



***Architecture
Program Report***

University of Washington

September 7, 2021



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>University of Washington</u>
Name of Academic Unit	Department of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: 3-year <i>Undergraduate degree with non-architecture major + 135 graduate quarter credit hours</i> Track: 2-year <i>Undergraduate degree with architecture major + 90 graduate quarter credit hours</i> <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2014
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Robert B. Peña Graduate Program Director
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Kathrina Simonen, AIA, SE Chair
Chief Academic Officer of the Institution	Mark Richards, University Provost
President of the Institution	Ana Mari Cauce, University President
Individual submitting the APR	Kathrina Simonen
Name and email address of individual to whom questions should be directed	Kathrina Simonen ksimonen@uw.edu

Submission Requirements:

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



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

Conditions and Student Performance Criteria Not Met, 2013

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.

The department has committed to addressing this gap through a series of actions that have been evolving as we underwent a significant revision to the graduate curriculum. An outline of activities since the last accreditation visit is as follows:

- In AY14-15 through AY17-18, there was a targeted accessibility workshop within ARCH 500 (a core required studio) led by guest expert, Joseph Iano, co-author of the *Architect's Studio Companion*. The three workshops were: Life Safety and Exiting; Accessibility; and Special Conditions for Assembly Occupancies. It was the responsibility of the design studio instructors to insure students integrated content into design work. Unfortunately, the integration was not uniformly completed.
- In AY15-16, we initiated the appointment of level coordinators in the M. Arch. program with the expectation that issues such as integration of the workshop-delivered code requirements for accessibility, life safety and egress would be integrated. However, the coordinator role was more effective in cross-course coordination issues, and less so within the sections of ARCH 500, 501, and 502.
- In AY18-19, a new graduate curriculum was implemented with ARCH 503 and 504 replacing 500/501/502 as the core graduate required studios. The two were conceived as a more connected two-quarter 'integration block'. ARCH 503 was defined with a focus on urban context and schematic design, and ARCH 504 was designed to focus on urban ecological systems, building systems, and integrated design.
- In fall of 2019 we submitted an Interim Program Report that included three random examples of student work from the first iteration of the new 'integration studio block' (503/504 studios). We received the following assessment from NAAB:
After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Washington, the National Architectural Accrediting Board (NAAB) rejected the IPR as not having demonstrated progress toward addressing SPC B.2 Accessibility, and advanced the next accreditation visit to spring 2021.
- Winter & Spring of 2020 were impacted by COVID
- In Spring of 2020 (concurrent with the IPR review) the 503/504 courses were comprehensively reviewed, and determined to be in need of greater uniformity to achieve the intended outcomes.
- In Summer of 2020 a new Department Chair was appointed.
- In AY 20-21 significant structural changes to the 503/504 sequence were initiated:

A single faculty member was identified as responsible for performance of this studio block and the two quarters were explicitly integrated into a two quarter studio with the same site, adjacent programs and explicit expectations.

A full time faculty member was assigned to lead a group of three part time faculty members (all of whom have significant professional experience).

Guest lecturers were hired over the two quarter block to bring in technical expertise both as guest lecturers AND to participate in studio desk critiques and reviews.

Technical documentation was required in addition to the formal studio presentations.

- In Spring of 2021 a second assessment of the 503/504 curriculum was performed and identified opportunities for improvement and the following actions for the upcoming year:

Continue the two-quarter paring with consultants.

Hire winter quarter faculty before start of the autumn quarter to enable better integration.

Continue to explore how to best meet the technical requirements while still inspiring innovative high quality design solutions.

Increase clarity of expectations for faculty and students on what is sufficient to meet the learning objectives.

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.

Our program has a tradition of supporting the development of student work that demonstrates the capacity to integrate building systems in design. This is recognized by the visiting team's acknowledgement that the problem was not a lack in the expected knowledge realms, but a failure to fully connect and apply the knowledge consistently in design projects within required studios.

The University of Washington Interim Progress Report for 2016 notes two changes implemented that were expected to directly address the inconsistency noted by the Visiting Team: the appointment of level coordinators in the short term, and the design of the new curriculum in the longer term. The redesign of our graduate curriculum specifically addressed this concern through the implementation of a two quarter long 'integration block' (Year 2 ARCH 503 and 504 studios addressed above).

The 2014 visiting team noted that the curriculum provided students with sufficient knowledge of building systems. The University of Washington's failure to meet this condition hinged on the fact of uneven evidence of integration of all systems *in a single design project*. It is significant that this requirement was altered in the 2014 Conditions, and capacity to integrate technical and design intentions could be achieved in multiple courses. Our new curriculum was designed to satisfy the 2014 Conditions, in which SPC B.6 Comprehensive Design was incorporated into the more expansive Realm C, Integrated Architectural Solutions, and the new SPC C.3 Integrative Design--the ability to make design decisions within a complex architectural project while demonstrating broad integration. These courses were premiered in AUT18 and WIN19; they have been adjusted and improved in AY19-20 and AY20-21—see Section 5.2 Planning and Assessment below for details.

Causes of Concern, 2013

***Student diversity:** 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.*



Increasing demographic racial and ethnic diversity among our students remains a top goal of the department. While we accept demographic metrics are one measure of success, based on the research of Dean Cheng, we are focused on equity, inclusion, and belonging, knowing that if we succeed in fostering a positive culture, racial and ethnic diversity will be one of the measurable outcomes. This takes time and has been intensively discussed since Dean Cheng joined UW in 2019. The metric cited was minority representation in the M. Arch. program in comparison to the minority representation in UW graduate programs. In 2013-14, minority representation in M. Arch. enrollment was 18%, while minority representation in all UW graduate programs was 21%. The size difference of the populations being compared should be kept in mind when considering this 3 percentage point difference. In 2020-21, minority representation in M.Arch. enrollment was 29%. Of note, we're seeing significantly greater increase of student diversity in our undergraduate program and are looking to methods to help increase the percentage of our undergraduates who proceed to graduate study.

By the time of the 2016 Interim Progress Report, specific activities to address recruitment of a more diverse pool of applicants were in place and continue included the following:

- Coordination with AIA Seattle's Diversity Roundtable to do educational outreach to K-12 schools. This resulted in the offering of a successful Hip Hop Architecture camp in 2019. The 2020 version was cancelled due to COVID.
- Department advisors began to attend the annual NOMA National Conference for active recruiting and for greater awareness of effective strategies. The Department launched a NOMAS chapter in 2019 and continues to support this group.
- Utilizing scholarships to support diversity recruiting including:
 - Engagement with the UW Office of Minority Affairs and participation in the GO-MAP scholarship program
 - Increased fundraising to support scholarships:
 - From a total of (2) in 2013 to (6) in 2016 to (17) in 2021
 - Three new scholarships that prioritize diverse candidates
- Admissions processes:
 - Admissions committees began to actively review a wider spectrum of applications and were trained in looking beyond quantitative metrics
 - Targeted personal recruitment of underrepresented minorities

Launched in 2019 with the arrival of Dean Cheng, the Applied Research Consortium (ARC), targets recruitment of diverse students. Approximately 90% of the students who receive professional research funding and academic mentorship through this program self-identify as being a part of an underrepresented group.

Increased recruitment efforts take a variety of forms. The most effective has been the close coordination among the department chair, the faculty program director, the admissions committee chair, and the graduate academic advisor. Admitted students offered financial awards are contacted directly to encourage acceptance and confirmation. This level of attention has two benefits: many prospective students are persuaded by personal outreach conversations to choose the University of Washington; and the outreach team is aware more quickly when a student chooses another offer, and so can make use of "unclaimed" awards to recruit another student. The team has found its best successes with this intense approach that targets the prospective students in their decision period. (See section 5.5.3 for more details.) Moving forward, we will continue our efforts in alignment with the 2017-21 UW Diversity Blueprint (and subsequent updates) and the 2020 College of Built Environments Strategic Framework.

Studio documentation and graphics: 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.

Some changes were initiated fairly quickly in response to the 2014 VTR. Most important was the introduction of 3D digital drawing more quickly for first year students on the three-year track. There was also greater coordination between the three quarters of drawing courses and the three quarters of introductory studios, with studio instructors able to set higher standards for documentation and graphics in studio assignments. A dramatic improvement was also achieved by participation in ACSA-sponsored design competitions. The competition format lent a higher level of attention to the quality of representation. This means of additional stakes in project production succeeded: in one of the 2016 competitions, UW students took three out of five awards.

This issue was further addressed in the planning of the curriculum revision: the Foundation Block includes two quarters of "studio + representation." This concept exceeds the concept of coordination and works much more directly using the same project basis for both courses. The basic concepts of spatial representation in analytic and experiential terms are established. Building information modelling is introduced to prepare students for a summer internship. In addition, an elective available to students later in their program was added: ARCH 512, Advanced Representation.

Progress in representation is also developed through greater diversity of studios and their focus: Integration, Exploration, and Research or Thesis. Integration allows for greater development of analytical and illustrative representation. The connections between design thinking and drawing processes continues to be emphasized at a much more complex level. Exploration studios, by their nature, challenge students to develop or to tailor representation skills to a wider array of conceptual, and sometimes abstract, propositions. Finally, research or thesis studios more consistently combine the analytic and conceptual processes of design and representation.

Diversity of project sites: 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.

The faculty have a strong commitment to Seattle's unique geographic, economic, and urban context; we regard our location as a principal strength in distinguishing our program from others that applicants might consider and that Seattle is an ideal laboratory for some of the most urgent climate and social needs facing the globe. It follows naturally that we take full advantage of resources that are easily accessed locally, and for which our faculty can bring networks of expertise to bear. It also equips our students to enter into local firms, both before and after graduation, and to bring some detailed knowledge of various areas of the city. 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.

That said, we have given attention to the diversity of project sites both in terms of location and of context. Some of the variety achieved was reported in the 2016 Interim Report. In addition, there has been increased variety in our international programs. Since the last accreditation, we have had studios with projects in Rome, Afghanistan, Berlin, Copenhagen, Australia, Japan, India, and Mexico. Afghanistan was the only site that was not visited by students for either two weeks, or for a full quarter. In addition to this, competitions and thesis projects have naturally placed projects in a broad array of locations and conditions. In the most current year, Exploration studios included a beach in the Maldives, the harbor in Copenhagen, and a residential neighborhood in Mexico City. A Research studio used three sites comparatively: Seattle, Milwaukee, and San Antonio. We are



confident that our students are confronting a variety of challenges both local and global in their studios.

Conceptual design development: 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.

The quarter system presents a never-ending challenge. In the first years after the last visit, the new level coordinators were asked to coordinate studio scope and focus across the course sequence. Along with the introduction of degree concentrations, a higher degree of sophistication was expected in explicit areas of knowledge. In addition, the decision to use competitions carried certain priorities.

This issue was addressed more fully by the new curriculum design: at two stages of the program, two quarters of studio are used to reach desired levels of depth (503 and 504) and breadth (505 and 506). The progressive nature of studio content was made explicit by their organization into discrete blocks: Foundation, Integration, Exploration, and Research/Thesis. As the names imply, foundation-level studios are meant to develop conceptual design thinking using broad categories of human experience, building spatial awareness, and an understanding of the constituents of construction. Integration studios leap forward to real-world building projects, and the 503-504 sequence utilizes two quarters to accomplish comprehensive design with full integration of systems. Exploration studios frame a question for inviting experimentation and innovation in particular parameters of a site and/or building problem. In addition, Research studios or thesis ideally brings rigor into an exploratory process through research and its application in design. We believe this 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.

Diversity of design approaches: Studio work exhibits a surprising level of homogeneity given the exceptionally wide range of faculty who regularly teach studio sections. Whether the proliferation of a specific design approach is intentional or accidental, it is the faculty's responsibility to expose students to diverse design approaches.

This critique has been addressed in part by measures already discussed: level coordinators and degree concentrations. It was also addressed through an increase in interdisciplinary studios and through more partnerships with practitioners, both locally and internationally. The College's efforts to create interdisciplinary studio opportunities had a great boost with the creation of a new studio space and the endowment of an annual Futures Studio by alumnus David McKinley. These studios seek innovative thinking for global issues and an imagined future context in the 50- to 100-year time frame and have recently included social futures. The past two years of studios have been Nehemiah Studios, recently recognized with a national award for curriculum innovation. Other "BE studios" initiated by Landscape Architecture and Urban Design and Planning faculty offered our students opportunities to explore their disciplinary frameworks.

Our international programs have always featured involvement of local practitioners or experts in the studio. Under a new model, some of the international studios visit their site for only two weeks, but the engaged local architect, present for the launch of the studio, then visits Seattle twice during the quarter as well. This has been done with success for the Copenhagen, Mexico, and Japan studios. We have also had the variety offered by our furniture studio and the Design/Build studio options, engaging students in a different scale and mode of production. This has been complemented now by the Barry Onouye Endowed Studio which highlights a design approach at the intersection of structural engineering and architecture.



Program Changes

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

This section is limited to 5 pages, total.

Program Response:

The Department undertook comprehensive program changes almost as soon as the last accreditation process was completed. It was provoked in part the new 2014 Conditions that were published at that same time, and by the many changes in the post-Recession professional context that required a comprehensive curricular response. With a growing sentiment for a substantial change, it was recognized that it would take several years to accomplish, and that would still leave time to establish a body of student work produced within the new design.

The release of the 2020 Conditions does not appear to have major implications for our current M. Arch. curriculum, and in general the faculty strongly supports this update. The Shared Values, Program Criteria, and Student Criteria address ideas, knowledge, and skills that are consistent with our faculty's perspective and philosophy of design education. The changes that our department needs to make to satisfy the 2020 Conditions are in the realm of planning, assessment of student outcomes, and the documentation of incremental change. The department has largely used required reporting to the NAAB and to the UW Graduate School as its means to summarize activities and priorities over time in relationship to academic standards, educational responsibilities, and institutional and professional change. Other events, such as dean or chair searches and faculty searches, have stimulated purposeful faculty discussions aimed more towards the future in terms of directions and priorities. Some new administrators have conducted strategic planning initiatives. As the Department of Architecture's 2013 APR reports, there was a strategic plan created in AY07-08, and it was followed up on by a faculty retreat in years 2009, 2011, 2012, and 2013. The goals remained largely the same, but the retreats provided short-term focus and strategies. All subsequent planning activity was devoted to the creation (2015-2017) and implementation (2018-2019) of the new curriculum.

Steps we have taken so far to address the 2020 Conditions, premised upon self-assessment, include:

- Spring 2020: Ad hoc committee appointed in Spring 2020 to review the 503 and 504 Integration Studios with respect to SC.5 and SC.6
- Autumn 2020: Attendance by key faculty members in the ACSA Webinar on assessment with Herb Childress; and a Winter follow-up individual school consultation
- AY20-21: Faculty appointed to lead the 503 and 504 studios in AY20-21 in accordance with review recommendations; studio results to be assessed each year
- AY20-21: Appointment of an Assessment Committee to determine an approach to assessment for the whole department as well as to pilot one or more ideas
- Spring 2021: Ad hoc committee re-convened in Spring 2021 to repeat review of the 503/504 studios
- Jan 2021: Standardization and submission of all course syllabi each quarter for ease of review and for shared digital access to all courses (syllabi and other primary materials)
- Summer 2021: Developed an assessment report to guide practices over the coming year

Through the process of implementing assessments over the past two years, we recognized that significant structural changes were necessary to systematize the assessment process and capture the value of continuous assessment and improvement that the new accreditation criteria demand. Program changes that will be implemented for the 2021-22 academic year include:

- Creation of a standing assessment committee that will launch assessments each year
- Hiring staff to refine, implement and document the continual program assessment



- Conducting a training workshop for all faculty at the start of the academic year to:
 - Identify** potential additional shared goals and outcomes to track over time beyond the minimum required by NAAB
 - Standardize** syllabi and develop shared understanding of learning objectives and outcomes
 - Develop** our culture of self-assessment and refine the implementation for the academic year
- Developing framework to survey both internal and external reviewers to assess student success including both quantitative and qualitative metrics
- Develop mechanisms to better track the performance of our students post-graduation



NARRATIVE TEMPLATE

1—Context and Mission

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

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

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

Program Response:

The University of Washington is a highly ranked public research university serving just under 60,000 students, located in the heart of Seattle. The distinctions of place have always been an important dimension of our campus built environment. The main campus was established in 1909 between Lake Washington and South Lake Union just north of downtown. It was planned together with the Alaska-Yukon-Pacific Exposition, whose main organizing axis connected across Lake Washington to Mt. Rainier and the greater regional landscape. The campus has always honored the ecologies of native climate and vegetation, and is now also finding ways to honor the native peoples.

It is the state's premier public institution, and the only major university in the greater Seattle area. The university is therefore a dominant presence in the social, cultural, and economic life of the city. Two branch campuses were established in the 1990s in Tacoma to the south and Bothell to the north, providing extended access throughout the Puget Sound region. Although the campus is centrally located in the city of Seattle, it preceded the urban development to the west and north, and therefore has retained a characteristic Pacific Northwest natural environment that dominates its sense of place. With views of the Olympic Mountains to the west, the Cascades to the east, and particularly to Mt. Rainier, the campus is strongly connected to the region as well as the city. This strong geographic awareness constantly reinforces a sense of wonder and appreciation as well as the importance of environmental responsibility. UW is a fully residential institution with an on-campus primary mode of instruction. As the necessity of remote learning for the pandemic has altered with vaccination, we are preparing for a full return to our beautiful campus in Autumn 2021.

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. Its current vision claims that UW "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."

This focus on discovery is inherent to the department's pursuit of design as research; and the promise of solutions to the world's complex problems is widely felt across the campus, including in our own college and department. Through faculty research and through program curricula, we address the role of the built environment in crises such as climate change and social and economic inequities. A strong international program immerses students in alternative social contexts, sensitizing them to different social and economic conditions, and engages them in a global network of climate solutions. An ongoing commitment to community engagement puts them in contact with all sectors of our own society here in Seattle, and around the region. Our program also maintains strong ties with the local professional community whose firms have been leaders in sustainability, climate action, and social action for over two decades.



This is reflected in the College of Built Environment's mission that highlights education, research, and engagement, in a parallel with that of the department:

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

- *Educating architects who are 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.*

The program recognizes that a culture of innovative research, practice, and teaching is key to providing leadership in contemporary issues, and to place architecture as a critical practice with responsibility to social, ethical, and environmental concerns. The core value of design as research aims to address human wellbeing and the critical threats to it.

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

Program Response:

Founded in 1914, the Department of Architecture has a long history of participation in the growth and development of the University of Washington, both academically and physically. As a state institution, the university has a commitment to the citizens to provide excellence in education and leadership in research and the advancement of knowledge in ways that serve the public good. The Department of Architecture recognizes and fulfills these responsibilities.

The faculty of the Department of Architecture benefits the University principally by leadership in environmental stewardship and sustainable building design, sharing expertise through engagement with critical urban and regional problems. Research programs within the Center for Integrated Design, the Center for Preservation and Adaptive Reuse, and the Circular City + Living Systems Lab are engaged in research applications that influence resource conservation, high performance design, and regenerative systems that are all necessary. They often work with partners in the profession or the larger industry to increase disciplinary knowledge and to participate producing results, some of which are on the campus. An example is the new UW Life Sciences Building, recent recipient of an AIA COTE Top Ten award, for which the jury cited student involvement as a model. The Perkins and Will design team partnered with research faculty in the IDL on the energy and daylighting analyses. A slightly older but more widely known example is the Bullitt Center in downtown Seattle, an IDL partnership with Miller/Hull when co-founder David Miller, FAIA, was chair of the department. Individual faculty explore physical and social needs and provide concrete solutions in certain studios; recent examples include the Nehemiah Initiative for the Central District of Seattle and the Seattle Street Sink project for homeless individuals in response to the pandemic. Faculty also sit on design review boards, planning commissions, and socially engaged non-profit organizations.

More direct benefit to the University community is the faculty engagement in Faculty Senate and its various councils, as well as other advisory committees. Currently one faculty member is chairing the Council on Academic Standards and another the Council on Campus Planning and Stewardship. Faculty members often bring expertise to University committees with issues regarding historic resources, classroom planning at the start of COVID, campus sustainability and building retrofits, and innovative contracting for capital projects. Dean Cheng, a member of the architecture faculty, has been tapped to lead the new University Initiatives due to her strengths in



design thinking and expertise in equitable practices. She is also involved with several innovative campus initiatives on the academic workplace of the future.

The Department of Architecture benefits from being part of a large university context for many reasons. Key among them are: the reputation and geographic uniqueness discussed above; the diversity of ideas, perspectives, and people in the wide array of academic disciplines; opportunities for engagement in research labs, special projects, and interdisciplinary initiatives; and the physical and information resources. Most particularly, the program benefits from a campus environment that is exemplary in many ways. Even in a time when state funding of capital projects has been severely reduced, new construction has continued to contribute to the beauty of our campus and the strongly felt sense of place. For our students, the campus has been a living laboratory of architectural transformation. The high quality the buildings and their fit to the campus landscape has been overseen by the UW Architectural Commission and the UW Landscape Advisory Committee. The commission is chaired by the Dean of the College of Built Environments, also a member of our faculty. Several new academic buildings and quite a few new dormitories since the last accreditation have been successfully integrated into the landscape of the Seattle campus. These include works by local firms that are nationally known such as LMN, Miller/Hull, Olson Kundig, Mithun, and Mahlum, and national and international firms Kieran Timberlake, Fielden Clegg Bradley, and OAR. The designers and project managers of these buildings are often contributing to instruction in studios and seminars or featured in public lectures. We are fortunate that the university leadership has continued to value the higher quality of design that results from supporting a strong capital projects group within UW Facilities and the professional review through the UWAC and ULAC.

David Miller, FAIA, is now emeritus faculty, but his career as a founding principal of the Miller/Hull Partnership and a faculty member for 30 years has impacted the campus profoundly. Among the projects that serve university-wide initiatives and its academic plan are the total interior renovation of the Odegaard Undergraduate Library as a learning commons including several active learning classrooms; and the new Hans Rosling Population Health building, which was completed, ironically, during the pandemic lockdown.

The department is represented by faculty teaching Freshman Seminars and Honors courses. We have had representation in the Undergraduate Research Symposium for the last four years. Many faculty participate in trainings and exchanges for academic professional development through the Teaching and Learning Center. Each summer there is a Technology Teaching Fellows program that a number of faculty have attended, and throughout the year there are peer-led Evidence-Based Teaching programs. Last year, there were two online courses offered for teaching remotely. These fora allow faculty to see alternative pedagogies and to stay up-to-date on resources that enhance teaching.

The Department of Architecture has a long history of connection with the Department of Art History; we have one faculty member with a joint appointment teaching architectural history. Other individual faculty members have long-standing connections with the Department of Scandinavian Studies, Japanese Studies, and Civil Engineering.

Interdisciplinary courses and research projects have largely taken place among the units within our college. However, there is one larger initiative that is meant to gather scholarship, projects, and events spanning the whole university that is inherently of direct interest to architecture, a collective known as Urban@UW. It was initiated largely as a clearinghouse for the many ways urban issues may be pursued within numerous disciplines across the university. It still serves this purpose, but also sponsors focused initiatives such as homelessness, Livable Cities, and Urban Environmental Justice. One of our faculty members, Rick Mohler, is a fellow, and others have participated in various projects. Urban@UW recently moved its administrative home from the Office of Research, still a partner, to the College of Built Environments.



Within CBE, interdisciplinary efforts have been developed through BE studios, sponsored by the Dean's office. These have steadily overcome certain barriers to working across departmental lines, and have become a regular feature of the curriculum for architecture. There has also been an Affiliate Fellows Program in the Department of Real Estate that assembles an interdisciplinary team from across the college annually for a focused research project; several architecture faculty have participated.

In addition, various faculty are active with civic boards, local non-profits, and with AIASeattle committees and events. There are many events that bring the current issues into a public forum; including the annual Seattle Design Festival.

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

Program Response:

The Department of Architecture's central focus is providing an accredited M. Arch. program that educates students in disciplinary knowledge and enables students to seek meaningful professional employment and complete the Architectural Experience Program (AXP) and the Architectural Registration Exam (ARE) as necessary qualifications for obtaining a license to practice. However, architectural knowledge is accrued in many stages, and by many pathways. Therefore, we offer two undergraduate programs: a studio-based pre-professional program and a liberal arts program. At the graduate level, we offer two post-professional programs, one focused on history and theory, the other on design technology. There are knowledge streams flowing in and between these programs, maintaining the wider context of our focus, and all students have many opportunities to see presentations and other forms of work beyond their own courses.

Many courses have some element of hands-on application, research, or field work and out-of-class engagement. Undergraduate students are encouraged to participate in the UW Undergraduate Research Symposium. There is also a strong culture of guest lecturers or panel discussions, both within courses and also beyond. There are several public lectures each quarter, and most years there are student-organized panels, films, or other structure to pursue an extra-curricular theme. These are produced by the graduate student organization, 47° North, with support from the Professional Advisory Committee (PAC.) The PAC organizes events for career development topics such as the future of the profession, portfolio reviews, and job interview skills. There are occasional construction site visits and after-hour events in the offices of local firms. These often involve recent graduates. The PAC is also a strong partner in creating a summer internship opportunity for 3-year M. Arch. students. What students see in all of these manifestations is a continuous back-and-forth between practice and academy at various career levels and how individuals continue to participate as teachers and learners.

International programs are an important element of the department's culture, These are obviously fully immersive learning experiences, for students and for faculty. In Seattle, there is one annual field trip in the first studio for students entering the 3-year M. Arch. program, designed to give an early burst of a similar kind of immersion. There are occasional other trips around the region for projects that require overnight stays. Many projects are within the region and there is always an organized site visit, and often a requirement for repeated visits and other research outings, or presentations to client representatives.

A new initiative at the college level, the Applied Research Consortium (ARC), is an outreach effort to professionals at a national level for partnering in research with CBE and UW faculty and CBE graduate students across all disciplines. Particularly attractive to students from underrepresented minority groups, this program is a model for interdisciplinary, research-based, and interculturally



fluent future practice. It expands greatly on initial efforts by the Department of Architecture to find firm sponsorship for a graduate research studio each year.

A few individual students get involved with one of the many campus-wide organizations—usually one aimed at a built environment issue. But with a quarter system and the demands of coursework, departmental extra-curriculars, work and family, few have the capacity to explore these opportunities.

Faculty are required to submit annual activity reports demonstrating engagement in research and service. Travel to conferences and symposia is a common occurrence, along with giving lectures, presentations, and serving on reviews at other institutions. Many serve the city or their communities on planning and design review boards, and/or serve on committees of the profession's collateral organizations.

Summary Statement of 1 – Context and Mission

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

Program Response:

The Department of Architecture is fortunate to be part of a premier public university located in the heart of a vibrant city with a stunning natural environment and a progressive innovation-oriented economy. Students are drawn to the region's beauties, and to our campus, by their strong sense of place. The program orients towards our professional responsibility to re-create a built environment that is back in balance with planetary systems. We benefit in this mission from a partnership with a forward-thinking and engaged professional community. Together we are educating the next generation of architects with the best current knowledge, and fostering their capacity to innovate and create a better world.

The department is located within the College of Built Environments, affording it interdisciplinary opportunities with urban design and planning, landscape architecture, construction management, and real estate. Our new dean has set an agenda with equal emphasis on addressing social justice and equity as well as environmental crises. These priorities resonate well with university initiatives already underway, and with long-held departmental values.

The balance between independent agency and institutional connections became clear in confronting the pandemic and social crises of 2020. The rapid shift to remote coursework was addressed at all levels of the institution in important and coordinated ways, but was executed by the department as a committed faculty/staff unit. We are not alone in having succeeded, but being a part of the University of Washington, whose public health researchers were among the national leaders, gave us confidence, purpose, and pride.



2—Shared Values of the Discipline and Profession

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

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

Program Response:

2.1.1 The vision statement of the University of Washington consists of three sentences; the central one asserts “Discovery is at the heart of our university.” Design is a form of discovery, and in the same spirit, we can say that “design is at the heart” of our programs. The departmental vision statement identifies design as “the core value.” Design does not exist in a vacuum; it is “a fundamentally integrative activity that synthesizes ethical, cultural, and ecological values with creativity, emerging technologies and advanced areas of research.” While design calls for creativity, it depends on knowledge and awareness of responsibility to a wide array of factors, both physical and socio-cultural. For design to be responsive to such varied considerations, it requires a process of inquiry and evaluation. Ethical design in the 21st century requires expertise through research and collaboration. We designed our new curriculum, initiated in AY2018-19, with this vision.

UW Architecture is one of only two public university programs serving the state of Washington, and is the only architecture program in the Puget Sound region. The program is critical to the design and professional discourse in the region and we are proud of how our program both shapes and is shaped by the regional professional design leadership. A consistent thread that runs through our teaching, research and service is an appreciation of the craft inherent in making buildings that both address societal needs that are both practical and poetic. The studios, exhibits, public lectures, and events serve students, faculty, and professionals alike as a forum for the creative possibilities of design.

We continue our history of valuing design through engagement on the university campus. Gould Hall, one of the two buildings the department occupies, was developed by a collaboration of faculty members in the 1960s. Standing in the central atrium, Gould Court, one sees into studio spaces lining the second and third floors, showcasing the activities taking place within. Additionally, the entire ground level and the balconies that circle above are lined with pin-up boards, used for display of current work and often the site of reviews open to observation by all. In 2016, the under-utilized east entrance of the building was transformed into a much-needed gallery space that can be secured. It was designed by another faculty member in a spirit of collaboration with his predecessors. It is now the focus of the large atrium space, and its total transparency allows exhibits to be on display even when the space is locked. Furniture and displays in the Gallery and throughout Gould Court have been designed and fabricated by faculty and students.

2.1.2 Design in the curriculum

Design studio pedagogy is a defining element of the M. Arch. student experience. The relatively small size of the program allows for low teaching ratios, usually not exceeding 12 students per faculty member. Typically, this means that every student receives a generous amount individual feedback and instruction in developing their project throughout the quarter. Each studio has a dedicated space for the academic quarter, and students can access their individual work stations without restriction.

All studio courses contribute to the significance of this value. Working in an academic calendar of quarters increases the variety of studio courses and instructors that students encounter (six for



our two-year students and nine for our three-year students). We have capitalized on this by creating a studio sequence that allows two quarters at each level that is calibrated to certain learning stages.

The Foundation studios are linked with representation courses, so that students are building basic skills in design and representation in an integrated fashion. The Integration studios aim at greater complexity, and the application of technical knowledge towards a creative idea while also introducing responsibilities toward environmental and legal parameters. The second and third Integration studios together form the core of the design sequence that aims at professional knowledge, skills, and standards. With this solid basis of understanding, students are encouraged to innovate in two subsequent Exploration studios. These are self-selected from a few different and ever-changing options, including international programs, design-build, and interdisciplinary BE studios. They are followed by two quarters of Research studios that focus on a range of topics and methods for developing and using design research.. The Exploration and Research/Thesis studios allow for student choice in their focus, but increasingly link discovery with innovation while reaching greater levels of competence and sophistication.

Through the studio sequence, our students are educated to see design 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. Current key themes include housing shortages, climate change, and social equity. The creation of new knowledge as a catalyst of design innovation are experiences that translate to practice after graduation.

The particular design orientation of UW Architecture has long included an emphasis on craft and materials that is integrated into required materials and technology courses as well as studios. This tradition is most fully engaged in our optional furniture design studios and their related activities. It also includes our long-running Howard S. Wright design/build studio led by Distinguished Professor Steve Badanes, as well as other occasional elective design/build studios. This long tradition of making has developed in the digital era into a broader pursuit of fabrication, and the customization that these technologies have enabled. All students are introduced to the college's Fabrication Labs during the core studios and representation courses and almost all students engage with courses anchored in the Fabrication Labs at some point in their program, and some choose to get a degree concentration in this area.

Another early distinction of our program was the Rome Center, an opportunity to conduct design studio in the heart of Italian culture. This program has been a regular part of the curriculum for fifty years. While it is no longer in unique among architecture programs, an expanded scope of international programs is a hallmark of our program. The quarter system provides unique flexibility in this area, allowing between 25% and 30% of our M. Arch. students to participate in study abroad programs each year, mostly through a required Exploration studio. International programs allow students to see first-hand how design as a human value transcends borders. Design can be a distinctive cultural marker, while at the same time its universal role and value highlights its inherent importance to culture in general, and to human expression. While programs have repeatedly been held in Mexico, Australia, Germany, and Japan, most occur through our annual programs in Rome and Copenhagen. The Scan Design Foundation provides funding to support two programs each year, and also funds extended study for three students which includes employment within select Scandinavian design firms. The department invests in these programs in order to give students the opportunity to work with local architects in other countries and to experience alternative ways of accomplishing what are most often shared issues, visions, and vocabularies—seeing the ways that design both defines and bridges cultural differences.

Other coursework contributes to design thinking, critically useful within and beyond the realm of design projects. They contribute to design's need to address real-world problems by building skills in analysis—of social, regulatory, and environmental contexts—and an understanding of



technical possibilities and constraints. Some provide important tools for problem-solving that is inherent to design, and necessary for using design to make better places for communities being served. Others provide knowledge of social, cultural, and philosophical views of the world through history, theory, and arts so that design is always human-centered. Many assignments in other coursework are case studies in which the particular subject is studied in its application to a particular design; others allow students to utilize their studio project as the basis of technical demonstrations.

The program is shaped to teach design of built environments, and therefore includes the technical learning outcomes required for responsible and ethical practice of architecture. In recognition of the breadth of disciplinary knowledge and the variety of roles that architects play within the profession, students may opt to concentrate their electives in one of three degree options. This specialized focus is in addition to the core knowledge that all students need for general professional practice. They are: history, theory and criticism; materials and fabrication; and sustainable systems and design. These options provide students the potential to focus their studies on reaching a greater depth of knowledge in an area covered in the required coursework at a higher level. This curriculum design is another way that we take advantage of the quarter system, enabling us to provide students a range of choices. This flexibility is a unique aspect of our program.

2.1.3 Design beyond coursework

A new program to honor distinguished and emerging notable alumni was initiated in 2017 after the retrospective events of the department's centennial celebrations of 2014-15. This bi-annual event aims to celebrate alumni who have either built a body of work that is widely recognized for design excellence or who are establishing professional leadership relatively early in their career. The inaugural program and the second in 2019 each featured two lifetime achievement awards and three awards for 'graduates of the last decade (GOLD).' These events celebrated a range of significant impacts through design as both creative practice and as civic engagement. These awards offer students tangible evidence of realizing success and professional aspirations.

Newly admitted students are welcomed into our program with a design charrette as a highlight among the activities at orientation. Organized by the Professional Advisory Committee, it is fully executed by area professionals volunteering to involve new students in a collaborative design process from the moment they arrive. Students in the 3-year program then usually take a field trip in the middle of their first quarter—this was sadly missed during the pandemic year. It is meant to be an integral part of the ARCH 500 Foundation Studio I: two full days are spent together in Vancouver, BC, visiting significant buildings with instructors who narrate their own appreciation and critique of architectural and urban environments. These two early experiences are a powerful message that is all about design.

Ongoing events that highlight design are the public lecture series, displays in Gould Gallery, and student work posted throughout our buildings. The end of spring quarter brings the annual "End of Year Show" that highlights selected works from studios throughout the year. During the pandemic, "CBE Chronicles" was initiated and produced for the college by Architecture faculty members Vikram Prakash and Ken Oshima to support community dialogue and to test new virtual social environments with faculty, staff, and student participation. Dean Cheng hosted a series of discussions confronting varied perspectives on important themes of the college's disciplines, called Hot Topics--one of these was focused on 'design.'

The Professional Advisory Committee (PAC) sponsors an annual exhibit in Winter or Spring quarter known as "Headlines." This is an exhibit of professional work "in progress" at local firms. Participating firms submit posters in a standard format to highlight their current design work in terms of focus and innovation; they are motivated to be represented as active and engaged professional firms. Typically, there is an evening opening event, and the boards remain on display for up to a week. Though it is not comprehensive, it is a way to define the Seattle professional



community by means of a "snapshot" of its design production. Like the orientation charrette, the exhibit allows students to develop awareness of the continuing professional discourse on design.

A weekly newsletter, "Details," is emailed every Wednesday throughout the quarter. This is the primary source of information about events of interest ranging from the public lecture series, special presentations and events, information sessions for various program opportunities, competition and scholarship deadlines, and some employment opportunities. It also announces recent achievements, such as competition prize winners. All of these things are necessary aspects of a lively design community.

2.1.4 Design assessment and aspirations

The strength of our design ethos prepares students to become leaders in the profession—able to use design thinking to synthesize ethical, cultural, and ecological values with creativity, able to use emerging technologies and areas of research to advance architectural knowledge through critical practice, and to benefit local, regional, national and global communities. As part of the uniquely interdisciplinary College of Built Environments, our department is one of several for whom design is a primary method as well as value. As highlighted in our recently approved strategic plan, we "imagine a just and beautiful world where we teach, research, and engage to influence the trajectories of climate change, social justice, and human health, by defining built environments as complex interconnections between constructed and natural worlds and their impacts on society." We see design both as critical to solving the world's grand challenges and to ensuring that our buildings and cities provide beautiful and inspiring environments for all.

Long range curricular planning undertaken in 2015 was designed with two foremost ideas—strengthening the design thinking of students with greater levels of collaboration and more rigorous research. Our aim in all planning and continuous improvement is to provide the profession with leaders in contemporary design. The department has a number of full-time faculty who are active in practice as well as teaching, and we depend on a substantial proportion of part-time faculty, most of whom are in practice. Along with faculty research interests, these significant connections to practice allow for current issues and concerns to be introduced into projects of and themes of regular coursework, and to be present in planning discussions. Persistent concerns about adequate attention to new issues are discussed through the curriculum committee and in faculty discussions for hiring new faculty members or new leadership.

Design has been consistently in the foreground of faculty discussions that have taken place in the context of one dean search and two department chair searches since the last accreditation. Faculty have met numerous times in each process to discuss issues and priorities by which to question and to evaluate candidates. Valuing design was always first overall, crucial to our mission and identity. An important element of long-range plans is faculty hiring priorities. This faculty consciously prefers to hire faculty members that teach studio as well as courses in their area of expertise.

Many students are drawn to our program by their interest in Seattle and the Pacific Northwest. When they graduate, a large proportion stay here to develop their careers. The department is in a position to have informal knowledge of former students' success in finding positions in Seattle's leading firms, and eventually into leadership or starting their own firms. It is an active design community, and we are able to connect periodically with a stream of emerging professionals from our program flourishing in it. We do not have data to support these claims, in part because there have been some impediments to tracking alumni progress in the profession, but we believe that we are now in a position to develop a means to do so.

