University of Washington

Interim Progress Report for 2016

Instructions and Template

Submitted December 10, 2016

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:
1. The program's progress in addressing not-met Conditions, Student Performance Criteria, or Causes of Concern from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions, Student Performance Criteria, and Causes of Concern.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:
1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The annual statistical report (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Kesha Abdul Mateen (kabdul@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

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[1] The team chair will not have participated in a team during the year in which the original decision on a term of accreditation was made.

2. EXECUTIVE SUMMARY OF 2014 NAAB VISIT

CONDITIONS NOT MET

2014 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR
B.2 Accessibility
B.6 Comprehensive Design

CAUSES OF CONCERN

2014 VTR
Student Diversity
Studio Documentation & Graphics
Diversity of Project Sites
Conceptual Design Development
Diversity of Design Approaches

3. TEMPLATE

Interim Progress Report
University of Washington
Department of Architecture
M. Arch. [Preprofessional degree + 57 credits]
Last APR submission: September 7, 2012
Year of the previous visit: 2014

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: Brian McLaren, Chair, Department of Architecture

Provost: Gerald J. Baldasty

President of the institution: Anna Mari Cauce

Individual submitting the Interim Progress Report: Brian McLaren

Name of individual(s) to whom questions should be directed: Brian McLaren

Current term of accreditation: 8 year term

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

> B.2 Accessibility
>
> *2014 Visiting Team Assessment*: This condition is not met at the level of ability. Work produced in architectural design studios demonstrates an understanding of accessibility through some provisions for accessible toilets and building entrances. However the ability to make buildings and sites accessible as an integral part of building design was not evident in all projects. For example, auditorium projects did not make provisions for accessible seating or sightlines; residential projects did not respect accessibility impacts on furniture arrangements; and site circulation paths did not always consider slope requirements. It was clear that the series of accessibility workshops have improved the students' understanding of accessibility. The 2014 Team is confident that the Department has made the commitment and enacted the resources to improve performance in this area.

University of WA, 2016 Response:

The 2014 Visiting Team acknowledged the Department of Architecture's progress as well as our commitment to improving student performance in the area of SPC: B2 – Accessibility. We have continued to address this condition in our design studios. We believe that the best vehicle for directly integrating certain areas of technical knowledge into the studio experience of all of our M.Arch students is a series of workshops that are given parallel to our core design studios; Arch 500: Architectural Design Studio I (Urban Context): Arch 501: Architectural Design Studio II (Tectonics); and Arch 502: Architectural Design Studio III (Sustainability). Due to the nature of the design problem in the Arch 500 studio, which is typically an institutional building in an urban context, since 2009 we have held a series of three workshops each fall quarter on issues of building codes relative to life safety and accessibility for such building types. The 50-minute workshops are given on Fridays just prior to the design studios.

During the fall of 2016, these workshops were led by Joseph Iano, who is co-author (with Edward Allen) of *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*, 5th Edition (New York: Wiley, 2012). This is the fifth year that Mr. Iano, who is a practicing architect and nationally recognized expert on building code and accessibility issues, has led these workshops. The three workshops were: Life Safety and Exiting (October 14, 2016); Accessibility (October 21, 2016); and Special Conditions for Assembly Occupancies (October 28, 2016). As in past years, design studio faculty have taken responsibility for assuring the integration of this material into individual student projects. Studio faculty also oversee the representation of this understanding in the final presentations in the form of accessibility and egress diagrams.

It is also worth noting that there has been a change in this specific student performance criteria (B2 - Accessibility), which has merged with the former SPC: B5 – Life Safety, to become SPC: B3 – Codes and regulations. The stated description: "Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life safety and accessibility standards" is a broader and more integrated idea of accessibility. We believe this new SPC is close to how we present these issues in the context of our core design studios. In addition, for the first time we are offering a professional practice selective, Arch 598: Re-thinking the Code, which will be taught by Robert Svetz, a trained architect who reviews the building code for the City of Seattle. While only around 1/3 of the cohort will take this advanced graduate seminar, the knowledge conveyed in this course will be communicated to others through the student design work of those who do take the class. In addition, this professional practice selective extends the impact of these issues beyond our core design studio sequence.

B.6 Comprehensive Design

2014 Visiting Team Assessment: Student projects did not consistently demonstrate the ability to produce a comprehensive architectural project. A clear understanding of the various systems is evident throughout the curriculum, as is an attempt to integrate the M. Arch. However, a clear ability to integrate these within the context of a single project was not found.

University of WA, 2016 Response:

In responding to the 2014 Visiting Team assessment of our performance in this area, it is important to acknowledge that the Student Performance Criteria: B6 – Comprehensive design, that was part of the 2009 Conditions for Accreditation, has been substantially transformed and made part of a new Realm C: Integrated Architectural Solutions. In this process, the specific list of SPCs that had to be part of comprehensive design has been eliminated and the wording of the SPC substantially altered.

That wording has changed as follows:

OLD SPC: B6 – Comprehensive Design. Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC.

NEW SPC: C3 – Integrative Design. Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

This new SPC has changed its terminology from "comprehensive design" to "integrative design," which, in conjunction with eliminating the list of SPC, leads to a broader consideration of these issues. In addition, the wording from the old SPC: B6, "ability to produce a comprehensive project," has been modified to "ability to make design decisions within a complex architectural project while demonstrating broad integration," in the new SPC: C3. As a result, the idea of producing a comprehensive project—where a specified list of SPCs must be addressed in a single building design—has changed to the ability to broadly integrate a range of issues into a complex architectural project.

