open: The BEL is open 65 hours per week during the regular academic year: Monday-Thursday, 8 A.M.-8 P.M.; Friday, 8 A.M.-5 P.M.; Saturday and Sunday, 1-5 P.M. It is open 40 hours per week during the summer quarter and 20 hours during interim periods.

The Visual Resources Collection is open from 8:30 AM to 5 PM Monday through Friday. The Collection's digital image database is available 24 hours a day over the internet. CBE faculty may be assigned keys to the Collection for after hours use at the

discretion of the director of Visual Resources. Equipment may be picked up and returned through the BE library when the VRC is closed.

Current awareness: Newly received books are displayed on the New Book Shelf for one week. For this week, they remain non-circulating. During this time, holds are accepted on them for circulation in the order placed. A list of new books also appears on the BEL website. The faculty is routinely notified of new acquisitions in their subject interest areas. Quarterly emails also notify faculty and students of any recent journal subscriptions created. These quarterly messages also notify faculty of any new funds secured by the BEL Librarian for special purposes, such as dedicated DVD purchase funds.

Cooperative agreements: The UW Libraries take a leading part in the ORBIS Cascade Alliance, a library consortium composed of 37 public and private colleges, community colleges, and universities in the Northwest. Using the joint UW/ORBIS Catalog, students can identify and order books not in their schools' collections. These items can be shuttled amongst member schools in usually about 48 hours. UW students can also travel to other ORBIS-Cascade schools to check out books in person. Students can use books found in any of the branches of the UW system, and these circulate within a day or two amongst the Bothell, Tacoma and Seattle campuses.

The UW Libraries' Inter-Library Loan Department enables borrowing of books, dissertations, theses, and journal articles from research libraries around the world. Articles are scanned and placed on the Internet, and users are then notified of their article's URL.

The UW Libraries also field online chat reference questions from a network of public and research libraries across the U.S.

The Visual Resources Collection participates in collaborative efforts with the other visual resources professionals in the UW system. The digital image databases of all three image collections in the UW system are accessible remotely to users from CBE, the School of Art Image Library, and the UW Bothell campus' Visual Resources Collection. The CBE VRC also provides remote access to the digital image databases of AICT (Art Images for College Teaching) and Historic Illustrations of Art and Architecture. The CBE VRC contributes original material from its holdings to the Image Bank, a collaborative group of visual resources professionals and the UW Libraries. This database provides access to high quality digital images for the university community.

Staff: The BEL staff is made up of 1 full-time librarian, 1.5 full-time library technicians and 4-5 student assistants each quarter during the regular academic year. The Head of the BEL holds a bachelor's degree in art history/political science, master's degrees in art history (specialty in architectural history) and library science, and a doctorate in art history (specialty in architectural history). The Head has had 13 years of experience as a librarian, and has been in this position since 2004. Librarians at the University of Washington are academic staff; all have written position descriptions.

Both of the library's technicians have had considerable library experience. The technician lead has had 35 years of library experience in the UW Libraries. She has a bachelor's degree in art history. The other technician has worked as a library technician since 1983, and in the BEL for 20 years. She completed two years of study at the University of Saigon. Technicians in the UW Libraries are classified staff. College education, while desirable, is not a required qualification for library technicians in Washington State. All have written position descriptions. The UW Libraries has an ongoing training program to familiarize staff with new library tools. Librarian and technician staff are expected to and do attend training classes offered. The students, in the aggregate this year, equate to 1.2 FTE.

The Director of Visual Resources has a master's degree in Library and Information Science and has worked as a librarian in the visual resources field for four years. He also has professional experience in video production and academic IT. Student staff in the VRC are usually graduate students in the college.

Reporting structure: The BEL reports to the Head of the Business Library, who oversees the Branch Libraries Group. He, in turn, reports to the Assistant Dean for Public Services,

who reports to Dean of the University Libraries. The Director of Visual Resources reports to the Dean of the College.

Professional development: UW Library staff members have manifold opportunities for professional development. Classes on a variety of topics broaden staff members' skill levels and prepare them for professional promotion. The UW Libraries has an active Staff Development Officer who teaches some of the sessions or arranges for others to do so. Staff members are expected to take technical training sessions on new hardware and software made available in the Libraries. Periodic staff lectures address issues such as library safety, asbestos safety, sexual harassment, public service skills.

Librarians are expected to show evidence of professional growth. This includes cooperative inter-departmental projects, serving as a member on a UW Libraries committee or task force and participation in the affairs of one of the main librarian professional societies such as the Art Libraries of North America Society (ARLIS), the American Library Association, or other architecturally related groups. The Head of the BEL travels yearly to the annual ARLIS Conference and is active in its events and attends other meetings periodically of library, architecture, and architectural history groups. In addition to librarians, classified staff members are regularly appointed to Libraries Committees as fully contributing members and make valuable contributions. Release time is granted for all such activities.

The Director of Visual Resources belongs to the VRA (Visual Resources Association), the international professional organization for the visual resources field, and is funded by the college to attend the annual VRA conferences. The Director also belongs to the local Chapter of the VRA (the Pacific Rim Chapter) and has served as Chapter Chair since 2011.

Salaries: Librarian salaries at the UW have failed to keep pace with salary levels at other member libraries of the Association for Research Libraries. For median librarian salaries, the UW Libraries ranked 88th among the 115 ARL libraries in 2011-2012 at \$58,704. UW ranked 82nd for average salaries of the 115 ARL schools at \$58,752. (In 2006-2007, these figures stood at 76th of 114 and 71st of 114, respectively.) No cost of living adjustments have been made since 2008. Future salary increases for librarians are merit-based.

Library technicians are classified staff, civil service employees of the state of Washington. Their salaries increase by steps based on time in a classification. When the top of the classification is reached, salary increases can only occur when general salary increases are granted by the legislature, or a promotion occurs. The librarian and technicians in the BEL are paid at a rate commensurate with other staff in the same categories at the UW.

Space: Completed originally in 1972, the BEL underwent a thorough renovation in 2005-2006. Within the facility's 5,348 assignable square feet of space, new carpeting was laid down, comfortable lounge seating purchased, walls painted, electrical outlets created and new signage hung. No study seating was sacrificed when the lounge seating was added; instead, walls were taken down and equipment moved to create new pockets of space. The overall process cost over \$60,000 and was met with widespread enthusiasm within CBE. To provide additional shelving space, selected, lesser-used items were moved to on-site and off-site storage and many new shelves were erected. Reference and reserve books were moved to public areas to provide greater accessibility. To serve research, the Head understands that as much material needs to stay on-site as possible, and, therefore, removes an item to storage only when it is seldom used, it is a duplicate, or new growth room is seriously required.

The Visual Resources Collection is housed in an 800 square foot space with secure storage for equipment. Two student workstations with several flatbed and film scanners allow the graduate student assistants to scan and catalog images into the Collection's database; a user terminal allows quick database access for faculty. Staff also uses a separate Mac workstation for video editing and special scanning projects. CBE has received support for a renovation of the Visual Resources Collection space in 2013-14, which will be carried out in the existing 800 square feet through removal of obsolete furniture and implementation of a more flexible use of space. A redesigned VRC will

accommodate compact/archival storage of photographic assets while modernizing student workstations. In the free space, a new area will be available for projection and instruction by the VRC director, small group collaborations and presentations, video recording, and film screenings.

Equipment and Furnishings: The BEL is a small space, but its planning has been of the highest concern to the Head. Considerable thought went into creating a floor plan that balanced various library components--comfortable seating, individual study carrels, group study at tables, enclosed group study rooms and shelving. The BEL stacks are currently in good condition and have some growth room for the next two-three years. Books from BEL circulate a great deal, and so all books are not in the library at one time. It is hoped that further off-campus storage space will be obtained by 2015.

The library has two scanners and eight PCs for accessing the UW Libraries Online Catalog, research databases and the web. The library also has a TV/VCR, a microfilm reader, and a microfiche reader. The library also serves as a checkout site for CBE-owned laptop computers (both Apple and PC), tablet computers, digital cameras and video recorders; it enables students to check this equipment out as late 8:00 PM.

The Visual Resources Collection has updated its equipment to continue to provide quality images to CBE faculty and students. While a small collection of functional equipment is retained to support legacy 35mm slide assets, the Collection is wholly focused on the digital realm. Three flatbed scanners, two slide scanners, and a digital camera are used to create images in-house. HD video production is carried out using a 1080p camcorder, Zoom digital audio recorder, various microphones and accessories, and a Mac with Final Cut Pro X software. The furniture and equipment in the Collection was seismically retrofitted in 2006 as part of a disaster management initiative. Some desks and other furniture associated with the legacy slide collection will be removed in 2013-14 as part of the remodel and modernization effort. The digital assets of the Collection are housed on a dedicated server in the basement of Gould Hall in the CBE Computing Commons and are backed up in a robust and redundant fashion.

Security: The BEL maintains a 3M Security gate and tattle tapes all of its materials. Despite the presence of the gate, dedicated thieves still plague the serials collection. Due to the availability of online resources, however, vandalism to books and journals has decreased considerably in recent years.

The BEL has an Emergency Plan in case of fire, earthquake or other disasters. In case of earthquake, all book stacks are braced to withstand shaking. The library maintains an emergency box containing a first aid kit, radio, flashlight, and other items. The university maintains a fire extinguisher in the facility.

During the seismic retrofit of the Visual Resources Collection in 2006, the room was re-keyed to ensure a more careful distribution of keys to the room for after-hours access. Because of online access, there is less need for after-hours use of the VRC. The VRC has a disaster plan that covers small and large scale events, and the Collection has an off-site emergency website for communication with CBE faculty and VRC staff during a level 2 or level 3 emergency. The Collection's disaster plan emphasizes response and recovery with a goal of resuming services as soon as possible after a disaster.

Description and evaluation of budget and administration

Evidence of planning: Goals for the BEL as with all other libraries in the UW system parallel those articulated in the UW Libraries Strategic Plan, which is written every five years. As part of a yearly performance evaluation, the Head of the BEL sets new goals for the coming year and discusses how goals set previously have been achieved. Additionally, he prepares an Annual Report for the Dean of UW Libraries that details current events and sets goals for the coming year.

Intra-institutional relationships: The BEL maintains a warm relationship with the college; it is both physically and metaphorically at the center of Gould Hall, where many Department of Architecture classrooms and offices are located. The librarian provides orientations, tours and class instruction sessions throughout the year. The Head makes quarterly

announcements via email to all CBE faculty, staff and students. He occasionally attends departmental meetings to make announcements, and works informally with faculty to gauge their needs and to solicit their ideas on collections and library organization.

Efficiency of operations and services: Efforts have been made to provide a comfortable, safe, and versatile space in which students may work. We provide a variety of student study locations within our facility. Collection development is always a high priority, as is the maintenance of our various collections. A strong emphasis is kept on maintaining orderly and clean book stacks. We try to hire student workers who have public service skills, and the library staff will make extra effort to satisfy patron needs.

Participation of faculty and students: The BEL Head makes every effort to meet with faculty, to solicit their opinions, and to utilize their expertise whenever possible. Contact with many faculty members is frequent and collegial. Student insights are also solicited, particularly for new book purchases.

Architecture Library Collection Statistics

Table 20. Architecture Library Collection Expenditures

	No. in Coll.	2012-2013
Books	51,232	\$25,703
Periodicals	452	\$45,000
Microfilm Reels	83	*
Microfiche Sheets	7,585	*
Videos ¹	29	*
DVDs	91	\$1,000
Drawings ²	not in BEL	
Photographs ³	not in BEL	
Total		\$70,703

Notes:

*Budget is included with the dollar figure for books

1. The Media Center in the Odegaard Undergraduate Library has 50 videos on Architecture.

2. Special Collection in the Allen Library has over 65,000 architectural drawings of Pacific Northwest Buildings in over 150 collections.

3. Special Collections in the Allen Library has a historical photography collection with an architectural component. The geographic focus of the collection is the Pacific Northwest.

Table 21. Architecture Library Staff (FTE)

	2010-2011	2011-2012	2012-2013
Librarians	1.0	1.0	1.0
Paraprofessionals	1.5	1.5	1.5
Clerks	0	0	0
Student Assistants	1.2	1.2	1.2
Volunteers	0	0	0
VRC Director	1.0	1.0	1.0
VRC Student Assistants	.75	.75	.5
Total	5.45	5.45	5.20

Part One: Section 3 — Institutional and Program Characteristics

1.3.1 Statistical Reports

1.3.1a Program student characteristics

Demographics

Table 22. MArch Program Enrollment History – Gender

	07-08	08-09	09-10	10-11	11-12	12-13
Total	119	133	138	138	154	140
Men	55	68	76	73	77	72
Women	64	65	62	65	77	68
Percent Women	54%	49%	45%	47%	50%	49%

Table 23. MArch Program Enrollment History – Race/Ethnicity

	07-08	08-09	09-10	10-11	11-12	12-13
Total	119	133	138	138	154	140
International	8	13	17	12	13	9
Total US Citizen	111	120	121	126	141	131
Caucasian American	76	87	81	85	102	98
African American	2	1	3	2	3	2
Asian American	5	7	9	12	17	15
Hispanic American	4	3	7	9	8	6
Hawaiian/Pac. Is. American	1	1	1	1	1	1
Native American	0	0	0	0	0	0
Other American	23	21	20	17	10	9
Total Ethnic Minority American	14	12	20	24	29	24
Percent Minority American	13%	10%	17%	19%	21%	18%
Percent Minority Overall	12%	9%	14%	17%	19%	17%

Table 24. MArch Program Enrollment History – Comparison to UW

	07-08	08-09	09-10	10-11	11-12	12-13
Percent Women Arch	54%	49%	45%	47%	50%	49%
Percent Women UW (grad)	55%	54%	55%	54%	54%	54%
Percent Women UW (all)	52%	52%	52%	52%	52%	52%
Percent Minority Arch	13%	10%	17%	19%	21%	18%
Percent Minority UW (grad)	16%	18%	19%	20%	21%	21%
Percent Minority UW (all)	30%	31%	31%	32%	33%	34%
Percent International Arch	7%	10%	12%	9%	8%	6%
Percent International UW (grad)	15%	14%	14%	14%	14%	16%
Percent International UW (all)	7%	7%	8%	9%	11%	13%

Qualifications of Students

In evaluating applicants, the following factors are taken into account by the Admissions Committee:

- A portfolio of work in the visual arts and/or design
- A Statement of Purpose
- Background and experience in architecture and related fields
- Written recommendations from three persons who can evaluate the past record and future promise
- Scholastic record and aptitude as evidenced by transcripts and GRE test scores.
- Non-English speaking foreign applicants must submit test scores with no less than 580 TOEFL, 237 TOEFLC, 92 TOEFLiBT or 7.0 IELTS

The department has concluded that no one factor is a single indicator of success; the most reliable indicator of success in the program has been the Admission Committee’s rank order of candidates resulting from the evaluation of all these factors taken together.

Table 25. MArch Entering Scholarship and GRE Scores

	Avg. 2002-2012	2007-2008	2012-2013
Entry GPA	3.5	3.5	3.6
GRE Verbal	537	558	535
GRE Quantitative	655	651	715

Table 26. Annual Applications and New Enrollments

	Avg./Yr 02-12	% of Applicants	07-08 class	% of Applicants	12-13 Class	% of Applicants
Applicants	476	-	456	-	449	-
Denials	335	71%	323	71%	285	69%
Offers	139	29%	133	29%	140	31%
Enrolled*	51	37%	48	36%	42	30%

*Percentages in this row represent the proportion of enrolled students to offers extended

The MArch program has a total enrollment target of 125 students with 24-30 students entering the 2+year program, 24-30 students entering the 3+year program, and 2-5 students entering the 1+year post-professional program.

Time to Graduation

Students in the 2+year MArch program typically complete the degree in 7 quarters and students in the 3+year MArch program typically complete the degree in 10 quarters.

Table 27. MArch Accredited Degrees Granted – On-time Completion

	07-08	08-09	09-10	10-11	11-12	12-13
Total Degrees	40	25	38	37	40	38
Percent on time	56%	60%	61%	59%	55%	61%
Percent within +1 quarter	68%	68%	68%	84%	73%	66%
Percent within +2 quarters	93%	88%	87%	97%	100%	79%
Percent within 150% on time	98%	100%	97%	100%	100%	92%

1.3.1b Program faculty characteristics

Table 28. Department of Architecture Faculty Diversity

	2007-2008		2012-2013		UW**
	Full	Part	Full	Part	Full
Total Faculty*	31	53	33	44	5014
Men	23	36	20	25	2911
Women	8	17	13	19	2103
Percent Women	26%	32%	39%	43%	42%
African American	2		1	1	90
Asian American	2	3	2	2	740
Hispanic	1		1		210
Hawaiian/Pac. Is. American	1				1
Native American					16
Multiple Race American					69
Ethnic Minority American	6	6	4	3	1126
Percent Minority American	19%	6%	12%	7%	22%
International	2	1	3	1	16

*Full = Full time (all ladder-ranked faculty, research faculty, senior lecturers, as well as lecturers teaching 5 or more courses per year). Part = Part time (all joint, teaching affiliate, teaching emeritus, teaching adjunct, and lecturers teaching less than 5 courses/year)

Table 29. Permanent Faculty Hiring, Promotion, Tenure, and Retirements

	07-08*	08-09	09-10	10-11	11-12	12-13	13-14
Faculty Hired**	2	4	2	2			1
Faculty Promoted		1	1		4	2	2
Faculty Awarded Tenure			2		4		3
Faculty Retired	1	2	2			1	

*Date action becomes effective.

**Counts include faculty at the ranks of professor, associate professor, assistant professor, research assistant professor, research associate professor, senior lecturer.

1.3.2 Annual Reports

All annual reports since the department's last accreditation have been submitted electronically and will be supplied by the NAAB.

Annual Report Verification Statement

I hereby affirm that all data submitted to the NAAB through the Annual Report Submission System since the last visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



Alex T. Anderson
Associate Chair and Graduate Program Coordinator
Department of Architecture
University of Washington

1.3.3 Faculty Credentials

See Section 1.2.1a, Table 1 Faculty Matrix; see also faculty resumes in Part 4, Section 3.

Part Two
Educational Outcomes and Curriculum

Part Two: Section 1 – Student Performance – Education Realms and Student Performance Criteria

The accredited MArch program curriculum is designed to instruct all students in the knowledge and skills necessary to meet the demands of internship and registration for the professional practice of architecture. It is also designed to give students maximum flexibility to capitalize on individual talents and to pursue specific interests. Ultimately, our goal is to produce graduates who fulfill the three-fold mission of the department, which states:

The Department of Architecture advances the discipline and practice of architecture by:

- Educating architects who practice in a manner responsive and responsible to society, culture and the environment.
- Advancing architectural knowledge through research, scholarship, and critical practice.
- Using this knowledge to benefit local, regional, national and global communities.

Recognizing that there are many possible paths to this goal, the department has instituted a curricular structure with as much flexibility as possible within the compass of an accredited degree. Students take a series of required studios, seminars, and lecture courses, a number of free electives, and a range of required 'selective' courses. Selectives in the program come in two varieties: professional practice selectives and graduate seminar selectives. The structure and content of these courses fall within certain limits, but there is a sufficiently large number and range of courses within each selective type to allow students to fulfill degree requirements without having to conform to an excessively uniform curriculum.

Design studios in the MArch curriculum also provide flexibility to accommodate student goals while still providing instruction in the knowledge and skills necessary for the socially and environmentally responsible practice of architecture. These begin with uniformly structured content and add an increasingly greater range of options as the program continues. In the Arch 501 (Tectonic Design), 502 (Sustainable Design), 503 (Comprehensive Design), and 504 Design Studio Options studios, students can select from a number of design projects available for each course. The MArch studio sequence culminates with the MArch Thesis, Arch 700, a student-selected research and/or design project. Its goal is to extend the student's architectural knowledge and to provide skills that are applicable not just for the professional practice of architecture but also to advance the field of architecture.

The list below briefly describes the department's curricular goals for each Student Performance Criterion. While there is frequently one course that best fulfills a certain criterion, in many cases the criterion is satisfied by more than one course. Where such choices are available, particularly among selectives, students can consult faculty instructors and work with the academic advisors to choose the course that best fits their academic objectives.

2.1.1 Realm A: Critical Thinking and Representation

A.1. Communication Skills (A)

Speaking and writing are essential skills required throughout the architecture curriculum. Seminars, studios, and the MArch thesis place special emphasis on these skills. All graduate seminar selectives (of which two are required) include compulsory oral presentations and written work, usually in the form short discussion papers and longer research term papers. Students in all design studios are required to make verbal presentations of their design work to studio instructors and visitors. MArch theses are also presented for a public review, typically to a jury of visiting professionals and faculty from other departments or institutions. A written MArch thesis is required by the Graduate School of the university and therefore must meet their criteria for clarity of organization, format, etc.

A.2. Design Thinking Skills (A)

Design studio courses are central to the development of critical thinking through analysis of building, program and site, design synthesis, and self critique. Graphics courses also develop critical thinking. They are taught not just to develop manual skill but also to address “ways of seeing” or “ways of thinking” and to develop the use of graphical techniques for analysis as well as representation. Courses dealing with everything from building science to history and theory encourage students to look closely at built work and to analyze the work critically.

A.3. Visual Communication Skills (A)

Fundamental graphic representation and simulation skills and techniques are assumed as prerequisites, taught in required graphics courses (for 3+year students), and strongly reinforced and practiced in the design studio.

A.4. Technical Documentation (A)

Technical drawing projections and conventions are introduced in the required graphic courses (for 3+year students), and expected in all studios, particularly Arch 501 (tectonic studio), which requires production of a highly-detailed large-scale physical model, and Arch 503 (comprehensive design) which requires production of outline specifications. Arch 532, Construction Materials and Assemblies II and Arch 570, Design Development, both require students to produce technically precise, large-scale drawings of building assemblies. The ability to produce contract drawings and/or models used in the practice of architecture is conveyed in a number of professional practice selectives, including Arch 478, CAD and Working Drawings and Arch 498, Revit.

A.5. Investigative Skills (A)

Investigative abilities of different types—including research required for design decision-making and building performance evaluation—are developed in courses across the curriculum. Nearly every graduate design studio course begins with research and analysis related to site and program. Arch 533, Advanced Environmental Systems reinforces the use of software tools to evaluate the performance of a design or design alternatives.

A.6. Fundamental Design Skills (A)

The ability to apply basic organizational, spatial, structural and constructional principles to the design of buildings, spaces, elements and components is the central focus of the architectural design studio curriculum at the University of Washington. Many aspects of other courses contribute to the development of design skills, but it is in the design studio that the student learns to synthesize all of the different factors and influences and to create a new solution to a design problem. The design studio sequence at the University of Washington is arranged in a series of steps to build design skills in a logical way. The overall pattern is to begin with basic skills, then bring in more factors and enrichments, then to allow a variety of choice as each student chooses her/his own direction, and finally, in the masters thesis, to allow each student to pursue a self-selected project.

A.7. Use of Precedents (A)

This ability is developed in the full range of architecture design studios that are taken in the department. Precedent studies are an explicit part of required studios, as well as most upper levels studios and thesis. Coursework in architectural history and theory use the study of precedents extensively as a teaching tool. Building science classes dealing with systems integration, environmental controls (both passive and active) and lighting evaluate case studies to establish appropriate precedents for the use and integration of various systems.

A.8. Ordering System Skills (U)

Understanding of ordering systems for architectural design is developed in required graphics courses (for 3+year students), structures courses, and design studios. Several graduate seminar selectives and departmental electives, such as Arch 434 Color and Light, Arch 462 Spatial Composition, and Arch 483 Design of Virtual Environments also provide in-depth treatment of aspects of visual perception, architectural order, and composition.

A.9. Historical Traditions and Global Culture (U)

All students entering the professional degree program have an undergraduate degree in which liberal arts requirements have been met. Broad awareness of the humanities and social sciences are considered fundamental, and the understanding of architectural traditions builds upon this broader background. Within the architecture curriculum, many courses address the history, theory and sociocultural issues in relation to architecture and allied disciplines. The required architectural history survey sequence, Arch 350-351-352 is the best example of this (required for 3+year students, prerequisite for 2+year students). A large number of graduate seminar selectives expand on these courses, and many emphasize regional traditions in architecture. Examples include: Arch 441 Visions of the Japanese House, Arch 442 Africa and Middle East Seminar, Arch 445 and 446 South Asian Architecture I and II, and Arch 558, American Utilitarian Architecture.

An emphasis on the Pacific Northwest region is an important characteristic of the program in architecture at the University of Washington. Most design studios in the program propose building projects on sites in Seattle or in the Puget Sound region. These studios typically involve studies of the local context, which means that students draw upon histories of the local and regional architecture to understand the context into which their designs will be placed. The same is true of most thesis projects.

The traditions of landscape design are addressed in Arch 591 Architecture in the Landscape, and the traditions of urban design are addressed in Arch 590 Urban and Preservation Issues in Design, both of which are required courses for all MArch students.

In addition to the many courses on architectural traditions and global culture offered on the Seattle campus, the department also offers a great range of international study opportunities for students, including quarter-long faculty-led programs in Italy (annually), Mexico and India (semi-annually). Shorter faculty-led programs and field trips to Denmark, Japan and Australia offer additional opportunities to observe architectural practices outside of North America. The department also offers architecture students exchange programs with several institutions in Scandinavia.

A.10. Cultural Diversity (U)

All studio work includes reference to social and cultural contexts through programmatic or analytical exercises, and the use of precedent in design. Students can work directly with community groups in the design build studio (Arch 502), the storefront studio (Arch 506) both of which work closely with cultural and government organizations in Seattle and other nearby municipalities, and. The diversity of cultures in the world are addressed in the international programs mentioned above and a number of seminar selective courses, such as Arch 441 Visions of the Japanese House, Arch 442 Africa and Middle East Seminar, and Arch 445 and 446 South Asian Architecture I and II.

A. 11. Applied Research (U)

Research is an important part of the MArch curriculum at University of Washington. All graduate seminar selectives offer students opportunities to develop skills in acquiring, synthesizing, and communicating information related to the discipline of architecture.

All MArch students at UW complete a master's thesis over the course of two or more quarters. In Arch 595/599 Thesis Research and Preparation, students focus on the development of design concepts, analysis of users accommodated by the building proposed, acquisition and analysis of appropriate site and program data, and development of a design methodology. While design is the central focus of the students' work in Arch

700, Masters Thesis, every student is expected to develop and formally present a *thesis*—that is a hypothetical proposition based on an analytical investigation.

2.1.2 Realm B: Integrated Building Practices, Technical Skills and Knowledge

B.1. Pre-Design (A)

Students are introduced to facility programs of increasing complexity in virtually all undergraduate and graduate design studios. In many studios, students work collaboratively to develop and refine program details. Students encounter issues related to program development in Arch 571 Professional Practice. Most significantly all MArch students research and assemble a detailed facilities program for the MArch thesis during Arch 595/ARCH 599 Thesis Research and Preparation, and Arch 700 Master's Thesis.

B.2. Accessibility (A)

Barrier-free access and accommodation of all populations is an issue in virtually all design studios. These concerns receive particular attention in the Arch 500, 501, and 502 studios, which consider a range of building types in which ADA compliance would be required. This studio sequence includes a series of required technical workshops that includes segments on life safety and accessibility.

B.3. Sustainable Design

All studios in the MArch program, particularly in Arch 501 (Tectonics), Arch 502 (Sustainability) and Arch 503 (Comprehensive Design) focus on sustainable design strategies including material selection, site design, and systems integration. The topics of environmental stewardship and sustainable design receive critical focus in required environmental science and building materials courses (Arch 331 Energy and Environmental Systems, 531 Active Control Systems for Building Operation, Arch 533 Advanced Environmental Systems, Arch 532 Construction Materials and Assemblies) as well as in Arch 570 Design Development and Arch 591 Architecture and Landscape. Selective seminars on sustainable design, such as Arch 534 Green Design, Arch 535 Daylighting Design Seminar, Arch 564 Environmental Design and Well-Being, and Arch 582 Computational Lighting Design allow students to pursue sustainable design issues and strategies in more detail.

B.4. Site Design (A)

Consideration of building sites is pervasive throughout the curriculum. Graphics courses introduce and develop facility in manipulating topography, and in virtually all design studios a project's context is pertinent for formulating a design concept. For MArch students, site and ecology are addressed specifically in Arch 331 Environmental Controls, and cultural context is explored in Arch 360 Design Theory and Analysis. Urban context and site preservation issues are specifically addressed in Arch 590 Urban and Preservation Issues in Design, which is a required companion class to the Arch 500 studio. Site design, including a wide range of issues of site and landscape, is the focus of Arch 591 Architecture and Landscape, which is also required. In addition all MArch students produce a comprehensive site analysis in Arch 595/Arch 599 Thesis Research and Preparation, and a complete site design in Arch 700 Master's Thesis.

B.5. Life Safety (A)

Life-safety systems are an always-present concern in the studio work and are often discussed in desk crits with students and general reviews. The topics of fire suppression systems and egress design are covered in detail in one of the technical workshops that are required of graduate students in the 500-502 studio sequence.

B.6. Comprehensive Design (A)

In Arch 503 (Comprehensive Design) students produce a design that integrates structural, environmental and enclosure systems (with an emphasis on sustainable strategies) into a fully developed and comprehensive solution. In Arch 501 (Tectonics) and its Companion Arch 570 Design Development students work on building designs that use effective material choices and appropriate detailing that reinforces the schematic parti. Courses in integrated systems and materials and assemblies also stress the critical nature of comprehensive solutions in architecture. The MArch Thesis also emphasizes the comprehensive nature of building design solutions.

B.7 Financial Considerations (U)

Several required courses, such as Arch 570 Design Development, Arch 532 Building Materials and Assemblies, and Arch 531 Active Control Systems for Building Operation address cost control through construction efficiency and reduction of life-cycle costs. Arch 571 Professional Practice, and professional practice selectives such as Arch 475 Residential Practice, deal directly with cost accounting in architectural design construction, and building operation. Students interested in developing an understanding of these topics to a greater depth often elect to take courses in project finance from the Urban Design and Planning Department or in cost estimating from the Construction Management Department.

B.8. Environmental Systems (U)

The architectural implications of heat, light and sound as related to human comfort, as well as analytic methods of evaluating environmental control systems are required of graduate students in the required environmental control systems classes, Arch 331 Energy and Environmental Systems, Arch 531 Active Control Systems for Building Operation, and Arch 533 Advanced Environmental Systems. Selective courses in environmental lighting, building acoustics, passive thermal controls and integrated systems allow students to expand their knowledge in environmental systems. Most design studio problems incorporate mechanical systems, particularly in Arch 503 (Comprehensive Design) as an important aspect of architectural design.

B.9. Structural Systems (U)

Students develop a fundamental understanding of structural behavior in the introductory structures sequence required of 3+year MArch students (or equivalent as a prerequisite for 2+year students), Arch 323, 324. Arch 521, which is required for all MArch students examines structural configuration and system selection for building design and focuses on developing an understanding of structural material, element and system performance, and an ability to integrate structure into efficient and elegant design solutions. The required construction materials and assemblies course sequence, Arch 332 and Arch 532, investigates the behavior of typical structural materials and systems. The coordination of structures with other building systems is an important aspect of technical workshops in the Arch 500-501-502 sequence and is further developed in Arch 501 (Tectonics), which focuses on architectural assemblies, and Arch 502 (Comprehensive Design). The Design/Build Studio (ARCH 402/502) enables students to investigate small-scale structural systems and components first-hand.

B.10. Building Envelope Systems (U)

Knowledge of materials and assemblies, including building envelope systems, and issues of construction quality, craft and detail are a major emphasis of the University of Washington program. A regional heritage that places emphasis on the way buildings are designed in detail imparts a strong influence on the students. Field trips to construction sites of design work by the best design firms in the Puget Sound area are routine in Arch 501 (Tectonics) and its corequisite Arch 570 Design Development. Building construction materials and methods specifically related to building envelopes are also addressed in the required building assembly and construction materials courses, Arch 332 and 532.

Required structural courses also provide the basis for understanding the structural system as integral with the building envelope.

B.11. Building Service Systems (U)

Design studios typically include discussions of service systems as they influence schematic design decisions. This is particularly true of Arch 520 (Sustainable Design) and Arch 503 (Comprehensive Design) where an emphasis is placed on the integration of the building service systems as elements in the design solution. Building service systems are addressed in the technical workshops that accompany the required 500-501-502 studios. Building service systems integration and their impact on architectural form is covered in Arch 531 Active Control Systems for Building Operation, Arch 533 Advanced Environmental Systems, and Arch 570 Design Development.

B.12 Building Materials and Assemblies (U)

Students gain an in-depth understanding of building materials and assemblies through many aspects of the program at the University of Washington. The regional heritage of well-crafted and detailed buildings tends to exert a strong influence on the students, and visiting architects taking part in studio reviews frequently discuss design issues around details and building material development. Arch 501 (Tectonic Design) focuses on building materials and assemblies in the design context. Required building assembly courses, Arch 332 and 532, and the design development course, Arch 570, provide students with the principals, conventions and assembly techniques employed in residential, light commercial, concrete and steel construction systems. Arch 521 Structural Systems Design emphasizes the structural basis of building construction decisions.

2.1.3 Realm C: Leadership and Practice

C.1. Collaboration (A)

Architectural education at the University of Washington involves significant opportunities for collaborative work. Although many studios in the MArch curriculum emphasize the development of individual design abilities, most require site evaluation, building type analysis, program development or similar preliminary tasks early in the quarter. These preliminary exercises are typically carried out by small groups, almost always self-selected, with students making decisions about how to share the work, allocate responsibilities, and accomplish the necessary tasks in the time available. In some cases, these preliminary studies are coordinated across the entire studio to produce a set of compatible case studies or a studio-wide site analysis that all students use thereafter in their individual design work. This is particularly true of Arch 500 in which students work collaboratively to design an urban master plan that forms the basis for the building design during the remainder of the quarter. Some studios, specifically design/build studios require teamwork throughout the quarter to accomplish the project. A variety of other classes, particularly in building technology and design computing, also require collaborative work on group projects. Arch 571 Professional Practice also emphasizes the importance of collaboration in building production and office operations.

C.2. Human Behavior (U)

Human behavior and response to the physical environment is addressed at all levels of the curriculum. A number of required or prerequisite courses in architecture address history, theory and sociocultural issues in relation to the discipline, particularly Arch 350 Architecture of the Ancient World, and Arch 360 Introduction to Architectural Theory. Issues related to human perception of the physical environment are addressed in many elective courses, particularly those addressing architectural lighting, such as Arch 434 Color and Light and Arch 435 Principles and Practices of Environmental Lighting and Arch 535 Daylighting Design Seminar, which are a particular strength of the department and thus

attract a large number of students. All studio work includes reference to social, behavioral and cultural contexts through programmatic or analytical exercises, and the use of precedent in design. Arch 595/599 Thesis Research and Preparation places particular emphasis on the human factors related to architectural design.

C.3. Client Role in Architecture (U)

Students have an opportunity to design for real clients in many of graduate design studios. The storefront studio, design-build studios for non-profits and marginalized communities as well as other studios with programs for established client groups help students better understand programmatic requirements of the real world. Field trips in many studios provide additional opportunities for students to understand the dynamics of designing for real programs. The required Arch 571 Professional Practice course specifically addresses the roles that clients play in the production of buildings. Professional practice selectives, such as Arch 475 Residential Architectural Practice and Arch 578 Case Studies in Contemporary Architectural Practice, also address client-centered issues in architectural practice.

C.4. Project Management (U)

Students develop an awareness of the many areas of the administration of a practice in which architects obtain commissions, manage personnel and select consultants in the required professional practice course, Arch 571, as well as in professional practice selectives, such as Arch 475 Residential Architectural Practice and Arch 578 Case Studies in Contemporary Architectural Practice.

C.5. Practice Management (U)

The required Arch 571 Professional Practice course provides a comprehensive overview of business practices in architecture. Guest lecturers in the course cover specific issues affecting their practices and important trends in the profession. Professional practice selectives expand on the issues covered in Arch 571. For example Arch 475 Residential Architectural Practice deals with the full range of issues addressed by small practices, Arch 574 Design and Construction Law deals with risk management, mediation and arbitration, Arch 578 Case Studies in Contemporary Architectural Practice and Arch 598 (Sustainable Design Case Studies) deal with recent trends in practice.

C.6. Leadership

Leadership is a central concern of the required Arch 571 Professional Practice course, and the roles that architects play as managers, facilitators and leaders in firms and on project teams, are directly addressed in professional practice selectives, as well as design-build studios. Students also benefit from the department's presence in the city of Seattle, which has an active architectural community that provides many examples of architects who are leaders in a range of political and cultural settings.

C.7. Legal Responsibilities

Many courses in the Department contribute to the understanding of an architect's legal responsibilities to clients and society. These issues are covered in Arch 571 Professional Practice, and in professional practice selectives such Arch 574 Design and Construction Law and Arch 576 Design and the International Building Code. The technical workshops in the Arch 500-501-502 studios also deal with legal requirements around zoning and building code issues.

C.8. Ethics and Professional Judgment

Ethical issues are raised across many courses and studios to ensure that a student has an awareness of his or her ethical responsibilities as an architect. Ethical issues are addressed in a significant way in Arch 571 Professional Practice and in professional

practice selectives such as Arch 577 Ethical Practice and Arch 574 Design and Construction Law.

C.9. Community and Social Responsibility

As an active participant in the university's commitment to the people of Washington State, the department emphasizes the architect's responsibility to community and society in a great range of activities, courses and studios. Arch 500 (Public Buildings in a Historical/Urban Context) is the studio that most directly addresses these issues in the context of Seattle; it focuses on design for the public good and appropriate interventions in an urban setting. Similarly Arch 502 (Sustainable Design) addresses the ecological responsibilities of designers, and the implications current design decisions have on contexts and communities over time. Design/Build studios deal very directly with communities and provides students with hand-on experience in working professionally for the public good.

2.1.4 Student Performance Criteria Matrix

See Table 29, below.

Table 30. Course Matrix

				Number of Credits	Required - BA (Architectural Studies)	Required - M Arch (3-year)	Required - M Arch (2-year)	Ability — Communication Skills	Ability — Design Thinking Skills	Ability — Visual Communication Skills	Ability — Technical Documentation	Ability — Investigative Skills	Ability — Fundamental Design Skills	Ability — Use of Precedents	Understanding — Ordering Systems	Understanding — Historical Traditions and Global Culture	Understanding — Cultural Diversity	Understanding — Applied Research	Ability — Pre-Design	Ability — Accessibility	Ability — Sustainability	Ability — Site Design	Ability — Life Safety	Ability — Comprehensive Design	Understanding — Financial Considerations	Understanding — Environmental Systems	Understanding — Structural Systems	Understanding — Building Envelope Systems	Understanding — Building Service Systems	Understanding — Building Materials and Assemblies	Ability — Collaboration	Understanding — Human Behavior	Understanding — Client Role in Architecture	Understanding — Project Management	Understanding — Practice Management	Understanding — Leadership	Understanding — Legal Responsibilities	Understanding — Ethics and Professional Judgement	Understanding — Community and Social Responsibility		
								A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9		
Required MArch Courses																																									
ARCH	303	Introduction to Design Studio I	6	R																																					
ARCH	304	Introduction to Design Studio II	6	R																																					
ARCH	305	Introduction to Design Studio III	6	R																																					
ARCH	310	Architectural Design Drawing I	3	R																																					
ARCH	311	Architectural Design Drawing II	3	R																																					
ARCH	312	Architectural Design Drawing III	3	R																																					
ARCH	323	Structures I	3	R																																					
ARCH	324	Structures II	3	R																																					
ARCH	331	Environmental Control Systems	3	R																																					
ARCH	332	Constr. Materials & Assemblies I	3	R	R																																				
ARCH	350	Architecture of the Ancient World	3	R	R																																				
ARCH	351	Romanesque, Gothic & Ren. Arch	3	R	R																																				
ARCH	352	History of Modern Architecture	3	R	R																																				
ARCH	360	Intro to Architectural Theory	3	R																																					
ARCH	500	Architectural Design Studio I (urban context)	6	R	R			A3					A6				A10		B2				B5																		
ARCH	501	Architectural Design Studio II (tectonics)	6	R	R								A6	A7																											
ARCH	502	Architectural Design Studio III (sustainability)	6	R	R																																				
ARCH	503	Arch. Design Studio Options (comprehensive)	6	R	R																																				
ARCH	504/6	Arch. Design Studio Options	6	R	R																																				
ARCH	521	Structural System Design	3	R	R																																				
ARCH	531	Active Control Systems for Bldg. Operation	3	R	R																																				
ARCH	532	Construction Materials and Assemblies II	3	R	R																																				
ARCH	533	Advanced Environmental Systems	3	R	R																																				
ARCH	570	Design Development	3	R	R																																				
ARCH	571	Professional Practice	4	R	R																																				
ARCH	590	Urban & Preservation Issues in Design	3	R	R																																				
ARCH	591	Architecture and Landscape	3	R	R																																				
ARCH	595/9	Thesis Research and Preparation	4	R	R																																				
ARCH	700	Master's Thesis	9	R	R																																				

■ Course fulfills SPC # Course that best fulfills SPC

Part Two: Section 2 – Curricular Framework

2.2.1 Regional Accreditation

Since 1918, the University of Washington has been a charter member of the regional accrediting agency initially named the Northwest Association of Secondary and Higher Schools and currently named the Northwest Commission on Colleges and Universities (NWCCU). The University of Washington's last full-scale accreditation evaluation by the NWCCU was in 2003, at which time the University of Washington received reaffirmation of its accreditation status (see attached letter below). The letter confirming this accreditation is attached below. The University's next on-site comprehensive evaluation will be October 7-9, 2013.



NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES
COMMISSION ON COLLEGES AND UNIVERSITIES

June 26, 2003

Dr. Lee L. Huntsman
Interim President
University of Washington
Box 351230
Seattle, WA 98195

Dear President ^{Lee}Huntsman:

On behalf of the Commission on Colleges and Universities, I am pleased to report that the accreditation of the University of Washington has been reaffirmed on the basis of the recent comprehensive evaluation. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution is required to conduct a self-study and be visited by a full evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of the University of Washington, the Commission requests that the University submit a progress report in spring 2005 to address General Recommendations 1 and 2 of the spring 2003 Evaluation Committee Report. The General Recommendations are enclosed for your convenience. We will write in fall 2004 regarding the spring 2005 progress report.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the eligibility requirements, standards or related policies for accreditation, the Commission reserves the right to request that the institution receive an evaluation committee for a special review.