One of the exciting aspects of adapting to the new NAAB criteria is that it has helped motivate us to set up more rigorous systems to assess the program outcomes. Historically we have measured our success in design through student awards in venues such as the AIA COTE Top Ten for Students award, the ACSA/AISC Steel Design Student Competition, and other regional and



national competitions. Students receive written feedback on their studio work detailing their individual performance in greater depth than standard grading affords. In order to provide a more comprehensive assessment of our design success and track trends over time we have instituted, or are in the process of instituting, the following assessment mechanisms:

- Survey completed by external and internal studio reviews (piloted in 2021)
- Standardized rubric for student design performance (in development)
- System to organize and track assessments (in development)
- Supporting student submission in key design competitions through studio curriculum and payment of admission fees (continued practice)
- Survey of alumni to track professional design outcomes (in development)

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

Program Response:

2.2.1 The Pacific Northwest is a place where, even in the heart of the city, the wonder of the environment is a constant presence. Many of our faculty, staff, and students are drawn to our program by its location and how it offers opportunities for time in the forests, the mountains, or on or near the water. Recreation and solace in nature is a widely shared value. The breadth of our shared commitment to environmental responsibility can be seen in the CBE strategic plan, where we pledge to "integrate interdisciplinary expertise into teaching, curriculum, and pedagogy to advance the reach of our College and body of work, especially around climate solutions" and equity, diversity, and inclusion. Current faculty whose research focuses most heavily on aspects of environmental stewardship include: Kate Simonen, Rob Peña, Gundula Proksch, Chris Meek, Heather Burpee, and Elizabeth Golden.

The region is a recognized leader in environmental sustainability. Seattle firms such as Miller Hull and Mithun were at the forefront of the sustainability movement in the architectural profession. In collaboration with AIASeattle, the faculty in the Integrated Design Lab developed the AIA + 2030 Professional Series™, a curriculum of 10 sessions on energy and building performance, that was developed into a national program administered by the AIA. A similar collaboration produced the program Materials Matter, which was also adopted by the national organization. Awareness of the 2030 Challenge and local projects that have led the way permeates through courses, lectures, and field trips.

The first Earth Day was organized by Seattle's Denis Hayes, an ally and regular contributor to programs in our College. Hayes is the President of the Bullitt Foundation who initiated creation of the Bullitt Center which is among the world's "greenest," high-performance buildings. Designed by the Miller Hull Partnership, founded by past department chair David Miller, and with technical assistance by members of our faculty through the Integrated Design Lab (IDL), this building serves as a living laboratory for ongoing education and research on systems thinking and building performance. The Bullitt Center was the largest building in the world to achieve full Living Building Challenge™ certification. It currently houses our Integrated Design Lab, which employs many of our graduate students to support research on building performance, health and well-being in the built environment. Students also monitor the building's performance and lead public tours of this innovative 'net-zero' energy and water building.

New construction on campus provides case studies near at hand for sustainable design. The new Hans Rosling Center for Population Health (also designed by Miller Hull and sited between our two college buildings) was designed to meet the WELL building standard and was studied by students in our program throughout design and construction. Local firms won 3 of the AIA COTE Top Ten awards in the 2021, one of which was the new UW Life Sciences Building by Perkins +



Will Seattle. The professionals from firms that are innovating with each new project are frequent visitors to our program, and their most up to date work can be seen in the annual Headlines exhibit.

Our students are highly motivated by the need to restore better balance with the natural world in the way we build. A very large percentage of student presentations begin with some variation of the statement: "Buildings are responsible for a huge share of energy, electricity, water and materials consumption globally." Many have chosen to pursue a career in architecture to contribute to climate solutions and to the health and wellbeing of life on earth. Some have chosen UW Architecture based on awareness of the number of faculty whose expertise and research is addressing environmental impacts and related social impacts. They sense their responsibility as caring individuals, engaged citizens, and committed professionals. We help to shape their desire for change into professional opportunities and responsibilities. They see their faculty leading research efforts in reducing the carbon footprint of the built environment; in development and growth of urban agriculture to address the negative effects of "Big Agriculture" and to provide better and healthier access to fresh food in urban areas; providing analysis and expertise on maximization on daylight design for improving environmental and human health; and on ways to further integrate plant life into built environments for human health and wellbeing.

In the upcoming year our 'Humanities, Histories, and Futures' collective at the college is launching a series of discussions and installations around the theme of the "Anthropocene," ensuring that the social and moral challenges of our changing climate are integrated into the technical solutions being developed and deployed in research and design practice.

2.2.2 Environmental stewardship and professional responsibility in the curriculum

This value is recognized in the department through virtually all coursework. One of the drivers of our curriculum re-design since the last accreditation was to re-think our previously designated focus of three core studios as urban, tectonic, and sustainability. Discussions began in 2014 with the awareness that a single "sustainability studio" was no longer realistic; that in fact all studios must have the expectation that sustainability will be as integral to design projects as the physics of gravity and water. In addition to being a fairly universal lens for design projects, many of the programs and/or sites for design studios confront these issues as a major focus: bio-diversity, carbon footprint, water resources, energy, preservation and re-use. Sites are often selected at an interface between disparate ecosystems, compelling students to confront increased complexity. A more extreme condition was addressed in a recent Exploration Studio that featured a project for the changing coastline of a primary island in the Maldives.

Other coursework gives students the opportunity to research certain environmental issues in-depth independent of a particular design project. ARCH 520 - 524 Design Technology I through V, frame student learning about materials, construction, and environmental systems through a lens of environmental health, resource conservation, and regenerative design. In ARCH 520 and 521, the curriculum addresses forces that are *external* to the building: sun, wind, light, water and context, to develop student's awareness and knowledge of appropriate building form, location and orientation, and the design of *architectural* systems for delivering services of thermal comfort, fresh air and illumination during the concept and schematic phases of the design process. ARCH 523 addresses forces and functions *internal* to the building: heat gains, room acoustics, electric lighting, access, egress and circulation, and the appropriate mechanical and architectural systems for addressing these forces and functions. The focus is on environmental and structural systems, and the architectural and mechanical systems to deliver services that support both human and environmental health. ARCH 524 introduces computational simulation tools and techniques for evaluating the performance of design alternatives and includes a weekly "Design Symposium," a series of guest presentations that deliver additional social, environmental, professional and technical content into design context. This course series provides students the foundational principles, tools and methodologies to iteratively develop design solutions that



address human and environmental health and wellbeing. This knowledge is demonstrated in their ARCH 503 and 504 studio projects.

Professional responsibility is implicit in the ways that we foreground sustainability research and subject matter, and in the way that projects are discussed in reviews. Within the 503/504 sequence we focus on understanding and integration of key accessibility, structural and code requirements within the design projects. The professional requirements become explicit in ARCH 571, Professional Practice. The AIA Code of Ethics and Professional Conduct is required reading, and the ways that ethical responsibilities can come into conflict are discussed. Additionally, all students are required to take a professional practice selective for additional depth in this area as well as allowing a more individualized focus. The options include a course on case studies of high-performance buildings, a course on construction law, and a course on housing 'systems' and policy in several global cities.

M. Arch. students may choose to concentrate their elective selections in one of three areas, known as degree options. Sustainable Systems is a very popular degree option with an average of approximately 15% of graduate students pursuing this option in the last four years. Students in this option have the opportunity to take a diverse array of electives that connect directly to the research under development by our faculty including topics such as environmental life cycle assessment and daylighting design. While all of our students receive the fundamentals in these important areas, our program provides the flexibility and opportunity to specialize their studies to align with the area of practice that best fits their interest and capabilities.

2.2.3 Environmental stewardship and professional responsibility beyond coursework

There is a distinct culture of conservation and sustainable practices in the department that is an extension of the social and professional ethos of the Pacific Northwest. The campus adopted a Climate Action Plan in 2009, and a more comprehensive Sustainability Action Plan in 2020. The University of Washington Office of Sustainability manages and directs programs that fund student initiatives, guide campus policies, establish building performance standards, and promote curriculum programs aimed at climate action and human and environmental health. Members of our faculty are actively involved in a number of UW Sustainability committees and programs. Members of our Department are regularly recognized through the annual Husky Green Awards for their work on climate action, waste reduction and recycling, composting, and energy efficiency in the built environment.

Bicycles and transit are among obvious choices we make in daily life. Recycling was an early manifestation campus-wide; our food services focus on local sourcing composting, and other waste reduction. Architecture studios and the fabrication labs maintain depositories for re-use of materials. The new department chair intends to charge a faculty committee with improving our lab, studio, and classroom recycling and waste reduction practices as we return to campus from remote conditions of AY20-21.

The Carbon Leadership Forum is a premiere research center on carbon and promoting environmental stewardship locally and globally. The department is fortunate to have the chair role filled by CLF founder Katherina Simonen. Her visions for each group inform the other and provides the highest level of commitment to stewardship. Other faculty leadership urban agriculture, mass timber construction, preservation and re-use, transit-oriented development, and lighting and acoustical design for energy conservation and well-being is manifested in numerous different ways, including public lectures and participation in AIASeattle programs. Some students have opportunities to work in research labs or otherwise participate in sustainability-focused faculty research.

Increasingly, students arrive with a strong motivation to address the climate threat, and they are expecting to learn how the built environment can best meet these challenges. In that sense, the program needs only to give them the means, and the capacity to innovate further. They do not



have a full understanding of all of the ways that providing for the health, safety and welfare of individuals and society is accomplished and regulated, but their sense of purpose is readily expanded to all realms of professional responsibility.

2.2.4 Environmental stewardship and professional responsibility assessment and aspirations

The Department of Architecture has played a substantial role in the college's strategic planning efforts. The resulting CBE Strategic Framework which the department fully supports, has committed to a 3-5 year focus on climate solutions as our top priority. This came to the fore due to the urgency of immediate action and clear alignment with our major themes of social justice, technology, history/theory/futures, and prosperity/health/well-being. It means that the highest priority for funding and other support will be directed towards faculty research and curricular programming that addresses the problems and potential solutions of climate change directly.

At the departmental level, we have addressed environmental and life safety / accessibility responsibilities robustly through significant changes to the required curricular sequence of building technology (ARCH 520—524 Design Technology I-V, ARCH 591 Architecture and Landscape, and required Integration block studios). The technical courses were rearranged to align with studio coursework and prepare students for and support students during ARCH 503 and 504. Additionally, what was previously three separate studios (urban, tectonics and sustainability) were integrated into a two-quarter 'integration' sequence (503/504).

We focused the first round of assessment of these courses on the studios. (See Section 5.3 for details.) In the first iterations of the 503/504 sequence we found significant inconsistency between sections, suggesting a need for greater coordination between studio sections on learning outcome expectations. Additionally we found a need for greater technical support to ensure the students and faculty were able to integrate the complex topics of energy performance, structural effectiveness/material efficiency, accessibility and constructability in tandem with designing complex buildings in the urban context. For autumn quarter 2021, we identified a primary faculty coordinator for these studios (and other critical course sequences) to more fully define the studio objectives and outcomes, and to determine the project parameters in terms of sites and building programs. The coordinator was responsible for cohering a team of part-time faculty/practitioners to lead independent studio sections towards more uniform outcomes. Additionally, we hired four technical faculty (energy, structures, accessibility/code and materials/detailing) to provide lectures framing key issues to the students and to engage in individual desk crits and studio reviews. In the spring 2021 version of the 504 course, students were expected to develop supplementary technical documentation to complement the formal design reviews.

Our long-term planning includes development of more comprehensive assessment procedures for the whole department. We will be continuing to engage in regular evaluation of these critical courses and others with mechanisms such as:

- Studio outcome surveys from final reviews (internal and external reviewers)
- Assessment committee review (includes instructors' reflective assessments and student evaluations)
- Annual coordinator report

(See also: Sections 5.2 and 5.3)

Faculty research findings or innovations that support systemic environmental improvements for society at large demonstrate for students many ways that these values are shared by academics and professionals alike. Some faculty research takes the form of practice and/or consultancy to practitioners, providing the technical assistance they may not have the capacity for. A premier example of this that is ongoing is the work of the Integrated Design Laboratory (IDL), led by architecture faculty member Chris Meek, a nationally and internationally known leader in applied research which advances environmental stewardship among academic institutions, municipalities, and professionals. The latest IDL annual report provides a full account of the scope of their environmental sustainability work.

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

Program Response:

2.3.1 UW's Diversity Blueprint is a national model for institutional commitment to action advancing diversity. All colleges and departments use the blueprint (which has been recently updated) as a touch stone for work at our unit levels. The department has had a long commitment to the values of diversity in the terms that have permeated higher education and the professional context of this country for several decades. The department has maintained a detailed Diversity Plan dating back to 2008 and periodically updated, with goals toward faculty diversity through best practices in hiring, retention, and development, and goals toward student diversity through recruitment and support, and efforts for diverse human conditions to be represented in the curricula. The progress that has been made so far to diversify our faculty and student body has not met our goals; we continue to examine the conditions for recruitment, hiring, and admissions to refine strategies that seem most promising.

Recognizing that effort without change is not sufficient, over the last two years the Department has collaborated with the College in developing and implementing new strategies and tactics with a particular focus on improving the diversity of our faculty and capacity of faculty to best integrate diverse topics/support diverse students. These include: a series of faculty, staff and student trainings that ran during the 2019-20 academic year (see Section 5.5.1); increased focus of coursework such as the Nehemiah Initiative studios (see Section 3.1/PC.8), and a targeted cohort hire of 4-6 faculty across the college with dedicated recruitment efforts, search committee training, and targeted support for incoming faculty. This initiative was launched in the spring of 2021, anticipating position offers and negotiations to take place in winter quarter, 2022.

In order to help ensure that our studio culture is inclusive and supporting of diverse students, we deploy a range of strategies. With small course sizes, each student is given extensive one-on-one attention in the form of desk crits. There is a general commitment that all students are treated with fairness and respect, reflected in our evolving teaching and learning culture policy and practices. M. Arch. program studios are graded as Credit/No Credit to recognize that individual students bring different skill sets and skill levels to the task, and there can be bias or some degree of arbitrariness in assigning a numerical grade on a 4.0 scale. Students that seem to be struggling are given extra support and encouragement.

2.3.2 *Equity, diversity, and inclusion in the curriculum*

In terms of curriculum, the faculty is committed to instilling awareness, curiosity, and respect for diverse communities and cultures, and to developing an understanding of their different perspectives through our teaching, research, and engagement. An elective is offered by Dean Cheng on equitable practices and she guest lectures in several other classes in our program. Her work as the project lead and co-author of the AIA Guides to Equitable Practice means that UW students and faculty are often tapped as contributors or reviewers for that work. There have also been one-time offerings that bring under-represented voices to the studio, such as Zena Howard in Winter 2019.

Our history and theory courses have long included global cultures, and our international programs have immersed students in new cultural settings and required research that opened student experiences to those cultures. Closer to home, community engagement studios have consistently placed students in various neighborhoods of Seattle and rural communities in Washington state that are subject to socio-economic stressors. Students have been engaged in processes of



understanding a community's economic and social context, identifying its needs, and supporting positive change as part of a studio project. Examples include but are not limited to the Design/Build studio (Badanes), the Storefront studio (Nicholls), and the Fabrication studio (Corser). Even so, the need for a new curriculum was based in part on the proposition that "an open and critical discussion about how we support diversity (defined broadly to include social, gender, racial and ethnic background as well as architectural philosophies)" was needed—needed to support an already changing student body, but also needed to attract increased diversity in students and faculty. (Quoted from the "Proposal for Curriculum Changes.") The core studios of the new curriculum were charged with addressing social inequity and climate change, described as existential crises. Linked courses, ARCH 590 and 591, support this overarching goal.

In addition to teaching many courses and studios that engage diverse groups of people in a variety of communities, and that provide experiences with diverse cultures internationally, 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. An important element of our social equity and inclusion perspective is the Grading Policy. The department faculty agreed over two decades ago to evaluate all graduate design studios with an indication of credit/no credit, and to use a detailed written evaluation instead of a calibrated numeric grade. This process gives students direct feedback about their skills, approach to design and any deficiencies they need to address in future studios. The aim is foster an inclusive environment that is flexible in working with students of differing skills and abilities, and supporting them in achieving their own sense of success.

We have not previously tracked or reported the presence of global non-Western or minority culture content or social justice critiques of built environments in required course reading or lecture and discussion topics. This year, the Social Justice, Equity, Diversity, and Inclusion (SJEDI) Committee made the first attempt to inventory current curricular content, in acknowledgement of a specific goal in the college Strategic Framework. Next year this information will be used to evaluate its character and impact, and will bring a discussion forward to the full faculty on future directions for reporting and tracking. This will include the nature of possible goals and measures in relation to fairness, social justice and equity.

One of the planned outcomes of revising the M. Arch. curriculum was lowering the overall financial burden significantly for students by elimination of a final autumn quarter. Our program had always required either 2-plus or 3-plus years to complete—i.e. two or three academic years *plus* an extra quarter with a December graduation. Based on feedback from students and comparison with our peers, we concluded this additional time was a barrier for all students and reduced access to students we were seeking to recruit from groups currently underrepresented in our department.

The elimination of that additional quarter had several advantages, but cost and access were primary. In addition to the obvious tuition savings, students no longer need to maintain housing that is linked to campus access throughout an additional summer and autumn. Upon graduation in June, they can enter the job market wherever it best suits their needs and seek living arrangements in relationship to work and family preferences. The June finish motivates students that pursue the thesis option to finish on time in a way that a December end point sometimes failed to do.

Our undergraduate pre-professional program is space-constrained, and draws more qualified applicants than we can serve. In order to create an additional route toward a professional degree, we began a new undergraduate program in Liberal Studies in Autumn 2015. This program provides students a solid foundation in architectural knowledge, and a good basis by which to assess the graduate professional degree and licensure path. It also has the advantage of direct admission at the freshman level, therefore not requiring the competitive admissions to the major at the junior year. A primary motivation of this program is to increase opportunities and access to



architecture—as a discipline or a profession. Our undergraduates have a number of courses in which the path to the profession and other career options are discussed. A number of graduates have gone on to M. Arch. programs, both at UW and at other institutions.

2.3.3 *Equity, diversity, and inclusion beyond coursework*

Our dean, Renee Cheng, is a national and internationally known expert in equitable practice and provides many opportunities for dialogue as she engages in her research, teaching, and engagement. Her leadership has brought increased clarity on actions we can take to move from good intentions to tangible results.

Efforts to recruit a more diverse applicant pool to our programs have included outreach to local high schools, a summer introductory program, and representation at the NOMAS annual event. Our admissions evaluation is designed to account for a wide range of experiences and interests, not grades or scores only. The GRE requirement was dropped due to COVID last year, and will be dropped again in the upcoming cycle as a pilot for permanent removal. The Applied Research Consortium is a new recruitment draw, and architecture students have already benefited from ARC fellow experience in firms.

Beyond the curriculum, all students are encouraged to attend departmental public lectures. These events are designed to complement course-based learning with a greater variety of professional voices and advocates for pressing issues beyond the Seattle professional and academic community. For instance, in AY19-20, we hosted Mitsuhiro Kanada, Sinus Lynge, Paloma Vera, Dr. Shunya Yoshimi, and Balazs Bognar, among others. In AY20-21, we shifted away from the usual lecture form to join with the college in confronting relevant issues of the pandemic in a series dubbed the CBE Chronicles. Led by architecture faculty, the series culminated with a lecture by Mabel O. Wilson entitled "A Black Study—Theory and Practice."

To support our students and promote robust community, we intentionally keep enrollment in the UW degree programs relatively small; each M. Arch. cohort has no more than 50 students—ideally 25 students in the 3-year curriculum are joined by 25 advanced standing admits in year 2. Mentorship of students is integral to our studio culture and academic advising. Students seeking advice may speak directly to a faculty member that they feel comfortable with; otherwise, they make an appointment with the program advisor or the program director. Faculty whose work puts them into contact with an opportunity such as an award program, competition that is not being used for coursework, or professional position, will often inform students they see as either competitive or qualified directly and encourage them to pursue it. Faculty understand their role in promoting all students as the opportunity presents itself. Students that are struggling in coursework are given additional support in order to move them toward successful completion. We have many students with circumstances that include work and family responsibilities. Students requesting additional time for issues arising from these conditions are given flexibility whenever it is possible. The College established an emergency fund for students that were subjected to additional caregiving burdens or other impediments to academic progress during the pandemic in 2020-21, and Department of Architecture students were reminded of it and encouraged to use it if needed routinely via regular communications.

Very shortly after the killing of George Floyd, a scheduled CBE Chronicles webinar was repurposed to allow for a conversation between Affiliate Faculty Donald King and the founder of the Nehemiah Initiative, Bishop Gary Tyson. The conversation, facilitated by department chair Kate Simonen, was remarkable for the candid and raw insights to the experience of Black men in America. It was well attended, and the recording has been one of the most viewed by the college community. In the midst of the racial reckoning that began in summer 2020, the department joined with other units in the college and across campus in sponsoring a common book suitable to the moment, Ibram X. Kendi's *How to be an Anti-Racist*. There were informal discussion groups that met to share their learning experiences in the winter quarter, and a culminating event with Professor Kendi speaking at Seattle Arts and Lectures, a public cultural forum, in April. In the



fall, our SJEDI committee was charged with creating a territorial acknowledgement statement for the department, and eventually it produced a "primer" for us to share on our website. In addition they have planned a 3-part speaker series for Autumn 2021 featuring indigenous voices and issues, "On the Ground."

Two departmental faculty and the undergraduate adviser were instrumental in making 'Health and Well-being' one of the ten issues addressed in-depth in the college strategic planning process. In a separate but related context, two program directors participated in a CBE Resilience and Compassion Initiative in AY19-20 which was an exploration of building those values into the student experience in general, and into classroom practices in particular. This initiative has resulted in a guidebook produced by the principal investigators, two landscape architecture colleagues. They were funded in this work by the UW Resilience Lab as a pilot project for wider dissemination across the campus. These issues are by nature "inclusive," while it is possible to have respect without compassion, there cannot be compassion without respect.

While the primary responsibility for inclusivity remains with the department, it can also be added that there are UW resources for BIPOC students as well. The Office of Minority Affairs and Diversity advances the University's policies and initiatives and offers a variety of student services. The Kelly Ethnic Cultural Center, just a block away from Gould Hall, is an all-purpose 'student union' for minority students, offering social connection and a variety of student organizations. The Intellectual House, located on the north side of campus, provides a welcoming home base on campus for indigenous students. This modern "longhouse" was designed by native American architect Johnpaul Jones of the local firm Jones and Jones, who was a major contributor to the design of the National Museum of the American Indian for the Smithsonian Institution.

2.3.4 Equity, diversity, and inclusion assessment and aspirations

The department aspires to a teaching and learning environment that is equitable and inclusive of a diverse student body; and we aim to contribute graduates to the profession that will design environments that are inclusive and just for all.

Addressing diversity in planning in the past has primarily focused on the demographics of faculty and students. However, Dean Renee Cheng shifted our conversation from this older "diversity" framework to embrace the larger scope of equity, diversity, and inclusion when she arrived in January 2019. She brought expertise from her work on the AIA *Guides for Equitable Practice*, which she shared immediately with the CBE community. This important and impactful set of documents was a turning point for the profession as a whole, and our faculty was wholly committed to adopting its principles. In this approach, diversity and justice are outcomes that follow from successfully fostering a culture of equity and inclusion.

Prior to beginning strategic planning, college faculty and staff were invited to a series of workshops on intercultural competence in Spring and Autumn of 2019, and into Winter quarter of 2020. Interdisciplinary groups at each training session were led through a foundation for understanding survey results as a whole community. We then had training sessions on building intercultural competency. In the particular paradigm in use, it meant moving our mode of interaction in contexts with cultural differences from one of minimization of difference to one of bridging difference. These concepts were then taken from the level of individual understanding to application in classrooms and studios. Unfortunately, this potential application was interrupted by the sudden transition to remote teaching and learning in March 2020. While delayed by the pandemic, discussions continued with videos and Q&A sessions for students and are planned to resume this fall.

These issues were also acknowledged as a major theme within the college strategic planning effort undertaken at the same time concurrently. "Equitable and Just Practices" is now one of three "pillars" of the CBE Strategic Framework formally adopted in Winter 2021. The strategies are: cultivate an inclusive CBE culture, model and embody equity and inclusion, establish an



inclusive pedagogy, and use equity and justice as a research lens. Each of these strategies are supported by a number of defined “actions” on how to advance the strategies. The newly revised College Diversity Council is charged with creating a EDI plan that will deepen and specify actions that are outlined in the broader college strategic framework.

Faculty searches are inherently part of long-range planning. In the past, we have addressed diversity expectations by using the “toolkit” of best practices developed by the Office of Minority Affairs. We succeeded in the only search since the last accreditation in hiring Tomás Méndez Echenagucia, a native of Venezuela. A new approach known as a ‘cohort hire’ is now being planned for addressing several needs within the college, following practices known to increase the appeal to potential candidates and provide strong support for those faculty who join that may identify with groups underrepresented in our department and college. This new search model will be used in AY21-22.

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

Program Response:

2.4.1 The University of Washington is just one center of innovation in Seattle; the presence of Boeing, Microsoft, Amazon, Adobe, and many other innovators creates a strong context for research and innovative design. The Department of Architecture has a strong record in both innovative design and research leadership. This is demonstrated by the impact of our labs such as the Integrated Design Lab and the Carbon Leadership Forum and faculty and alumni leadership in ground-breaking local buildings such as the Bullitt Center and recent Population Health building just west of Architecture Hall. Students are surrounded by newly constructed buildings that demonstrate the drive for innovation and continuous improvement of the discipline.

2.4.2 *Knowledge and innovation in the curriculum*

The curriculum committee proposal for a total curriculum re-design in 2015 opened with a vision statement to make the case that change was needed. Among reasons stated, it was noted that “... changing environmental, social and economic conditions will necessitate innovative approaches to design and professional practice and we aspire to be leading the profession both locally and globally, preparing students to adapt and lead us towards a better future.”

The drive toward innovative research-based design was embedded throughout the new curriculum. The overall design consisted of four curricular “blocks” of 2-3 quarters each for which there is a common objective for all courses. The final two blocks address new knowledge and innovation most directly: the Exploration Block and the Research Block. Exploration requires students to select from topical elective studios for two quarters. Here they can get a variety of exposures to ideas and design approaches, with encouragement to experiment. Each exploration studio is expected to immerse students in a specialized, often visionary, topic; many options offered are interdisciplinary. Integration of technical knowledge is expected, but the nature of the topics *require creative, imaginative solutions rather than standard practices*. A good example is the Futures Studio: project proposals for the studio are required to address conditions 50- or 100-years forward and to involve at least two departments in the college.

The final Research Block approaches innovation in a different manner: production of innovative project-related research in social and/or technological realms that is used in establishing key decisions that will drive the design. Each research studio has a required tandem seminar for focused research on aspects of the design problem. Students are required to integrate their research and design work, and to self-assess the design in the terms of the research.



Prior to formally introducing the Research Studio/Seminar curriculum, it was tested most recently over three terms (Winter '17, Spring '18 and Spring '19) by Professor Chris Meek in collaboration with Perkins+Will's Director of Research, John Haymaker, to tackle the City of Seattle's pilot of the Living Building Challenge. These studios utilized qualitative and quantitative methods and innovative decision-making tools for developing and communicating performance-based design proposals (integrating performance metrics across a range of issues including health, daylight, embodied carbon, etc.) for mixed-use projects under development in the Seattle office of Perkins + Will. This helped test and establish working models for professional partnership in a research studio setting, with additional technical support from our own Integrated Design Lab.

The research studios are a particularly good vehicle for linking to the research expertise of our faculty along with the interests of local professional firms. Professional support of a studio, in partnership with a faculty member, allows a professional to share with students when and how the firm's work is driven by research, and to bring a problem in need of research into the seminar and studio. The Research Studios are offered in conjunction with Research Seminars, which support the research component of the studio by investigating current interdisciplinary topics in the built environment. This combination allows the students to integrate rigorous, design-related research with the design of a comprehensive studio project with faculty support. These studios and seminars are taught by the same faculty or faculty team. Previously run concurrently, in AY21-22 we shifted the schedule to have the seminars as preparation for work the following quarter. The studio component focuses on the development and representation of a comprehensive design project, while the conjoined seminar allows students to advance, document and visualize related research. Each Architectural Research Studio is expected to communicate the outcomes of the two courses in the form of a print or web-based document; with this requirement, students learn the responsibility for sharing knowledge in the profession.

A key objective of implementing the Research Seminar/Studios was to increase the depth of design research and scale of dissemination within our program by both students and faculty. The previous curricular structure did not support all students effectively nor did it support faculty in connecting their teaching and scholarship. Studios have included the following: Winter 2020 - The Rise and Fall of Single Family Housing (Associate Professor Rick Mohler with Brad Khouri, b9 architects), and Proto-Timber (Associate Professor Kimo Griggs with Glen Stellmacher of Miller Hull Partnership) and Spring 2020 - Making the Invisible Visible: Designing Infrastructure as Architecture (Professor Dave Miller and Claire Rennhack, Miller Hull Partnership), CITYFOOD: Integrated Building Systems Ecology (Associate Professors Rob Peña and Gundula Proksch), and Barry Onouye Endowed Chair Design Studio in Structural Architecture (Assistant Professor Tyler Sprague and Mitsuhiro Kanada, Arup). Notably, over the past several years, the Onouye Endowed Chair Design Studio has brought in well-known experts in structures, including John Ochsendorf from MIT (2017), Mark West from Aarhus (2018), and Sigrid Adriaenssens of Princeton University (2019).

In the past, all students pursued some version of thesis. While some students excelled in this model, we found that many did not yet have the academic architectural maturity to contextualize a meaningful research question nor to develop innovative solutions. Instead many struggled to identify a topic or design solutions that rigorously advanced design scholarship. Thus we developed two tracks, Research Studios/Seminar or Thesis. In AY20-21 students chose which track to pursue, 60% of the students participated in the Research Studio track. Based upon past student work and our capacity to support independent research, we believe that more students are better served by the Research Studio track and thus have instated increased requirements for students to develop thesis proposals and a formal process to review and approve them as a qualification to pursue the thesis option. This method is being instituted for the first time in the AY21-22.

Faculty for the research studios and seminars are selected based upon their proposals to advance their individual research efforts in collaboration with the students in these courses. This

helps ensure that the student work is well grounded within the current state of knowledge and gives faculty additional resources and time to help advance faculty research efforts. Over the past year faculty have been encouraged to integrate Research Studio proposals into their broader academic plan and Research Studio results have been shared with all faculty to help develop a shared culture of these courses. Successful studios have both helped validate faculty led research (as in Prof. Proksch's urban agriculture work), expand upon developing lines of research resulting in publications and public engagement (as in Prof. Mohler's urban housing work) or develop new topics and collaborations (as in Prof. Méndez Echenagucia and Prof. Meek's parametric modeling connecting embodied and operational energy).

We have begun to identify outcomes that will help us develop metrics to track the impact of these studios that include addressing key questions via the following questions:

- Student interest/experience: Are we identifying research topics that align with student interests/outcomes? Metrics:
 - % of students who select Research Studio Track;
 - % of students who get their first choice of research studio;
 - Numerical student course evaluations.
- Faculty support: Are the Research Studios supporting diverse faculty research initiatives?
 - % of tenure track faculty that either lead or collaborate on a Research Studio/Seminar track over the past three years;
 - Number of Research Studio/Seminars that support degree options/dual degree programs.
- Research dissemination: What is the impact of this work both internally and externally?
 - % of Studios that result in either print or online studio publications.
 - Number of peer reviewed publications that include/result from Research Studios.
 - Press and awards based upon Research Studio work.

2.4.3 Knowledge and innovation beyond coursework

Faculty research encompasses historical, theoretical, technological, and computational topics; there is also design research in fabrication and in practice. The knowledge is disseminated through conventional academic means—publications, presentations, symposia, and conferences—on a regular basis. Some is also impactful in a more public arena: building projects, installations, and museum exhibits. All of this work serves the educational context of the college and department in a variety of ways: through individual teaching, faculty colloquia and symposia, lectures, and exhibits. Since 2016, we have had a formal gallery space that can, for the first time, host a wide variety of materials without being vulnerable to damage or loss. The faculty have published almost twenty books since the last accreditation visit, as well as numerous book chapters and peer reviewed journal articles.

Research labs also contribute a steady flow of projects and initiatives, some of which involve student assistants directly. These include the Integrated Design Lab, the Design Machine Group, the Carbon Leadership Forum, Center for Preservation and Re-use, the Circular City + Systems Lab, and the Chandigarh Urban Lab. 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. It carries out research to advance knowledge and policies that support the healthiest and highest performing buildings and cities. Its performance research includes energy efficiency, daylighting, electric lighting, occupant energy use behavior, human health and productivity in buildings, and advanced building management systems.

The Carbon Leadership Forum's mission is to eliminate embodied carbon in buildings and infrastructure by inspiring innovation and spurring change through collective action. Leveraging



interdisciplinary collaboration with both industry and academia, the UW team pioneers research, creates resources, fosters cross-collaboration, and incubates member-led initiatives to bring embodied carbon emissions of buildings down to zero.

The Circular City + Living Systems Lab (CCLS) is an interdisciplinary group researching living systems integrated into the built environment that produce and circulate resources within the food-water-energy nexus. Synthesizing expertise from architecture, landscape architecture, engineering, biology, and ecology, the CCLS applies principles of research and design to investigate transformative strategies for future cities.

The Center for Preservation and Adaptive Reuse (CPAR) is a research, education and advocacy center that recognizes the value of our existing historic and non-historic buildings. The center produces innovative research, advances knowledge, and promotes educational initiatives addressing the reuse and preservation of the built environment at all scales.

The new dean has initiated the Applied Research Consortium (ARC), a college-wide platform for coalescing ongoing projects and labs that bridge between academia and practice, and for increasing our capacity for bringing together research, practice, and education. Professional firms with research interests can work with faculty to shape projects that contribute to the firm's needs, and faculty identify students that are appropriate for the project. Faculty partner with a supervisor from the firm to mentor the development of the project. The new Associate Dean for Research has implemented new systems and processes, and launched the research portal. There has been a doubling of research activity and success in grants in the past year and a half.

The value of new knowledge and innovation impacts our education mission most widely through guest lectures in courses, elective studio topics, and in special topics seminars. Faculty members shape electives in accordance with their research whenever possible; they also call on each other routinely for guest lectures or discussions to provide relevant topic expertise to a course.

2.4.4 Knowledge and innovation assessment and aspirations

We seek the dissemination of new knowledge for the advancement of the profession and the discipline through publication, participation in professional fora of all kinds, built works, exhibits, websites, and videos. Some outcomes are assessed by standard academic means, such as reviews, awards, and invitations to professional or academic events. Others are acknowledged through partnerships or industry adoption. As part of our expanded assessment process, we are instating frameworks to track research and innovation outcomes more consistently over time.

The CBE Strategic Framework includes "Bold Thought Leadership" as one of three 'pillars.' By this it means that we do not want to be merely innovative in the production of new knowledge, but to be strategically innovative. While our thought leadership is focused on the "shared goal" of climate solutions, the plan acknowledges that more general research amplifications will be required in the area of technology—"*foster a culture of accessible, explorative, ubiquitous use of technology...*" and humanities—"*invest in our current humanities strengths, including connections to social science, relevant to climate solutions, prosperity, equity, and social justice.*" To that end, the college-level Humanities, Histories, and Futures Committee is planning a series of events for AY21-22 focused on concepts of the Anthropocene and its implications for built environments.

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

Program Response:

2.5.1 The international program studios and other Exploration Block studio choices (to fulfill credits for ARCH 505 and 506) encourage the need for collaboration with other perspectives on



architecture and other disciplines that are part of professional design projects. The increase of interdisciplinary BE studios has steadily involved a greater proportion of the students in at least one such elective opportunity and highlights to all students the value we place in these interdisciplinary explorations. In AY 20-21, nine of the fifteen options students could select for the exploration studio were interdisciplinary selected two studios from options that included collaborations with landscape architecture, real estate, construction management, furniture design and structural engineering and 75% of our students selected one of these options.

In addition to courses that require student leadership and collaboration, the new curriculum was also intended to demonstrate successful collaboration by faculty in teaching courses, and to create a culture of greater cooperation across courses. For instance, the technology courses would no longer be identified as a single-topic quarter-length courses with one faculty expert teaching it (i.e., structures, mechanical systems, acoustics, etc.) Instead, the content was mixed together and divided by level of knowledge complexity and skills required. Together, the technology courses are a "stream" that includes all the technical systems and environmental conditions that architecture must encompass. Several faculty members share each course level, with a coordinated schedule of topics and assignments, each handled by the appropriate instructor. In the history and theory stream, courses are more conventionally taught by a single faculty member, but the sequencing from one to the next is more content-coordinated than conventional chronological sequences, and the pedagogy is closely matched for a degree of continuity in student experience.

Faculty are generally engaged in civic issues, especially in accordance with particular expertise. Associate Professor Rick Mohler has been active in addressing Seattle's housing crisis through policy, through exploration of transit-oriented development, and in densification through allowance of accessory dwelling units as recognized by receiving an ACSA/AIA Housing Design Education Award. Associate Professor Kathryn Merlino is active in timely responses to preservation threats, and in promotion of seismic upgrades for unreinforced masonry structures that form important parts of commercial fabric in neighborhood centers. Several faculty members have volunteered on planning and/or design review boards, and others have involvement with community design efforts through local professional organizations or through non-profit design centers.

2.5.2 Leadership, collaboration, and community engagement in the curriculum

The most consistent examples of community engagement are the Neighborhood Design/Build Studio, and the Storefront Studio, led by Jim Nicolls. Design/Build is offered every spring as an Exploration option. Due to the tight constraints of a 10-week quarter, the faculty member necessarily provides leadership through the process, but students must work collaboratively to accomplish the project. Each student has certain individual responsibilities as well as contributing labor every step of the way. The work is done in service to communities and non-profit organizations throughout Seattle.

The emblematic presence of the Neighborhood Design Build Studio, developed and still taught by Steve Badanes, is an integral part of the identity of the department. UW's design/build studio has been a model for successful community engagement curricula for 30 years. Community engagement is a particular kind of leadership and collaborative experience that aims to provide thoughtfully crafted design solutions to what are often humble needs. The past works of this studio are distributed throughout the city—in neighborhoods, parks, school grounds, and other common spaces. It is memorialized on the UW campus by the project of the first design/build studio, "Stair to Nowhere," which was recently preserved when the construction of the Population Health building right next to Architecture Hall impacted the area where it stood since 1990. The piece was removed and refurbished during construction and was re-set in the new, larger, public space on the west side of the building. It stands as our permanent reminder of all of the other projects that grace the communities of Seattle.



The Storefront Studio addresses needs of smaller towns in King County by taking up residency in one of the vacant buildings on Main Street and working with local governments, businesses, and citizen groups to address revitalization. It is was a stable option for students from 2003 to 2017; there were some barriers in the curriculum transition, but the return of this studio option is expected next year. The studio works with community groups, main street business associations, and local governments to plan and design cohesive interventions that respect historic town centers while providing revitalization.