The Visiting Team acknowledged that there is a clear understanding in our M.Arch program of the various systems of a building throughout our curriculum. Due to the changed conditions in Student Performance Criteria noted above, the Department of Architecture is putting a considerable effort into what the team referred to as our effort to integrate this knowledge within the M.Arch. Instead of attempting to put all of our effort into a single one quarter studio, we will now address the issue of integration through the design studio work at all levels. Within our M.Arch curriculum structure we are currently seeking deeper levels of integration of required coursework into studio. We have also implemented a number of measures and are in the process of enacting revisions to our M.Arch curriculum that will further pursue the idea integrative design.

The measures that we have put in place, or are in the process of putting in place, are as follows:

1. M.Arch Degree Options and Related Curriculum Clarification – During the Spring Quarter of 2014, the UW Graduate School approved the institution of degree options within our M.Arch Program. These degree options are recorded on student transcripts and are intended to provide them with the opportunity to concentrate their graduate studies in one of three areas of existing research and teaching strength of our faculty—history and theory; materials and fabrication; and sustainable systems and design. The reason behind this enhancement of our M.Arch curriculum was to reflect the increasing demand in the profession to integrate research knowledge into buildings and develop those integrative research skills in our students. The intention was to provide greater clarity to the research concentrations we already have and to link those concentrations to core design studios and required coursework as well as advanced elective courses and thesis work. Although this enhancement of our M.Arch program was not initiated by the NAAB Accreditation process, it nevertheless strengthens our program's efforts to broadly integrate a wide range of cultural, social, environmental and technical considerations into the design studio. It also clarifies the major areas of

faculty research in relation to design in a manner that helps with the integration of that material. In addition, we have instituted a history/theory selective for all M.Arch students to help their research skills so that they can better integrate research knowledge into their design studio and thesis work.

2. Level Coordination - During the Autumn Quarter of 2015 we instituted a system of level coordination in our M.Arch program. This system involved appointing Assistant Professor Elizabeth Golden as coordinator for the Preparatory Year (Arch 303-305 design studios) and Associate Professor Peter Cohan as coordinator for Year One (Arch 500-502 design studios). The level coordinators have been responsible for calling one meeting prior to each quarter and two meetings during each quarter between all instructors for design studios and required courses. These meetings have involved the sharing of course syllabi and coordination of deadlines and assignments. In addition, we have sought direct connections between courses so that knowledge developed in required coursework can be integrated into design studios. One tangible result from this process has been the development in 2016-2017 of a sketchbook requirement in the Preparatory Year, so that all coursework can come together in a place that can integrate with student design thinking. Also notable in 2016-2017 has been the site and program selection for the Arch 500 studio in relation to the Arch 590: Urban and Preservation Issues in Design course that uses the studio project as the subject of the main writing assignment. In addition, the instructor meetings during the quarter have allowed for continued refinement of assignments and deadlines. They have also demonstrated to students that instructors are working collaboratively to shape their education.

3. Proposed M.Arch Curriculum Changes – The Department of Architecture is now in the final stages of creating a revised M.Arch curriculum that fairly directly responds to the issue of integration. The Curriculum Committee first presented those changes during the Spring Quarter of 2016 with initial approval by the faculty of the principles of the proposed changes during Autumn 2016. The final structure of those changes should be approved by the end of this quarter with an implementation plan coming during Winter Quarter 2017. Although these are just proposed changes, to this point the faculty have worked together and supported these measures by an almost unanimous vote. (See Appendix A – Proposed Revisions to Master of Architecture Curriculum – Studio Sequence) The approach of the proposed curriculum change is to develop our Preparatory Year as a 3 quarter sequence of foundation studios, with Year One and Year Two being a succession of 3 two quarter segments. The first two, currently including the Arch 500 and 501 studios, will be a 2 quarter core which addresses the issue of integration of the major areas of knowledge required by new SPC: C3 – Integrative Design. The second two quarters, currently including the Arch 502 and Arch 503 studios, will allow for experimentation with studio content and methodologies. For the majority of students, this sequence with culminate in their final two quarters with two research studios (what would be Arch 504 and 505) that require the integration of research knowledge into a complex studio problem. For the remaining students the integration will be found in their final thesis project. While the details of this change are not fully approved by the faculty, the principle of integration in the 500/501 as well as 504/505 will be a part of any proposal. We believe that this approach to integrating required coursework and research knowledge into the studio will substantially respond to the Visiting Team's concerns and to the new SPC: C3.

b. Plans for/Progress in Addressing Causes of Concern

- **Student Diversity**

2014 Visiting Team Comments: According to recent statistical reports, the ethnic and racial diversity of the graduate architecture student body is much less than the diversity reported for the university's graduate programs as a whole.