The Commission commends the University and its faculty for sustained distinction among America's premier research universities, as manifested by its high ranking in external funding of research, and for its renewed commitment to undergraduate education, as particularly exemplified in the increasing engagement of undergraduates in learning through discovery. The

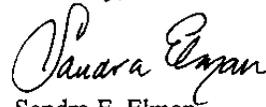
8060 165th Avenue NE, Suite 100, Redmond, Washington 98052
Telephone (425) 558-4224 Fax (425) 376-0596
www.nwccu.org

Dr. Lee L. Huntsman
Page Two
June 26, 2003

Commission finds laudatory the University's libraries for exceptional service to students, staff development, and a commitment to planning and assessment of service. The Commission applauds the University for establishing an array of strategies for faculty development. It is evident that the University benefits from its aesthetically pleasing and intellectually stimulating physical environment of its campuses, and from its success in space planning and campus development as exemplified by the Seattle Campus master planning, the Tacoma campus award-winning master plan, and the Bothell campus and Cascadia Community College award-winning architecture and cooperative space planning. Lastly, the Commission commends the Board of Regents and the entire University administration for maintaining a critical continuity of cohesive leadership at a time of institutional transition.

Again, congratulations on receiving this recognition. Please feel free to contact me regarding your thoughts on the full-scale evaluation process, suggestions for improving the process and for any assistance we may provide your institution.

Sincerely,



Sandra E. Elman
Executive Director

SEE:pja

Enclosure

cc: Dr. Steven G. Olswang, Vice Provost

2.2.2 Professional Degrees and Curriculum

Accredited Degrees offered by the Department of Architecture

The Department of Architecture offers an accredited Master of Architecture (MArch) with two related courses of study: candidates with a baccalaureate degree in a field other than architecture join the 3+year program, those with a BA or BS in architecture or environmental design generally join the 2+year program.

General Education Requirements and Prerequisites

As a condition of admission in the Graduate School of the University of Washington, and into the MArch degree program, all students must demonstrate that they:

- Hold a baccalaureate degree from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution.
- Have earned at least a 3.0 grade-point-average (on a 4 point scale) for the last 90 graded quarter credits or 60 graded semester credits.

Aside from these requirements, applicants to the 3+year MArch program should have some experience with the visual or design arts, math through college algebra, and computer literacy.

Candidates for the 2+year MArch program are expected to have completed a degree comparable to the BA in Architectural Studies offered by the Department of Architecture. Students who have completed this degree are eligible for admission into the MArch program. All applicants to the 2+year MArch program must demonstrate that they meet the above criteria for the Graduate School and that they have completed:

- Architectural design studio (in addition to "basic design" courses) - 36 quarter credits or 24 semester credits.
- Structural design principles (statics, strength of materials, gravity and lateral load tracing, design in timber and steel) - 9 quarter credits or 6 semester credits.
- Building materials and assembly (light construction) - 3 quarter credits or 2 semester credits.
- Environmental forces (heat, light, sound, human comfort) - 3 quarter credits or 2 semester credits.
- Architectural graphics (both technical and freehand) - 9 quarter credits or 6 semester credits.
- Architectural history (ancient through modern) - 9 quarter credits or 6 semester credits.
- Architectural theory - 3 quarter credits or 2 semester credits.
- Design computing - 3 quarter credits or 2 semester credits.

Generally, the Department of Architecture accepts transcripts from the baccalaureate institutions as evidence of this. In cases where uncertainty arises the department may request course syllabi or other evidence from the applicant.

BA in Architectural Studies Curriculum**Table 31. BA in Architectural Studies Curriculum**
BA in Architectural Studies, Year 1

Autumn	Winter	Spring
<i>Visual, Literary, Performing Arts (5)</i>	<i>Visual, Literary, Performing Arts (5)</i>	<i>Visual, Literary, Performing Arts (5)</i>
<i>English Composition (5)</i>	<i>Natural World (5)</i>	<i>Natural World (5)</i>
<i>Math (5)</i>	<i>Individuals and Societies (5)</i>	<i>Individuals and Societies (5)</i>
15 credits	15 credits	15 credits

BA in Architectural Studies, Year 2

Autumn	Winter	Spring
350 History I (3)	351 History II (3)	352 History III (3)
<i>Natural World (5)*</i>	210 Design Drawing I (4)	211 Design Drawing II (4)
<i>Individuals and Societies (5)</i>	<i>Visual, Literary, Performing Arts (5)</i>	<i>Individuals and Societies (5)</i>
<i>Areas of Knowledge Elective (2)</i>	<i>Areas of Knowledge Elective (3)</i>	<i>Elective (3)</i>
15 credits	15 credits	15 credits

BA in Architectural Studies, Year 3

Autumn	Winter	Spring
300 Intro to Arch Design I (6)	301 Intro to Arch Design II (6)	302 Intro to Arch Design III (6)
320 Intro to Structures I (3)	321 Intro to Structures II (3)	322 Intro to Structures III (3)
315 Design Drawing III (3)	<i>380 Computers in Arch (3)</i>	<i>Graphics Selective (3)</i>
CM 313 Const Methods and Materials (4)	<i>Upper Division Elective (3)</i>	<i>Upper Division Elective (3)</i>
15 credits	15 credits	15 credits

BA in Architectural Studies, Year 4

Autumn	Winter	Spring
400 Arch Design IV (6)	401 Arch Design V (6)	402 Arch Design VI (6)
<i>460 Design Theory and Analysis (3)</i>	<i>History/Theory Selective (3)</i>	431 Env Control Principles(3)
<i>Bldg Science/Materials Selective (3)</i>	<i>Upper Division Elective (3)</i>	<i>Upper Division Elective (3)</i>
<i>Upper Division Elective (3)</i>	<i>Upper Division Elective (3)</i>	<i>Upper Division Elective (3)</i>
15 credits	15 credits	15 credits

*Italicized courses are offered more than once and can be taken out of order

Three+Year Master of Architecture Program Curriculum

Candidates holding a bachelor's degree in a discipline other than architecture pursue a 3+year MArch. This program includes three years of instruction plus thesis. The first, preparatory year stresses the fundamentals of design, architectural graphics, architectural history, construction, structures and environmental control systems. All 3+year students have the option of participating in a paid summer internship program sponsored by the department's Professionals Advisory Council after the end of their first year (participation usually approaches 100%). 3+year students join the 2+year students for their second and third years and thesis.

The Three+Year Program curriculum includes 146 required course credits, including thesis. Generally, this degree can be fulfilled in 10 quarters. The first year of the three-year program (the Preparatory Year) offers theoretical and technical preparation equivalent to that of a pre-professional degree in architecture. Coursework in this year is sequential and interrelated, requiring full-time commitment from the students. Students completing the preparatory year join the two-year MArch program in Year 1. The program requirements for Years 1, 2, and 2+ outlined below are identical for students in both the 3+year and 2+year MArch programs.

Table 32. 3+Year MArch Curriculum

3+Year MArch, Preparatory Year

Autumn	Winter	Spring
303 Studio (6)	304 Studio (6)	305 Studio (6)
310 Graphics I (3)	311 Graphics II (3)	312 Graphics III (3)
332 Construct Materials and Assemblies I (3)	323 Structures II (3)	324 Structures III (3)
350 History I (3)	351 History II (3)	352 History III (3)
	360 Intro to Arch Theory (3)	331 Energy and Env Systems (3)
15 credits	18 credits	18 credits

3+Year MArch, Year 1

Autumn	Winter	Spring
500 Studio (Public building) (6)	501 Studio (Tectonics) (6)	502 Studio (Sustainability) (6)
590 Urban and Preservation Design (3)	570 Design Development (3)	591 Architecture and Landscape (3)
521 Structural System Design (3)	531 Active Control Systems (3)	533 Advanced Environmental Syst (3)
532 Construct Materials and Assemblies II (3)	<i>Graduate Seminar Selective (3)</i>	<i>Graduate Seminar Selective (3)</i>
15 credits	15 credits	15 credits

3+Year MArch, Year 2

Autumn	Winter	Spring
503 Studio (Comprehensive) (6)	504 Studio Options (6)	595/599 Thesis Prep (4)
571 Professional Practice (4)	<i>Prof Practice Selective (3)</i>	<i>Elective (3)</i>
<i>Design Technology Selective (3)</i>	<i>Elective (3)</i>	<i>Elective (3)</i>
		<i>Elective (3)</i>
13 credits	12 credits	13 credits

3+Year MArch, Year 2+

Autumn		
Thesis* (9)		
<i>Elective (3)</i>		
12 credits		

*Italicized courses are offered more than once and can be taken out of order

Two+Year Master of Architecture Program

Candidates with a pre-professional BS or BA in architecture or environmental design pursue a 2+year MArch. This program includes two years of instruction plus thesis. The curriculum emphasizes integrated architectural design and its relationship to urban issues and tectonics, as well as the technical knowledge necessary for the professional practice of architecture. Courses in architectural history and theory, building science, graphics, materials and assemblies, design/build, and international studies provide further professional training and opportunities to develop areas of specialization.

The 2+Year program curriculum includes 95 required course credits, including thesis. Generally, this degree can be fulfilled in 7 quarters. The curriculum for the 2+year program is identical to that of the 3+year program, excluding the Preparatory Year. Both cohorts combine at the beginning of Year 1.

Table 33. 2+Year MArch Curriculum
2+Year MArch, Year 1

Autumn	Winter	Spring
500 Studio (Public building) (6)	501 Studio (Tectonics) (6)	502 Studio (Sustainability) (6)
590 Urban and Preservation Design (3)	570 Design Development (3)	591 Architecture and Landscape (3)
521 Structural System Design (3)	531 Active Control Systems (3)	533 Advanced Environmental Syst (3)
532 Construct Materials and Assemblies II (3)	<i>Graduate Seminar Selective (3)</i>	<i>Graduate Seminar Selective (3)</i>
15 credits	15 credits	15 credits

2+Year MArch, Year 2

Autumn	Winter	Spring
503 Studio (Comprehensive) (6)	504 Studio Options (6)	595/599 Thesis Prep (4)
571 Professional Practice (4)	<i>Prof Practice Selective (3)</i>	<i>Elective (3)</i>
<i>Design Technology Selective (3)</i>	<i>Elective (3)</i>	<i>Elective (3)</i>
		<i>Elective (3)</i>
13 credits	12 credits	13 credits

2+Year MArch Year 2+

Autumn		
Thesis* (9)		
<i>Elective (3)</i>		
12 credits		

Selective Courses

All Master of Architecture students are required to take four courses from specific lists covering broad topic areas. Two of these are Graduate Seminar Selectives, one is a Professional Practice Selective, and another is a Design Technology Selective. The list of courses available under each of these categories varies slightly each year.

Professional Practice Selectives: Arch 571, Professional Practice (offered autumn and spring) is a required course for all MArch students; it provides a comprehensive overview of the professional practice of architecture. Professional Practice Selectives supplement this course with more in-depth study of practice-related topics.

Table 34. Professional Practice Selectives, 2012-13

Number	Course	Autumn	Winter	Spring
A475	Residential Practice		Zimmerman	
A478	CAD and Working Drawings	Hudacek		
A498	Integ Design Lab Sem (must do all 3 quarters)	Meek	Meek	Meek
A498	Revit	Byrne		Miller
A574	Design and Construction Law	Nyrop		
A578	Case Studies in Contemporary Architecture	Golden		
A598	Sustainable Design Case Studies			Loveland
UDP 552	Real Estate Development Processes	Delisle		
UDP 580	Legal and Admin Frameworks for Planning			Wolfe

Graduate Seminar Selectives cover a wide range of topics but all emphasize two important aspects of architectural education: verbal communication and writing. In all of the courses listed below students are expected to participate in faculty-guided discussions of the course material. In most cases, students also make one or more formal, research-oriented presentations to the class. All Graduate Seminar Selectives require that students write a substantial paper first as a draft, and then as a final paper that responds to the instructor's critical feedback. Many of these courses also offer brief weekly writing exercises.

Table 35. Graduate Seminar Selectives 2012-13

Number	Course Name	Autumn	Winter	Spring
A441	Visions of the Japanese House	Oshima		
A442	Africa and Middle East Seminar		McLaren	
A452	Seattle Architecture		Ochsner	
A549	Architecture Since 1945		Clausen	
A498	Gender and Architecture			Iarocci
A498	Paris Architecture and Urbanism			Clausen
A498	The Emergence of the Architect			Huppert
A498	Now Urbanism		Oshima	
A558	20th C. Architecture Seminar		Clausen	
A559	American Utilitarian Architecture		Iarocci	
A560	Grad Seminar on Architectural Theories	Anderson		
A561	Urban Design Theory		Kasprisin	
A564	Environmental Design and Well Being	Mugerauer		
A588	Research Practice	Inanici		
A598	History and Theory of Historic Preservation		Ochsner	
A598	Qualitative Research Methods			Mugerauer
BE551	The Contemporary Built Environment	Prakash		

Design Technology Selectives for MArch students in the Department of Architecture provide in-depth study of topics related to building technologies and/or design computing. Often these two areas interact in these courses—emphasizing the modeling of construction and/or building performance. (2+ and 3+ year MArch students must take one Technology Selective.)

Table 36. Design Technology Selectives, 2012-13

Number	Course	Autumn	Winter	Spring
A430	Materials and Processes			Griggs
A434	Color and Light		Minah	
A435	Principles and Practices of Env. Lighting		Meek	
A436	Building Acoustics			Heerwagen
A481	3D Modeling and Rendering	Johnson		
A482	Web Weaving		Johnson	
A484	Design Computing Seminar		Johnson	
A485	Digital Craft Workshop			Griggs
A486	Comp. Graphics Programming for Design			Johnson
A498	Digital Design for Fabrication and Const		Corser	
A498	Electric Lighting Design	Blanco		
A498	Harnessing Site Resources	Loveland/Chatto		
A498	Intro to Digital Design and Fabrication	Hudak	Griggs	
A498*	Revit	Byrne		
A498	Traditional Building Meth: New Adaptations		Golden	
A498	Building Re-Use Seminar			Merlino
A530	Integrated Building Systems			Miller
A534	Green Design		Heerwagen	
A535	Advanced Daylighting Seminar			Meek
A587	Design Computing Theory	Johnson		
A598	Energy Performance Modeling			Loveland

Off Campus Programs

The department is committed to international programs, which allow students to spend a quarter or a summer period away from Seattle. Currently we offer quarter-long study programs in Rome, Mexico, India, and Scandinavia. We also regularly offer shorter travel programs to Japan and Australia. Other departments in the college offer study opportunities Guatemala, Peru and China, which are available to students in the Department of Architecture.

Our Architecture in Rome program is currently in its 44th year. It is housed in the UW Rome Center in the Palazzo Pio, on the Campo de Fiori in the center of the city. The building includes design studios, classrooms, and faculty apartments. Typically a group of 30 students, half undergraduate and half graduate, attends the program during autumn quarter. Content varies each year, depending on the faculty running the program; however, courses on site always include 12-15 credits of design studio, representation, and architectural history. These courses can be used to satisfy degree requirements in the same way as courses on the Seattle campus. Students usually take two field trips outside

of Rome during the quarter. Tuition costs are the same as for courses in Seattle. Students pay their own travel and lodging costs. The department has scholarships specifically targeted to this program to help students defray costs.

Similar quarter-long programs in Mexico City, Mexico, and Chandigarh, India are offered winter quarter on alternating years. Content varies each year, depending on the faculty running the program; however, courses on site usually include 12-15 credits of design studio, representation, architectural history, urban field study and/or professional practice.

The department also regularly offers ten-week summer travel/study programs in Scandinavia, usually every third year. Students receive 12 elective credits for these courses.

The department also participates in active exchanges with universities in Copenhagen and Stockholm.

Certificate Programs for MArch Candidates

MArch candidates can acquire specialized interdisciplinary certificates in urban design and historic preservation, and architecture-specific certificates in design computing and lighting design.

Urban Design Certificate: The interdepartmental Certificate in Urban Design emphasizes the phenomena of place making and the connections between site, people, culture, and the urban built response. Research interests of its faculty include contextualism and continuity, the role of types and styles in design, the town as artifact, and sources of regional identity. This program integrates fully with the MArch curriculum, and students can qualify for the Master of Architecture degree and the Urban Design Certificate concurrently. Its 51 credits include courses in urban design, history of urban form, urban design methods, quantitative methods, and urban development. The Certificate in Urban Design program is open to students in the MArch program who show promise of achievement in urban design.

Historic Preservation Certificate: The interdepartmental Certificate in Preservation Planning and Design seeks to prepare professionals skilled in dealing with historically significant issues in design (rather than to train professional restorationists or preservationists). This program integrates fully with the MArch curriculum, and students can qualify for the Master of Architecture degree and the Historic Preservation Certificate concurrently. Its 33 credits encompass issues relating to the identification, designation, interpretation, and preservation of historic places, as well as the restoration, adaptive reuse, and design of sympathetic new construction in historic contexts.

Design Computing Certificate: The Architecture Department's Certificate in Design Computing recognizes MArch students who devote a significant portion of their studies to digital media and computational techniques in architectural design. The Certificate recognizes their advanced knowledge and skills—preparation for leadership positions at the intersection of architectural design and information technology. Within the Certificate are five opportunities for particular focus: visualization, simulation, fabrication, representation, and theory. The 24-credit certificate is designed to be completed with the MArch degree.

Lighting Design Certificate: The Lighting Design Certificate program focuses on the integration and application of light in architecture. This certificate program explores daylighting, electric lighting, and computational lighting analysis, to teach students how to design light that reveals the architecture and supports the visual environment. Its purpose is to give students a comprehensive lighting education focusing on sustainable approaches to light in architecture. The core knowledge areas that are covered include conceptual design, daylighting analysis, lighting metrics, lighting technology, computer modeling, lighting integration, site studies and applied lighting design competitions. The 24-credit certificate is designed to be completed with the MArch degree.

Other degree programs

In addition to the accredited 2+ and 3+year professional Master of Architecture degree, the Department of Architecture also administers a Bachelor or Arts in Architectural Studies, a 1+year Post-Professional Master of Architecture, and a Master of Science in Architecture with concentrations in Design Computing and Architectural History and Theory. The College of Built Environments also offers a PhD in the Built Environment in which a number of Architecture faculty participate.

Students in the accredited MArch program can also pursue a formal concurrent degree in Landscape Architecture leading to both an MArch and an MLA. The university also allows graduate students to pursue informal concurrent degrees with other programs throughout the university. Recently MArch students have received concurrent degrees in Urban Planning (MUP) and Real Estate (MSRE).

2.2.3 Curriculum Review and Development

All revisions to the curricula in the Department of Architecture, including changes in course sequence, addition of new courses, and any changes to existing courses undergo a thorough process of review, which requires, at minimum, the following steps:

- Review and approval by the Department of Architecture Curriculum Committee
- Approval by the Chair of the Department of Architecture
- Review and approval by the College of Built Environments Curriculum Committee
- Approval by the Dean of the College of Built Environments
- Review and approval by the University of Washington Curriculum Committee

Significant changes to the architecture curriculum, including addition or removal of required courses, adjustment of selective requirements, content of the studio sequence, thesis process, etc. involve additional discussion and approval by the Department of Architecture Executive Committee, and the Department of Architecture faculty. This occurs after the Department of Architecture Curriculum Committee has completed preliminary review, and before it approves a revised proposal.

Substantive changes to our proposals of new degree programs require additional approvals by the Graduate School for graduate programs, or the Faculty Senate and university president for undergraduate programs.

In addition to review of curriculum changes, all academic units at University of Washington, including the graduate and undergraduate degree programs offered by these units, are reviewed at least every ten years. These reviews are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs in cooperation with the relevant School or College Dean. The most recent such review of the Department of Architecture took place in February 2012, at which time the department was granted a full ten-year term for re-evaluation. The review committee stated in its recommendation, dated 23 March 2012:

It is the unanimous and enthusiastic recommendation of the Department of Architecture Review Committee that the undergraduate and graduate degree programs in the Department of Architecture retain their continuing status with a subsequent review in 10 years.

And:

We conclude this report with the observation that the Department of Architecture is the very model of an academic unit that fulfills the vision of the University of Washington's "Two Year Two Decades" Initiative. As most readers of this report will know, the 2Y2D initiative was launched in 2009 by then-Provost Wise in an effort to answer the question, "Where should the UW be in 20 years?" Consulting with over 3500 stakeholders across campus and over a period of two years, the initiative resulted in defining a number of key issues with which the University and its constituent units should be concerned. These included environmental sustainability and clean energy, economic vitality, education, health, social justice and inequality, and educated and engaged local and global citizens. (See further: <http://www.washington.edu/discover/leadership/provost/initiatives/2y2d>).

In almost every aspect of its curriculum and operation, the Department of Architecture contributes in meaningful ways to educating its students and members of the community in these very issues. The department, in short, fully advances the University's own stated priorities. It therefore warrants any support the University can provide to help it sustain and continue to improve on a tradition of excellence.

Composition of the Department of Architecture Curriculum Committee

The Department of Architecture Curriculum Committee consists of five members. The Associate Chair of the Department, who also represents a curriculum area, chairs it. Other members, selected by the department chair, represent major areas of the curriculum, including:

- Design
- Representation and Design Computing
- Building Technology
- History and Theory
- Professional Practice

College of Built Environments Curriculum Committee

The College of Built Environments Curriculum Committee consists of a chair, who is also a member of the College Council and acts as representative for his or her department, and three addition members representing each of the other departments in the College, which includes:

- Architecture
- Construction Management
- Landscape Architecture
- Urban Design and Planning

Each department's faculty chooses members.

University of Washington Curriculum Committee

The UW Curriculum Committee is a standing technical review committee that meets on a regular basis to consider proposed changes to the University curriculum. The committee consists of members appointed by:

- The University Registrar (committee chair)
- The Dean of Undergraduate Academic Affairs
- The Dean of the Graduate School
- Faculty Council on Academic Standards
- The Chancellor, UW Tacoma
- The Chancellor, UW Bothell

The committee works to assure uniformity across all three campuses and to assure meaningful course designation for catalogs as well as for student transcripts and records. The committee also works to assure appropriate articulation in course and curriculum development with other administrative bodies across campus.

Part Two: Section 3 – Evaluation of Preparatory/Pre-Professional Education

The Department of Architecture does not grant advanced standing to students in the accredited MArch program. Although the department offers different entry points to the accredited degree, all Student Performance Criteria are met during years 1, 2, and 2+ of the 2+year program.

Course waivers

Occasionally, students have already taken a course or courses at another institution that fulfill UW MArch requirements. In those cases, students may request that a required course be waived. Students requesting a waiver must first obtain approval from the faculty member who teaches the course, and then from the graduate adviser or the graduate program coordinator, who also confirms that the previous course was completed.

To obtain the waiver, the student presents the Course Substitution and Waiver form and a copy of the course syllabus or sufficient information about the course to enable the instructor and program adviser to make an informed decision. Courses may be waived when the student demonstrates the following to the satisfaction of the course instructor and graduate program adviser:

- Prior course work is numbered at the same level as course requested to be waived. (Example: 400-level coursework cannot be waived by a 300-level course).
- A minimum grade of 3.0 (out of possible 4.0) was received
- The course was completed no more than 5 years from date of the waiver request.

Part Two: Section 4 – Public Information

2.4.1 Statement on NAAB-Accredited Degrees

Posted on the department website:
<http://arch.be.washington.edu/student-resources/accreditation>

2.4.2 Access to NAAB Conditions and Procedures

Posted on the department website:
<http://arch.be.washington.edu/student-resources/accreditation>

2.4.3 Access to Career Development Information

Posted on the department website:
<http://arch.be.washington.edu/student-resources/career-information>

2.4.4 Public Access to APRs and VTRs

Posted on the department website:
<http://arch.be.washington.edu/student-resources/accreditation>

2.4.5. ARE Pass Rates

Table 37. ARE 4.0 University of Washington Tests Taken and Pass Rates

Test	2008		2009		2010		2011	
Programming Planning and Practice	9	78%	64	70%	53	70%	47	74%
Site Planning and Design	10	60%	61	89%	39	97%	39	79%
Building Design & Construction Systems	4	50%	62	73%	55	78%	39	74%
Schematic Design	15	80%	45	73%	60	75%	55	82%
Structural Systems	4	100%	46	72%	55	82%	46	89%
Building Systems	3	67%	40	93%	42	76%	42	79%
Construction Documents and Services	18	67%	58	86%	67	67%	49	76%

A link to the to the ARE pass rates of all schools is posted on the department website:
<http://arch.be.washington.edu/student-resources/career-information>

Part Three
Progress Since the Last Site Visit

Part Three: Section 1 – Summary Response to the Team Findings

3.1.1 Response to Conditions Not Met

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities. (This is criterion now included in condition B.2)

UW Response: The department is addressing this condition directly in design studios. All MArch students are exposed to current accessibility codes in the first-year design studio sequence. In Arch 500 a local expert on building codes presents to the studio group on life safety/egress and accessibility. Students are expected to present egress and accessibility diagrams in their final studio review presentations in Arch 500.

In Autumn 2012 Joe Iano (coauthor of *Fundamentals of Building Construction: Materials and Methods*, and *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*) lectured on life safety/egress (10/19/12), accessibility (10/26/12), and Codes related to atriums in public buildings (11/9/12). Iano also conducted individual desk critiques on these issues with the students (11/21/12).

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design. (This is no longer included as a specific Student Performance Criterion).

UW Response: Integration of building systems is no longer a specific, numbered SPC in the 2009 Conditions for Accreditation; however, it is a general characteristic of section B, Integrated Building Practices, Technical Skills and Knowledge; and is most closely addressed in B.6, Comprehensive Design.

The visiting team in 2008 noted that our program meets criteria for Structural Systems, Building Envelope Systems, Environmental Systems, Life Safety Systems and Building Service Systems – as well as Comprehensive Design. The latter is addressed most fully in the required Arch 503, Comprehensive Design Studio, which focuses on integrative nature of architectural design.

In Autumn 2008 the department curriculum committee proposed Changes to the MArch curriculum to enhance the program's focus on systems integration. These changes were approved by the department faculty in May 2009, and the college and university curriculum committees in Autumn 2009, and then implemented and then implemented during the 2010-11 academic year. The changes most relevant to the subject of building systems integration include:

- New required content in the Arch 502 studio focuses the studio on Sustainable Design, added in spring 2011, it emphasizes the integrative nature of design for climate responsiveness, energy minimization, and responsible use of resources. This studio now precedes the Arch 503 studio (Comprehensive Design), which focuses on systems integration, including – in direct response to Visiting Team recommendations – an increased emphasis on integration of life safety systems.
- A new, required 4-credit course, Arch 571 Professional Practice, first offered Spring 2011 addresses the collaborative nature of the architectural profession and the integration of systems expertise on design teams.
- A new required 3-credit course, Arch 533 Advanced Environmental Systems, added in winter 2011 focuses on simulation of systems for heating, lighting, and acoustics in buildings.
- A new required 3-credit course, Arch 521 Structural System Design, first offered Autumn 2010, reorients the final quarter of our structures sequence toward design of whole building structural systems.

3.1.2 Response to Causes of Concern

The Visiting team in 2008 mentioned six areas of concern, which the department has worked rigorously to address.

1. *“The team found that the emphasis of sustainability in design is clearly one of the hallmarks of the program. The department is well positioned to take advantage of this leadership position. The leadership in sustainability could be compromised if sustainable design becomes topical in the school rather than a direction. This important initiative should not occur independent of the other technical subjects.”*

Since the team visited in 2008, we have made changes to the MArch program that assure broad integration of sustainability into the curriculum. This includes:

- Changing Arch 331, Environmental Control Systems (required for 3+year students) to Energy and Environmental Systems.
- Adding a required Sustainability Studio to the curriculum
- Adding a new course, Arch 533 Advanced Environmental Systems, to introduce energy modeling and building systems evaluation to all MArch students
- Adding the requirement of a new Design Technology Selective to the curriculum. This encourages students to pursue advanced technical courses relating to sustainability, building assemblies, or computer simulation.

2. *“Sustained funding is critical to the school’s trajectory. The potential for system-wide funding reductions may jeopardize recent gains and limit progress towards situating the school’s long-term vision at a level that the faculty and students now seek.”*

Despite significant budget cuts at the university and college levels between 2008 and 2013, the Department of Architecture has managed to make significant progress in strategic initiatives.

- The department has hired new tenure-track assistant professors in wood, metal and digital fabrication (2008), design computing (2008), comprehensive design (2012), and structural design (2009, 2013) as well as a senior lecturer whose focus is on building materials and assemblies (2008). We also hired two new tenure-track faculty in architectural history (both 2010)
- The Integrated Design Lab has hired a new expert in health care design as well as new staff technicians to help with federally funded research. The lab has also moved to the Bullitt Center, a high-profile location that gives the IDL stronger visibility within the community.
- The department has added a new 9-credit Certificate Program in Digital Fabrication through University Extension, which offers departmental expertise to members of the professional community and generates additional unrestricted revenue for the department.
- A series of interdisciplinary BE Labs and subsequent Research Clusters, funded at the college level, leverage the expertise of the four departments in the college for the delivery of complex design studios and other courses.
- A series of departmental budget cuts have been absorbed mostly through efficiencies in operations and course delivery and staff attrition.

Although funding remains a concern for the 2012-13 academic year, we are optimistic that this will change significantly in 2013-14 as the department and college adapt to university-wide changes in budget processes under ABB.

3. *“There has been much progress with facilities. Lack of facilities to support large-scale research and digital processes as the next strategic step may hamper the program development and future research potential.”*

Over the last several years the college and department have continued to make progress improving program facilities.

- We have acquired significant new digital fabrication capabilities including a cnc plasma cutter, cnc fabric cutter, 8-foot cnc router, 2-foot cnc router, desktop cnc router, 3-d deposition printer, 3-d scanners.
- The wood and metal shops acquired additional equipment and completely serviced existing equipment that greatly improve our abilities to work with metals in furniture and design/build studios.
- The Integrated Design Lab has moved to new facilities in the Bullitt Building, which gives the lab a presence in an important example of green building.
- The college has installed a materials library in Gould Hall, primarily for use by Architecture and Construction Management students and faculty.
- The department has recently installed a heliodon and artificial sky in Gould Hall.
- The college has invested in new display system (constructed with cnc equipment in the wood and metal shops) making it easier for students to use digital tools in the presentation and display of their projects.
- The College has designed and is currently acquiring funds for a new, secure gallery space, which includes studio and review space, expanding our design studio capabilities in Gould Hall.

4. *“The team found that longstanding causes for concern have been largely removed with the faculty and administration supporting change within the school to eliminate these concerns. While the team noted overall progress has been demonstrated, concern with 13.14 Accessibility and 13.23 Building Systems Integration remain a challenge for the program. Evidence and the progress viewed by the team suggest that these criteria can be accomplished.”*

For progress in these areas see section II1.1.1 above

5. *“With regard to architectural education and the profession, and how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research. Courses offered to achieve this understanding should be more focused with a coordinated array of required courses providing the student with an understanding of how projects are obtained and delivered as an essential component of the design studio and technology course work. The continuing relationship to the active and successful Professionals' Advisory Council is a key component of such a program.”*

In response to Visiting Team suggestions the Department of Architecture has taken two significant steps to address this concern

- The department's curriculum committee undertook an extensive review of the professional practice curriculum during the 2008-09 academic year. An important outcome of this was the development of a new, 4-credit required course, Arch 571 Professional Practice (first offered spring 2011), which addresses a broad range of practice issues. The department will continue to require that students expand their knowledge in this area through a Professional Practice Selective course drawn from a list of specialized courses offered each year.
- The department, along with the Professionals Advisory Council, developed and implemented a summer internship program for MArch students. It was offered as a two-year pilot program for in summers 2011 and 2012, and was approved in November 2012 by both the Department of Architecture faculty and the Professionals Advisory Council for a five-year continuation.

6. *“With the current selective structure of the professional practice offerings some students may miss essential subject matter. Presently, students are advised based on prior course work and individual professional experiences as to which of the offerings to take. As the set of electives are innovative with regard to area of focus, a clearly defined structure for the professional practice electives may show the breadth of professional practice opportunities and issues to foster a greater understanding of the elective set as a whole.”*

In summer 2009 the department hired a new academic adviser for the MArch program. The graduate academic advisor holds a BA in Architecture Studies and Architecture History from the University of Washington, Department of Architecture and is a LEED Accredited Professional. With extensive experience in practice as both a designer and specification writer, the graduate program adviser is well equipped to guide students as they enter the profession. The department's faculty IDP Coordinator, who also teaches the required Arch 571 Professional Practice course and is a member of the department curriculum committee, is available to students to discuss professional practice offerings.

Changes in the professional practice curriculum, as mentioned above, have helped clarify for students the pedagogical aims of professional practice offerings while maintaining the breadth and flexibility of courses in this area.

Part Three: Section 2 – Summary of Responses to Changes in the NAAB Conditions

Learning Culture and Social Equity

Consistent with its mission of service to the people of Washington State and in response to the more comprehensive understanding of Learning Culture and Social Equity, the department has implemented and/or revised policy to more clearly articulate how the department encourages a culture of continuous learning and inclusiveness. (These are available to faculty, staff, students and the public on the department website at: <http://arch.be.washington.edu/student-resources/department-policies>)

- The Department of Architecture adopted a formal Policy on Studio Culture in September 2008.
- The Department of Architecture thoroughly revised its Master of Architecture Program Procedures and Requirements in October 2011
- The Department of Architecture adopted a formal grading policy in September 2009
- The Department of Architecture adopted a formal diversity plan in May 2013

Long Range Planning

Although long-range planning is a new addition to the conditions for accreditation, it is not new to the Department of Architecture. The department has consistently striven to articulate long-term goals with input from students, staff, faculty, and professional constituents.

Student Performance Criteria

Descriptions of departmental response to specific SPCs are listed in Part Two: Section 1 above.

Public Information

The Department of Architecture thoroughly re-designed the department website in summer and autumn 2010, so that it can serve as a more useful repository of information for students, staff, faculty and other constituents. The site makes resources suggested by the NAAB, including the statement on accredited degrees, NAAB Conditions and Procedures, career development information, APRs, VTRs, annual reports and responses, and ARE pass rates easily available.

Part Four
Supplemental Information

Part Four: Section 1 – Policies and Procedures for Evaluating Student Work

Department of Architecture Grading Policy (1/27/10)

Grades are an essential part of a student's academic experience. While the primary purpose of grades is to establish an official, normalized record of students' academic progress, they also serve other important functions. They can, for example, affect the awarding of honors, access to financial aid, and eligibility to participate in athletics. Accordingly, the Department of Architecture considers the careful and fair evaluation of student work, using grades and other formalized methods, to be a crucial part of its mission. The grading policy elaborated here is guided by University of Washington policies as well as guidelines published in the UW's Faculty Resources on Grading (<http://depts.washington.edu/grading/index.html>).

Grade calculation and submission for all ARCH courses

- Faculty must explain clearly how grades will be determined in each course they teach. This explanation must be included in the course syllabus distributed to all students the first day of class. Faculty may not deviate from this without informing students of changes in writing.
- Grades should reflect the student's academic performance in the course. University policy and federal law assert that faculty may not grade on the basis of student behavior (see <http://depts.washington.edu/grading/conduct/grading.html>). In many Architecture courses; however, interpersonal interaction and contribution to overall class effort are important aspects of student learning; in these cases the student's participation in class (but not merely attendance or behavior) can and should be evaluated.
- For numerically graded courses faculty should make every effort to assign grades that reflect individual student performance relative to the realistically expected range of achievement among students in the class.
- Faculty must assign grades to all students in their courses by 10:00 AM the Monday following the last day of exams. These can be submitted using the online GradeBook. (See <http://depts.washington.edu/registra/learning/grading-resources/>)
- Faculty who are unable to submit grades and/or studio assessments by the deadline must inform the associate chair at the time of the submission deadline. They must also provide a timeline for grade submission. In no case should grades or studio assessments be submitted after the first day of the subsequent quarter.

I, X, and N grades

- I (Incomplete) grades should be given only in exceptional circumstances, following university policy, which states: "An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor..." These statements should be submitted by faculty to the associate chair of the department at the time course grades are submitted. For undergraduate students I grades revert to 0.0 after one quarter unless the instructor has requested an extension of this time limit from the Graduation and Academic Records Office (for up to three additional quarters) or the instructor has indicated, when assigning the Incomplete grade, that a grade other than 0.0 should be recorded if the incomplete work is not completed.

- X grades, meaning “no grade now”, should be used only in situations where it is not possible for faculty to submit a grade by the deadline. This grade is not meant for incomplete student work. X grades should be resolved as soon as possible after the quarter has been completed.
- N grades are used only for courses that students have not completed but will be continuing in subsequent quarters (usually thesis).

S/SN and CR/NC grades

- S/NS (Satisfactory/Not Satisfactory): Students may choose to be graded on a Satisfactory (2.0 or higher for undergraduate students, 2.7 or higher for graduate students) or Not Satisfactory basis through the seventh week of the quarter. There will be no indication on the Faculty Grade Report if a student has selected the S/NS option. Faculty should submit all grades as usual. The grade will be converted to S or NS. (Note: Courses graded S/NS are not applicable to specific degree requirements, but are applicable to the 180 hours of elective credit students need to graduate.)
- CR/NC (Credit/No Credit): Instructors may choose to grade an entire class on a Credit/No Credit basis. This choice depends on department approval and must be made before registration for the course occurs.

Grading issues for undergraduate courses

- For grades below 0.7, undergraduate students receive no credit for the course.
- I grades for undergraduate students revert to 0.0 after one quarter, see above

Grading issues for graduate courses

- Graduate students must maintain a 3.0 cumulative GPA to graduate
- For grades below 1.7, graduate students receive no credit for the course.
- I grades for graduate students cannot be changed after two years
- Students are generally ineligible to elect S/NS (satisfactory/not satisfactory) for any ARCH prefixed courses unless all other course requirements for the Master of Architecture degree (and any certificate) have been met. If the tenth day class sheet indicates a student is registered for this option, check with the student and/or graduate adviser about the appropriateness of this option. For graduate students, a grade of 2.7 or higher is recorded as S (satisfactory).

Undergraduate ARCH studios

- For undergraduate architecture studios faculty submit a numerical grade using the procedures above.
- Faculty must also provide a thorough written assessment of each student's performance in the studio. Faculty should submit assessments directly to each student as soon as possible after the end of the quarter, but under no circumstances after the first day of the subsequent quarter. Faculty must also submit one hard copy of each evaluation to the undergraduate program advisor who will place them in the students' files. The undergraduate program advisor can supply sample forms for these assessments.

Graduate ARCH studios

- Graduate studios are graded on a Credit (CR), No Credit (NC) basis and are not included in GPA calculations. Students receiving NC in a studio must repeat it before continuing in the studio sequence.
- Within the department, the CR/NC system is supplemented with faculty assessments of performance for each student. These assessments must clearly indicate the student name and overall evaluation (see below) near the top of the first page. Faculty should submit assessments directly to each student as soon as possible after the end of the quarter, but under no circumstances after the first day of the subsequent quarter. Faculty must also submit one hard copy of each evaluation to the graduate program advisor who will place them in the students'

- files. The graduate program advisor can supply sample forms for these assessments.
- For 300-level studios evaluations are summarized with numerical ratings 1 to 5, with 3 or higher indicating that the student's performance meets faculty expectations.
 - a. During the preparatory year, students who receive an evaluation of 1 or 2 (or "less than faculty expectation") in any of the 303-5 studios will be contacted by the graduate program coordinator, generally with an academic warning on the first occurrence and academic probation on the second occurrence. Academic probation decisions will be conveyed to the Graduate School.
 - b. Students who have received an evaluation of 1 or 2 (or "less than faculty expectation") in any of the 303-5 studios will be subject to review for satisfactory progress during finals week of spring quarter. If weaknesses in design skills are apparent or if other factors are hindering the student's progress, the review panel may recommend any one of the following (as specified in Graduate School Memorandum No. 16, Continuation or Termination of Students in the Graduate School): No Action, Warn, or Probation. In some circumstances, particularly if the student has exhibited work below expectation for more than one quarter, or has not corrected the condition(s) that led to an earlier probation, the committee may recommend Final Probation or immediate Drop from the program. The review panel may also recommend that the student take an additional design studio or other course work before continuing with the regular studio sequence. Some students may be advised to take a leave of absence to reconsider their objectives; they may also be advised informally to withdraw from the program.
 - c. Students may appeal the review panel's recommendations by writing to the chair of the Department of Architecture. Appeals beyond this point should follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.
 - For 500-level studios, evaluations are summarized with Commend, Pass, and Marginal Pass.
 - d. The Commend indicates exceptional or exemplary work. Typically there should be no more than 2 commends for every 12 students in a studio group.
 - e. The Pass grade indicates the student is meeting faculty expectations, and is the expected grade for the course. Other grades represent exceptional cases.
 - f. Marginal pass designates work significantly below faculty expectations. Students in the MArch program may not receive credit for more than one studio in which they receive a Marginal Pass. That is, a second Marginal Pass is equivalent to NC in the studio, and it must be repeated before the student can continue in the studio sequence.

Academic misconduct

- In cases of perceived academic misconduct, the university has a procedure that should be followed rigorously. This follows from the presumption of innocence, and faculty may not use grades punitively in such cases. The university's Faculty Resources on Grading gives helpful information about dealing both informally and formally with academic misconduct issues (<http://depts.washington.edu/grading/conduct/index.html#address>).

Student appeals of course grades

- A student who believes that the instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred must pursue resolution no later than the end of the following quarter (not including summer

- quarter). The process involves up to two steps: first a discussion with the instructor, and, second, failing resolution there, a written appeal within 10 days to the chair of the department (or dean of the college, in some instances).
- The complete process is delineated in the University Handbook, Vol. IV, Part 3, Chapter 11, Section 2.
(<http://www.washington.edu/faculty/facsenate/handbook/04-03-11.html#anchor2>)

Part Four: Section 2 – Course Descriptions

In 2012-2013 the Department of Architecture offered approximately 100 different courses. Because of space limitations in the APR, only required MArch course descriptions are included here. Descriptions of all courses offered by the department will be available in the Team Room. Brief descriptions are available on the department website at: <http://arch.be.washington.edu/programs-courses/courses>.