Community engagement and collaboration are a regular element of many of our graduate design studios. A recent example of interdisciplinary collaboration as well as community engagement is the series of Nehemiah Studios, spanning three quarters in AY19-20. This project was led by Donald King, an affiliate faculty member of the department. He taught an Autumn 2019 graduate BE studio in collaboration with two faculty members from the departments of Urban Design and Planning and Real Estate. Several M. Arch. students participated as one of their Exploration studios. The studio was based on King's pro bono work in an advisory capacity to a group of Black ministers that formed the Nehemiah Initiative to confront gentrification issues in the Central District of Seattle. King is a long time resident of the neighborhood, and ran his own firm there for many years. He has worked with the leadership of the remaining Black churches to develop a concept for economic viability, and he used the studio as means to test the concept on several sites at once. Student teams executed detailed feasibility studies for three historic Black churches to utilize their real estate wealth strategically for conversion from parking lots to affordable housing. The studio included extensive engagement with church leaders and other community members, as well as general historical and cultural studies of the area. There was also a linked one-credit seminar on cultural competency focused on the engagement processes. The proposals were presented to the community, and provided a proof of concept of an optimistic possibility for maintaining their location and general viability in a location with strong roots. In Winter 2020, one of the sites was the basis of an undergraduate design studio for dual degree students in architecture and construction management. While they did not have the direct experience of community engagement, they worked in teams to design to meet the brief developed in the autumn. Two client representatives participated in their reviews.

Increased emphasis on design as a collaborative enterprise was a primary goal of the M. Arch. re-design in 2015. There were already a few important courses that used a collaborative model throughout, such as the design/build studio, and many courses that relied on teamwork for certain assignments, such as site analysis for a studio project. The Exploration block of the new curriculum was proposed to encourage a greater diversity of challenging studio projects and working methods. This was intended to engage students in experiences that would build crucial "soft" skills needed for successful professional practice as well as to experiment with a variety of design approaches. Collaboration and leadership are intimately related; every collaborative experience gives students an opportunity to build leadership skills. Development of a new BE curriculum coordination is led by Associate Dean Prakash, and we expect our department will contribute and benefit from this effort.

2.5.3 Leadership, collaboration, and community engagement beyond coursework

Students in the M. Arch. program have many opportunities to take on leadership roles in the culture of the program, department, and college. Some of these are introduced during orientation sessions, others can arise more organically in moments of need. The most regular structures for student leadership are the Student Advisory Council (SAC), and the graduate student interest group, 47° N. Members of the SAC are elected from each cohort to represent student concerns, issues, and general morale in regular meetings with department leadership. They are occasionally called upon to help with miscellaneous problems or issues. The graduate student interest group, 47° N is a means of connection to the local professional community, that provides social, cultural, and proto-professional enrichment for students. This group organizes and executes a regular social events every Friday afternoon. Group leaders determine year-to-year the issues and activities that they are most interested in pursuing. They receive funding and



advising from the PAC, but they decide their own agendas. More often than not, their events involve either firm visits or panel discussions featuring local professionals. The students work with professionals, often relatively recent graduates of the program, to execute their plans. There are additional opportunities for volunteer work that requires leadership in the college and university. Architecture students have been effective in student groups focused on campus sustainability, food production, and advancement of solar energy adoption on campus.

The department supports student-initiated projects that are independent of any particular organization if leaders have a clear intention and a logical plan. This past year, two M. Arch. students decided to publish a zine intended to "incite dialogue around modern day topics through graphic representation." The department paid for the printing of their results, titled "Craeft."

During the initial months of pandemic lockdown, several M. Arch. students produced a series of videos for the college on "life under lockdown" as a means to stay connected, to entertain, and to enjoy fuller knowledge of studio-based friends. Two students are hired annually to assist the department in certain functions, most especially event support. While they are paid positions, they require a good deal of independent leadership to do well.

2.5.4 Leadership, collaboration, and community engagement assessment and aspirations

Although not every student will participate in a design/build or other community-based studio, all students learn that buildings should be responsive to their place and social context. We assess this capacity on our standard studio 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.

We educate students to become reflective practitioners, to be self-critical regarding their own design work. We expose them to enduring social 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 awareness of the traditions of the discipline, knowledge of the standards of the profession, and attention to the needs and interests of clients, community, and society.

One of the three 'pillars' of the CBE Strategic Framework is "Equitable and Just Practices," which includes the mandate to establish inclusive pedagogy: "*support multiple and diverse topics and voices in all CBE courses. Center and honor voices of historically underrepresented communities, and examine topics through a lens of justice.*" The stable community engagement studios have already been honoring communities that would otherwise be overlooked. The faculty will need to determine how to best continue this tradition.

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

Program Response:

2.6.1 Architecture as a discipline is inherently holistic; students quickly understand that mastering technical knowledge or a particular approach to design as a skill is not sufficient. Architecture demands the designer to make sense of human problems and social complexities. Every new project confronts a student with some new arena that needs to be explored and understood in order to make a proposal. Students experience and make use of architectural knowledge in strikingly different ways in academic and practice settings, requiring flexibility and capacity for growth. The fact that knowledge needed for success in each project will continue to shift past the time of formal study and into a professional career is demonstrated to students repeatedly in



public lectures and in the workplace. Architects need to be motivated to learn new things with of every new set of conditions, and need to be flexible enough to study a wide array of topics as needed.

The UW Department of Architecture is not solely devoted to the professional M. Arch. curriculum. Though this is the core—educating professional architects—its non-professional degrees show the faculty's interest and commitment to the broad scope of the discipline, and offer students awareness and opportunities to go further than the program requirements in certain areas of study. The pre-professional B.A. is a great option for undergraduates ready to commit to architecture as a career, but the liberal studies B.A. offers the alternative of an architecture major with room in it for a wider knowledge base. Our two post-professional M.S. programs in History/Theory and Design Computing similarly offer deeper knowledge than a typical design professional needs in these areas, but deeper knowledge in these areas can serve design and its results in the built environment. Students had a particularly notable opportunity to participate when we hosted SAH 2020, with Associate Professor Ann Huppert and Professor Thaisa Way as local co-chairs.

The public lecture series is a major forum for demonstrations of continuous integration between an evolving or deepening theory and excellence in practice. Students benefit from the experiences of practitioners of all ages and career stages; student regularly hear how wider cultural and societal questions and interests shape successful designers' works as much as clients' needs do. They also hear many instances of architects looking outside of architectural knowledge proper to pursue an interest, an idea, some natural phenomenon, to understand it deeply and apply that understanding to their works. Many speakers show considerable investments in both academic and professional realms; all, without exception, show constant pursuit of new knowledge. The fact that the lectures are well attended by local professionals is yet another way students see the need for lifelong learning in action. The Department of Architecture is an approved AIA/CES provider, so members can receive AIA learning units for courses and attending lectures on campus.

2.6.2 Lifelong learning in the curriculum

Today's students are learning in a context of rapid change. There are many ways that our current culture prompts emerging professionals to both maximize and diversify their knowledge and skills in order to build resilience for an uncertain future. Breadth of knowledge is a characteristic of each cohort from the start: Year 1 students all have undergraduate degrees in other disciplines, and they are encouraged to express ways of seeing things in their courses that has resulted from these backgrounds. Even when the cohort is doubled in the second year, there is still a clear presence of this variety in group discussions.

The program requires courses in socio-cultural areas as well as in scientific and technical topic areas. The flexibility of our curriculum along with the diversity of options available within the quarter systems results in students having a significant number of required electives to deepen awareness of the breadth of architectural knowledge. Within our college, students have the opportunity to expand further with courses in urban design and planning, landscape architecture, real estate studies, and construction management. For students more inclined toward depth and detail, there are three degree options for a concentration, certificate programs, and a dual degree option Architecture/Landscape Architecture (M. Arch./MLA).

Interdisciplinary BE studios have become much more frequent in the past few years. Faculty teams are invited to propose these studios, which must include at least two of our five college disciplines. The studio themes tend to arise from current research or newsworthy issues, and so are generally attractive for students. They enjoy the interdisciplinary nature, with exposure to new faculty members and students that present a different disciplinary cultural perspective.



Our strong emphasis on international programs is also an invitation to lifelong learning for many. The ways that travel can open new understanding is widely appreciated, and even better when students are forced to manage multiple systems in a foreign culture—not just understanding and appreciating aspects of an unfamiliar built environment, but also how to navigate the shops and transportation systems to take care of basic daily living. In addition to full-quarter study abroad, there are occasional shorter faculty-led trips during breaks that are tied to Seattle-based studios and usually include a visiting faculty member as well. A few of the students in these programs are inspired to find opportunities to live and abroad for as long a year.

2.6.3 Lifelong learning beyond coursework

The importance of some experience with professional practice is manifested in a structured internship for 3-year students in the summer after their first year. This program was instigated in cooperation with the PAC in 2014, and we successfully recruited about 25 firms each spring to commit to a full-time summer intern. Firms are expected to provide interns with practical learning as well as a fair entry-level wage, and to provide mentorship and evaluation. The participating students begin their AXP record at this time if they have not already done so. Since the majority of advanced standing students enter at year 2 with some practice experience, this puts the three-year students on a somewhat more equal footing, with the additional benefit of mixing practice and education.

The internship program is highly valued by our students and has been successful for the most part. Firms in the first few summers were not fully ready for the skill level of students that were assigned to them. Adjustments made included managing those expectations as well as including 'readiness for internship' as an objective in Year 1 of the new curriculum. In addition, some students that begin in Year 2 express a sense of unequal treatment for no job placements. However, the program was always about addressing an unequal footing in the two cohorts, and doubling the number of placements would be extremely difficult. The sudden downturn of business in the pandemic summer of 2020 required fresh collaboration with the PAC on alternative 'professional learning experiences' to work in a firm. The result was a series of skills workshops for all students in this cohort, specifically designed for those not able to be placed in firms. This continues to reinforce the basic premise of continuous learning in different formats. We are currently evaluating this program to develop a more resilient structure that we can have greater confidence will be sustained during professional downturns.

In the required professional practice course and in information sessions about licensure, students are made aware of professional requirements for continuing education and its rationale. Students are offered free membership to AIASeattle, which allows them to join committees, participate in advocacy, and to access mentorship and networking opportunities as well as job resources.

We consistently see great positive impact on departmental culture from having so many local professionals continue to interact with the department in a variety of ways: sponsorship of and attendance at public lectures, part-time instructors, panelists or presenters in lectures and seminars, and studio reviewers. Full-time faculty demonstrate the same thing—all have M. Arch. degrees (or a foreign equivalent) and almost all have some other degree or degrees. Many faculty members show up in the evenings for public lectures. Students see that professionals are eager to participate in academic and design discourse, and understand intuitively that it sustains some aspect of currency for them. The new program to honor distinguished and emerging notable alumni described above in the section on Design is also a clear example of professionals that evolve over time and stay relevant by through continuous change, questioning, and learning.

2.6.4 Lifelong learning assessment and aspirations

The department's close relationship with the professional community of Seattle is one of its greatest strengths. The recognition of this exchange is automatically a part of all strategic thinking and planning that we do.



A welcome outcome is the fact that so many of our alumni come back to the school in a variety of ways. Recent graduates sit on panels for career-oriented workshops, attend events such as public lectures, happy hours, and end-of-year shows. Some become their firm's representative to the PAC and help organize some of the events that they attended as students. They may be invited by faculty members to sit on undergraduate reviews, or to present in a course.

Lifelong learning modalities change over time along with professional and academic contexts. Much that contributes to lifelong learning comes naturally from planning events so that they are easily accessible to our professional community. We take into account work schedules and calendars. In long-term planning, it is a matter of maintaining our investments in specializations as well as the excellence of the core professional curriculum.



3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Understanding the path to licensure and career options and opportunities is primarily achieved by the required Professional Practice course, **ARCH 571**. The course exposes students to potential career paths within and related to architectural practice and encourages them to begin charting a course for their career within the class. Assigned readings discuss paths to licensure and architectural practice as well as alternative career paths within architecture. One class session is devoted to a panel discussion with invited guests who have pursued alternative careers to professional practice with their architecture degree. While different guests attend the class in different years, the fall 2020 class session included the principal urban designer with the City of Seattle, the founder of a successful modern furniture design and manufacturing company and an environmental artist and activist based in New York but working nationally. All three received their M. Arch. from the University of Washington.

Students are required to speculate as to their own career trajectory through a 600 word career narrative assignment in which the instructor provides comments and suggestions on the draft and students then submit a revised final version. Where feasible, students are connected with potential mentors who have pursued a similar career path and may be positioned to provide insight, advice and professional connections.

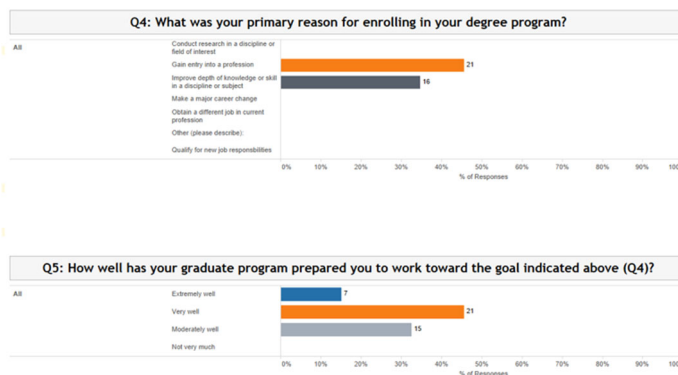
The location of ARCH 571 within the curriculum is undergoing a change. It has been taught twice in every academic year in order to assure that all students could fit the requirement into their program sequence and still take advantage of international program opportunities. However, to allow greater efficiency, and to take advantage of the ACSA / NCARB ProPEL materials, we are moving towards instruction of this course once per year. AY21-22 is the transition year, so it will be appropriate to review the course the following year, and thereafter on a 4-year cycle.

The path to licensure is first introduced to all M. Arch. students when they are just beginning the degree program. In the past, the department's licensing advisor gave a presentation as a standard element of orientation activities. However, we determined that this information was getting lost in the context of all the university and program information that was being delivered. This information is now presented to all of our graduate students in two required autumn quarter courses: ARCH 550 for 3-year M. Arch. students, and ARCH 523 for 2-year M. Arch. students. This allows the session to be both more complete, and also allows for interactive dialogue. This is followed in the spring quarter by a stand-alone information session in order to assure that students are ready to begin AXP with their summer employment.

M. Arch. students may choose a degree option or a certificate program that will begin to indicate a certain kind of pathway; they will be mentored accordingly by the faculty delivering the courses required for these paths. Students interested in one of our M.S. programs are able to take advanced seminars in appropriate topic areas, and the faculty similarly provide them with a fuller understanding of career implications of the specialization.

In addition to guest speakers in Pro Practice and other courses, students encounter many practitioners teaching courses part-time in our program, and most students work in firms before graduation. Practice is not remote, and students learn from the experiences of teachers and co-workers. Members of our Professionals' Advisory Council (PAC) indicate that our students are well prepared for the transition from school to work experience and licensure, and we use feedback from the PAC to refine required coursework and optional activities to help align with current industry practices. In additions, the college hosts a Career Fair in Gould Court every Spring. About 50 firms participate, giving students a chance to see a wide variety of employment possibilities. Many of the firms are represented at their stations by recent alumni. The PAC organizes workshops in advance of the fair to give coaching on resumes, portfolios, and interviewing skills.

One form of assessment of the effectiveness of these combined forms of instruction and exposure is available through the exit survey administered by the graduate program. In the combined years 2017-2020, about 50% of respondents indicated that they enrolled in the program "to gain entry to the profession." (Q4) In response to how well the program has prepared them for that goal, about 15% selected "extremely well" and another 50% selected "very well." (Q5) In addition, the Pass Rates for the ARE currently posted on the NCARB website for 2017-2020 are all above the national average.



PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Understanding how the design process shapes the built environment and how it is dependent upon the integration of multiple factors is explicitly achieved by the required core studios **ARCH 503** and **504**, Architectural Integration Studios I & II. These sequential studios require students to first participate in an extensive urban analysis of their sites' context, covering physical, environmental, socio-economic, regulatory, and human factors including equity in access. This analysis reveals how the context has been shaped and reveals many of the factors that their own design will need to respond to. Students then develop their design proposals integrating the building program with site conditions and the circulation, structural, environmental and enclosure systems that are developed in ARCH 523, Design Technology IV. In our last two years a large housing project has been successfully employed as the design vehicle for this studio.

A portion of the site is reserved for a project with an institutional program that is developed in ARCH 504. In this studio students proceed with the design for a smaller building but at a deeper level of development. The building design achieves a greater level of detail, integrating systems



for the delivery of thermal comfort, fresh air, illumination, potable water and waste removal employing methodologies developed in both ARCH 523 and ARCH 524, Design Technologies IV and V. Thus, in two quarters they have confronted a rich range in scales of development, and have addressed external and internal factors, selecting architectural and mechanical systems for environmental control, developed structural systems, integrated access, egress and refuge systems, and designed enclosure and material assemblies to achieve a unified whole.

Evaluation and feedback in UW's studios are a constant through desk crits, pin-ups, and formal reviews. Reflection on design processes and feedback received is expected – both in verbal engagement and in design iteration that continues to improve the project. The final deliverables include architectural drawings, diagrams, and data in 503, and a full technical submission in addition to the design drawings in 504. Students are given extensive verbal feedback throughout the quarter, and an extensive written evaluation at the end of the quarter.

The studio's overall level of success in achieving its goals is assessed by each juror in the final reviews, most of which are local professionals. These assessments, piloted in AY20-21, are administered and collected by the Department. The external assessment provides an important element for a focused internal review which will also take place annually, and will inform each two-year run of the same sites, programs, and faculty leads. For greater detail, see SC.5 and SC.6.

Design studios are a constant in the M. Arch. curriculum. Under to the quarter system, students will take either 9 or 6 studios (3-year or 2-year track), although the thesis option combines the last two. Much of their other coursework will refer to the activities of design or how the information can impact design decision-making. Each studio moves the student forward in the capacity to integrate pertinent project knowledge, general disciplinary knowledge from other courses, and knowledge generated through analysis of options. The 503 and 504 studios taken by all M. Arch. students are tightly coordinated within the curriculum of their term and are designated for urban projects with particular programs and scales. Later elective studios are not tuned to each other in that way, and students are encouraged to seek a variety of scales, programs and contexts.

Design and research are interconnected. Our complex problems, most especially in urban environments, require design as research and research as design to bring new, targeted, strategic solutions to built environments. The development of skills and working methods that rely on research for achieving responsible and ethical design in the 21st century is refined in ARCH 592 Research Methods, and stressed in the ARCH 507 and 508 Research Studios and the companion Research Seminars.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Ecological knowledge and responsibility is a theme that informs our entire program, but is encountered directly by all of our M. Arch. students in **ARCH 523** and **ARCH 524**, Design Technology IV and V, and **ARCH 591**, Architecture and Landscape.

A holistic understanding of relationships between built and natural environments is the focus of **ARCH 591**, Architecture and Landscape. In this course, ecological knowledge and responsibility is encountered at the confluence of architecture and the landscape it inhabits. This class has modules on ecology, biophilia, and infrastructure, which build off one another to express the importance of scalar thinking, ecological equity, the human experience, and resilience. While building systems are addressed in other courses, here the students will be provided tools to help



them navigate systems-based approaches to design and understand what makes a system diverse and resilient. Furthermore, this knowledge will help the students understand how their future work impacts or is impacted by each.

Awareness and understanding of built and natural environmental dynamics is developed and assessed through a series of reading responses as well as a term project that focuses on a pair of designers—architect and landscape architect; our students are tasked to imagine a design produced by the two in collaboration. This final document includes research on assigned designers' projects, explorations into their intentions and themes, sketches/collages of an imaginary collaboration between the two, and conclusions. The document is required to have a coherent narrative of how two designers' styles and methodologies could come together and form new relationships and also a reflection on student learning about landscape architecture over the quarter.

In addition, the ways that architects can build more ecologically responsible, adaptive, and resilient environments is also the central theme of **ARCH 523** and **524**, Design Tech IV and V. ARCH 523 addresses advanced building performance through the integration of architectural and mechanical systems to minimize the need for machines to deliver environmental services (“engineering without engines.”). Students learn about all-electric systems for thermal comfort and fresh air, and integrated photovoltaics for renewable power. Water supply and waste systems to achieve net-zero water and on-site waste recovery are introduced. In ARCH 524 students learn digital methods for assessing solar access, overshadowing, environmental reflections, daylight availability, electric lighting, visual comfort, visual perception, thermal analysis, and PV design through lectures and hands-on simulations. The weekly Design Symposium in DT V gathers practitioners to speak on a wide range of topics that include access, egress, and refuge; structural design; biophilia; enclosure design; systems integration; and the business case for sustainability.

In ARCH 523, PC.3 learning objectives can be assessed with assignment A4: Integrated Energy, Water & Waste Systems. There are three projects in ARCH 524 that assess PC.3 learning objectives: Project 1 focuses on solar analysis in a given site in Seattle; Project 2 allows students to use their studio project for lighting analysis; Project 3 focuses on thermal analysis, students are asked to work in a different climatic region across the country. In addition, there are weekly readings and required written responses to a prompt assess student learning.

The effectiveness of these three courses in providing the knowledge and skills necessary for future work and advocacy aimed at mitigation of climate change will be reviewed as part of the Integration block review every four years; however it can also be expected to be reflected in the review of the Research block in alternate years.

Many diverse aspects of our curriculum address the dynamic of natural environments and resources, and the ways that human habitation, settlement, and sustenance has used them and impacted them. For instance, history/theory courses highlight many traditional cultures across the globe that developed within a natural acceptance of resource limitations and the cycles of renewal. Alternatively, some also bring new awareness to the environmental and social costs of world architecture that has long been admired for its spiritual, cultural, and aesthetic qualities. At a more focused and sophisticated level, Exploration and Research studios options are focused on high performance building design allowing students to develop work-flows that interrogate the trade-offs (where applicable) between differing performance metrics such as operating energy, embodied carbon, enclosure aesthetics, daylighting, cost etc. All students have the option of obtaining a degree option in Sustainable Systems.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

ARCH 562, Contemporary Architectural Theory, is the primary required course in for achieving an understanding of how history and theory participate in the shaping of built environments and providing insights into diverse socio-political, cultural, and economic factors in the production of architecture. It offers a broad introduction to architectural theory with a primary emphasis on the twentieth and twenty-first centuries and the central ideas presented in global modernism/post-modernism in its regional and local manifestations. The course addresses theoretical issues that impact a broad range of themes, scales and regions. The content is delivered in readings, faculty lectures and guest panel discussions.

Students respond in writing to the themes addressed in the readings and undertake three significant writing projects that address different styles and purposes for writing in architecture: description, analysis, and critique.

ARCH 591, Landscape and Architecture, also provides a history and theory thread that can be traced through each of the modules. Starting with a brief history of landscape architecture, students are provided a foundation of ideas, themes, and even forms that are referential to the subsequent topics in the course. The class frames critical changes in the environment and the human experience that have brought about differences in ideologies reflected in our historical and contemporary design approaches. These topics are supported through class activities such as presenting case-studies and themes prevalent in architecture and landscape architecture throughout history. The student learning of this criterion is assessed through a series of reading responses as well as a term project that focuses on the work of a pair of designers—architect and landscape architect.

In the second year of the updated M. Arch. curriculum, the timing of these courses was shifted by a quarter based on critical student feedback in the first year that highlighted workload and timing challenges. Henceforth, these courses will be reviewed regularly within the Integration and Exploration Blocks. See Section 5.3.

All students are required to take at least one History/Theory Selective. These topical seminars all include an individual term paper that is developed through an iterative process over the quarter ensuring that the student has the opportunity to delve deeper into a selected topic area and develop critical thinking and writing skills. All M. Arch. students also repeatedly investigate historical precedents, site histories, and pertinent sources on social and political histories of a neighborhood, town, or other site context as part of almost all design and research studios. It is most formally executed in the team-based urban analysis project in ARCH 503 described above in PC.2.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

ARCH 592, Research Methods, is the primary course to satisfy this criterion. The goal of the class to demonstrate the larger need for research in architecture and the ways that new knowledge contributes to the growth of professional and disciplinary knowledge. Its aim is to foster an understanding of the systematic exploration of a research problem, how knowledge is accrued and disseminated in architecture, and to show the ways that new knowledge can contribute to the advancement of practice and innovation. Students develop an understanding for the process of collecting, generating, interpreting or discovering knowledge from a critical and



creative perspective. Students enhance their written and verbal communication skills. This course is typically taught by a faculty team representing both quantitative/technical research methods and qualitative/social research.

Assessment in this course is based on a series of skills-based worksheets, and a research paper. The paper is developed in three stages with feedback from instructors: an initial proposal, a first draft, and a final submission. At the proposal stage, existing research must be engaged critically, leading students to recognize the ways that innovations and new approaches to problems are evaluated.

This course is a completely new topic in our curriculum, and so it has been continuously reviewed informally by the various faculty who have taught it since AY18-19. There is some agreement that the course has some challenges that need attention in the short term, which will be addressed by the department chair. Going forward, it will be reviewed on a regular 4 year cycle.

ARCH 562, Contemporary Architectural Theory, also supports student understanding of research and innovation in architecture. Because this course addresses a wide range of ideas in architecture, it orients students toward the many avenues of research that might be possible in the field. By reinforcing different kinds of inquiry and writing in the assignments, it broadens students' understanding of research and how to communicate their understanding in effective ways. The assignments encourage a degree of creativity in approach and delivery, and emphasize the importance of innovation not just in design but also in ways of thinking and communicating.

Students respond in writing to the themes addressed in the readings and also undertake three significant writing projects that address different styles and purposes for writing in architecture: description, analysis, and critique.

While these are the primary courses that address the criterion, Exploration and Research studios are also contributing to these values. Most particularly, ARCH 507 and 508, Research Studios I and II (and ARCH 700, Thesis), along with their associated seminars, ARCH 593 and 594 (or ARCH 599, Thesis Preparation), allow the students to integrate rigorous, design-related research with the design of a comprehensive design project with faculty support. The studios and seminars are taught by the same faculty or faculty team. The intent is to allow students the opportunity to connect this research to creative design approaches in studio. The studio component focuses on the development and representation of a unique design project, while the parallel seminar allows students to advance, document and visualize related research. It was found in the first year of instruction that having the two courses synchronous within a single quarter created certain difficulties with completion of the research and initiation of the design project. Therefore the seminar was shifted to the quarter prior to the studio. While the Research Studio is a requirement, different sections will pursue different topics, so students will not have identical experiences.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

ARCH 571, Professional Practice, is the primary course in which the leadership of the architect in multidisciplinary teams is encountered, and in which the collaborative nature of working with clients, consultants, contractors, and a variety of stakeholders is discussed in terms of skills and in terms of ethics. This awareness is accumulated through lectures, readings, and in the major term project. The focus on Project Management in particular stresses the role of the architect in



managing the external team of consultants, communicating with the client, and possibly construction managers, and overseeing the internal design and production team. The dependence on effective collaboration for optimal problem-solving is highlighted most clearly through the team-based term project which requires students to conduct a thorough analysis of a recently completed project based on the project manager's project files, including contracts, correspondence, and the construction documents.

Demonstrations of student learning is through thoughtful participation in presentations, discussions and professional panels, insightful questions submitted online in response to assigned readings, thoroughness of one's career narrative submissions and the quality of the team term project. This course will be reviewed every 4 years with the Exploration Block.

ARCH 503, Architectural Integration Studio II, emphasizes the importance of collaboration by starting the quarter with a studio-wide urban analysis that distributes students from each studio into assigned topic teams. In a relatively short time frame, teams must gather a substantial array of information and create a coherent analysis and synthesis in a unified graphic and verbal form. The leadership role of the architect is reinforced through multiple guest presentations and the teaching methodology of the four faculty, all of whom have extensive experience in professional practice as firm principals. In addition, four professionals with technical expertise are brought into the studio at appropriate stages of project development as "consultants." Students have the experience of consultation and integration with allied disciplines in this context.

Assessment of collaboration and leadership in this studio is indirect. The quality of the urban analysis is the most important indication, but it is not attributable to individual students. The individual design projects at the end of the quarter sometimes indicate a successful design process that relied on many sources of information, or that successfully synthesized a great of contextual factors in addition to all of the programmatic and regulatory parameters.

As indicated in PC.2 above, this core studio will be reviewed annually.

Students work collaboratively on project assignments in many courses. Due to the size of the program, the cohort develops a strong internal sense of social cohesion. Students that may not be drawn to leadership roles per se will be supported by peers and may end up surprised to find themselves eventually leading some group effort.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

ARCH 500, Architectural Foundation Studio I, and **ARCH 503**, Architectural Integration Studio II are the first studios of the 3-year cohort and 2-year cohort respectively, and are the primary courses responsible for establishing a positive and respectful environment for teaching and learning, although all studios continue to use the studio pedagogy that is its primary expression. ARCH 500 is the first studio learning environment for most students in a new cohort. The teaching team acclimates them to processes of continuous iteration, individual desk crits, group pin-ups, and studio reviews. The manner of questioning ideas in relation to elements of a design, explaining the basis of critiques, and offering multiple options for improvement, is inherently respectful. All students are supported toward a successful outcome, encouraging optimism. Reviews with outside professionals are lengthy—every student's work is given thoughtful and thorough commentary that always includes positive qualities as well as questioning weaknesses. This models a high level of serious engagement by all with the learning and teaching process.



ARCH 503 is the course taken by all M. Arch. students that most fully sets the tone of the teaching and learning culture for everyone at once. It can be a difficult course for some students, and so additional awareness is needed by the instruction team. Desk crits and reviews follow the same supportive "coaching" approach described above. But there is some social tension and anxiety as 3-year students, who have already formed bonds as a learning community, are blended in with the newly arrived 2-year students, who may bring a greater level of professional experience to the community discourse. Adjustment to this condition is facilitated by distributing the distinct groups into four evenly mixed sections, and then starting with a team project that cuts across sections. The studio includes multiple presentations by guest professionals, building a bridge between the academy and the local professional community and emphasizing the importance of lifelong learning.

These holistic experiential introductions to our teaching and learning culture have been supported by our Studio Culture Policy. This year a committee was charged with articulating a more expanded Teaching and Learning Culture Policy to address all courses comprehensively. It addresses departmental values, expanding on the vision statement to include collaborative optimism and teacher and student professionalism. It includes provisions for promotion of health and well-being, constructive evaluations, timely communication, and respectful space management, among other topics. This document remains in draft form; it will be presented for discussion by the whole faculty in a September retreat before the start of autumn courses.

The Grading Policies of the Department of Architecture are an important element for establishing the positive culture as well. The faculty agreed over 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. Course grades in non-studio courses tend to be based on assignments, reading responses, and term projects rather than quizzes or exams. These types of student work can be graded in accordance with fair assessment recommendations, especially using many measures, using different kinds of measures, and helping students learn how to do the assessment task. (Linda Suskie, "Fair Assessment Practices: Giving Students Equitable Opportunities to Demonstrate Learning," *Adventures in Assessment* v14, 2002).

Just as studio design outcomes are assessed in reviews, so the outcomes of teaching and learning processes are as well. Reviews are all open public events that include invited visitors as well as faculty colleagues. The tenor of reviews reflects the culture of the teaching and learning experience. Additionally, many studios are taught by teams, with faculty members providing a unified sense cultural norms. The close interaction of students and faculty in the design studio, and a generally informal style of engagement in the department 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.

The Student Advisory Council (SAC) provides a reciprocal means of assessment. Elected representatives from each studio meet with the Department Chair and the Graduate Program Director a few times each quarter (more frequently during remote conditions of AY20-21.) This provides a way to share their views on the tone and character of the learning and teaching culture



with a neutral party. The chair takes responsibility to seek adjustments or interventions in any situation of concern.

Individual instructors of studio courses and non-studio courses alike self-assess on a continuous basis, with adjustments made in response and on an as-needed basis. Student course evaluations supplement the quality of the work produced by the students as a whole in giving an instructor potentially useful feedback.

An overall assessment of the teaching and learning culture of the M. Arch. program can be accessed in the exit survey administered by the UW Graduate School. The department has only used this information in particular circumstances, such as the research conducted for decision-making about a new curriculum in 2015-16. A problem with this data is the relatively low response rate. However, it would be possible to use this as part of an ongoing assessment process and this year we will consider methods to increase participation, and to adapt or complement this existing survey. This illustration combines data from years 2017 to 2020; it must be remembered that the 2020 cohort had its final quarter under remote conditions.

	<i>2017 median</i>	<i>2020 median</i>	<i>Aggregate years</i>
I felt encouraged and supported in my degree program	3.8	3.6	3.9
I felt encouraged and supported in my school/college	3.7	3.7	3.9
I received positive mentorship in my program	3.9	3.4	3.7
I saw myself and people of my background in course materials and examples	3.9	3.4	3.5
My program reflects an openness to diverse perspectives	3.5	3.6	3.8
Overall, UW provides a welcoming and supportive environment for graduate students	3.7	3.9	3.9
Students in my program are collegial	4.0	4.0	4.2
Students in my program are treated with respect by faculty	4.0	3.9	4.1
The intellectual climate of my program is positive	3.9	3.8	4.0
The social climate of my program is positive	3.9	3.8	4.0
5 point scale:	26 students	36 students	47 students
1 Strongly disagree – 3 Neutral – 5 Strongly agree	67%	42%	27%

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

ARCH 503, Architectural Integration Studio II, addresses this criterion at the larger scale. The studio is charged with addressing increased social inequities in an increasingly urban condition globally. In this past year, that was manifested by taking on the pressing challenge of housing availability. Students were encouraged to understand their projects within the broader context of housing and homelessness, which is very evident within the site area. Invited guests spoke to the issue of social equity at multiple scales ranging from income inequality and national housing



policy to the role that universal design plays in making for a more just and inclusive built environment.

ARCH 504, Architectural Integration Studio III, continues with the context established in the previous quarter, and it engages these topics at the project scale, integrating the designs into a neighborhood context, and refining the design to accommodate and support a broad and inclusive public. Students attend a co-requisite Friday symposium in which professional guest speakers present on designing for accessibility, for vision impairment, for community needs,

The student work is assessed in reviews with invited local professionals, and students receive a written evaluation afterwards from their instructor. The reviewers will submit an evaluation of the studio work as a whole in terms of this criterion.

In **ARCH 591**, Architecture and Landscape, students are shown the ways that zones in which public and private realms meet and blend are usually mediated by the landscape. Understanding this critical role and its inherent responsibility to inclusive design is a key focus of this course. In addition to having this thread interwoven into each of the class modules, there are invited guests who work within the field of social and environmental justice that present their own research and professional work addressing these themes.

The Department of Architecture views the teaching and learning culture as an essential context for building student compassion and capacity for equitable and inclusive approaches to design and professional work. Our efforts to achieve this include nurturing students' individual talents through our person-centered approach to advising and grading and through our program of scholarships and awards.

The overall assessment for how well students as developing designers succeed in building a capacity to encounter diverse cultures and societies and to tune their design thinking towards recognition and inclusion of difference is found in the studio projects of ARCH 503 and 504. These two studios will be reviewed annually so that adjustments may be made in the following year. Content will be held steady for two year cycles. They will also be considered once every four years in relationship to other courses in the Integration Block.

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

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

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Approach: The faculty of the department believe that this important criterion is best embedded holistically within studios and other required coursework rather than treated as a separate or distinct topic. Therefore its complete coverage is somewhat distributed. However, the primary courses for HSW are the Integration Studios, **ARCH 503** and **504**. **ARCH 503**, Architectural Integration Studio II, includes the following objectives: *understand the impact of land use regulation on building form, understand the fundamentals of egress and life safety, and understand the fundamentals of accessible design*. **ARCH 504**, Architectural Integration Studio IV, includes the following learning objectives: *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*.



Implementation and evidence: **ARCH 503**, Integration Studio III, with support from the co-requisite ARCH 590, Introduction to Urban and Preservation Issues in Design, the variable conditions of neighborhoods and their relative conditions of health and safety are brought into the forefront. Access to housing, together with access to transit or jobs, and to healthy food options are part of the urban analysis process. The design problem from AY20-21 is a mixed use commercial and multi-family residential building with 64,000 SF of residential in a mix of unit types. Final design presentations are required to include detailed plans of accessible units, and diagrams of circulation, egress, and accessibility.

ARCH 504, Integration Studio IV, continues a focus on health, safety, and welfare issues at the building scale with a more detailed analysis of codes. Awareness of the code's role in protecting health, safety, and welfare is promoted over treatment of the code as a nuisance to be tolerated in a design process. The design project for this studio in AY20-21 was on a site adjacent to the 503 project, so that larger scale land use and zoning issues had already been engaged, and students were positioned to develop a smaller scale design project in greater detail. In addition to the design presentation for final reviews, students were required to submit a code analysis sheet similar to those required for construction documents.

Assessment and adjustment: The Department of Architecture has not had a formal or systematic assessment process at the course level in the past. The cyclical NAAB accreditation review, along with the university's program review, was tacitly accepted as sufficient, along with a strong channel of communication to professional firms in Seattle that hire many of our graduates. This particular criterion, although more narrowly defined as accessibility, had been brought to the foreground as deficient through the accreditation process. The steps taken are more fully explained in "Conditions Not Met." Here, it is just important to say that the design of the new curriculum was an important means to address this criterion, and to broaden its interpretation in alignment with the new NAAB conditions. The two core Integration studios were identified as the way to most clearly and efficiently deliver this knowledge to every M. Arch. student.

In Spring 2020, the department chair convened an ad hoc committee to conduct a formal evaluation of ARCH 503 and 504 in terms of the NAAB criteria they were expected to deliver. The committee chair established a rubric for evaluation, and all committee members reviewed a random selection of work from AY19-20 based on the criteria. The chair synthesized the responses, and the committee gathered for a more general discussion of the work's quality and learning outcomes. The chair used the written reviews and the committee discussion to draft a list of recommended changes or improvements to be considered in the following academic year.

The recommendations included:

Both studios must more explicitly address and clearly document the aspects of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions AND demonstrate integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Studios should focus more clearly on process to encourage students to think more holistically about their work and support integrated design thinking and informed decision making.

The AY20-21 work that is provided as evidence for this accreditation review was an outcome of studios that followed the recommendations. The teaching team had a major challenge to effect considerable change in order to more clearly meet the NAAB program and student criteria expected by the curriculum design. Moreover, they had to do so under remote teaching conditions. There was every attempt made to maintain the rigor and benefits of regular studio teaching and learning even while adapting to remote conditions. Four additional faculty members



with technical expertise (accessibility, materials, structures and energy) were brought in in this year to provide additional technical support to all students. These faculty provided studio lectures, gave individual desk critiques and attended select reviews. In Spring of 2021 these studios were assessed again highlighting the need to bring faculty together for both courses in the summer to ensure part time faculty are adequately supported in order to successfully implement this critical studio. It has been agreed that assessment for these core studios should be an annual process, to be conducted each April.