University of WA, 2016 Response:

In response to the input of the 2014 Visiting Team, the diversity of our student body has been a major area of concentration for our Department. The diversity of our undergraduate students is similar to levels found within the university, with 55.4% of current students and 56.4% of incoming students in our department being non-white, as compared to 58.8% of current undergraduate students within

the university. While the diversity of the graduate student body in our M.Arch program is below the university-wide levels, we have made progress over the past three years. At the time of the 2014 accreditation visit, the most recent statistics had 30.9% of current students in our department being non-white as compared to 41.8% within the university. Our statistics for Autumn 2016 show that 38.4% of our students are non-white as compared to 45.5% within the university. While these statistics show that we are catching up to the university on the issue of diversity of our graduate student body, we need to continue to work hard on this issue over the coming years.

We are addressing the issue of diversity in our undergraduate and graduate student body through the continuing activity of our departmental Diversity and Outreach Committee. That committee is in the process of reviewing our current activities as well as collaborating with our college and university in this area. The College of Built Environments has just created a college-wide diversity committee, on which we have one faculty member and one staff member. Separate from this committee, the chairs of the departments have begun work on a summer outreach program that would target high school students from area schools. At a university level our departmental committee is researching best practices of other units in addition to learning about the considerable university-wide resources, such as the UW Dream Project and the Graduate Opportunities and Minority Achievement Program (GO-MAP). While we have made use of these resources in recent years, we have further to go in our integration with university-wide programs.

Some of the specific efforts in this area are as follows:

1. AIA Seattle Diversity Roundtable: Members of the Diversity and Outreach Committee are working with the AIA Seattle Diversity Roundtable to initiate an "Architects in Schools" Program for the 2016-2017 academic year. This initiative arose from a year of collaboration between the UW and the Diversity Roundtable and has resulted in a educational program for a group of around 20 eighth graders from St. Edward School in South Seattle. The goal is to introduce this diverse group of students to the profession of architecture through a series of lectures and tours that will culminate with a project-based hands-on assignment. We are piloting the program this year with the hope that we can expand this model to other middle schools in the coming years.

2. National Organization of Minority Architects (NOMA): For the first time the Department of Architecture participated in the NOMA National Conference, which was held in Los Angeles on October 12-15, 2016. We sent our Graduate Program Advisor, Claudine Manio, as well as one graduate student to the conference in order to represent our department at this important recruiting event as well as to learn more about how other schools are pursuing their own diversity initiatives. We are committed to continuing to attend this annual conference over the coming years as we expand our recruitment efforts and learn more about how we can better support students in our program.

3. GO-MAP Tuition Awards: We began our collaboration with the GO-MAP office for the Autumn 2015 admission cycle, when we were successfully applied for 2 tuition awards for incoming M.Arch students with diverse backgrounds. Typically these GO-MAP scholarships pay for the in-state portion of graduate tuition, an award of roughly $16,000.00 that cuts tuition costs in half for out-of-state applicants and fully pays for tuition for in-state applicants. We continued our efforts for the Autumn 2016 admission cycle, when we were able to successfully recruit one out-of-state student from the University of Florida and provide continuing tuition support for one in-state student in the second year of our 3 year M.Arch program. While these numbers are quite small, these are new efforts since the time of our accreditation visit and we hope they will add to more general efforts in diversity recruitment.

4. Graduate Admissions/Diversity Recruitment: One important area for improvement of the diversity of our Department is in our undergraduate and graduate admissions. This academic year we will be studying our current admission practices and implementing new procedures. These new procedures will involve training staff and faculty to avoid racial biases. We will also implement a diversity review following the initial stage of our application review process so that we can monitor the diversity of our acceptance pool relative to the pool of applicants and identify diversity recruitment candidates. In addition to GO-MAP tuition awards for our graduate students, this year we intend to target a larger number of diverse applicants for departmental scholarship and tuition support.

5. Departmental Scholarships: The Department of Architecture has an increasing number of scholarships for continuing students in our M.Arch program—with three new diversity scholarships

being initiated in the past 5 years. For the 2016-2017 academic year we were able to award five diversity scholarships to graduate students for a total of $16,500.00. The University of Washington is in the initial months of the public phase of a capital campaign during which the Department of Architecture is committed to increasing the number of scholarships dedicated to addressing diversity in our student body.

- **Studio Documentation & Graphics**

2014 Visiting Team Comments: While Technical Documentation and Visual Communication skills are definitely demonstrated, studio documentation and graphics tend to be inconsistent and skills don't appear to improve over the course of the curriculum. The lack of presentation uniformity and rigor suggest that these important professional skills are not consistently reinforced by studio instructors.

University of WA, 2016 Response:

In response to the 2014 Visiting Team observations about our studio documentation and graphics we have initiated some changes at multiple levels in our program.

In the first, or Preparatory Year of our 3 year M.Arch we have made adjustments to the required drawing sequence Arch 310: Architectural Design Drawing I, Arch 311: Architectural Design Drawing II, and Arch 312: Architectural Design Drawing III. Those adjustments include introducing 3-D digital drawing during the Autumn Quarter and having closer coordination between the sequence of drawing courses and the corresponding design studios; Arch 303: Introduction to Design Studio I, Arch 304: Introduction to Design Studio II, and Arch 305: Introduction to Design Studio III. This greater level of coordination is a product of the level coordination discussed earlier and has resulted in higher standards for studio documentation and graphics in those studios as the drawing instructor has a closer relationship to the studios.