Required Courses in the Preparatory Year of the 3+Year MArch Program

Arch 303 Introduction to Design Studio I

6 credits, offered autumn quarter

Prerequisite: none

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A1, A2, A3, A6, A7, C2

Instructor	Varies: Ken Oshima, Anjali Grant (2012)
Course Description	The first in a three quarter intensive sequence for students in the 3+year MArch program. This studio investigates architectural issues related to human dwelling: spatial composition, accommodation of building program and occupant needs, site constraints, and construction systems. Phased design projects develop architectural knowledge and representation skills.
Course Objectives	Projects in the course are sequential in nature and vary in length from one to five weeks. <ul style="list-style-type: none"> • The first of these three problems is the design of a room within a room within a hypothetical walled enclosure to accommodate a simple and flexible activity. • The second problem deals with the design of a minimal dwelling. As in the first problem, the site is hypothetical and limited but introduces the concept of dwelling and the rituals of daily life. • The final problem involves the design of a group of indoor and outdoor rooms in an existing urban site to accommodate an expanded set of discrete and more demanding uses.
Course Requirements	The coursework consists of an introductory exercise and three subsequent design projects. Class meetings involve individual desk critiques, group reviews of work and informal lecture sessions. Students are expected to work in studio during class time, unless another class activity is planned, and are strongly encouraged to work in the studio space outside of class meeting times to take advantage of the supportive and creative environment of the design studio.
Course Evaluation	The course is graded CR/NC. Detailed written evaluations address the student's overall performance as well as the development in individual areas of design process and presentation. Summary evaluations are based on a five point scale, with three indicating work at the level of faculty expectation. Higher evaluations indicate work above the faculty's expectation and those below a three indicate the need for additional effort.
Required Texts	Short readings are assigned in conjunction with various design problems.
Recommended Texts	Students are provided with a list of suggested readings.

Arch 304 Introduction to Design Studio II

6 credits, offered winter quarter

Prerequisite: Arch 303

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A1, A2, A3, A6, A7, B4, C2

Instructors	Varies: Louisa Iarocci, Peter Cohan (2013)
Course Description	The second in a three quarter intensive sequence for students in the 3+year MArch program investigates an institutional building type with emphasis on: architecture in an urban setting, three-dimensional composition of space, structural order, and construction systems. Builds on design and representation skills covered in Arch 303.
Course Objective	<p>Problems given in this studio address issues of order in architectural design relative to form, space and structure. Emphasis is placed on architecture as a body of ideas and an application of broad strategies based on generic architectonic order, before specific requirements are worked out in detail within this overall formal order.</p> <p>Building case studies are introduced as a means by which information about a particular building type may be acquired.</p> <p>As a foundation studio, Architecture 304 also provides students with an approach to analyzing and diagramming three-dimensional designs, and supports further development of basic graphic and architectural communications skills.</p>
Course Requirements	<p>Students complete and present sketch problems, graphic case studies, analysis investigations, and a final design project.</p> <p>Class meetings involve individual desk critiques, group reviews of work and informal lecture sessions.</p> <p>Students are expected to work in studio during class time, unless another class activity is planned, and are strongly encouraged to work in the studio space outside of class meeting times to take advantage of the supportive and creative environment of the design studio.</p>
Course Evaluation	<p>The course is graded CR/NC.</p> <p>Detailed written evaluations address the student's overall performance as well as the development in individual areas of design process and presentation.</p> <p>Summary evaluations are based on a five point scale, with three indicating work at the level of faculty expectation. Higher evaluations indicate work above the faculty's expectation and those below a three indicate the need for additional effort.</p>
Required Texts	Short readings are assigned in conjunction with various design problems.
Recommended Texts	Students are provided with a list of suggested readings.

Arch 305 Introduction to Design Studio III

6 Credits, offered spring quarter

Prerequisite: Arch 303, Arch 304

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A1, A2, A3, A6, A7, B4, B8, B9, C2

Instructor	Varies: Elizabeth Golden, Rick Mohler (2013)
Course Description	The third in a three quarter intensive sequence for students in the 3+year MArch program. Investigates a community building type with emphasis on: site planning issues, complex programming and spatial composition, and appropriate structural systems. Builds on design and representation skills covered in Arch 303 and 304.
Course Objectives	The intentions of this studio are threefold: <ul style="list-style-type: none"> • First, while introducing new concepts the studio is intended to build upon the fall and winter quarter studios. The class completes the first year studio sequence through the investigation of a relatively complex institutional building program. • Second, the class introduces studio members to more complex site planning issues including the consideration of a significant public exterior space and the relation between building and street. • Finally, the studio advances students' design skills by introducing them to a building that is substantially larger and programmatically more complex than those explored to date.
Course Evaluation	The course is graded CR/NC. Detailed written evaluations address the student's overall performance as well as the development in individual areas of design process and presentation. Summary evaluations are based on a five point scale, with three indicating work at the level of faculty expectation. Higher evaluations indicate work above the faculty's expectation and those below a three indicate the need for additional effort.
Required Texts	Short readings are assigned in conjunction with various design problems.
Recommended Texts	Students are provided with a list of suggested readings.

Arch 310 Architectural Design Drawing I

3 credits, offered autumn quarter

Prerequisite: none (concurrent enrollment in Arch 303)

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A3, A8

Instructor	Alex Anderson
Course Description	<p>This course introduces basic graphic techniques used in architectural design with an emphasis on hand-drawing fundamentals, two- and three-dimensional digital graphic techniques, and architectural presentation. The course is closely integrated with Arch 303, Introduction to Design Studio I, and in some respects serves as a support to the design studio.</p> <p>This course primarily involves studio-based hands-on work. Class time generally includes brief faculty presentations of concepts and techniques, introduction and discussion of assignments, and regular group critiques of student work; however, the majority of time is dedicated to in-class work and individualized faculty to student instruction.</p>
Course Objectives	<p>Representation is presented as a vital intellectual activity to be integrated in all phases of the design process. At the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Generate accurate orthographic drawings of existing buildings and details, including plans, sections, elevations, site contours, and detail conventions. • Use basic hand-drawn orthographic, axonometric and perspectival projections to convey architectural ideas effectively. • Edit and assemble drawings and presentation boards using Adobe Photoshop and Adobe InDesign • Produce 2-d digital orthographic projections using Adobe Illustrator • Produce basic 3-d digital models of sites and buildings using Rhino
Course Requirements	A series of weekly in-class exercises and longer drawing assignments provide an opportunity for students to develop basic freehand, technical and digital representation skills. Exercises and assignments are timed to relate to and reinforce studio projects.
Course Evaluation	90% Assignments 10% Participation
Recommended Texts	Francis D. K. Ching, with Steven P. Juroszek, <i>Design Drawing</i> Other texts will be made available in studio or on reserve in the BE library.

Arch 311 Architectural Design Drawing II

3 credits

Prerequisite: Arch 310 (concurrent enrollment in Arch 304)

Role in the Program: 3+ MArch requirement

Student Performance Criteria covered: A3, A4, A8

Instructor	Katie Freels
Course Description	Arch 311 expands upon the drawing methods and systems introduced in Arch 310. It reinforces architectural representation as a fundamental medium for the investigation, analysis, and documentation of objects, processes, and architectural space. Students develop comprehensive skills for representing architectural ideas and concepts in an academic and professional environment.
Course Objectives	This course is intended to further develop both hand and digital drawing tools that can be used effectively in the design process. Project focuses include analytical and conceptual diagramming, field sketching, 2D and 3D digital drawing and modeling processes, and hand and digital rendering skills.
Course Requirements	A series of weekly in-class exercises/worksheets and several larger drawing projects are required. Students must keep a sketchbook and submit entries periodically. Students are expected to utilize techniques and processes learned in class during their concurrent studio, Arch 304.
Course Evaluation	45% in-class exercises and projects, 20% sketchbooks, 25% final Arch 304 project presentations, 10% participation
Required Texts	Francis D.K. Ching, with Steven P. Juroszek: <i>Design Drawing</i> , 1997. Rendow Yee: <i>Architectural Drawing</i> , 2007.
Recommended Texts	Excerpts from several sources are provided as supplementary reading. Lynch, Kevin: <i>The Image of the City</i> , 1960. Garcia, Mark: <i>The Diagrams of Architecture</i> , 2010. Pallasmaa, Juhani. <i>The Thinking Hand</i> , 2009. Calvino, Italo: <i>Invisible Cities</i> , 1972.

Arch 312 Architectural Design Drawing III

3 credits, offered spring quarter

Prerequisite: Arch 311 (concurrent enrollment in Arch 305)

Role in the Program: 3+ MArch requirement

Student Performance Criteria covered: A3, A4

Instructor	Judith Swain
Course Description	Lectures, demonstrations, and assignments are used to develop skill with the graphic visualization and representation of architectural concepts. Digital and freehand drawing techniques are emphasized as design tools and a means by which we imagine, develop, and represent design ideas. Course material is coordinated with the Arch 305 Introduction to Design Studio 3 to integrate drawing in all phases of the design process.
Course Objectives	The drawing conventions and methods introduced in Arch 310 and 311 are further explored for a more advanced application to architectural design, and to develop a personal, proficient, and critical approach to architectural representation. Design issues include site analysis documentation, site concept visualization, building concept visualization, and material and detail development.
Course Requirements	A series of focused workshops and drawing assignments that are specific to the Arch 305 studio provide an opportunity for students to become skilled with a range of digital and analog media. Drawing problems include generative and analytical diagrams, orthographic projection, exploded view axonometric, and perspective. Media include Rhino, Adobe Photoshop, InDesign, Illustrator, graphite, ink, and watercolor. This course also offers a brief introduction to Revit and other programs that can be studied in later courses.
Course Evaluation	The grade is an assessment of the student's understanding of concepts and the quality of the work produced, and is based on 90% assignments and 10% participation.
Required Texts	<i>Architectural Drawing</i> by Rendow Yee is recommended as an instructional text. Additional readings on the function and methods of architectural representation are posted on the Catalyst site for the course.

Arch 323 Structures I

3 credits, offered winter quarter

Prerequisite: none

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: B9

Instructor	Tyler S. Sprague
Course Description	In this course students are taught the design of building structures, utilizing the fundamental principles of statics and mechanics of materials. This is part one of a two-quarter sequence that includes: the behavior of beams, trusses, arches and frames; the structural performance of wood, steel and concrete; and the design of structures for gravity and lateral loads.
Course Objectives	<p>Students will develop understanding of basic structural behavior with an emphasis on stability, equilibrium, axial load, and stress-strain relationships. Using the primary structural materials of wood, steel and concrete and the fundamental principles of statics and mechanics of materials, students will predict structural performance and analyze to determine internal forces of tension and compression members, including trusses.</p> <p>At the completion of Structures One, students should be able to:</p> <ul style="list-style-type: none"> • Characterize the behavior of typical structural elements (beams, columns, trusses, arches & tension structures) • Understand the concepts of static equilibrium and use the equations of equilibrium to solve for the magnitudes of force simple statically determinate structures. • Size axially loaded members given allowable stresses or compression member design charts • Understand the concept of a structural load path and be able to configure a simple long span roof system. • Configure, analyze and size members in a long span truss. • Understand the relationship between truss form and internal forces
Course Requirements	Homework problem sets, labs, project, quizzes, exam. Contribution to in-class discussions and laboratory exercises is critical.
Course Evaluation	30% Homework & Lab Reports 30% Quizzes/Exam 30% Project 10% Participation
Required Texts	<i>Form and Forces</i> by Allen, Zalewski & Boston Structures Group

Arch 324 Structures II

3 Credits, offered spring quarter

Prerequisite: Arch 323

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: B9

Instructor	Tyler S. Sprague
Course Description	In this course students are taught the design of building structures utilizing the fundamental principles of statics and mechanics of materials. This is part two of a two-quarter sequence that includes: the behavior of beams, trusses, arches and frames; the structural performance of wood, steel and concrete; and designing for gravity and lateral loads.
Course Objectives	<p>Students will develop understanding of the relationship between force and form with an emphasis on beams, columns and lateral-force-resisting systems. Using the primary structural materials of wood, steel and concrete and the fundamental principles of statics and mechanics of materials, students will predict structural performance and analyze to determine internal forces of beams and columns. Students will use these forces to determine preliminary sizes of beams in steel and wood and use approximate methods to predict sizes of columns and concrete beams.</p> <p>At the completion of Structures Two, students should be able to:</p> <ul style="list-style-type: none"> • Analyze and size statically determinate beams in steel and wood. • Understand the behavior of reinforced concrete beams and be able to describe the function and placement of reinforcing steel. • Understand what influences the magnitude of wind and seismic loads. • Configure simple structures to resist lateral loading. • Describe column behavior: buckling & stability and use approximate methods to size compression members. • Configure a long span roof system and size the primary structural members. • Explain the function and performance of foundation and retaining wall systems. • Read and create a structural framing plan.
Course Requirements	Homework problem sets, labs, project, quizzes, and exam. Contribution to in-class discussions and laboratory exercises is critical.
Course Evaluation	<p>30% Homework & Lab Reports</p> <p>30% Quizzes/Exam</p> <p>30% Project</p> <p>10% Participation</p>
Required Texts	<p><i>Form and Forces</i> by Allen, Zalewski & Boston Structures Group</p> <p><i>Fundamentals of Building Construction, Materials and Methods</i> by Allen & Iano</p> <p>Chapters 3, 4, 5, 11, 14 & 15</p>

Arch 331 Energy and Environmental Systems

3 credits, offered spring quarter

Prerequisite: None

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A7, A9, A11, B3, B8, B10, B12, C2

Instructor	Rob Peña
Course Description	<p>This course introduces theory and principles of climate, energy use and human comfort as determinants of architectural form. Emphasis is on architectural methods for climate adaptation using non-mechanical means of ventilating, cooling, heating, and lighting, to create well tempered buildings that rely minimally on purchased energy and fossil fuels. Understanding how climate influences building form and organization, and the ability to apply climate design strategies, are the principal goals for this course.</p> <p>Some of the most interesting ways in which people experience and interact with buildings involve light, thermal conditions, fresh air, sound, smells and texture. Buildings are considered successes or failures in large part on how successfully they provide both the comfort and the inspiration promised by our senses of sight, hearing, smell and touch. These senses are all involved in the interactions we have with the built environment. This course addresses the interaction between people and the environment as mediated by <i>architecture</i> and experienced through our <i>senses</i>.</p>
Course Objectives	<p>Students completing this course will:</p> <ul style="list-style-type: none"> • Understand the environmental impact of buildings and implications of utilizing non-renewable and renewable energy sources. • Understand how environmental adaptation is achieved through location, form and metabolism; that significant thermal and lighting requirements can be achieved architecturally rather than mechanically. • Understand and apply principles of heat transfer. • Understand the fundamentals of psychrometrics and apply this understanding to make appropriate architectural decisions related to climate. • Understand how to achieve human comfort through climate-adapted design; • Be able to collect, synthesize and communicate information about regional climate conditions; • Be able identify architecturally relevant climatic features of a region and synthesize appropriate climate design priorities and architectural strategies. • Be able to design buildings that respond to climate, solar dynamics and daylight, to meet the fundamental requirements for heating, cooling and lighting.
Course Requirements	<p>Students are required to:</p> <ul style="list-style-type: none"> • Attend and participate in lecture and discussion sections • Complete weekly readings and participate in informed discussions on these readings • Participate in midterm and final examination of knowledge from lectures and readings • Complete a series of design problems that explore climate design strategies; daylight design; thermal envelope design; passive heating and cooling; energy use index; design with PV; and design resolution.
Course Evaluation	<p>50% midterm and final examination 50% design project, attendance and participation.</p>
Required Texts	All required texts are included in the course reader.

Arch 332 Construction Materials and Assemblies I

3 credits, offered autumn quarter

Prerequisite: none

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: B8, B9, B10, B12

Instructor	Kimo Griggs
Course Description	This course instills a clear, basic understanding of how materials - and the tools that have been developed to take advantage of their qualities - affect both how we build, and how we conceive of building. It examines the relationships between technology and materials, as well as physical properties of materials themselves, through lectures, discussion, and hands-on physical exercises in the workshops of the college. This course provides a sound general knowledge as well as the basis for continuing personal research.
Course Objectives	Students completing this course will gain <i>Proficiency in</i> : <ul style="list-style-type: none"> • Material Removal techniques and technologies • Fabrication techniques and technologies • Forming/casting techniques and technologies Using <ul style="list-style-type: none"> • Wood • Concrete • Metal • Composites
Course Requirements	The course involves extensive hands-on work. Students must attend all lectures, demonstrations, reviews and labs. Students must also observe proper use of materials and tools and all safety requirements in the workshops. Students complete four workshop exercises: <ul style="list-style-type: none"> • Carving/Joining (wood) • Forming/Casting (concrete) • Joint/Node/Network (metal) • Final Project
Course Evaluation	90% Exercises 10% Participation
Required Readings	Readings are supplied in class

Arch 350 Architecture of the Ancient World

3 credits, offered autumn quarter

Prerequisite: none

Role in the program: BA requirement, 3+Year MArch requirement

Student Performance Criteria covered: A9, A10

Instructor	Louisa Iarocci
Course Description	This lecture course is a survey of ancient architecture from prehistory to the 6 th century AD. The buildings and sites chosen for the course are considered not just as artifacts of a distant past but also as living texts that embody the environmental, technological, and cultural conditions of their time and have relevance in our society today.
Course Objectives	The primary objective of the course is to familiarize students with the development of architecture during this period as well as provide a more focused knowledge of specific key works. The course also introduces architectural theories and methods of critical inquiry relevant to architectural history.
Course Requirements	The class meets three times per week for a series of illustrated lectures. An associated seminar is provided for graduate students who are enrolled in the first year of the 3+year MArch program and for Honors students in the UW Honors program. Two tests, two take-home writing assignments, and approximately 200 pages of required readings. Students in the first year of the 3+year MArch program and the UW Honors seminar take the in-class midterm and final exams, and do additional reading and writing assignments in their respective seminars.
Course Evaluation	70% Tests 30% Assignments Graduate students and undergraduate honors students in their respective seminars are evaluated on their participation and weekly writing assignments in addition to the in-class exams.
Required Text	Spiro Kostof, <i>A History of Architecture: Settings and Rituals</i> , 2 nd edition (New York: Oxford University Press, 1995). Francis D.K. Ching, <i>A Visual Dictionary of Architecture</i> (New York: J. Wiley, c1995). Course website
Recommended Text	Marvin Trachtenberg and Isabelle Hyman, <i>Architecture, from Prehistory to Post-Modernism</i> (New York: Harry N. Abrams, 1986).

Arch 351 Romanesque, Gothic, and Renaissance Architecture

3 credits, offered winter quarter

Prerequisite: none (Arch 350 recommended)

Role in the program: BA requirement, 3+Year MArch requirement

Student Performance Criteria covered: A9, A10

Instructor	Brian L. McLaren
Course Description	This course presents a survey of architecture from about 750 to about 1789. Examples are drawn from the traditions of Western and Islamic architecture during the periods usually termed the Middle Ages, the Renaissance, and the Baroque, with particular interest in the formation of and interaction between these traditions.
Course Objectives	Provide students with a broad understanding of the history of architecture of this period as well as a more focused knowledge of specific key works. Particular attention is paid to understanding architecture in its historical context as well as making historical, regional and cultural comparisons of buildings.
Course Requirements	The class meets three times weekly for a series of illustrated lectures. An associated seminar is provided for undergraduate students in the university-wide honors program and for graduate students who are enrolled in the first year of the 3+year MArch program. Two tests, two take-home writing assignments, and approximately 335 pages of required readings. Undergraduate honors students and graduate students in the seminars take the in-class midterm and final exams, and do additional reading and writing assignments in their seminar.
Course Evaluation	55% Tests 45% Assignments Graduate students and undergraduate honors students in their respective seminars are evaluated on their participation and weekly writing assignments in addition to the in-class exams.
Required Texts	Trachtenberg and Hyman, <i>Architecture from Prehistory to Postmodernity</i> , Second Edition (New York: H.N. Abrams, 2002). Course website
Recommended Texts	Kostof, Spiro, <i>A History of Architecture: Settings and Rituals</i> , Second Edition (New York: Oxford University Press, 1995). Reserve books in the library for more detail

Arch 352 History of Modern Architecture, 1750-Present

3 credits, offered spring quarter

Prerequisite: none (Arch 351 recommended)

Role in the program: BA requirement, 3+Year MArch requirement

Student Performance Criteria covered: A9, A10

Instructor	Jeffrey Karl Ochsner
Course Description	Presents a survey of architecture from 1750 to the present. The course focuses primarily on the development of Modernism in Europe and North America, but also includes a wide range of subsequent developments in Latin America and Asia. Emphasis is placed on the development of the architecture of this period including significant buildings and projects, important theories and critical writings. Knowledge of material covered in Architecture 350 and Architecture 351 is expected.
Course Objectives	The primary objective of the course is to offer participants a basic framework through which to understand the historical evolution of architecture as shown through a series of exemplary buildings. The impacts of technological, social and cultural developments are addressed. An understanding of architecture as a social art and of the roles architects have played in shaping the environment is presented. The course provides the framework for students to take more narrowly focused courses in history and theory later in their education.
Course Requirements	The course format is a series of lectures illustrated with images. An associated seminar is provided for graduate students who are enrolled in the first year of the 3+year MArch program. All students (except graduate students in the first year of the professional degree program) complete an in-class mid-term exam, a take-home mid-term exam, a final exam and two quizzes. Students in the first year of the 3+year MArch program take the in-class midterm and final exams, and do additional reading assignments in the seminar, plus complete a term paper.
Course Evaluation	Students are evaluated based on their performance on the exams and quizzes. Graduate students and undergraduate honors students in their respective seminars are evaluated on their participation and weekly writing assignments in addition to the in-class exams.
Required Texts	Trachtenberg and Hyman, <i>Architecture from Prehistory to Post-Modernism/The Western Tradition</i> 2nd edition (New York, 2002). William J. R. Curtis, <i>Modern Architecture Since 1900</i> 3rd edition (New York, 1996). Complete image lists for all lectures for this course may be purchased in a single bound booklet ("course guide") at the University Bookstore.
Recommended Texts	A lengthy reading list is provided as part of a "course guide" booklet. A reserve shelf with selected books is provided in the Built Environments Library. All images for each lecture are available (organized lecture-by-lecture) on the Digital Image Database of the Visual Resources Collection of the College of Built Environments. Lectures are available as podcasts within 24 hours after each is presented; all podcasts are available until the end of the quarter.

Arch 360 Design Theory and Analysis

3 Credits, offered winter quarter

Prerequisite: none

Role in the program: 3+Year MArch requirement

Student Performance Criteria covered: A1, A2, A5, A9, C2

Instructor	Jennifer Dee
Course Description	Introduction to issues of architectural theory and practice with special focus on the problems of modernity and post-modernity; examines the interaction of philosophical, cultural, ethical and socio-economic concepts and architectural form and expression. The class is structured around John Ruskin's <i>The Seven Lamps of Architecture</i> and uses a weekly lecture and discussion format to test relevance and resonance of themes such as "Power," "Truth," "Memory," etc. to current theory and practice.
Course Objectives	This course introduces students to a range of theoretical perspectives and fosters comparative and analytical thinking in both discussion and in writing; it also encourages students to reflect on and develop their own architectural values.
Course Requirements	Attendance and active participation in weekly discussion section. Weekly reading of 30-50 pages of text from the reader. A short paper related to introductory readings 7 frontispieces that explore the relation between Ruskin's Lamps and a contemporary architect assigned to individual students and provide a platform for the weekly discussions Final paper/manifesto that addresses critical issues of the course.
Course Evaluation	Based on class participation in discussion, frontispieces and performance on assigned papers.
Required Texts	The course reader is a compilation of primary sources comprised of philosophical and architectural texts. Films are often used as texts for the course as well.
Recommended Texts	Additional readings are suggested throughout the course lectures and discussions.

Required Courses in the 3+Year and 2+Year MArch Program

Arch 500 Architectural Design Studio I (Urban Context)

6 credits, offered autumn quarter

Prerequisite: 500-level MArch students only

Corequisite: Arch 590 Urban and Preservation Issues in Design

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, A10, B1, B2, B4, B5, B9, B10, C1, C2, C9

Instructor	Varies: Ann Marie Borys, Susan Jones, David Strauss, Sharon Sutton [2012]
Course Description	<p>This is the first of five required studios in the 2+year MArch program; it is coupled with a series of technical workshops and is taught concurrently with Arch 590, Urban and Preservation Issues in Design.</p> <p>The studio focuses on understanding urban context issues, site analysis, collaboration on interdisciplinary design related to context and site, design of a public institutional building, and development of professional communication skills in architecture. Technical workshops address issues of life safety, egress, and accessibility.</p> <p>The quarter-long project entails, first, collaborative design of a master plan incorporating several institutional buildings in a Seattle context that is significant for historical and urban characteristics, then, the individual design of a building (roughly 30,000 gsf) within the master plan. Preparation for the building design includes precedent studies, site and context analysis, and discussion of the influence of regulatory measures on building form.</p>
Course Objectives	<p>By the end of the quarter each student will have gained experience and improved professional competence in:</p> <ul style="list-style-type: none"> • working effectively in teams to undertake useful site and context analysis, including historical, legal, and human factors. • working effectively in teams to devise urban master plans accounting for geographical, historical, and zoning issues, and program and user requirements. • working effectively in teams to develop informative building precedent studies. • refining an institutional building program to account for the requirements of various stakeholder groups. • developing a rigorous and effective design process. • designing a building that accounts for specific site constraints, contextual cues, a pre-existing master plan, and the evolving design of associated buildings. • designing a building that accommodates a complex institutional building program with particular attention to public/private gradients. • understanding and accommodating life safety, egress, and access requirements for an institutional building. • designing an effective structural system for an institutional building. • designing a building envelope that provides a suitable character for an institutional building. • refining presentation techniques used in the profession of architecture.
Course Requirements	<p>Students must complete the following:</p> <ul style="list-style-type: none"> • context analysis and master plan (group projects, 3 weeks). • a well-developed schematic design for a specific institutional building within one of the group master plans. (individual project, 7 weeks) • a final studio presentation that clearly articulates design intentions, relationship of the proposed building to the urban context and proposed master plan, the resolution of program within the building, a reasonable structural system, and accommodation of life safety, egress and access for all building users. • Students must participate in all in-class activities, including: group discussions, desk critiques, small group pin-ups, design reviews, and project presentations.
Course Evaluation	<p>The course is graded CR/NC. Each student receives a detailed written evaluation at the end of the quarter. This evaluation discusses the quality of individual work and working methods, and the student's evident contribution to group work.</p>

Arch 501 Architectural Design Studio II (Tectonics)

6 Credits, offered winter quarter

Prerequisite: Arch 500

Corequisite: Arch 570 Design Development

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, B1, B2, B3, B4, B5, B8, B9, B10, B11, B12, C1, C2, C3, C8

Instructor	Varies: Rob Corser Elizabeth Golden and Rick Mohler Rob Peña [2013]
Course Description	<p>This is the second of five required studios in the 2+year MArch program; it is coupled with a series of technical workshops and is taught concurrently with Arch 570, Design Development.</p> <p>Studio projects vary, but focus on the development of a small- to medium-scale building largely through study of environmental determinants, selection of materials, design of building assemblies, and consideration of craft in building construction. Students explore both the practical and expressive potentials of building materials and construction using large-scale hand-built physical models, digital models, and digital fabrication techniques. Technical workshops address structural systems, building enclosure systems, interior materials and fittings.</p> <p>Projects in 2012-13 included: shared facilities for the University District Farmers Market and Department of Neighborhoods in Seattle, an urban waterways research facility in Seattle, and the ACSA Timber in the City competition.</p>
Course Objectives	<p>By the end of the quarter each student will have gained experience and improved professional competence in:</p> <ul style="list-style-type: none"> • developing an understanding of historical and theoretical issues associated with building tectonics • developing useful analytical case studies with a focus on building assemblies used in existing buildings • developing a rigorous and effective design process • designing appropriately-scaled structural systems that contribute to the expressive quality of buildings • responding to environmental factors in the development of building enclosures • using large-scale physical modeling as a tool for building design • refining visual and verbal presentation techniques used in the profession of architecture.
Course Requirements	<p>Students must complete the following:</p> <ul style="list-style-type: none"> • a building case study, including a large-scale, perhaps even full-scale, case study model. (2 weeks) • readings on the theoretical foundations for the studio, with weekly discussions led by students. • a building design that serves as a vehicle for intensive tectonic investigation, with consideration of structure, construction and materials as primary factors. • a final studio presentation using large-scale models, building details and presentation graphics that attests to the theoretical and practical relationships between form and function, and making and materials. <p>Students must participate in all in-class activities, including: group discussions, desk critiques, regular small group pin-ups, informal design reviews, and formal project presentations.</p>
Course Evaluation	<p>The course is graded CR/NC. Each student receives a detailed written evaluation at the end of the quarter. This evaluation discusses the quality of individual work and working methods, and the student's evident contribution to group work.</p>
Required Texts	<p>Required readings vary; however they generally include:</p> <p>Joseph Rykwert, "Semper and the Conception of Style", <i>The Necessity of Artifice</i>.</p> <p>Kenneth Frampton, "Rappel a l'Ordre: The Case for the Tectonic," <i>Architectural Design: New Architecture</i>.</p> <p>Marco Frascari, "The Tell-the-Tale Detail," <i>Via 7: The Building of Architecture</i>.</p>

Arch 502 Architectural Design Studio III (Sustainability)

6 Credits, offered spring quarter

Prerequisite: Arch 501

Corequisite: Arch 591 Architecture and Landscape

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, A9, B1, B2, B3, B4, B5, B8, B9, B10, B11, B12, C1, C2, C3, C8, C9

Instructor	Varies: Steve Badanes Kay Compton Susan Jones Vikram Prakash (2013)
Course Description	<p>This is the third of five required studios in the 2+year MArch program; it is coupled with a series of technical workshops and is taught concurrently with Arch 591, Architecture and Landscape.</p> <p>Studio projects vary; however, the focus is on environmentally sensitive site integration, sustainable use of material and energy resources in building construction, and life cycle energy usage as significant factors in the conception of building designs. Technical workshops address sensitive integration with building sites, sustainable use of water resources and control of run-off, and selection of sustainable materials for building construction and finishes.</p> <p>Projects in 2012-13 included: Beacon Food Forest Gathering Place (design/build); Center for Wooden Boats in South Lake Union, Seattle (resilient design); Public interface for UW Tacoma (urban sustainability); Wood Products Associate Building (embodied energy and material sustainability)</p>
Course Objectives	<p>By the end of the quarter each student will have gained experience and improved professional competence in:</p> <ul style="list-style-type: none"> • Developing environmentally and culturally sensitive site strategies • Understanding the role of the architect and consultants in site design and development • Designing building form in response to climatic factors, including daylight, heat loading, air currents, view, etc. • Integration of environmental control systems with the mutually supporting goals of human comfort and energy efficiency • Selection of materials with minimal embodied energy • Designing for minimized life cycle costs
Course Requirements	Students must participate in all in-class activities, including: group discussions, desk critiques, regular small group pin-ups, informal design reviews, and formal project presentations.
Course Evaluation	The course is graded CR/NC. Each student receives a detailed written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student's evident contribution to group work.
Required Texts	Required readings vary by studio section.

Arch 503 Architecture Design Studio IV (Comprehensive Design)

6 credits, offered autumn and winter quarters

Prerequisite: Arch 502, Arch 531 Active Control Systems for Building Operation, Arch 533 Advanced Environmental Systems, Arch 570 Design Development

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, B1, B2, B3, B4, B5, B6, C1, C2, C3, C8

Instructor	Varies: Rick Mohler, Jay Taylor Elizabeth Golden, Bob Hull Joel Loveland David Miller [2012-13]
Course Description	The fourth of five advanced studios in the MArch program. Focuses on design conceptualization and development, site issues, structural systems, environmental control systems, building envelope systems, life safety, technical documentation, and presentation. Students produce a comprehensive and environmentally sustainable architectural project involving design decisions across scales.
Course Objectives	<p>Much of the exploration is done in the form of large-scale sectional and three-dimensional drawings of portions of the building. Through the use of models and building details, along with more traditional presentation drawings and models, the final studio presentation attests to an understanding of an architecture that identifies a set of integrated relationships among the major components of a building and how they are developed into a complete architectural scheme. The studio comprises the following elements:</p> <ul style="list-style-type: none"> • Research: The quarter begins with a series of building case studies focusing on the work of designers such as Louis Kahn, Renzo Piano, Norman Foster and Ove Arup. • Readings: The theoretical foundation for the studio is revealed through a series of assigned readings and presentations throughout the quarter. • Design Problem: A single project is given for the quarter, complex enough to include a variety of program functions of both size and type to allow the student to fully explore the architectural aspects of architectural concepts as a vehicle for intensive tectonic investigation. Environmental systems will typically involve both active and passive strategies.
Course Requirements	The studio generally requires active participation, group program and systems analysis, master planning, and development of individual buildings.
Course Evaluation	The course is graded CR/NC. Each student receives a detailed written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student's evident contribution to group work.

Arch 504 Architectural Design Studio Options

6 credits, offered autumn, winter, spring, and summer quarters

Prerequisite: Arch 502

Role in the program: MArch requirement (can be fulfilled by Arch 506)

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C8

Instructor	Varies: Jim Nicholls, Nancy Rottle (Copenhagen/Seattle) Peter Cohan, Jennifer Dee, Galen Minah (Rome) Rob Hutchison, David Miller (Mexico City) Kimo Griggs (Furniture) Peter Cohan, Dorte Mandrup (Master Studio) Ken Oshima (Japan/Seattle) Rob Corser (Digital Fabrication) Jim Nicholls (Storefront) (2012-13)
Course Description	This is the fifth in a series of five required studios in the 2+-year MArch curriculum. Studio projects vary. Numbered Arch 504 when offered autumn or winter, 506 when offered spring or summer. Students may take Arch 506 in place of Arch 504, or Arch 506 for elective credit after completing Arch 504.
Course Objectives	The studio investigates important contemporary issues and builds skills necessary for the professional practice of architecture.
Course Requirements	The studio requires active participation, group analysis, master planning, and development of individual buildings.
Course Evaluation	The course is graded CR/NC. Each student receives a detailed written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student's evident contribution to group work.

Arch 521 Structural System Design

3 Credits, offered autumn quarter

Prerequisite: Arch 323, 324 or equivalent

Role in the program: MArch requirement

Student Performance Criteria covered: A8, B9

Instructor	Kate Simonen
Course Description	<p>Structural configuration and system selection for building design. Lectures and workshops focus on developing an understanding of structural material, element and system performance and an ability to integrate structure and architecture to create efficient and elegant design solutions.</p> <p>This course is designed to be the final required structures course in the Master of Architecture curriculum. Students coming into this course are expected to have a foundation in structural analysis (statics and strength of materials) and design either through a two-quarter sequence in the preparatory year of the graduate program (Arch 323-324) or in their undergraduate studies.</p>
Course Objectives	<p>Class projects are structured to develop an appreciation of the power and potential of structure as an architectural determinate and a facility in the selection and configuration of structural systems integrated with architectural designs. At the completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the performance of different standard structural systems. • Propose a structural system for a complex, multi-story building and articulate the relationship between architectural intent and structural solution. • Configure, analyze and determine approximate sizes of structural elements in steel, concrete and wood to efficiently and elegantly support both vertical and horizontal loads. • Understand the structural behavior of the building envelope: both load bearing and curtain wall systems. • Communicate structural systems using both engineering diagrams and architectural representation. • Evaluate and critic structural proposals.
Course Requirements	<p>There are four projects throughout the quarter weighted as follows:</p> <ul style="list-style-type: none"> • Communicating Structure (50pts) Analyze the structural system of an existing building and represent the structural system using conventional and innovative graphic communication methods. • Structure as Enabler (100pts) Development of structural scheme in support of an architectural concept. In this project students will act as 'consulting engineer' to one of their classmates to develop the structural design for gravity and lateral loads most appropriate to reinforce the architectural proposition. • Structure Integrated (150pts) Development of an integrated structural proposal for a current design project. Students will create structural framing plans, determine approximate member sizes and prepare a narrative of the structural load path and relationship between the structural and architectural schemes.
Course Evaluation	<p>25% Labs/Homework 75% Projects</p>
Required Text	<i>The Architect's Studio Companion</i> by Allen & Iano. This is a reference that will be used throughout the quarter.
Reference Texts	<p><i>Fundamentals of Building Construction: Materials & Methods</i> by Allen & Iano PDF on website for out of print material <i>Seismic Design for Architects: Outwitting the Quake</i> by A. Charleson <i>Structure & Architecture</i> by A. MacDonald.</p>

Arch 531 Active Control Systems for Building Operation

3 Credits, offered winter and spring quarters

Prerequisite: Arch 331 or 431 or equivalent

Role in the program: MArch requirement

Student Performance Criteria covered: A4, B5, B6, B8, B10, B11, C1, C2

Instructor	Dean Heerwagen
Course Description	This course describes common electrical, HVAC, and plumbing systems that are used for actively servicing the internal environments of buildings. Issues and design practices concerning fire prevention and safety systems are considered. Discussion of vertical transportation systems is also offered.
Course Objectives	<p>The focus of the course is to present information about</p> <ul style="list-style-type: none"> • what these systems do • how they operate • what their primary components are • where these components are placed in buildings • how large the components are and, thus, how large are the building spaces which contain these components • how they may be integrated into the overall building design. <p>Where appropriate, rules-of-thumb, design strategies, and other planning short cuts are introduced, for their subsequent application in the architectural design process.</p> <p>The course is fundamentally descriptive. The material is presented without reliance on the quantitative analysis/synthesis techniques commonly used by design professionals -- most often, engineers -- who work in the fields addressed in this class. The intent in offering the class is to provide information about these systems, which should be useful for accommodating them in preliminary schematic design solutions.</p>
Course Requirements	<p>The students are asked to prepare solutions and write reports for the following two exercises (note Problem 1 is done in teams of three students; Problem 2 is performed with students working individually):</p> <ul style="list-style-type: none"> • Problem #1, Demonstration that their Arch 500 solutions comply with the building envelope requirements (Chapter 13) of the 2009 Seattle Energy Code (the one currently in force) • Problem #2, Description and integration of suitable active control spaces for their design problem solutions arrived at in Arch 500.
Course Evaluation	The course grade for each student is determined by averaging the grades achieved for the solutions to these two problems.
Required Texts	Heerwagen, D., <i>Passive and Active Environmental Controls</i> (New York: McGraw-Hill Companies, 2004), Chapters A-F

Arch 532 Construction Materials and Assemblies II

3 Credits, offered autumn quarter

Prerequisite: Arch 332 or equivalent

Role in the program: MArch requirement

Student Performance Criteria covered: A4, A7, B3, B8, B9, B10, B11, B12

Instructor	Jim Nicholls
Course Description	The course is primarily a lecture course on construction materials and assemblies. Topics are introduced in class and backed up with assigned readings and exercises. Construction theory is developed through the use of slides of examples and working drawing details. The interdependence of issues and elements is stressed.
Course Objectives	The students will be direct to explore: <ul style="list-style-type: none"> • relevancy of technical issues to design ideas • material and constructional problem solving, critical thinking and observation • operating within both particular and varied contexts • integration of visual and functional solutions • the significance of details and their resolutions • appropriate use of materials and assemblies • visual and written presentation of ideas and information • integration of personal research and design values
Course Requirements	Detailing Assignments - working drawing quality, 11" x 17" <ul style="list-style-type: none"> • Concrete-casting • Precedent study • Rainscreen/Masonry • Envelope/Balcony • Envelope/Solar Shade Final Exams Ten (10) short answer questions each
Course Evaluation	85% Detailing Assignments (5) 15% Final Exams
Required Texts	Edward Allen and Joseph Iano, <i>Fundamentals of Building Construction, Materials and Methods</i> , 5th Ed., John Wiley and Sons, 2009
Recommended Texts	Edward Ford, <i>The Details of Modern Architecture</i> , MIT Press, 1989 Michael Benedict, <i>For An Architecture of Reality</i> , Loren Books, 1987 Kenneth Frampton, <i>Studies in Tectonic Culture</i> , MIT Press, 1995 Edward Allen, <i>Exercises in Building Construction</i> , Wiley and Sons, 1990

Arch 533 Advanced Environmental Systems

3 Credits, offered winter and spring quarters

Prerequisite: Arch 331 or 431 or equivalent

Role in the Program: 3+ MArch requirement

Student Performance Criteria covered: A4, A11, B3, B6, B8, B10, B11, B12,

Instructor	Mehlika Inanici
Course Description	This course considers evaluation as a part of the iterative design process. It focuses on computational simulation tools and techniques to evaluate the performance of a design or design alternatives, starting at the earliest conceptual design phases to help architects to make informed design decisions. The course focuses on evaluation of solar exposure, interior lighting and thermal performance using digital simulation tools such as Ecotect, Radiance, Climate Consultant, and Comfen
Course Objectives	To provide the knowledge and hands-on experience of computational simulation of building performance. Topics include solar, lighting, and thermal analyses; To utilize a visual calculation feedback that can support early stage conceptual design as well as final design prediction. To create awareness and familiarity with the current issues in sustainable design practices.
Course Requirements	Attend and participate actively in all lecture sessions. Complete the tutorials and assignments. Tutorials provide step-by-step instructions to simulate and analyze various performance aspects of design problems. Assignments promote the creative utilization of simulation tools to make design decisions.
Course Evaluation	33% Simulation Module 1: Solar Analysis 34% Simulation Module 2: Lighting Analysis 33% Simulation Module 3: Thermal Analysis
Required Texts	All texts are posted on the course website.