The importance of health, safety, and welfare to the social contract that architects have with society as a regulated profession requiring licensure for practice is emphasized in ARCH 571, Professional Practice and ARCH 523, Design Technology IV (both structural and energy related issues are covered here). In addition to the legal implications of adherence to code, ethical obligations to broader consideration of these issues are also discussed.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Approach: The major issues of professional practice, including career path and options, ethics, regulatory and legal frameworks, project delivery, business processes, and the social context of changes taking place in practice are assigned to a single required course, **ARCH 571**, Professional Practice. Among its learning objectives is: *understanding professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects*. In this way, all students are exposed to the breadth of issues in practice, and then each chooses an aspect to study in greater depth according to their own interests in a required selective course (one additional three credit course that focuses on specific aspects of practice such as construction law, residential practice, etc.)

Implementation and evidence: ARCH 571 greatly benefits from Seattle's robust practicing community, which is leveraged as a resource for the class. The challenges, opportunities, risks and rewards of contemporary practice are introduced, analyzed and discussed in five topic areas that include assigned readings, the instructor's presentation and discussion, and a subsequent panel discussion among invited guests who are typically practicing architects but also include alternative practitioners and attorneys.

Evidence of student learning in the five major topic areas is distributed between questions submitted from the readings, participation in class discussions, and meeting minutes of panel discussions. Understanding of career paths and options is found in an essay assignment, the Personal Career Trajectory.

A term project, executed in teams of 2-3 students, is a more open-ended learning experience. Each team works in collaboration with the project manager of a recently constructed building on a quarter-long analysis of the project starting with the firm's marketing effort to receive the contract and through punch list. A broad range of projects are analyzed, which allows students to compare the challenges and opportunities of different building types. Students are provided with the entirety of the project file (redacted as required) and must analyze and condense the project trajectory into a narrative which is presented to the class and the project manager and submitted as a final report. This allows students to synthesize what is presented and discussed throughout the quarter within the framework of an actual project.



Assessment and adjustment: Students are given course grades on a standard 4.0 scale in accordance with assignment weights stated in the syllabus. So far, only the course instructor has ever evaluated assignment grades and reflected any perceived problems in course changes the following year. This year, however, with Zoom-enabled project manager participation, the presentation and final report were assessed by the project managers using the course learning objectives and NAAB criteria as a pilot for obtaining external assessment.

The course is currently the midst of larger changes that have been initiated for external strategic reasons rather than an issue with student learning outcomes, therefore the cycle of assessment and change will be initiated when the new course is fully implemented. It will be reviewed as needed, but in sync with the four year cycle of the Exploration Block. This course has made initial, partial use of "flipped classroom" pedagogy as a beta tester of the video curriculum initiated by Dean Cheng in collaboration with Phil Bernstein of Yale University. Cheng made the pilot project available to the teaching team before its recent launch as a collaborative effort of ACSA and NCARB under the title "Pro-PEL." As the program is getting steadily more robust, we are revising 571 for a greater level of integration.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Approach: As with SC.1, the faculty of the department firmly believe that this important criterion is best embedded holistically within studios and other courses as appropriate rather than treated as a separate or distinct topic. The primary course for the regulatory context is **ARCH 503**, Integration Studio II, which has among its learning objectives: *understand the impact of land use regulation on building form; understand the fundamentals of egress and life safety; understand the fundamentals of accessible design.*

Implementation and evidence: **ARCH 503**, Integration Studio II, has support from the co-requisites ARCH 590, Urban and Preservation Issues in Design, and **ARCH 523**, Design Technology IV. The studio begins with a detailed urban analysis that includes historical development patterns and their causes; current buildings and uses; and the current land use and zoning maps. Students were required to understand and respond in their own designs to city land use codes (allowable FAR, building height, ground floor transparency) and building codes (egress, accessibility, building separation and allowable openings). ARCH 590 learning objectives include: *understand and be able to apply ideas of design that support pedestrian activity the public realm, understand how urban design can contribute to the sustainability of cities, understand the ideas that underlie many provisions of the urban design framework embodied in the Seattle land use code.* The course also adds awareness of regulations and restrictions in designated historic districts and other special zones. ARCH 523 supports understanding and designing within code restrictions based on construction type and other basic structural requirements, and the development of sustainable strategies that are allowable within the requirements of the energy, plumbing, and mechanical codes.

Evidence of understanding the regulatory landscape can be found in the urban analysis project, in site and massing diagrams, and in project data required in the final presentation of the ARCH 503 studio (a carried forward into ARCH 504 as well). It is also found in the six assignments for ARCH 523 that are coordinated with the development of the studio design project that include long-span structural design, integrated energy, water, and waste systems design, vertical and lateral systems design, and sound, space, and place observations.



Assessment and adjustment: As described in SC.1 above, the Department of Architecture has not had a formal or systematic assessment process at the course level in the past. However, the new curriculum design concentrates a good deal of required professional knowledge in ARCH 503 and 504, so it was recognized that they needed careful evaluation.

Therefore, in Spring 2020, the department chair convened an ad hoc committee to conduct a formal evaluation of ARCH 503 and 504 in terms of the NAAB criteria they were expected to deliver. The committee chair established a rubric for evaluation, and all committee members reviewed a random selection of work from AY19-20 based on the criteria. The chair synthesized the responses, and the committee gathered for a more general discussion of the work's quality and learning outcomes. The chair drafted a list of recommended changes or improvements for the following academic year.

One of the recommendations applicable to this criterion was:

Clear [more explicit] programs could be introduced, perhaps with a workshop on various building code implications and on the implications for resources.

This recommendation influenced the teaching team to use a far more explicit project program, and to steer the assignments and deliverables to more a more detailed level.

The same method of evaluation was repeated in Spring 2021. The faculty panel agreed that the level of completeness and integration of systems had increased substantially from the previous review. Recommendations for AY21-22 include:

Finalize teaching teams for both studios by mid-summer;

Better definition of site constraints and limitations on the relationship between the 503 project and the 504 project;

Attempt to find a means for more time on complex social issues that architects need to recognize in all urban projects.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Approach: The new curriculum was developed with the goal of greater integration of areas of technical knowledge rather than following the more common course silos based on various individual building systems. In this way, students would see that the systems have a certain relationship and will always need to be integrated with each other and the building design. Furthermore, the technical knowledge will be delivered in courses that are coordinated with a studio in which students can assess the relationship to a design and its performance objectives. Key courses and their learning objectives are **ARCH 523**, Design Technology IV—*Development of both technical competence in the concepts and principles of structural and environmental systems, and materials and assemblies, and the technical integration of this knowledge in design; development of a first-principle understanding of the physical forces that inform and influence structural and environmental systems design; ability to apply research methods to find and develop evidence to inform design solutions; ability to apply effective communication and critical feedback to improve the design and the design process*--**ARCH 524**, Design Technologies V--*Perform computational simulation of building performance to evaluate solar access, daylighting, electric lighting systems, passive and active heating and cooling strategies; utilize simulation results to demonstrate the effectiveness of environmental system's designs; utilize simulation feedback that can support early stage conceptual design as well as final design prediction; have awareness and familiarity with the current issues in sustainable design*-- **ARCH 570**, Design Development-- *Explore how technical issues inform design ideas and vice versa; identify the significance of construction constraints and their physical resolutions, particularly for the building*



envelope; practice construction observation and material resolution; show detailed depth through design implementation, for both human experience and building science Integrate objective research and subjective design values.

Implementation and evidence: A conceptual level of technical knowledge of building systems planning and the various advantages of established and emerging systems and technologies is the focus of **ARCH 523**, Design Technology IV. Evidence of understanding is achieved in the six course assignments. Assessing the suitability of a particular system for a developing design occurs in ARCH 503, Integration Studio II. Evidence of the ability to integrate systems into design is found in the final studio project.

The scale of engagement with technical knowledge moves to the detail level in **ARCH 570**, Design Development. **ARCH 524**, Design Technologies V, mainly focuses on computational simulation tools and techniques to evaluate the performance of a design or design alternatives, starting at earliest conceptual design phases to help architects to make informed design decisions. This course includes a set of guest lectures each Friday in the quarter; students are required to submit written responses on the themes. Both courses assess student learning with a series of 3-4 assignments throughout the quarter using, where applicable, the student's design project for ARCH 503 or 504. Therefore, evidence of an informed selection of technical systems is provided by the completed studio project.

Assessment and adjustment: The director of the graduate program intersects with these courses in a number of ways and maintains awareness of student progress. Issues are discussed informally with appropriate faculty as they arise. Or, conversely, if faculty in the technology courses or the studio courses perceive a problem, they raise it with the director, and with other faculty as appropriate. Adjustments that may improve the student learning are proposed and undertaken within the individual courses. Since the 503 and 504 studios will be reviewed annually, there will be a formal process in which problems can be recognized and solved. The design technology courses will undergo direct and comprehensive review on the four year cycle.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Approach: The department designed the new curriculum with the NAAB 2014 Conditions in mind—the previous SPC requiring ability for comprehensive design had been replaced by Realm C. Its three SPCs focused on research, analysis, and evaluation as necessary to the processes of design decision-making, and the skill to integrate multiple complex systems and requirements into a unified design. It was decided that two sequential studios would be necessary to accomplish these learning objectives. Another objective of the new design was to increase the connections between technology courses and studios so that students did not experience the learning in these courses as distinct. This was done across the whole curriculum, but with maximum focus in the two quarters with the core studios. These became part of what was called the Integration Block.

Implementation and evidence: The first of the two studios, **ARCH 503**, Integration Studio II, is focused on the synthesis of a design intention with elements addressing user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts. The studio requires a high level of synthesis in designing for mixed-use housing programs on given sites. (This uniform building program for all four studio sections was adopted after finding that varied building types created too much complexity.) The issues range in scale from the development of residential units, to on-site ground level development to the integration of land use codes, building codes and accessibility and egress



requirements. The evidence of student success in synthesizing user requirements, regulatory requirements, site conditions and accessible design is seen in the final studio projects. Consideration of environmental impacts on design decisions is seen in the design projects as well as in the assignments for **ARCH 523**, which is organized as a course about the synthesis of design and technology to minimize environmental impacts, address accessibility, respond to site and environmental conditions, conform with regulatory requirements and most importantly, support human health and well-being.

Assessment and adjustment: The ARCH 503 AND 504 sequence has been reviewed by an ad hoc faculty committee in Spring 2020 and 21. (See section 5.3 for complete details.) Lead faculty members for each course were part of the committee, and were therefore able to provide awareness of many factors affecting the courses and their outcomes. Other faculty provided independent assessment, and the committee chair assembled comments and recommendations for the department chair each time.

In addition, the director of the graduate program intersects with these courses in a number of ways and maintains awareness of student progress. Issues are discussed informally with appropriate faculty as they arise. Or, conversely, if faculty in the technology courses or the studio courses perceive a problem, they raise it with the director, and with other faculty as appropriate. Adjustments that may improve the student learning are proposed and undertaken in real time within the individual courses.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Approach: The department designed the new curriculum with the NAAB 2014 Conditions in mind—the previous SPC requiring ability for comprehensive design had been replaced by Realm C. Its three SPCs focused on research, analysis, and evaluation as necessary to the processes of design decision-making, and the skill to integrate multiple complex systems and requirements into a unified design. It was decided that two sequential studios would be necessary to accomplish these learning objectives. Another objective of the new design was to increase the connections between technology courses and studios so that students did not experience the learning in these courses as distinct. This was done across the whole curriculum, but with maximum focus in the two quarters with the core studios. These became part of what was called the Integration Block.

Implementation and evidence: The second of the two studios, **ARCH 504**, Integration Studio III, is focused on the integration of building systems selected through various analyses to meet performance goals into a unified design. The winter studio focuses on the building as part of larger urban systems related to energy, ecology and mobility. Project types must include a significant public interior space. The studio begins with the exploration of building systems and culminates with a fully developed design that confronts issues of building performance. The scale and type of projects as well as the expectation for their development will be closely coordinated among the sections to maintain a common experience. The projects in the first version of ARCH 504 were all on challenging urban sites, while the programs were aimed at public amenities. They achieved some of the objectives of this criterion, but not all of them. The project was re-framed in AY20-21 so that site accessibility was already addressed through the ARCH 503 studio, and students could focus more attention on the building in itself.

ARCH 523, Design Technology IV, which occurs the term before ARCH 504, provides both theory and methodology for building integrated design of environmental, structural, and life-safety systems. These find application in their ARCH 503 and 504 design projects, and are further



supported with digital methods for measuring building performance in **ARCH 524**, Design Technology V.

ARCH 570, Design Development, includes case studies, lectures, technical readings and detailing assignments preparing students to make design decisions within an architectural project while demonstrating broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

The evidence of student success in integrating building envelope, structural and environmental control systems and life safety is seen in the final studio projects. Consideration of environmental impacts on design decisions is seen in the design projects as well as in the assignments for ARCH 524 and ARCH 570.

Assessment and adjustment: The ARCH 503 AND 504 sequence has been reviewed by an ad hoc faculty committee in Spring 2020 and 21. (See section 5.3 for complete details.)

ARCH 523, 524, and 570 will be reviewed as part of the Integration Block on a four year cycle.



4—Curricular Framework

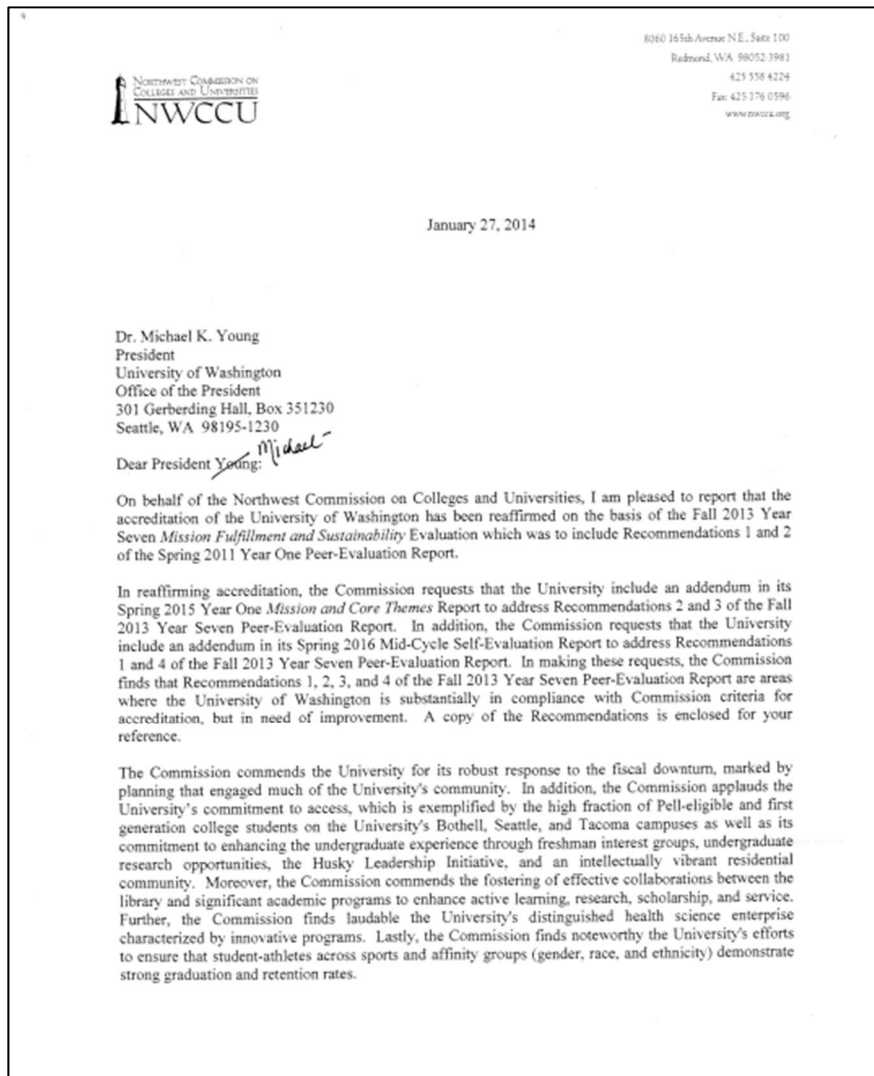
This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

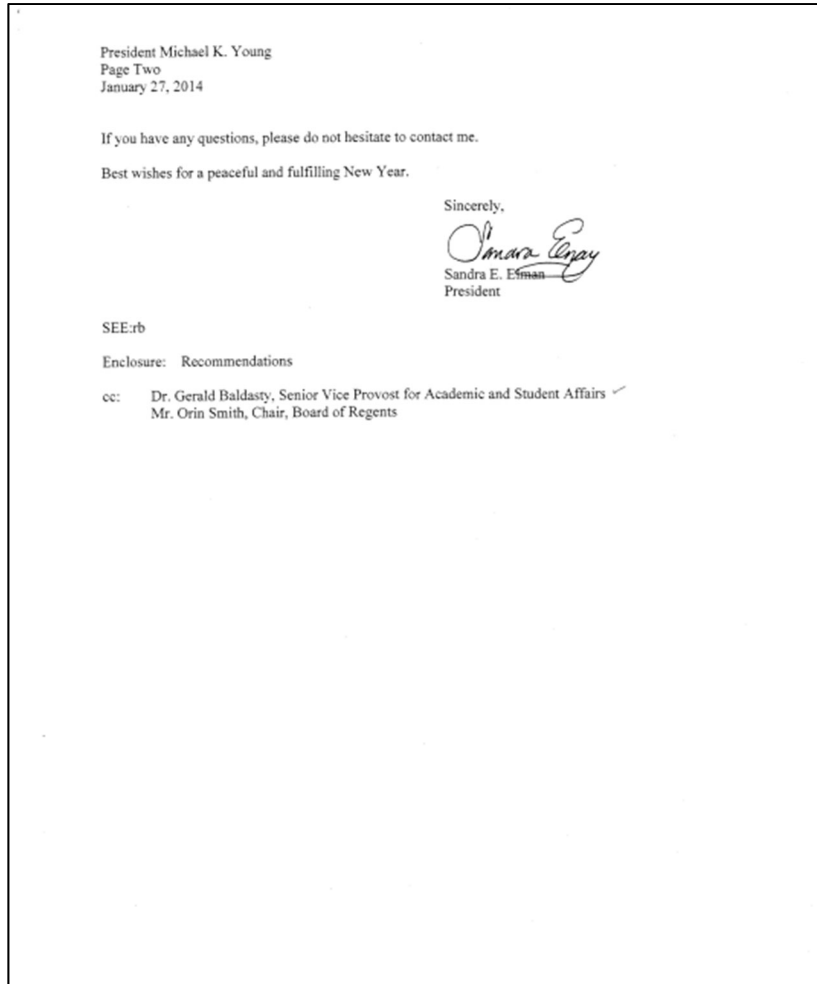
4.1 Institutional Accreditation

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

Program Response:

The University of Washington is accredited by the Northwest Commission on Colleges and Universities (NWCCU.) Accreditation of the University of Washington was reaffirmed in January 2014, after a comprehensive self-evaluation report and site visit in autumn 2013. The UW’s next self-evaluation report is due in February 2021.





4.2 Professional Degrees and Curriculum

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

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

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Department of Architecture offers an accredited Master of Architecture (M. Arch.) with two entry points: candidates with a baccalaureate degree in a field other than architecture begin in Year 1, those with a BA or BS from a pre-professional architecture or environmental design



program begin in Year 2. All of the required courses are clearly communicated in the curriculum table.

All of the NAAB Conditions for Accreditation are met by the following courses that every student in the program takes in Years 2 and 3, and the criteria that course content contributes to are indicated; **bold** face indicates a criterion that the course is central to meeting.

ARCH 503 Architectural Integration Studio II 6 cr.

This design studio focuses on the relationship between the building, the public realm and place making. Project types might include institutional buildings, housing, or hybrid proposals that broadly implicate design within the urban context. This studio is closely coordinated with the Urban and Preservation Issues in Design course, which investigates a broad range of established and emerging theories and urban design strategies related to social equity and the public realm. The project and program are uniform for all sections, and the expectation for their development is closely coordinated among the studios to maintain a common experience among the student cohort.

NAAB Criteria addressed: PC.2, PC.6, PC.7, PC.8, SC.1, SC.3, SC.5

ARCH 504 Architectural Integration Studio II 6 cr.

This design studio focuses on the building as part of larger urban systems related to energy, ecology and mobility. Project types might include institutional buildings, housing or hybrid proposals with a focus on the on the relationship of interior space within the broader urban context. This studio is closely tied to the Architecture and Landscape class, which investigates a broad range of theories and strategies for the integration of building and site according an urban ecological lens. The scale and type of projects as well as the degree of their development is consistent across studios to provide a common experience.

NAAB Criteria addressed: PC.2, PC.6, PC.7, PC.8, SC.1, SC.3, SC.6

ARCH 523 Design Technology IV (Advanced Building Systems) 3 cr.

Integration of structure, environmental systems, spatial organization and architectural form is the focus of this course. Lectures and workshops develop an understanding of structural material, element and system performance, architectural and mechanical systems for delivering fresh air, thermal comfort, and daylight, and an ability to integrate systems for efficient and elegant architectural design.

NAAB Criteria addressed: PC.3, SC.1, SC.3, SC.4, SC.5, SC.6

ARCH 524 Design Technology V (Advanced Environmental Systems) 3 cr.

The environmental systems material reviews the external forces on building, environmental systems and the principles of building orientation, as appropriate to the schematic phase in the design process. The focus is on the integration and performance of environmental control systems within the building design. The course addresses integrated design of environmental systems that influence indoor thermal, illumination and acoustic conditions in buildings. The method of study is primarily focused on using computational simulation tools and techniques to evaluate the performance of design alternatives. In order to model the integration of this knowledge into the design problems, in one portion of the class the instructors act in a consultant's role to the parallel design studios.

NAAB Criteria addressed: PC.3, SC.1, SC.2, SC.4, SC.6

ARCH 562 Contemporary Architectural Theory 3 cr.

The contemporary architectural theory class builds on the History + Theory sequence of the previous year but is focused on architectural theory and practice from the late 1960s to the present. In so doing, it engages with architectural discourse on topics that seek to prepare students for design thinking and practice in today's global urbanizing built environment. The course is intended to foster a critical understanding of the conditions that students will engage with in the design studio and in design practice. It also identifies areas of contemporary focus in architecture and the built environment in preparation for the Research Methods class that is offered during spring Year 2 or autumn Year 3.

NAAB Criteria addressed: PC.4, PC.5



ARCH 590 Urban and Preservation Issues in Design 3 cr.

The intent of the course is to offer a wide-ranging introduction to current approaches to urban design that are applicable in a wide range of urban settings and to address historic preservation in a similar fashion. The course is structured to inform the studio projects in the ARCH 503 studio. Particular attention is paid to research and theoretical directions that influence many of the urban design ordinances and guidelines that are now in place in urban settings (as in Seattle). The second part of the course addresses preservation theory and practice, again primarily as this field has been considered in recent decades.
*NAAB Criteria addressed: PC.2, SC.1, **SC.3**, SC.5*

ARCH 570 Design Development 3 cr.

This course provides an advanced understanding of building materials and assemblies in close collaboration with the design studio. This course builds on introductory materials and assemblies courses and allows students to explore an entire tectonic language applied to works of architecture. The interdependence of design ideas and construction constraints is stressed, as is the importance of resolution at all scales, with a particular focus on building envelope. The knowledge developed in the course directly impacts the deep integration of these principles into the design studio project.
*NAAB Criteria addressed: PC.2, PC.3, PC.5, SC.1, SC.3, **SC.4**, SC.5, **SC.6***

ARCH 505 Architectural Exploration Studio I 6 cr.

ARCH 506 Architectural Exploration Studio II 6 cr.

All students are required to take two studios that fulfil the 505/506 general objectives, but they choose among a variety of possible content.

The advanced architectural design studios offer a variety of studio experiences on specialized topics. Students produce projects with increasing sophistication. Integration of the appropriate technical knowledge and systems approaches to design is expected when applicable. Students further develop their skill at identifying pertinent information to consider in design decisions and in communicating their design strategies.

NAAB Criteria addressed: PC.2, PC.5, PC.7

ARCH 591 Architecture and Landscape 3 cr.

This course is focused on developing a dialogue between architecture and landscape architecture. Students explore how landscapes and large-scale systems-based thinking can aid architectural responses to design problems; but, we also touch on the formal and experiential similarities and differences between the two as well. These conceptual and practice-based topics were chosen with the focus of providing you methods and tools to use in studio design work.

*NAAB Criteria addressed: **PC.3**, **PC.4**, **PC.8***

ARCH 592 Research Methods 3 cr.

This course focuses on finding and evaluating sources of information in response to a research question, analysis and synthesis of research findings, and reporting of research results in written and graphic forms. It highlights different kinds of questions that architects may face, and the methods that are appropriate to each.

*NAAB Criteria addressed: PC.4, **PC.5**, SC.1*

ARCH 571 Professional Practice 3 cr.

This course explores the social structure, standards, and contemporary issues of the profession of architecture as well as the business, legal, and ethical requirements for practice. It assists students in understanding career choices, requirements for becoming registered, and in comprehending the complexities of professional firms and the processes involved in providing professional services.

*NAAB Criteria addressed: **PC.1**, **PC.6**, **SC.2***

In the final two quarters of Year 3, most students take two research studio/seminar combinations. The thesis option is equivalent in credits and has similar learning objectives, but is pursued more independently.



RESEARCH STUDIO OPTION

ARCH 507 Architectural Research Studio I 6 cr.

ARCH 508 Architectural Research Studio II 6 cr.

Architectural Research Studios are offered in conjunction with Research Seminars, which support the research component of the studio by investigating current interdisciplinary topics in the built environment. This combination allows the students to integrate rigorous, design-related research with the design of a comprehensive studio project with faculty support. These studios and seminars are usually taught by the same faculty or faculty team. The studio component focuses on the development and representation of a comprehensive design project,
NAAB Criteria addressed: PC.2, PC.5, PC.7

ARCH 593 Architectural Research Seminar I 3 cr.

ARCH 594 Architectural Research Seminar II 3 cr.

The Research Seminars support the research component of the Architectural Research Studios by allowing more in- depth scholarly investigation. Students produce a research paper with illustrations and citations that demonstrates critical analysis and in-depth research into a specific topic in architecture. The intent is to allow students the opportunity to connect this research to creative design approaches in studio. The parallel seminar allows students to advance, document and visualize related research.
NAAB Criteria addressed: PC.5

THESIS OPTION

ARCH 599 Independent Thesis Research and Preparation 3 cr.

Students accepted in the thesis track develop and document the theoretical foundation of their thesis projects in the independent study.
NAAB Criteria addressed: PC.5

ARCH 700 Masters Thesis 15 cr.

A 2-quarter-long design phase of the Master’s thesis, generally intended for conceptualization in tandem with theoretical positioning, and a final quarter for extensive development which ends with a public final presentation and the completion of the thesis document.
NAAB Criteria addressed: PC.2, PC.5, PC.7

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

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

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

Program Response:

The University of Washington requires between 50 and 90 quarter credits of general education for its own undergraduate programs. The Northwest Commission on Colleges and Universities accreditor does not specify a required number of credits. UW general education credits must be distributed in three domains of knowledge: Visual, Literary, and Performing Arts; Individuals and Society; and the Natural World. In addition, each undergraduate must have courses that provide



the following skills: English composition, writing, quantitative and symbolic reasoning, and diversity.

The Department of Architecture undergraduate programs require 71 general education credits, usually completed in freshman and sophomore years.

The UW Graduate School administers admissions to all graduate programs. They receive all applications and do an initial review before forwarding to the program. As a condition of admission, they check that all applicants

- 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.

In fulfilling these requirements, applicants are considered to have completed sufficient general studies.

The Graduate School also reviews applicants for advanced standing, i.e., admittance directly to Year 2 of the program. They must either have a degree from a recognized pre-professional program or have completed the following:

- 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

While the Graduate School does the screening and sorting of M. Arch. applicants, our graduate academic advisor double-checks the qualifications for advanced standing. Any application not meeting the requirements will be considered for admission to Year 1.

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

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Selective courses: All M. Arch. students are required to take one 3 credit course each from two specific topic areas: one in History/Theory and one in Professional Practice. In each of these topic areas, there is now just one required course in Year 2 or 3. The required courses, ARCH 462 for History/Theory, and ARCH 571 for Professional Practice aim for breadth of knowledge, touching on the main themes. The selective requirements are intended to deepen students' knowledge in one or two themes in accordance with their interests. The list of courses available



under each of these categories varies slightly each year; the following table shows the courses that were available in this past year.

Selective courses offered in AY20-21		
<i>AUT 20</i>	<i>WIN 21</i>	<i>SPR 21</i>
History / Theory		
ARCH 538 Building Re-use Seminar	ARCH 561 Urban Design Theory	ARCH 557 Preservation History & Theory
ARCH 541 Visions of the Japanese House	ARCH 598 Mod Arch & the Critical Present	ARCH 598 Architecture and Fiction
ARCH 560 Architectural Theories		ARCH 598 Vernacular Architecture
ARCH 598 Arch. of Mediterranean Cities		ARCH 598 Indian Modernism
Professional Practice		
ARCH 574 Design & Construction Law	ARCH 526 High Performance Buildings	ARCH 573 Sustainable Des Case Studies
ARCH 598 Housing: Systems and Values		

Elective Courses: The curriculum includes three completely open electives that can be taken outside of the department or college. There are three other electives restricted to architecture courses.

A full list of standard elective courses and the frequency they have been offered from AY15-16 to AY19-20 is available. Please note that 400-level courses are valid for graduate credit at the University of Washington.

In addition to these courses listed in the course catalogue, there are usually several electives offered as ARCH 598 special topics courses. These are relatively newly developed courses either to meet a perceived need, to reflect faculty research, or to address a pressing issue. Those offered in this same period include:

- Design for a Changing Climate / Heerwagen
- Fashion and Architecture / Prakash
- Designing Responsive Environments / Heerwagen
- Modern Architecture and the Critical Present / Oshima
- Structural Design for integrated Project Delivery / Simonen
- History of Civic Infrastructure / Sprague
- Historic Preservation Theory / Spr 16
- Biophilic Design and Planning / Heerwagen
- Aesthetic Theory / Prakash
- High Performances Building / Inanici
- The Future of the City / Proksch
- Advocacy and the Built Environment / Spr 17
- The Agency of Materials / Spr 17
- Seattle Futures / Proksch
- Liveable Cities / Merlino



Architecture and Fiction / Huber
Latin American Architecture / Miller
Sustainable Design Case Studies / Burpee
Vernacular Architecture / Merlino
Building Re-Use Seminar / Merlino
Indian Modernism / Prakash
Design Innovation and Creativity / Griggs
Design for People / Heerwagen

Concentrations: There are three areas of specialization that can be pursued within the elective credits required for the M. Arch. degree. Known as Degree Options, the areas are:

History, Theory, and Criticism
Materials and Fabrication
Sustainable Systems and Design

To fulfill a degree option, three of six electives taken in the final year of the program would be in the option topic; and students could choose to take four or five if there were additional courses of interest available.

Certificates: M. Arch. 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 M. Arch. 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 M. Arch. 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 M. Arch. 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 M. Arch. 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 M. Arch. degree.

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 M. Arch. students have received concurrent degrees in Urban Planning (MUP) and Real Estate (MSRE), and others are currently pursuing this option.

The College of Built Environments also offers a PhD in the Built Environment in which a number of Architecture faculty participate.

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

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

Program Response:

The Department of Architecture offers the following degree programs in addition to our accredited Master of Architecture:

Undergraduate

- BA in Architecture (liberal studies)
- BA in Architectural Design (pre-professional)

Graduate

- MS Architecture in Design Technology
- MS Architecture in History and Theory

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

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

Program Response: N/A

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



credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The following chart shows the required professional studies classes (number/title/credits) and the required number of elective professional studies classes (listed as 'Selectives' and 'Arch Electives') and optional studies (listed as 'Open Electives'.')

Master of Architecture					
Autumn		Winter		Spring	
Course	Cr.	Course	Cr.	Course	Cr.
500 Foundation Studio I	6	501 Foundation Studio II	6	502 Integration Studio I	6
510 Representation I	3	511 Representation II	3	532 Mat'ls & Assemblies	3
520 Des Technology I	3	521 Des Technology II	3	522 Des Technology III	3
550 History + Theory I	3	551 History + Theory II	3	<i>Open Elective</i>	3
	15		15		15
Year 1 Summary: 42 cr. req. professional, 3 cr. optional studies					
503 Integration Studio II	6	504 Integration Studio III	6	505 Exploration Studio I	6
562 Cont Arch Theory	3	570 Des Development	3	591 Arch & Landscape	3
523 Des Technology IV	3	524 Des Technology V	3	592 Research Methods	3
590 Urban & Pres Issues	3	<i>Open Elective</i>	3	<i>5xx Pro Prac Selective</i>	3
	15		15		15
Year 2 Summary: 39 cr. req. professional, 3 cr. prof. elective, 3 cr. optional studies					
506 Exploration Studio II	6	507 Research Studio I	6	507 Research Studio II	6
571 Pro Practice	3	593 Res Seminar II	3	<i>5xx Arch Elective</i>	3
593 Research Seminar I	3	<i>5xx Hist/Theory Select</i>	3	<i>Open Elective</i>	3
<i>5xx Arch Elective</i>	3	<i>5xx Arch Elective</i>	3	<i>Open Elective</i>	3
	15		15		15
Year 3 Res Summary: 27 cr. req. professional, 12 cr. prof. elective, 6 cr. optional studies					
506 Exploration Studio II	6	700 Masters Thesis	6	700 Masters Thesis	9
571 Pro Practice	3	599 Thesis Res Prep	3	<i>5xx Arch Elective</i>	3
<i>5xx Hist/Theory Select</i>	3	<i>5xx Arch Elective</i>	3	<i>Open Elective</i>	3
<i>5xx Arch Elective</i>	3	<i>Open Elective</i>	3		
	15		15		15
Year 3 Thesis Summary: 27 cr. req. professional, 12 cr. prof. elective, 6 cr. optional studies					
3-Year Total: 108 cr. req. professional, 15 cr. prof. elective, 12 cr. optional studies					
2-Year Total: 66 cr. req. professional, 15 cr. prof. elective, 9 cr. optional studies					



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

Program Response: N/A

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

The Department of Architecture does not require candidates to have satisfied any NAAB criteria for admission to our programs. All Program and Student Criteria are met in required courses in Years 2 and 3.

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

Program Response: N/A

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

Program Response:

The baccalaureate-degree content is verified by the UW Graduate School in its admissions process. Determination of placement in the 2-year cohort is made by the type of undergraduate degree: a pre-professional program. This is evident in the transcript that is part of the admissions file. No further documentation is added to the application file.

There are a few undergraduate architecture programs that are not pre-professional and do not meet the requirements listed in Section 5.2.2 above. In those cases, the applicant is informed by our academic advisor that they are not eligible for advanced standing.



Occasionally, students have already taken a course or courses at another institution that fulfill UW M. Arch. 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 director, 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.

Admissions letters clearly state the track that each recipient is admitted to.



5—Resources

5.1 Structure and Governance

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

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

Program Response:

Master of Architecture program: The faculty member in charge of program management and administration has been a "coordinator" whose responsibilities were largely coordination and communication: space assignments for studios each quarter, final review schedules and space assignments, etc., as well as admissions oversight and troubleshooting. In AY20-21, the position has been changed to a "director" with responsibilities for course planning, scheduling, and teaching assignments in consultation with the department chair. Director Rob Pena works closely with the graduate academic adviser, Claudine Manio, to anticipate needs, to provide students with opportunities and assistance, and to assure faculty and students that it is running in accordance with the curriculum plan, and that students have access to required courses, electives, and support services as needed. The director also coordinates with the directors of the M.S. programs on scheduling shared courses.

Department of Architecture: The current chair of the department, Professor Kate Simonen, was appointed after an internal search process in early 2020. The outgoing chair, Associate Professor Brian McLaren, served for five years and declined to request a renewal. Simonen was able to receive some transitional guidance during McLaren's final quarter, but this was also the first quarter of remote conditions for the pandemic. The chair is the only officially recognized faculty administrator position in the department.

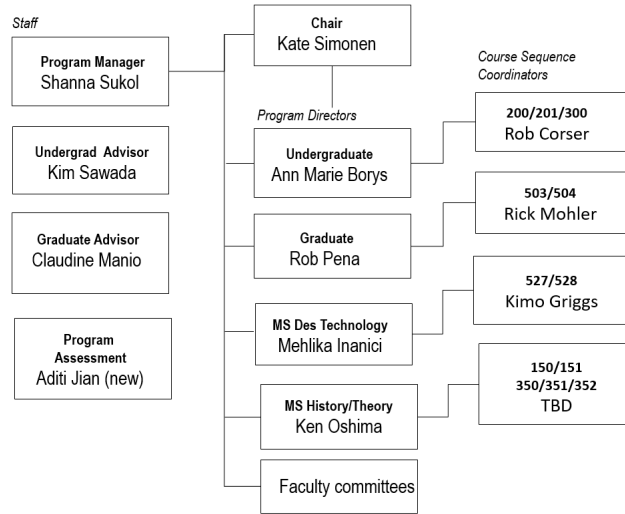
The chair has the assistance of three full-time staff positions: one program manager administering course scheduling processes and appointments for part time faculty and student employees; and two academic advisers, for graduate and undergraduate programs.

Faculty assistance in program administration consists of four directors: a graduate program director undergraduate program director, MS Design Technology director, and an MS History/Theory director. These directors are responsible for conducting admissions processes and maintaining the quality of the student learning and experience. Simonen has expanded the responsibilities to include recommendations on teaching assignments, and the scheduling of elective courses to meet student needs and interests. The directors get the equivalent of one course release for these positions.

In AY 20-21, the chair met with the directors and advisors weekly to coordinate ongoing issues for remote learning, to complete scheduling for AY 21-22 in accordance with university registration cycles, to plan faculty meetings, determine elective course offerings, discuss teaching appointments, and other topics of concern.



Department of Architecture organization:



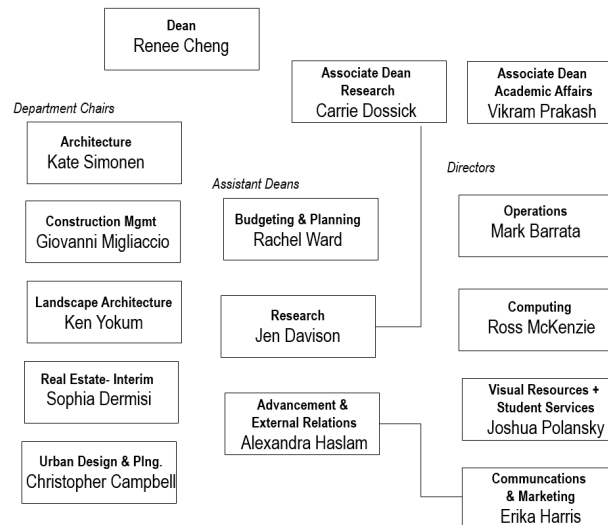
College of Built Environments: The College of Built Environments has been undergoing significant administrative changes in the last two years. The new dean, Renee Cheng, expanded the responsibilities of two existing Associate Dean positions and appointed a new Associate Dean for Academic Affairs, Professor Vikram Prakash of the Department of Architecture, and an Associate Dean for Research, Professor Carrie Dossick of the Department of Construction Management. There are also two Assistant Deans, Rachel Ward for Budget and Planning and Jen Davison for Research.