In the Year One of our 2 year M.Arch (second year of our 3-year M.Arch) we have increased the expectations for graphic representation over the past two years through participation in ACSA sponsored design competitions. During the Winter Quarter of 2016 one Arch 501 design studio submitted projects to the ACSA/AISC Steel Student Design Competition and two Arch 501 studios collaborated in submitting projects to the Timber in the City: Urban Habitat Competition. In the case of the latter competition, student teams from the University of Washington won three of the five prizes with a first place, third place and honorable mention. The participation of almost the entire student cohort in these competitions reflects a more serious commitment to this issue on the part of our faculty. It has also made a positive impact on the broader culture of representation in our M.Arch program.

With our proposed curriculum changes, the required research studios will set a high standard for studio documentation and graphics in the final year of our M.Arch program. We hope that by addressing this issue at all levels of our curriculum we can respond to this input and better prepare our students for the workplace following their graduation. In addition, we would like to note that the summer internship program, that is offered to our 3 year M.Arch students following their first year in the program, has considerably improved the graphic skills of that cohort of students.

- **Diversity of Project Sites**

2014 Visiting Team Comments: Most studio sites are of the same type: dense urban sites in the urban core of Seattle. A broader range of sites would provide students with the opportunity to assess and address different topographies and climates.

University of WA, 2016 Response:

In response to the 2014 Visiting Team comments on the diversity of our project sites, it is important to note that one of the defining characteristics of our program is its engagement with

current issues in Seattle—which are largely urban issues. For more than 15 years the Arch 500: Architectural Design Studio has focused on urban and preservation issues in the city. These studios have tackled some of the changes brought on by the rapid growth that has impacted various areas of the city, such as Capitol Hill and South Lake Union. As a public university set in a major metropolitan center we have embraced these issues in our design studios. In doing this we are providing leadership to our university, which is increasingly interested in civic engagement through its various colleges, departments and programs.

While there continues to be a strong focus on Seattle in our design studios, we have made a concerted effort over the past two years to increase the diversity of project sites in response to the Visiting Team comments. During the 2015-2016 academic year, of the 24 studios offered at a graduate level, only five were on dense urban sites. The other sites present a variety of densities, with seven sites in mid-density neighborhoods (such as Capitol Hill and Pioneer Square), four in residential neighborhoods (such as Ballard and Fremont) and one in an industrial waterfront in South Seattle. In addition, two sites were outside of Seattle proper (Bothell and Hanford, WA) and four were in International locations (Rome, Copenhagen (2), and Australia). Already in the fall of 2016 that diversity has been increased. Of the 11 graduate level studios offered, four were on dense urban sites in Belltown, one is in Ballard, one is on the UW Campus, four are in international locations (Afghanistan, Berlin, Copenhagen, and Rome) and one is in Friday Harbor, WA. Between the sites offered by our international programs, sites in the outlying neighborhoods and those in the surrounding regions we will make a sincere effort to expose our students to a variety of sites while still maintaining a focus on the urban conditions of Seattle for some of our core studio experiences.

- **Conceptual Design Development**

2014 Visiting Team Comments: There may be a mismatch between the pedagogical strategy of trying to integrate so many issues in each studio and the reality of time available within a quarter system. Students need more time to fully explore and resolve various aspects of design.

University of WA, 2016 Response:

We appreciate the insight of the 2014 Visiting Team regarding the difficulty of integrating a range of complex issues into a studio design project within the schedule necessitated by the 10 week quarter system. We fully agree with the statement above that our students need more time to explore and resolve their design work in relation to the range of inputs that are connected with each design studio. This observation about our program was helpful in directing our efforts over the past two academic years as we have been pursuing the integration of issues into design studio throughout the curriculum in order to allow for stronger conceptual design development.

The response to this question is similar to Section A above—Progress in Addressing Not-Met Conditions and Student Performance Criteria—for SPC-B6: Comprehensive Design (now SPC-C3: Integrative Design). Rather than offering a single one quarter comprehensive studio, we will now address the issue of integration through the design studio work at all levels. We have already created degree options within our M.Arch degree that helps to clarify areas of knowledge and assure their integration into related design studios. In addition, we have implemented a policy of level coordination that provides an administrative mechanism for integration. Finally, we are in the process of developing a revised M.Arch curriculum that addresses the issue of integration (See Appendix A – Proposed Revisions to Master of Architecture Curriculum – Studio Sequence). Within that proposed curriculum, the most focused area for integration will be the core studios in Year One of the M.Arch program. This two quarter sequence will satisfy the requirements of new SPC-C3: Integrative Design over a longer time span than a single quarter in order to facilitate stronger conceptual design development.

- **Diversity of Design Approaches**

2014 Visiting Team Comments: While course work incorporates the required elements to satisfy most student performance criteria, students appear to learn those elements in isolation during one or two-week segments. The evidence of student work demonstrating the integration of this knowledge to more comprehensive project applications is inconsistent and varies significantly.