Arch 570 Design Development

3 Credits, offered winter quarter

Prerequisite: Arch 532

Corequisite: Arch 501

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A3, A4, A7, B3, B6, B8, B9, B10, B12, C1

Instructor	Jim Nicholls
Course Description	Architecture 570 is a graduate course on tectonics and the process of architectural design development. Through lectures, discussions on assigned readings, analytical exercises, and integration with the 501 studio design projects, the class builds on previous introductory materials and assembly courses, and allows the student to explore an entire tectonic language applied to works of architecture. Critical essays provide positions that are then examined in case studies. Details from international and regional architecture are used as examples. The interdependence of design issues and construction constraints is stressed, as is the importance of resolution at all scales
Course Objectives	The students will be directed to explore: <ul style="list-style-type: none"> • Relevancy of technical issues to design ideas • Detailed depth through design development • Critical observation and construction problem solving • Operating within both regional and global contexts • The significance of details and their resolutions • Communication and presentation of ideas and information • Integration of objective research and subjective design values
Course Requirements	A1 - 1:1 detail, physical construction of a precedent study A2 - Sectional axonometric, tectonic drawing of studio project A3 - Large scale physical model, tectonic model of studio project A5 - Weekly Reading Reviews- Brief paragraphs synthesizing readings
Course Evaluation	Assignment 1 1:1 Precedent Detail 30% Assignment 2 Tectonic drawing 30% Assignment 3 Tectonic model 30% Weekly Reading Reviews 10%
Required Texts	1. "Radical Tectonics: Making and Meaning" Annette LeCuyer, <i>Radical Tectonics</i> , 2001 2. "Tectonic ways of Seeing, Thinking, Making" Joel Shack, Paper, <i>ACSA Annual Meeting</i> , 1989 3. "Structure, Construction, Tectonics" Eduard Seklar, <i>Structure in Art and Science</i> , 1965 4. "Between the Presence and Absence of Artifice" Carlos Vallhonrat, <i>Perspecta 24</i> , 1988 5. "Tell – the Tale Detail" Marco Frascari, <i>VIA 7</i> , 1984 6. "The Tectonic Trajectory" Kenneth Frampton, <i>Studies in Tectonic Culture</i> , 1995 7. "Reality and Authenticity in the Experience Economy" Michael Benedikt, <i>Architectural Record</i> , November, 2001 8. "Evolution not Revolution" Kieran / Timberlake, <i>Refabricating Architecture</i> , 2004

Arch 571 Professional Practice

4 credits, offered autumn and spring quarters

Prerequisite: None

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A5, B2, B5, B7, C1, C3, C4, C5, C6, C7, C8, C9

Instructor	Ann Marie Borys Sharon Sutton
Course Description	This course offers a broad survey of topics that illuminate the development and institutionalization of practices inherent to the design and construction of the built environment. They include social, legal, and business frameworks, and they span from conceptual and qualitative approaches to detailed technical aspects. This course is intended to prepare the groundwork for internship by establishing the context, categories, and issues that characterize normative architectural practice. There are three main tracks running through the course: The Professional Context for Practice, The Parameters of Contemporary Practice, and Perspectives on Practice and the Profession.
Course Objectives	The primary goal of the course is to give students an understanding of the profession in general, and of the processes and conventions of practice by which building design becomes realized as construction. This conceptual framework is intended to prepare students for the transition from design education to professional practice, enabling them to comprehend the roles and responsibilities of the architect beyond the creative processes and technical knowledge involved in the design of a project. Students will consider societal and professional responsibilities, the business aspects of architectural practice, the necessity of collaboration, and the nature of working with clients and consultants. As a result of this course, students should be able to plan the first or next steps in their career effectively, to understand their choices, and their place as an emerging architect within the profession and in society.
Course Requirements	There are required readings assigned for all lectures and discussions; students are also required to attend three public lectures by practitioners, produce a collaborative field research report, and conduct an independent research project.
Course Evaluation	Two quizzes cover the material from primary lectures and required readings; students write summaries of public lectures and practitioner career presentations; team reports require an in class response; and the independent research requires a paper and a short presentation.
Required Texts	Required reading for the course is drawn from the following sources: Atkins and Simpson, <i>Managing Project Risk, Best Practices for Architects and Related Professionals</i> Bell, Bryan, ed. <i>Good Deeds, Good Design: Community Service through Architecture</i> . Coxe, Weld. <i>Managing Architectural and Engineering Practice</i> . Cramer and Simpson. <i>How Firms Succeed: a Field Guide to Design Management</i> Cuff, Dana. <i>Architecture, The Story of Practice</i> . Fisher, Thomas. <i>In the Scheme of Things, Alternative Thinking on Practice</i> . Gutman, Robert. <i>Architectural Practice, A Critical View</i> Maister, David. <i>Managing the Professional Service Firms</i> Ramroth, William. <i>Project Management for Design Professionals</i> . Pressman, Andy. <i>Professional Practice 101</i> . Swett, Richard. <i>Leadership by Design: Creating an Architecture of Trust</i> Wasserman, Sullivan, and Palermo. <i>Ethics and the Practice of Architecture</i> .
Recommended Texts	Optional additional readings are posted related to every lecture and there are numerous sources placed on reserve. Relevant articles get posted to the course website as needed for discussions.

Arch 590 Urban and Preservation Issues in Design

3 credits, offered autumn quarter

Prerequisite: none

Corequisite: Arch 500

Role in the program: MArch requirement

Student Performance Criteria covered: A1, A2, A5, A7, A8, A9

Instructor	Jeffrey Karl Ochsner
Course Description	<p>Architecture 590 offers an introduction to current approaches to urban design and preservation primarily focused in the United States. It addresses the general direction of urban design theory and practice and recent historic preservation theory and practice, including research and theoretical directions that have appeared in the past five decades. Issues and areas addressed include questions of public space, how the city serves people, urban building and urban space types, what we preserve and why, new construction in historically significant contexts, recent urban design and preservation/adaptive reuse projects, and the like.</p> <p>The course supports the studio projects in the Arch 500 studio; however, it is not necessary to be enrolled in the 500 studio to take this course.</p>
Course Objectives	<p>The primary objective of the course is to offer participants a framework through which to view design and historic preservation theory and practice as well as a series of examples of applications in actual physical settings. Simultaneously, within the structure of the curriculum, the course provides background information and project examples that have direct relevance to work taking place in the 500 level studio. For students who may never again take a course in urban design or in preservation, this course provides basic information regarding practice in these areas. For students who may choose to take more courses in either or both urban design or preservation (or may choose to pursue either the urban design certificate or the historic preservation certificate), this course serves as a basic introduction to more advanced courses in these areas.</p>
Course Requirements	<p>All students complete two open-book written assignments dealing with the content of the course readings. One focuses on urban design and the other focuses on preservation. In addition, each student prepares a term paper that addresses his/her studio project in urban design and/or preservation terms. This paper is similar to the kind of professional report that an architect might have to prepare for a client group, review board or funding agency. Students also prepare a paper of the highest professional quality as if it were to be presented to a client as work done for a fee. The instructor reviews and grades an intermediate version of the paper providing feedback that helps improve the final paper.</p>
Course Evaluation	<p>Students are evaluated based on their performance on the written assignments and the term paper/project.</p>
Required Texts	<p>Primary readings for the course are a collection of writings that form two "Course Readers" available from the University Bookstore with writings authored by Hannah Arendt, Richard Sennett, Aldo Rossi, James Marston Fitch, Ellen Soroka and others. In addition, students read Jane Jacobs, <i>The Death and Life of Great American Cities</i> (1961), Kevin Lynch, <i>Image of the City</i> (1960), and William H. Whyte, <i>Social Life of Small Urban Spaces</i> (1982).</p>
Recommended Texts	<p>A supplemental reading list is provided at the beginning of the quarter.</p>

Arch 591 Architecture and Landscape

3 credits, offered spring quarter

Prerequisite: none

Corequisite: Arch 502

Role in the program: MArch requirement

Student Performance Criteria covered: A2, A8, A9, A10, B3, B4

Instructor	Susan Olmsted
Course Description	Arch 591 encourages students and allied professionals to forming a collective understanding of architecture's relationship to the landscape. Throughout the course we explore concepts of landscape from the 'natural' condition to the urban condition, with emphasis on the idea that landscape is a dynamic web of systems and patterns. Whether we are looking at the macro-scale or the micro-scale, urban or rural, architecture's response to the landscape as part of a dynamic system is not only a matter of poetics and theory, but also a requisite for living in a healthy, sustainable world.
Course Objectives	<p>The objective of <i>Architecture and Landscape</i> is to emphasize the interconnectedness of architecture with natural, biological, and engineered systems that comprise the landscape, and to underscore the potential of architecture to engage these systems toward cultivating a sense of place and developing an appropriate environmental response. Understanding the site, the surrounding landscape, and the rhythms and patterns that comprise it, enables a designer to use site character as a powerful impetus for design. Three main components provide the framework for the introduction of course material:</p> <p>Grounding - Technical basis for understanding landscape as a set of dynamic processes and interrelated fields of study: soils, geology, hydrology, vegetation, climate, sun, wind, light, habitat, culture.</p> <p>Theory - Narrative, attitudes, ideas, discussion and inspiration central to forming an approach to placemaking in the landscape</p> <p>Practice - Case studies to illustrate the application of technical and theoretical design concepts in generating site-based architectural responses.</p>
Course Requirements	<p>Attendance/Participation Selected Readings Responses to readings Assignment #1: Term Project Proposal + Site Analysis Assignment #2: Term Project: Design Studio Project as Integrated Site Response or Built Project as Case Study</p>
Required Texts	Selected readings

Arch 595 Thesis Research and Preparation

4 credits, offered spring quarter

Prerequisite: substantial completion of MArch degree requirements

Role in the program: MArch requirement (can also be fulfilled by Arch 599)

Student Performance Criteria covered: A1, A2, A5, A7, A11, B1, B4, C2

Instructor	Varies: Alex Anderson, Louisa Iarocci
Course Description	This course involves preparation of thesis proposal and pre-design document within a structured, faculty supervised setting. Student work covers programming; site analysis; land use, building, and accessibility code compliance; building systems selection (material, structural, and mechanical); cost implications; conceptual approach, and schematic design exploration.
Course Objectives	<p>By the end of the course students will produce:</p> <ul style="list-style-type: none"> • a defensible thesis proposal that expands their understanding of architecture as a cultural discipline. • a written account of the theoretical framework that supports the thesis proposal • a building program of uses, spaces and equipment that accounts for the needs of clearly defined user groups and other stakeholders • substantial documentation of the proposed building site and context • a description of design methods to be used in the thesis investigation • an annotated bibliography <p>Students refine:</p> <ul style="list-style-type: none"> • research methods used to establish and demonstrate the proposal's relevance in relation to academic texts and built case studies • writing skills • verbal presentation skills
Course Requirements	<p>Students must attend all course meetings and participate in group discussions and critiques.</p> <p>To receive credit for the course students must submit an approved thesis proposal and pre-design document.</p>
Course Evaluation	Course grade is based on completion of exercises focusing on individual chapters of the document, and on the completed thesis proposal and pre-design document, as well as participation in class activities.
Required Texts	Periodic readings are distributed during the course.
Recommended Texts	As advised by the course faculty.

Arch 599 Independent Thesis Research and Preparation

4 credits, offered autumn, winter, spring, and summer quarters

Prerequisite: substantial completion of MArch degree requirements

Role in the Program: MArch requirement (can also be fulfilled by Arch 595)

Student Performance Criteria covered: A1, A2, A5, A7, A11, B1, B4, C2

Instructor	Students undertake this course as an independent study with their Thesis Committee chair.
Course Description	This course involves preparation of thesis proposal and pre-design document with the Thesis Committee chair, and with input from members of the Thesis Committee. Student work generally covers programming; site analysis; land use, building, and accessibility code compliance; building systems selection (material, structural, and mechanical); cost implications; conceptual approach, and schematic design exploration.
Course Objectives	<p>By the end of the course students will produce:</p> <ul style="list-style-type: none"> • a defensible thesis proposal that expands their understanding of architecture as a cultural discipline. • a written account of the theoretical framework that supports the thesis proposal • a building program of uses, spaces and equipment that accounts for the needs of clearly defined user groups and other stakeholders • substantial documentation of the proposed building site and context • a description of design methods to be used in the thesis investigation • an annotated bibliography <p>Students refine:</p> <ul style="list-style-type: none"> • research methods used to establish and demonstrate the proposal's relevance in relation to academic texts and built case studies • writing skills
Course Requirements	To receive credit for the course students must assure that all committee members approve and sign the thesis proposal and pre-design document.
Course Evaluation	Course grade is CR/NC with credit awarded for completion of the approved thesis proposal and pre-design document.
Recommended Texts	As advised by the Thesis Committee.

Arch 700 Master's Thesis

9 credits, offered autumn quarter (thesis studio), or autumn, winter and spring quarters (independent thesis)

Prerequisite: departmental approval, substantial completion of program course work, Arch 595 or Arch 599.

Role in the Program: MArch requirement, MS requirement

Student Performance Criteria covered: A1, A2, A3, A5, A6, A7, A8, A11, B1, B4, B6, C2, C8, C9

Instructor	Varies: Brian McLaren, Brad Khoury (2012), or as Independent Study
Course Description	<p>In this course students further develop projects initiated in Arch 595 or 599. Students work closely with faculty supervisors (in thesis studio) or their thesis advisory committee (independent thesis) to produce a fully developed architectural project, present it to the public, and submit a completed thesis document.</p> <p>Students may complete a research-oriented, non-design thesis by special departmental approval only.</p>
Course Objectives	<p>During the two (or more) quarter thesis exercise, which includes both Thesis Research and Preparation and Thesis, students produce:</p> <ul style="list-style-type: none"> • a defensible thesis proposal that expands their understanding of architecture as a cultural discipline. • a building program of uses, spaces and equipment that accounts for the needs of clearly defined user groups and other stakeholders • a comprehensive site design that accounts for historical, geographical, and legal characteristics of the context • a consistent and well-detailed building design • a well-written and composed thesis document <p>Throughout the process students refine:</p> <ul style="list-style-type: none"> • research methods used to establish and demonstrate the proposal's relevance in relation to academic texts and built case studies • professional design capabilities, including programming, site design, and building design • graphic and verbal presentation skills used in preparation and delivery of a public presentation • writing and graphic presentation skills in production of argumentation and thorough documentation of the thesis
Course Requirements	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Refine the thesis proposal previously approved by faculty thesis advisors, which outlines topic approach, theoretical foundation, program, site design, case studies, schedule, research and design methodologies used, and bibliography. • Receive approval to present the thesis upon completion of a mid-term review. • Present the completed thesis project in a public forum • Submit the approved thesis document to the Graduate School
Course Evaluation	<p>Course grade is CR/NC, with credit granted upon completion of the public thesis presentation, and submission of the approved thesis document to the Graduate School. Completed theses are eligible for nomination in the departmental thesis prize competition.</p>

Part Four: Section 3 – Faculty Resumes

Permanent Faculty

Alex T. Anderson, Ph.D.

Associate Professor, Associate Chair, Graduate Program Coordinator

Courses Taught (2011-12 and 2012-13)	Arch 210, Design Drawing I Arch 301, Introduction to Architectural Design III Arch 310, Architectural Design Drawing I Arch 400/504, Architecture in Rome Arch 499, Undergraduate Research Arch 560, Seminar on Architectural Theories Arch 595, Thesis Research and Preparation Arch 600, Independent Study or Research Arch 700, Master's Thesis BE 600, Independent Study or Research BE 800, Doctoral Dissertation
Educational Credentials	Ph.D. in Architecture, University of Pennsylvania, Philadelphia, PA, 1997 M.S. in Architecture, University of Pennsylvania, Philadelphia, PA, 1995 M.Arch., University of Pennsylvania, Philadelphia, PA, 1995 B.S. in Civil & Environmental Engineering, Cornell University, Ithaca, NY, 1987
Teaching Experience	Associate Professor, Assistant Chair, Grad. Program Coordinator, University of Washington, 2005 – present Adjunct Associate Professor, Department of Landscape Architecture, University of Washington, 2009 – present. Assistant Professor, University of Washington, 1998 - 2005 Assistant Professor, University of North Carolina at Charlotte, 1996 - 1998 Adjunct Professor, Philadelphia College of Textiles and Science, 1993 - 1995 Instructor, University of Pennsylvania, 1993 – 1995
Professional experience	AVCA Corporation, Sylvania, Ohio. 1991 MHL Architects and Planners, Cape Town South Africa, 1988 The Colaborative, Inc., Toledo, Ohio, 1984.
Selected Publications and Recent Research	<i>A Study of the Decorative Arts Movement in Germany</i> , by Charles-Edouard Jeanneret, translation from the French of 1912 (Vitra Design Museum, 2008) <i>The Problem of the House: French Domestic Life and the Rise of Modern Architecture</i> (University of Washington Press, 2006) “Table Settings: The Pleasures of Well-Situated Eating,” in <i>Eating Architecture</i> , ed. Paulette Singley and Jamie Horowitz (MIT Press, 2004) <i>Incidental Ornament</i> (book manuscript in preparation) <i>Marketing the Mass-production House</i> (book manuscript in preparation)
Other Information	Dean's Faculty Award for Completed Work (for <i>The Problem of the House: French Domestic Life and the Rise of Modern Architecture</i>), 2007 At UW I have served on 199 M.Arch. thesis committees, 3 M.S. thesis committees, and 9 Ph.D. committees since 1998. UW Faculty Senator, 2004 – 2007, 2012 – 2014 CBE Executive Committee, 2007 to present CBE Curriculum Committee, 2012 to present BE Ph.D. Steering Committee, 2003 to present Arch Executive Committee, 2005 to present Arch Curriculum Committee (chair), 2005 to present Arch Graduate Admissions Committee (chair), 2005 to present

Steve Badanes

Professor

Teaching Responsibilities	Arch 402-502 Neighborhood Design Build Studio 1988-present Yestermorrow Design/Build School, Warren VT summer DB workshop 1993-present UW Design Build Mexico 1995-2005
Educational Credentials	Wesleyan University 1967 BA Princeton University 1971 MArch
Teaching Experience	Visiting design/build studios at Atlantic Center for the Arts, Ball State, Catholic U., Florida A&M, Miami U. (Ohio & Ghana) No. Dakota State, U. of Miami, U. of Michigan, U. of Oklahoma, UCSD, UNCC, U. of Oregon, U. of Technology (Helsinki), U. of Wisconsin, Urban Farm (Havana, Cuba),
Professional Experience	Jersey Devil Design Build Collaborative 1969-present. Architects, artists & inventors committed to the interdependence of design & construction Private residential commissions, Public Art, Community based Design Build studios and workshops Natchez St Beach Pavilion, Seaside FL Montessori Island School, Florida Keys Fremont Troll, Seattle
Selected Publications and Reports	Work published in over 350 publications including two books: Jersey Devil Design Build Book 1985 Devil's Workshop 25 Years of Jersey Devil Architecture 1997 <i>NY Times Magazine, Popular Science, The Nation, Fine Woodworking, Solar Today</i> , and Arch publications in the US, France, Germany, Italy & Japan
Selected Public Service	Strawberry theater advisory Bd, Auburn Rural Studio Advisory Bd, Danny Woo Garden Advisory Bd., Architects Without Borders Advisory Bd. (Seattle chapter) Ecosa Institute Advisory Bd.
Awards, Honors & Grants	ACSA Service Award 2010 Seattle Weekly: "Best of Public Art" 1991-2006 (Fremont Troll) ASES (American Solar Energy Association) Solar Pioneer Award 2005 AIA Education Award (1997, 2005) NCARB Prize 2004 ACSA Distinguished Professor 2002 Metal Architecture Design Awards (2000, 2001) ACSA Fellowship 1990 Wesleyan University Distinguished Alumni Award 1990 NEA Building Arts Fellowship 1981 National Enquirer Weird Home Award 1978
Selected Papers and Presentations	"Breaking Boundaries" Atlantic Center for the Arts 2007 Yildiz Meeting 2006 Exhibition, Adama, Konya, Edine, Trabzon Bursa, Eskiehir, TURKEY New Americans, Rome, Florence, Milan, ITALY "Marginal Architecture" Paris FRANCE Art of design, Univ of Wisc. Over 400 invited lectures in the US, Canada, Europe, Turkey, Mexico and Qatar

Ann Marie Borys

Associate Professor

Courses Taught (2011-12 and 2012-13)	ARCH 151 Appreciation of Architecture II ARCH 401 Architectural Design V ARCH 460 Design Theory and Analysis ARCH 462 Spatial Composition ARCH 500 Architecture Design Studio I ARCH 571 Professional Practice
Educational Credentials	Ph.D. in Architecture, University of Pennsylvania (1998) M.Arch., Syracuse University (1988) B.Arch., University of Maryland (1980)
Teaching Experience	Associate Professor, University of Washington, 2010- present Affiliate Associate Professor, University of Washington, 2009-10 Assistant Dean, Evans School, University of Washington, 2007-10 Adjunct Professor, University of Illinois at Chicago, 2004-06 Associate Professor and Associate Dean, University of Cincinnati, 1999-2004 Assistant Professor, University of Cincinnati, 1991-99
Professional experience	Director, Office of Campus Learning Environments, UIC, 2005-06 Principal, Bible Borys Friedman Architects, Cincinnati, OH, 1993-95 Project Manager, E. Lynn App Architects, Dayton, OH, 1991 Project Architect, Power Architects, Cincinnati, OH, 1990-91 Project Architect, H2L2, Philadelphia, PA, 1989-90 Project Architect, T-Squared Architects, Philadelphia, PA, 1988-89 Architect, Kallman, McKinnell and Wood, Boston, MA, 1986-87 Associate, Meschan Robinson Associates, Cambridge, MA, 1982-86 Intern, HMFH Architects, Cambridge, MA, 1981-82 Intern, Don Hawkins and Associates, Washington, DC, 1980-81
Licenses/Registration	Massachusetts #5690 Pennsylvania #RA-012093-B (inactive) Ohio #A-93-10511 Illinois #001018744 NCARB Certificate #41230
Selected Publications and Recent Research	Selected Publications: <i>Vincenzo Scamozzi and the Chorography of Early Modern Architecture</i> , publication expected June 2014, Ashgate Publishers "Through the Lens—Image and Illusion at Play in an Ideal City," in <i>Architecture as a Performing Art</i> , eds. Marcia Feuerstein and Gray Read (Aldershot: Ashgate, 2013): 97-112. "Lume di Lume: a Theory of Light and its Effects," <i>Journal of Architectural Education</i> 57/4 (May 2004): 3-9. "Number, Spoils, and Relics: Totemic Images in a 'Mnemotopia,'" <i>Journal of Architectural Education</i> 54/1 (September 2000): 28-34. Recent Research: "American Originals: Originality, Innovation, and the 'Domestication of the Infinite,'" presented at the SAH Annual Meeting, April, 2013. "Eye of the Beholder: Late Renaissance Drawings of Gothic Architecture," presented at a symposium on Renaissance architectural drawings at the UW Rome Center, December, 2011. "The Figure of the City': Scamozzi's Architecture as Urbanism," presented at the SAH Annual Meeting, April, 2011.
Professional Memberships	American Institute of Architects Society of Architectural Historians
Other Information	IDP Educator Coordinator 2010-present UW Graduate Council 2010-present CBE College Council 2012-present

Meredith Clausen

Professor

Courses Taught (2011-12 and 2012-13)	Arth 290 Introduction, History of Architecture Arch 457 20 th c. Architecture Arch 459 Architecture Since 1945 Arch 498 Paris: Architecture & Urbanism Arch 558 Graduate seminar, 20 th c. Architecture
Educational Credentials	Ph.D., University of California, Berkeley M.A. University of California, Berkeley
Teaching Experience	University of Washington, 1979-present Tokyo Institute of Technology, 1996 Stanford University, 1987, 1986, 1984, 1979
Professional experience	Editorial Board, Planning, History, Environment series, Alexandrine Press, Routledge Press, London Manuscript evaluator: <u>JSAH</u> , MIT Press, Oxford University Press, Routledge, University of Minnesota Press, University of Chicago Press, Cambridge University Press External Reviewer, tenure & promotion: Princeton; University of Texas, Arlington; Tulane; University of Massachusetts, Boston; University of St. Thomas, St Paul, MN; Ph.D. Examiner, University of Cambridge, Cambridge, Oxford, England
Selected Publications and Recent Research	Selected Publications: "Graves's Portland Building: Power, Politics, and Postmodernism," <u>JSAH</u> , to be published fall 2014. "La Samaritaine, L'Art Nouveau, et l'Emergence de l'Architecture Moderne," in J- F Cabestan, ed., <u>La</u> <u>Samaritaine</u> , Paris: Picard, publication expected fall '13. North American Women Architects, editor, section on women in North America, <u>Dictionnaire des</u> <u>Créatrices</u> , Antoinette Fouque, Béatrice Didier, and Mireille Calle-Grubers, eds. Paris: Les Editions des Femmes, 2013; essay on Eleanor Manning in same. "Pietro Belluschi and his contribution to 20 th c. Religious Architecture," <u>Encyclopedia of Christian</u> <u>Architecture</u> , publication expected 2014. <u>The Pan Am Building and the Shattering of the Modernist Dream</u> , MIT Press, 2004 <u>Pietro Belluschi. Modern American Architect</u> . MIT Press, 1994; pbk ed. 1999 <u>Spiritual Space. The Religious Architecture of Pietro Belluschi</u> , Univ. of Washington Press, 1992. <u>Frantz Jourdain, Art Nouveau Theory & Criticism, & the Samaritaine</u> , E.J. Brill, Netherlands, 1987. "Women in Architecture at the Ecole des Beaux-Arts, Paris, <u>After Julia Morgan</u> ," <u>Journal of the Society</u> <u>of Architectural Historians</u> , June 2010. "L'Ecole des Beaux-Arts: une histoire genderisée," <u>Revue de l'Ecole</u> <u>d'architecture de Versailles</u> , 2009. [Seattle Public Library], <u>Házépítés, Minosegi hazepites es beloepiteszet</u> , v. VIII, #4, szám 2004, Budapest, Hungary. Current Research Ada Louise Huxtable, entry on for BWAFA Archives, Women in Architecture Le Corbusier, Frantz Jourdain, and the legacy of Art Nouveau theory
Professional Memberships	SAH AIA (affiliate member)

Peter Cohan, AIA

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 304, Introduction to Design Studio II Arch 400, Architectural Design IV Arch 500, Architectural Design Studio I Arch 503, Architectural Design Studio Options Arch 506, Advanced Architectural Studies Arch 600, Independent Study or Research Arch 700, Master's Thesis
Educational Credentials	M.Arch, University of Washington, Seattle, WA, 1984 M.F.A. in Printmaking, Northern Illinois University, DeKalb, IL, 1977 B.A. in Art and Philosophy, Augustana College, Rock Island, IL, 1973
Teaching Experience	Associate Professor, University of Washington, 2011 – present Assistant Professor, University of Washington, 2003 – 2011 Lecturer, University of Washington, 1989 – 2003 Assistant Professor, University of Wisconsin-Milwaukee, 1988-1989 Assistant Professor, Illinois College, 1977-1979
Professional experience	Peter Cohan Architect, Seattle, WA, 1991 – present Kohler Associates Architects and Planners PS, Bellevue, WA, 1984 - 1989
Licenses/Registration	Registered Architect, State of Washington, 1990
Selected Publications and Recent Research	Recent architectural design work: <i>Fleischauer Residence</i> - renovation and additions to an existing house in West Seattle, Washington, 2014 <i>Rowe Cottage</i> - waterfront house on Pickering Passage in Mason County, Washington, 2011 <i>L2Q Studio</i> – 940 s.f. detached accessory dwelling unit with artist's studio, Seattle, Washington, 2009 <i>Rowe Garage/Bunkhouse</i> - first phase of a master plan on waterfront property on Pickering Passage in Mason County, Washington, 2007-8. <i>Cedar Park House</i> - 5,500 s.f. residence in Cedar Park overlooking Lake Washington, Seattle, Washington, 2008 <i>L2Q House</i> - 1,940 s.f. house in the Beacon Hill neighborhood, Seattle, Washington, 2006
Professional Memberships	American Institute of Architects, Seattle Chapter
Other Information	Recent publications of architectural work: "Uphill Battle: A Seattle house defies gravity to manage stormwater," <i>Greensource Magazine</i> , March 2012 "For Outdoor Enthusiasts," <i>Interior Design Magazine</i> , Taiwan, ROC no.51, May 2010 "Dialogare con l'ambiente," <i>Ville e Case Prefabricate</i> , no.24, 2009 "Seeing the Light," <i>Inhabit: The Best of Pacific Northwest Magazine</i> , Spring 2009 and <i>The Seattle Times, Pacific Northwest Magazine</i> , October 12, 2008 <i>Two by Four Magazine</i> , Japan 2x4 Home Builder's Association, Volume 168, July 2007 "Efficiency Squared," <i>Seattle Magazine</i> April 2007 and <i>Northwest Home and Garden Magazine</i> March/April 2007 Teaching awards: The Gerald Williams Prize, awarded for excellence to an outstanding student or faculty member in the Department of Architecture, 2009 The Lionel "Spike" Pries Prize, for Excellence in Teaching, 1998 The Lionel "Spike" Pries Prize, for Excellence in Teaching, 1995

Robert Corser, AIA

Associate Professor

Courses Taught (2011-12 and 2012-13)	ARCH 300 Introduction to Architectural Design I ARCH 380 Computers in Architecture ARCH 400 Architectural Design IV (Rome) ARCH 402 Architectural Design VI ARCH 485 Digital Craft Workshop: Advanced Projects in CAD ARCH 495 Architectural Studies Abroad - Representation ARCH 498u Digital Design for Fabrication and Construction ARCH 501 Architectural Design Studio II ARCH 504 Architectural Design Studio Options (Rome)
Educational Credentials	Master of Design, Harvard Graduate School of Design, 2003 Master of Architecture, University of Virginia, 1993 Bachelor of Arts – Arch. History, University of New Hampshire, 1989
Teaching Experience	University of Washington, Assistant Professor, 2008–present University of Kansas, Assistant Professor, 2005–2008 Syracuse University, Assistant Professor, 1998–2002
Professional experience	Rob Corser, Architect, 1998 – present Hawkins\Brown, London, UK (Project Architect), 2004–2005 ARUP, London, UK (Senior Architect), 2003-2004 Paulett Taggart Architects, San Francisco, CA (Architect), 1995–1997 Leddy Maytum Stacey Architects, San Francisco, CA, 1994 Scribner Messer Brady and Wade Architects, Richmond, VA, 1993-1994 Peter Waldman Architect, Charlottesville, VA, 1993 MEC Structural Engineers, Portsmouth, NH, 1986-1989
Licenses/Registration	Registered Architect, State of California, License # C-27444 -since 1998
Selected Publications and Recent Research	“Stress-Crafting: Interweaving Digital Dexterity and Manual Intelligence” in: <i>Where Do You Stand?</i> - Proceedings of the 99th Annual Meeting of the Association of Collegiate Schools of Architecture, March 2011 “Parametric Armatures for Hand Work” in: <i>Where Do You Stand?</i> - Proceedings of the 99th Annual Meeting of the Association of Collegiate Schools of Architecture, March 2011 <i>Fabricating Architecture: Selected Readings in Digital Design and Manufacturing</i> Edited by, and with an introduction by Rob Corser, Princeton Architectural Press, Spring 2010
Professional Memberships	Member, American Institute of Architects, Member # 30164979 -since 2005 Member, ACADIA –Association for Computer Aided Design in Architecture
Other Information	Named as one of 30 “Most Admired Educators for 2013” by the Design Futures Council, in <i>Design Intelligence</i> Magazine At UW, I have served on 10 M.Arch thesis committees since 2009 and on 2 M.S. thesis committees Arch Graduate Admissions Committee, 2009 - present Arch Structures Search Committee, 2009 - 2010

Jennifer Dee

Lecturer

Courses Taught (2011-12 and 2012-13)	Arch 301, Introduction to Architectural Design II Arch 302, Introduction to Architectural Design III Arch 303, Introduction to Design Studio Arch 360, Introduction to Architectural Theory Arch 400/504, Architecture in Rome Arch 460, Design Theory and Analysis Arch 495, Architectural Studies Abroad – History and Theory Arch 496, Architecture Studies Abroad – Urban Fieldwork Arch 499, Undergraduate Research Arch 560, Seminar on Architectural Theories Arch 595, Thesis Research and Preparation Arch 599, Independent Thesis Research Arch 600, Independent Study or Research Arch 700, Master's Thesis
Educational Credentials	MArch University of Washington, Seattle WA 1984 B.A. <i>Summa cum laude</i> , Hobart and William Smith Colleges, Geneva, NY 1972
Teaching Experience	University of Washington, 1987 – present
Professional Memberships and other information	Faculty Editor, <i>Column 5</i> , Department of Architecture Journal Arch Graduate and Undergraduate Admissions Committees Exhibit and Publications Committee Valle Scholarship Committee Scan Design Fellowship Committee AIA Conference on Design: The Culture of Craft presentation

Daniel S. Friedman

Professor

Courses Taught (2011-12 and 2012-13)	W2011 CEP 461 Urban Ethics & Identity F2013 Arch 498 Goat Rodeo: Practicing Built Environments F2013 Arch 498 Architecture & Science
Educational Credentials	Ph.D. University of Pennsylvania M.Sc. University of Pennsylvania MArch University of Wisconsin-Milw.
Teaching Experience	1983–1987 School of Architecture & Planning, Univ. at Buffalo-SUNY 1990–2002 School of Architecture and Interior Design, Univ. of Cincinnati (director 2000–2002) 1990–2002 School of Architecture, Univ. of Illinois at Chicago (director 2003– 2006) 2006–present College of Built Environments, University of Washington (dean 2006–2012)
Professional experience	1981–1983 McGraw-Hill, New York City (designer) 1983–1987 EFG Design Group (principal) 1992–1997 Bible Borys Friedman Architects (principal) 1997–2000 VOX Architects and Builders (principal) 2012–present IE (sole proprietor)
Licenses/Registration	Ohio 10363 Illinois 018673 New York 020347 (inactive) NCARB 41231
Selected Publications and Recent Research	“Hard-won Calm: A Note on Concrete at Louis I. Kahn’s Salk Institute,” in <i>A Companion to Twentieth Century Architecture</i> (forthcoming 2014) “Fifty-six Cents,” in <i>ARCADE</i> (2012) “Strong Silent Type,” in <i>Ralph Johnson of Perkins + Will</i> (2012) “Man of Steel: Tom Kundig and the Architecture of Domestic Wonder,” in <i>Tom Kundig Houses 2</i> (2011) “Architectural Research,” in <i>Architecture: Celebrating the Past, Designing the Future</i> (2008) <i>CR>NBR[JK 2007: Integrated Practice and the Twenty-first Century Curriculum</i> (2007) “Architectural Education on the Verge,” in <i>Designing for Designers</i> (2007) <i>AIA Report on Integrated Practice</i> (2006) “Cuisine and the Compass of Ornament,” in <i>Eating Architecture</i> (2004) “Introduction,” in Ezra Stoller, <i>The Salk Institute</i> (1999) <i>Plumbing: Sounding Modern Architecture</i> (1997)
Professional Memberships	American Institute of Architects American Institute of Architects College of Fellows
Other Information	2012–present, member, AIA National Health & Design Leadership Group 2010–present, member, Board of Trustees, Seattle Art Museum 2009–2012, member, Board of Regents, American Architectural Foundation 2010–2012 Member, Board of Directors, Association of Collegiate Schools of Architecture (president 2010-2011) 2010–2011, co-chair, AIA National Design & Health Initiative 2006, program chair, AIA National Convention 2004–2006, member, Board of Directors, AIA Chicago 2004, member, Editorial Board, <i>Journal of Architectural Education</i>

Elizabeth M. Golden, RA

Assistant Professor

Courses Taught (2011-12 and 2012-13)	Arch 300, Introduction to Architectural Design I Arch 305, Introduction to Design Studio III Arch 498s, Traditional Building Methods: New Adaptations Arch 499, Undergraduate Research Arch 501, Architectural Design Studio I Arch 503, Architectural Design Studio Options Arch 530, Integrated Building Systems Arch 578, Case Studies in Contemporary Architectural Practice Arch 598A, Contemporary Perspectives on Development and the Built Environment in Afghanistan Arch 599, Independent Thesis Research and Preparation Arch 600, Independent Study or Research Arch 700, Master's Thesis
Educational Credentials	M.S. in Advanced Architectural Design, Columbia University, NY, 1994 B.Arch., University of Arkansas, AR, 1992
Teaching Experience	Assistant Professor, University of Washington, 2012 - present Senior Lecturer, University of Washington, 2009 - 2012 Lecturer, California Polytechnic State University, 2007 - 2008 Visiting Assistant Professor, Drury University, 2004 - 2007
Professional experience	Golden Architects (aka <i>Goldraum</i>), Berlin-Seattle, 2001 - present Tochterle-Knuth Golden Habich Miceli Architects, Berlin, Germany, 2007 Kohlbecker Architekten & Ingenieure, Berlin, Germany, 2001 - 2003 Planungsgemeinschaft Renzo Piano / Christoph Kohlbecker GmbH, Berlin, Germany, 1995 - 2001 Kiss + Zwigard Architects, New York, NY, 1994 - 1995
Licenses/Registration	Registered architect, NY, 2008 - present, license number 032884 Registered Architect, Berlin, Germany, license number 10506
Selected Publications and Recent Research	<i>"Following the Berlin Wall,"</i> in <i>Terrain Vague: Interstices at the Edge of Pale</i> , ed. Manuela Mariani, Patrick Barron, (Routledge, 2013) <i>"Challenging the Standard: Designing Schools for Women in Afghanistan"</i> Proceedings of the 2013 Include Asia Conference, <i>Hong Kong, China</i> <i>"Research-Based School Design in Mazar-i-Sharif, Afghanistan,"</i> Proceedings of the 2013 ARCC Architectural Research Conference, <i>Charlotte, NC</i> <i>"Less is More: Creativity Through Scarcity,"</i> Proceedings of the 101th ACSA Annual Meeting, <i>San Francisco, CA, 2013</i> <i>"Traditional Materials Optimized for the 21st Century,"</i> Proceedings of the ACSA International Conference, <i>Barcelona, Spain, 2012</i> <i>"Traditional Translations: the Universal Optimizing the Handcrafted,"</i> Proceedings of the 99th ACSA Annual Meeting, <i>Montreal, Canada, 2011</i>
Professional Memberships	Timber Research and Development Association Berlin Chamber of Architects
Other Information	At UW, I have served on 10 M.Arch thesis committees since 2009. Coordinator, Department Student Work Exhibitions, 2011 - present Arch Graduate Admissions Committee, 2011 - present Arch Structures Search Committee, 2012 - 2013 Arch AIA Regional Student Awards Selection Committee 2012 - present Arch TPMR Committee, 2009 - 2011

James Kimo Safford Griggs

Associate Professor, Associate Dean for Technology Transfer, Digital Design and Fabrication Professional and Extension School Certificate Program Coordinator, BE FAB Coordinator

Courses Taught (2011-12 and 2012-13)	Arch 332 Const. Materials and Assemblies Arch 403B Architectural Problems Design Studio (Co-taught with Scott Crawford) Arch 430 Materials and Processes Arch 498H Intro to Digital Design and Fabrication Arch 498K Intro to Digital Design and Fabrication Arch 504 Architectural Design Furniture Studio Arch 498U Digital Design Certificate Arch 400 Architectural Design Studio Arch 498A Digital Design Certificate (Co-taught with Jack Hunter) Arch 599 Independent Thesis Research Arch 600 Independent Study Arch 700 Master's Thesis
Educational Credentials	M.Arch, Yale School of Architecture, New Haven, CT. 1984 Independent Study, Architectural Association School of Architecture, London, England, Rotary International Scholarship 1981-82 B.Arch, Yale College, New Haven, CT. 1979
Teaching Experience	Visiting Studio Critic, Carnegie-Mellon University, 1988-89 Lecturer, Yale University School of Architecture, 1989-1995 Lecturer, Coordinator of Design/Technology Workshops, Options Studio Critic, Harvard Graduate School of Design, 1991-2004 Instructor, Yestermorrow Design-Build School, Warren VT, 1992-1994 Lecturer in Materials, Columbia University School of Architecture, Preservation and Urban Planning, 1994-95 Lecturer, Yale University School of Architecture, 2004-2009 Visiting Lecturer, Universidad Iberoamericana, 2005-2008 Assistant Professor, University of Washington, 2008-2011 Associate Professor, University of Washington, 2011-present
Professional experience	President & Principal, James Kimo Safford Griggs Architects, Inc., 1992-2010 President and Head Fabricator, Kimo, Inc., 1992-2012 Individual Practice, 1988-1992 James Volney Righter Architects, Boston, MA 1984-87
Licenses/Registration	Massachusetts Architecture License
Selected Publications and Recent Research	<i>Digital Design and Manufacturing: CAD/CAM Applications in Architecture and Design</i> , Kimo Griggs and Kenneth Kao, John Wiley & Sons, Inc., New York, NY, 2005 <i>Architectural Graphic Standards</i> , 11th Edition, Chapter 14, Section "Computer-Aided Design and Computer Aided Manufacturing (CAD/CAM)", Kimo Griggs and Kenneth Kao, John Wiley & Sons, Inc., New York, NY, 2007
Professional Memberships	None Current
Other Information	Admissions Committee 2008-2011 Shops Committee, Member 2008-2010 Faculty Advisor to Shops/Fab Labs, 2008-present CBE Strategic Planning Committee 2011-2013

Dean Heerwagen

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 436 – Building Acoustics Arch 531 -- Active (& hybrid) Control Systems for Building Operation Arch 534 -- Green Technology (last offered Winter 2013)
Educational Credentials	Phillips Academy, Andover, MA; Diploma, June 1960 Cornell Univ., Ithaca, NY; Bachelor of Metallurgical Engineering, 6/65 MIT, Cambridge, MA; Master of Science, 1/67 MIT, Cambridge, MA; Master of Architecture, 6/71
Teaching Experience	1971-73 Assistant Professor, Dept. of Architecture, Cornell Univ. 1975- Acting Assoc. Prof to Assoc. Prof., Dept of Architecture, Univ. of Washington
Professional experience	1968-70 Self-employed consultant: architectural engineering topics 1974 Engineering staff, Francis J. Linehan, Jr., & Assoc., Consulting Engineers, Boston, MA 1979-80 Consultant for energy use, policies, & conservation, Communication Design, Seattle, WA (a social science consulting organization) 1996 Visiting Scientist, Battelle Memorial Institute, Seattle-Human Affairs Research
Selected Publications and Recent Research	"Incorporation of Energy Conservation Principles into the Design of State Buildings" (member of an eight-person faculty team); funding WA State Legislature, \$683,000, 7/76 -- 9/79 "Request for Purchase of Research Equipment to Measure Solar, Luminous, and Longwave Radiation" (with A.F. Emery & C.J. Kippenhan, Department of Mechanical Engineering); funding from the National Science Foundation, \$30,000, 8/85 -- 6/87 "Dynamic Response of Building Components in Residential Buildings: A Study of Current & Proposed Conservation Standards" (member of a eight-person faculty team); funding: WA State Legislature, \$1,473,000, 3/86 -- 4/89. "Developing architectural design guidelines for improving speech intelligibility in K-12 classrooms" (principal investigator; with UW-private industry team); funding: UW Royalty Research Fund, \$34,735, 7/96 -- 6/97. "Testing the renovated Architecture Hall" (prin. invest.); funding : UW Student Tech Fee, \$53,167, 7/05--6/07. "Evaluating air quality in Arch. Hall studios" (with A.F. Emery, Department of Mechanical Engineering), funding: UW Facility Services Office, \$79,364, 9/07-06/09. Selected Technical Reports: Contributor to: <i>The Incorporation of Energy Conservation Principles into the Design of State Buildings</i> . (Prepared for the WA State Dept of Social and Health Services, Olympia, WA, by a Univ. of Washington faculty/student team); Reports: <i>Phase 1</i> , 6/77; <i>Phase 2</i> , 9/78; <i>Phase 3</i> , 10/79. Contributor to: six reports prepared for the WA State Energy Office (as a member of eight-faculty and several-graduate-student team from the Departments of Architecture, Building Construction, and Mechanical Engineering, University of Washington): -- As an example: <i>Summary Report for "Dynamic Response of Building Components in Residential Homes</i> , 8/89. Monograph published: <i>Observing air flow in buildings</i> (prepared for the Vital Signs Project, University of California, Berkeley, 3/96, 110 ppg Book published: <i>Passive and Active Environmental Controls: Informing the Schematic Designing of Buildings</i> , (New York: The McGraw-Hill Companies, 2004), 960 ppg Approximately 60 conference and journal papers

Nicole Huber, Dipl.-Ing., Dr. des.