Other staff serving central college functions include a facilities coordinator, a human resources administrator, and a director of visual resources and student services. The director of operations oversees technology for classrooms and offices; there are five full-time staff maintaining the college's capacity in computing.

Finally, an Assistant Dean of Advancement and External Relations, Alex Haslam, oversees a staff of four that focus on advancement, marketing, and communications. This represents a significant expansion of advancement personnel and capacity.

The college consists of five academic departments, of which Architecture is the oldest and remains the largest. Others are Urban Design and Planning, Landscape Architecture, Construction Management, and Real Estate. The Executive Committee includes the chairs of each department, as well as the Associate Deans and Assistant Deans.

College of Built Environments organization:



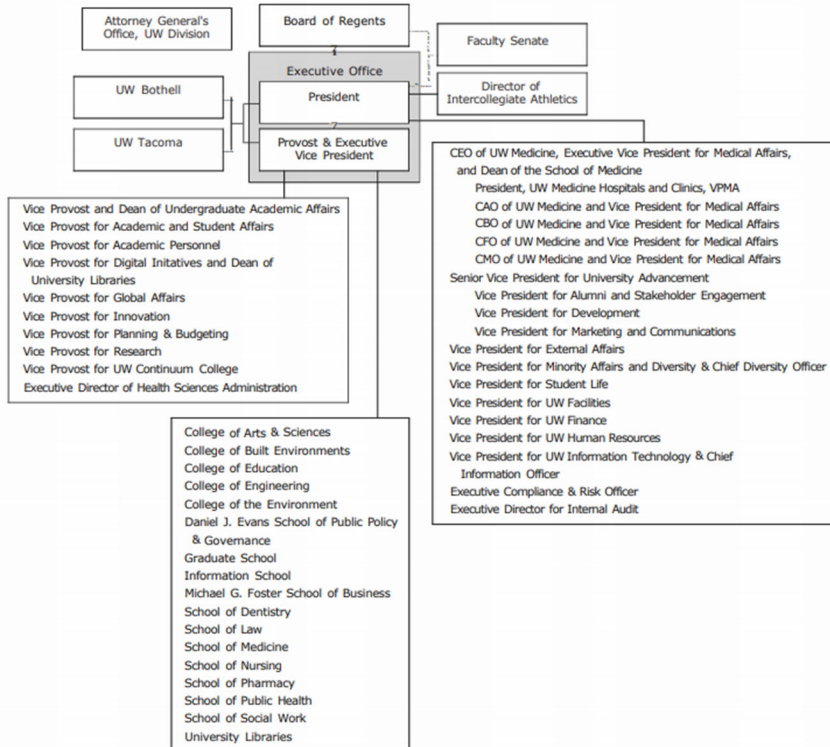
University of Washington: The University of Washington has a fairly common organizational structure for a large public research institution. The Board of Regents, appointed by the Governor, has the overarching authority, exercised largely through appointment of primary leadership and through control of the budget. The Board appointed current president Ana Mari Cauce in 2015, and Mark Richards as provost in 2018. The current leadership aspires to a global position in research and its impacts; it embraces the ‘spirit of innovation’ and ‘celebrating place’ among its core values. Cauce has focused initiatives on innovation, race and equity, and population health since taking office. The provost is focusing on increasing faculty diversity and on enrollment management and student experience.

The University of Washington Graduate School has academic authority over all graduate programs. They are the central administrator of all admissions processes and the ultimate granting of degrees. While allowing for each program to determine its curriculum and many of its policies, certain standards are established by policies that govern all graduate programs at UW. The Graduate Council consists of a single representative from each college or school. The Graduate School conducts internal reviews of all graduate programs every ten years to assure that they are delivering a high quality of education in a way that meets standard expectations of the university and of its discipline.

There are 17 academic colleges and schools at UW headed by deans. The Board of Deans serves as the valve between the university administration, with its policies and activities that lead and govern the whole institution, and the academic programs with their more focused goals and needs. Deans are the academic officers and budgetary authorities for each school or college, though they may assign some of these responsibilities to department chairs.

University Organization Chart

(Approved by the President by authority of the Board of Regents Governance, Standing Orders, Chapter 1)
 This chart reflects the reporting relationships within the University of Washington. Select any title on this chart to link to more detailed information in APS 1.2, University Wide Leadership List.



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

Program Response:

Master of Architecture program: Students elected to a Student Advisory Council meet with the chair regularly throughout the quarter. There are separate councils for each cohort, and their primary aim is for the students to have a clear and neutral channel for communication to a responsible administrator in the event of problems arising from coursework, facilities or computing support, academic support, advising and mentoring, or any other issue. The chair can also use the meetings to query student perceptions and interests about program or departmental decisions that are pending. The students are not restricted to reporting on morale; they can ask about policies, decisions, or processes affecting them that they may not understand, or have some policy idea of their own.

The student organizations—47° N, NOMAS, and AIAS—provide other ways for students to be involved in planning or in decisions, especially with respect to extra-curricular programming. However, our program is small enough that if a group of students simply get together around an idea, they can seek faculty support or make an appointment with the chair at any time. Students in these groups interact regularly with members of the Professional Advisory Council, and so have another channel through which to participate in decisions or to address issues of concern.

Department of Architecture: In the department, faculty participation in decision-making has traditionally been a matter of regularly scheduled faculty meetings and through committees, as well as at the chair's request. Faculty meetings are also regularly attended by staff and occasionally by student representatives. Standing committees include curriculum (overall); major



curricular topic areas; admissions committees for the M. Arch. and undergraduate programs; tenure and promotion; assessment (student outcomes); assessment (faculty effectiveness); social justice, equity, diversity, and inclusion; scholarships; community; international programs; and certificate programs. These committees meet as needed to address their charges. Staff participate in committees as appropriate. The chair has initiated formal charges for each committee [20 1031], and required a year-end report from the chair. The report asks for estimates of time spent in an effort to understand workload implications of various committee assignments. The chair also forms ad hoc committees as needed.

The chair expanded the roles of faculty program directors in AY20-21 to include involvement in course management, teaching assignments, and other administrative tasks. Chair Simonen also seeks feedback from directors and staff on many ongoing decisions and communications.

College of Built Environments: Faculty members participate in the governance of the College of Built Environments principally through a number of committees. Most importantly, the CBE College Council is defined by the college by-laws as a representative committee of faculty which advises the dean on academic personnel and curricular issues. It has two members from Architecture and one from each of the other four departments. The CBE Curriculum Committee, which advises the dean on courses and programs, has one member from each department.

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. The BE Student Council is made up of two individuals (one undergraduate and one graduate) from each of the College's departments, as well as a Ph.D student. One Chair and one Co-Chair are elected from the previous year's council.

The new dean has initiated monthly college meetings that include faculty and staff; students are welcome as well, but not many have the time or interest to participate. These meetings were first regular in the year of COVID, and so many of them dealt with information and support around work and teaching conditions.

A major Strategic Planning effort was kicked off with a day-long retreat (October 5, 2019)—faculty, staff and students were all invited to attend. This was followed up on by a dozen task groups that were formed by volunteers in accordance with personal interests and priorities. The policy effectively was that everyone gets a voice in the process if they show up. The charges to the task forces and tracking their progress fell to a Facilitation Team. After roughly four months, the final ideas of the task groups were gathered by a smaller writing team to create a strategic plan. Full participation at all stages was encouraged, and all faculty, staff, and students were given multiple opportunities to provide feedback or register concerns as the plan was developed and refined.

University of Washington: The administration shares governance with the Faculty Senate in a consultative relationship. 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.

Each unit of UW is represented by elected senators in proportion to the size of the unit's faculty. The College of Built Environments has two elected Senate seats that serve two-year terms.



Senators report back to the college and departments during regular faculty meetings, and through other means as necessary. Votes on legislation are conducted via an online survey tool. Membership on committees of the Senate, known as Faculty Councils, are voluntary positions. The Department of Architecture currently has one faculty member serving as a senator, and two faculty members serving as chairs of two Faculty Councils.

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).

5.2 Planning and Assessment

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

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

Program Response:

University of Washington

The current University leadership has identified the following initiatives as strategic objectives within the framework of its teaching, research, and service mission: Population Health, Race and Equity, the Innovation Imperative, the Husky (student) Experience, Teaching and Learning, Transforming Administration, Institutional Assessment Effort, Community Engagement, and Tri-Campus collaboration and connection.

These areas of focus influence what happens at the university in a number of ways. There is generally a task force and/or advisory committee formed to advise on strategies and actions to promote improvements and excellence. Often the central administration will incentivize relevant research or other proposals by making seed grants available through a competitive submission process. These also filter down in numerous, less-defined ways. For instance: allowing deans to align some of the priorities of their colleges in ways that can serve the university goals may gain them access to additional funding through a wider variety of sources; faculty whose own research and/or teaching is connected to these initiatives can benefit in promotion decisions; there may be funding for course development in certain areas made available through the Teaching and Learning Center or through the Office of Undergraduate Affairs. The results can range from new programs and new buildings to more focused improvements in ongoing activities of the university.

Institution-level assessment for graduate programs is administered by the Graduate School. It takes place on a ten-year cycle. This process requires the department to prepare a self-study, and to host a visiting team formed by the Chair of the Graduate Council. The last UW assessment for the Department of Architecture took place in 2012, and the next visit is coming up in AY 22-23. The primary objective of the review is an assessment of the academic and educational quality of the unit.

The self-study is required to answer four key questions that seek to stimulate improvement:

- Are the unit's degree programs of high quality? Do they meet the university's expectations of quality and reputation?
- How does the unit compare with that of peer and aspirational institutions in terms of educational programs and scholarship?
- How can the unit improve the quality of its educational programs and scholarship?
- What does the unit need to do to increase its regional and national prominence?

There are four additional questions regarding the human and physical resources and general climate of the program. In addition to the responses required of all programs, the self-study



includes several supplementary, or guiding questions that highlight current issues and challenges that are program- and discipline-specific.

The visiting team includes a UW faculty member from the Graduate Council and one or two external reviewers from the same discipline in other universities. After a comprehensive site visit, the team submits a report with recommendations. The 2012 report on the Department of Architecture was highly favorable.

College of Built Environments

When Dean Cheng arrived, the faculty of the college had not been engaged in cross-departmental planning for about eight years; she brought new energy and interest to the production of a strategic plan at a time of increasing support for this from the central administration. The dean initiated a college-wide planning process in the Spring of 2019 with a group of faculty and staff charged with designing a process for strategic planning. Their plan was then passed along during the summer to a Facilitation Team—charged with hiring a consultant and setting an agenda for a faculty retreat as the initial step to setting up a series of issue-based Task Groups, in accordance with the plan. The day-long retreat took place in early October, and task groups were given a calendar for developing goals and strategies. This work continued through Winter quarter. Final group reports were gathered by a writing team that brought the plan through multiple reviews with comments and input widely solicited. The writing team delivered a third draft in the autumn of 2020, and a final revision was adopted by faculty vote in winter 2021. The CBE Strategic Framework adopted in 2021 sets goals for a three to five year period and it reflects the dean's support for increasing the benefits of interdisciplinary collaborative work.

The Department of Architecture participated widely in the year-and-a-half-long effort and welcomed the resulting plan. From the Executive Summary:

CBE should be clear and specific about which aspects of our teaching, research, and engagement are most unique, practical, and valuable to advancing understanding about the systems and relationships between ecological, built, and social environments. This Framework proposes that we:

- *Build our reputation as a beacon of inter- and intra-disciplinary collaboration, known for the skill of our graduates and the facility of our faculty and staff in bridging disciplinary differences.*
- *Embrace inter- and intra-disciplinary collaboration as a core curricular value that shapes all student experiences and professional practice.*
- *Activate academic and professional partnerships unique to CBE in order to accelerate collective progress towards these goals.*
- *Ensure the most positive, welcoming experiences possible for prospective students, students, and graduates.*
- *Focus investment primarily towards efforts that maximize the positive impact on our goals.*
- *Continue to support less urgent but equally important work on a slower cycle of investment.*

Climate solutions will be our top focus for the next 3-5 years, with particular emphasis on climate relative to the built and natural world and how it impacts societal justice. This came to the fore during Framework planning due to the urgency of immediate action, the passion shown by participants, and clear alignment with our major themes of social justice, technology, history/theory/futures, and prosperity/health/well-being. Climate is a high priority for students as well as an area where the college enjoys national and international recognition. Apriori to addressing any “wicked problem” like climate change are critical skills identified as potential areas of CBE recognition (collaboration, interdisciplinary teaching, and



research). Lastly, the College's notable partnerships with professional, community, and non-profit groups are currently activated by a shared urgency for climate solutions.

The focus of the CBE framework on collaboration, interdisciplinary teaching, and research as the basis on which to make progress is entirely consistent with the general directions of the Department of Architecture in the last 6-8 years.

Department of Architecture

Historically, the department faculty has undertaken planning on an as-needed basis—generally, for upcoming accreditation or internal reviews. The tradition up until 2015 was for faculty to meet weekly, so there was an ongoing "conversation" regarding concerns and issues. The faculty still meets frequently, generally 4-5 times each quarter. Although planning activities were never regularized on a calendar cycle, the faculty has been successful in recognizing the need for self-critique, new goals, and forward-thinking.

The department adopted a strategic plan in advance of our last NAAB review that identified six long-term goals, and these were re-affirmed by the 2016 Interim Program Report:

- 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

Among the many actions taken to advance these goals there was a staff position created for Public Communications, curricular re-design and implementation for the M. Arch. program, increased courses and studio integration of 3D modelling, initiating research collaborations with Seattle firms, a greater number of interdisciplinary studios, and increased enrollments through the undergraduate programs and courses. The communications staff improved the department website and initiated a weekly email newsletter, *Details*. The newsletter has been an important tool to communicate events, awards, and other noteworthy accomplishments internally and externally to alumni and local professionals.

Though it was not explicit in the plan, a curriculum re-boot for the M. Arch. program became the major focus of changes and improvements from 2015 onward. This initiative grew organically out of curriculum committee discussions rather than being the direct result of any general planning efforts, but it addressed two of the six goals. Interest in a major change was partially responsive to the 2014 NAAB Visiting Team Report, and partly pro-active to meet new criteria that were instituted in 2014. There was a strategic goal of greater integration of technology learning with studio. And there was concern, especially among the younger faculty, that our students' work was not reflecting changes underway in the profession. Most pressing, there was growing concern over thesis as a universal final requirement for the M. Arch. program. This requirement was a cause of concern for faculty equity and for student success: numerous faculty members were unduly burdened with un-credited teaching loads by serving on multiple thesis committees, and as many as 30% of the students did not finish thesis in the expected timeframe.

The extensive amount of attention and time given to the curriculum reform effort (2015-2019) forestalled any other department-wide formal planning. Then the new dean arrived and launched a major college-wide planning effort in which the architecture faculty fully participated, along with extensive EDI training. And this was followed quickly by the pandemic crisis.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The University of Washington central administration has not required reporting or set expectations of units with quantitative measures, or framed institution-wide goals in measurable terms for departments. The last institutional review of the department, administered through the Graduate Council, took place in 2012, the year before our last accreditation review. At that time, their estimation of our faculty and programs was overwhelmingly positive:

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. 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.

From: Report of the Department of Architecture Review Committee
March 2012

In AY2012-13, UW changed its budgeting model to activity-based budgeting, so that student credit hours (SCH) and headcounts were part of a formula for resource allocation for the first time. SCH were suddenly not just an indicator, but the engine itself of departmental health. This method of budgeting can carry incentives toward departmental silos over interdisciplinary collaboration, a tension which must be acknowledged. UW ABB has recently been revised and Dean Cheng served on the steering committee. It was helpful for UW to understand how ABB impacts a college like ours.

The attempt to increase those numbers did drive many decisions in the 2-5 years that followed, including the implementation of a new undergraduate program with freshman admission and increasing the frequency of large lecture course offerings.

Trends in Student Credit Hours

SCH by curriculum over time - Fall Quarter									
Displays all curricula offering courses at the level selected on the left pane, and presents them in decreasing order of SCH as of the latest academic year									
Curriculum Name	Academic Year								
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
ARCH - Architecture	5,597	6,732	8,262	6,919	6,765	7,502	7,037	6,704	7,247

The Student Credit Hours have generally trended upward, reflecting the efforts to directly address ABB.

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

Program Response:

This response references the strategic plan of 2013 as acknowledged in the 2017-2018 CBE Department of Architecture Report. (While new multi-year objectives are stated in the CBE Strategic Framework, they are too recently finalized to have had direct responses so far.) As outlined below, significant steps have been taken to explicitly address these strategic objectives, and many noteworthy activities engaged in that contribute to department intentions.

Strengthen the collective vision of our department: The department has been through two internal chair searches and participated in a dean search since the last accreditation. These events occasioned numerous informal faculty gatherings to discuss issues and priorities. While these conversations were not part of official proceedings or meetings, they were among the most substantive faculty engagements with higher-level issues of challenges and opportunities.

The development of the curriculum was largely the work of a committee, and eventually the department chair, but the faculty as a whole was brought into the discussion at key points, and the resulting changes represent a collective vision. The curriculum proposal document is the most durable evidence of achieving this goal. There has also been a considerable increase in collaborative teaching.

Lastly, we acted in a unified way in meeting the challenges of the pandemic with absolutely no dissent about priorities. We have been supported our new department chair, and she has been supported by the faculty as well.

Reinforce the core pedagogical experiences provided by our department: The re-design of the curriculum addressed this goal, with its emphases on integrating technology and design, collaboration, and research. Its implementation has contributed to a greater sense of shared perspectives on the value of what and how we teach. Recent implementation of a uniform syllabus format, and the frequent sharing of knowledge and experiences with teaching remotely in AY20-21 have also brought broader cohesion.

Although no specific measure was established by the plan, typical institutional measures such as time-to-degree, or the number of degrees awarded annually offer one indicator. On-time graduation in the old curriculum was at the end of Autumn Quarter. In 2017 and 2018, the number of graduates was 26 and 25 respectively, or roughly half the cohort size. On-time graduation in the new curriculum is Spring Quarter; in 2020, the number of spring graduates was 57. That number includes students from previous cohorts that did not complete on time, but it is safe to say that the completion rate improved substantially with the new curriculum.

Integrate technology with critical design studio thinking: This goal was essential to the intention of addressing Realm C in the 2014 Conditions for Accreditation; the same intentions are still present in the 2020 Conditions in Student Criteria SC.5 and SC.6. The core studios for M. Arch. students, ARCH 503 and 504, were designed to be the principal place to focus on the knowledge and skills needed to achieve integration of building technologies with design intentions. As the Spring 2020 and 2021 assessments show, progress is incremental; for that reason, annual assessment of these courses will continue for now.

Another major response to this goal in the curriculum design was the creation of a Research Studio option to the thesis requirement. The studio is paired with a seminar, so that students can experience the articulation of performance goals, and the way that design would evolve to meet the goals. As a pilot for the research studio concept, the department enlisted professional firm support for several advanced studios. This brought the kind of integrated design thinking that was underway in the most sophisticated practices directly to the students.



Reinforce connections between our department and the regional, national and international academic and professional communities: The department has the advantage of being the only architecture program in the Seattle area, so our connection to the local professional community is strong. This goal was an aspiration to enjoy recognition and opportunities in broader spheres. There have been a number of events that contributed to this potential. This list is representative rather than exhaustive.

Professional organizations

University of Washington was the host school for the ACSA Annual Meeting in March 2016, co-hosted by Associate Professor Rob Corser

UW was host school for the SAH Annual Meeting in April 2020, co-hosted by Associate Professor Ann Huppert (planned for on-site but held virtually)

Professor Ken Oshima served as president of SAH in 2018, and as general chair of its Chicago and Pasadena annual conferences, where his goal was to expand SAH's capacity to bridge local/national/international contexts for architectural history.

Professor Vikram Prakash is co-founder, along with MIT Professor Mark Jarzombek of the Global Architecture History Teaching Collaborative (GAHTC), a digital humanities project for knowledge sharing among educators teaching global architectural history.

AIAS held its annual meeting in Seattle in December 2017; the department hosted its Beaux Arts Ball in Gould Court on New Years Eve

Associate Professor Gundula Proksch is currently serving as a director on the board of ACSA; Associate Professor Ann Marie Borys chaired NCARB's Education Committee in 2018 and 2019, and is now a member of NCARB's Ethics Work Group

The Carbon Leadership Forum convenes an international network of over 5,000 individuals and 30 volunteer led regional 'hubs' and is recognized as a global leader of embodied carbon research and resources.

Symposia, etc.

Professor Vikram Prakash organized a "long table" discussion event, "Pacific Standard Time @ Seattle" in dialogue with a similar event at the Getty Research Institute for UW history/theory faculty and two invited West Coast historians to share current research and discuss in May 2018.

Associate Professor and Chair Brian McLaren organized a "Design + Research Symposium" for the faculty to consider the pedagogical aims and distinctions of research studios, February 2019, with four external educators for presentations and discussion.

Associate Professor Peter Cohan collaborated with the Department of Landscape Architecture to host a Danish Design Lecture Series in AY20-21.

Research or project impact

Associate Professor Mehlika Inanici is collaborating with researchers in German and Swiss universities on using computational lighting measurements in studying the daylighting of Hagia Sophia both now and in the past. She is a member of the Austria-based International Commission on Illumination's Technical Committee, and has been an invited speaker to the Paris-based Building Energy Performance and Daylighting Group of Saint Gobain.



Professor Ken Oshima has curated numerous exhibits for museums in the US and Japan. He is currently curating a major Frank Lloyd Wright exhibition for Japan (FLWright and the World) in 2023 and an exhibition on "Architectures of Japan: Beyond East and West" to open in Beijing in March 2022.

Associate Professor Kimo Griggs added a new international program with the support of the Scan Design Foundation for a Master Furniture Studio + Travel in 2016.

Associate Professor Gundula Proksch is the Principal Investigator of the National Science Foundation (NSF)-funded US branch of the international research consortium CITYFOOD. Her partners of this interdisciplinary project are located at the University of Gothenburg in Sweden, The Norwegian Institute of Bioeconomy Research Division for Food Production and Society, Wageningen UR in the Netherlands, Forschungsbund Berlin eV. Leibniz Institute IGB in Germany, and Universidade Estadual Paulista "Júlio de Mesquita Filho" in Brazil. This research project is part of the Collaborative Research Action "Sustainable Urbanisation Global Initiative (SUGI)/Food-Water-Energy Nexus" initiated by the Belmont Forum and Urban Europe. She is also the Principal Investigator of a research project on resource recovery in food systems that includes partners in the Department of Civil & Environmental Engineering at the University of Washington, at the University of Gothenburg in Sweden, the University of Kent in the United Kingdom, University of Technology Sydney and Deakin University in Australia.

Associate Professor Proksch is also collaborating with an international, interdisciplinary team publishing an edited volume *Mapping the Edible City*. This book will be the first comprehensive book on urban food mapping with contributions of 48 authors in 20 countries spanning six continents. Professor Proksch's partners on the editorial team are located in the United Kingdom, Norway, Germany, and Luxembourg.

Professor Kate Simonen was recognized with an award from *Engineering News Record* as one of the top 25 newsmakers for her leadership on issues of embodied carbon and lifecycle assessment and received the ASCE Charles Pankow Award for incubating the EC3 tool a database of material carbon impacts which launched an independent non-profit BuildingTransparency to support the tool that now has over 40,000 materials in a database used by over 15,000 individuals in 30 countries

Associate Professor Golden led the UW's engagement in a collaboration with Robert Hull and David Miller of local firm Miller Hull in the design of a school for girls in Afghanistan for Sahar Education that was the focus of a design studio and was refined with major contributions by two UW students. The building was completed in 2015.

Affiliate Associate Professor Susan Jones represented over 90,000 architects on behalf of the AIA in 2016 to successfully change American building codes to allow tall mass timber buildings up to 18 stories in the US. She has worked with The Nature Conservancy, the USDA, and the Research Institute of Sweden (RISE) on a series of grants to test life-cycle analyses, and fire resistance of Mass Timber in the US and internationally.

Pursue interdisciplinary linkages within the college and the university:

Interdisciplinary connection within the college is not new, but it has been growing steadily. The College of Built Environments has offered an interdisciplinary doctoral program since 2004. This small program was designed to take advantage of the strengths of the college's departments and disciplines, but its size has limited its impact. Since 2015, the college leadership introduced a number of courses for undergraduates that aim to increase a holistic understanding of the built environment, and to stimulate student interest in our majors. Other structural linkages include dual degrees at the graduate (landscape architecture) and undergraduate (construction



management) levels, certificate programs for grad students, and minors for undergraduates. Academic advisors in each department work cooperatively to guide interested students through these more demanding pathways.

Research and teaching partnerships that cross departmental lines have increased. Interdisciplinary studios are the most visible manifestations of these connections. The BE studios and the endowed McKinley Futures Studio all require the inclusion of at least two CBE disciplines. Topics in the interdisciplinary studios have included:

<i>Qtr / Year</i>	<i>Title/topic</i>	<i>Depts</i>
AUT 17	Sustainable Strategies for TOD	ARCH, UDP & RE
WIN 18	Designing for Community Resilience	L ARCH & UDP
SPR 18	Mexico City ReConstruir	ARCH & L ARCH.
AUT 18	Mid@Mod: Mid-century to High Performance	ARCH & UDP
WIN 19	The Right to the City: Jackson Street	ARCH & L ARCH.
WIN 19	Design for Therapeutic Incarceration	L ARCH & ?
SPR 19	Exploring tTransformative Urban Futures	ARCH, L ARCH, CM, UDP & RE
AUT 19	Hybrid-Hub: A Mixed Use Ecodistrict	ARCH & UDP
AUT 20	Living Building Data Center	CM & UDP
WIN 21	Resilient Communities on the Pacific Rim	ARCH & UDP

Other programs such as Livable City Year, the Nehemiah initiative, and Raising Resilience are interdisciplinary initiatives that have included multiple cross- and inter-disciplinary studios and other courses.

A number of faculty have regular ties to other departments. Professor Bob Mugeraur has a joint appointment with architecture and urban design; Professor Meredith Clausen has a joint appointment between our department and art history. Professor Ken Oshima is an adjunct to the Japan Studies in the Jackson School of International studies, Associate Profesora Peter Cohan is an adjunct to the Department of Scandinavian Studies in the College of Arts & Sciences, and Associate Professor Tyler Sprague is an adjunct to the Department of Civil and Environmental Engineering.

Build funding capacity of the department:

A major initiative to augment the departmental priority stated for the UW capital campaign that was the Alumni Awards Program. This is a biennial program that is designed to honor distinguished alumni and to raise additional funds for student support. While it contributes to numerous goals, it is principally a celebratory event raising goodwill and stimulating donations for direct funding to current and future students.

Another opportunity has been made available at the college level. In 2019, the new dean established the Applied Research Consortium to invite firms to partner with the college in pursuing research that serves their innovative design work. The consortium is a kind of clearinghouse to connect firms having research interests with students whose academic background and interests indicate a capacity to advance that research. A faculty member works with the firm to shape the research questions and identify appropriate students for the projects. This partnership provides direct support to the student's research work, while it also serves the professional community. It provides students with something like a paid internship, but one that is research- and project-oriented rather than a typical employee or professional staff position.

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

Program Response:

Department of Architecture **strengths** include highly capable students and a strong faculty group. Faculty members are showing increased strength in research as well as leadership in areas of expertise. Two additional research centers have been initiated since our last review: Circular City + Living Systems Lab and the Center for Preservation and Reuse. And we have many ongoing opportunities for interdisciplinary collaboration within the College: landscape architecture, construction management, urban design and planning, and real estate. Others include:

- We maintain excellent connections with the local professional community, with many alumni among local firm leaders
- We enjoy well-equipped facilities, and all of the services and amenities of the university
- We enjoy a sound reputation within the institution; our last internal review was highly complimentary, and faculty expertise is valued in campus committees
- In the current budgetary system, we benefit from several large-enrollment undergraduate lecture courses

The biggest **challenge** facing the department is lack of diversity among faculty, staff, and students. This has been a concern for some time, but the actions that have been taken have not brought significant progress. The brightest spot so far is increased diversity of students in our undergraduate programs.

Of the six strategic goals outlined in the previous section (asserted in the 2017-2018 CBE Department of Architecture Report. [18 0928]), the last—building funding capacity—was explicitly aimed at achieving greater diversity of graduate students, especially in the M. Arch. program. We were aware that we were losing many admitted students to institutions with more generous funding offers. To foster greater support for the future of the program among our alumni, the department worked with the college advancement team to initiate an awards program to celebrate the achievements of our former students, and to stimulate renewed interest in the institution. But this remains a daunting challenge.

Another major challenge is to develop and put into steady use course and program assessment of the nature now required by the NAAB. Through the process of developing the NAAB report we have increased our ambitions for what we can accomplish through formal assessment processes and are actively working to implement more robust assessment practices. We piloted a version of formal assessment in AY 2020-21, and found that adding the surveys, tracking, and reporting functions needed to a regular calendar of coursework, committee work, and existing reporting requirements is a challenge. For AY 2021-22, we have hired a research assistant with expertise in academic administration and assessment to help conceptualize the tracking and reporting and to suggest means of automation that could help us collect more data and evaluate it efficiently to help enable more rapid evaluation and improvements.

An ongoing challenge is the quarter system itself. Three preparation periods (September, December, March) rather than two per academic year is a significant burden. Documentation and reflection on courses just completed is cut short by the need to be ready for the next ones. The rapid pace of the quarter system has also contributed to a reliance on "just in time" course scheduling and staffing decisions, especially for electives and for part-time instructors. The chair and directors have piloted a master planning process to enable longer term planning for course scheduling and instructional appointments.



A related challenge is the standard teaching load, which has traditionally been 5 courses per year for full-time faculty. Other departments in the college have a 4-course standard. This level of teaching commitment has continued to be expected even as other demands and expectations on faculty have grown.

We currently suffer from a shortage of full-time faculty overall as well. There have been a number of retirements in the past few years, only one of which led directly to a new hire. While we have a strong roster of part-time faculty able to teach courses, the loss of full-time faculty taxes the department in numerous ways. The dean of the college has initiated a "cohort hire" process to be undertaken this summer and next year. We hope that it will bring a more diverse pool of potential faculty members, and that we will be able to successfully recruit at least two new faculty members. Additionally the department will initiate multiple searches for both tenure track (research), teaching professors and part time multi-year contracts over the next two years in order to increase the stability and capacity of our teaching faculty.

Finally, our space constraints leave us no options for growth of studio-based programs without significant additional investment or changes in our teaching model.

Among the **opportunities** of current moment, the new leadership at both the college and department levels is most notable. Dean Renee Cheng, FAIA, came to CBE in January 2019 with strong experience in both academic and professional leadership. She brought a vision that grew from her research and initiatives at the University of Minnesota, and immediately set out to build partnerships to enable action. Department Chair Kate Simonen was appointed early in 2019 to begin at the end of the academic year. Both the new dean and the new chair have brought significantly different approaches to leadership than their predecessors, and both have displayed exceptional energy in establishing new structures and modalities for managing the college and department in a time of extraordinary academic and professional change. Most importantly, both proved to have the personal resources to provide leadership, encouragement, flexibility, and imagination throughout the pandemic year.

At the college level, significant opportunity lays in the department's alignment with the new CBE Strategic Framework and in the expansion of an infrastructure for research support. Efforts were underway for the last decade to shift from a 20th century professional school mentality to a 21st century one in which innovation was not only a question of design thinking, but also of design thinking expanded by research and the production of new knowledge. An increase in research activity had been realized, but more was needed. The CBE Office of Research is now more proactive in supporting, elevating, and accelerating research throughout the College of Built Environments. The CBE office has hired a new grants administrator and is in the process of hiring a fiscal specialist. There is now greater support available to faculty in seeking and managing grants, in making connections with the profession and with other disciplines, and in taking a leadership role in charting new areas in need of investigation and big-picture transformations of the built environment.

Within the department, we are working on building enrollments in programs without studio space requirements. Even with the pandemic year, we saw growth in applications and acceptances for both Master of Science programs and the undergraduate liberal studies program. This undergraduate degree offers students freshman admission, a significant help in recruiting students to our undergraduate majors, and also a strong contributor to revenue in the ABB model. Freshman admissions could potentially be expanded.

It is common wisdom that remote work in AY20-21 has revealed some unexpected opportunities for architectural education: a wider pool of remote faculty, reviewers, and guest lecturers; larger enrollments possible for some courses; and greater access to certain digital resources are a few



examples. As we resume normal operations in Autumn 2021, we will be discussing and evaluating which things might be maintained from remote conditions.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

In addition to the NAAB reviews, there are internal university-level reviews on a 10-year cycle. The 2012 review was conducted by two UW academic department chairs (Classics and Design) and two external architecture program faculty administrators. The outside perspectives of the two external committee members was extremely valuable in shaping the recommendations. Though the review was mostly very positive, there were serious issues raised. Particular concerns included: lack of graduate student funding, low ratio of graduate assistance for large lecture courses, no funding for faculty computers, and cuts in staffing due to Great Recession budget cuts. They recommended pursuit of freshman admittance, implementation of level coordinators to assure consistency in multiple sections of required courses, and a review of thesis to address length of time, committee irregularities, and the introduction of more lecture courses to balance studio instruction in an ABB budgeting context.

Two major initiatives addressed a number of the recommendations. The first was a new undergraduate program, a liberal studies B.A. in Architecture with freshman admissions, launched in Autumn 2015. (Our pre-professional B.A. in Architectural Design admits at the junior year.) This program was intended to increase department enrollments without the need for additional space. Some of the additional revenue from those enrollments was expected to be directed toward increased graduate assistance for large lecture courses. Level coordinators were appointed, but after 2-3 years it did not seem to be effective, so they were dropped. Thesis was a major concern for the curriculum re-design. However, so much attention was paid to re-thinking the required courses, that the idea of larger lectures for electives was overlooked. With the latest bump in enrollments, we may now be able to fulfill this decade-old recommendation.

Ongoing input from local practitioners has been a strength of the department. The chair meets periodically with firm leaders to seek their opinions and advice on current and future directions. We have a large number of practitioners teaching courses part-time, and an even larger number attending final studio reviews three times a year. We will now be adding a formal assessment tool to capture this outside perspective more systematically.

We also have the regular involvement of the Professional Advisory Council. They assist in some department activities directly, such as the orientation charrette, assisting the student group 47 degrees North, and assisting in finding internship placements each summer. The council has opportunities for input at monthly meetings where the department chair reports news. There is often a presentation by a faculty member on their research or on a course. Any faculty member seeking feedback from this group can ask to present.

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

Program Response:

In addition to being responsive to external input and strategic thinking, the department consistently updates and improves its policies and processes primarily through committees and through the ongoing leadership of the administrators and staff. The pandemic year showed a good deal of cooperative wayfinding based on trust that our priorities were fully aligned. Although it was a more intense set of issues presented by a crisis, our decisions were consultative and inclusive. Sometimes a special committee is formed to address a particular need and to bring ideas, options, or recommendations forward.



A recent illustration that was already described was when the chair convened an ad hoc committee to assess the ARCH 503/504 studio sequence in Spring 2020. He informed the chair of the goals and the constraints, and allowed the chair to devise a process. While it is not surprising that faculty members sometimes object to being asked to do an additional duty that was not anticipated, overall our faculty consistently responds to critical needs without difficulty.

Similarly, the chair appointed a special committee in AY18-19 to review the B.A. in Architecture / Liberal Studies program. There was no policy or precedent for doing such a review, but the chair was aware of some concerns about the student experience and outcomes, so a review made sense. The committee submitted a report that spring, and made a presentation to the full faculty the following October. There was no consensus at that time for a substantive change, however in the switch to remote teaching the following spring, the chair was able to make some one-time decisions based on the assessment that had taken place.

In AY20-21, the new chair issued charges to all department committees for the first time. Standing committees had always essentially set their own agendas based on clear responsibilities (ie, admissions must complete review and decisions on applicants), and on situational awareness of needed improvements or new ideas. Of course in any given year, a committee may have been asked to do something specific that year by the chair as well. But this was the first time there was a formal charge for every committee and a year-end report required. Maintaining this system will give the department a stronger sense of order and process, as well as creating a record of decisions or actions. Existing internal assessments include TPMR reviews for ladder-rank faculty, faculty development reviews by the chair on a cycle dictated by the faculty code, and peer teaching reviews on a similar cycle. These are all mechanisms for individuals to get feedback from colleagues and to make adjustments. They are also ways that the chair has increased knowledge of faculty strengths and can be increasingly strategic about assignments.

5.3 Curricular Development

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

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

Program Response:

The UW Department of Architecture has not had a policy or pre-determined process for assessing and adjusting curricula. If a problem arose in a topic area or in a course sequence, faculty members would be likely to either speak to the chair about it or to raise it at a faculty meeting. Often it may result in the necessity for better coordination and communication rather than curricular adjustment or change. Some faculty teaching similar courses self-organize from time to time to discuss readings, tests, and other shared concerns.

However, the department was able since the last accreditation to advance a major curricular change even in the absence of a stated process. And we are now laying the foundations for a regular cycle of review.

The Department of Architecture curriculum committee of AY15-16 proposed a major curriculum renewal based on the following concerns, among others:

- Concerns raised in the 2014 NAAB Visiting Team Report, which adhered to the 2008 NAAB Conditions
- Understanding of the changes coming in the Student Performance Criteria of the 2014 NAAB Conditions
- Awareness of changes in the profession



- Perceptions of certain negative elements to the student experience, especially for 3-year students
- Continued process problems and dissatisfaction with the thesis requirement

The curriculum committee at that time consisted of the graduate program coordinator as chair, and representatives of major curricular areas: technology, history/theory, fabrication, representation, and professional practice. There was no standard process for the internal decision-making, but the committee advanced with reasonable caution and inclusiveness. Based on a series of discussions, the committee drafted a vision statement to make the case for a major change to the faculty as a whole. The vision statement prompted further, and wider, discussion. Ultimately, the faculty voted in support of the general idea and its intentions, clearing the committee to work on a detailed proposal.

The vision statement of the curriculum committee from Spring 2015 focused more narrowly on teaching and learning; it included the following recommended strategies:

- Curricular change aimed at re-imagining core experiences of students and the combination of courses to support them; invigorate, clarify, and streamline curriculum
- Consolidate core experiences to facilitate exploration and experimentation in advanced courses
- Support experimentation in pedagogical and architectural approaches within the cores, promote broad perspectives and diversity of views
- Identify areas for collaborative concentration of teaching resources in core courses to free faculty to bring research into advanced studios and seminars
- Develop structure of area or level coordinators to encourage cross-course interaction and alignment and allow for continuous improvement
- Encourage development of teaching teams for curricular areas and develop a shared model for teaching courses in a sequence
- Create a climate in which diversity of perspectives is encouraged and supported

The next step was to provide some basis in research for various goals while also beginning to outline a new curriculum conceptually. The committee used admissions and exit survey data, and conducted one current student survey to examine student interests and issues. They studied benchmark institutions regarding key curricular issues: program length and tuition, studios, and thesis options. The next presentation to the faculty included the research findings and also 3 high-level options for the studio sequence as the driving factor of a new curriculum. These provided a basis for inclusive discussion in which all faculty participated.