University of WA, 2016 Response:

The response of the 2014 Visiting Team to this issue is parallel to the previous issue of Conceptual Design Development. We are instituting measures to deal with the integration of knowledge into the design studio sequence through the creation of areas of concentration within our degree options, the implementation of level coordination, and the revision of our M.Arch curriculum. As noted in our response to the previous item and the Visiting Team's comments on that item, the challenge is to create substantial integration across multiple quarters as we propose to do with our core studios. Our response to that challenge is to strive for integration at all levels. This approach takes into account the previously noted change in the Student Performance Criteria, which shifted from SPC-B6: Comprehensive Design to SPC-C3: Integrative Design. We believe that shift helps us address this issue over a longer span of time in our curriculum. Our hope is that the inconsistency noted above will be addressed by this strategy of broad integration over multiple quarters.

c. Changes or Planned Changes in the Program
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of WA, 2016 Response:

Faculty retirements
We had one faculty retirement in the spring of 2016, Professor Sharon Egretta Sutton, FAIA. For this academic year we are replacing some of her teaching through the appointment of a Visiting Professor, Donald King, FAIA, for winter quarter 2017. The studio will continue Professor Sutton's focus on issues of social justice and community design. This year we are in the process of deciding how to continue her significant impact on our Department through some combination of visiting positions and a potential new hire.
Administration changes
After over 8 years as Chair, Dave Miller, FAIA, stepped down in the spring of 2015. It was at that time that I was appointed following an internal search that included four candidates—Associate Professor, Graduate Program Coordinator, and Associate Chair Alex Anderson; Associate Professor Kimo Griggs; Associate Professor Rick Mohler; and myself. After a careful process that included input from faculty, students and staff as well as the participation of other departments, I was appointed on July 1, 2015. Following conversations with various faculty members, I appointed Associate Professor Rick Mohler as Graduate Program Coordinator and Associate Professor Rob Peña as Undergraduate Program Coordinator. I also instituted a system of level coordination, with Assistant Professor Elizabeth Golden working with the Preparatory Year and Associate Professor Peter Cohan, Year One. In addition, due to a college-wide initiative to create a new website for all departments and the increased importance of the publicity and outreach efforts of our Department, I expanded the hours of our Public Information Specialist, Nancy Dragun. The remaining staff support of Undergraduate Program Advisor Kim Sawada, Graduate Program Advisor Claudine Manio, and Program Manager Shanna Sukol has remained the same. My general approach to the administration of the department has been to involve more faculty and at the same time to be closely connected with day-to-day issues.

New opportunities

Over the past two years there have been a number of new initiatives in the department. These include the expansion of some of our long-standing collaborations, such as our programs linked to the Scan Design Foundation. In addition to the autumn quarter Scan|Design Foundation Interdisciplinary Travel Study/Master Studio Program (begun 2008) and spring quarter Distinguished Visiting Professor Master Studio Program (begun 2011), we now have the Scan|Design Foundation Travel Study/Distinguished Visiting Professor Furniture Master Studio (begun Spring 2015). These undergraduate and graduate level studios in furniture design have supported bringing Danish furniture designers to Seattle as well as having a travel component that involved a one week visit to Copenhagen.

The Department is also working on new partnerships with local firms that offer students design studio experiences that expose them to the types of research and design collaborations found in the workplace. During the winter of 2016 NAC architecture sponsored a graduate studio, taught by one of its Principals—Boris Srdar, FAIA. The project was for the design of a recreation center in Renton, WA and involved the collaboration of a team of consultants who worked closely with the students to explore their ideas for the project. This winter quarter 2017 we are working with Devin Kleiner of Perkins + Will's Seattle office as well as their Director of Research, John Haymaker, to tackle the City of Seattle's pilot of the living building challenge. These two graduate studios are a prelude to the research studios that we will establish as part of our revised M.Arch curriculum.

Finally, as a chair I have encouraged faculty participation in a College of Built Environments sponsored program of interdisciplinary studios. These studios provide faculty and students from the Department of Architecture with the opportunity to work alongside faculty and students of the other four units within our college—Construction Management, Landscape Architecture, Real Estate, and Urban Design and Planning. Those studios expose our students to the collaborative nature of the practice of architecture today. We are also in the process of seeking research partnerships with other institutions, such as a new initiative that we are exploring with the University of Minnesota.

Curriculum changes

As previously noted we are in the midst of initiating some changes to our M.Arch curriculum that are responding to our 2014 Visiting Team Comments and changes in the NAAB Conditions for 2014 (See Appendix A – Proposed Revisions to Master of Architecture Curriculum – Studio Sequence). The basic principles underlying the change are to intensify the educational experience of our students and facilitate the broad integration of areas of knowledge into the design studio. This will be done by creating a clearer and more focused sequence of studios, beginning with foundation studios and then proceeding through a pair of core studios, a pair of option studios and culminating with a pair of research studios or a two-quarter sequence of thesis preparation and independent thesis. We believe the resulting structure deals with the limitations of the 10 week quarter system while providing students with a rigorous sequence of studio experiences that better integrates the knowledge acquired in required coursework.