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 462, Spatial Composition Arch 500, Graduate Design Studio Arch 561, Urban Design Theory Arch 401, Undergraduate Design Studio Arch 502, Graduate Design Studio Arch 700, Independent Thesis
Educational Credentials	PhD in Architecture, Bauhaus University Weimar, 2006 (s. c. I.) Visiting Research Fellow, Massachusetts Institute of Technology, History, Theory, and Criticism Program, Cambridge, MA, 2003 Post-Graduate Research Position in Architecture / Urbanism, 1996-2001, Qualifikationsstelle BAT II A, University of the Arts Berlin, Germany MArch Technical University Darmstadt, Germany, 1991
Teaching Experience	Associate Professor, University of Washington, 2011-pres. Assistant Professor of Architecture, University of Washington, 2005-11 Professor / Co-Director of the Program for Urban Processes, (Gastprofessor), Department of Design, University of the Arts, Berlin, 2001-2004 Visiting Faculty (Urban History and Theory), Southern California Institute of Architecture (SciArc) in conjunction w/ UdK Transatlantic Academy, 2003 Assistant Professor, International Architectural Exchange Program, University of the Arts Berlin, Germany, 2000-2001 Assistant Professor of Architecture and Urban Design, (BAT II A, 5-Year Position), Department of Design, University of the Arts, Berlin
Professional experience	Tassili Architects Berlin 1999-2002 N. Huber, Architect, Berlin, 1994-1998 Roche & Francois Architects, Paris 1992-1993
Licenses/Registration	Chamber of Architecture and Urbanism, Hesse, Germany
Selected Publications and Recent Research	The Architecture of 'Sachlichkeit', Bauhaus University Press 2013 From the American West to West Berlin: Wim Wenders, Border Crossings, and the Transnational Imaginary, w/ R. Stern, in: Jeffry Diefendorf, Janet Ward (eds.), <i>(Trans)Nationalism and the German City</i> , Palgrave 2013. Export-Urbanism: International Building Exhibitions and Transatlantic Relations (1927/1957) in: C. Zimmermann (ed.), <i>Stadt und Medien. Stadt als Raum der Medieninstitutionen</i> , (Cologne, Weimar, Vienna: Böhlau, 2012), 155-199. Tracing Transdisciplinarity: Urban Laboratories from Weimar to the American West, in: F. Eckardt (ed.), <i>Future City—Future Bauhaus</i> , (Würzburg: Königshausen und Neumann, 2011), 163-184 Urbanizing the Mojave Desert: Las Vegas, w/ R. Stern, Berlin: Jovis, 2008.
Professional Memberships	Society of Urban History and Research, Germany
Other Information	Lionel Pries Teaching Award, University of Washington, WA, CBE, 2012 College Council Travel Award, University of Washington, WA, CBE, 2009 Johnston / Hastings Publication Support Award, University of Washington, WA, CAUP, 2008 Johnston / Hastings Faculty Research Travel Award, University of Washington, WA, CAUP, 2006, 2005.

Ann C. Huppert, Ph.D.

Assistant Professor

Courses Taught (2011-12 and 2012-13)	Arch 150, Appreciation of Architecture I Arch 400/504, Architecture in Rome Arch 498, Architecture of Mediterranean Cities Arch 498, Drawing and the Profession of Architecture
Educational Credentials	Ph.D. in Architectural History, University of Virginia, 2001 M.A. in Architectural History, University of Virginia, 1992 A.B. in Philosophy, Vassar College, 1988
Teaching Experience	Assistant Professor, University of Washington, 2010-present Acting Assistant Professor, 2009-2010 Assistant Professor, University of Kansas, 2002-2009 Visiting Assistant Professor, The Ohio State University, 2001-2002 Instructor, Syracuse University, 1999-2001
Professional experience	Architectural Resources Group, San Francisco, California, 1995-97 National Trust for Historic Preservation, Washington, D.C., 1991 Historic District Commission, Nantucket, Massachusetts, 1988, 1990
Selected Publications and Recent Research	<i>Becoming an Architect in Renaissance Italy: Painting, Mathematics, Engineering, and the Career of Baldassarre Peruzzi</i> (Book accepted for publication, Yale University Press) "Material Matters: Training the Renaissance Architect," <i>Infinite Connections: Writing the History of Art East and West</i> , ed. N. Avcioglu and A. Sherman (Forthcoming, Ashgate, 2014) "Practical Mathematics in the Drawings of Baldassarre Peruzzi and Antonio da Sangallo the Younger," in <i>Geometrical Objects: Architectural Practice and the Mathematical Sciences 1400-1800</i> , ed. A. Gerbino (Forthcoming: MIT Press, 2014) "Giorgio Vasari and the Art of Siena," in <i>Research Companion to Giorgio Vasari</i> , ed. D. Cast, (Forthcoming: Ashgate, 2014) "Envisioning New Saint Peter's: Perspectival Drawings and the Process of Design," in <i>Journal of the Society of Architectural Historians</i> 68.2 (2009) "Roman Models and Sieneese Methods: Baldassarre Peruzzi's Designs for San Domenico," in <i>Siena nel Rinascimento: l'ultimo secolo della repubblica. Arti, cultura e società</i> , Atti del Convegno Internazionale, Siena, ed. M. Ascheri, G. Mazzoni and F. Nevola (Siena: Accademia Senese degli Intronati, 2009) "Mapping Ancient Rome in Bufalini's Plan and in Sixteenth-Century Drawings," in <i>Memoirs of the American Academy in Rome</i> 53 (2008)
Professional Memberships	Society of Architectural Historians Renaissance Society of America Italian Art Society
Other Information	International Programs Faculty Coordinator, Department of Architecture, June 2011-present Chair, International Programs Committee, Department of Architecture, 2012- present Member, International Programs Committee, Department of Architecture, 2009- present Member, Major in Architectural History Committee, Department of Architecture, 2010-present

Robert Hutchison

Affiliate Assistant Professor

Courses Taught (2011-12 and 2012-13)	<p>Winter Quarter 2013 Mexico Abroad Program: Arch496, Urban Fieldwork ("Documentation: Ideas in Representation") Arch495, History (Title: "Architecture in Mexico") Design Studio, Title: "Tlatelolco Tianguis: Strategic Interventions in Mexico City's Colonia Santa Maria la Ribera" (Vertical Studio)</p> <p>Arch 401 Architectural Design V Arch 501 Architectural Design Studio II Arch 504 Architectural Design Studio Options, Spring Quarter 2012 Design Studio, Title: "Urban Acupuncture: Strategic Interventions in Mexico City's Colonia Atlapampa" (Vertical Studio) Arch 402 Architectural Design VI Arch 502 Architectural Design Studio III Arch 506 Advanced Architectural Studies</p>
Educational Credentials	<p>University of Washington, MArch, 1996 Architecture Thesis Award Medal, University of Washington, 1996 Valle Research Scholarship, University of Washington, 1995 Drexel University, BS Architectural Engineering, 1990 Drexel University, BS Civil Engineering, 1990</p>
Teaching Experience	<p>Affiliate Assistant Professor, University of Washington Department of Architecture, 2011 – Present Part-time Lecturer, UW Department of Architecture, 2001 – Present Program Director, University of Washington Architecture in Mexico Program, Winter 2013, Winter 2011 Adjunct Professor, Washington State University College of Architecture & Construction Management, Fall Semester 2013, Fall Semester 2012, Fall Semester, 2008 Thesis Committee Member on a regular basis International Programs Committee, University of Washington Department of Architecture, 2011 – Present</p>
Professional experience	<p>Principal, Robert Hutchison Architecture, May 2013 – Present Principal, Hutchison & Maul Architecture, 2011 – Present Project Manager & Project Architect, The Miller/Hull Partnership</p>
Licenses/Registration	<p>Registered Architect, State of Washington, #8429 Professional Engineer, State of Washington, #29669 (Currently expired)</p>
Selected Publications and Recent Research	<p>"2013 Mexico City Guidebook", Summer 2013 "2013 Mexico Abroad Studio", Summer 2013 "On the Periphery of Architecture: Japanese Architects & Artists", projected 2014 "Automated Parking Garages", Column 5, Pending 2013-14 "16 Articles about Buildings & Architecture", self-published 2012 "Architecture Mexico 2010" "Timber Grain Elevators", Column 5 Journal of Architecture, 2009 "PARK HERE", Column 5 Journal of Architecture, 2007 "Interbay Roundhouse", Column 5 Journal of Architecture, 2006 "Tsubota Industrial Supply Co.", Column 5 Journal of Architecture, 2005 "Nike Missile Base S-20", Column 5 Journal of Architecture, 2003 "Garage & Store Building", Column 5 Journal of Architecture, 2002 "Menu", Column 5 Journal of Architecture, 2000 "Pacific Industrial Supply", Column 5 Journal of Architecture, 1998 "Rectifier Building", Column 5 Journal of Architecture, 1997 "Flower Kiosk", Column 5 Journal of Architecture, 1996</p>
Professional Memberships	<p>Board Member, 4Culture Public Art Advisory Committee, 2008 – Present Board Member, Space.City, 2008 – Present</p>
Other Information	<p>2010 Japan-US Friendship Commission Fellow 2009 Emerging Voice, Architectural League of NY</p>

Louisa Iarocci

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 150: Appreciation of Architecture I Arch 304: Introduction to Design Studio II Arch 350: Architecture of the Ancient World Arch 400: Architectural Design IV (Rome) Arch 460: Design Theory and Analysis Arch 495: Architectural Studies Abroad- History and Theory (Rome) Arch 496: Architectural Studies Abroad- Urban Fieldwork (Rome) Arch 504: Architectural Design Studio Options (Rome) Arch 559: American Utilitarian Architecture Arch 595: Thesis Research and Preparation
Educational Credentials	Ph.D. in History of Art and Architecture, Boston University, 2003 AM in Art History, Washington University in St. Louis, 1994 MLA, Arts and Sciences, Washington University in St. Louis, 1992 B.Arch., University of Waterloo, 1983 B. Environmental Studies, University of Waterloo, 1981
Teaching Experience	Associate Professor, University of Washington, 2013-present Assistant Professor, University of Washington, 2005-2013 Lecturer, Western Washington University, 2003-2004 Sessional Instructor, University of British Columbia, 2002-2003 Instructor, Harvard University, 2001 Instructor, Simmons College, 2000 Instructor, Boston University, 1995-2000
Professional experience	Imai/Keller Architects, Cambridge, 1994-1995 Wischmeyer Architects, St. Louis, 1991-1993 Kennedy Associates Architects, St. Louis, 1989-1990 Ittner and Bowersox Architects, St. Louis, 1987-1989 Davila-Petraglia Architects, New York, 1985-1986 Maragna and Associates, Toronto, 1983-1985
Licenses/Registration	Licensed Architect, State of Missouri. Registration No. A-5555
Selected Publications and Recent Research	Editor, <i>Visual Merchandising: The Image of Selling</i> (Aldershot, UK and Burlington, VT: Ashgate, 2013) Sole Author, <i>The Urban Department Store in America 1850-1930</i> (Ashgate) Forthcoming June 2014 "Dressing Rooms: Women, Fashion and the Department Store," in <i>The Places and Spaces of Fashion, 1800-2007</i> , edited by John Potvin, London and New York: Routledge, 2008, pp 169-185
Professional Memberships	Member, College Art Association Member, Society of Architectural Historians

Mehlika Inanici, Ph.D.

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 380, Introduction to Computers Arch 533, Advanced Environmental Systems Arch 582, Computational Lighting Design Arch 588, Research Practice Arch 599, Independent Thesis Research and Preparation Arch 600, Independent Study or Research Arch 700, Master's Thesis BE 800, Doctoral Dissertation
Educational Credentials	Ph.D. in Architecture, University of Michigan, Ann Arbor, MI, 2004 M.S. in Architecture, University of Michigan, Ann Arbor, MI, 2001 M.S. in Building Science, METU, Ankara, Turkey, 1996 B.Arch, METU, Ankara, Turkey, 1993
Teaching Experience	Associate Professor, University of Washington, 2011 – present Assistant Professor, University of Washington, 2005 - 2011 Teaching Assistant, METU, Ankara, Turkey, 1994 - 1998
Professional experience	Lawrence Berkeley National Laboratory, Post-doctoral Research Fellow, 2004-2005.
Licenses/Registration	Chamber of Architects, Ankara, Turkey, 1993 – present
Selected Publications and Recent Research	<i>Inanici M. "Dynamic Daylighting Simulations from Static High Dynamic Range Imagery using Extrapolation and Daylight Coefficient Methodologies", Building Simulation 2013 Conference, Chambéry, France, August 25-28, 2013.</i> <i>Kumaragurubaran V and Inanici M. "hdrscope: High Dynamic Range Image Processing Toolkit for Lighting Simulations and Analysis", Building Simulation 2013 Conference, Chambéry, France, August 25-28, 2013.</i> <i>Tai NC and Inanici M. "Luminance Contrast as Depth Cue", Journal of Computer Aided Design and Applications, 9(5), 2012, 691-705.</i> <i>Inanici M. "Evaluation of High Dynamic Range image-based Sky Models in Lighting Simulation", Leukos, Journal of Illuminating Engineering Society, 7(2), October, 2010, 69-84.</i> Van den Wymelenberg K, Inanici M and Johnson P. "The Effect of Luminance Distribution Patterns on Occupant Preference in a Daylit Office Environment" <i>Leukos, Journal of Illuminating Engineering Society, 7(2), October, 2010, 103-122.</i>
Professional Memberships	Illuminating Engineering Society, 1998 – present International Building Performance Simulation Association, 2002 - present
Other Information	University of Washington, Royalty Research Fund, 2009-2010 Faculty Development Award, University of Washington, College of Built Environments, 2009 Nuckolls Fund Grant for Lighting Education, 2007 <i>Gerald William Faculty Prize, 2006</i> <i>Outstanding Performance Award, Lawrence Berkeley National Laboratory, 2005</i> U.S. Department of Energy, Energy Efficiency and Renewable Energy Building Technologies Program Grant, 2004-2005. Distinguished Dissertation Award, Department of Architecture, University of Michigan, 2004

Brian R. Johnson

Associate Professor, Director MS Program in Design Computing

Courses Taught (2011-12 and 2012-13)	Arch 481, 3D Modeling and Rendering Arch 482, Web Weaving Arch 486, Computer Graphics Programming for Design Arch 498, Special Topics (Creating Responsive Environments) Arch 587, Theory of Design Computing Arch 599, Thesis Prep (MS) Arch 600, Independent Study or Research Arch 700, Master's Thesis
Educational Credentials	M.Arch., University of Washington, Seattle, WA, 1981 B.S. in Physics & Mathematics, University of Puget Sound, Tacoma WA 1977
Teaching Experience	Associate Professor, University of Washington, 2002 - present Assistant Professor, University of Washington, 1998 - 2002 Lecturer, University of Washington, 1980 – 1998
Professional experience	Independent Consulting, 2004, 1994-5 Consultant, MetaDesign Group, Seattle, 1987 – 1988
Selected Publications and Recent Research	<p>“Afterword” to <u>Parametric Design for Architecture</u> by Wassim Jabi, Laurence King Publishers (forthcoming, Sept 2013).</p> <p>Chapter in forthcoming “Thought Leaders in BIM” book (working title), Karen Kensek (ed.) Wiley (forthcoming, 2014)</p> <p>“Combined Digital & Physical Modeling with Vision-Based Tangible User Interfaces: Opportunities and Challenges” Chih-Pin Hsiao and Brian R. Johnson. In proceedings of CAAD Futures, 2011, Lige, Belgium.</p> <p>“TIMBA – Tangible User Interface for Model Building and Analysis”, Chih-Pin Hsiao and Brian R. Johnson, in J.A. Jacko (Ed.): Human-Computer Interaction, Part II, HCII 2011, LNCS 6762, pp. 43-52. Springer, Heidelberg.</p> <p>“Analyzing a Process of Collaborative Game Design Involving Online Tools,” Sandra B. Fan, Brian R. Johnson, Yun-En Liu, Tyler S. Robison, Rolfe R. Schmidt, Steven L. Tanimoto, in Proceedings of IEEE Symposium on Visual Languages and Human-Centric Computing (VL/HCC) 2010.</p> <p>“Gizmo and WiiView: Tangible user interfaces supporting architectural presentation” Randolph Fritz, Chih-Pin Hsiao and Brian R. Johnson, in Proceedings of ACADIA 2009.</p> <p>“MxR: A Physical Model-Based Mixed Reality Interface for Design Collaboration, Simulation, Visualization and Form Generation,” Daniel Belcher and Brian R. Johnson, in Proceedings of ACADIA 2008.</p> <p>“ARchitectureView: An Augmented Reality platform for viewing Building Information Models in 3D” Daniel Belcher and Brian R. Johnson, in proceedings of ECAADE 2008.</p> <p>“DVIN: A Dual-view Information Navigator” Chien-lin Chen and Brian R. Johnson, in proceedings of ACADIA 2007, Halifax Nova-Scotia.</p>
Professional Memberships	Association for Computer Aided Design in Architecture, 1988 – 2012 Association of Computing Machinery, 1985 – 2012
Other Information	<p>Director MS Program in Design Computing, 2004 – present Director, Design Machine Group, 2004 – present</p> <p>ACADIA Society Award, 2010, and Award of Excellence in Research, 2002 CBE Gerald A. Williams Prize for excellence in pedagogy, scholarship or administration, 2000</p> <p>UW Advisory Dean Search Committee (2012-2013); CBE College Council (2004-2006) Council Chair (2005-2006); UW Faculty Senator (2002-2003); Admissions (x3); Faculty Search Chair (4x); Curriculum; etc.</p>

Susan H. Jones, FAIA, LEED BD+C

Affiliate Associate Professor, UW
founder, atelierjones

Courses Taught (2011-12 and 2012-13)	Arch 500 Central District Public Scholars Institute: Seattle Jazz Center Arch 502 Material Culture: CLT: Seattle Center for Buddhism Arch 504 Urban Greenhouse for Seattle Central Community College
Educational Credentials	1994 Fulbright Scholarship, Berlin. 1988 Harvard University, Graduate School of Design, Master of Arch 1983 Stanford University, Bachelor of Arts, Philosophy.
Teaching Experience	2012 Visiting Lecturer, University of Oregon, Portland, OR. 2001–present Affiliate Associate Professor of Architecture, University of Washington 1996 –2001 Assistant Professor of Architecture, University of Washington
Professional experience	2003 – present founding Partner, atelierjones llc, Seattle, www.atelierjones.com 1999 – 2003 Partner, NBBJ, Seattle, WA. 1990 – 1999 architect, NBBJ, Seattle, WA. 1987, 1989-1990 architectural designer, Boris Podrecca, Architect, Vienna 1988 architectural designer, Kallmann, McKinnell and Wood, Boston, MA. 1987 architectural designer, Holt Hinshaw, Pfau, Jones, San Francisco, CA. 1987 architectural designer, Dean, Tucker, Shaw, Architects, Boston, MA.
Licenses/Registration	2010 Elected College of Fellows, American Institute of Architects 2004 – present LEED Professional BD+C, 2.0, US Green Buildings Council 1999 – present Registered: Connecticut, Massachusetts, Rhode Island, Wisconsin, Louisiana, Mississippi, North Carolina, Ohio, Illinois, Maine, Michigan, Missouri, Montana, Vermont, Wisconsin. 1994 – present Registered Architect, Washington State.
Recent Publications and Awards	2013 IFRAA/Faith & Form Merit Award for St. Paul's Episcopal Church Renovation in Religious Architecture: Renovation Category. 2013 SRI LANKA: MATERIAL CULTURE, University of Oregon Studio Work, Spring 2012, selected for the University of Oregon Libraries 2013 "St. Paul's Episcopal Church: The Forest in the City", by Susan Jones, FAIA, in <i>Faith & Form: The Interfaith Journal on Religion, Art and Architecture</i> , Vol. XLVI, No. 2/2013, June 2013, pgs 15-19 2012 "Light Leaps", by Susan Jones, FAIA, in <i>Faith and Form: The Interfaith Journal on Religion, Architecture</i> , No. 2/2012, pgs. 13-16 2011 AIA FutureShack Design Award, Unbuilt Category, for <i>Pike Station</i> . 2012 2011 Living Building Community Award, for competition entry: Pioneer Square: Living Blue and Green. 2011 AIA Seattle, Citation, for Deployable Greenhouses, 2010 AIA Seattle Citation for Visionary Work, Deployable Greenhouses. 2010 "Wards Cove Marina Warehouse", ed. Cliff Pearson, in <i>Architectural Record</i> , August 2010, by B.J. Novitski, pgs. 120-122
Professional Memberships	2010-present AIA Seattle Fellows and Honors Committee, Chair, 2011-12. 2006–present Member, Downtown Seattle Association, Seattle, WA. 2004–present Member, US Green Buildings Council, Cascadia GBC 2003–present Vice President, Board of Directors (2010-present), Member, Pacific Real Estate Institute, Seattle, WA. 1996–present Founding Member, former President, space.city, Seattle, WA. 1996–present Member, UW Architecture Professional Advisory Council 1994–present Member, Board of Directors, (2005 – 06) AIA Seattle. 1992–present Member, Association of Women in Architecture, Seattle, WA. 1988–present Board of Directors, Mt. Constitution Sites, Inc. Bellingham, WA.
Other Information	Since 1991, at the University of Washington, I have taught 23 graduate or undergraduate design studios and served on or chaired over 90 M.Arch. thesis committees working directly with over 500 students for several months to a year primarily as an Affiliate faculty member.

Joel Loveland

Mithun Russell Professor of Architecture; University of Washington
Co-Director, Integrated Design Lab (IDL); University of Washington

Courses Taught (2011-12 and 2012-13)	<p>ARCH 503 Graduate - Comprehensive Design Studio ARCH 502 Graduate - Sustainable Design Studio ARCH 500-502 Studio Technology Workshop Series ARCH 598 Design with Climate (Graduate Seminar) ARCH 598 Performance Energy Modeling in Design (Graduate Seminar) ARCH 535 Advanced Topics in Daylighting Design (Graduate Seminar) ARCH 435 Architectural Lighting</p> <p>AIA+2030: Co-Creator & first moderator for Seattle AIA+2030 Series One and Two, 2008 – 2010. Led eight sessions in Seattle, Portland, Charlotte, Minneapolis, and Los Angeles</p>
Educational Credentials	<p>Master of Arts in Architecture and Urban Planning, University of California at Los Angeles (1984) Bachelors of Architecture (professional degree), Arizona State University (1974)</p>
Teaching Experience	<p>2005 Professor with Tenure, Department of Architecture, University of Washington, Seattle, WA 1989-2005 Associate Professor with tenure, Department of Architecture, University of Washington, Seattle, WA 1998 Visiting Associate Professor, Baker Chair of Lighting, Department of Architecture, University of Oregon, Eugene, OR 1988-1989 Research Associate Professor, Department of Architecture, University of Washington, Seattle, WA 1986-1988 Research Assistant Professor, Department of Architecture, University of Washington, Seattle, WA 1983-1986 Assistant Professor, Department of Architecture, Iowa State University, Ames, IA 1980-1983 Assistant Professor, Department of Architecture, University of Washington, Seattle, WA 1976-1978 Lecturer, Department of Interior Design, University of Northern Iowa, Cedar Falls, Iowa</p>
Professional experience	<p>2006-present Director, University of Washington, CBE/DoA Integrated Design Lab 2002-2005 Director, BetterBricks Daylighting Lab Seattle, operated by the UW 2000 -2002 Daylighting Consultant, Lighting Design Lab/Northwest Energy Efficiency Alliance 1988 -1999 Principal, Loveland Millet Partnerships, Seattle, WA, Energy and Lighting Consultants, Seattle, WA 1983 -1988 Principal, Design Zero, Seattle, WA, Energy and Daylighting Consultant, Seattle, WA 1978-1980 Principal: ACCESS, Los Angeles, CA, Communications consultants for public design comment 1976-1978 Project Architect: Flynn, Saito and Anderson Architects, Waterloo, IA 1974-1976 Project Architect: Thorson, Brom, Broshar and Snyder Architects, Waterloo, IA</p>
Selected Publications and Recent Research	<p>Daylighting Design in the Pacific Northwest, Christopher Meek and Kevin Van Den Wymelenberg, forward by Joel Loveland, published by University of Washington Press, 2013 “Targeting 100, Designing a Radically More Energy Efficient Large Hospital with Little Additional Capital Cost”, GreenBuild 2012, San Francisco. “Advance Energy Design Guide for Large Hospitals, Achieving 50% Energy Savings Toward a Net-Zero Energy Building”, Loveland, J. with AIA/IESNA Project Team “Measuring a Decade of Market Transformation – the Pacific Northwest Integrated Design Labs”, Kevin Van Den Wymelenberg, Brown, G.Z. and Loveland J., 2012 ACEEE Summer Study on Energy Efficiency in Buildings, Pacific Grove, California, 2012</p>

“Measuring Market Transformation in the Building Industry”, Kevin Van Den Wymelenberg, Brown, G.Z. and Loveland J., Energy Policy, The International Journal of the Political, Economic, Planning, Environmental and Social Aspects of Energy, accepted for publication in Autumn, 2012

“Target 100”, National Renewable Energy Lab, CleanMed 2012, Golden, Colorado, April, 2012

“Existing Building Renewal for Deep Energy Saving”, Architecture 2030 Roundtable, Seattle, WA, April, 2012

“Target 100”, HKS Architects (web cast to offices internationally), Dallas, March, 2012

“Design with Climate, Meeting the 2030 Challenge”; Minnesota AIA+2030 Workshop Series; February, 2012

“Integrated Design, Meeting the 2030 Challenge”; Seattle AIA+2030 Workshop Series; January, 2012

“Integrated Design, Meeting the 2030 Challenge”; Charlotte, NC; AIA+2030 Workshop Series; September, 2011

“Target 100”, San Francisco Chapter, USGBC, September, 2011

“Target 100”, American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) Pacific Northwest Annual Regional Meeting, Portland, May, 2011

“Target 100, Hospital of the Future”; CleanMed 2011, Phoenix, AZ, April, 2011

“Energy Management at the University of Washington”, CleanMed 2011, Phoenix, AZ, April, 2011

“The Smart Energy University”, US.GSA Administrator’s Green Building Conference, April, 2011

“Targeting 100: Re-evaluating Hospital Energy, Quality, and Cost.” American Society for Healthcare Engineering (ASHE) Conference on Health Facility Planning, Design and Construction (PDC). Tampa, FL, March 13-16, 2011.

“Integrated Design, Meeting the 2030 Challenge”; Portland AIA+2030 Workshop Series: January, 2011

Funded Research:

2013“Integrated Design 2013-2014” to the Northwest Energy Efficiency Alliance, Christopher Meek (PI) with Joel Loveland Co-PI, \$1,000,000 (funded January 2013)

2011“Integrated Design 2011-2012”, Northwest Energy Efficiency Alliance, \$1,200,000 (funded January 2011)

2010“Advanced Energy Efficient Building Technologies for High Performance Hospitals”, U.S. Department of Energy, National Energy Technology Laboratory, DE-FOA-0000115, \$1,200,000+match of \$144,000

2009“Integrated Design in the Pacific Northwest 2009,” Northwest Energy Efficiency Alliance, Portland, OR. \$950,000 + match

Other Information

Recent Selected Honors and Awards:

Mithun Russell Chair of Architecture
 BetterBricks Life-Time Achievement Award
 Washington Governors Award for Sustainable Practices
 Sustainable Industries Journal Top 25 Sustainable Design Practitioner
 Baker Chair of Lighting, University of Oregon

2011 AIA National C.O.T.E. Top Ten Green Building Award, Lott Alliance, Olympia (Project team members as daylighting research consultants) Miller Hull Partnership

2011 National Healthcare Design Award of Honor, Seattle Children’s Bellevue Clinic (Project team members as energy efficiency consultants) NBBJ

2011 AIA Northwest and Pacific Region Design Award of Merit, Kenmore Library (as daylighting research consultants), Weinstein A+U

2011 Seattle AIA Honor Award, Lott Alliance, Olympia (as daylighting research consultants), Miller Hull Partnership

2010 Northwest and Pacific Region AIA Design Awards, Honor Award , Bainbridge High School (as daylighting research consultants), Mahlum

2009 AIA C.O.T.E, National Top-Ten Green Building, “Terry Thomas Building” (as daylighting research consultants), Stantec Engr, Weber Thompson Arch.

Brian L. McLaren

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 302: Introduction to Architectural Design III Arch 351: Romanesque, Gothic and Renaissance Architecture Arch 400: Architectural Design IV (Rome) Arch 442: Africa and Middle East Seminar Arch 495: Architectural Studies Abroad - History and Theory (Rome) Arch 496: Architectural Studies Abroad - Urban Fieldwork (Rome) Arch 504: Architectural Design Studio Options (Rome) Arch 597: Research Practicum Arch 700: Master's Thesis
Educational Credentials	Ph.D. in Architecture, Massachusetts Institute of Technology, 2001 M.Sc. in Architecture and Building Design, Columbia University, 1986 B.Arch., University of Waterloo, 1982 B. Environmental Studies, University of Waterloo, 1980.
Teaching Experience	Associate Professor, University of Washington, 2006-present Assistant Professor, University of Washington, 2001-2006 Adjunct Lecturer, Roger Williams University, Fall 1997 Assistant Professor, Washington University, 1991-1993 Special Lecturer, New Jersey Institute of Technology, 1990-1991 Assistant Professor, Washington University, 1988-1990 Visiting Assistant Professor, Washington University, 1986-1988
Professional experience	Carruthers Shaw and Partners Architects, Toronto, 1984-86 Grey-Noble and Moore Architects, Toronto, 1983-1984
Licenses/Registration	Licensed Architect, State of Missouri. Registration Number: A-5536
Selected Publications and Recent Research	<i>Modern architecture, colonialism and race in Fascist Italy</i> , research and manuscript preparation, 2009-present. "Introduction: Colonial Representations and the Rise of Fascist Imperial Politics." In Giovanni Arena, <i>Visioni d'Oltremare: Allestimenti e politica dell'immagine nelle esposizioni coloniali del XX secolo</i> . (Rome: Edizioni Fioranna, 2011), 15-27, 41-42. "The Ambivalent Space(s) of Tourism in Italian Colonial Libya." In <i>Enhancing the City, New Perspectives for Tourism and Leisure</i> , Edited by Giovanni Maciocco and Silvia Serreli (London and New York: Springer, 2009): 221-43. "Modern Architecture, Preservation and the Discourse on Local Culture in Italian Colonial Libya." In <i>Modernism and the Middle East: Politics of the Built Environment</i> , Edited by Sandy Isenstadt, Eeva-Liisa Pelkonen, and Kishwar Rizvi. (Seattle: University of Washington Press, 2008): 61-78. "Casa mediterranea, casa araba and primitivism in the writings of Carlo Enrico Rava," <i>Journal of Architecture</i> 13, 4 (Autumn 2008): 453-67. <i>Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism</i> , (Seattle: University of Washington Press, April 2006). "The Architecture of Tourism in Italian Libya: the Creation of a Mediterranean Identity." In <i>Italian Colonialism: A Reader</i> . Edited by Mia Fuller and Ruth Ben-Ghiat. (New York: Palgrave, 2005): 167-78. "From Tripoli to Ghadames: Architecture and the Tourist Experience of Local Culture in Italian Colonial Libya." In <i>Architecture and Tourism: Perception, Performance and Place</i> , Edited by D. Medina Lasansky and Brian McLaren. (Oxford: Berg Press, 2004): 75-92.
Professional Memberships	Member, College Art Association Member, Middle Eastern Studies Association Member, Society of Architectural Historians

Christopher M. Meek, AIA

Research Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 435 Principles and Practice of Environmental Lighting Arch 498i Integrated Design Lab Seminar Arch 535, Daylighting Design Seminar ME 599 Sustainable Energy Harvesting and Storage Materials and Systems (co-taught) Arch 700 M. Arch Thesis (multiple)
Educational Credentials	Master of Architecture University of Washington 2002 B.A. Architecture University of New Mexico 1996
Teaching Experience	University of Washington Department of Architecture (2002-Present) University of Washington Department of Mechanical Engineering Professional Education for AIA, USGBC, IESNA, Invited/guest lecture multiple institutions
Professional experience	Building performance consultant, UW Integrated Design Lab (2002-Present) Architect, Associated Studios, Seattle, WA (2002-2007) Project Designer, Hershberg and Associates Architects, New Orleans, LA (1997-2000)
Licenses/Registration	Licensed Architect, State of Washington 2006 NCARB certificate 2006
Selected Publications and Recent Research	Meek, C., Van den Wymelenberg, K.; <i>Daylighting Design in the Pacific Northwest</i> co-authored; November 2012; UW Press; Seattle and London Meek, C., Bruot, A, "Toward Net-Zero Energy Buildings with Energy-Harvesting Electro-Chromic Windows"; International Building Performance Simulation Association (IBPSA) Biennial Building Simulation Conference 2013; Lyon, France; <i>Peer Reviewed; Accepted for presentation Summer 2013</i> Meek, C., PI; Co-PI: Loveland, J.; Integrated Design Lab Operation and Other Services"; Northwest Energy Efficiency Alliance; \$946,000 (2013-2014) Luscombe, C. PI; Co-PIs: Cooper, J.; Kuga, Y.; Meek, C; Taya, M.; National Science Foundation REM; "Research Experience and Mentoring for Under-Represented Students in STEM" (Supplemental to EFRI-SEED: Towards Zero-Energy Buildings Based on Energy Harvesting Electrochromic Window (EH-ECW) and Thermoelectrics (TE) Systems); National Science Foundation; \$100,000;
Professional Memberships	American Institute of Architects (1997-Present) Illuminating Engineering Society of North America (2010-Present) Society of Building Science Educators (SBSE) 2003-Present
Other Information	Recent (selected) consulting projects: Austin Central Library, Lake Flato; Bullitt Center, The Miller Hull Partnership; UCSD Health Sciences Research Facility 2, ZGF Architects; Chatham University Eco-Center, Mithun; ; Guadalajara Museum of Contemporary Art, Herzog and DeMeuron/Studio Gustavo Avilas; Seattle Fire Station 32, Bohlin Cywinski Jackson; Kenmore Library, Weinstein AU

Kathryn Rogers Merlino

Assistant Professor, Undergraduate Program Coordinator, Department of Architecture

Courses Taught (2011-12 and 2012-13)	Arch 150, Appreciation of Architecture I Arch 151, Appreciation of Architecture II Arch 301, Introduction to Architectural Design II Arch 504, Advanced Architectural Design Arch 503, Advanced Architectural Design Arch 402, Architectural Design IV Arch 538, Building Reuse Seminar
Educational Credentials	MArch, University of Virginia, 1999 MArch History, University of Virginia. 1999 B. Architectural Studies, University of Washington, 1995
Teaching Experience	Assistant Professor, University of Washington, 2005 – present Adjunct Assistant Professor, Department of Landscape Architecture, University of Washington, 2006-present Part-Time Lecturer, University of Washington, 2000 - 2005
Professional experience	Cardwell/Thomas Architects, Seattle, Washington, 1995-96 Olson Sundberg Architects, (now Olson Kundig Architects), Seattle, Washington, 1992-1995 Rogers Merlino Design, Seattle, Washington 1988-pr. Roger Newell Architects, Seattle, 1989-1992
Selected Publications and Recent Research	Building Reuse: Sustainability, Design and a New Preservation Ethic. University of Washington Press, Sustainable Design in the Pacific Northwest Series (provisional contract, under review) "Urban grain and the Vibrancy of Older Neighborhoods: Metrics and Measures," in the Proceedings for ARCC 2011 - Considering Research: Reflecting upon current themes in Architectural Research (Spring 2011): 477-488. "Sustainability and the Transformative Value of Repair," in the Proceedings for the Association of Collegiate Schools of Architecture Annual Meeting, New Orleans: (Spring 2011): 525-532. "Classicizing the Wilderness: The Forestry Building at the Alaska-Yukon-Pacific Exposition of 1909" in Pacific Northwest Quarterly, Volume 100, No. 2 (Spring 2009): 79-88. Sustainability and Historic Preservation Report, State of Washington, 2009 "The Ballard Public Library and Service Center," in Places: Forum of Design for the Public Realm, Vol. 20.3 (Spring 2008): 12-17. 2008
Professional Memberships	Vernacular Architectural Forum The National Trust for Historic Preservation Association for Preservation Technology Associate, American Institute of Architects
Other Information	Undergraduate Program Coordinator and Departmental Executive Committee since 2006. King County Landmarks Commissioner, 2009-2012 Board Member, Vernacular Architecture Forum, 2008-2011 At the UW I have chaired 14 M. Arch theses and sat on 13 MArch Theses committees, as well as 5 theses of other department.

David E. Miller, FAIA

Professor, Chair Department of Architecture

Courses Taught (2011-12 and 2012-13)	Arch 501/401, Design Studio in Mexico City Program Arch 570, Design Development Arch 530, Integrated Systems Arch 498c, Structural Architecture Arch 503, Comprehensive studio Arch 595 Thesis Research and Preparation
Educational Credentials	M.Arch, University of Illinois, Champaign/Urbana. 1972 Bach of Arch, Washington State University, 1968
Teaching Experience	Professor & Chair, University of Washington, 2006-present Professor, University of Washington, 1996-present Belluschi Distinguished Professor, University of Oregon, Winter 2007 Kea Distinguished Visiting Professor, University of Maryland, 2002 Distinguished Visiting Professor, University of Michigan, 2000 Associate Professor, University of Washington, 1990- 1996 Instructor, University of Washington, 1985-1990 Visiting Instructor, Washington State University, 1988
Professional Experience	Partner, The Miller/Hull Partnership, Seattle, 1977-present RIA Architects, Vancouver BC, 1976-1977 Arthur Erickson Architects, Vancouver BC, 1974-76 Skidmore, Owings & Merrill, Chicago, 1972-73 Peace Corps, Brasilia, Brazil, 1968-70
Licenses/Registration	Registered Architect, Washington
Selected Publications and Recent Research	200+ articles in architectural journals on design work at Miller/Hull <i>Toward a New Regionalism: Environmental Architecture of Pacific NW</i> (University of Washington Press, 2005)
Professional Memberships	American Institute of Architects, Fellow
Other Information	Gold Medal Recipient, Seattle Chapter, AIA, 2010 Distinguished Alumni Award, Washington State University, 2009 Chair, National AIA Committee on the Environment (COTE) 2011

Galen Minah, Architect

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 310, Introduction to Architectural Design Arch 434, Color and Light Arch 400/504, Architecture in Rome Arch 600, Independent Study or Research Arch 700, Master's Thesis
Educational Credentials	M.Arch, University of Pennsylvania, Philadelphia, PA, 1968 B.Arch, University of Pennsylvania, Philadelphia, PA, 1967 B.A. English, Duke University, Durham, NC, 1961
Teaching Experience	Assistant Professor, University of Washington, 1970 - 1975 Associate Professor, University of Washington, 1975 - present
Professional Experience	Louis Kahn, Architect, Philadelphia, PA, 1967 -1970 Galen Minah Associates, Seattle, WA, 1970 - 1975 Architectural Resources Collaborative (ARC) Seattle, WA, 1975 -1982 Galen Minah Architect, Seattle, WA, 1982 - present
Licenses/Registration	Licensed Architect, State of Washington, No. 2176
Selected Publications and Recent Research	"Color as Idea" in <i>Colour, Design, and Creativity</i> , (University of Leeds Press, 2007) "Color Tectonics", "Color Expression in Architecture and Urban Design", <i>Encyclopedia of Color Science and Technology</i> , (Springer Science Media, Berlin) 2013
Professional Memberships	Association International de Couleur (AIC) AIC Education Committee AIC Study Group for Environmental Color
Other Information	3 Year MArch Admission Committee, Chair, 1990 - present

Richard E. Mohler

Associate Professor / Principal, Mohler + Ghillino Architects

Courses Taught (2011-12 and 2012-13)	Arch 303, Introduction to Design Studio I Arch 305, Introduction to Design Studio III Arch 403/506, Architectural Problems/Advanced Architectural Studies Arch 501, Architectural Design Studio II Arch 502, Architectural Design Studio III Arch 506, Advanced Architectural Studies
Educational Credentials	B.A. Design of the Environment, University of Pennsylvania, Philadelphia, PA, 1980 M. Arch, University of Pennsylvania, Philadelphia, PA, 1984
Teaching Experience	Associate Professor, University of Washington, 1994-present Assistant Professor, University of Washington, 1989-1994 Lecturer, University of Washington, 1986-1989
Professional experience	Nels L. Larson, Architect, Haverford, PA, 1980-81 Ewing, Cole, Cherry, Parsky, Philadelphia, PA, 1982 Mitchell/Giurgola Architects, Philadelphia, PA, 1983-84 Kelbaugh & Lee Architects, Princeton, NJ, 1984-85 Venturi, Rauch and Scott Brown, Philadelphia, PA, 1985-86 Olson Sundberg Architects, Seattle, WA, 1986-89 Kelbaugh, Calthorpe and Associates, 1989-90 Adams/Mohler Architects, Seattle, WA, 1991-2002 Adams Mohler Ghillino Architects, Seattle, WA, 2002-2012 Mohler + Ghillino Architects, Seattle, WA, 2012-present
Licenses/Registration	Pennsylvania, No. EX-10267, 1986 Washington, No. 5660, 1991 NCARB Certification No. 49,834, 1998
Selected Publications and Recent Research	<i>Perspectives on Design Pacific Northwest</i> (Markowitz Residence featured on cover), Panache Publishing 2010 Jenny Sullivan, 'Design of the Times' (Cover Story – Flip/Flop House(s)), <i>Builder</i> , July 2010 Lindsey Roberts, "Cornered" (Markowitz Residence), <i>Seattle Homes and Lifestyles</i> , July/August, 2009. Rebecca Teagarden, "Designs on the Future" (Future Shack - Flip/Flop House(s)), <i>Pacific Northwest</i> , September 13, 2009 Giselle Smith, "Winning Design" (Home of the Year – Falck Residence), <i>Seattle Homes and Lifestyles</i> , November/December, 2009
Professional Memberships	American Institute of Architects, No. 30152590
Other Information	AIA Seattle Honor Award, 1992 Pacific NW AIA Merit Award, 1993 AIA Seattle Merit Award, 2001 Pacific NW AIA Honor Award, 2001 AIA/Seattle Times Home of the Year, 2004 Juror, North Carolina AIA Triangle Honor Awards Program, 2008 Juror, AIA Kentucky Honor Awards Program, 2009 Co-chair, Seattle AIA Honor Awards Program, 2007 Founding Co-chair, <i>Future Shack</i> - Seattle AIA Residential Awards Program, 2009 Member, CBE Strategic Planning Task Force, 2011-2012 Chair, CBE College Council, 2007-2008 Graduate Admissions Committee, 1989-present

Anne Vernez Moudon

Professor of Architecture, Landscape Architecture, and Urban Design and Planning; Adjunct Professor of Epidemiology; Adjunct Professor of Civil and Environmental Engineering

Courses Taught (2011-12 and 2012-13)	UDP 479: Urban Form UDP 576_CEE 586: Pedestrian Travel, Land Use and Urban Form UDP 598: Built Environment and Health
Educational Credentials	University of California Berkeley, BArch. Honors, 1969, Architecture Ecole Polytechnique Fédérale de Lausanne, Switzerland, Doctor es Science, 1987, Urban Design
Teaching Experience	1987-present, Professor of Architecture, Landscape Architecture, and Urban Design and Planning, University of Washington 1984-1987, Associate Professor of Architecture, Urban Design and Planning, and Landscape Architecture, University of Washington 1975-1981, Assistant, then Associate Professor of Architecture, Ford International Career Development Chair, MIT 1973-1975, Lecturer in Architecture, UC Berkeley
Professional experience	International Seminar on Urban Morphology (ISUF), President, 1997-2002 Lincoln Institute of Land Policy, Cambridge, MA, Faculty Associate, 1998-2006 Urban Land Institute, Washington, DC, Fellow, 1999--2005 University of Michigan Taubman College of Architecture and Urban Planning, Colin Clipson Fellow, Winter 2007 Science and Technology Foundation, Lisbon, Portugal: reviewer of research program in architecture and urban planning, March 2007, June 2009, August 2012. Robert Wood Johnson Foundation, Active Living Research (Active Living Policy and Environmental Studies) Program, National Advisor, 2001-2012
Selected Publications and Recent Research	<p>Books</p> <p>Moudon, A. V. Built for Change: Neighborhood Architecture in San Francisco. Cambridge, MA: MIT Press 1986. Paperback edition, 1989.</p> <p>Moudon, A. V. (ed). Public Streets for Public Use. New York: Van Nostrand Reinhold 1987. Paperback edition, with new preface, Columbia University Press, Morningside Books 1991.</p> <p>Moudon, A. V. and M. Hubner (eds). Monitoring Urban Land Supply with GIS: Theory, Practice, and Parcel-based Applications. New York: John Wiley & Sons, Inc. 2000</p> <p>Book Chapters</p> <p>Moudon, A. V. and C. Lee. (2009) Urbanism by Numbers: A Quantitative Approach to Urban Form. In J. Tatom and J Stauber, eds. Making the Metropolitan Landscape, Design and Modernity in American Cities. London: Routledge 2009 : 57-77.</p> <p>Moudon, Anne Vernez. (2010) Au delà de la cartographie : connaissance et pensée des formes métropolitaines. In C. Maumi, ed. Pour une poétique de détour, rencontre autour d'André Corboz. Paris : Editions de la Villette 2010 : 129-146</p> <p>Moudon, Anne Vernez. (In press). Built environment: Exposure, Access, and Use. In XXX, Urban Dynamics and Nature: Planning and Designing with Nature in the City. National Technical University of Athens,</p>
Professional Memberships	Editorial Boards: Progress in Planning 2003-, Journal of the American Planning Association, 2000-, Places, 1993-, Journal of Planning Literature, 1996-, Journal of Urban Design, 1997-, Journal of Urbanism, 2008-
Other Information	<p>Awards:</p> <p>American Planning Association, Washington, D.C., Best Paper Honorable Mention Award, "Suburban Clusters." With P. M. Hess, 2001</p> <p>Transportation Research Board, National Research Council. Best Paper Award, "Site Design Effects on Pedestrian Travel Behavior in Medium-Density Environments." With P. M. Hess, M. C. Snyder, and K. Stanilov, 1997</p>

Robert Mugerauer

Professor

Courses Taught (2011-12 and 2012-13)	Arch 564 Environmental Design and Well Being Arch 598 Special Topics-Qualitative Research Methods
Educational Credentials	Ph.D. Univ. of Texas, 1973 A..B. University of Notre Dame, 1967
Teaching Experience	Grand Valley State University, 1970-1980 St, Edward's Univ., 1980-85 Univ. of Texas, 1985-2000 University of Washington, 2000-2013
Professional experience	Lead Planner, Trilogics 1995-2000,
Selected Publications and Recent Research	"Northern Lights: Embodied Perceptoin and Enacted Vision" in M. Ikonen, ed. Hyperborean Wind, U. of Iceland Press, 2012 "The City: Organism-Enviroment Interaction at Every Scale," in I. Stefanovic ed., The Natural City, U. Toronto Press, 2011 "Toward a Theory of Integrated Urban Ecology, Ecology and Society, December, 2010.