The committee then moved in steps toward a final design with an understanding of general faculty concerns. There were several in-process full faculty presentations and discussions in the formation of the final design. The committee also formed more widely inclusive task groups to address particular issues. Major issues that were addressed included:

- reducing the length of the program by one quarter from 3 years + 1 quarter or 2 years + 1 quarter to 3 years or 2 years respectively
- streamlining requirements in order to allow the same degree of freedom to pursue the existing degree options or college-wide or departmental certificate programs in the shorter time frame
- increased efficiency and affordability in an increasingly competitive market to attract the best graduate students
- greater focus on issues of collaboration, integration, and research
- creation of a research studio option to thesis, and the enhancement of our current independent thesis



- replacement of a Preparatory Year for students admitted with no previous architecture degree with Year 1; previously required 300-level courses were replaced with 500-level courses

These changes were a response to the 2014 accreditation Visiting Team Report, which noted that we should seek greater variety and experimentation in our student work as well as increased integration of areas of knowledge related to our profession into the design studio. We were also confronting changes in the NAAB 2014 Conditions for Accreditation in anticipation of the subsequent accreditation visit in 2022. In our interpretation of those changed conditions, we were seeking a broader integration of design, technology and history and theory.

Summary of M. Arch. curricular revision:

April 2015	Curriculum Committee vision and strategy
June 2016	Research findings and conceptual options
May 2017	M. Arch. program proposal to faculty
September 2017	Program approved and transition initiated with Year 1 for the 3-year cohort

New courses in the final proposal included new concepts and clarity for studio focus and content based on curricular blocks: Foundation, Integration, Exploration, and Research. Two representation courses for 3-year students were designed to work closely with the Foundation studios; a two-quarter history/theory sequence for 3-year students replaced a requirement to take a three-quarter undergraduate history survey; and three design technology courses replaced previous requirements to take undergraduate pre-professional courses in structures and environmental design. Two additional design technology courses for all M. Arch. students were re-designed to build on the new foundation level, and also to work more closely with the Integration Block studios. Other required courses in the Integration Block were adjusted to meet the new goals: urban design and preservation, theory, design development, and architecture/landscape.

A new Research Methods requirement was added to prepare for a robust experience in Research studio/seminar courses in the final block. Research Methods complements the required Professional Practice course, providing both skills and insight into project development processes in architectural firms today. Finally, goals and expectations for the new Research Studios and their paired seminars were developed. Since this concept was a new undertaking, the department chair organized a Design + Research Symposium in February 2019 to bring outside perspectives and experience in to explore the potential for the new courses. The complete description of the new curriculum as it was reviewed and approved by the Graduate Council demonstrates the capacity of the department faculty to self-assess and to collaborate on the aims and means for re-set and program renewal.

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

Program Response:

Prior to the fall of 2020, the Department of Architecture's only course-level assessment has consisted of student evaluations. We have also conducted peer teaching evaluations, but these are scheduled for only a few courses per year, based on university-level requirements for faculty review. The faculty merit review process and the department chair's periodic review of faculty



work may also bring course issues to light. But these evaluation methods have focused on teaching effectiveness without any evaluation of student outcomes. That said, many courses are either co-taught or are linked in sequences such that the faculty members involved necessarily meet as needed to discuss and align. In this way, no courses exist in a vacuum; they are organically networked by adjacencies, and faculty members are respectful of how their own courses fit a larger context. If there are changes in a course that result in unintended mis-alignments for other courses, awareness of the issues would generally result in student and/or faculty questions raised—either directly among colleagues or in faculty meetings. The issues involved would be discussed and resolved.

In response to the publication of the 2020 Conditions for Accreditation in January 2020, the department has begun to lay the groundwork for a systematic program of assessment. In the spring quarter of 2020, the chair convened an ad hoc committee to review critical courses central to satisfying the crucial criteria—SC.5 and SC.6. That committee was asked to evaluate a random selection of projects from ARCH 503 and 504, Architectural Integration Studios II and III, in relation to the curriculum design and to the NAAB criteria. The committee chair extracted from written comments and a full committee discussion a set of recommendations for improvement. These recommendations guided the faculty members charged with leading the two studios in AY20-21. A similar review process was conducted again in spring quarter 2021, with resultant recommendations for AY21-22.

This pilot process was limited to the most critical courses by necessity. Spring quarter 2020 was a time when all courses underwent the sudden unanticipated conversion to remote teaching and learning; remote conditions prevailed through all of AY20-21.

A new assessment committee was formed at the start of AY20-21 along with all of our other committees. The new department chair gave the committee a formal charge to *"set up structure to evaluate the program effectiveness with a focus on meeting the requirements of professional accreditation (NAAB) and report recommended actions to the curriculum committees. For 2020-21 provide particular focus on integration of accessibility and other technical content into the 503-504 studios and evaluating the research studios."*

The committee established a standard template for course syllabi, including learning objectives and NAAB criteria addressed by the course. They also devised a survey for gathering external assessment for studios from guest reviewers and tested its use in final reviews for ARCH 503. This survey was then deployed for all graduate studio reviews in both WIN21 and SPR21. Using the survey with external reviewers made efficient use of a resource already present. Further discussion by faculty yielded the decision to use this mechanism for an internal reviewer of each studio as well. It was also recognized that using a similar survey in any course that routinely engages professionals is a relatively easy step. A trial was run with ARCH 571 Professional Practice, where the term project relies on student teams working with a project manager in a local firm. At the end of the project, the professional attended the student presentations and completed an evaluation.

The results of the studio assessments conducted at final reviews of studios in Winter and Spring Quarters 2021 have been compiled; there are specific comments and recommendations. But their greater value at this point is to assess the process itself and refine for ongoing use. In addition, the process that was used to assess ARCH 503 and 504 was repeated in Spring 2021 to review progress on the recommendations made, and to judge the outcomes in relation to the NAAB program and student criteria.

The M. Arch. curriculum design was carefully considered with respect to clear goals: being more competitive with peers for attracting a superior and diverse group of applicants and students,



providing, in addition to strengthened design, representation, and technical integration skills and knowledge, skills in research (and its applications in design) and collaboration (teamwork across and within disciplines). We have succeeded in objective matters such as reducing the time to complete the program, increased number of interdisciplinary studios, increased emphasis on team-based learning, and introducing research methods. Typical institutional measures such as time-to-degree, or the number of degrees awarded annually, show success in student success in general. On-time graduation has risen from about 50% under the old curriculum to about 90% with the new.

However, when initiating the new curriculum, we did not set goals or metrics to enable assessing qualitative or quantitative aspects of student learning and program effectiveness beyond the necessary NAAB criteria. Dean Cheng and Chair Simonen have a shared commitment to institutionalize more rigorous assessment and tracking practices for both teaching outcomes as well as faculty workloads. This will help faculty to develop and maintain a shared understanding of learning objectives and enable departmental leadership to more nimbly assess and refine the program. Given our shared understanding of the importance of preparing our graduates to lead to a more just and sustainable future, we acknowledge that our curriculum must continually adapt to respond to changing conditions. We believe that the developing method of iteration through a cycle of projection, assessment and refinement is key to achieving desired outcomes.

Course assessment plan for 2021 – 2026:

The assessment of ARCH 503 and 504 will continue annually on the model that was devised. These are two complex courses in which many objectives are being met, so a higher level and frequency of review makes sense for now. Final review assessments for all studios will continue to provide external as well as internal assessments.

This process will be improved with iteration. The initial focus was heavily weighted on NAAB criteria. However, the concept of four curricular blocks presupposed a sequential set of expectations at each level. The curriculum committee needs to articulate expected learning outcomes for each level and a general understanding of how each course contributes. This overall program rubric will be a necessary tool for assessment of all courses on a regular cycle.

An assessment scheme for all courses can be modeled on the studio reviews that we piloted, but will need to be streamlined. Prior to the review, course faculty prepare documentation for use by the committee: syllabus, course assignments, course grades and student work. Student work shall be selected to represent highest performing, median and lowest performing students (by grade or faculty nomination when classes are not graded); two additional students, selected at random, may also be included if appropriate.

We considered having faculty present work to the committee or at a faculty meeting and decided that presentations would take much more time for assessors, and risks having review be swayed by the enthusiasm of faculty presenters and the logic arising from narrative structure.

Assessment committee:

The assessment committee will be separate and distinct from the curriculum committee. It will have six members and will include three permanent faculty members (at least one outside the domain of the classes being reviewed), one part time faculty member, a Master of Science student and a PAC member. Membership will rotate in such a way that there are two new members every year, and two members with at least three years experience.

Process:



The lead faculty member for the class under assessment will submit course "dossier" with the following in accordance with committee calendar: (probably Fall quarter submission of courses in the previous academic year)

- course documents and (representative) student work
- course grades
- final review external assessment data for studios; other courses submit if applicable
- written self-assessment with adjustments made in the past 2-3 years, key questions or issues, any other sources of feedback; note connections/coordination to other courses

Committee review:

- Written questions or meeting with faculty member as needed
- Written evaluation with recommendations –retained and re-submitted
 - Primary focus is on learning objectives and outcomes
 - Faculty member may submit a response to recommendations
- Annual report of results and recommendations to chair

Cycle:

- Year 1—Foundation courses: ARCH 500, 501, 510, 511, 520, 521, 550, and 551
- Year 2—Integration courses: ARCH 503, 504, 523, 524, 570, 590
- Year 3—Integration + Exploration: ARCH 502, 505, 506, 571, 591, 592
- Year 4—Research / Thesis: ARCH 507, 508, 593, 594, 599, 700

This process will require standardization of reporting and centralized tracking to succeed and be of value.

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

Program Response:

The department's curriculum committee has usually performed review and approval functions for new courses or course change proposals. Sometimes the chair requested recommendations on an issue, but initiating new agendas was not its usual role.

Smaller, evolutionary changes have either been deployed by the chair of the department to solve a problem, by new faculty members assigned to a course, or to better organize material or delivery of courses that were related. An example of the former was the development of a required professional practice course in 2010 to respond to a concern of the 2008 accreditation review. The chair and a qualified faculty member designed the course, ARCH 571, with input from students and professionals. An example of the latter was when Professors Simonen and Sprague re-organized the two required undergraduate structures courses in order to consolidate teaching efforts for efficiency. The curriculum committee would review the courses or changes that arose from these various sources for their logic and for general academic quality.

Changes to a degree program curriculum, such as the addition or deletion of a required course, adjustment of credits or selective requirements, and studio sequence content are first reviewed by the curriculum committee, but are then taken for discussion and vote to the Architecture faculty before submission to the college and university level reviews. Such substantive changes that constitute a change in the requirements for the degree must be submitted to the Graduate School for review and approval by the Graduate Council.



Incoming chair Kate Simonen initiated a new structure this year in which the executive committee serves as the curriculum committee as well. She has expanded the roles of the former program coordinators to include involvement in the scheduling and staffing of courses in their areas, and has given broader curricular responsibilities to the directors of the M.S. programs consistent with their areas of specialization. This sets up a more pro-active capacity for the curriculum committee to be more involved in content and quality of courses in an ongoing way, and to initiate changes if needed.

Some curricular matters are dispersed to other individuals or committees. The International Programs committee reviews proposals and advises faculty on any concerns that need to be addressed before approval is granted. A review of the curriculum of the newer of two undergraduate programs was assigned to an ad hoc committee chaired by the undergraduate program coordinator and consisting of three other faculty members with first-hand experience in some of the required courses. The proposals for the new Research Seminar and Studio have been vetted by the department chair and the graduate program director, rather than the curriculum committee.

Course changes in AY20-21 due to COVID:

In adapting to remote teaching and learning, no major curricular adjustment was needed; all courses ran as expected. Adaptations had to do with getting used to protocols for Zoom, especially with studio courses, and the need for all instructors to have their course materials on the Canvas Learning Management System, which was fully optional previously. It was not felt that any course delivery was unable to meet its expected objectives and outcomes.

There were many channels for sharing experiences teaching, and also for ways to reduce stress for students. Some courses reduced assignments, or perhaps substituted one type of assessment for another. Students were allowed to drop courses without penalty, and were also allowed to switch from numeric grades to pass/fail after the usual period.

5.4 Human Resources and Human Resource Development

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

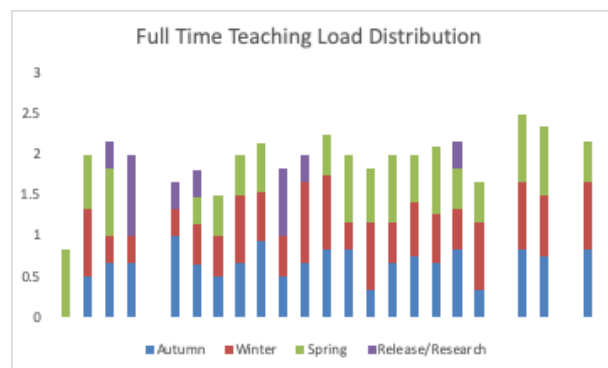
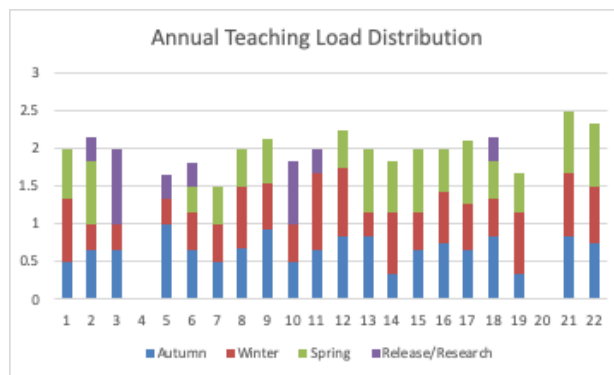
5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Full- and part-time instructional faculty: We are currently operating with a full-time faculty of 29, including ladder rank faculty, teaching rank faculty, and research faculty. In the past two years, that has meant appointments of approximately 45 affiliates and part-time instructors to deliver the courses needed to provide students the courses and quality necessary for success in our programs. There have been several key retirements in the past few years, and planning is now underway for a search to be conducted in AY21-22. While we enjoy the benefits of having practitioners teaching regularly in the programs, balance towards full-time needs to be restored in order to assure curricular areas have steady oversight and that the committee and administrative loads can be adequately covered.

The new chair of the department is experimenting with a new manner of considering faculty loads that attempts to be more discriminating than the rather blunt way that teaching effort has been described in the past. A full-time faculty member was generally assigned 5 courses across 3 quarters of the academic year. They were characterized as either "big" or "small," with the expectation that everyone was assigned 3 big and 2 small courses each year. Studios counted as

big, even though the teaching ratio is low. This system is being replaced with a percentage of full-time effort: .5 FTE and .33 FTE for part time temporary faculty are currently considered equivalent to the former big and small when hiring part time faculty. In a typical quarter, a full time faculty member might teach two courses adding up to .83, and have remaining time for service and research. Some courses can now be designated .25 or .40, for instance, to capture more subtle variations among course loads size and effort. While this system is still in development, it can be used to evaluate teaching loads across faculty as noted in the figure below. No faculty are teaching what would be considered a significant overload based on Architecture's historic pattern (total of 2.15 over three quarters). Teaching faculty (two on far right of chart) are higher but do not have research responsibilities. However, when compared to other departments in our college and university, Architecture faculty teach at least one additional course each year-resulting in a relatively high teaching load.



Faculty may teach less than a full load under a variety of circumstances; a new faculty member in their first year at UW, a research-based buy-out, administrative course release, or a partial FTE appointment, usually in the case of a faculty member with an active practice.

Just as important as attempting to find more accurate means of accounting for teaching loads, there is now the promise of greater transparency. This comes as the College Council has been asked by the Dean to propose a faculty workload system that could be applied to all departments in the college. The departments have each evolved their own policies and norms over time, and disparities have been one of the barriers to greater interdisciplinary instruction.

Committee and service responsibilities are distributed equitably among permanent faculty; part-time lecturers occasionally participate in non-teaching service to the department, especially in areas that accord with their interests. The chair is working to establish a method to quantify these commitments as well.



Technical, administrative, and other support staff: The adequacy of technical and administrative support is important to support faculty and students alike. The department staff has been reduced in the past year as a result of restructuring at the college level. We are anticipating that certain administrative functions that have traditionally been performed in each department will be centralized, but the unusual conditions of remote work in AY20-21 have disrupted or suspended some operational functions. Any impact of the reduction of department staff is therefore not yet completely clear. We have just initiated an assessment of departmental staff structure with a consultant from the UW Office of Professional and Organizational Development.

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

Program Response:

The current Licensing Advisor, Associate Professor Ann Marie Borys, AIA, has been serving in this role since 2010. She holds information sessions on the path to licensure for students several times each year, promoting awareness of the process and the value of licensure. In AY20-21, there were sessions to various cohorts in their required courses on November 2, 20, and 25, and there was a general open session with NCARB Associate VP for Education Jeremy Fretts on May 19. Students are encouraged to reach out to the Licensing Advisor via email with questions, or to make an appointment if needed. Students can also find direct links to NCARB information on the department website.

The Licensing Advisor has attended annual Summit meetings regularly, including four sessions of the remote version in October 2020, and including the August 2021 meeting in Miami, FL. She also served on the NCARB Education Committee for four years, was a member of the Professional Practice Scholars Work Group for two years, and is now a member of the NCARB Ethics Work Group. She has taught ARCH 571 Professional Practice regularly since 2011.

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

Program Response:

Faculty have a wide variety of opportunities in professional associations and in the university to engage in professional development focused on pedagogy, technology in teaching, and thematic interest groups. The university offers a number of programs through the Teaching and Learning Center that are well-advertised through email alerts. These include the Technology Teaching Fellows program, Evidence-Based Teaching Program, and the annual Teaching and Learning Symposium. There is relatively easy access to these programs, with the faculty member only needing to commit the time. There are extensive resources on their website as well.

These opportunities grew substantially with remote programming developed during the pandemic. There were departmental technology-specific demonstrations for using Zoom and Miro, and break out discussions for sharing what was working well.

The multiple crises of 2020 also brought forth online presentations and discussion on race, equity, and inclusion specific to architecture curricula organized by ACSA, SAH, and other organizations. While attendance to these programs is based on individual interest and



circumstances, some of the content was also shared in faculty meetings. It was clear from these conversations that interest and a commitment to improved diversity of perspectives and narratives was widely shared.

Before the pandemic, professional development for faculty and staff alike in equity, diversity, and inclusion was made widely available to the CBE community by Dean Cheng as a pilot project for the UW initiative on Race and Equity. The training consisted of a series of workshops that given by an expert consultant and his team, and the goal was to have enough participation to improve the relevance and practices of equity and inclusion college-wide.

The new CBE Office of Research has offered a number of trainings on topics such as grant-writing and grant administration. In addition, college faculty meetings have been used to share information on new opportunities. The college has funding to support research activities awarded competitively each year to complement the University's "Royalty Research" funding. Additional staffing in the CBE Office of Research are available to support grant applications. The funding available for individual faculty development and travel was suspended during COVID and will be reinstated in AY21-22.

The more usual potential for topic-specific faculty development through professional associations is generally dependent on individual faculty involvement in the organization or as a presenter in an event.

All department staff are part of the CBE Staff Counsel. In this forum, they can compare issues and practices for various roles and attempt to align when possible. Individuals can better understand how their work fits into the larger context, and may also see opportunities for advancement. They can also articulate any recurring problems they are encountering and suggest solutions to the dean. Academic advisors meet regularly with other advisers in the related disciplines of the college, as well as with counterparts across the campus when appropriate. Departmental staff are supported in expanding their roles and responsibilities as opportunities arise, and are encouraged to contribute ideas and perspectives to general administrative discussions. Staff members have an annual budget to be applied towards professional development activities.

Staff at UW are well served by the Professional Staff Organization. They publish a regular newsletter with a wide variety of professional and personal development opportunities across the campus. Substantial professional trainings or courses generally charge a fee, but many opportunities are available for free.

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

Program Response:

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 director (faculty) advise M. Arch. students on all aspects of the curriculum as well as issues that might affect student performance in the program. The undergraduate academic adviser (staff) and the undergraduate program director (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 advisers and program directors work closely on most issues; the advisers meet with the department chair regularly to discuss specific issues affecting students, and also attend executive/curriculum committee meetings to provide important coordination advice.

- Access to academic advising is available to students at any point during their studies.
- Students are encouraged to meet with their academic adviser each quarter when the next quarter registration memo is sent.
- Graduate adviser offers cohort advising sessions the week before registration opens.
- A cohort meeting with M Arch students entering their final year is held in spring quarter of Year 2 to discuss their curricular options for their final year of study (research studios or thesis, and how to complete degree concentration requirements). Students are required to submit a study plan at the end of spring quarter of Year 2 this time to their adviser to confirm their progress towards degree requirements. Department Chair, Graduate Program Coordinator, and Graduate Program Adviser lead this meeting.

Health and well-being: The department supports student health and well-being through policies that acknowledge individual students' situations as non-uniform. There is an awareness of responsibility to the whole person when signs of a problem arise. Faculty usually reach out to advisers to seek help with understanding a student's situation, and advisers counsel faculty to give students struggling in a course an understanding of possible options. Faculty are encouraged to include UW Health and Wellness contact information on syllabi.

The University has gathered its array of professional resources on the webpage "Husky Health & Well-Being," which includes Mental Health, Medical & Dental, Safety, Recreation, and Prevention & Education. In addition, "UW LiveWell" provides suicide prevention and peer wellness support. With the difficulties of remote learning and social lockdown, reminders and promotion of these resources were made more frequently. The College of Built Environments raised money for an emergency fund to address a variety of stressors that arose due to the unusual circumstances; money was donated by individual faculty, staff, alumni, area professionals, and the Professional Advisory Councils of each department.

Career guidance: Most explicit career guidance in the department's programs takes place within particular courses. For the M. Arch. program, the required professional practice course (ARCH 571) includes both general information needed and an assignment for articulating career goals and questions. Individuals get feedback on their stated ideas, as well as learning more in the course about career stages in typical forms of practice, alternative forms of practice, and alternative creative careers that are well-suited to an architectural education.

There is additional career exploration sponsored by the PAC in the form of skills workshops and programming that includes construction site visits and firm visits. And there is also an annual Career Fair, sponsored jointly by The American Institute of Architecture Students (AIAS), the National Organization of Minority Architecture Students (NOMAS), and the American Society of Landscape Architecture Students (ASLAS), along with the College of Built Environments and the UW 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. UW ARCH PAC has a Student Seminar Committee which organizes career support workshops throughout the year (usually one a quarter). Here are examples of recent workshops offered.

The UW ARCH PAC regularly offers a student seminar series each year focused on career support.

- State of the Profession:



How firms have handled the pandemic so far

What is the firm outlook going forward

Student Q and A

If not addressed earlier: hiring, job opportunities, advice to students looking for employment

- Interview Skills Workshop
- Portfolio Workshop
- Mentorship Program: launched in 2019. On pause in 2020 & 2021 due to COVID. The UW Architecture PAC and 47°North student group launched a mentorship program in Fall 2019 to connect graduate students with professionals for one-on-one guidance, industry insight, and advice as they transition from their final academic years into the professional community.

Internship: There is a standard internship opportunity for all 3-year M. Arch. students that is administered via partnership between the program director and the PAC. It provides supervised, paid employment in architecture and related industry workplaces. Each winter, local firms are queried for their capacity to hire and mentor an intern for the summer months. Once they have a roster of firms with a sense of work available, the director and chair of the PAC attempt to match students with opportunities that have the potential for the greatest benefit. Students review the firms at the end of the summer, just as firms evaluate the students. Students are coached during the spring quarter on starting their NCARB record; with the internship, they can log 320 +/- hours for AXP. During the pandemic the program operated at a reduced capacity due to limited availability of remote positions. Supplementary professional education sessions were offered to the students during summer of 2020 and 2021.

Job placement: Beyond the internship, the department does not have any formal job placement program but collaborates with the college on our annual job fair which ran successfully online in 2021. Students are connected to job opportunities sent to our department via our email and the Jobs/Internship board on our online Bulletin. Links to AIASeattle and other job resources are on the department website. The college is conducting pilots for development of college-wide mentorship and internship programs to supplement departmental efforts.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

President Ana Mari Cauce launched a Race and Equity Initiative in Spring 2015 with a challenge and a commitment: that together we would combat the racism and inequities, both individual and institutional, that persist here and throughout our society. In order to support and sustain diversity and equity at the UW, she pledged to confront bias and racism at the individual, institutional and systemic levels. These are three key ways: confronting individual bias and racism; transforming institutional policies and practices; and accelerating systemic change.

Under the leadership of a steering committee, the university has worked to assess the campus climate, to provide a means for reporting bias and for addressing institutional policies and processes that may effect equity and social justice, and provide leadership training.

They produced a Diversity Blueprint for 2017-2021 with six goals:



- Cultivate an inclusive campus climate
- Attract, retain, and graduate a diverse and excellent student body
- Attract and retain a diverse faculty
- Attract and retain a diverse staff
- Assess tri-campus diversity needs
- Improve accountability and transparency

This commitment has had its greatest impact for the Department of Architecture so far in providing the basis for granting incoming Dean Cheng funding for her ambitious plans for a culture of EDI in the College of Built Environments. In addition, the Blueprint offers many useful recommendations.

The dean engaged a consultant to provide a series of workshops for all CBE faculty and staff to promote individual understanding of intercultural competence and to provide tools for classroom contexts. Architecture faculty and staff welcomed and fully participated in these training sessions. We kept the conversation active by means of an extra-curricular common book, and have started the work of assessing our curriculum through the lens of equity.

The following trainings took place throughout 2019 and 2020:

Foundation

- Group IDI Results (2 hours) – This session provides a foundation to build intercultural competence using the developmental model and the IDI. It provides an understanding of how individuals and groups tend to experience cultural commonalities and differences, and provides guidance on how to increase individual and group intercultural competence.

Building Intercultural Competency

- Culture and Conflict (2.5 hours) Intercultural competence is the capacity to shift perspective and appropriately adapt behaviors to cultural differences. This process of bridging cultural differences necessarily involves heightening differences and navigating conflict constructively. This session focuses on how culture impacts the way we go about engaging, managing and resolving conflicts. Participants will gain a deeper understanding on their intercultural conflict styles, and begin to appreciate and learn how to bridge different conflict styles.
- Tools and Skills (2.0 hours) This session will cover the tools and skills to building intercultural competence by helping us move from the Minimization mindset (an overemphasis on commonality) to the Acceptance and Adaptation (deep valuing and understanding of cultural difference and bridging those differences). Specific areas that will be covered are intercultural communication skills as well as understanding and using cultural dimensions (e.g. perceptions of time, relationship to power, and task vs relationship orientations)

Special Topics

- More about the IDI (validity, uses, successes and pitfalls) - This session provides more information on the validity/reliability of the instrument, how it has been used successfully (and not successfully) in different contexts, and identifies IDI best practices.
- Integrating Intercultural Competency in the Classroom - This session provides an opportunity to discuss the why and how of intercultural competency in the classroom/studio. Participants, along with the facilitators, will discuss why intercultural competency is critical to student learning as well as share strategies for building student intercultural competence.



The college has outlined key strategies for moving forward on these issues in the CBE Strategic Framework, which are now also departmental strategies. We seek to:

- Model and embody values of equity and inclusion in college culture internally and externally
- Establish teaching and curriculum guidelines to support multiple and diverse topics and voices in all CBE courses; center and honor voices of historically underrepresented communities
- Consider equity in defining research outcomes, processes, and approaches
- Cultivate and ensure an inclusive college identity, climate, culture, and demographics that reflect the racial diversity of the state and the nation.

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

Program Response:

Diversity plan implementation: The department has had only one faculty search since the last accreditation; both followed the guidance of our diversity plan:

1. FACULTY HIRING:

a. Work with the Office of Faculty Advancement to secure funding to support diversity recruitment through the Race and Equity Initiative, which was launched by UW President Ana Mari Cauce in the spring of 2015. (<https://www.washington.edu/raceequity/>)

b. 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>)

c. The Department’s 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.

d. In all searches, the faculty will recruit women and minority candidates using professional and personal contacts.

Associate Professor Mehlika Inanici, chair of the most recent search committee, reports that diversity was a major issue in committee discussions throughout the search process. The advertisement copy included Diversity and EOA statements and was checked and revised by the International Scholars Office. Efforts were made to attract a wide pool of potential candidates through strategic advertisement placement and extensive network contact by appropriate faculty members. Four candidates were invited to interview, of which 2 were female, and all had significant international credentials (degrees and/or exposure). The process included input from faculty, students, and PAC representatives. This process led to the hiring of Assistant Professor Tomás Méndez Echenagucia to teach on topics of design computing and computational design.

Faculty profile

	2013/APR		2020/NAAB annual report	
	F-T	P-T	F-T	P-T
Women	13	19	14	12
Men	20	25	19	21
Total	33	44	33	33
% women	39%	43%	42%	36%
Caucasian Am	26	40	28	22
Other	4	3	5	11
Total	30	43	33	33
% other	13%	7%	15%	33%



Part-time faculty hiring was not factored into the department plan for increasing diversity. While a primary focus on full-time faculty is supportable in that it best addresses long-term cultural change, part-time hires can make a difference to student experience more rapidly, and so should not be overlooked. The chair has a lot of discretion in part-time faculty hiring, and the new chair is working on new strategies for hiring to fill our course needs. These include general advertisements for open positions rather than relying on networks, maintaining a file of interested potential instructors, and holding competitive search processes for a few key part-time roles. These initiatives can be more widely discussed and possibly improved upon as the faculty SJEDI committee creates a new departmental diversity plan in the coming year.

The Department of Architecture Diversity Plan has not included specific procedures for staff recruitment and retention. The staff of the department of architecture is too small to be statistically meaningful, but it consists of three women, two of whom are from underrepresented groups. Current staff members have been in their positions since the last accreditation. They are reviewed annually in accordance with UW Human Resources processes. This is another element that a new departmental diversity plan can address.

A new diversity plan will be among the charges to the SJEDI Committee in AY21-22. It can look to the UW Diversity Blueprint for appropriate strategies and practices for hiring and retention of faculty and staff, and adapt them if necessary to our departmental context:

For faculty:

- Strengthen and diversify faculty hiring practices
- Utilize best practices to improve the recruitment of underrepresented faculty
- Develop school/college practices that support the retention and advancement of underrepresented faculty

For staff:

- Improve recruitment processes and strengthen staff hiring practices to diversify workforce
- Develop school/college practices that support the retention and advancement of underrepresented staff

Intentions for next review cycle: The faculty does not fully reflect the students of the M. Arch. program that we serve. Women are in a minority among faculty, while they are even with men in representation among grad students in our program and on the campus; and minority representation is about half for faculty what it is for the same student groups. International representation is much more even among all three groups. While the M. Arch. minority numbers were tracking with UW in 2018, the percentage fluctuates quite a bit from year to year. This is clearly an area in need of continued attention at both faculty and program levels.

Faculty and Student composition compared

	2018	2018
	Full-time faculty	M. Arch. students
Women	34%	53%
Minority	14%	27%
International	17%	16%

Statistics drawn from 2017-2018 CBE Department of Architecture Report, 9.28.18

	2020	2020
	Full-time faculty	M. Arch. students
Women	42%	55.5%
Minority	15%	29.7%
International	0%	14%

Statistics drawn from 2020 NAAB Statistical Report



The department is already moving towards diversification of hiring processes in coordination with the college and with the input of the dean. There is a "cohort hire" search that has begun to hire 5-7 new faculty across the college with targeted recruitment and outreach underway. Trainings are scheduled for the search committees and all faculty and plans are underway to provide added support and mentorship to this cohort in years to come.

There are numerous new tools to take advantage of if we are in a position to hire additional staff. The college has a new human resources administrator that can be consulted. And the UW Human Resources website now has a full section on equity, diversity, and inclusion for both hiring and retention issues.

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

Program Response:

Diversity plan implementation: The department's formal Diversity Plan document has not been updated regularly, but efforts have continued and evolved nevertheless. The plan cited five actions in student recruitment and support with the intention of increasing student diversity:

- an annual open house for high school and community college students;
the open house strategy was tried but did not prove successful; instead we have hosted middle and high school groups as requested
- work with several local organizations to promote design education and career opportunities to local middle and high school students;
Faculty have done some of this work in the past, but it was not regularized; advisers do not have the capacity for this
Undergraduate adviser devotes significant effort to providing information to transfer students and working with them on the registration process to take the ARCH prerequisites as non-matriculated students.
- coordinate with other departments in the college to support student groups and student mentorship
- CBE undergraduate advisers co-teach a General Studies course aimed at incoming freshman and transfer students that introduces them to the disciplines and professions represented in the CBE. We coordinate a career panel of CBE alumni for the last day of the class.
- consultation with the UW Office of Minority Affairs and other university units on strategies and resources for diversity recruitment and support; -- *as needed*

CBE advisers meet twice monthly to discuss student issues and work to identify where support is needed and how to improve on existing services. The college is currently developing resources to support junior college transfers. In 2019, with input from CBE advisers and M. Arch. student support, a staff member in the Dean's Office led and coordinated the effort to host a Hip Hop Architecture Camp in the CBE.

We continue to seek funds for the support of women and minority students. The department succeeded in adding three new scholarships for diversity recruitment and support since the last accreditation. Already in place were: Department of Architecture Faculty Endowed Scholarship; the Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship, the L. Jane Hastings Endowed Scholarship; the Marga Rose Hancock Endowed Scholarship for Diversity; the Mulvanny G2 Endowed Diversity Scholarship; the SRG Partnership Award; and the Sharon Egretta Sutton Endowed Architecture Fellowship. Added to these are: the LMN Architects



Endowed Fellowship; the Michael Yates and Kathleen Hughes Term Scholarship, and the C. Harold Wirum Endowed Fund for Architecture Students.

Intentions for next review cycle: We will continue to build scholarship funding, as this has proven effective. We will follow the leads of the UW Diversity. We are expanding our undergraduate programs, and will continue to pursue effective outreach for those as a pipeline to the M. Arch. Our goal will be to reach and maintain parity with the population of the state we serve.

Table : M. Arch. student profile

	2013 APR		2020 NAAB annual report		Washington
Women	68	49%	118	55%	
Men	72	51%	94	45%	
Total	140		212		
Caucasian Am	98	74.8	115	54.2	67.6
Other Am	33	24.9	63	29.7	32.4
Total US	131	93.5	182	85.8	
International	9	6.5	30	14.2	

Source: Washington State Commission on Hispanic Affairs, <https://www.cha.wa.gov/demographics-washington-state>

M Arch Program Enrollment History – Comparison to UW

	2013-14	2014-15	2015-16	2016-17	2017-18
Percent Women Arch	48%	45%	42%	44%	50%
Percent Women UW (grad)	53%	53%	53%	53%	53%
Percent Women UW (all)	52%	52%	52%	52%	53%
Percent Minority Arch	23%	22%	18%	22%	27%
Percent Minority UW (grad)	22%	23%	24%	25%	25%
Percent Minority UW (all)	34%	35%	35%	36%	39%
Percent International Arch	11%	10%	14%	17%	16%
Percent International UW (grad)	17%	18%	19%	20%	21%
Percent International UW (all)	13%	13%	14%	14%	14%

Statistics drawn from 2017-2018 CBE Department of Architecture Report, 9.28.18

We are already committed to the college plan which contains numerous strategies and specific actions, including.

- Set goals [or maintain success] for demographics to more closely reflect the racial diversity of the state and nation
- Maintain success in meeting goals of gender diversity
- Identify obstacles to recruiting and retaining students who have non-dominant identities, such as BIPOC or people with different abilities
- Identify and limit the role of bias in student recruiting and admissions
- Create and support affinity groups that serve as safe environments for dialogue, advocacy, and grassroots engagement.



- Continue to support regular and timely group/individual training for faculty, staff, and students on JEDI topics.
- Increase avenues for students to connect with leaders from communities historically underrepresented, marginalized, or excluded based on race, ethnicity, physical ability/disability, or gender identity.

The department is already participating in the new CBE Applied Research Consortium Fellowship which brings together research, practice, and education; generates new ideas and solutions for firms; supports diversity and intercultural skills among fellows; and enhances research impact and professional networks. This fellowship is offered both as a recruitment scholarship and a merit-based retention scholarship, with a focus on selection of students from underrepresented groups. Through the ARC initiative, built environment firms with a presence in the Seattle area partner with graduate students and faculty for research that is targeted at the specific needs of the firms.

The department will continue to send advisers and students to participate in the annual National Organization of Minority Architects College Fair. Advisers have done this for several years already, and also take advantage of any local architectural college fairs organized in the same area, such as: The Chicago Architecture + Design College Day; and the Philadelphia Architecture and Design Fair. We have just increased enrollment in the undergraduate liberal studies architecture major. This program has the potential to provide a more diverse pool of applicants to the M. Arch. program.

The department will be continuing to focus on recruitment and admissions to meet goals for a more diverse student body. Typical institutional metrics for retention and time-to-degree are not that meaningful in our context. Historically, very few students have failed to complete the program; student that struggle academically are supported and given options to succeed. Some may need to repeat a course and will therefore take additional time. Most of the students that have struggled in the past encountered their problems in thesis, and so often ended up continuing to work for an additional quarter in order to improve their thesis outcome. The shortening of our program and emphasis on replacement of thesis with research studios has addressed this issue successfully. All in all, very few admitted students fail to complete a degree, and the administrators are well aware of each individual case. On-time completion is now much more consistent, with the exception of students that choose opportunities within the program that will extend their time, such as certificates and dual degree options.

The departmental SJEDI committee will be charged in AY21-22 with proposing a new equity and diversity plan that is consistent with the CBE strategic framework. The committee this year included five regular faculty members plus one affiliate and one staff member based on their personal interest. It may change slightly, and in the development of a plan they may need to call others in. They will need to consult with the chair, and also present their proposal to the full faculty for discussion and feedback.

The next Department of Architecture diversity plan will include commitments to tracking the available data more systematically and determine expectations for reporting. It will also consider ways to include qualitative data to get beyond diversity and equity as a question of numbers only. This may include regular climate surveys, focus groups, direct observation, and formal or informal conversations. If it includes targets, it needs to follow the recommendations of the AIA Guides to Equity and Inclusion; that is, to include the means for a deeper understanding of the issues when there is a failure to meet a target: "Getting at the reasons behind any lags is then the more holistic, meaningful, and complex route to creating an inclusive and equitable workplace."

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



Program Response:

From the UW Office of Equal Opportunity and Affirmative Action website:

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, citizenship, sexual orientation, age, marital status, gender identity or expression, genetic information, disability, or status as a protected veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action.