Changes in physical resources

While there were no major changes in our buildings, the new Gould Pavilion was constructed facing the main atrium space of Gould Hall. The project was designed by the Miller Hull Partnership and opened in January of 2015. It provides the Department and College with a secure formal gallery space on the second level of Gould Hall as well as a flexible classroom below. This allows our Department to host small traveling exhibitions and create our own displays of faculty and student work. In addition, we continue to invest in the support infrastructure for our design studios, especially in the area of digital fabrication. Some of these resources include purchasing die cutters as alternatives to laser cutting and installing a robot arm in our fabrication lab.

d. Summary of Activities in Response to Changes in the NAAB Conditions
2014 NAAB Conditions

University of WA, 2016 update:

Many of the changes described above, particularly in addressing the issue of integrative design, are responding to a general philosophical change in those 2014 NAAB conditions. The change in the NAAB conditions asks programs to articulate defining perspectives that are tied to a set of values and principles found in the profession rather than defining themselves relative to organizations within architecture. Those perspectives are collaboration and leadership; design; professional opportunity; stewardship of the environment; and community and social responsibility. Not only do these perspectives allow us to articulate the long-held values of our Department, but also their status as broad influences rather than more focused criteria mirrors the current direction of our curriculum changes—where issues like collaboration, sustainability and social equity will be addressed throughout the program.

In addition, to the introduction of these defining perspectives, there has been a significant change in the Student Performance Criteria related to the issue of comprehensive design, which is now called integrative design. (See discussion above on page 7-8 concerning the change from SPC-B6: Comprehensive Design to SPC-C3: Integrative Design). This adjustment in the SPC leads to a broader consideration of these issues. The wording from the old SPC: B6, "ability to produce a comprehensive project," has been modified to "ability to make design decisions within a complex architectural project while demonstrating broad integration," in the new SPC-C3. Thus the new SPC is calling for students to have the ability to address the broad integration of various forms of knowledge into design.

This changed SPC-C3 is the corresponding version of one of 2 SPC that was noted as a "Not-met Condition or Student Performance Criteria" by the 2014 Visiting Team. Our major responses to this were noted above and can be summarized as follows:

1. Creation of M.Arch degree options and related curriculum clarification. This spring 2014 initiative is aimed at providing greater clarification of the research concentrations in history and theory, materials and fabrication, and sustainable systems and design within our degree and better integrating these concentrations with the related design studios.

2. Level Coordination. This autumn 2015 initiative intends to create better coordination and integration between design studios and required coursework in the Preparatory Year and Year One of our M.Arch program. This coordination involves meetings of all instructors for a given quarter before and during the quarter to assure coordination of deadlines, course material and assignments. In particular, we are striving to create shared assignments between required courses and studio.

3. Curriculum changes. These proposed changes are being finalized during the 2016-2017 academic year for autumn 2017 implementation. The changes involve adjustments to the studio sequence to create a Preparatory Year for students with non-pre professional degrees followed by 3 two quarter blocks of core studios, option studios and research studios or independent thesis (See Appendix A: Proposed Revisions to Master of Architecture Curriculum – Studio Sequence). While integration is sought at all levels, the most focused effort at integration is in the core studios in Year One of the M.Arch program.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

University of WA, 2016 update:

APPENDIX A.

Proposed Revisions to Master of Architecture Curriculum – Studio Sequence

	AUTUMN	WINTER	SPRING
PREP YEAR	Foundation Design Studio I	Foundation Design Studio II	Foundation Design Studio III
YEAR 1	Core Design Studio I	Core Design Studio II	Option Design Studio I
YEAR 2 - RESEARCH	Option Design Studio II	Advanced Research Studio I	Advanced Research Studio II
YEAR 2 - THESIS	Option Design Studio II	Thesis Preparation	Master's Thesis