Jim Nicholls

Senior Lecturer

Courses Taught (2011-12 and 2012-13)	Arch 301 Undergraduate Architecture Studio Arch 400 Undergraduate Architecture Tectonic Studio Arch 402 Undergraduate Architecture Storefront Studio Arch 501 Graduate Architecture Tectonic Studio Arch 504 Graduate Architecture Gehl Studio Arch 506 403 Storefront Studio Gig Harbor Arch 532 Materials and Assemblies Arch 570 Design Development Art 351 Furniture Design Studio
Educational Credentials	1986 Bachelor of Architecture, with Honor, University of British Columbia 1982 Bachelor of Arts (Special) University of Alberta, Industrial Design and English Literature
Teaching Experience	2008-Present UW Department of Architecture, Senior Lecturer 2004-2008 UW Department of Architecture, Lecturer 1996-2004 UW Dept of Architecture, School of Art, Lecturer, Joint 1992 UBC Architecture, Part Time Lecturer- First Year Studio 1991 UBC Architecture, Part Time Lecturer- Tectonic Studio 1990 UBC Architecture, Part Time Lecturer- Tectonic Studio 1987 UBC Architecture, Part Time Lecturer- Tectonic Studio 1985 UBC Landscape Architecture, Studio Teaching Assistant 1984 UBC Landscape Architecture, Studio Teaching Assistant
Professional experience	1988-1995 Henriquez and Partners Architects, Vancouver BC, Design Associate and Project Manager 1987-1988 Perkins and Cheung Architects, Vancouver BC, Design Associate 1986-1987 Aiken Smith Carter Architects, Vancouver BC, Urban Design Group 1985 Summer Heritage Trust, Victoria BC, Field Work on As-Found Archive Documentation 1984 Summer Heritage Trust, Victoria BC, Field Work on As-Found Archive Documentation 1989-Present Independent Projects, Residential and Commercial Commissions
Selected Publications and Recent Research	2013 "Public Architects" <i>Thrift-Bruce Carscadden Architects</i> , introduction essay and book editing 2012 <i>Glenn Murcutt, University of Washington Master Studios and Lectures</i> , China Architecture and Building Press, China- Mandarin Translation, New Afterward 2012 "Reflections on Glass" <i>Column 5 Journal of Architecture</i> , essay, UW 2011 "A Future Built on Identity" <i>Forum</i> , December, AIA Seattle, essay, Lauren McCroskey co-authored 2011 "Complete Streets & Main Street Highways" WSDOT Office of Research and Library Services, WSDOT Research Report 2009 <i>Glenn Murcutt, University of Washington Master Studios and Lectures</i> , U Press, University of Washington, ISBN 978-0-295-98958
Other Information	2002 Nominated for Distinguished Teaching Award- UW 2001 G.A. Williams Prize, Awarded by UW Architecture Chair 2001 Lionel Pries Teaching Award, Awarded by UW CAUP Students 2000 GA. Williams Prize, Awarded by UW Architecture chair

Jeffrey Karl Ochsner

Professor; Associate Dean for Academic Affairs, College of Built Environments

Courses Taught (2011-12 and 2012-13)	Arch 352, History of Modern Architecture Arch 452, History of Architecture in Seattle and Environs Arch 590, Urban and Preservation Issues in Design Arch 598A, Special Topics: History & Theory of Historic Preservation Arch 700, Master's Thesis [individual supervision]
Educational Credentials	M.Arch., Rice University, 1976 B.A. (Architecture), Rice University 1973
Teaching Experience	Professor, University of Washington, 1999- Associate Professor, University of Washington, 1995-99 Assistant Professor, University of Washington, 1992-95 Lecturer, University of Washington, 1988-92 Part-time Lecturer, Rice University, 1980-86
Professional experience	Ochsner Associates, Houston, Texas, 1984-87 [owner/principal] Houston Transit Consultants, Houston, Texas, 1981-83 architectural firms in Texas, Wisconsin, Michigan, 1973-74, 1976-81
Licenses/Registration	Registered Architect, State of Washington NCARB Certificate
Selected Publications and Recent Research	<i>Furniture Studio: Materials, Craft, and Architecture</i> (Seattle: University of Washington Press, 2012) <i>Lionel H. Pries, Architect, Artist, Educator: From Arts and Crafts to Modern Architecture</i> (Seattle: University of Washington Press, 2007) <i>Distant Corner: Seattle Architects and the Legacy of H. H. Richardson</i> (Seattle: University of Washington Press, 2003) [co-author: Dennis Alan Andersen] Editor, <i>Shaping Seattle Architecture: A Historical Guide to the Architects</i> (Seattle: University of Washington Press, 1994; second edition, 2014). <i>H. H. Richardson: Complete Architectural Works</i> (Cambridge MA: MIT Press, 1982) "The Emergence of Naramore, Bain, Brady & Johanson and the Search for Modern Architecture in Seattle, 1945-1950," <i>Pacific Northwest Quarterly</i> 103 (Summer 2012): 123-41 [co-author: David A. Rash] "Behind the Mask: A Psychoanalytic Perspective on Design Studio," <i>JAE: Journal of Architectural Education</i> 53 (May 2000): 194-206. "Seeing Richardson in His Time: The Problem of the Romanesque Revival" in Maureen Meister, ed., <i>H. H. Richardson: The Architect, His Peers, and Their Era</i> (Cambridge MA and London: MIT Press, 1999): 102-45. "A Space of Loss: The Vietnam Veterans Memorial," <i>JAE: Journal of Architectural Education</i> 50 (February 1997): 156-71. "H. H. Richardson: The Design of the William Watts Sherman House." <i>Journal of the Society of Architectural Historians</i> 51 (June 1992): 121-45 [co-author: Thomas Hubka].
Professional Memberships	Fellow, American Institute of Architects Society of Architectural Historians College Art Association Vernacular Architecture Forum
Other Information	Distinguish Professor Award, ACSA, 2012 Chair, Department of Architecture, University of Washington, 1996 - 2002 Board member, Society of Architectural Historians, 2000 - 03 Local chair, Annual Meeting, Society of Architectural Historians, 1995 Editorial Board member, <i>JAE: Journal of Architectural Education</i> , 1990 - 94 Lionel Pries Teaching Award, College of Built Environments, 1990, 1992

Ken Tadashi Oshima

Associate Professor

Courses Taught (2011-12 and 2012-13)	Arch 303, Introduction to Design Studio I Arch 401, Architectural Design V Arch 402/506, Architectural Design VI Arch 498c, Special Projects Arch 506, Advanced Architectural Studies Arch 441 Visions of the Japanese House
Educational Credentials	A.B. Harvard College, <i>magna cum laude</i> M.Arch University of California at Berkeley Ph.D. Columbia University
Teaching Experience	University of Washington, Seattle, WA Associate Professor of Architecture, September 2009 to present Adjunct Associate Professor of Landscape Architecture 2009 to Present Assistant Professor of Architecture, September 2005 to August 2009 Harvard Graduate School of Design, Cambridge, MA Visiting Associate Professor of Architecture, Spring Semester 2012 Visiting Assistant Professor of Architecture, Fall Semester 2008 Cambridge, MA University of British Columbia, SALA, Vancouver, B.C. Adjunct Professor, Fall Semester (Tokyo Studio, Tokyo, Japan 2008)
Professional experience	<i>Junior designer</i> , TOYO ITO & ASSOCIATES, 1990, Tokyo, Japan <i>Junior designer</i> , FONG & CHAN ARCHITECTS, 1993-94, San Francisco <i>Editorial Associate</i> , ARCHITECTURE + URBANISM, 1998- present, Tokyo, Japan
Selected Publications and Recent Research	<i>Architecturalized Asia: Mapping a Continent through History</i> , edited by Vimalin Rujivacharakul, H. Hazel Hahn, Ken Tadashi Oshima and Peter Christensen, Honk Kong University Press. Forthcoming Autumn 2013. <i>GLOBAL ENDS—towards the beginning</i> . Tokyo: Toto Publishing, 2012. <i>International Architecture in Interwar Japan</i> . Seattle: UW Press, 2010. <i>Arata Isozaki</i> . London: Phaidon, 2009. "Postulating the Potential of Prefab: The Case of Japan," <i>Home Delivery</i> . New York: The Museum of Modern Art, 2008, 32-37. "Characters of Concrete," <i>Crafting a Modern World: The Architecture and Design of Antonin and Noémi Raymond</i> . New York: Princeton Architectural Press, 2006, 63-77. <i>Visions of the Real: Modern Houses in the 20th Century</i> . Guest co-editor/author with Toshiko Kinoshita, <i>Architecture + Urbanism (A+U) Special Issue</i> . Vol. 1 March 2000; Vol. II October 2000. "Manfredo Tafuri and Japan: An Incomplete Project," <i>Architectural Theory Review</i> , Vol. 8, No. 1, 2003, 16-29.
Professional Memberships	2 nd Vice President, Society of Architectural Historians. Faculty Member, East Asia Center, UW Member of College Art Association, DoCoMoMo Urasenke Seattle Board Member

Robert B. Peña

Associate Professor

Courses Taught
(2011-12 and 2012-13)

ARCH 300 Introduction to Architectural Design I (6)
 ARCH 498X Mobilizing Solar Energy
 ARCH 331 Energy and Environmental System (3)
 ARCH 431 Environmental Control Principles (3)

ARCH 300 Introduction to Architectural Design I (6)
 ENVIR 511/512 Environmental Management Keystone Project I & II (4)
 ARCH 501 Architectural Design Studio II (6)
 ARCH 331 Energy and Environmental System (3)
 ARCH 431 Environmental Control Principles (3)

Educational Credentials

Master of Architecture, 1987, University of California, Berkeley
 Bachelor of Science in Architectural Engineering, 1981, University of Colorado

Teaching Experience

2007 - 13 Associate Professor, University of Washington
 2002 - 07 Associate Professor, California Polytechnic State University, San Luis Obispo
 1999 - 2002 Visiting Lecturer, University of California, Berkeley
 1992-97; 1998-99 Assistant Professor, University of Oregon
 1989 - 92 Assistant Professor, Montana State University

Professional experience

1997 - 98, 1999 - 2002 Van der Ryn Architects/Ecological Design Institute, Vice President, Sausalito, CA
 1991 EHDD Architects, architectural intern, San Francisco, CA
 1988 - 89 Mazria Associates, architectural intern, Santa Fe, NM
 1987 - 87 HKS Engineering, Inc., EIT/intern engineer, Santa Fe, NM
 1981 - 83 Krause Engineering, Inc., EIT/intern engineer, Santa Fe, NM
 1981 Solar Energy Research Institute, research intern, Golden, CO

Selected Publications
and Recent Research

Peña, R., Azari-N, R., "Integrated Design to Achieve Zero Net Energy in an Urban Office Building." Proceedings of the 2012 World Renewable Energy Forum, Denver, Colorado, May 2012.
 Pena, R. "Getting to Net-Zero in a Super High Performance Seattle Office Building." Proceedings of the 2011 American Solar Energy Society National Solar Energy Conference, Raleigh, North Carolina, May, 2011.
 Pena, R. "Learning from the Solar Decathlon: High Performance Building Design, Operation and Evaluation." Proceedings of the 2008 American Solar Energy Society National Conference, San Diego, California, May, 2008.
 Pena, R., and Van der Ryn, Sim. "Ecologic Analogues and Architecture," Kibert, Charles J., Sendzimir, Jan, Guy, G. Bradley, editors. 2002. *Construction Ecology: Nature and the basis for green buildings*. New York: Spon Press
 Current Research (2008 - 13): Building performance research and consulting for Seattle's Bullitt Center, a super high-performance urban commercial office building for the Bullitt Foundation; curated Exhibit 1.0: Living Proof; book currently under development.

Professional Memberships

Society of Building Science Educators
 American Solar Energy Society

Other Information

Director: The Urban Ecology Partnership, an education and outreach center whose mission is to provide unbiased information on the design, construction and performance of the Bullitt Center.
 Moderator: Seattle AIA + 2030 Professional Series 2013.

Vikramāditya Prakāsh

Professor

Courses Taught (2011-12 and 2012-13)	Arch 251 World Architecture Arch 401 Architectural Design V Arch 503 Architectural Design Studio Options Arch 504 Architectural Design Studio Options BE 551 The Contemporary Built Environment Arch 498 Special Projects
Educational Credentials	B. Arch. 1986 Panjab University, Chandigarh, India M. A. 1988 Cornell University, Ithaca, NY Ph.D. 1994 Cornell University, Ithaca, NY
Teaching Experience	Visiting Faculty, Center for Environmental Planning and Technology, Ahmedabad, India 1991-1992 Visiting Assistant Professor, Arizona State University, 1994-1996 Assistant Professor, University of Washington, 1996 – 2000 Associate Professor, University of Washington, 2000 – 2007 Professor, University of Washington, 2007 – present
Professional experience	Partner, VergeAD, Seattle, 2000 - present
Licenses/Registration	Licensed to practice in india
Selected Publications and Recent Research	<i>The Architecture of Shirdatt Sharma</i> <i>A Global History of Architecture</i> (co-authored with Francis Ching, Mark Jarzombek) <i>Colonial Modernities</i> (co-edited with Peter Scriver) <i>Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India</i>
Professional Memberships	Associate AIA, SAH
Other Information	Director, Chandigarh Urban Lab www.chandigarhurbanlab.org

Gundula Proksch

Assistant Professor

Courses Taught (2011-12 and 2012-13)	Arch 210: Design Drawing I Arch 211: Design Drawing II Arch 498W: Design with Living Systems Arch 599: Independent Thesis Research and Preparation Arch 600: Independent Study or Research Arch 700: Independent Master Thesis Arch 700: Thesis Studio
Educational Credentials	Master of Architecture (MArch), Cornell University, 2000 Dipl.-Ing. in Architektur, University of Technology Braunschweig, 1997
Teaching Experience	DAAD exchange, Federal Institute of Technology, ETH Zurich, 1994 Assistant Professor, University of Washington, 2008-present Part-time Faculty, Parsons The New School for Design, 2002-2008 Adjunct Assistant Professor, New York Institute of Technology, 2002-2007
Professional experience	Proksch + Proksch Architekten, Cologne - Seattle, 2002 Skidmore, Owings & Merrill LLP, SOM, New York, 2006-2008 Richard Meier & Partners, New York, 2000-2003 Field Operations, Stan Allen and James Corner, New York, 2001 David Chipperfield Architects, London, UK 1997-1998 Adolf Krischanitz, Architect, Vienna, Austria 1996 Bernd Albers, Architect, Berlin, Germany, 1995 Marcel Meili & Markus Peter, Architects, Zurich, Switzerland, 1994
Licenses/Registration	Licensed and Registered Architect, since 2002 Architektenkammer Nordrhein-Westfalen, Germany, license A 34618
Selected Publications and Recent Research	<i>Creating Urban Agricultural Systems: An Integrated Approach to Design</i> (London and New York: Routledge 2015), forthcoming "Growing Urbanism: An Evolutionary Urban Ecology in Cascadia," in: <i>Now Urbanism, the Future City is here</i> , edited by J. Hou, T. Way, K. Yocom, and B. Spencer, Routledge, London, 2014, forthcoming "Growing Sustainability - Integrating Algae Cultivation into the Built Environment," in: Edinburgh Architecture Research EAR, Volume 33, Methodologies for Sustainable Projects, 2013, pp. 147-162 "Integrated Sustainable Infrastructures: Synergetic Relationships between Water Management Systems and Agricultural Practices," in: <i>The International Journal of Environmental Sustainability</i> , Common Ground Publishing, Volume 8, Issue 2, 2012, pp.35-48 "The Built Environments Laboratory: An Interdisciplinary Framework for Studio Education in the Planning and Design Disciplines," in: <i>Journal for Education in the Built Environment</i> , Volume 7, Issue 2, December 2012, pp. 8-25, (co-author with K.Yocom, B. Born, and S. Tyman) "Less is More: Creativity through Scarcity," Proceedings of the 101st ACSA Annual Meeting, San Francisco, CA, March 2013, (Washington, DC: ACSA Press, 2013), pp. 88-91 "Photosynthetic Energy and Ecological Recycling: The Architectural Potential of Algae Cultivation," Proceedings of the 100th ACSA Annual Meeting, Boston, MA, March 2012, (Wash., DC: ACSA Press, 2012)
Professional Memberships	Design Review Board Member: Downtown Seattle, since April 2012 International Living Future Institute, since 2011 AIA International Associate, since 2009
Other Information	UW Faculty Council on University Facilities and Services, 2010-2013 CBE Strategic Planning Committee, 2011-2012

Kathrina Simonen, RA, SE

Assistant Professor

Courses Taught (2011-12 and 2012-13)	Arch 322 Introduction to Structures II Arch 323 Structures I Arch 324 Structures II Arch/CM 404 Integrated Design Build Studio Arch 498 Structuring Efficiency Seminar Arch 521 Structural System Design Arch 598 Life Cycle Assessment Seminar
Educational Credentials	M.S. in Structural Engineering & Mechanics of Materials, University of California, Berkeley. 1992 M.Arch, University of California, Berkeley. 1991 B.S. in Architectural Engineering, University of Colorado, Boulder 1989.
Teaching Experience	Assistant Professor, University of Washington, 2009-present Associate Professor, California College of the Arts (CCA), 2000-2009 Lecturer, CCA, 1995-2000
Professional experience	Operation Architecture, owner, 2000-2011 Parco Homes, partner, 2005-2009 EHDD Architecture, 1997-2000 Tipping Mar Structural Engineers, 1995-1997 DASSE Design, 1992-1995 Intern at architecture, engineering and lighting design firms 1985-1991
Licenses/Registration	ArchitectCalifornia C27675, 2000-present Structural EngineerCalifornia SE4201, 1997-present Washington SE37314, 2001-2002 & 2009-pres Civil Engineer California C052801, 1994-present CertificateLEED-AP 5/2009
Selected Publications and Recent Research	“Family Heirloom” <i>Dwell Magazine</i> . Dec/Jan 2013. Publication of completed built work: Marin Street Residence. “Iteration for Integration: Techniques for integrating building technology and design,” K. Simonen & C. Sturts Dossick in <i>Building Technology Educators Symposium</i> , July 12-13, 2013 Bristol, RI. <i>Seismic Performance Assessment of Buildings-Methodology for Assessing Environmental Impacts</i> , A. Court, P. Morris, K. Simonen, W. Trusty, M. Webster & J. Heintz. Report prepared in consultation to the Applied Technology Council for the Federal Emergency Management Agency. “Status of North American Life Cycle Inventory Data”, J. Cooper, J. Fava, K. Simonen, S. Boyd, S. Baer. <i>Journal of Industrial Ecology</i> . Vol 16, No.3, 287-289, 2012. <i>Product Category Rules (PCR) for ISO 14025 Type III Environmental Product Declarations (EPDs) of Concrete</i> . ISO peer review completed and published November 2012. <i>Life Cycle Assessment (LCA) and Buildings Research for Washington State</i> . K. Simonen, L. Haselbach, E. Oniel & J. Cooper. Delivered to State on September 1, 2012. <i>Life Cycle Architecture</i> (book manuscript in preparation scheduled for press April 2014 with Routledge)
Professional Memberships	SEAW: Structural Engineers Association of Washington ASCE: American Society of Civil Engineers, Structural Engineers Institute ACLCA: American Center for Life Cycle Assessment and ASTM
Other Information	Mithun/Russell Endowed Professor of Sustainability 2012-present. Architecture Executive Committee and Building Technology Curriculum Coordinator, CCA, 2000-2008

Tyler S. Sprague, Ph.D., P.E., LEED AP

Assistant Professor

Courses Taught (2011-12 and 2012-13)	ARCH 320, Introduction to Structures I ARCH 321, Introduction to Structures II ARCH 322, Introduction to Structures III ARCH 323, Structures I ARCH 324, Structures II ARCH 498, A Systems View of the Built Environment ARCH521, Structural System Design CEE452, Reinforced Concrete Design
Educational Credentials	Ph. D. in the Built Environment, University of Washington, April 2013, Seattle, Washington, College of Built Environments Master of Science, Structural Engineering, UW, May 2006, Seattle, Washington, College of Engineering Bachelor of Science in Civil Engineering, Honors, UC Berkeley, May 2003, Berkeley, California, College of Engineering Attestato di Frequenza e Profitto, Universita per Stranieri, April 2002, Siena, Italy
Teaching Experience	Acting Assistant Professor, Department of Architecture, University of Washington, 9/12-9/13 Pre-Doctoral Lecturer, Department of Architecture, University of Washington, 9/08 – 9/12 Teaching Assistant, Department of Civil and Environmental Engineering, University of Washington, 9/04 - 9/06
Professional experience	Magnusson Klemencic Associates, structural engineering, design engineer, Seattle, WA - 10/06 - 10/08 Clark Pacific (arch. & structural pre-cast), project engineer, Sacramento, CA - 5/03 - 6/04 East Bay Municipal Utility District, engineering aide, Oakland, CA - 5/02 - 12/02 UC Berkeley Space Sciences Lab, engineering asst., Berkeley, CA - 1/00 - 10/00
Licenses/Registration	Professional Engineering in California: License # C 730212008 LEED Accredited Professional (US Green Building Council) 2006
Selected Publications and Recent Research	“Floating Roofs”: The Dorton Arena and the Development of the Modern Tension Roof” <i>International Conference of Structures and Architecture, Portugal</i> , 2013 “Hyperbolic Paraboloids in the Post-war Americas,” <i>Journal of Construction History, Special Issue: Construction History in the Americas</i> , (peer-reviewed) 2013 “Embracing Disciplinary Diversity: A Design Studio Pedagogy for Collaborative Learning” <i>Theory by Design Conference</i> , Architectural Sciences of the Artesis University College of Antwerp, Belgium October 2012, Primary author with Ken Yocom, Manish Chalana
Professional Memberships	Secretary, Association of Preservation Technology (APTI)

John Stamets

Lecturer in Photography

Courses Taught
(2011-12 and 2012-13)

Fall 2011 - Arch 410: Introduction to Architectural Photography
 Winter 2012 - Arch 413: Special Projects in Photography
 Spring 2012 - Arch 410: Introduction to Architectural Photography
 Summer 2012 - Arch 410 A+B: Introduction to Architectural Photography
 Fall 2012 - Arch 410: Introduction to Architectural Photography
 Winter 2013 - Arch 413: Special Projects in Photography
 Spring 2013 - Arch 410: Introduction to Architectural Photography
 Summer 2013 - Arch 410 A+B: Introduction to Architectural Photography

Educational Credentials

B.A.1971. Yale College, New Haven, CT.

Teaching Experience

1992-2013 Lecturer in Photography at the UW Dept of Architecture, Seattle, WA

Professional experience

1988-2013 Professional photographer specializing in architecture, construction and HABS/HAER documentation of historic properties. Recent and current digital photo projects in Seattle include the construction of the Bullitt Center for Sustainability, the renovation of King Street Station and the construction of the new South Park Bridge.

Portfolio includes over 100 historic properties and structures photographed in large format 4x5" film for HABS/ HAER.

Selected Publications
and Recent Research

Books:

1987 - *Portrait of a Market: Photographs of Seattle's Pike Place Market*. Real Comet Press, Seattle, WA.

2009 - *AYP Rephotographic Project* in Bromberg, *Picturing the Alaska-Yukon-Pacific Exposition*, UW Press, Seattle, WA.

David Strauss

Affiliate Assistant Professor

Courses Taught (2011-12 and 2012-13)	Spring 2011: Architecture 502 Architectural Design Studio Fall 2011: Architecture 500 Architectural Design Studio Fall 2012: Architecture 500 Architectural Design Studio Arch 700 Masters Thesis
Educational Credentials	Ph.D., M.Sci., BA cum laude University of Pennsylvania M.Arch. University of Washington
Teaching Experience	Affiliate Assistant Professor, University of Washington 2001 to present Lecturer, University of Washington 1992-2001
Professional experience	SHKS Architects, Principal 1998 to present Cardwell Thomas Architects, Associate 1986-1998 Ibsen Nelsen Associates, Architects, staff 1985
Licenses/Registration	Architect, State of Washington NCARB Registration LEED AP
Selected Publications and Recent Research	Modern Continuity: The Magnolia Branch Library Renovation and Addition. <i>APT Bulletin</i> , v. XLII n. 2-3 Presentation at Association for Preservation Technology National Conference in Denver, October 2010. Building: UW Facilities Services Training Center Building: Legislative Building Renovation Building: Lake Wilderness Lodge Renovation Building: SCCC Mitchell Activity Center, renovation Building: Seattle Fire Stations 31, 8, 18 Building: Ferndale Library Building: UW Carillon
Professional Memberships	American Institute of Architects Association for Preservation Technology Green Building Council International Living Future Institute ICOMOS
Other Information	Washington Trust for Historic Preservation, Board President Washington State Preservation Plan, Advisory Board

Sharon Egretta Sutton, PhD, FAIA

Professor

Courses Taught (2011-12 and 2012-13)	Arch 401: Design Studio Arch 500: Design Studio Arch 571: Professional Practice Arch 595: Thesis Research Arch 700: Thesis Soc WI 800: Dissertation
Educational Credentials	B. Music (University of Hartford, 1963) M. Arch (Columbia University, 1973) M. Phil (City University of New York, 1981) M. Arts, PhD in Psychology (City University of New York, 1982)
Teaching Experience	1975 - 1981: Pratt Institute (Visiting Assistant Professor) 1981 - 1982: Columbia University (Adjunct Assistant Professor) 1982 - 1984: University of Cincinnati (Assistant Professor) 1984 - 1997: University of Michigan (Association Professor/ Professor) 1998 - Pres.: University of Washington (Professor)
Professional Experience	1969 - 1976: Intern Architect (Bond Ryder Architects / Kouzmanoff and Associates in New York City; Mitchell/Giurgola Associates Architects in Philadelphia; Studio di Architettura Forte in Florence Italy) 1959 - 1968: Free Lance Musician in New York City, Local 802 American Federation of Musicians (Original Cast of Man of La Mancha, Sol Hurok Productions, Young Audiences, New World Symphony, Broadway Musicals, Radio City Music Hall)
Licenses/Registration	New York State (1976) and Washington State (Previously Licensed in New Jersey, Ohio, and Michigan); NCARB Certified
Selected Publications and Recent Research	Sutton, Sharon E. (Manuscript and Book Proposal Under Development). <i>When Ivory Towers Were Black: The Rise and Fall of Ethnic Minority Affairs at Columbia University's School of Architecture</i> . Sutton, Sharon E. and Kemp, Susan P. (eds.) (2011). <i>The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities</i> . New York: Palgrave Macmillan. Sutton, Sharon E., Kemp, Susan P., Gutiérrez, Lorraine, and Saegert, Susan (2006). <i>Urban Youth Programs in America: A Study of Youth, Community, and Social Justice Conducted for the Ford Foundation</i> . Seattle, WA: University of Washington. Sutton, Sharon E. (2008). Engaging the public, seeking common ground; Discovering the power of youth. In N.B. Solomon (ed.), <i>Architecture: Celebrating the Past, Designing the Future</i> , pp. 64-77; p. 84. New York: Visual Reference Inc.; Washington, DC: The American Institute of Architects Sutton, Sharon E. (2007). A social justice perspective on youth and community development: theorizing the processes and outcomes of participation. <i>Children, Youth, and Environments</i> 17 no. 2, 616-645. [Available online at: http://www.colorado.edu/journals/cye]. Sutton, Sharon E. (1996). <i>Weaving a Tapestry of Resistance: The Places, Power, and Poetry of a Sustainable Society</i> . Westport: Bergin and Garvey Publications.
Professional Memberships	American Institute of Architects (College of Fellows) Association of Collegiate Schools of Architecture (College of Distinguished Professors)
Honors and Awards	American Psychological Association American Institute of Architects Whitney M. Young Jr. Award Michigan Women's Hall of Fame Life Achievement Award W. K. Kellogg Foundation National Fellowship Award American Planning Association Teaching the Public about Planning Award

Visiting Faculty

Lucrecia Blanco

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Electric Lighting and Lighting Design (Arch 498)
Educational Credentials	1997-1999MFA in Theater Arts, University of Illinois at Urbana-Champaign, Illinois
Teaching Experience	<p>2012-presentElectric Lighting and Lighting Design (Arch 498), College of Built Environments, University of Washington, Seattle, WA.</p> <p>2012 Sustainability in Lighting (Certificate program in Lighting Design), Universidad Iberoamericana, Mexico City, Mexico</p> <p>2009-2011Lighting design master classes, Universidad de Guadalajara, Mexico (Introduction to Design, Design Process, Street Lighting, Lighting Controls, Energy Codes)</p> <p>2009-2011 Lighting design master classes ,Tech de Monterrey, Guadalajara, Mexico</p> <p>2000-2003 Assistant Professor in Lighting Design,Northern Illinois University, Dekalb, Illinois. Head the lighting design program, teach undergraduate and graduate level classes, oversee, design, and advise department productions, recruit, hire, and oversee guest lighting designers and all lighting personnel Average teaching load per term: 18 credit hours</p>
Professional experience	<p>2010-presentDesign Lead, Blanca Lighting Consulting LLC. Private consulting practice with WMBE certification. Practice focused on daylight centered projects of small and large commercial scale.</p> <p>2005-2010Senior Lighting Designer, Pivotal Lighting Design, Seattle, WA, Selected projects: Hospital for Sick Children Research Center Toronto, Ont. CA. East Fraser Lands Development, Vancouver, Ca Manitoba Hydro Headquarters, Manitoba, CA CIEAX (Centro de Investigacion del Agua Xochimilco), Mexico City King Street Station Renovation, Seattle, WA HUB Student Center / University of Washington, Seattle, WA Toronto International Film Festival, Toronto, CA Canyon Ranch Spa, Las Vegas, NE Group Health Eastside, Bellevue, WA Seattle Cancer Care Alliance, Seattle, WA</p> <p>2004-2005Lighting Designer, Candela Lighting Design, Seattle, WA 18101</p>

Katherine (Katie) Freels

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 311, Design Drawing II
Educational Credentials	Master of Arch, University of Washington, 2008 B.A. in Architecture, Clemson University, 2004
Teaching Experience	Part-Time Lecturer, University of Washington, 2008-2013
Professional experience	ZGF Architects, Seattle, Washington, 2010-present Hinthorne Mott Architects, Seattle, Washington, 2008-2010 Callison, Seattle, Washington, 2004-2006 Pazdan-Smith Group, Greenville, South Carolina, 2002-2004
Licenses/Registration	NCARB Registration, 2004 LEED Green Associate, 2012
Professional Memberships	Associate AIA
Other Information	Professional Advisory Council, University of Washington Architecture Non-Profit Board Member, Urban ArtWorks

Anjali Grant

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 303, Introduction to Architectural Design I
Educational Credentials	M Arch, University of Washington, Seattle, WA, 1996 BA in Art & Design, University of Chicago, Chicago, IL, 1990
Teaching Experience	Instructor, University of Washington, 2012 Instructor, University of Washington, 2007 Guest critic, University of Washington, 1997-1998, 2004-2013 Teaching Assistant, University of Washington, 1994
Professional experience	Mahlum Architects, Seattle, WA, 2007-2013 Schacht/Aslani Architects, Seattle, WA, 2005-2007 Mitchell Kurtz Architect, New York, NY, 1999-2003 Jambhekar Strauss (now FxFowle), New York, NY, 1998-1999 Walter Schacht Architects, Seattle, WA, 1997-1998
Licenses/Registration	NCARB Certified; Licensed in Washington and New York State
Selected Publications and Recent Research	Project-related research on sustainable school design.
Professional Memberships	AIA, NCARB, Professional Advisory Committee, University of Washington, Seattle 2030 Commitment Roundtable
Other Information	Presentations/Speaking: Soft Power, University of Washington Jacob Lawrence Gallery, 2012 Council for Educational Facilities Planners International (CEFPI), National Conference on Net-Zero Schools, Dallas, TX (with Kas Kinhead), 2011 AIA COTE Case Study, Seattle (with Jay Oleson, Arup), 2011 AIA 2030 Series, Seattle (with Peter Alspach, Arup), 2010 CEFPI Washington, Tacoma, 2010 AIA 2030 Series, Seattle (with Shane Day, Arup), 2009 CEFPI Pacific Northwest Region, Vancouver BC (with Shane Day, Arup), 2009 University of Washington at Tacoma (with Shane Day, Arup), 2009

Kailin Gregga

Lecturer, Part-time

Courses Taught	Arch 315 Design Drawing III
Educational Credentials	2002- Bachelor of Arts in Architecture from the University of Washington 2007-Masters of Architecture from Parsons the New School of Design
Teaching Experience	2009-Present – Partime Lecturer: College of Built Environments. UW 2007 –Teaching Assistant and Lecturer: Summer Studies in Architecture. Parsons the New School for Design
Professional experience	2009-Present. Architect, LMN Architects. Seattle, WA 2007-2009. Junior Architect, Diller Scofidio + Renfro. New York, NY 2007. Designer, nArchitects. New York, NY 2006. Architect and Contractor, The Design Workshop - Parsons the New School for Design New York, NY and Delisle, MS
Licenses/Registration	LEED AP + BDC
Selected Publications and Recent Research	Design Document Series_29/nArchitects Eric Bunge and Mimi Hoang_2000-2008 “Mississippi Turning,” Dwell Magazine, June 07S “Resilient Foundations: The Gulf Coast After Katrina,” La Biennale di Venezia, Fall 06 “Wearing Their Hearts on Their Hard Hats,” New York Times, 06 November, 2006 “Wash and Dry: Parsons in Mississippi,” Architecture Magazine, September 2006

Myer Harrell

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	ARCH 404 Integrated Design Build Studio (W 2012)
Educational Credentials	Master of Architecture, June 2005, University of Washington, Seattle Bachelor of Science in Architecture, June 2002, University of Maryland, College Park
Teaching Experience	2010-present, University of Washington, Part-time Lecturer
Professional experience	October 2005-present, Weber Thompson, Seattle, WA, Associate / Project Architect January 2005- September 2005, Alchemy Design Lab, Seattle, WA, Architectural Intern December 2002- August 2003, Ehrenkrantz Eckstut & Kuhn Architects, Washington, D.C., Architectural Intern
Licenses/Registration	NCARB registration January 2008 State of Washington Architecture License September 2010 LEED AP BD+C accreditation, (initially LEED AP), 2006
Professional Memberships	Cascadia Green Building Council American Institute of Architects, Seattle Chapter
Other Information	Seattle Design Review Board, SW district, member (2009-present); chair (2013-present) Director, Cascadia Green Building Council (WA state, elected)

David Hudacek

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 478, Construction Documents and Computer-Aided Design, Autumn 2011-2013
Educational Credentials	Master of Architecture, University of Washington, 1988 Bachelor of Science, Oregon State University, 1977
Teaching Experience	Construction documents and CADD, University of Washington, 1992-present Graphics lecturer, University of Washington, 1988-1992 Teaching Assistant, University of Washington, 1985-1988
Professional experience	Construction Plan Review Manager, City of Seattle, 2007-present Building Plans Examiner, City of Seattle, 2005-2007 Principal, Rees-Hudacek Architects, 1996-2005 Project architect, Paul Segal Associates, 1988-1996
Licenses/Registration	Registered architect, Washington State
Selected Publications and Recent Research	Art exhibitions: Waterbrook Gallery, Walla Walla, 2004 Harper's Gallery, Seattle, 2004 Wachovia Gallery, Seattle, 2005
Professional Memberships	American Institute of Architects
Other Information	Captain, U.S. Navy, Retired Emergency Preparedness Officer, U.S. Navy, 2003-2007 Officer in Charge, DSRV Mystic, 1982-1984 Certified Naval Nuclear Engineer, 1982 Naval Nuclear Power School, 1977-1978

Jeffrey P. Hudak

Lecturer

Courses Taught (2011-12 and 2012-13)	Arch 498K, Intro to Digital Design and Manufacturing
Educational Credentials	M.Arch., University of Washington, Seattle, WA, 2010 B.S. in Arch., Kent State University, Kent, OH, 2007
Teaching Experience	Lecturer, University of Washington, 2011 – present Adjunct Faculty, The Art Institute of Seattle, 2013 – present
Professional experience	Studio Fifty50, Seattle, WA, 2011 – present Dorsky Hodgson Parrish Yue Architects, Cleveland, OH, 2007 – 2008 Hasenstab Architects, Akron, OH, 2006 – 2007
Other Information	Digital Fabrication Assistant / digital fabrication TA, 2008-2011 Co-taught or Technical Assistant for Arch 498K, Arch 485, and Arch 506

Samuel Kraft

Lecturer, Part-time

Courses Taught
(2011-12 and 2012-13)

Arch 302 Introduction to Architectural Design III

Educational Credentials

MArch, University of Washington, Seattle, WA, 2012
Master of Teaching, Pace University, New York, NY, 2008
B.A. in History, Bard College, Annandale, NY, 2006

Teaching Experience

Teacher, 4th Grade, P.S. 48, NYC Department of Education, 2006-2008
Part-time Lecturer, University of Washington, Seattle, WA, 2013
Instructor, Robinson Center Summer Challenge, Seattle, WA, 2013

Professional experience

Seek Architecture, 2013
Kraft Design, 2013
Erin Lau Landscape Design, 2012-2013
University of Washington, BE FAB, 2011**Jacob LaBarre**

Lecturer, Part-time (Co-Instructor, Howard S Wright Neighborhood Design Build Studio)

Courses Taught
(2011-12 and 2012-13)

Arch 402/502 Neighborhood Design Build Studio

Educational Credentials

MArch University of Washington, Seattle, Wa 2009
BA Physics St Olaf College, Northfield, Mn. 1995

Teaching Experience

Instructor, Cornish College of the Arts, Seattle, Wa. 2013

Professional experience

Lead Carpenter JAS Design Build 1998-2006
Designer Miller Hull Partnership 2010-PresentSelected Publications
and Recent ResearchLecturer/Reviewer at Rural Studio, Auburn University, Newbern Al., Winter 2012
Volunteer Instructor Yestermorrow Design Build School, Warren, VT, Fall 2013

Other Information

Advisory Board Member Pollinator Pathway, Seattle, Wa.
Alpha Rho Chi Bronze Medal recipient, 2009
Founder, 47th North Architectural Conversations, 2008-2009
Seattle Central Community College Wood Construction Center, Boat Building.
1997-98
Founder and Principle francis Building and Design 2008-2010
Lecturer, JAS Design Build 2011
Frequent Reviewer and Volunteer, University of Washington Department of
Architecture, Washington State University
2012 Northwest and Pacific Region AIA Honor Award for Howard S Wright
Neighborhood Design Build Studio

Charla Lemoine

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13) ARCH 380 Computers in Architecture - Spring 2013

Educational Credentials MArch; University of Washington, Dec 2009
BA, Architectural Studies; University of Washington

Professional experience GGLO - Intern Architect; June 2013-Present
Environmental Works; June 2009-June 2013

Penny Maulden

Program Operations Specialist, Lecturer, Part-time

Courses Taught (2011-12 and 2012-13) Arch 402, Architectural Design VI

Educational Credentials B.A. in General Studies, University of Washington, Seattle, Wa. 1972

Teaching Experience Lecturer, University of Washington, 2005-2013

Professional experience Program Operations Specialist, UW, Seattle, Wa. 2011-present
Instructional Technician II, University of Washington, Seattle, Wa. 1999-2011
Instructional Technician I, University of Washington, Seattle, Wa. 1991-1999
Designer/Contractor/Cabinetmaker, Seattle, Washington, 1975-1994

Other Information Awards:
Distinguished Staff Award, CBE University of Washington, 2007
Distinguished Staff Award, CBE University of Washington, 2004
Dean's Staff Award, CAUP university of Washington, 2001

Jessica Miller

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 498, Fundamentals of Building Information Modeling (BIM) Arch 301, Introduction to Architectural Design III
Educational Credentials	M.Arch., University of Washington, Seattle, WA, 2009 B.A. in Architecture, Miami University, Oxford, OH, 2004
Teaching Experience	Lecturer, Part-Time, University of Washington, 2011-Present Research Assistant, University of Washington, 2009-2010 Graduate Assistant, University of Washington, 2008-2009 Undergraduate Associate, Miami University, 2003
Professional experience	LMN Architects, Seattle, WA, 2001-Present The Miller Hull Partnership, Seattle, WA, 2008, 2009-2011 Stickney Murphy Romine Architects (SMR), Seattle, WA, 2004-2008
Selected Publications and Recent Research	Storefront Studio, Jim Nicholls, dir. 2009. <i>Goldendale Washington: Historic Downtown District Enhancement Strategies</i> . Self Published by the Storefront Studio. Department of Architecture, University of Washington. Storefront Studio, Jim Nicholls, dir. 2009. <i>Main Streets Enhancement Strategies P Morton, WA</i> . Self Published by the Storefront Studio. Department of Architecture, University of Washington. A. Reed, H. Arasmith, J. Dee, M. Bennett, A. Gantt, Z. Jensen, J. Miller, G. Mugford, W. Payne III, M. Schoch, A. Wicks, ed. University of Washington. 2008. <i>Column 5: University of Washington journal of architecture, Turn for Clearer View</i> . Vol 22. Seattle, WA: Published by students in the Dept. of Architecture, College of Built Environments Nicholls, Jim, ed. 2009. <i>Glenn Murcutt: University of Washington master studios and lectures</i> . Seattle: Dept. of Architecture, University of Washington. University of Washington. 2004 & 2005. <i>Skin: UW Department of Architecture studio folio</i> . Seattle, Wash: Department of Architecture, University of Washington. <i>Modern Views: A Conversation on Northwest Modern Architecture</i> , (Film). 2010. University of Washington Department of Architecture with Studio/216. Seattle, Washington.
Professional Memberships	Associate, The American Institute of Architects, 2011-Present Pioneer Square Preservation Board, Seattle, WA, 2010-2011 National Council of Architectural Registration Boards, 2004-Present
Other Information	Architectural Work, East Link Light Rail Extension, Sound Transit, Bellevue/Redmond, WA, 2011-Present (LMN Architects) Architectural Work, San Ysidro Land Port of Entry, GSA, San Ysidro, CA, 2010-2011 (The Miller Hull Partnership) <i>You Are Here & Moving Land</i> (Illustrations/Film), Milepost 31 Gallery, Seattle, WA, 2011 (in collaboration with Amir Sheikh and Britta Johnson) Guest Critic, University of Washington, Seattle, WA 2009-Present J. Miller, V. Mugford, W. Payne, D.L. Pierce, J. Stiles. October 16, 2009. "Reimagining the City Fabric". Design for Livability: Sustainable Cities Symposium, presented by AIA Seattle & Cascade Land Conservancy & The University of Washington. Seattle, WA.