Discrimination is prohibited by:

- *Presidential Executive Order 11246 as amended,*
- *Washington State Gubernatorial Executive Orders 89-01 and 93-07,*
- *Title VI and Title VII of the Civil Rights Act of 1964,*
- *Washington State Law Against Discrimination RCW 49.60,*
- *Title IX of the Education Amendments of 1972,*
- *State of Washington Gender Equity in Higher Education Act of 1989,*
- *Sections 503 and 504 of the Rehabilitation Act of 1973,*
- *Americans with Disabilities Act of 1990,*
- *Age Discrimination in Employment Act of 1967 as amended,*
- *Age Discrimination Act of 1975,*
- *Vietnam Era Veterans' Readjustment Assistance Act of 1972 as amended,*
- *UW Executive Order No. 31,*

as well as other federal and state statutes, regulations, and University policy.

The university president's initiative on Race and Equity dates to 2015. The UW Office of Minority Affairs & Diversity website connects to a variety of university policies, commitments, and resources specific to future students, current students, and others in the campus community.

The College of Built Environments Strategic Framework includes "Equitable and Just Practices" among three highest order priorities. The strategies and actions were conceived to address this view of our work:

As the built environment powerfully affects individual and community well-being and prosperity, we are changing the patterns that have resulted in underrepresentation and exclusion of people based on their identities. To achieve justice, diversity, and inclusion, we continue to model and foster equitable practices within the College and in our partnerships with others.

The strategies are:

- Cultivate an inclusive CBE culture (internal)
- Model and embody equity and inclusion
- Establish inclusive pedagogy
- Use equity and justice as a research lens

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

Program Response:

The UW Disability Services Office and the Office of Disability Resources for Students are the administrative offices charged with assisting on finding reasonable accommodations on the UW



campus. The Office of the ADA Coordinator provides broad oversight on access and accommodations. In 2020, the President formed a new steering committee to increase UW's capacity to meet the obligations and aspirations of the institution.

That committee's charter is:

The ADA & Accessibility Steering Committee is charged with fostering an institution-wide environment of inclusion and equal access consistent with the University's mission and values, and with the mandates of the Americans with Disabilities Act (ADA) and other relevant laws and regulations. The committee supports the ADA & Accessibility Coordinator who assists University partners in their work on behalf of individuals with disabilities – including students, employees and members of the public.

The ADA & Accessibility Steering Committee will:

- Provide oversight and guidance in establishing appropriate roles, responsibilities, and institutional priorities that reflect and promote shared obligations and accountability for addressing program access for individuals with disabilities;*
- Receive recommendations from and provide direction to relevant working committees to advance institutional change and ensure continuous improvement;*
- Articulate strategies for compliance with the requirements of consent decrees and voluntary resolution agreements, and identify appropriate funding sources for fulfillment of these requirements;*
- Review proposed mechanisms that assess University efforts to ensure equal access and opportunity as they relate to University programs, activities, and services, and assist in the development of priorities for resource allocation; and,*
- Present recommendations for action to executive leaders in the form of coordinated, institution-wide projects and initiative*

The University's *Individuals with Disabilities Narrative* explains that "the disability accommodation process is intended to be interactive and collaborative, relying on open communication and active participation between you and the University. The primary goal of this process is to help you to perform all of the essential functions of your current position, with or without accommodation."

An individual requesting an accommodation must provide all of the information on a request form, and may be required to provide a Health Care Provider Statement to help the University understand the condition, capacities, or limitations.

For minor workstation adjustments (such as desk height modifications or ergonomic enhancements), a supervisor may be able to implement requests without additional assistance beyond the department. Requests requiring job duty modifications, environmental changes, equipment purchases, or other significant actions may necessitate the help of Human Resources, the Disability Services Office, or other. If the University determines that an independent medical assessment is necessary, the University will pay for the examination.

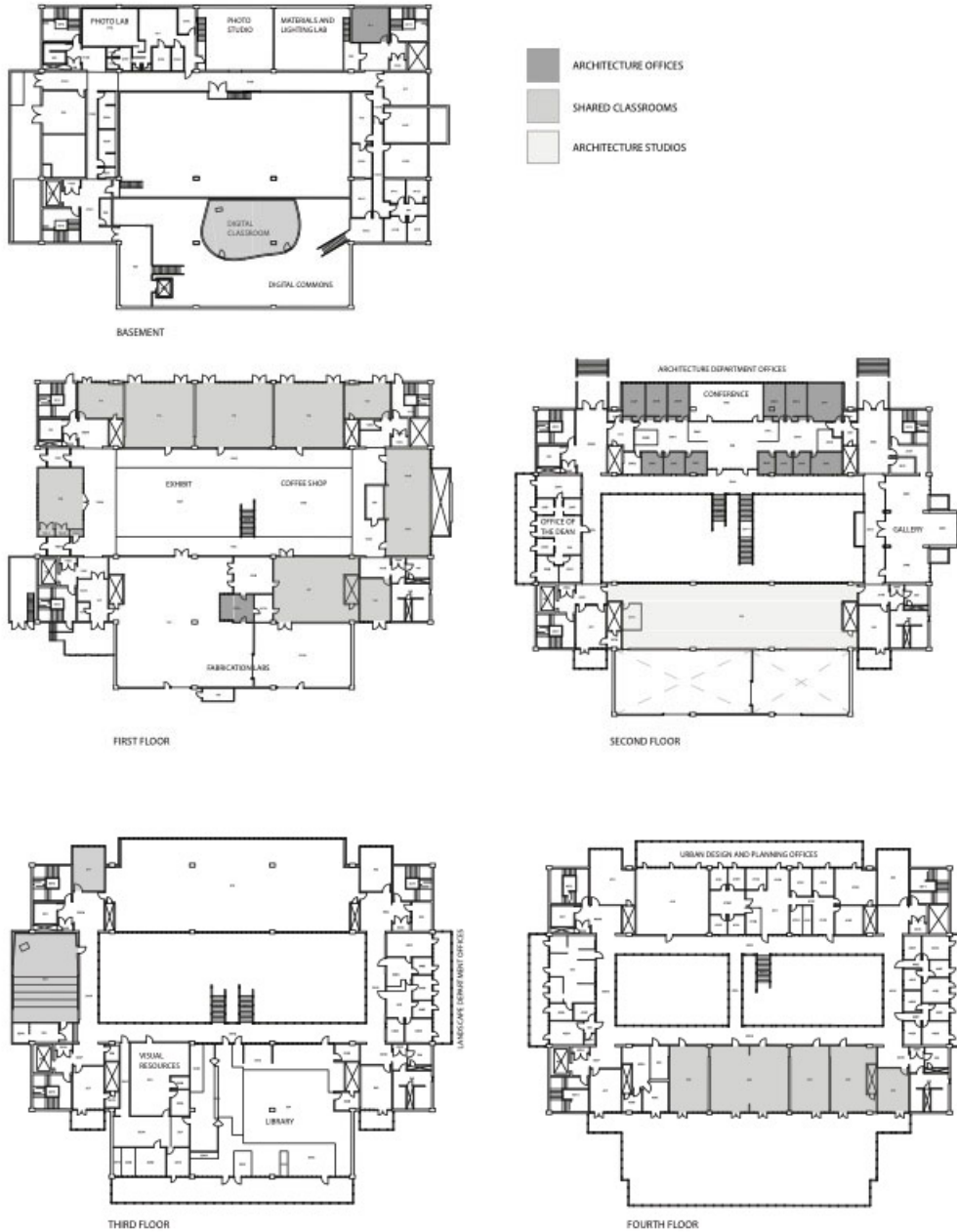
Within the department, official accommodations for students are sent directly to instructors of the courses that students are registered for. In some cases, needs may exceed the boundaries of single courses. Then faculty, advisers, and program directors discuss options that allow a student to progress and ultimately succeed. Similarly, faculty and staff are supported in handling personal emergencies, family care-giving needs, medical restrictions, and other short- or long-term conditions on a case-by-case basis with a strong sense of communal cohesion.

5.6 Physical Resources

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

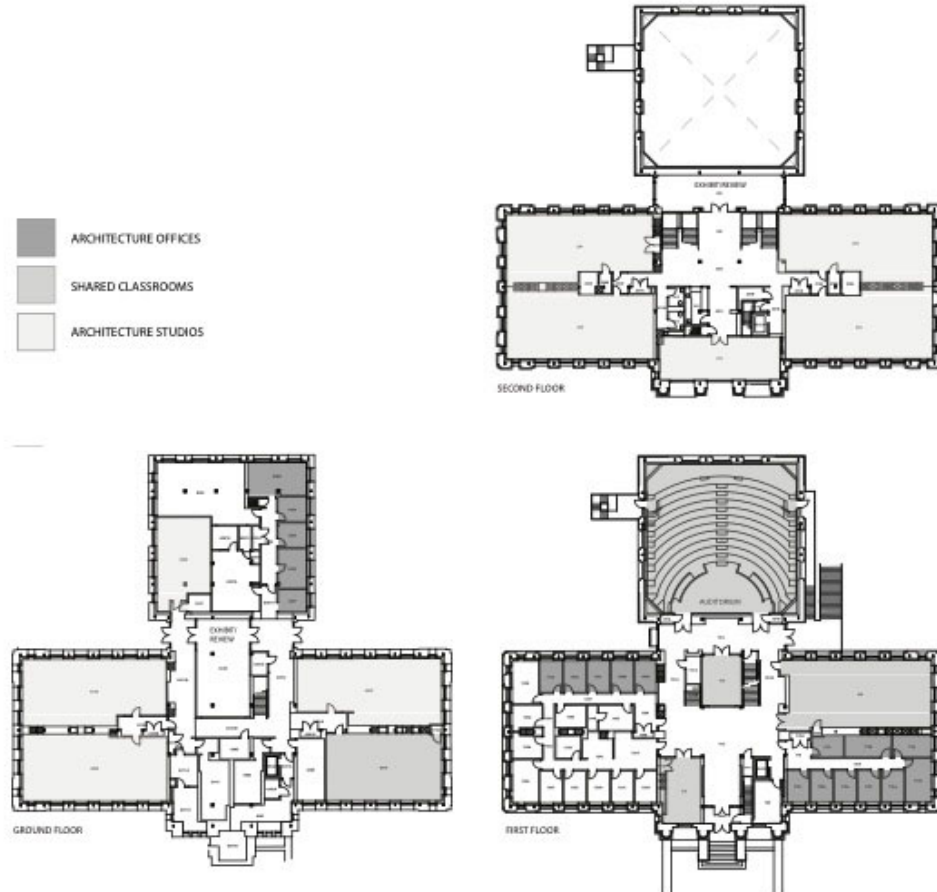
The Department of Architecture primarily occupies two buildings, Gould Hall and Architecture Hall, both of which are shared with other departments in the College of Built Environments. The department's administrative offices are in Gould Hall, while most of its studio spaces, faculty offices, and computing facilities are in Architecture Hall. Both buildings contain review and exhibition spaces, conference/seminar rooms, and lecture halls.

Built in 1972 and designed by Seattle architects (and college graduates) Dan Streissguth and Gene Zema, **Gould Hall** is notable for its four-story atrium, Gould Court, which acts as a spatial and visual unifying focus for the diverse college activities that surround it. In addition to the main office for the Department of Architecture, Gould is home to department offices for Landscape Architecture, Urban Design and Planning, and Real Estate, as well as the Office of the Dean of the College of Built Environments. It contains classrooms and studios, the Built Environments branch of UW Libraries, the CBE visual resources collection, fabrication labs, photography lab, building materials collection, lighting lab, and the CBE computer commons. A coffee shop located in Gould Court is the social heart of the college. The former east entry of Gould was renovated in 2015 to provide a much-needed secure gallery space on the main entry floor and an additional studio under it on the Gould Court level. This major improvement was designed by the Miller/Hull Partnership.



Architecture Hall was built in 1909 as the classically inspired Fine Arts Building for the Alaska-Yukon-Pacific Exposition; it is one of only three buildings remaining from the fair. 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, general-purpose classrooms, and a lecture hall. It also houses the offices of the department of Construction Management. Architecture Hall was fully renovated in 2006-07 to provide seismic and accessibility upgrades; the complete interior remodeling included all other building systems as well. However, the natural ventilation that fulfilled the design intents of the renovation has been

found to be inadequate for reducing viral transmission. The mechanical HVAC system will be upgraded in 2022.



The single-story **Community Design Building**, located just west of Gould Hall, was built in 1998. In addition to its primary functions of providing studio, meeting, and office space for the college was intended to support the college's community outreach activities. Sustainable design concepts were integrated into the design and construction of the project, providing a model for capital projects on campus. The department still uses this studio space periodically.

The department's **Integrated Design Lab** occupies space on the second floor of the Bullitt Building at 1501 East Madison Street, off campus. 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 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. However, the college has added another department and so we can expect that more classes will get assigned outside our buildings.

5.6.1 Space to support and encourage studio-based learning.

Program Response:

One large studio space in Gould Hall (236/240) is dedicated to an architecture undergraduate studio; all other architecture studios are distributed on the three levels of Architecture Hall. The department chair and the graduate program director assign the studio spaces according to need on a quarterly basis. Every studio has pinup space on perimeter walls. Though we have dedicated review spaces, studios are also adequate for reviews when necessary.

Each student enrolled in the department's pre-professional B.A. and M. Arch. programs has exclusive use of a dedicated studio workspace including a desk, a locker, and a stool. Students have 24-hour access to their assigned studio. There are two shared computer stations in each studio. Students are encouraged to conduct their work in the studio as much as their situation allows.

The studio space is at maximum capacity, so there is no opportunity to increase enrollments in the M. Arch. or pre-professional B.A. programs as a way to increase revenue. We are therefore focusing growth on the liberal arts B.A. and the M.S. programs.

Principal spaces for reviews are located on the ground floor (040) and second floor (250) of Architecture Hall. A classroom space on the first floor (140) is sometimes also used if needed. Moveable pin-up boards enable design presentations to be held in the atrium space of Gould Hall.

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

Program Response:

Lecture halls: The larger of two lecture halls is located in Architecture Hall: ARC147 seats 305. The room is the location for the department's public lectures, held in the evenings, and for large lecture courses such as the architectural history survey sequence. The other lecture hall is in Gould: GLD322, which seats 95. Our largest lecture courses, open to the university, are usually assigned by the scheduling office to larger rooms in Kane Hall, centrally located on Red Square.

Seminar spaces: There are a number of small classrooms in both buildings; a few are controlled by the UW central administration, but college-based courses are generally given preference. The rest are controlled by the college and scheduled through the dean's office for courses. The majority of our rooms seat between 18 and 25, and are suitable for seminars and committee meetings. These classrooms can also be booked for meetings online when not in use for courses. Efforts are underway to standardize course meeting times so that our classrooms are able to serve more courses efficiently, and to reduce the need for scheduling classes in the university centralized classroom pool.

The Director of Operations is responsible for keeping classrooms and seminar rooms equipped with appropriate technology. Each summer, strategic upgrades are made as budgets allow. This year, college-controlled rooms are being outfitted to enable digitally integrated teaching with cameras, microphones and speakers so that the benefits found in remote teaching in AY20-21 (guest speakers, digital studio reviews etc.) can continue when we return to in person learning.

Built Environments Library: Located in Gould Hall, this space holds the bulk of UW Libraries materials on architecture, building construction, landscape architecture, and urban design and



planning. There are study carrels for individual use as well as several different group seating areas and a small enclosed group study room.

Fabrication Labs: The College of Built Environments manages large, fully staffed and equipped woodworking and metal-working labs in 132 Gould Hall. Students are provided with the space and equipment needed to design and build models, furniture, small scale building components, design/build and research projects. The labs also serve as instructional facilities supporting design studios as well as classwork in structures, materials, and digital fabrication classes; it can also accommodate independent student projects.

In addition to conventional hand and machine tools, the labs 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.

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.

Archnet: This lab provides computing support for architecture studios. It is run by a staff member with student employees and 24/7 access for plotting, printing, and scanning.

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.

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

Program Response:

Most faculty offices are located in Architecture Hall; a few are located in the departmental suite. Some full-time faculty members with partial appointments share an office, but most have a private office. This allows faculty to meet with students as needed and to meet with colleagues as needed for joint teaching coordination, small committee discussion, or collaboration on initiatives or research projects.

The dean of CBE has submitted a proposal to UW Facilities for funding to study our space-use patterns in order to explore reconfiguring them to more effectively express and support key values of the CBE strategic plan: openness, collaboration, equity. Departmental offices and faculty offices are key elements that may be subject to change.



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

Program Response:

The most unusual pedagogies are those in which fabrication and construction are elements, such as the Furniture Studio and the Design Build studio. These and other courses that require one or more smaller fabrication projects require major blocks of dedicated time in the Fabrication Labs. While we have suitable facilities for these courses with reasonable ongoing improvements and upgrades to machinery and technology, demand is high, and the scheduling of courses must be carefully managed.

There is a single digital classroom within the Digital Commons. This room is shared by the departments for courses that teach software; in the case of architecture, courses on CAD, Rhino, and Revit.

International programs are another defining pedagogy of the Department of Architecture. Longest running among them is the Architecture in Rome program, which is housed in the multidisciplinary UW Rome Center, located in the Palazzo Pio on the Piazza. In addition to hosting 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 computer lab are accessible to students in Rome Center programs during working hours and some evenings.

The department currently also offers a quarter-long study program in Mexico City every other year. Studio workspace for the Mexico program is Luis Barragan's studio located within the Museo Casa Barragan. The program of study addresses the geography, history, urban design, housing, and architecture of Mexico.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response: N/A

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Institutional process for allocating financial resources to the professional degree program: In 2013, the University of Washington fully implemented an activity-based budgeting (ABB) system. ABB is a budget model that allocates new, net tuition revenue to the unit(s) that conduct the activity and generate the new revenue. Overall, operating funds are accrued primarily through three sources: state appropriations, tuition, and revenue related to research activities. For FY2021, the university's operating budget was just over \$1.5 billion:

UW 2020-21 Baseline Budget

State appropriation	\$423,093,000
Tuition	706,354,000
Designated operating fund (research)	392,330,000



TOTAL

1,521,777,000

Each unit receives a portion of this budget in relation to the revenue it generates for the university. In the baseline budgets 65% 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. The 2020-2021 CBE baseline budget was just over \$14 million. Actual budgets under full ABB implementation are similar but are related at a finer grain to revenue line items.

CBE FY2020-2021 Baseline Budget

Tuition	\$11,258,053
ICR (research)	144,229
Supplement (state appropriations)	2,657,501
TOTAL	14,059,783

The dean's office determines the proportion of this revenue distributed to units within the college. For FY2021, the Department of Architecture received about \$3.5 million from the baseline budget, which covers salaries and department operations. This is supplemented other sources of revenue such as gifts, course fees, and fee-based courses, which cover additional operations, special events, publications, equipment, etc.

Architecture 2020-21 Budget

Salaries	\$3,557,427
Operations	21,204
Carryover	447,600
TOTAL	4,026,231

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 to reflect actual revenue. Due to COVID, the 2020-2021 reflected an approximate 19% departmental tuition revenue decrease in anticipation of budget reductions that were ultimately unnecessary. It is anticipated that the CBE 2021-2022 budget will be an increase of approximately 14% over the prior fiscal year, with the 20-21 withheld funds to be used as investment and opportunity funding and a redistribution of base budget for the department.

Architecture 2021-2023 (biennial) ABB Revenue Projection

Salaries	\$7,897,238
Operations	241,556
Carryover	0
TOTAL	8,138,794

Architecture 2021-2023 (biennial) Revenue Projection, other sources

Other Revenue	\$227,157
ICR (research)	199,670
Grants & contracts	1,437,013



Endowment income and gifts	1,972,779
TOTAL	\$3,836,619

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

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 2021-23 biennium.

Expense and revenue controlled by the department

The vast majority of the Department’s budget is for personnel. Our revenue comes from the University’s general operating funds (State funding plus tuition expenses), gifts, and research grants and contracts.

The primary expense categories over which we have control are the number of courses we offer and their enrollments, which affects the number of part time faculty we hire and the teaching load on our permanent faculty. Additionally, we have flexibility in setting the pay rates for our part time faculty. The primary mechanisms by which the Department can influence the revenue are twofold: (1) by increasing enrollment and (2) by increasing endowments and gifts.

Enrollment increases result in increase of ABB budget to the CBE in following years. While the ultimate distribution of ABB funds to the Department is the result of negotiations with the Dean’s office, the College is operating under fiscal transparency and is developing methods to more directly tie Departmental increases in enrollment to budget increases.

We have been and will continue to focus our Departmental fundraising to support student scholarships. This takes place via targeted requests of individual donors with our recently strengthened CBE advancement team and through fundraising events such as our alumni awards program (general scholarships) and the Festa Romana (study abroad scholarships).

Endowments and Gifts: The endowments listed below generate annual funds of 3% 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 2019-2020.

- Norman “Bud” & Charlotte A. Aehle Endowed Fund
For students in the College of Built Environments, particularly to make it possible for highly motivated students to complete their degrees. Two student awards, \$6,000.
- Gerald L. Allison Scholarship
An unrestricted gift for student support. One student award, \$200.
- 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, \$4,000
- Department of Architecture Endowed Alumni Scholarship
For graduate students in Architecture with a preference to incoming students to the Master of Architecture Program. Two student awards, \$7,400
- 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, \$9,560 in 2019-2020.

- **Architecture General Scholarship Fund**
General support of undergraduate or graduate students in the Department of Architecture. Four student awards, \$30,600.
- **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, \$5,000.
- **Bassetti Architects Scholarship**
Provides general scholarship assistance to undergraduate and graduate students.
- **Richard P. Bryant Endowed Fund**
Broad-based direct financial support to undergraduate or graduate students in the Department of Architecture, with a preference to support participants in study abroad programs, especially in Scandinavia.
- **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, \$2,500.
- **Larry Case Endowed Faculty Fellowship in Architecture**
- **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, \$7,000.
- **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, \$2,500.
- **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, \$3,000.
- **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 2019-20.*
- **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 2019-20.

- 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, \$3,000.
- 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, \$1,000.
- Johnston Hastings Faculty Research Travel Endowment
Used to underwrite costs of faculty research travel with priority to junior faculty. Established January 2000.
- 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, \$3,000.
- 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. Five student awards, \$6,000 each.
- Laura Lenss Endowed Scholarship
Support for undergraduate or graduate students based on academic merit. One student award, \$350.
- LMN Architects Endowed Fellowship
For graduate students in Architecture with a preference to support women and/or students of color.
- 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, \$3,000.
- 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, \$5,000.
- The Miller Hull Partnership Endowed Student Support Fund
Intended for graduate student support based on academic merit, financial need, and demonstrated design potential. One student award, \$3,000.
- 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, \$1,500.
- John Morse Graduate Fellowship Endowment for International Travel
For students in architecture. Two student awards, \$7,000.
- Russell P. Morse Undergraduate Scholarship



For deserving undergraduate students on the basis of merit and financial need. Four student awards, \$7,500 each.

- MulvannyG2 Endowed Diversity Scholarship
- 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. One student award, \$5,000.
- 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. Fifteen student awards, \$129,000
- 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, \$12,000.
- Ochsner Perkins Endowed Fellowship
For MArch graduate students enrolled in the CBE Historic Preservation Certificate.
- Lionel H. Pries Endowed Fellowship in Pacific Northwest Architectural History For 2nd or 3rd year graduate students in the Certificate in Historic Preservation.
- Hermann Pundt Memorial Endowed Fellowship
For participants in study-abroad programs or international exchange programs sponsored by the Department of Architecture. Three student awards, \$10,000.
- Scan|Design Grants
These are renewable grants applied for by faculty.
- Kiyoshi Seike Endowed Fellowship
For a graduate of a U.S. high school or university who wishes to engage independent research travel and/or study abroad in Japan. Two student awards, \$3,000.
- 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, \$12,000.
- SRG Award
For undergraduate or graduate students with preference to underrepresented minorities. One student award, \$2000.
- Sharon Sutton Endowed Architecture Fellowship
Funding to help recruit and retain graduate students whose individual experiences and work promote inclusion and social justice in the architecture profession. Preference is given for supporting high achieving graduate students pursuing a master's degree in architecture demonstrating a commitment to improving living conditions in disadvantaged communities. One student award, \$2,500.
- Roland Terry Endowment for International Travel
For Architecture students participating in study-abroad, international exchange, or wish to engage in independent international travel related to the study of architecture and design, chosen by merit and/or financial need. Two student awards, \$2,500 each.
- 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, \$4,000.
- 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 *magnacum 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. Two student awards, \$1,500.

- C. Harold Wirum Endowed Fund for Architecture Students
Supports Architecture students who demonstrate an ability to overcome adversity or disadvantage to achieve their goals and those who show promise to represent the University of Washington well in the profession and the communities they will serve and lead. There is a donor preference for students from Alaska. One student award, \$1,500.
- Michael Yates and Kathleen Hughes Term Scholarship
Support for graduate students in Architecture with a preference for underrepresented minorities. One student award, \$6,000

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 2019-2020.
- 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, \$1,000.
- 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. Two student awards, \$7,000 each.
- 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.

- **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, \$1,000.
- **Barry Onouye Endowed Chair in Architecture**
To recruit and retain distinguished faculty in Architecture in the College of Built Environments in the area of structural engineering, with an emphasis on the integration of building structures with design (studio).
- **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.
- **Ann McFarlane Stockton Endowed Scholarship Fund**
Tuition only scholarship for College of Built Environments undergraduates who are a Washington state resident and full-time student. One student award, \$4,000.
- **Three-Sixty Fund Endowed Fellowship**
Unrestricted scholarship funds split between Architecture and Landscape Architecture. Three Architecture student awards, \$10,000.
- **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, \$2,500.
- **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 to Professor Steve Badanes, one of the current Howard S. Wright Professors.



Anticipated reductions or increases in enrollment: The M. Arch. program's enrollment is currently stable; it is right-sized for the amount of studio space available. We are instead increasing enrollments in both M.S. programs and our undergraduate liberal studies B.A. The M.S. programs will not need additional resources; the existing courses can absorb the growth. The undergraduate growth is more substantial, and so additional sections of some required courses will be necessary, and we anticipate additional electives. However, we are also moving to increase enrollment caps in some electives.

Anticipated reductions or increases in funding:

We are utilizing departmental reserves to support the increased enrollments of these programs and anticipating sufficient increase in ABB funding to support these programs and to also provide additional departmental revenue. This will be used to expand programs such as the lecture series and advanced electives that benefit all degree streams including the M. Arch. program.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit:

The University of Washington shifted its budgeting model to Activity-Based Budgeting in 2013, the year prior to our last accreditation visit. This came after five years of steady cuts to University funding by the state legislature due to the Great Recession. The department's main responses were to increase graduate tuition rates, to launch a new undergraduate degree program with freshman admissions, and to increase course enrollments wherever possible.

The new degree program is a liberal studies degree as an alternative to the pre-professional degree. Although enrollments did not ramp up steadily as projected in the program proposal, the program brought revenue in the form of student headcount in the major. We now had the ability to admit students as freshmen, and to have them count and students in the major in sophomore level courses that are pre-requisites for students intending to apply for the pre-professional degree. Due to complexities of ABB budgeting, it is impossible to say precisely the amount of revenue produced for the department, but this was certainly a major contributor to an increase over the last five years.

The other most important contributor is the revenue that comes from two large lecture courses open to non-majors—ARCH 150 and 151, two quarters of appreciation of architecture and the built environment. These courses consistently draw a large audience, and continued to do so even when we increased the number of times each was offered per year.

The ABB funding model continues to be monitored and analyzed by the administration, and there will likely be some additional adjustments made in the coming year. A recent report on Phase III evaluation and Recommendations is available: https://www.washington.edu/opb/uw-budget/activity-based-budgeting/abb-committees-and-reports/abbsc_preliminary_report_public_comment_w_appendices-3/

Institutional development campaigns that include designations for the program:

College wide development work is focused on supporting initiatives aligned with the newly adopted CBE Strategic Plan. No other targeted campaigns are in progress.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.



Program Response:

Built Environments Library: The Built Environments Library, in 334 Gould Hall, is a branch of the University of Washington Libraries system that purchases, processes, and maintains a mixed collection of electronic and print monographs and serials. A new dean has just been appointed to UW Libraries, so Dean Cheng is anticipating the opportunity to explore more creatively the conditions of the unit-based libraries remaining on campus.

In the BE Library, we have a collection of approximately 70,000 books on architecture and allied fields, and subscribe to more than 100 current serials in those areas. An increased emphasis has been made on electronic resource purchasing during the COVID pandemic. This institutional focus on buying electronic materials for all disciplines is expected to continue and accelerate. This is primarily to provide increased convenience but also to save physical storage space which is in very short supply in the UW Libraries. This trend may not be in the long-term best interests of students in the humanities and fine arts. Still, the scale of the BE Library makes it the second-most extensive and significant architectural library in the Pacific Northwest, behind that of the University of Oregon.

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.

The library has been closed due to the pandemic. It is usually open during normal business hours, as well as having evening and weekend hours during the academic year. The hours are posted on the UW Libraries website along with all other library locations.

The BE Library has one full-time librarian to serve the reference needs of the five departments of the CBE, and one library technician to process and circulate print and audiovisual materials. In addition, a staff of about five student technicians operate the library's circulation desk. While it was once more decentralized administratively, in recent years, there has been a trend toward the centralization of services in the UW branch libraries. For example, scanning of materials for CBE professors used to be undertaken by the BE Library staff for reference and research purposes. This was discontinued by the central library administration. Additionally, the BE Library used to be the circulation point for the check-out of computers, cameras, audio recorders and other equipment owned by the CBE. And as of Fall 2021, this service will be discontinued by the central library administration. The CBE will take charge of this equipment check-out itself going forward.

The central library administration has encouraged the purchase of *electronic* resources to serve student needs, although this trend is not necessarily consistent with the preferences of faculty or students in architecture. The purchase of media has decreased in favor of streaming services, which are more convenient but considerably more expensive than the previous CD and DVD formats.

Recent budget cuts have significantly affected the buying of print monographs for the BE Libraries, as budgets have been sliced by about two-thirds. An increasing percentage of the UW Libraries' budget has gone to pay for increased costs of electronic periodicals used by STEM fields. Emphasis has been overtly placed on supporting these lucrative fields, while money has been systematically drained from those fields that do not attract the most grant money or donor funding. The humanities and fine arts, including architecture, have been starved to maintain prestigious and highly-ranked programs in STEM fields.



As a result of consistent price increases demanded by Elsevier and other major publishers, less money is left for print monographs, still used actively in the fine arts and humanities. Some central money is allocated to purchase ebook collections by various presses, some of which benefit the CBE. Also, central funding is allocated for the purchase of most course reference materials. But, in general, the breadth of our BE Library collection has been significantly effected by continuous budget cuts.

The UW Libraries also maintains a Special Collections unit, located in the Allen Library, that manages a huge collection of architectural drawings and other manuscript materials. It contains over 250 collections produced by single practitioners and firms that document much of the built history of Washington State. This collection is by far the largest and most significant in the state and serves as a crucial repository for research into the architectural history of the Pacific Northwest. A half-time curator who oversees these extensive holdings is funded half and half by the CBE and UW Libraries.

The main challenge in a nutshell has been a library system-wide diversion of money to insure that increasingly costly and highly-used electronic serials can continue to be received by researchers in the health sciences, engineering, law, business and computer science. The financial shocks of 2008 and COVID 19 have only exacerbated UW Libraries' budgetary problems and inequities. As a result of COVID 19, \$5,000 worth of serials serving the CBE had to be cut by March 2021. A very severe lack of storage space will also face the UW Libraries in coming years, if urgent measures are not undertaken quickly to build off-site storage facilities to store low-use monographs.

It is not yet clear if BE Library hours will need to be cut during the 2021-2022 academic year to balance library labor budgets.

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.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

There is one architecture librarian and one visual resource professional. They support teaching and research in a number of ways:

- Ordering new resources when necessary
- Supporting course reserves
- Presenting to classes as relevant
- Assisting with software issues for image presentation
- Assisting with digital image formatting for publication

The Department of Architecture benefits greatly from these experienced professionals.



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The required text is included on the department website:

<https://arch.be.uw.edu/myarch/>

See "NAAB Accreditation."

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Available on the department website:

<https://arch.be.uw.edu/myarch/>

See "NAAB Accreditation."

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Available on the department website:

<https://arch.be.uw.edu/myarch/>

See "Career development & licensure."



6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

For items **a** through **g**: <https://arch.be.uw.edu/myarch/>
See "NAAB Accreditation"

For item **h**: <https://arch.be.uw.edu/myarch/>
See "Career development & licensure"

For items **i** and **j**: <https://arch.be.uw.edu/myarch/>
See "Department policies"
[Studio Culture](#)
[Diversity Plan](#)

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

- a) Application forms and instructions

Instructions: <https://arch.be.uw.edu/admissions/m-arch/>

Application form:
<https://webapps.grad.uw.edu/appForAdmiss/newUserProfile.aspx?cookieCheck=true>

- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

Applicants to the M. Arch. program are guided from the department website to that of the UW Graduate School. As stated there, the role of the graduate school is to establish minimum admission requirements, support the online application process, process paperwork for international applicants, verify final degree transcripts, and evaluate English proficiency as applicable. The minimum requirements for UW graduate programs is an equivalent of a four-year baccalaureate degree from a regionally accredited college or university with a minimum GPA of 3.0 for the last 90 quarter credits or 60 semester credits. The Graduate School codes each applicant as qualified for regular admission to the 3-year program or for advanced standing to the 2-year program if they have a pre-professional undergraduate degree in architecture. If there is any lack of clarity, the committee chairs will review and determine which program is most appropriate.

In addition to transcripts from previous institutions, a statement of purpose, letters of recommendations and a portfolio are required. GRE scores have been a standard requirement, but were suspended in the 2022 admission process. English proficiency tests are required for most international applicants.

The qualified applicants are forwarded to the department, where they are checked and sorted into 3-year and 2-year folders for review by two separate committees. The graduate advisor divides the applications equally among the reviewers, arranging it so that every application will be reviewed by two different faculty members.

The reviewers have online access to the application file where there is a virtual cover sheet for scoring each element of the application and making optional comments. The reviewer also selects a numeric score for recommending acceptance, denial, or waiting list. The graduate adviser compiles all of the scores to determine a ranking. The graduate program director works with the chair to determine how many offers will be made, and which applicants should be offered scholarships or other forms of support.

- c) Forms and a description of the process for evaluating the content of non-accredited degrees

This is handled by the UW Graduate School.

- d) Requirements and forms for applying for financial aid and scholarships

- Residents of 14 western states and 2 territories are eligible to apply for in-state tuition through the Western Regional Graduate Program. Information on how to apply is here: <https://arch.be.uw.edu/admissions/support/wiche-wrgp-tuition-rate/>
- There are a limited number of scholarships and awards that can be offered to candidates at the time of admissions. There is no application process. All candidates that are offered admission will be considered for this support.
- Admitted students can apply for annual departmental need-based scholarships. Applicants must file a FAFSA before applying.
- The application form can be found at:
<https://arch.be.uw.edu/myarch/>
See "Scholarships."

- e) Explanation of how student diversity goals affect admission procedures
- The application review process does not rely solely on the ratings that committee members have given. The chair identifies a subset of applicants that have mixed ratings for further discussion and review. Care is taken to understand the individual qualities of these applicants, not all of which show up in conventional reviews.
 - The department chair and the graduate program director work together to leverage the funding that can be offered at the time of admission to make the most
 - They utilize resources to support diversity provided by UW and CBE including GO-MAP (UW resource) and the ARC program (CBE).
 - They reach out and make direct contact with prospective minority students to answer questions and to encourage them to choose UW for their graduate experience.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Links to University of Washington Office of Student Financial Aid are on the department website:

<https://arch.be.uw.edu/myarch/>
See "Financial aid."

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

Tuition and fees are available on the website of the UW Office of Planning and Budgeting:

<https://www.washington.edu/opb/tuition-fees/current-tuition-and-fees-dashboards/graduate-tuition-dashboard/>

In AY20-21, the College worked to clarify the fee structure for our students. In the past, many of our courses included additional fees to support studio based technology such as plotters and laser cutters. Given that these fees were not transparent and not always able to be supported by financial aid, we increased tuition slightly for all programs and eliminated almost all of the course fees. Thus the published tuition rates are more reflective of the actual costs of attending our program.