APPENDIX B: NEW ADMINISTRATOR CVs

Name	**Brian L. McLaren, Ph.D.**
Rank:	**Associate Professor and Chair**
Degrees	Ph.D. in Architecture, Massachusetts Institute of Technology, 2001
	M.Sc. in Architecture and Building Design, Columbia University, 1986
	Bachelor of Architecture, University of Waterloo, 1982
	Bachelor of Environmental Studies, University of Waterloo, 1980
Teaching Responsibilities	Arch 351: Romanesque, Gothic and Renaissance Architecture
	Arch 362: Architecture and Theory
	Arch 442: Africa and Middle East Seminar
	Arch 700: Master's Thesis Studio
	Architecture in Rome Program
Main Areas of Research, Practice	Modern architecture and colonialism
	Modern architecture and local culture
	Contemporary urban and architectural theory
Selected Publications & Reports	"Architecture during Wartime: The Mostra d'Oltremare and Esposizione Universale di Roma." Upcoming in *Spatial Violence*, Edited by Andrew Herscher and Anooradha Siddiqi. Routledge - Special Issues as Books, 2017.
	"The Ambivalent Space(s) of Tourism in Italian Colonial Libya." In *Enhancing the city, New Perspectives for Tourism and Leisure*, Edited by Giovanni Maciocco and Silvia Serreli, 221-43. London and New York: Springer, 2009.
	"Modern Architecture, Preservation and the Discourse on Local Culture in Italian Colonial Libya." In *Modernism and the Middle East: Politics of the Built Environment*, edited by Sandy Isenstadt, Eeva-Liisa Pelkonen, and Kishwar Rizvi, 61-78. Seattle: University of Washington Press, 2008.
	"Casa mediterranea, casa araba and primitivism in the writings of Carlo Enrico Rava," *Journal of Architecture* 13, 4 (Autumn 2008): 453-67.
	Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism. Seattle: University of Washington Press, 2006. (Paperback edition, April 2017)
Selected Academic Experience	Associate Professor, University of Washington, 2006-present
	Assistant Professor, University of Washington, 2001-2006
	Adjunct Lecturer, Roger Williams University, Fall 1997
	Special Lecturer, New Jersey Institute of Technology, 1990-1991
	Assistant Professor, Washington University, 1988-1990, 1991-1993
	Visiting Assistant Professor, Washington University, 1986-1988
Selected Public Service	Chair, Department of Architecture, July 2015-present
	Chair, Diversity and Outreach Committee, 2015-present
	Director, Master of Science in Architecture Program (History and Theory), 2008-2015
	College Council Representative, College of Built Environments, 2008-2011
	Faculty Senator, University of Washington, 2004-2008
Awards, Honors & Grants	Research Grant, for travel to Rome, Italy in support of "Modern Architecture, Colonialism and Race in Fascist Italy." Graham Foundation for Advanced Studies in the Fine Arts, 2009-2010
	Visiting Senior Fellowship, Center For Advanced Study in the Fine Arts, Washington, DC, Summer 2009
	Norman "Bud" and Charllotte A. Aehle Faculty Award, Department of Architecture, 2008
	Lionel "Spike" Pries Distinguished Teaching Award, UW College of Architecture and Urban Planning, 2006
	Postdoctoral fellowship, Aga Khan Program for Islamic Architecture, Harvard University, 2000-2001
	Fulbright Grant (Italy), J. William Fulbright Scholarship Board, 1998-1999
Selected Papers & Presentations	"Modern architecture and racial eugenics at the Esposizione Universale di Roma." Invited presentation at *Race and Modern Architecture Project*, Graduate School of Architecture, Planning and Preservation, Columbia University, New York, February 26-27, 2016. Organized by Irene Cheng, Charles Davis and Mabel Wilson.
	"Tourism and mobility in Italian colonial Libya." Invited presentation at "Middle Eastern Societies (1918-1939): Challenges and Transitions," Ankara, Turkey, October 15-17, 2015. Organized by the Department of International Relations, Middle Eastern Technical University in association with the Skilliter Centre for Ottoman Studies, University of Cambridge.
	"Colonial networks and geographies at the Mostra d'Oltremare." Paper presentation at 68th Annual Meeting of the Society of Architectural Historians, Chicago, Illinois, April 15-19, 2015.
	"Fascist Imperialism and Racial Politics at Rome's Universal Exposition and the Italian Overseas Exhibition." Paper presentation at the 103rd Annual Meeting of the College Art Association, New York, New York, February 11-14, 2015.

Name	**Rick Mohler, AIA**
Rank:	**Associate Professor and Graduate Program Coordinator**
Degrees	M.Arch, University of Pennsylvania, 1984
	B.A., University of Pennsylvania, 1980
Teaching Responsibilities	Arch 305: Introduction to Design Studio III
	Arch 501: Architectural Design Studio II
	Arch 700: Master's Thesis Studio
	BE 505: Built Environments Studio
Main Areas of Research, Practice	Architecture and urban design
	Housing and affordability
	Transit oriented development
Selected Publications & Reports	Mike Rosenberg, 'A teardown a day: Bulldozing the way for bigger homes in Seattle suburbs', *Seattle Times*, August 26, 2016 (quoted in article)
	"Seattle neighborhoods need to embrace land use changes," *Seattle Times* (op-ed), June 20, 2016
	Clair Enlow, 'Trying something new and old in a single family neighborhood', Flip/Flop House(s), *Daily Journal of Commerce*, September 15, 2010, p. 3
	Rebecca Teagarden, 'Future Shack 2010' (Falck Residence), *Pacific Northwest,* September 12, 2010, p. 12-18, p. 20
	Jenny Sullivan, 'Design of the Times' (Cover Story – Flip/Flop House(s)), *Builder,* July 2010
Selected Academic Experience	Associate Professor, University of Washington, 1994-present
	Assistant Professor, University of Washington, 1989-1994
	Lecturer, University of Washington, 1986-1989
	Instructor, University of Pennsylvania, summer 1984
Selected Professional Experience	Principal, Mohler + Ghillino Architects, Seattle, WA, 2013-present
	Principal, Adams Mohler Ghillino Architects, Seattle, WA, 2002-2013
	Principal, Adams Mohler Architects, Seattle, WA, 1991-2013
	Associate, Kelbaugh, Calthorpe and Associates, Seattle, WA, 1989-1990
	Project Architect, Olson Sundberg Architects, Seattle, WA 1986-1989
	Project Designer, Venturi, Rauch and Scott Brown, Philadelphia, PA, 1985-86
	Project Designer, Kelbaugh & Lee Architects, Princeton, NJ, 1984-85
Selected Public Service	Graduate Program Coordinator, Department of Architecture, 2015-present
	Director, AIA Seattle Board of Directors, 2016-present
	Faculty Senate Alternate, City/University Advisory Committee (CUCAC), 2016-present
	Juror, perFORM 2016 Building Design Competition, Seattle, WA, 2016
	Juror, AIA Detroit Honor Awards, Center for Architecture and Design, Seattle, WA, 2016
	Chair, Curriculum Committee, 2015-present
Awards, Honors & Grants	Best of Houzz, 2016 – Design, February 2016
	Affiliate Fellow, Runstad Center for Real Estate Studies, University of Washington, 2015-present
	Best of Houzz, 2015 – Design/Client Service, February 2015
	AIA Seattle/Seattle Times, Future Shack, Winning Project, Falck Residence, September 2010
	AIA Seattle, Project of the Month, Flip/Flop House(s), September 2010
	AIA Seattle/Seattle Times, Future Shack, Winning project, Flip/Flop House(s), September 2009
Selected Papers & Presentations	Presenter, "A City to Love: Visions of a Public Realm," Runstad Affiliate Fellows Presentation, Seattle Design Commission, Seattle, WA, October 2016
	Moderator, 2016 Urban Housing Forum: Room for Growth, AIA Seattle, Seattle, WA, April 2016
	Panelist, "In Pursuit of Architectural Essence," Conversations with Contemporaries, in conjunction with Louis Kahn Exhibit, Bellevue Arts Museum, Bellevue, WA, April 2016
	Presenter, 'UW HALA Studio', *HALA Community Conversation*, Seattle City Neighborhood Council, Hamilton Middle School, Seattle, WA, March 30, 2016
	Panelist, "Cross-Sector Collaboration and Interdepartmental Implementation: Lessons Learned from Seattle's Housing and Livability and Affordability Agenda," Puget Sound Regional Council, Seattle, WA, February 2016
	Panelist, "Zoning:Equity," in conjunction with 2015 Seattle Design Festival, B9 Architects, Seattle, WA, September 2015