Susan Olmsted, AIA, ASLA, LEED AP BD+C

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 591, Architecture and Landscape
Educational Credentials	M. Arch, University of Washington, 2004 B. Landscape Arch, University of Washington, 1998
Teaching Experience	Lecturer, Part-Time, University of Washington, 2007-2008 Lecturer, Part-Time, University of Washington, 2012-present
Professional experience	Architect and Landscape Architect, Senior Associate, Mithun, Seattle, 2005-present Marketing Alliance Co-Director, Mithun, Seattle, 2012-present Architectural Designer, Suyama Peterson Deguchi, 2004-2005 Research Assistant, Department of Architecture, University of Washington, 2003-2004 Research Assistant, Integrated Design Lab, University of Washington, 2001-2003 Landscape Designer, Williamson Landscape Architecture, Seattle, WA, 1999-2001 Landscape Designer, WCA Northwest, Seattle, WA, 1998-1999
Licenses/Registration	Architect, State of Washington, 2010 Landscape Architect, State of Washington, 2006
Selected Publications and Recent Research	<i>"West Campus Landscape Preservation Master Plan,"</i> in Columbia Magazine, Summer 2011: 24-25 <i>"Historic Campus Lessons (Presentation Excerpt): Washington State West Capitol Campus,"</i> in Landscape Architecture Magazine, April 2010: 90.
Professional Memberships	LEED AP BD+C Board Member, Friends of Seattle's Olmsted Parks, 1999-present
Other Information	<i>Recent projects at Mithun include:</i> <i>"Sustainability Treehouse," a Living Building Challenge targeted interpretive facility at the Summit Bechtel Reserve in Mt. Hope, West Virginia</i> <i>Community School Middle School in Sun Valley, Idaho</i> <i>The Restoration of the Mariposa Grove of Giant Sequoias, Yosemite National Park, CA</i> <i>Tenaya Lake Area Plan, Yosemite National Park, CA</i> <i>Louisiana Children's Museum, Early Learning Village, City Park, New Orleans, LA</i> <i>Girl Scouts of Western Washington Camp Properties and Programs Master Plan, WA</i> <i>Washington State Capitol Campus Landscape Preservation Master Plan, Olympia WA</i> <i>Kitsap SEED (Sustainable Energy and Economic Development), Bremerton, WA</i> <i>High Point Neighborhood Re-development, Seattle, WA</i> <i>Riverwoods Environmental Education Center, Corbin, KY</i> <i>REI Corporate Campus Sustainable Master Plan, Kent, WA</i>

Casey Riske, AIA Leed AP

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	ARCH 498 Special Projects – Fundamentals of Building Information Modeling (BIM)
Educational Credentials	Bachelor of Science - Environmental Sciences – North Dakota State Univ. Bachelor of Architecture – North Dakota State University
Teaching Experience	3 years part time lecturer and teaching assistant at University of Washington – College of Built Environments – Architecture
Professional experience	29 years of professional practice
Licenses/Registration	Licensed Architect in the State of Washington #6127
Professional Memberships	The American Institute of Architects

Daniel Stettler

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 401 Architectural Design V, Winter 2012 Arch 400 Architectural Design IV, Fall 2012 Arch 700 Master's Thesis, Fall & Winter 2012
Educational Credentials	BA Art History, Colorado College 1984 MArch University of Oregon 1993
Teaching Experience	Teaching Fellowships University of Oregon 1991-1993 Visiting Practitioner, Studio Instructor, University of Washington since 2004 Director, University of Washington, Studio Tschlin 2007-2009
Professional experience	Internships in Winterthur, Rapperswil and Schaffhausen, Switzerland Private Practice since 1996 40+ Residential & Commercial Projects, Primarily in WA State, Since 1996 Duplex, LaPunt, Switzerland 2013 Master Plan Tieton WA, Planned Community, 2013 Mill Pond District Yakima, WA Urban Design Project, 2008-2011 Urban Design Workshops Wuhan & Feng Jing, China Orphanage Campus Starehe Children's Home, Mwanza, Tanzania Taylor Yard Los Angeles, AIAS National Design Competition Winner, 1993 Member, Design professional's critique organization, Seattle USA, Since 1996 Guest Critic at numerous universities and firms Since 1996
Selected Publications and Recent Research	Design Bureau 12/2012 "Swiss with a Twist" Seattle Daily Journal of Commerce 5/2009 "Designers collaborate on huge Yakima infill project" Seattle Times 1/2000 "Northwest Living, Magic in Madison Park"

Joseph Swain

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 211, Design Drawing II
Educational Credentials	M.Arch, University of Washington, Seattle, WA. 2012. B.A. in Mathematics & Architectural Studies. Brown University, Providence, RI. 2006.
Teaching Experience	Teaching Assistant, Architecture in India Program, University of Washington. Winter 2012. Graduate Student Assistant, Arch 100 – Introduction to Architecture, University of Washington. Summer 2011. Graduate Student Assistant, Arch 478 - CAD & Working Drawings. University of Washington. Spring 2009, 2010. Violin Instructor, RI Philharmonic School of Music. Providence, RI. 2004-2006.
Professional experience	Atelierjones, llc. Seattle, WA. Oct. 2012-present Ron Wright Associates Architects. Seattle, WA. Summers 2009, 2010. William Starck Architects. Fall River, MA. 2006-2008.
Licenses/Registration	LEED BD+C since 2006
Selected Publications and Recent Research	<i>Developing Cycling Infrastructure in India.</i> World Resources Institute / Embarq India / India Resources Trust. 2012. <i>Public Space in the Age of the Internet Revolution: Why Physical Urban Space Remains Vital to Democracy.</i> Spaces & Flows Journal of Exurban Studies. Vol.2, Iss. 4. 2012.
Other Information	Space.City Board Member, Seattle, WA.

Judith D. Swain

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	ARCH 100 / Introduction to Architecture ARCH 210 / Design Drawing I ARCH 301 / Introduction to Architectural Design II ARCH 312 / Architectural Design Drawing III
Educational Credentials	M.Arch, University of Oregon, Eugene OR 1987 BFA, Massachusetts College of Art, Boston MA 1984
Teaching Experience	University of Washington, Department of Architecture Lecturer (part-time) 1992 – present Design Studios: ARCH 505, 501, 305, 401, 400, 301, 300, 100 Design Drawing Courses: ARCH 415, 312, 311, 310, 211, 210 University of Oregon, Department of Architecture Adjunct Assistant Professor, 1987 Graduate Teaching Fellow, 1986 – 1987; Teaching Assistant, 1986
Professional Experience	Judith D. Swain, Architect (Seattle WA) 2001 – present Rubin Residence, Ellensburg WA Smyth Residence Addition and Renovation, Seattle WA Madrona Residence Addition, Seattle WA Weinstein Copeland Architects (Seattle WA) 1991 – 2001 Ventana at the Market, Seattle The Pilchuck Glass School Studio Annex, Stanwood WA Holly Park Redevelopment Phase 1, Seattle The Pilchuck Glass School Hot Shop Annex, Stanwood WA University of Washington North Campus Plan, Seattle WA Issaquah Eco-Center, Issaquah WA The Banner Building, Seattle WA Carlson / Ferrin Architects (Seattle WA) 1989 – 1991 OD 205 (Eindhoven, NL) 1988 The Cavendish Partnership (Ludlow VT) 1982 – 1985
Licenses/Registration	Registered Architect State of Washington, 1995
Selected Publications and Recent Research	<i>Wood Design & Building</i> Autumn 2001 - Pilchuck Glass School Studio Annex <i>Arredo Urbano</i> July/October 1988 - Competition for the New York Waterfront
Professional Memberships	American Institute of Architects
Other Information	Design Awards: Honor Award, AIA / Northwest and Pacific Region (1999) for the Pilchuck Glass School Studio Annex (w/ Weinstein Copeland) Honor Award, AIA / Northwest and Pacific Region (1997) for the Pilchuck Glass School Hot Shop Annex (w/ Weinstein Copeland) 1st Place Award, 1988 Seattle Downtown Housing Design Comp. (w/ team) Committee Service / UW Dept. of Architecture: Undergraduate Admissions Committee, 2004 – present Graduate Admissions Committee (3-Year Program) 2008 – 2010, 2003 Graphics Task Force, 2012 Thesis Review Committee Member & Moderator, Autumn 2001 Committee member for (6) M.Arch. Theses: 2000 – 2004 Course Development / UW Dept. of Architecture: Freehand Drawing for Architecture Workshop, 2011 – present ARCH 100 / Intro to Architecture Program Coordinator, 2005 – present

Karen H. Thomas, AIA

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	ARCH 400, Arch Design IV
Educational Credentials	The University of Texas, Fine Arts and School of Communications Joint Degree Program, Undergraduate Studies in Design, Communications and Museum Studies The University of Texas, Bachelor of Architecture, Five year - Professional Degree, 1985 Advanced Management Institute, San Francisco; CA, Graduate MBA Program studies 1994-1995
Teaching Experience	University of Washington – College of Built Environments Visiting Practitioner, Department of Architecture; 2003 - Present University of California, Berkeley; Guest Lecturer, Department of Architecture; Professional Advisor, School of Public Health Guest Lecturer, Guest Juror; Numerous Universities, including: Columbia University, Harvard University, Massachusetts Institute of Technology, University of Texas, Tulane University, Virginia Tech University, California Polytechnic Institute, University of California at Berkeley, Rice University, University of Virginia and Cornell University
Professional experience	Gensler, Seattle, Washington, 2011 – current; Principal, Managing Director Thomas & Thomas LLC, Bainbridge Island, Washington, 2003 – 2011; President and Founding Partner, Architecture/ Design-Build, Design Principal Smith Group, San Francisco, 1999 – 2001; Sr. Vice President, Principal Stone Marraccini Patterson, San Francisco, California, 1985 – 1999; Partner/ Senior Vice President and Managing Principal, Project Architect, Designer
Licenses/Registration	Licensed Architect, current California License #C24115
Selected Publications and Recent Research	<i>San Francisco Business Times</i> , “Architect’s monumental task: \$120M federal building”, July 9, 1999. <i>San Francisco Examiner</i> , “Architect’s Picks: four San Francisco Woman Architects pick their favorite buildings in the public realm”, February 19, 1997. Design work publications: <i>Progressive Architecture</i> , May 1986; <i>PA Plans</i> , 1992; <i>PA Plans</i> , 1995; <i>Modern Healthcare Design</i> , 1994; <i>Inland Architect</i> , 1994
Professional Memberships	Program Director, Learning through Education in the Arts (LEAP), San Francisco Architecture Consultant and Art Docent, Education in the Arts, Bainbridge Island School District, Bainbridge Island, Washington Bloedel Reserve, Bainbridge Island, Washington; Board of Trustees, Two term member, Executive Committee’s Secretary of the Board Past Board Member, American Institute of Architects Mayoral Appointee, City of San Francisco, Mayoral Blue Ribbon Committee on Universal Healthcare Board of Directors, Kid’s Discovery Museum, Bainbridge Island, WA
Other Information	Keynote Panelist, “Real Estate 2020: The Shape of Things to Come,” BOMA International Conference, 2012 California College of Art and Crafts, “Women in Design” symposium, 1993. Johns Hopkins University, Symposium for Academically Talented Youth, invited speaker, 1992. National Endowment for the Arts, National Round Table on Artists and Architects in Education, 1995.

Penelope West

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Arch 300, Introduction to Architectural Design I
Educational Credentials	M.Arch, University of Washington, March 2001 BA, Economics and Sociology, UC Irvine, June 1989 <i>cum laude</i>
Teaching Experience	Lecturer, 2007, 2005, 2003, 2001, UW Dept of Architecture, Arch301 and 302 Lecturer, 2003, UW Dept of Architecture, Sustainable Practices seminars Research Assistant, 2000 –2001, UW Dept of Architecture, with Sergio Palleroni + David Riley Lecturer, Winter 1997, UW Design/Build Mexico studio + seminar Instructor, 1989 –1992, UCSC Extension Graphic Design Program
Professional experience	2003 – present, Principal, baldwin.west llc, domestic design 2008 –2011, Architect Intern, OPA design and architecture 1998 –2003, Architect Intern, Ann Beeman Architects, Seattle, WA
Other Information	2011 Permaculture Design Certificate, Occidental Arts & Ecology Center 2010 <i>Most Innovative</i> award from Sustainable Backyard Cottage Design Challenge, City of Seattle 2003 HUD UW Community Outreach Partnership Center grant 2001 Medal for Exceptional Achievement, M.Arch thesis 1997 AIA Education Award for Design/Build Mexico program 1996 Theodore Reid Memorial Scholarship 1996 Alpha Rho Chi Bronze Medal, architecture department award for leadership, service, and promise

William Zimmerman

Lecturer, Part-time

Courses Taught (2011-12 and 2012-13)	Architecture 475 A - Residential Architecture Practice
Educational Credentials	B. Arch, University of Washington, 1971
Teaching Experience	14 years Architecture 475 A
Professional experience	Private architectural practice since 1977
Licenses/Registration	California 1975 Washington 1976
Selected Publications and Recent Research	Home of the month, <i>Northwest Home + Garden</i> , May 2005, March 2008 <i>Seattle Post Intelligencer</i> , May 2005, August 2006, <i>Pacific Northwest Magazine</i> , April 2006 Top 50 residential Architects, 2006, 2007, 2008 AIA/Northwest Home + Garden Open house, May 2005, March 2008
Professional Memberships	Professional Advisory Council, 1999 – 2011 Member, American Institute of Architects ARCADE Magazine, Editor, 1985 – 1990
Other Information	Artist, oil painting, watercolors and drawing

Part Four: Section 4 – Visiting Team Report from the Previous Visit

See attached at the end of this document.

Part Four: Section 5 – Catalog

The university listing of Architecture courses can be found at:

- <http://www.washington.edu/students/crscat/archit.html>

The Department of Architecture website provides detailed descriptions of:

- degree programs (<http://arch.be.washington.edu/programs-and-courses>)
- courses (<http://arch.be.washington.edu/programs-courses/courses>)
- examples of student work (<http://arch.be.washington.edu/student-work>).

Part Four: Section 6 – Response to the Offsite Program Questionnaire

Each year in autumn quarter the Department of Architecture offers a quarter-long faculty-led program in Rome, Italy. All courses are held in the University of Washington Rome Center, which is housed in the Palazzo Pio on the Campo dei Fiori.

Name of institution:	University of Washington, Department of Architecture
Title of degree:	Master of Architecture (MArch)
Name of person completing this form:	Alex T. Anderson, Associate Chair
Location of study abroad program:	UW Rome Center, Palazzo Pio, Via del Biscione, 00186 Rome, Italy,
Distance from main campus:	5660 miles
Number of courses from the NAAB accredited curriculum:	One required course: Arch 504 Architecture Design Studio (options) Three electives, subjects vary, selected from: Arch 490-497 Architectural Studies Abroad
Is attendance required for the NAAB-accredited program?	No
Who has administrative responsibility for the program?	Architecture in Rome director, chosen annually from the faculty by the department chair.
To whom does this individual report?	David E. Miller, Chair
Where are financial decisions made?	Financial decisions are made by the program director in consultation with the chair.
Who has responsibility for hiring faculty?	Program faculty are usually on the department faculty, the chair, in consultation with the program director, occasionally hires additional faculty for the program.
Branch campus questions do not apply.	–

The Department of Architecture also offers faculty-led, quarter-long programs in Chandigarh, India and Mexico City, Mexico. These occur on alternating years during winter quarter. Specific localities for these programs vary. The reporting structure, financial arrangements, and hiring policies for these programs are similar to Architecture in Rome. Academic content is also similar: one required course is available – Arch 504 Architecture Design Studio (options), and three elective courses are drawn from Arch 490-497 Architectural Studies Abroad. Chandigarh is 6935 miles from Seattle. Mexico City is 2340 miles from Seattle.

Appendix

Policy on Studio Culture (5/31/07)

The Department of Architecture affirms that the design studio is the center of architectural education in the Bachelor of Arts in Architectural Studies and the Master of Architecture programs at the University of Washington. In these programs, the design studio is central as a spatial configuration, a pedagogical model, and a cultural practice. This is reflected in the space dedicated to studios, and the large number of credits and faculty contact hours the department commits to design studio courses in these programs. The department assumes that the skills and the knowledge necessary for the professional practice of architecture are developed and synthesized in the studio. While there are many non-studio courses in the department's BA and MArch curricula, their content integrates with the work done by students in the design studio, either in direct support of specific studio projects, or indirectly by fostering an ethos of professionalism, ethical practice, and craft that is espoused in the department's design studios.

Space

Each student enrolled in the department's BA and MArch programs will be given exclusive use of a work space in a design studio as long as he or she is registered for a regular studio course, or for no less than one quarter in the master's thesis. Other students in the department will be offered studio space on request, depending on availability.

The studio space shall function as an effective place for students to work. Students shall have 24-hour access to studios during the quarter. The studios shall be adequately furnished with desks, shared workspaces, pin-up surfaces, and digital networking to facilitate work that can be expected of students in the design studio. Students in the studio will also have access to wood and metal working facilities, computers, and a range of input and output devices housed elsewhere in the college.

The studio environment shall be conducive to faculty and student health, safety, and productivity. Studios shall be adequately lit and ventilated. Recognizing that studio spaces are subject to extraordinary usage pressures, the department will enforce quarterly studio clean-up policies for students and work with university custodians to assure that studio spaces are adequately maintained and cleaned. Studio spaces shall allow barrier-free access in accordance with ADA statutes. During hours when university buildings are closed, studios will be accessible by key or key code only to authorized students, faculty, and staff.

Students are expected to treat studio spaces with respect at all times. Students also must comply with rules regarding studio clean up and the use of noxious substances in studio spaces and university buildings.

Instruction

Although studio faculty are responsible for the organization and progress of the studio during the quarter, much of the work students do in a design studio is self-motivated and self-directed. Because architectural design is a complex and time-consuming process, in order to excel students must often dedicate significant time and energy to architectural design studio courses. This will often be somewhat out of proportion with the effort necessary to excel in other courses. The demands of design studio should not, however, adversely affect students' performance in other classes, nor should it upset the appropriate balance of academic and non-academic pursuits. Faculty therefore must set fair and reasonable expectations for adequate performance in the studios, and also provide regular, productive feedback to each student on the progress of his or her work in the studio.

To accomplish this, the Department of Architecture has adopted the following guidelines for design studios:

- At the beginning of each quarter, the studio faculty shall provide written expectations for the participation and performance of students in the studio.
- Faculty shall meet regularly with students, during scheduled studio hours—on an individual basis, as required, and in group meetings—to discuss their work in a productive manner.
- Criticism in studio meetings and in design reviews will be constructive and educational in nature; it will concern the work produced and not its author.
- Faculty shall maintain reasonable expectations as to work requirements for the studio, with the understanding that students may choose to put in more effort, as they see fit, to meet their own goals and expectations.
- Faculty shall provide a detailed written evaluation of each student's performance at the end of the quarter. In all cases the work produced in the studio shall be evaluated on its merits. Because the studio is concerned with professional development, the faculty shall also evaluate the student on working methods.

Culture

Instruction in the studio shall foster a collaborative environment conducive to the mutual interests of the students and faculty. The department strongly encourages students to do as much of their studio course work in the studio as possible, in order to take advantage of the collaborative opportunities the studio space allows and to develop a strong sense of class cohesiveness.

Students in architecture design studios often spend many hours together during the course of a quarter. The studio must be a comfortable place for students to work and interact with other students and faculty. Students are expected to behave respectfully and professionally at all times in the studio. The majority does not rule in University of Washington architecture studios. Noise, music, unruly behavior and the like, if offensive to even one student in the studio, are not acceptable and must cease. Students are encouraged to make reasonable efforts to resolve personal disputes; however, any behavior inconsistent with this policy, or the University of Washington Student Conduct Code (<http://www.washington.edu/students/handbook/conduct.html>), should be referred to the studio faculty or the departmental administration.

Enforcement

Any member of the community, student or faculty, has the right to seek remediation for conflicts or problems in studio by contacting the studio instructor, the administration of the Department of Architecture, or the University of Washington Ombudsman (<http://www.washington.edu/about/ombudsman/>). Where informal resolution of disputes or problems is not workable they will be resolved according to procedures set out in the University of Washington Handbook (<http://www.washington.edu/facsenate/handbook/handbook.html>).

Master of Architecture Procedures and Requirements (10/12/11)

These procedures and requirements for the Master of Architecture degree, set forth by the Department of Architecture, supplement the Master's Degree Policies maintained by the Graduate School of the University of Washington (see <http://www.grad.washington.edu/policies/masters/requirements.shtml>).

Completion of the Master of Architecture Degree

1. The Master of Architecture degree will be awarded only on satisfactory completion of all departmental curriculum requirements, including submission of an approved masters thesis (<http://arch.be.washington.edu/programs-courses/m-arch>). All degree requirements must be completed within six years of matriculation.
2. The responsibility for complying with degree requirements rests with each student. Graduate students should meet regularly with the graduate program advisor to review progress in the degree program. Students may request a graduation requirement status check (credit check) at any time during the program.
3. Students must maintain a 3.0 cumulative grade point average and perform satisfactorily in all Arch design studios. Students not meeting these expectations are subject to academic review, as described in section 26 below. For more detailed policies on grading and academic performance evaluation see the Department of Architecture Grading Policy. (<http://arch.be.washington.edu/student-resources/department-policies - Grading Policy>).
4. Required courses in the preparatory year of the 3+year program are at the 300 level. As with all 300-level courses, they are not included in quarterly or cumulative grade calculations for the master's degree. Students are nevertheless expected to maintain a 3.0 average in these courses.
5. Only courses numbered 400 and above fulfill the Graduate School's master's degree credit requirements. However, where appropriate to a specific study or interest, and with permission of the graduate program coordinator, 300 level courses taken outside of the Department of Architecture may be used to fulfill Master of Architecture program electives. Arch 400, 401, 402 Design Studio, and Arch 499, Undergraduate Research, are not applicable toward Master of Architecture degree requirements.
6. Arch 600, Independent Study or Research, cannot be used to substitute for any required or selective course in the Master of Architecture program, including design studios. Arch 600 may be used to fulfill up to six elective credits in the program. An entry code for Arch 600 will be issued only upon presentation of an approved proposal (see the graduate program advisor for proposal procedures and forms as well as entry codes).
7. A student may waive a required course if it duplicates a course taken at another university within the previous five years. Course waivers must be approved by the instructor teaching the course to be waived and the graduate program coordinator (see the graduate program advisor for waiver procedures and forms).
8. To petition for on-leave status, a student must have been registered for at least one quarter and be in good standing with a cumulative GPA of 3.0 or better. Students on scholarship or receiving financial aid must inform their supporting office that they will be on leave.

Studios

9. A student may not enroll in two design studios during the same quarter.
10. A student may not enroll in any studio while carrying an "I" (incomplete) grade in a previous studio.
11. Students withdrawing from the studio sequence without receiving a leave of absence for withdrawal from all courses, or permission of the graduate program

- coordinator for withdrawal from studio only, are required to apply to the program for re-admission.
12. Students must complete Arch 500, 501 and 502 satisfactorily before entering Arch 503 or 504. Arch 500 is offered autumn quarter only, Arch 501 winter quarter only, and Arch 502 spring quarter only and must be taken sequentially.
 13. Students must complete Arch 503 (Comprehensive Design) and 504 (Design Studio Options) satisfactorily before entering Arch 700, Master's Thesis. Arch 503 is offered autumn and winter quarters on the Seattle campus only. Arch 504 or equivalent studios are offered every quarter on the Seattle campus; this studio requirement can also be fulfilled by international programs and approved design studios offered by other departments in the College of Built Environments. Arch 503 and 504 do not need to be taken sequentially.
 14. Students are given a chance to identify their preference for the Arch 502-504 design studios by selecting from written studio descriptions. The descriptions are posted two weeks prior to the beginning of class in autumn quarter and near the end of autumn and winter quarters. Generally, priority is given to students who did not receive their higher preferences in previous selections. Students in certificate programs are given priority for studios that are certificate requirements. The faculty recommends that students select no more than two design studios with the same instructor.

Thesis

15. All Master of Architecture candidates must produce a written thesis. The department offers two methods for completing the thesis: either in a faculty-coordinated course sequence (studio thesis) or as an independent study with a faculty committee chosen by the student (independent thesis). A student may select either option. (See Master of Architecture Thesis Procedures.)
16. Students doing a studio thesis develop their project proposals in Arch 595, Thesis Research and Preparation, prior to enrolling in the master's thesis studio, which is typically offered autumn quarter. Students electing to do an independent thesis prepare their proposals in Arch 599, Thesis Preparation, under the supervision of the thesis committee chair. Students must successfully complete Arch 595 or Arch 599 – which includes approval of the thesis proposal by the Arch 595 faculty or student's thesis committee – before enrolling in Arch 700, Master's Thesis.
17. Students will be issued an entry code for Arch 700, Master's Thesis upon completion of a graduation requirement status check by the graduate program advisor. Students must resolve all "I" (incomplete) or "X" (no grade reported) grades in courses needed to satisfy degree requirements before they will be allowed to register for Arch 700, Master's Thesis.
18. An approved thesis proposal remains valid for a maximum of three quarters. Students may only register for a maximum of 9 credits (total) of thesis without submitting a new proposal, unless extenuating circumstances (such as scholarship or financial aid) require a student to be enrolled for a specific number of credits.
19. Each student enrolled in Arch 700, Master's Thesis will be provided a workspace. Use of these assigned spaces is limited to registered students and will be monitored. Failure to show regular and frequent use may result in loss of the space. A student may occupy a thesis space for a maximum of two quarters. For more information on studio space, see the department's Policy on Studio Culture (<http://arch.be.washington.edu/student-resources/department-policies - Studio Culture>).
20. The thesis requires a public presentation to a review panel including the student's thesis committee and guest jurors. Studio thesis presentations take place during week 10 of autumn quarter. Independent thesis presentations take place during week 10 of autumn, winter, and spring quarters. The department does not schedule thesis presentations during summer quarter.
21. Approved thesis documents must be submitted to the Graduate School by 5:00 pm on the last day of the quarter in which the student intends to graduate.

Academic Performance

22. Students are ineligible to elect S/NS (satisfactory/not satisfactory) for any Arch prefixed course unless all other course requirements for the Master of Architecture degree (and any certificate program in which the student is participating) have been met. S/NS may be used for elective courses taken outside the Department of Architecture and may be applied toward the degree. For graduate students, a grade of 2.7 or higher is recorded on the transcript as "S".
23. CR/NC (credit/no credit) courses may be applied toward Master of Architecture curriculum requirements.
24. During the preparatory year, the Arch 303-305 studios are graded CR/NC. Students receiving NC in this sequence are subject to faculty review, as described below. After this review, and on approval of the graduate program coordinator the student may be permitted to repeat the studio before continuing in the studio sequence.

Within the department, written faculty evaluations of student performance supplement the CR/NC grade for each student. For students with a CR grade, this document characterizes overall performance on a five-point scale, with 3 or higher indicating that the student's performance meets faculty expectations.

A student receiving an evaluation below 3 in any of the 303-5 studios is subject to faculty review for satisfactory progress, typically during finals week of spring quarter. The responsibilities of the student performance review committees are described in section 26 of this document.

25. Graduate studios at the 500 level and above are graded on a CR/NC basis and are not included in GPA calculations. Students receiving NC must repeat the studio.

Within the department, written faculty evaluations of student performance supplement the CR/NC grade for each student. For students with a CR grade, this document characterizes overall performance as Commend, Pass, or Marginal Pass. Commend indicates exceptional performance in the studio. Pass indicates that the student is meeting faculty expectations. Marginal Pass indicates performance significantly below faculty expectations. Students in the Master of Architecture program will not receive credit for more than one studio in which they receive a Marginal Pass. That is, a second Marginal Pass is equivalent to NC in the studio, and the studio must be repeated before the student can continue in the studio sequence.

A student receiving NC or Marginal Pass in any studio is subject to faculty review for satisfactory progress. The responsibilities of the student performance review committees are described in section 26 of this document.

26. The graduate program coordinator may call a faculty committee to review the progress of any student who fails to demonstrate satisfactory progress in the program.

Student performance review committees will conduct candid, fair-minded reviews that are both constructive and advisory. The student's review will generally focus on progress in studio as well as other course work. It will assess the work for clarity, coherence, and appropriateness of design concept, development, presentation, etc.

The graduate program coordinator will convey the review panel's recommendations in writing to the student, the chair of the Department of Architecture, and the dean of the Graduate School. These may advise either continuation in the program with no sanction, or any one of the following actions: Warn, Probation, or – if a student has exhibited work significantly below expectations for more than one quarter, or has not corrected the condition(s) that led to an earlier probation – Final Probation. Any of these recommendations will allow the student to continue in the program, subject to the specific terms of the warning or probation. In some circumstances, particularly if the student exhibits significant, repeated deficiencies over multiple quarters, or has previously received notification of Final Probation, the committee may recommend immediate Drop from the program.

In addition to its formal recommendation, the review panel may advise the student to take an additional design studio or other course work before continuing with the regular studio sequence, or to take a leave of absence to reconsider career objectives, or to consider voluntarily withdrawing from the program.

Graduate School Memorandum No. 16, Continuation or Termination of Students in the Graduate School, describes student performance expectations, review procedures, recommendations, and appeals in more detail. Students may appeal the student performance review committee's recommendations by writing to the Chair of the Department of Architecture. Appeals beyond this point must follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

The above procedures and requirements are subject to change by the Department of Architecture faculty and/or the Graduate School. If special conditions or circumstances demand, students may request exceptions to these policies by petitioning the graduate program coordinator.

Department of Architecture Diversity Plan (5/1/13)

The Department of Architecture is committed to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Washington. Our efforts to achieve this include: effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants; teaching courses and studios that work with diverse groups of people in the community.

Faculty Hiring

- The University of Washington has produced extensive guidelines and advice for recruitment of faculty from underrepresented groups. The department will make use of the UW Faculty Recruitment Toolkit in all faculty searches. (<http://www.washington.edu/diversity/avpfa/toolkit/index.shtml>)
- The Department of Architecture Faculty Search Committee Chair will consult with the Associate Vice Provost for Faculty Advancement in the UW Office of Minority Affairs and Diversity at the outset of all faculty searches to solicit advice on advertisement language and recruitment strategy.
- In all searches the faculty will recruit women and minority candidates using professional and personal contacts.

Faculty Retention and Development

- The department chair will use discretionary funds to support faculty who attend conferences and other external academic events specifically oriented toward diversity issues.
- The department chair will use discretionary funds for the formation and support of a Women in Architecture group.
- The department chair will coordinate with the dean's office of the College of Built Environments to create and support a Diversity in the Built Environments group.

Student Recruitment and Support

- The Department of Architecture will host an annual open house, advertised in local high schools and community colleges, to introduce its programs to potential applicants.
- The Department of Architecture will arrange for a faculty member to present regularly on the subject of architecture at local high schools to raise awareness about the profession among potential applicants to the University of Washington.
- The Department Executive Committee will coordinate with dean's office of the College of Built Environment, as well as local organizations such as Coyote Central and the ACE Mentorship Program, to promote design education and career opportunities for local middle and high schools students, UW summer students, and UW freshmen and sophomores.
- The Department Executive Committee will coordinate with CBE to support student groups and student mentorship across disciplines.
- The Department Executive Committee will consult annually with the UW Office of Minority Affairs and Diversity and the Graduate Opportunities and Minority Achievement Program and the UW Dream Project to discuss recruitment and support strategies and resources for women and minority applicants.
- The department will continue to seek funds to support women and minority students. Currently, the Seattle Chapter of the AIA provides funds annually to the department to assist minority students through the Student Support Fund for Diversity. The Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship provides funds annually for minority students. Three departmental scholarships are specifically awarded to women students pursuing the professional program in Architecture.

Diversity in the Architecture curriculum

- The Department of Architecture will continue to offer opportunities for students to work with diverse groups of people in local communities. Two of the most important of these are the Howard S. Wright Neighborhood Design Build Studio (<http://courses.be.washington.edu/ARCH/hswdesignbuild/>), which works with local non-profit organizations to build small community projects, and the Storefront Studio (<http://www.storefrontstudio.org>), which works with local towns to revitalize main street commercial districts.
- The Department of Architecture Curriculum Committee will review the Architecture curriculum annually to assess the quality and extent of offerings addressing issues of diversity, and to seek opportunities to improve and expand these offerings.
- The Department of Architecture will continue efforts to participate in national programs supporting diversity in the curriculum. Currently faculty in the department's Integrated Design Lab are working partnership with the College of Engineering to host a summer program for minority students, with support from the National Science Foundation's Research Experience and Mentoring Program for Under-represented Students in STEM.

Diversity in the Profession of Architecture

- The department chair will work with the Department of Architecture's Professionals Advisory Council, the Diversity Roundtable of Seattle Chapter of the American Institute of Architects, and the Northwest Chapter of the National Association of Minority Architects to promote diversity within the Department of Architecture, with the specific aims of creating an affiliated group in the Department of Architecture and supporting at least one annual event related to the issue of diversity in the department.
- The Department of Architecture will maintain a prominent display of diversity opportunities in Gould Hall.

Diversity Plan Review and Reporting

- The Department of Architecture faculty will review this plan annually.
- The Department Executive Committee will prepare an annual report to the faculty on the diversity of the faculty, staff, and student body, and diversity issues in the department.

Department of Architecture Peer Teaching Evaluation Policy (5/1/13)

The purpose of the collegial evaluation of teaching effectiveness is to provide formal, constructive feedback on teaching activities in the classroom and design studio. These evaluations are required annually for lecturers, affiliate faculty, and tenure-track faculty, and at least once every three years for senior lecturers and tenured faculty (see UW Faculty Code, Section 24-57 A).

Procedures

- **Assignment of Reviewers.** At the beginning of each academic year, the department chair will determine which faculty must be evaluated (instructor) and, in consultation with the instructor, will assign a tenured faculty member (reviewer) to conduct the official teaching evaluation. For co-taught courses a tenured co-instructor can act as the reviewer. Instructors may request additional written evaluations from colleagues.
- **Courses.** The official teaching evaluation will involve observation of at least one course in a given year. The instructor may select which course or courses to be reviewed; however, for tenure-track faculty whose teaching includes regular studio instruction, one course should be a design studio.
- **Scheduling and preparation.** The reviewer will schedule one or more class observations with the instructor on a mutually agreeable date. For studios this can include a regular classroom observation or participation in a scheduled presentation, such as a mid-review or final review. In the case where the reviewer is a co-instructor, the evaluation can be completed as a summary evaluation of teaching throughout the quarter. To assist with the evaluation, the instructor will provide the reviewer relevant course materials, such as syllabus, assignments, exams, reading lists, etc.
- **Evaluation.** The reviewer will complete a Department of Architecture Classroom Observation Report for the course observed. This report will be placed in the instructor's record, and will constitute the official Peer Teaching Evaluation.
- **Post-evaluation.** If requested by the reviewer or the instructor, a meeting will be held to discuss the evaluation before it has been completed and submitted for the record. The department chair will attend the meeting if requested.
- **Response.** The instructor may provide a written response to the final evaluation.
- **Record.** Both the reviewer's Peer Teaching Evaluation and the instructor's response, if any, will be kept in the departmental faculty files for the record.

**University of Washington
Department of Architecture**

Visiting Team Report

Master of Architecture

**(Path A: 180 undergraduate quarter-hours credits in Architectural Studies plus
91 graduate quarter hour credits)**

**(Path B: 180 undergraduate quarter-hours credits plus 145 graduate quarter hour
credits)**

The National Architectural Accrediting Board
13 February 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	2
3. Conditions Well Met	7
4. Conditions Not Met	7
5. Causes of Concern	7
II. Compliance with the Conditions for Accreditation	9
III. Appendices	25
A. Program Information	25
1. History and Description of the Institution	25
2. Institutional Mission	25
3. Program History	26
4. Program Mission	28
5. Program Self Assessment	28
B. The Visiting Team	31
C. The Visit Agenda	33
IV. Report Signatures	37

This page is left blank intentionally.

FINAL DRAFT

I. Summary of Team Findings

1. Team Comments

Strengths and Opportunities

1. The team was impressed by the high quality of the educational program, the impact of the new dean and chair, the professionalism of the faculty, and the maturity and enthusiasm of the students.
2. The department's focus upon actions in support of goals presented in the department's strategic plan shows clear results including changes in the curriculum for the studio sequences and thesis to foster a fulfilling experience and timely completion of the degree.
3. New funding for additional faculty and increased funding through grant and extension initiatives has brought momentum to strengthen the program's position.
4. The department's active relationship with the profession and the community, and the opportunities fostered by the Professionals' Advisory Council binds the school to both a renowned regional setting and international network.
5. The reach of the existing Rome and Scandinavian study abroad program and the planned study abroad programs to Japan and India enrich the educational program.
6. For incoming students, previous experience and coursework are thoughtfully evaluated to suggest course requirements carefully adjusted by the academic advisor.
7. The Integrated Design Lab is an important model for research for the profession and outreach.
8. Design-build and interdisciplinary studios such as the Post-Katrina studio extend the department's practice to provide significant experience for students to make the educational program more vital while presenting the work of architecture to larger audiences. The success in collaboration and interdisciplinary work places the school in an active position to be called upon when such opportunities arise.
9. The Digital Commons, the new center for digital representation, complements the strong graphic presentations found in the school and demonstrates the potentials of interactive learning. Recent equipment funding for a computerized milling machine will further extend digital practice.
10. The school contains a wide array of electives, workshops, and opportunities for student initiatives that broaden architectural education. The high quality of work from the furniture studio, the photography course, and the most recent issue of the student-run publication *Column 5* extends the reach of architectural engagement.
11. The team observed the placement of new touch screen information kiosks in the buildings of the college and the *Column 5* poster call for articles. With the successful renovation of Architecture Hall increased communication in the department between Architecture Hall and Gould Hall are sought by students to fully identify programs and opportunities.

2. Progress Since the Previous Site Visit

Condition 6, Human Resources Development (2002)

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Previous Team Report (2002): University wide budget reductions continue to hamper human resources and development. This is evidenced by the overly large number of part-time faculty who teach a significant percentage of the courses, including required courses, potentially weakening the core curriculum because of their intermittent involvement in the program.