Name	**Rob Peña**
Rank:	**Associate Professor and Undergraduate Program Coordinator**
Degrees	Master of Architecture, University of California, Berkeley, 1987
	Bachelor of Science in Architectural Engineering, Structures Major, Honors, University of Colorado, 1981
Teaching Responsibilities	Arch 300: Introduction to Architectural Design I
	Arch 331: Energy and Buildings
	Arch 431: Environmental Control Principles
	Arch 531: Active Control Systems for Buildings
	Architecture in Rome Program
Main Areas of Research, Practice	Climate responsive design
	Architectural and mechanical systems and daylighting
	Sustainability and ecological design
	High performance building
Selected Publications & Reports	"Living Proof: Seattle's Net Zero Energy Bullitt Center." Proceedings of the 2014 American Solar Energy Society, National Solar Energy Conference, presented at the InterSolar Conference, San Francisco, CA, July 2014
	"Integrated Design to Achieve Zero Net Energy in an Urban Office Building." Co-authored with Rahman Azari, PhD. Candidate, UW College of Built Environments. Proceedings of the 2012 American Solar Energy Society National Solar Energy Conference, Denver, Colorado, May, 2012
	"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
	"Sailing Draper: Evaluation of a Mixed-Mode Climate Responsive Building." Proceedings of the 2004 American Solar Energy Society National Conference, Portland, Oregon, July, 2004
	"Ecologic Analogues and Architecture," Sim Van der Ryn and Rob Peña. Kibert, Charles J., Sendzimir, Jan, Guy, G. Bradley, editors. *Construction Ecology: Nature and the basis for green buildings*. New York: Spon Press, 2002
Selected Academic Experience	Associate Professor, University of Washington, 2007-present
	Associate Professor, Cal Poly San Luis Obispo, 2002-2007
	Assistant Professor, University of Oregon, 1992-1997
	Assistant Professor, Montana State University, 1989-1992
Selected Professional Experience	Van der Ryn Architects, Sausalito, California. Director of Ecological Design Consulting, 1997-2002
	Scovell Architects, Eugene, Oregon and Ketchum, Idaho, Design, 1993-1995
	Esherick, Homsey, Dodge and Davis, San Francisco, California, Architectural Intern, 1991
	Mazria Associates, Inc., Santa Fe, New Mexico, Architectural Intern, 1988-1989
	HKS Engineering, Inc., Santa Fe, New Mexico. EIT/Engineering Intern, 1988
	Krause Engineering, Inc., Santa Fe, New Mexico. EIT/Engineering Intern, 1981-1983
	Solar Energy Research Institute, Golden, Colorado, Research Intern, 1981
Selected Public Service	Undergraduate Program Coordinator, University of Washington, 2015-present
	Member, Curriculum Committee, 2015-present
	Member, Undergraduate Admissions Committee, 2015-present
	Chair, Fall Orientation Committee, 2015
	PerFORM Design Competition, Competition Advisor and Juror, 2014-2015
	Environmental Stewardship Committee, Husky Green Award Subcommittee
Awards, Honors & Grants	The University of Oregon Ersted Award for Distinguished Teaching, June 1997
	AIA Henry Adams Medal for Excellence in the Study of Architecture, University of California, Berkeley, June 1987
	Outstanding Graduate Student Instructor Award, 1985, 1986, and 1987
Selected Papers & Presentations	"The Bullitt Center and Financing Deep Energy Efficiency in Buildings." Conference presentation at the 2016 American Solar Energy Society National Solar Energy Conference, San Francisco, CA, July 2016
	"Learning from the Bullitt Center." With Heather Burpee, IDL, at the ACSA Annual Meeting 2016: Shaping New Knowledges, March 19, 2016
	"Making and Measuring the World's Greenest Building." Invited lecture, Innovation Lab, Copenhagen, Denmark, April 21, 2015
	Emerging Architecture Forum: "Design of the World's Greenest Building." Presentation with Steven Strong, Solar Design Associates, at the ASES Solar 2014, San Francisco, CA, July 7, 2014