A shortfall in replacements for retired faculty members and recent “buy-outs,” faculty development, release time for research, and travel to professional conferences are further areas of concern.

2008 Visiting Team Assessment: Improvement in this area is noted, enhanced by the department’s strategic plan calling for specific actions to support the creative activities of the faculty to strengthen the collective vision of the department. The strategic plan calls for unfunded scholarship support and increased funded research in addition to creating new areas of funding. Faculty requests for research time and travel support for conferences have been met during the last two years. A faculty book publication fund was created with support from the college and university.

The program received three years of renewable funding for one senior lecture position, created from a position that was formerly shared with the school of art. Additionally, a faculty recently hired for a new position in Architecture and Ecological Design the department is moving forward to support the focused strategies that seek excellence as defined by the school vision statement. The program values and draws upon faculty part-time from the Seattle area as an active link between the school and the profession. Student run talks in the Digital Commons reinforce the digital exchange to cultivate the habits of a comprehensive educational environment. The university expenditure/per FTE at \$7151 is higher than the college-wide average, but falls in the lower range as compared to other professional programs in the university.

Condition 9, Financial Resources (2002): *Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

Previous Team Report (2002): Financial resources are poor. The team did not receive comparable information for other professional programs. Interviews with leading administrators indicated that institutional supports were predisposed to departments and colleges that garnered significant sponsored projects and research contracts. The pending budget cuts may make this issue even more difficult to meet.

2008 Visiting Team Assessment: Financial resources have improved. The provost as the university’s chief financial and academic officer has supported improved funding for the college and department and looks to the college as a key player in the university’s strategic progress. The team met with the college Director of Finance and Planning and found the general operating fund has been restored by the university along with new funding for shop equipment, faculty publication, and storefront support. \$185,000 was provided to the College of Architecture and Urban Planning for the 3D Fabrication shop.

The department received salary compression and retention funds for some faculty positions along with incentives and start-up funds for a new technology and environment

faculty position. New faculty positions are presently being filled. The university has shown support for the department by funding the \$25 million renovation of Architecture Hall completed in June 2007; \$500,000 for the renovation of Gould Hall to create the Digital Commons with student fees per quarter for digital support; \$85,000 for the Annex renovation; and \$30,000 permanent funds for the Master of Science operating budget. The department secured research funds of \$1,125,000 between 2002-2004 and successfully generates more than \$40,000 annually through extension certificates program.

See **Team Findings: Condition 6, Human Resources Development** above for faculty position support from the university.

Criterion 12.14, Accessibility (2002): Ability to *design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2002): There are courses that address ADA concepts and practical applications, but student work does not demonstrate sufficient evidence of the ability to meet this criterion.

2008 Visiting Team Assessment: See 13.14. Design studios are noted as the primary source of curriculum pertaining to accessibility. The program document for Arch 500 Architecture Design Studio notes, "code requirements relative to exiting and accessibility must be fully addressed." A life safety and accessibility summary page is included in the Arch 500 student materials, which provides very condensed criteria for accessibility. The studio projects on display for the team indicate varying levels of attention to accessibility. While some projects demonstrated a clear ability in making buildings accessible as an integral part of project design and presenting this dimension specifically, this was not evident in all projects displayed.

A workshop regarding accessibility is scheduled for spring quarter 2008. A workshop covering accessibility was given in autumn quarter 2006.

Criterion 12.19, Life-Safety Systems (2002): Understanding of *the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems*

Previous Team Report (2002): Arch 476, Design and the Uniform Building Code, cover the subject very well, but it is an elective course. There is no evidence provided that every student has an understanding of issues covered by this criterion.

2008 Visiting Team Assessment: An understanding of the life safety principles that informs design was evident in projects from the Architectural Design Studios 500, 501, 502. Three other required courses contain materials to promote this understanding and three professional practice selectives present this material. While the professional practice selectives specified for this criterion are not required, students are each advised to satisfy competencies by their selections. The required professional in-studio workshop series also contributes to this understanding.

Criterion 12.21, Building Service Systems (2002): Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Previous Team Report (2002): Arch 433, Active Control Systems for Building Operation, provides good learning tools for understanding of HVAC system controls. However, there is no evidence that students can demonstrate an understanding of communications, security, and vertical transportation issues.

2008 Visiting Team Assessment: The required course Arch 433 Active and Passive Controls for Building Operation now provides material to give the basic principles for design of building services systems. The course materials are descriptive and require this material be included in the Arch 502 Comprehensive Design Studio project.

Criterion 12.22, Building Systems Integration (2002): Ability to *assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design*

Previous Team Report (2002): A review of student work does not provide sufficient evidence of the students' ability to integrate all of the various systems into building design.

2008 Visiting Team Assessment: See 13.23. Student projects exhibited were not complete in demonstrating evidence of the ability to assess, select and conceptually integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.

Criterion 12.24, Building Code Compliance (2002): Understanding of *the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure*

Previous Team Report (2002): Arch 476, Design and the Uniform Building Code, provides an extremely detailed coverage of code concepts of the UBC and also introduces the International Building Code (IBC). However, this is an elective course. There is no evidence that every student is exposed to these concepts, nor is there demonstrated evidence of student understanding of issues covered by this criterion.

2008 Visiting Team Assessment: This criterion has been redefined in the Student Performance Criteria. The department provides this material in required in-studio workshops to give students access to gaining an understanding of building code compliance in building design. Several courses in the curriculum present this material from other frameworks.

Criterion 12.29, Comprehensive Design (2002): Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

Previous Team Report (2002): There is insufficient evidence of the ability to meet this criterion. Review of the student work presented did not display an ability to produce an architecture project informed by a comprehensive program, from schematic design through detailed development of programmatic spaces. Nor did it display an ability to combine all the component aspects and systems required in the comprehensive design of a project.

2008 Visiting Team Assessment: Projects reviewed showed students' ability to produce a comprehensive design in Arch 502 Comprehensive Design Studio as a required final course in the three core studio sequence.

Criterion 12.30, Program Preparation (2002): Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria*

Previous Team Report (2002): Some attributes of the requirement are being addressed—precedent, analysis of site conditions (throughout the curriculum), and space requirements (thesis preparation)—others are not. This is particularly problematic in the unevenness of the thesis preparatory course, in which a reasonable scope of work can be delimited through effective programming.

2008 Visiting Team Assessment: This ability is evidenced by student work in Arch 599 Thesis Preparation coursework required for students to advance to the Arch 700 Master's Thesis. The thesis preparatory work is viewed as key to the success of the master's thesis work that follows.

Causes of Concern [taken from VTR dated February 27, 2002]

A. *Unresolved Nature of Long-Identified Areas of Concern*

Though some progress is noted in some areas, many of the issues discussed under I.1, Team Comments, were also identified since at least the 1997 Visiting Team Report, but have been largely left unresolved.

This is an area of particular concern, since problems left unresolved seem to have further weakened the program since the last visit. Financial resources continue to negatively affect the program.

Even when problems are identified and voted on, administrative action did not follow for a variety of reasons. The location of the thesis project in the sequence has been a profound irritant for some time and seems to have become an all-encompassing issue today.

The faculty vote to make thesis preparation a required course has also languished without implementation, further weakening Condition 12.30, Program Preparation.

B. *Building Service Systems, Building Systems Integration, and Comprehensive Design*

- **Building Service Systems**

Environmental technology was identified as an area of weakness more than 10 years ago. Left unresolved, it continued to weaken efforts to demonstrate understanding of building systems and to demonstrate the ability to integrate building systems. This area of concern has now mushroomed to include comprehensive design.

Criterion 24: Understand *the basic elements, organization, and design of mechanical, electrical, plumbing, communications, security and vertical transportation*

systems, which was not met in 1997, remains an area of concern today. The 1997 team observation that “the effectiveness of the faculty in providing appropriate levels of instruction in building systems is limited by the amount of time devoted to building systems in the curriculum” also remains true today.

- **Building Systems Integration**

Criterion 35: Be able to *assess, select and integrate structural and environmental systems into building design*. The 1997 team observed that it is the environmental part of this criterion that is not met.

This area is further exacerbated today because the revised *1998 Conditions and Procedures* calls for expanded abilities.

Criterion 12.22: Ability to *assess, select and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design*. This criterion is also not met.

- **Comprehensive Design**

The lack of ability to resolve Criteria 24 and 25 is now extended into Criterion 12.29, Comprehensive Design.

Criterion 12.29: Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the programs design criteria*. This criterion is also not met.

C. *Towards a Fulfilling Thesis Experience*

Despite a protracted dialogue involving many constituents/stakeholders, resolution of the widely perceived problems of the master of architecture degree thesis remains unsuccessful. Problems include the following:

- A loosely structured thesis preparation
- The absence of effective thesis program preparation
- Faculty members who are not given teaching credit or compensated for engaging in thesis advising
- An indefinite time frame and/or advisory structure
- Workspace, the locations and relative placement of which may suggest less than the importance of the thesis to all constituents of the department
- An absence of closure to the process, in which students can feel unfulfilled in their accomplishments.

The skillful execution of an architectural thesis represents the fullest opportunity to demonstrate the expertise for which the master of architecture degree is conveyed.

Done well, the thesis demonstrates the thoughtful exploration of a hypothesis from inception through completion. Inception begins in the thesis preparatory course that normally includes research and programming that lead toward a comprehensive design problem. The review of student work presented revealed no evidence of an ability to combine all systems required in the comprehensive design of a project. The fruition of

the design inquiry is a comprehensive design illuminating the hypothesis or design question in ways that may inspire other students in the department and fuel a lifetime of inquiry.

It is critical to the department to resolve all thesis issues and create a method through which the aforementioned problems are successfully addressed.

D. Research: Broadening a Teaching-Based Entity in a Major Research University

The University of Washington has the great fortune of being one of the most prominent research universities in the United States. Units contributing to that prominence seem to be nurtured. This support has proven to reap many dividends for the university, including building the university's reputation and financial resource base. In contrast, the relatively small scope of sponsored project activities that contribute directly back to the university from the department may become increasingly problematic over time.

Current strides by the college and department to deepen their research mission are laudable and in need of increasing levels of support, particularly in those areas in which sponsorship can now be used to enable scholars with a wider diversity of scholarly interests to pursue their inquiries with departmental support. The vice-provost emphasized the strategic plan's commitment to support higher levels of interdisciplinary research. In some quarters of the college, opportunities are already under investigation. It will be most important to provide increased incentives to pursue these avenues of additional support to the department as the unpredictability of state funds becomes more pronounced.

3. Conditions Well Met

- 13.2 Critical Thinking Skills
- 13.15 Sustainable Design
- 13.21 Building Envelope Systems
- 13.24 Building Materials and Assemblies

4. Conditions Not Met

- 13.14 Accessibility
- 13.23 Building Systems Integration

5. Causes of Concern

1. The team found that the emphasis of sustainability in design is clearly one of the hallmarks of the program. The department is well positioned to take advantage of this leadership position. The leadership in sustainability could be compromised if sustainable design becomes topical in the school rather than a direction. This important initiative should not occur independent of the other technical subjects.
2. Sustained funding is critical to the school's trajectory. The potential for system-wide funding reductions may jeopardize recent gains and limit progress towards situating the school's long-term vision at a level that the faculty and students now seek.
3. There has been much progress with facilities. Lack of facilities to support large-scale research and digital processes as the next strategic step may hamper the program development and future research potential.

4. The team found that longstanding causes for concern have been largely removed with the faculty and administration supporting change within the school to eliminate these concerns. While the team noted overall progress has been demonstrated, concern with 13.14 Accessibility and 13.23 Building Systems Integration remain a challenge for the program. Evidence and the progress viewed by the team suggest that these criteria can be accomplished. For more information see Student Performance Criteria 13.14 and 13.23.
5. With regard to architectural education and the profession, and how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research. Courses offered to achieve this understanding should be more focused with a coordinated array of required courses providing the student with an understanding of how projects are obtained and delivered as an essential component of the design studio and technology course work. The continuing relationship to the active and successful Professionals' Advisory Council is a key component of such a program.
6. With the current selective structure of the professional practice offerings some students may miss essential subject matter. Presently, students are advised based on prior course work and individual professional experiences as to which of the offerings to take. As the set of electives are innovative with regard to area of focus, a clearly defined structure for the professional practice electives may show the breadth of professional practice opportunities and issues to foster a greater understanding of the elective set as a whole.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

The new provost, dean of the College of Architecture and Urban Planning, and the other college department heads look to the architecture department in the academic context as a resource in positioning the university within the region and around the world. The university, the dean, and other department heads within the college see the program integral to developing new areas of study to be defined through collaborative work. Presently, the architecture program provides the forum and occasion for other departments in the college to come together and interact. There is the expectation that this effort can be transferred to assist in drawing other academic units of the university into collaboration for important environmental work. The reach of the architecture program in existing and planned study abroad programs widens the window of the university to a world beyond the immediate region.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

Students demonstrated a responsible and mature attitude toward to their colleagues' work and to the strength of the studio environment. The school demonstrates strong respect for the students and cultivates an atmosphere of collaboration, sharing, and innovation. Students are encouraged and engaged in all areas of student life and approach their education with enthusiasm. The school has crafted a comprehensive and resilient Studio Culture policy as one of the strongest aspects of the school. Students

have benefited from knowing the work of the other college disciplines through interdisciplinary projects. The department, college and university seek to nurture students' diversity and individuality.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

The school provides students with a comprehensive understanding of registration, IDP, and professional conduct from the beginning convocation to the multiple linkages throughout the curriculum. Students are successful in gaining an understanding of their education as it proceeds to registration. The school resides in a region where models of professional practice are readily available. Students come to know these aspects as a part of program through advising and information sessions and can follow the processes with colleagues who become well versed with this information enriched by visiting and adjunct faculty. IDP is facilitated through alumni mentors and AIAS sponsored IDP seminars. The Washington State Registration Board for Architects holds one meeting each year in the department. ARE pass rates are indicated as high. For the students in the school there is an almost seamless transition to the profession.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The program prepares students to recognize the breadth of the profession and the allied disciplines, and their professional responsibility to continue learning as a habit beyond the degree program. The Professionals' Advisory Council (PAC) maintains an active relationship with the school and brings the profession into the school with a variety of evolving programs. PAC sponsors the *Headlines Exhibition* to present the scope of

current Seattle architecture in Gould Hall on an annual basis, AIAS hosts Career Day, and AIA Seattle sponsors a Diversity Round Table. The department offers studios and courses that call students to respond and position themselves relative to professional and ethical questions in architecture.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

The school creates a strong connection to society through the orientation of design studios, coursework references, and outreach programs. A number of design studios present the complexity of community and environmental issues in which architects engage including the interdisciplinary Post-Katrina Studio, the Design-Build Studio, the Storefront Studio, and the Glenn Murcutt Studio. In these contexts, students gain firsthand experience with the social art of negotiating project scope and client requirements. Students gain an understanding of the scope of architectural engagement and realize the expectations that communities require of the profession. Students come to know these issues further in courses such as Arch 577 Ethical Practice, Arch 598 Sustainability, Environment, and Health, and Arch 498 Community Driven Development. The department has a significant foreign studies program highly valued by the students as the means of gaining new cultural perspectives. The Integrated Design Lab directly responds to design and energy questions for daylighting, lighting, and energy information as an important demonstration of research for professional and public service.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[]

The department initiated a self-assessment process during the first half of 2007 that identified strengths and weaknesses resulting in six strategic initiatives with goal-oriented actions. Student surveys and the Professionals' Advisory Council contributed to the process. This material is presented in a printed brochure for distribution to the students, faculty, university, and the professional community. The process engaged students, faculty, allied departments, university administrators, and professionals in the community. Faculty meetings held weekly are the center of much program direction and assessment on an on-going basis. Program assessment is

mandated by the state and the University of Washington on a ten-year cycle. Improvements to the thesis sequence and professional workshops to support the design studios show evidence of the positive results of this process.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met
[X] Not Met
[]

This information is provided on the department web site. Students are informed of the NAAB *Conditions for Accreditation* during the student orientation meeting at the beginning of the school term.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met
[X] Not Met
[]

The first goal in the school’s strategic plan is to “strengthen the collective vision of the department” followed by an action item “to expand recruitment of underrepresented groups for the faculty and students.” Recent faculty hires diversified the faculty with four new positions. The department actively recruits minority students. Three scholarship programs support minority retention and recruitment. The school Web site includes a statement on equity. The university has a similar policy statement on the university Web site. The new dean is taking a proactive stance to increase the diversity. Governance is a shared responsibility in the department.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met
[X] Not Met
[]

The department's adopted studio policy is very strong. Discussions with students and faculty reinforce that this policy is happening. Students express concern that the design of the new security system in Architecture Hall hinders communication and interaction.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[]

The department chair, associate chair, graduate program coordinator, the director of student services and undergraduate coordinator direct the administration of the program. The faculty student-teacher ratio maintains the program goal of 1:12 for most studios. All tenured and tenure-track faculty are encouraged to pursue creative work in research, scholarship or architectural practice with department support of 0.15 FTE.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

See: Progress Since the Previous Site Visit --Team Findings 6. Human Resource Development

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

With the recently completed renovation of Architecture Hall the school is able to accommodate all students with their own desks and provide faculty with offices in a building that strengthens the program and enhances the campus. The renovation contributes to a more positive thesis experience with studio space that helps to create a center in the school. University scheduling hampers the full programmatic use of the building since the main large lecture hall (Arch 147) is often not available for architecture lectures limiting educational opportunities.

The AUP Librarian finds the recent library renovation has improved the quality of the library as a college study center. The librarian finds the space at this time sufficient. Wood and metal shops and newly completed and innovative Digital Commons further support the program. The Digital Commons is an active learning center in the school. The Commons offers good access to computing resources with direct assistance. While there has been significant improvement to the program’s facilities, future program development is constrained by lack of space in the present buildings.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The AUP Library funded by the University Library provides students and faculty with materials for graduate level research in architecture. The library space was renovated to improve the quality of the space with an overall cost of \$60,000. Although foreign back issues were obtained recently, the serial budget has been cut and concerns for future funding remains. The Visual Resource Collection contains 135,000 slides. The process to convert slides to digital images is progressing slowly as it is highly labor intensive. The digital images are available on internet. Students request longer library hours on weekends.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[]

Since the last visit, the university has worked to restore funding from previous budget cuts. Funding for salaries and operating budgets have improved since 2002. The Master of Science operating budget received additional permanent funding of \$30,000. Salary compression, retention, and recruiting are being addressed. With the new university and college administration in place there is support to improve the funding of the department. The high cost of living is a challenge in recruiting new faculty. The department received renewable three-year funding for a senior lecture position and renewable one-year funding for two lecturer positions. The department receives more than \$40,000 annually from successful extension program offerings. Faculty research initiatives have brought increased research funding. Additional funding is available for buying needed shop equipment for the program. The librarian’s salary was increased at the expense of the acquisition budget. Significant new capital projects contribute to program support – the \$25 million renovation of Architecture Hall, \$85,000 for the Annex, the basement of Gould Hall was made accessible and transformed into the Digital Commons with a project cost of \$500,000. In addition, the department is looking to increase financial resources

further through development efforts to meet continuing program goals. The potential for system-wide funding reductions may reduce progress gained towards sustaining the school at a competitive level.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

The Northwestern Commission on Colleges and Universities accredits the University of Washington.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

The two tracks leading to the Master of Architecture fulfill the required general education requirements.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, writes, listen, and speak effectively

Met	Not Met
[X]	[]

Writing quality as expressed through the work of course assignments, contributions to COLUMN 5 and other media revealed an acceptable level of clear communication, although strong differences were noted between best and the least proficient students.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

This condition is unusually well met. As demonstrated with the high level design coherency in the studio projects, students bring clear ideas to support their design work. With the required course Arch 360 Design Theory and Analysis students are challenged to develop their own positions in architecture through the lens of design and philosophical theory and discussion.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

Student work exhibits a wide spectrum of media. The studio projects were well crafted and the mode of representation appropriate to the content. The new Digital Commons has broadened representation with the computer and the students are actively engaged.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[X]	[]

Multiple courses and interdisciplinary studios throughout the curriculum provide opportunities to gain this experience demonstrating an important value in the school – one of the six goals designated in the school's strategic plan.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
[X]	[]

Western traditions are extensively covered in the main history track (Arch 350, 351, 352), which is required in the 3+year program. Students in the 2+year program are required to have taken classes covering similar material in their previous degree - students who did not are required to take the requisite classes.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[X]	[]

Student work reviewed in the required courses of Arch 350, 351, and 352 demonstrate an understanding of non-western traditions. Numerous elective classes also contribute to a breadth in student understanding of non-Western traditions in architecture.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Met
[X]	[]

National traditions are covered extensively in Arch 352 History of Modern Architecture and in the design studios. Regional traditions are primarily covered in Arch 590 Urban & Preservation Issues in Design and design studios. Additional coursework in these areas is available through electives.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The use of precedents is demonstrated primarily in design studios, thesis, and associated support classes such as Arch 590 Urban & Preservation Issues in Design.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The relationship between human behavior and the physical environment is addressed extensively in Arch 360 Introduction to Architectural Theory and in design studios and thesis.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Human diversity is covered through the required Arch Design Studio Options 503 and 504.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Design studios are noted as the primary source in the curriculum pertaining to accessibility. The program document for Arch 500 Architecture Design Studio notes, "code requirements relative to exiting and accessibility must be fully addressed." A life safety and accessibility summary page is included in the Arch 500 student materials, which provides very condensed criteria for accessibility. The studio projects on display for the team indicate varying levels of attention to accommodating individuals with varying physical abilities, but all indicate some effort to address the issue.

A workshop regarding accessibility is scheduled for spring quarter 2008. A workshop covering accessibility was given in autumn quarter 2006.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[X]	[]

This condition is well met. Information from the technical courses is called upon to further principles of sustainability demonstrated in the design course sequences. Sustainability is a strong expectation for the students. Many students have come to the school for this information. Several studios and courses including the Post-Katrina and Murcutt Studios and the design build projects demonstrate sustainability as a primary orientation of the work.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

The Master's Thesis Studio and Pre-Design Course orients the student to the development and completion of this material as a prerequisite in preparation for the Master's Thesis. Both the evidence and student response indicate this is an important and successful part of the thesis experience.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[X]	[]

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[]

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[X]	[]

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[]

This condition is well met. Arch 570 Design Development presents the important intellectual engagement an architect brings to project development as it moves towards construction.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[]

Student work from courses Arch 501, 502, & 433 were reviewed. 433 primarily addresses HVAC systems and to some extent lighting systems. Other areas of plumbing, vertical transportation, communication, security and fire protection were not addressed in exhibited work. The course syllabus indicates that there are lectures covering areas of vertical transportation and plumbing systems. However no student work was exhibited to demonstrate the understanding of the basic principles.

Student work exhibited in course Arch 530 demonstrated a good understanding of the principles of electrical distribution and HVAC systems.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
[]	[X]

Student projects exhibited were not complete in demonstrating evidence of the ability to assess, select and conceptually integrate kinds of building systems into building design. Student work exhibited from studio workshop courses 501 & 502 only partially met the criteria with regards to integrating building systems. More specifically, the student work did not demonstrate the abilities with regards to life-safety systems. The committee felt that the ability to conceptually integrate life safety systems is critically important. Other course work reviewed addressed life safety systems, however, did not address the integration and selection of the systems.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	[]

This condition is well met. The team noted the craft and completeness of the large-scale models as a means to foster an understanding of the principles of materials and assembly.

High compliments to the selection of the case studies and the depth of research. Work exhibited in courses Arch 432, 501 and 502 also reinforced this criteria.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[]

13.26 Technical Documentation

Ability to make *technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[]

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[]

The design studio sequence and the professional practice courses bring the client, owner, and user into focus within the curriculum. The use of case studies in many of the courses and the shadowing an architect experience in the Field Work in Professional Practice course place the student in the appropriate context to gain this understanding.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[X]	[]

The students have produced projects that demonstrate comprehensive design with an understanding of structural and environmental systems, building envelope systems, life safety provisions, wall sections and building assemblies and the principles of sustainability.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not Met
[X]	[]

Several professional practice courses take advantage of the rich experiences of the professional community to convey this information in differing formats. See 13.27

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[X]	[]

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The professional practice courses provide frameworks for gaining an understanding of the architect's place as leader. Many of the faculty, by example, demonstrate how architects are leaders in the community.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Each of the professional practice courses provides a professional context where the student addresses ethical issues of the profession. The Ethical Practice course challenges the student to recognize and refine positions related to making ethical judgments.

This page is left blank intentionally.

FINAL DRAFT

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 University of Washington Architecture Program Report.

The University of Washington is the oldest state-assisted institution of higher learning on the Pacific Coast. The Territorial University of Washington opened on 4 November 1861, in a building on a 10-acre tract of hilly wilderness (which is now at the center of downtown Seattle). By 1889, the university was firmly established as an institution of higher education. Steady growth made larger quarters necessary; in 1895 classes opened in Denny Hall, the first building on the present campus. The Alaska-Yukon-Pacific Exposition, held on campus in 1909, provided many new buildings and focused national attention on the university and the Pacific Northwest. Today the 643 acre main campus has 218 buildings. In the 1990s, branch campuses were established in Tacoma to the south, and in Bothell to the north.

Located between Lake Washington and Lake Union, the Seattle campus and environs form a distinctive enclave within the city. Seattle is the major city of the Pacific Northwest, with a metropolitan population of almost 3 million people.

The UW has earned an international reputation for its research and graduate programs. Since 1969, the university has ranked among the top five institutions in the nation in receipt of federal awards. Since 1974, it has been the number one public university in America in receiving federal support for research and training.

There are over 4,000 teaching and research positions at the University of Washington and a total faculty and staff of 27,600. Student enrollment at the university's main campus in Seattle is over 39,000, of which about one fourth are graduate and professional students. The freshman class entering in 2005 had an average high school grade point of 3.69, with an average SAT score, math and verbal combined, of 1198.

The Seattle campus is made up of seventeen major schools and colleges. The University of Washington Libraries system is one of the largest research libraries in North America. Its collections exceed 5 million catalogued volumes, an equal number in microform, several million items in other formats, and more than 50,000 serial titles. The Libraries system is a part of one of the most innovative and well-integrated electronic campus information networks in the world. Members of the university's teaching and research faculty are known nationally and internationally. The University of Washington is one of the major seats of learning and research in the western United States.

2. Institutional Mission

The following text is taken from the 2008 University of Washington Architecture Program Report.

Part Four of the *University of Washington Handbook* describes the university's mission (as revised in 2001) as follows:

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The university preserves knowledge through its libraries and collections, its courses, and the

scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the university is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the university fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The university cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the university seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through educational outreach, evening degree, and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington is its College of Arts and Sciences; the teaching and research of the university's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of architecture and urban planning, business administration, education, engineering, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.

3. Program History

The following text is taken from the 2008 University of Washington Architecture Program Report.

In the early history of Washington State, buildings were small and often designed by itinerant builder/designers or contractor/builders. A few architects may have practiced in the state in the 1870s, but professional architects in Washington were unusual until the 1880s. The growth of the profession in the 1890s was sufficient to support the formation of the Washington Chapter of the AIA in 1894 with members in Seattle, Tacoma and Spokane. The next year the AIA began to lobby for an architectural program at the University of Washington. However, the program was not created until two decades later.

The Department of Architecture was officially established by the University of Washington Board of Regents in 1914; it was the nineteenth such department in the nation. Carl F. Gould, an architect trained in the Beaux Arts tradition, was appointed the first head of the department; he shaped the program and was its dominant figure for the next twelve

years. In 1915, the first curriculum was established. It included four years and 137 semester credits and was heavy in the liberal arts. It was often recommended to students that they attend a more established school for a fifth year after completing the UW program. The program was first accredited in 1925 by the Association of the Collegiate Schools of Architecture.

In 1935, what had been the Architecture Department was elevated to the level of a school in the university. In the early 1930s, the curriculum was extended to five years, following the pattern of other American schools of architecture. The program was permeated by the spirit of the Beaux Arts, although it maintained its independence of national organizations such as the Beaux Arts Institute of Design (BAID). In those years the program emphasized professional skills and the architectural studio. Today occasional archival displays are vivid reminders of the sophisticated talents nurtured by the department in those years.

In 1964, when Department of Architecture celebrated its 50th anniversary, it still offered a five-year B.Arch. The school expanded tremendously after the Second World War under the impetus of the G.I. Bill and the growth of the university; numerous younger faculty joined their older colleagues. Younger faculty brought a very strong interest in Modernism, functionalism, and the educational program of the Bauhaus, and this pedagogy displaced the Beaux Arts system. A program in urban planning was also established in the department during the early 1940s.

In 1957, Architecture became the core department in the new College of Architecture and Urban Planning. In 1962, the college was departmentalized to include the Departments of Architecture, Urban Planning, Landscape Architecture, and Building Technology and Administration.

In 1961, a one-year Master of Architecture program was initiated as a second professional degree earned after the accredited professional B.Arch. The five-year B.Arch. was last offered at UW in 1967-68. Influenced by student concerns and national trends, the department's professionally accredited degree was changed to an M.Arch. The 2+2+2 structure offered a 4-year pre-professional B.A. and a 2+ year M.Arch. A 3+ year M.Arch. curriculum was also established for students holding bachelor's degrees in subjects other than architecture.

The pre-professional degree was first a B.A. in Environmental Design. It changed to a B.A. in Architecture in 1979. In 1985, following university-wide budget cuts, its administration was taken over by the College of Architecture and Urban Planning. Architectural Studies was then offered as the primary stream within a college-wide B.A. In 1994, the other streams were eliminated and administration and governance of the B.A. in Architectural Studies was shifted back to the Department of Architecture. This resulted in programmatic clarity and a stronger relationship between the B.A. and M.Arch. programs.

Today, the M.Arch. is the department's only accredited degree program. Students with undergraduate degrees in architecture (from UW or other schools) can complete the Master's program in 2+ years; students with undergraduate degrees in other fields require 3+ years. The department still offers a 1+year M.Arch. degree (unaccredited) for students with 5-year accredited B.Arch. degrees who seek a year of specialized study.

In 2000, the department added a Master of Science (M.S.) in Architecture with a stream in Design Computing. In 2006 a second stream, in Architectural History and Theory, was approved by the Graduate School, with its first class matriculating in 2007-2008. The Department of Architecture also participates in a college-wide interdisciplinary Ph.D. in the

Built Environment, which was established in 2003.

4. Program Mission

The following text is taken from the 2008 University of Washington Architecture Program Report.

The current strategic plan for the Department of Architecture was adopted by the faculty on 12 June 2007 and endorsed by the dean of the College of Architecture and Urban Planning on the same date. The plan describes the department's mission, values and vision as follows:

Mission: The Department of Architecture advances the discipline and practice of architecture by:

- Educating architects who practice in a manner responsive and responsible to society, culture and the environment.
- Advancing architectural knowledge through research, scholarship, and critical practice.
- Using this knowledge to benefit local, regional, national and global communities.

Values: We value excellence in research and teaching, the traditions of architecture within the context of social and technological change, the continuing legacy of craft in the making of architecture, an activist and community-based design process, and ethical action used to address human and environmental concerns.

The core value of our department is design--a fundamentally integrative activity that incorporates ethical, cultural, and ecological values with emerging technologies and advanced areas of research. We believe in a culture of creative research and teaching where design is a vehicle for research and research is a vehicle for design.

We value our presence in a multidisciplinary college within a public research university. Furthermore we acknowledge our position and identity as an urban university and critically engage the city as a physical, cultural and ecological system. We also recognize the importance of diversity broadly construed to include the range of our research and teaching interests as well as the composition of our faculty and student body.

Vision: Provide leadership in contemporary issues of design to our college, university and region through innovative research and teaching and interdisciplinary collaboration. We champion architecture as a critical urban and cultural practice that integrates a complex array of social, ethical and ecological concerns with the research activities of the academy and the technical advances of the building industries and the profession.

5. Program Self Assessment

The following text is taken from the 2008 University of Washington Architecture Program Report.

On June 12, 2007 in a regularly scheduled faculty meeting, the faculty of the Department of Architecture formally adopted a new strategic plan. The full text of this strategic plan is included as an Appendix to this report.

This plan was initiated by the new chair of the Department of Architecture, David Miller, in January 2007 and evolved under the direction of the Strategic Planning Committee over a four-month period in winter and spring 2007. It involved several discussions with the faculty including an evening meeting on February 15 and a weekend morning retreat on May 12. It incorporates feedback received during those faculty events as well as a meeting with the department's Professionals Advisory Council on May 2, an online student survey conducted between February 22 and March 6, and a survey of part-time faculty. In addition, the Strategic Planning Committee consulted the dean of the College of Architecture and Urban Planning, and considered the department's former planning exercises, the existing strategic plans of the other departments in the college, and the new vision statement of the University of Washington. The resulting strategic plan is a reflection of the collective values of the faculty seen in the context of the college, university and larger regional, national and international professional and academic communities. Although the intention of this document is to provide a framework for action that can guide the department in the coming years, it will be revisited on a regular basis to respond to changing circumstances and to take advantage of new opportunities.

The six goals of the Strategic Plan identify our strengths and opportunities in each area, and list action items for ways to meet the challenges of meeting the goals. The goals as listed in the current Strategic Plan are:

1. Strengthen the collective vision of our department
2. Reinforce the core pedagogical experiences provided by our department
3. Integrate technology with critical design studio thinking
4. Reinforce connections between our department and the regional, national and international academic and professional communities
5. Pursue interdisciplinary linkages within the college and the university
6. Build funding capacity of the department

The entire Strategic Plan including the action items associated with these goals can be found in the Appendix.

This page is left blank intentionally.

Appendix B: The Visiting Team

Team Chair, Representing the ACSA
Donna Dunay, AIA
G.T. Ward Professor of Architecture
Chair, Board of Advisors, International Archive of Women in Architecture
School of Architecture & Design
College of Architecture and Urban Studies Virginia Tech
Blacksburg, Virginia 24060
(540) 231-5512
ddunay@vt.edu

Representing the AIA
Stephen A. Kliment, FAIA
111 Central Park North
New York, NY 10026
(212) 426-4800
sakliment@msn.com

Representing the AIAS
Eric Zaddock
1439 Euclid St. NW #204
Washington, DC 20009
(586) 243-9933
ericzaddock@hotmail.com

Representing the NCARB
Denis A. Henmi, AIA, LEED AP
Founding Principal
Kwan Henmi Architecture/Planning
456 Montgomery Street
Suite 300
San Francisco, CA 94104
(415) 777-4770
(415) 415-5102 fax
denis.henmi@kwanhenmi.com

Observer
Samuel Miller, AIA
Associate Principal
LMN Architects
801 Second Ave., Suite 501
Seattle, Washington 98104
(206) 682-3460
(206) 343-9388 fax
smiller@lmnarchitects.com

This page is left blank intentionally.

Appendix C: The Visit Agenda

Saturday, February 9

- 4:00 pm** **Team arrival – Intro and Orientation meeting (team only)**
Watertown Hotel
4242 Roosevelt Way NE
Seattle 98105
Tel: 206.826.4242
- 5:00 pm*** **Optional Event**
- 6:30 pm** **Review Committee cocktails w/ Dean Friedman and select faculty (see list below)**
Café Lago (reservation under Miller)
2305 24th Ave
Tel: 206.329.8005
- 7:30 pm** **Dinner w/ selected faculty** - David Miller, Alex Anderson, Joel Loveland, Nicole Huber, Rick Mohler & Sharon Sutton
Café Lago (reservation under Miller)
2305 24th Ave
Tel: 206.329.8005
- * **Optional Event** – Lecture at Kane Hall, UW by Kazuyo Sejima of SANAA – Sejima & Nishizawa, Tokyo

Sunday, February 10

- 7:30 – 8:15 am** **Team breakfast at hotel – review APR**
- 8:15 - 8:30** **Chair meets team (hotel) and walks to Architecture Hall**
- 8:30 – 9:30** **Overview of Team room by David Miller, Chair, Department of Architecture and Alex Anderson, Associate Chair**
- 9:30 – 10:30** **Overview of Curriculum by Executive Committee** (PowerPoint presentation by Alex Anderson)
- 10:30 – 11:30** **Visit to Exhibits and Facilities, Executive Committee**
- 11:45 – 12:45** **Box lunches w/ select faculty, design group and Exec Committee:** David Miller, Alex Anderson, Trina Deines, Kathryn Merlino, Jerry Finrow, Brian McLaren, Peter Cohan, Nicole Huber, Jennifer Dee - *Gould 208J*
- 1:00 – 5:00** **Meetings w/ faculty – Gould 208J**
1:00 – 1:45 **Design & Graphics:** Rick Mohler, Assoc Professor, **Brian Johnson**, Assoc Professor, **Brian McLaren**, Professor, **Doug Zuberbuhler**, Sr. Lecturer, **Peter Cohan**, Assist Professor, **Nicole Huber**, Assist Professor, **Ken Oshima**, Assist

	Professor, Frank Ching , Professor, Jerry Finrow , Professor, Jennifer Dee , Lecturer
1:45 – 2:30	History/Theory: Alex Anderson , Assoc Professor, Trina Deines , Assoc Professor, Jennifer Dee , Lecturer, Vikram Prakash , Professor, Meredith Clausen , Professor, Louisa Iarocci , Assist Professor, Kathryn Merlino , Assist Professor, Jeffrey Ochsner , Professor
2:30 – 3:15	Building Technology: Joel Loveland , Professor, Barry Onouye , Sr Lecturer, Ed Lebert , Assoc Professor, Andy Vanags , Sr Lecturer, Rob Peña , Assoc Professor, Dean Heerwagen , Assoc Professor, Chris Meek , Research Assist Professor, Edward Bartholomew , Research Assist Professor, Carrie Dossick , Assist Professor, Jim Nicholls , Senior Lecturer
3:15 – 4:00	Professional Practice: Bill Zimmerman , Sharon Sutton , Doug Zuberbuhler , Tom Kinsman , Ron Wright , Peter Reese , Rena Klein
4:00 – 4:45	Design Computing: Brian Johnson , Assoc Professor, Mehlika Inanici , Assist Professor, Nicole Huber , Assist Professor, Anne Stevens , Lecturer, Boaz Ashkenazy , Part-Time Lecturer, Ben Dalton , Part-Time Lecturer
4:45 – 5:00	Break
5:00 – 6:30	Overview of Exhibits and Records
6:30 – 7:30	Break – relax at hotel
7:30	Team only dinner <i>Monsoon (reservation under D Dunay)</i> <i>615 19th Ave E. Seattle 98112</i> <i>Tel: 206.325.2111</i>

Monday, February 11

- 7:30 am** **Chair meets w/ Team at hotel; walk to Provost's Office**
- 8:00** **Entrance meeting w/ Provost, Phyllis Wise**
- 8:30** **Team breakfast w/ Chair**
- 10:00** **Conference call w/ Dean, Daniel Friedman, College of Architecture & Urban Planning (by phone) – Team Room**
- 11:00** **Meeting w/ faculty:** Discussion of Promotion/Tenure, Mentoring, Human Resources, issues & questions - *Gould 110*
- 11:45** **Lunch w/ selected faculty:** David Miller, Alex Anderson, Trina Deines, Vikram Prakash, John Stamets, Steve Badanes, Mike Pyatok, Rob Peña, Mehlika Inanici, Peter Steinbrueck, Ken Oshima - *UW Club, Colleen Room*
- 1:30 – 5:00** **Continue review of Exhibits and Records**
- 5:00 – 6:00** **Meeting w/ all students - Architecture Hall 147**
- 6:30 – 7:15** **Meeting w/ Professional Council Representatives:** Ron Rochon, Susan Jones, Bill Zimmerman, Kevin Kane, Thom Emrich – *Miller/Hull*
- 7:15 – 8:45** **Reception w/ professionals and faculty - Miller/Hull**
- 9:00** **Team only dinner**
Lola (reservation under D Dunay)
2000 4th Ave. Seattle 98121
Tel: 206.441.1430

Tuesday, February 12

- 7:30 am** **Breakfast w/ Chair**
- 8:45 – 10:45** **Meetings in small groups – Gould 102 or as otherwise noted:**
- | | NAAB Team/Group 1 | NAAB Team/Group 2 |
|-------|-----------------------------------|-----------------------------|
| 8:45 | CAUP Administrator, Gould 102 | Slide Collection, Gould 330 |
| 9:15 | Arch Staff, Gould 102 | Library, Gould 334 |
| 9:45 | CAUP Development, Gould 102 | Shop, Gould 132 |
| 10:15 | Integrated Design Lab, 400 E Pine | |
- 11:30** **Meeting w/ Photo Lab, Gould 019**
- Noon** **Meeting w/ Chairs of CAUP: John Schaufelberger, Fritz Wagner, Frank Westerlund – Gould 102**
- 12:45 – 1:30** **Box lunch meeting w/ selected student leaders:** Kit Kollmeyer, Matt Quijano, Jill Browning, Dan Belcher, JJ Powell, Anisa Baldwin-Metzger, Charla Lemoine, Tristie Tajima, Carl von Rueden, Jake LaBarre, Casey Borgen – *Gould 110*
- 1:30** **Full team meeting w/ Chair & Assoc Chair – Gould 102**
- 2:30 – 5:00** **Review of Exhibits and Records**
- 5:00 – 6:30** **Break**

6:30 **Team only dinner**
Serafina (reservation under D Dunay)
2043 Eastlake Ave E. Seattle 98102
Tel: 206.323.0807

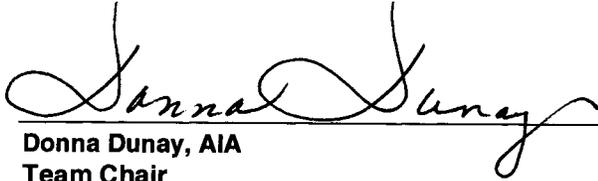
Wednesday, February 13

7:30 – 8:15 am **Meet w/ Chair – Chair's Office**
8:30 – 9:00 **Meet w/ Provost – Provost's Office**
9:00 – 10:00 **Break**

10:00 – 11:00 **Meet w/ Dean**
11:00 – 11:45 **School wide exit meeting – Gould 208J**
12:00 **Team departs for airport**

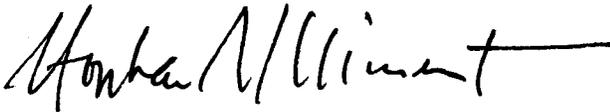
IV. Report Signatures

Respectfully submitted,



Donna Dunay, AIA
Team Chair

Representing the ACSA



Stephen A. Kliment, FAIA
Team member

Representing the AIA



Eric Zaddock
Team member

Representing the AIAS



Denis A. Henmi, AIA
Team member

Representing the NCARB



Samuel Miller, AIA
Observer



This page is left blank intentionally.

FINAL DRAFT