UW ARCH PROGRAM AND STUDENT CRITERIA MATRIX

	YEAR 1				YEAR 2				YR 3	Res Studio		Non/Ex-Curricular Activity												
	FALL	WINTER	SPRING	Materis & Assemble	FALL	WINTER	SPRING	Arch & Landscape		F	W	S	International programs	Public lecture program	Orientation	End of year show	Career Fair	Faculty research labs/centers	Alumni honor awards	Internship	47 degrees N	Events in Seattle (A/ASeattle)	Admissions	
ARCH 500	Foundation Studio I																							
ARCH 510	Representation I																							
ARCH 520	Design Technology I																							
ARCH 501	Foundation Studio II																							
ARCH 511	Representation II																							
ARCH 521	Design Technology II																							
ARCH 550	History + Theory I																							
ARCH 550	History + Theory II																							
ARCH 523	Design Technology II																							
ARCH 523	Contemp Arch Theor																							
ARCH 562	Urban & Pres Issues																							
ARCH 504	Integration Studio III																							
ARCH 524	Design Technology I																							
ARCH 570	Design Development																							
ARCH 505	Exploration Studio I																							
ARCH 571	Professional Practice																							
ARCH 591	Arch & Landscape																							
ARCH 506	Exploration Studio II																							
ARCH 592	Research Methods																							
ARCH 507	Research Studio I																							
ARCH 593	Research Seminar I																							
ARCH 593	Research Seminar II																							
ARCH 508	Research Studio II																							
ARCH 594	Research Seminar II																							
ARCH 599	Thesis Preparation																							
ARCH 700	Masters Thesis																							

Shared Values

- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Knowledge & Responsibility
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

- SC.1 HSW in the Built Environment
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

<input type="radio"/>	primary required courses for evidence of PCs and SCs
<input type="checkbox"/>	required courses that contribute to PCs and SCs
<input type="checkbox"/>	courses that contribute but sections provide different student experiences
<input type="checkbox"/>	lays foundation for 3-year students only

UW ARCHITECTURE →

Alex T. Anderson Ph.D.
Associate Professor

Courses Taught	WIN 20 ARCH 362 Architecture and Theory SPR 20 ARCH 597 Research Practicum AUT 20 ARCH 150 Appreciation of Architecture I ARCH 510 Representation I ARCH 562 Contemporary Architectural Theory	WIN 21 ARCH 362 Architecture and Theory SPR 21 ARCH 597 Research Practicum AUT 21 ARCH 150 Appreciation of Architecture I ARCH 510 Representation I BE 551 The Contemporary Built Environment
Educational Credentials	Ph.D. in Architectural History and Theory, University of Pennsylvania, 1997 M.S. in Architectural History and Theory, University of Pennsylvania, 1985 M. Arch., University of Pennsylvania, 1990 B.S. in Civil and Environmental Engineering, Cornell University, 1987	
Teaching Experience	Associate Professor, University of Washington, 2005-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 Teaching Assistant, University of Pennsylvania, 1993-1995 Instructor, University of Pennsylvania, 1990	
Professional Experience	Designer, AVCA Corporation, Sylvania, OH, 1991 Designer, MLH Architects and Planners, Cape Town, RSA, 1988 Designer, The Collaborative, Inc., Toledo, OH, 1984	
Licenses/Registration	NA	
Selected Publications and Recent Research	<ul style="list-style-type: none">• Numerous essays for <i>Harvard Design News</i> 2019-21• <i>A Study of the Decorative Arts Movement in Germany</i>, by Charles-Edouard Jeanneret, translation from the French of 1912 (Weil am Rhein: Vitra Design Museum, 2008)• <i>The Problem of the House: French Domestic Life and the Rise of Modern Architecture</i> (Seattle: University of Washington Press, 2006)• "Table Settings: The Pleasures of Well-Situated Eating," in <i>Eating Architecture</i>, ed. Paulette Singley and Jamie Horowitz (Cambridge: MIT Press, 2004)• "On the Human Figure in Architectural Representation," <i>Journal of Architectural Education</i>, May 2002.	
Professional Memberships	NA	

UW ARCHITECTURE →

Steve Badanes

Howard S. Wright Professor

Courses Taught

SPR 20

ARCH 402-505 Neighborhood
Design/Build Studio

SPR 21

ARCH 402-505 Neighborhood
Design/Build Studio

Educational Credentials

M. Arch., Princeton 1971
BA Wesleyan University 1967

Teaching Experience

Professor, UW Dept. of Architecture 1998-present
Adjunct Professor, UW Architecture 1994-1998
Visiting Instructor, UW Architecture 1988, 1990, 1991, 1993
Visiting Critic, Catholic University (1985) Univ. of Miami (1984)
Univ. of Pennsylvania (1983) UNC Charlotte (1993) Carnegie
Mellon University (1982) Ball State University (1981-1982)

Professional Experience

Founding partner, Jersey Devil Design/Build 1972-present
Winning entry: Hall of Giants Competition – Fremont Arts
Council--Design & construction, Fremont Troll sculpture,
Seattle WA (with Will Martin, Donna Walter, and Ross
Whitehead)

Selected Publications

Design/Build with Jersey Devil: A Handbook for Education and
Practice, Charlie Hailey, PAP 2016
Devil's Workshop: 25 Years of Jersey Devil Architecture, Mark
Branch and Susan Piedmont-Palladino, PAP 1997
Jersey Devil Design/Build Book, Michael J. Crosbie, Peregrine
Smith 1985

Professional Memberships

Associate AIA
College of Distinguished Professors ACSA (DPACSA)

UW ARCHITECTURE →

Ann Marie Borys, PhD, AIA
Associate Professor

Courses Taught

WIN 20

ARCH 404 Collaborative Studio
ARCH 468 Capstone Preparation

WIN 21

ARCH 404 Collaborative Studio

SPR 20

ARCH 571 Professional Practice

SPR 21

ARCH 469 Senior Capstone

AUT 20

ARCH 101 Freshman Seminar
ARCH 550 History + Theory I

AUT 21

ARCH 101 Freshman Seminar
ARCH 550 History + Theory I

Educational Credentials

Ph.D. in Architecture, University of Pennsylvania, 1999
M. Arch., Syracuse University, 1988
B. Arch., University of Maryland, 1980

Teaching Experience

Associate Professor, University of Washington, 2010-present
Adjunct Associate Professor, University of Illinois at Chicago, 2004-06
Asst. + Assoc. Professor, University of Cincinnati, 1991-2003

Professional Experience

Board Secretary, Environmental Works, Seattle, 2017-present
Director, Campus Learning Environments. UIC, 2005-06
Bible Borys Friedman Architects, Cincinnati, 1993-95
E. Lynn App Architects, Dayton, 1990-91
H2L2 Architects, Philadelphia, 1989-90
Kallman, McKinnell and Wood, Boston, 1986-87
Meschan Robinson Associates, 1982-86

Licenses/ Registration

Massachusetts #5690
Washington #10895
NCARB Certificate #41230

Selected Publications and Recent Research

American Unitarian Churches: Architecture of a Democratic Religion,
forthcoming from UMass Press, 2021.
*Vincenzo Scamozzi and the Chorography of Early Modern
Architecture*. Aldershot: Ashgate Publishing, 2014.
“The ‘Minister of Municipalities’: Shared Space and Social Fabric in the
Work of Caroline Bartlett Crane,” in *Suffragette City: Gender,
Politics, and the Built Environment*, ed. by N Walker and E Darling
(New York: Routledge, 2020): 87-109.
“The Sanctuary Wall: Unitarian Rationalism Illuminated,” in *Modernism
and American Mid-Century Sacred Architecture*, ed. by A Geva
(New York: Routledge, 2019): 255-74.
“Through the Lens—Image and Illusion at Play in an Ideal City,” in
Architecture as a Performing Art, ed by M Feuerstein and G Read
(Aldershot: Ashgate, 2013): 97-112.

Professional Memberships

American Institute of Architects
Society of Architectural Historians
Architecture, Culture, and Spirituality Forum
Unitarian Universalist History and Heritage Society

UW ARCHITECTURE →

Heather Burpee

Research Associate Professor

Courses Taught

WIN 20

ARCH 526 Topics in High Performance Buildings

WIN 21

ARCH 526 Topics in High Performance Buildings

SPR 20

ARCH 598B Sustainable Design Case Studies

SPR 21

ARCH 573 Sustainable Design Case Studies

Educational Credentials

M. Arch., University of Washington, 2008
BA, Biology, Whitman College, 1999

Teaching Experience

Research Associate Professor, University of Washington, 2017-Present
Research Assistant Professor, University of Washington, 2011-2017
Research Associate, University of Washington, 2008-2010

Professional Experience

Associate Scientist, CEPTYR, Inc., 2003-2004
Senior Research Associate, Combimatrix Corporation 2003-2001
Research Assistant, VA Medical Center Portland, 1999-2000

Licenses/Registration

Evidence Based Design Accreditation and Certification (EDAC)

Selected Publications and Recent Research

Burpee, H., C. Meek (UW Architecture), T. Moroseos (UW Architecture), B. Vogt (UW College of Built Environments). "Rosetta Stone: A Translational Tool for Research-Informed Practice;" a web tool dedicated to translating empirical research evidence supporting high-performance design for design professionals.

Rainier Valley Clinic, Mahlum Architects, AIA National COTE Top 10 Award Recipient.

Provided technical design assistance for biophilic design principles and research methods for evaluating outcomes of objectives.

Harrison Medical Center, Sliverdale, WA:

Facilitated energy goal setting and strategy selection, energy model development, code compliance modeling, and utility incentive process. Project slated to achieve 100KBtu/SF Year annual energy use and \$1.5M utility incentive. In collaboration with Solarc Energy Group.

Targeting 100!:

Managed DOE funded research investigating the cost and energy implications of designing hospitals that meet the 2030 Challenge in six regions across the U.S. With Joel Loveland (UW IDL), Michael Hatten (Solarc), Duncan Griffin (NBBJ) and Martin Connor (TBD Consultants).

Professional Memberships

ASHRAE Member and Member of Technical Committee 9.6.06 Healthcare Energy.

American Society for Healthcare Engineering (ASHE) Member

UW ARCHITECTURE →

Renée Cheng

Dean, College of Built Environments
Professor, Department of Architecture

Courses Taught	WIN 20 BE 600A, Independent Study SPR 20 AUT 20 BE 598C Special Topics	WIN 21 BE 598C Special Topics SPR 21 BE 598C Special Topics AUT 21 BE 598C Special Topics
Educational Credentials	M. Arch., Harvard University Graduate School of Design, 1989 A.B. Harvard College, Psychology Concentration, 1985	
Teaching Experience	Professor, University of Washington 2019 – present Professor, University of Minnesota 2008–2018	
Professional Experience	Dean, College of Built Environment, UW 2019-present Cheng-Olson Design, Seattle, WA + Minneapolis, MN 1992-2000 Director, M.S. Architecture, Research Practices Track, UMinn, 2011–2018 Head of the School of Architecture, UMinn 2004–2014	
Licenses/Registration	Washington Licensed Architect #20116077 National Council of Architectural Registration Boards (NCARB) #45755	
Selected Publications and Recent Research	2021: AIA “ Guides for Equitable Practice ” Second edition and glossary 2020: Change Agency, Value Change Op-Ed, September 2011 2018: IPD Action Guide for Leaders , co-author 2016: Goat Rodeo: Practicing Built Environments , co-author 2016 2016: Teams Matter: Lessons from ARRA, GSA website 2015: Integration at Its Finest, GSA website , peer reviewed 2015 The Missing 32%, in Architecture Minnesota October 2015 2011-12: “IPD Case Studies” phase 1 and 2. Web-publication and AIArchitect article, Center for Integrated Practice, AIA. <aia.org/ipdcases2012> 2011: “IPD Case Studies”. Web-publication, Center for Integrated Practice, AIA. <aia.org/ipdcases2011> 2011: “Facing the Fact of BIM: Architectural Curricula Past, Present and Future”. Building Information Model-ing, Implications for Architectural Pedagogy. ed. P. Bernstein and P. Deamer. New Haven: Yale	
Professional Memberships	Association of Collegiate Schools of Architecture (ACSA) AIA, AIA College of Fellows and AIA-Seattle National Organization of Minority Architects, (NOMA and NOMA PNW)	

UW ARCHITECTURE →

Meredith L. Clausen
Professor, Architectural History

Courses Taught

WIN 20

Architecture 20th c. and Beyond
American Architecture

WIN 21

sabbatical

SPR 20

Paris Architecture/Urbanism

SPR 21

Paris Architecture/Urbanism

AUT 20

on sabbatical

AUT 21

sabbatical

Educational Credentials

Ph.D. UC-Berkeley (dissertation in modern architecture)
M.A. UC-Berkeley (MA thesis on medieval architecture)

Teaching Experience

U.W., Asst prof, Assoc prof, Full prof, 1979-present
Stanford University, Visiting Assoc. Prof, 1987
Stanford University, Visiting Asst. Prof, summer '77-78, '79
University of California, Berkeley, teaching asst summer '77

Professional Experience

Grants, Awards, Honors (selected only): Getty Research Grant, '19; AIA Honorary Membership, '15; Royalty Research Fund, '13, '06; Fellow, Institute for Scholars, Paris (Columbia Univ), '05; Graham Fnd Publication grant, '03; CASVA, '03; Fulbright-Hays, '73-74; ACLS fellowship, '77

Selected Publications and Recent Research

Books:

The Pan Am Building and the Shattering of the Modernist Dream, MIT Press, 2004

Pietro Belluschi. Modern American Architect. MIT Press, 1994; ppbk ed. 1999

Spiritual Space. The Religious Architecture of Pietro Belluschi, Univ. of Washington Press, 1992.

Recent publications:

Review, Nicholas Adams, *Gordon Bunshaft and SOM: Building Corporate Modernism*, *JSAH*, March 2021, 113-115

"Ada Louise Huxtable," *Bloomsbury Global Encyclopedia of Women in Architecture* (publication expected 2021)

"Art Nouveau Architecture," » Online Bibliographies, Oxford University Press. 2020

Professional Memberships

AIA (honorary member); SAH; Fulbright-Hays; EAHN (European Architectural History Network)

UW ARCHITECTURE→

Peter Cohan
Associate Professor

Courses Taught

WIN 20

ARCH 501 Foundations Studio II

WIN 21

ARCH 501 Foundations Studio II

SPR 20

Sabbatical Leave

SPR 21

ARCH 402 Architectural Design VI

AUT 20

ARCH 506 Arch Exploration
Studio II

AUT 21

ARCH 506 Arch Exploration
Studio II

Educational Credentials

M. Arch., University of Washington, 1984
MFA, Northern Illinois University, 1977
BA, Augustana College, 1973

Teaching Experience

Associate Professor, University of Washington, 10 years
Assistant Professor, University of Washington, 8 years
Lecturer, University of Washington, 14 years
Assistant Professor, University of Wisconsin/Milwaukee, 1 year
Assistant Professor, Illinois College, 2 years

Professional Experience

Principal and Owner, Peter Cohan Architect, 30 years
Associate, Kohler Associates Architects and Planners, 5 years

Licenses/ Registration

Registered Architect, State of Washington, 1990

Selected Projects

Freidman Residence, Fairfax, California, 2020
Nordic Culture House, Portland Oregon, 2020
Stata Residence, Manson, Washington, 2019
Nelson/Updike Residence, Seattle, Washington, 2018
79 Wood Lane, Fairfax, California, 2018
Wasser/Welch Cabin, San Juan Island, Washington, 2015
Fleischauer Residence, Seattle, Washington, 2014
Rowe Cottage, Mason County, Washington, 2011
L2Q Studio, Seattle, Washington, 2009
Cedar Park House, Seattle, Washington, 2008
L2Q House, Seattle, Washington, 2006

Professional Memberships

Member, American Institute of Architects

UW ARCHITECTURE →

Robert Corser, AIA
Associate Professor

Courses Taught

WIN 20

ARCH 504 Architectural
Integration Studio III
ARCH 498/598 Responsive
Digital Systems

SPR 20

ARCH 402 Design Studio

AUT 20

ARCH 300 Design Studio

WIN 21

ARCH 504 Architectural
Integration Studio III
ARCH 498/598 Responsive
Digital Systems

SPR 21

Arch 508 Research Studio
“Collab/Fab 2021”
Arch 594 Collab/Fab Seminar

AUT 21

ARCH 300 Design Studio

Educational Credentials

M-DesS, Harvard Graduate School of Design, 2003
M. Arch., University of Virginia, 1993
B.A, University of New Hampshire, 1989

Teaching Experience

Associate Professor, University of Washington, 2013 - Present
Assistant Professor, University of Washington, 2008 - 2013
Assistant Professor, University of Kansas, 2005 – 2008
Assistant Professor, Syracuse University, 1998 – 2002

Professional Experience

Robert Corser AIA, Architect , since 1999
Hawkins\Brown -London, UK, 2004 – 2005
Arup -London, UK, 2003 – 2004
Paulett Taggart Architects -San Francisco, CA, 1995 - 1998
Leddy Maytum Stacey Architects -San Francisco, CA, 1994 – 1995
SMBW, Architects -Richmond, VA, 1993 – 1994
Peter Waldman, Architect -Charlottesville, VA, 1993
MEC Structural Engineers -Portsmouth, NH, 1986 – 1989
509th Bomb Wing, Combat Support Group, USAF, 1982 - 1986

Licenses/ Registration

Registered Architect: California, License # C-27444 -since 1998
Washington, License # 11443 -since 2015

Selected Publications and Recent Research

Shaping New Knowledges, Paper / Project Proceedings 2016 -
Robert Corser and Sharon Haar, Editors. Published by ACSA
*Fabricating Architecture: Selected Readings in Digital Design and
Manufacturing* Edited by, and with an introduction by Rob
Corser, Princeton Architectural Press, Spring 2010
"Insurgent Architecture" in: *JAE -Alternative Architectures:
Design as Scholarship*: Vol 62, No. 4, 2009 (with Nils Gore)

Professional Memberships

American Institute of Architects

UW ARCHITECTURE →

Elizabeth M. Golden
Associate Professor

Courses Taught

WIN 20

ARCH 504B Arch Integration III
ARCH 537A Trad Bldg Methods

SPR 20

ARCH 502A Arch Integration I

SUM 20

ARCH BE 600A Indp Study/Res

AUT 20

ARCH 400D Arch Design IV
ARCH 598D Special Topics
ARCH BE 600A Indp Study/Res

WIN 21

ARCH 507A Arch Research St I
ARCH 593A Research Sem I

ARCH 599A Indp Thesis Res

ARCH 700A Masters Thesis

ARCH BE 600A Indp Study/Res

SPR 21

ARCH 502A Arch Integration I

ARCH 700A Masters Thesis

ARCH BE 600A Indp Study/Res

AUT 21

Sabbatical Leave

Educational Credentials

MS in Advanced Architectural Design, Columbia University, 1994
B. Arch (5 yr. professional degree), University of Arkansas, 1992

Teaching Experience

Associate Professor, University of Washington, 2018-pr.
Assistant Professor, University of Washington, 2012-2018
Senior Lecturer, University of Washington, 2009-2012
Lecturer, California Polytechnic State University, 2008-2009
Visiting Assistant Professor, Drury University, 2004-2007

Professional Experience

Elizabeth Golden/Architecture, Seattle, 2005-pr.
Claus Neumann Architekten, Berlin, 2003-2004
Kohlbecker Architekten & Ingenieure, Berlin, 2001-2003
Renzo Piano/Christoph Kohlbecker GmbH, Berlin, 1995-2001
Kiss+Zwigard Architects, New York City, 1994-1995
Studio Vitali, Rome, 1992-1993

Licenses/ Registration

Registered Architect, Washington State, license number 11248
Registered Architect, New York State, license number 032884

Selected Publications and Recent Research

"The Architecture Design Studio and COVID-19," in *Teaching in Turbulent Times*, Rutgers University Press, forthcoming (w/Griggs, Mohler, Sprague, book chapter).
"The Seattle Street Sink and the Pandora's Box of Grassroots Design Activism," ACSA 109th Meeting, 2021 (w/Mohler, paper).
Building from Tradition: Local Materials and Methods in Contemporary Architecture, Routledge, 2018 (book).

Professional Memberships

American Institute of Architects (AIA)
AIA Committee on Homelessness, Seattle Chapter
Journal of Architectural Education, Editorial Board Member

UW ARCHITECTURE→

Kimo Griggs

Associate Professor of Materials and Making

Courses Taught

WIN 20

ARCH 507 Research Studio
ARCH 593 Research Seminar
ARCH 700 Masters Thesis

SPR 20

ARCH 505 Scan Design Master
Furniture Studio
ARCH 700 Masters Thesis

AUT 20

ARCH 520 Design Tech 1

WIN 21

ARCH 401 Furniture Studio
Arch 700 Masters Thesis

SPR 21

Arch 505 Scan Design Master
Furniture Studio
Arch 529 Advanced Digital Project
Arch 7800 Masters Thesis

AUT 21

LARCH 501 Landscape Furniture
Studio
ARCH 520 Design Tech

Educational Credentials

M. Arch., Yale School of Architecture, 1984

Independent Study, Architectural Association School of Architecture,
1981-82d

B. Arch, Yale College, 1979

Teaching Experience

Associate Professor, Architecture, University of Washington, 2011-present

Adjunct Associate Professor, Landscape Architecture, University of
Washington, 2019-present

Assistant Professor, Architecture, University of Washington, 2008-2011

Visting Lecturer, Universidad IberoAmericana, 2005-2008

Lecturer, Yale School of Architecture, 2004-2009, 1989-1994

Lecturer in Materials, Columbia University, 1994-1995

Lecturer, Options Studio Design Critic, Harvard University Graduate
School of Design, 1991-2004

Visiting Studio Critic, Carnegie-Mellon University, 1988-1989

Professional Experience

Principal and Owner, James Kimo Griggs Architects, Inc., 1988-2008

Principal and Owner, Kimo, Inc, 1988-2008

Project Designer, James V. Righter Architects, 1984-1987

Licenses/ Registration

Massachusetts Architectural Registration

Selected Publications and Recent Research

*Digital Design and Manufacturing: CAD/CAM Applications in
Architecture and Design*, with Martin Bechthold, Kenneth Kao,
Daniel Schodek, Marco Steinberg. John Wiley & Sons, publisher.

Forward to: *Fabricating Architecture: Selected Readings in Digital
Design and Manufacturing*, Rob Corser editor, Princeton
Architectural Press

Architectural Graphic Standards, 11th Edition, *Chapter 14, Section:
Computer Aided Design and Computer Aided Manufacturing*, with
Ken Kao. John Wiley and Sons, publisher.

Professional Memberships

N/A

UW ARCHITECTURE →

Nicole Huber, Dipl.-Ing., Dr. des.
Associate Professor

Courses Taught

WIN 20

ARCH 561 Urban Design Theory
ARCH 401 Architectural Design V

SPR 20

ARCH 498/598 Elective Sem.
ARCH 505 Exploration Studio I

AUT 20

ARCH 505 Exploration Studio II

WIN 21

ARCH 561 Urban Design Theory
ARCH 401 Architectural Design V

SPR 21

ARCH 498/598 Elective Sem.
Administrative Duties

AUT 21

TBD

Educational Credentials

Dr. des. in Architecture, Bauhaus University Weimar, Germany, 2006
Post-Graduate Research Position, University of the Arts Berlin, 2001
Dipl.-Ing. (MA) Technical University Darmstadt, Germany, 1991

Teaching Experience

Associate Professor, University of Washington, 2011-present
Assistant Professor, University of Washington, 2005-2011
Gastprofessur / Co-Director, Program for Urban Processes, UdK Berlin,
2001-2004
Assistant Prof. of Architecture / Urban Design, UdK Berlin, 1996-2001

Professional Experience

Independent Architect, Berlin, 1994-2000
Roche & François, Paris, France, 1992-1993
Alter Ego, Paris, France, 1991
Huber, Schubert, Seuss Architekten, Darmstadt, 1985-86

Licenses/ Registration

Chamber of Architecture Berlin License # 16321

Selected Publications and Recent Research

—*Die Architektur der Sachlichkeit*, Bauhaus Verlag, forthcoming 2022
—»The Global Now: Theorizing Temporalities of Futurity,« GAHTC
Website »Theorizing the Global«, forthcoming 2021
—»From the American West to West Berlin: Wim Wenders, Border
Crossings, and the Transnational Imaginary« (w/ R. Stern)
in: Jeffrey M. Diefendorf, Janet Ward (eds.), *Transnationalism and the
German City*, (New York, NY: Palgrave Macmillan), 187-204
—»Export-Urbanism: International Building Exhibitions and Transatlantic
Relations (1927/1957)« in: C. Zimmermann (ed.), *Stadt und Medien.
Stadt als Raum der Medieninstitutionen*, (Cologne, Weimar, Vienna:
Böhlau, 2012), 155-199.

Professional Memberships

Chamber of Architecture Berlin
German Society of Urban History and Research (GSU)

UW ARCHITECTURE→

Ann C. Huppert
Associate Professor

Courses Taught

WIN 20

ARCH 351 Architecture of the
Medieval and Early Modern World

WIN 21

ARCH 351 Architecture of the
Medieval and Early Modern World

SPR 20

ARCH 469 Architecture Capstone

SPR 21

Administrative buyout

AUT 20

ARCH 498/598 Architecture of
Mediterranean Cities

AUT 21

Arch 150 Appreciation of
Architecture I

Educational Credentials

Ph.D., Architectural History, University of Virginia, 2001

M.A., Architectural History, University of Virginia, 1992

A. B., Philosophy, Vassar College, 1988

Teaching Experience

Associate Professor, University of Washington, 2014-present

Assistant Professor, University of Washington, 2010-14

Acting Assistant Professor, University of Washington, 2009

Assistant Professor, University of Kansas, 2002-9

Visiting Assistant Professor, The Ohio State University, 2001-2

Professional Experience

Architectural Historian, Architectural Resources Group, San
Francisco, 1995-97

Architectural Survey Coordinator, Department of Community
Development, Charlottesville, 1993-94

Licenses/ Registration

n/a

Selected Publications and Recent Research

*Becoming an Architect in Renaissance Italy: Art, Science, and
the Career of Baldassarre Peruzzi* (New Haven and London:
Yale University Press, 2015

“Vitruvius in Bramante’s Rome,” *Companion to the Reception of
Vitruvius*, ed. Ingrid Rowland and Sinclair Bell, (Forthcoming
2021)

Professional Memberships

Society of Architectural Historians

Landscape Chapter, Society of Architectural Historians

Renaissance Society of America

European Architectural History Network

Italian Art Society

Global Architectural History Teaching Network

UW ARCHITECTURE →

Louisa Iarocci
Associate Professor

Courses Taught	WIN 20 ARCH 150 Appreciation of Architecture ARCH 551 History + Theory I SPR 20 Sabbatical Leave AUT 20 ARCH 350 Architecture of Ancient World	WIN 21 ARCH 150 Appreciation of Architecture ARCH 551 History + Theory I SPR 21 ARCH 592 Research Methods AUT 21 ARCH 350 Architecture of Ancient World
Educational Credentials	Ph.D., Boston University, 2003 MA + MLA, Washington University in St. Louis, 1994, 1992 B. Arch., University of Waterloo, Canada, 1983 B. Env. Studies, University of Waterloo, Canada, 1981	
Teaching Experience	Associate Professor, University of Washington, 2013-present Assistant Professor, University of Washington, 2004-2013 Lecturer, Western Washington University, 2003-2004 Instructor, University of British Columbia, 2002-2003	
Professional Experience	Imai Keller Architects, Cambridge, MA, 1994-1995 Wischmeyer Architects, St. Louis, MO, 1991-1993 Kennedy Associates Architects, St. Louis, MO, 1989-1990 Ittner and Bowersox Architects, St. Louis, MO, 1987-1989 Maragna and Associates Architects, Toronto, ON, 1983-1985	
Licenses/Registration	<i>Registered Architect, State of Missouri, 1988, #005555</i>	
Selected Publications and Recent Research	“The Consuming Mob: Bargain Shopping in the City,” <i>Architectural Theory Review</i> , 23, 2 (2019) Author, <i>Spaces of Selling: The Department Store in America</i> , (2014) Editor/co-author, <i>Visual Merchandising: The Image of Selling</i> (2013)	
Professional Memberships	Society of Architectural Historians College Art Association	

Mehlika Inanici Associate Professor

Courses Taught	WIN 20 Arch 524A Design Technology V ARCH 524B Design Technology V SPR 20 (sabbatical) AUT 20 ARCH 592 Research Methods ARCH 582 Comp. Lighting Design	WIN 21 Arch 524A Design Technology V ARCH 524B Design Technology V SPR 21 AUT 21 ARCH 592 Research Methods ARCH 582 Comp. Lighting Design
Educational Credentials	Ph.D. in Architecture, University of Michigan, 2004 M.Sc. in Architecture, University of Michigan, 2001 M.Sc. in Building Science, METU, Ankara, Turkey, 1995 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, 1994-1998	
Professional Experience	Postdoctoral Fellow, Lawrence Berkeley National Laboratory, 2004	
Licenses/ Registration	Chamber of Architects, Turkey, 1993-present	
Selected Publications and Recent Research	Parsaee M, Demers CM, Lalonde JF, Potvin A, Inanici M, and Hébert M. "Biophilic photobiological adaptive envelopes for sub-Arctic buildings: Exploring impacts of window sizes and shading panels' color, reflectance, and configuration," <i>Solar Energy</i> , May 2121. Liu Y, Colburn A, and Inanici M. "Deep Neural Network Approach for Annual Luminance Simulations," <i>Journal of Building Performance Simulation</i> , 13(5), August 23, 2020. Altenberg Vaz N and Inanici M. "Syncing with the Sky: Daylight-Driven Circadian Lighting Design," <i>Leukos</i> , Aug 4, 2020. Noback A, Grobe L, Inanici M. "Hagia Sophia's Sixth Century Daylighting," <i>Int. Hagia Sophia Symposium</i> , Sep. 24-25, 2020. Inanici M. "Tri-stimulus Color Accuracy in Image-based Sky Models: Simulating the Impact of Color Distributions throughout the Sky Dome on Daylit Interiors with Different Orientations," <i>IBPSA Conference</i> , Rome, Italy, September 2-4, 2019.	
Professional Memberships	Illuminating Engineering Society, 1998-present Int. Building Performance Simulation Association, 2002-present International Commission on Illumination, 2021-present	

UW ARCHITECTURE →

Brian L. McLaren, PhD
Associate Professor

Courses Taught

WIN 20

ARCH 362: Architecture and Theory
ARCH 599: Independent Thesis Research and Preparation
ARCH 700: Master's Thesis

SPR 20

ARCH 592: Research Methods
ARCH 700: Master's Thesis

AUT 20

Sabbatical

WIN 21

Sabbatical

SPR 21

Sabbatical

AUT 21

Arch 400/506: Architecture in Rome Design Studio
Arch 495: Architectural Studies Abroad-History and Theory
Arch 496: Architectural Studies Abroad-Urban Fieldwork

Educational Credentials

PhD, MIT, 2001.
MSArch + Building Design, Columbia, 1986.
BArch, University of Waterloo, 1982.
BEnv Studies, University of Waterloo, 1980.

Teaching Experience

Associate Professor, University of Washington, 2006-present.
Associate Professor and Chair, University of Washington, 2015-2020.
Assistant Professor, University of Washington, 2001-2006.
Adjunct Lecturer, Roger Williams University, Fall 1997.
Assistant Professor, Washington University, 1988-1990, 1991-1993.
Special Lecturer, New Jersey Institute of Technology, 1990-1991.
Visiting Assistant Professor, Washington University, 1986-1988.

Professional Experience

Project architect, Carruthers, Shaw and Partners Architects, Toronto, Ontario, 1984-85, summer 1986.
Graduate Architect, Grey-Noble and Moore Architects, Toronto, Ontario, 1983-84.

Licenses/Registration

Licensed Architect, State of Missouri.
Registration Number: A-5536

Selected Publications and Recent Research

Modern Architecture, Empire, and Race in Fascist Italy. Leiden, NL: Brill, 2021.
"Section 7: Continuity or Crisis," and "Carlo Enrico Rava and the postwar legacy of Fascism." In Kay Bea Jones and Stephanie Pilat, eds., *The Routledge Companion to Italian Fascist Architecture: Reception and Legacy*, 469-474, 521-529. London and New York: Routledge, 2020.
"Modern architecture and racial eugenics at the *Esposizione Universale di Roma*." In Irene Cheng, Charles L. Davis II and Mabel O. Wilson, eds., *Race and Modern Architecture: A Critical History from the Enlightenment to the Present*, 172-186, 371-374. Pittsburgh: University of Pittsburgh Press, 2020.

Professional Memberships

Member, College Art Association, 1995-present.
Member, Middle Eastern Studies Association, 1998-present.
Member, Society of Architectural Historians, 1996-present.

UW ARCHITECTURE →

Christopher M. Meek, FAIA, IES
Associate Professor

Courses Taught

SP 21

ARCH 508 Architectural Research Studio II
ARCH 594 Architectural Research Seminar II

WI 21

ARCH 498 I Integrated Design Lab Seminar

SP 20

ARCH 535 Daylighting Design Seminar

AU 19

ARCH 435 Principles and Practice of Environmental Lighting

Educational Credentials

M. Arch., University of Washington, 2002
BA, Architecture, University of New Mexico, 1996

Teaching Experience

Associate Professor, University of Washington, 2015-Present
Research Associate Professor, University of Washington, 2012-2014
Research Assistant Professor, University of Washington, 2006-2012

Professional Experience

Director, Center for Integrated Design, 2015-Present
Project Designer, H. Hershberg and Associates, New Orleans, LA 1997-2000

Licenses/Registration

Registered Architect, State of Washington (#9109)

Selected Publications and Recent Research

Meek, C., Gustin, A. (UW Architecture), Ballinger, N. (City of Seattle), "Development and Dissemination of Deep-Energy Retrofit Strategies through a Mandatory Municipal Building Tune-Up Ordinance in Seattle, Washington, USA," *Institute of Physics (IOP) Journal of Physics Conference Series* Vol. 1343: Climate Resilient Cities, Energy, and Renewables in the Digital Era (CISBAT), Lausanne, Switzerland. 20 November 2019.

Burpee, H. (UW Architecture), **Meek, C.** (UW Architecture), Moroseos, T. (UW Architecture), B. Vogt (UW College of Built Environments). "Rosetta Stone: A Translational Tool for Research-Informed Practice;" a web tool dedicated to translating empirical research evidence supporting high-performance design for design professionals.

Austin Central Library, Lake Flato Architects, 2020 AIA National Committee on the Environment (COTE) Top 10 Green Building Award Recipient. (Supporting role as daylighting consultant and simulation support).

Meek, C., Van den Wymelenberg, K. (University of Idaho), *Daylighting Design in the Pacific Northwest* (Seattle and London: University of Washington Press, 2012).

Professional Memberships

American Institute of Architects (AIA)
Illuminating Engineering Society of North America (IESNA)
Society of Building Science Educators (SBSE)

Tomás Méndez Echenagucia Assistant Professor

Courses Taught	WIN 20 ARCH 587A Theory of design computing SPR 20 ARCH 498/598A Computational design ARCH 592 Research Methods AUT 20 ARCH 523 Design Technology IV (with Rob. Pena)	WIN 21 ARCH 598 C Theory of design computing SPR 21 508B Research studio II 594B Research seminar II AUT 21 ARCH 523 Design Technology IV (with Rob. Pena)
Educational Credentials	Ph.D., Architecture and Building Design. Politecnico di Torino 2014 M. Arch., Politecnico di Torino, 2007 5-year Architecture degree, Universidad Central de Venezuela, 2007	
Teaching Experience	Assistant Professor, University of Washington, 2019-present Postdoctoral researcher, ETH Zurich, 2014-2019	
Professional Experience	Lead Architect, TMS Arquitectura, 2008 -2014 Architect, Arquitectura Multimedia, 2007-2008 Architectural Intern, Frlan+Jansen Architetti, 2006-2007	
Licenses/Registration	Ordine degli Architetti di Torino (2011-2019) Colegio de Ingenieros de Venezuela	
Selected Publications and Recent Research	Méndez Echenagucia, T. , Pigram, D., Liew, A., Mele, T.V., and Block, P. (2019). "A cable- net and fabric formwork system for the construction of concrete shells: Design, fabrication and construction of a full scale prototype." <i>Structures</i> , 18:72 – 82. ISSN 2352-0124. Advanced Manufacturing and Materials for Innovative Structural Design. Shtrepi, L., Méndez Echenagucia, T. , Badino, E., and Astolfi, A. (2020). "A performance- based optimization approach for diffusive surface topology design." <i>Building Acoustics</i> .	
Professional Memberships	Association for Computer Aided Design in Architecture (ACADIA), International Association for Shell and Spatial Structures (IASS)	

UW ARCHITECTURE →

Kathryn Rogers Merlino
Associate Professor
Director, Center for Preservation and Adaptive Reuse (CPAR), UW

Courses Taught

WIN 20

ARCH 151, Appreciation of Arch.
ARCH 401, Arch Design Studio
ARCH 700, Arch. Thesis
LARCH 700, L.Arch Thesis

WIN 21

ARCH 151, Appreciation of Arch.
ARCH 362, Arch. Theory
ARCH 700, Arch. Thesis

SPR 20

ARCH 498/598 Vernacular Arch.
ARCH 700, Arch. Thesis
LARCH 700, L.Arch Thesis

SPR 21

ARCH 498/598 Vernacular Arch
ARCH 700, Arch Thesis
ARCH 498, Independent Study

AUT 20

ARCH 361 Arch. Colloquium
ARCH 538 Building Reuse

AUT 21

ARCH 361 Arch. Colloquium
ARCH 538 Building Reuse
ARCH 593 Research Seminar

Educational Credentials

M. Arch., University of Virginia, 1999
M. Arch. History, University of Virginia, 1999
BA in Architecture, University of Washington, 1988

Teaching Experience

Associate Professor of Architecture, UW, 7 years
Assistant Professor of Architecture, UW, 9 years
Lecturer, UW, 5 years

Professional Experience

Principal, StudioARC, Adaptive Reuse Consulting, 2017-pr.
Adaptive Reuse & Preservation Consultant, Graham Baba Architects,
2016-2017
Olson Kundig Architects, 1990-1995
Roger Newell Architects, 1988-1995

Selected Publications and Recent Research

Building Reuse: Sustainability, Preservation and the Value of Design.
(University of Washington Press, 2018, paperback 2020)

“Of Fairs, Firs and the Neoclassical Tradition,” published in the
proceedings of the RGW Symposium, University of Virginia, 2020

“Preservation and Design: A Critical (re)Evaluation,” submitted to *TAD
Journal*, Spring 2021

2021 “Pandemics, Preservation and Pandemonium” to be submitted
to *JAE, Journal of Architecture Education* (2021)

Historic Report for Eight structures in Pioneer Square, Seattle (NDA
project, 2020)

Professional Memberships

Association of Preservation Technology, Assoc. AIA, Vernacular
Architectural Forum, The National Trust for Historic Preservation,
Society of Architectural Historians

UW ARCHITECTURE →

Richard E Mohler, FAIA, NCARB
Associate Professor

Courses Taught	WIN 20 ARCH 507 Research Studio ARCH 593 Research Seminar SPR 20 ARCH 502 Integration Studio I AUT 20 ARCH 503 Integration Studio II ARCH 571 Professional Practice	WIN 21 ARCH 507 Research Studio ARCH 593 Research Seminar SPR 21 ARCH 502 Integration Studio I AUT 21 ARCH 503 Integration Studio II ARCH 571 Professional Practice
Educational Credentials	M. Arch., University of Pennsylvania, 1984 B.A., University of Pennsylvania, 1980	
Teaching Experience	Associate Professor, University of Washington, 1994-present Assistant Professor, University of Washington, 1989-94 Lecturer, University of Washington, 1986-89 Instructor, University of Pennsylvania, 1984	
Professional Experience (selected)	Adams Mohler Ghillino Architects, Principal, 1991-2019 Kelbaugh Calthorpe and Associates, Associate, 1989-91 Olson Sundberg Architects, Project Architect, 1986-89 Venturi, Rauch and Scott Brown, Designer, 1984-86 Mitchell Giurgola Architects, Designer, 1983-84	
Licenses/Registration	NCARB Certification, Number 49834 Registered Architect, Washington, Number 5660 Registered Architect, Idaho, Number 986027 Registered Architect, Pennsylvania (Expired), Number EX 1026	
Selected Publications and Recent Research	"Right to the City: Equity, Sustainability and Single-Family Zoning", NCARB Continuum Series, forthcoming (professional continuing education course series). "The Architecture Design Studio and COVID-19," in <i>Teaching in Turbulent Times</i> , Rutgers University Press, forthcoming (w/, Golden, Griggs, Sprague, book chapter). "The Seattle Street Sink and the Pandora's Box of Grassroots Design Activism," ACSA 109 th Meeting, 2021 (w/Golden, paper). "Seattle's Interbay: a nexus of competing social equity agendas," ACSA 109 th Meeting, 2021 (paper).	
Professional Memberships	College of Fellows, American Institute of Architects Co-Chair, Public Policy Board, AIA Seattle Chapter Scholar in Professional Practice, NCARB	

UW ARCHITECTURE →

Jim Nicholls

Title Teaching Associate Professor

Courses Taught

WIN 20

ARCH 570 Design Development
ARCH 599 Thesis research
ARCH 700 Masters Thesis

WIN 21

ARCH 570 Design Development

SPR 20

ARCH 532 Const Mat & Assm II
ARCH 402 Arch Design VI
ARCH 700 Masters Thesis

SPR 21

ARCH 532 Const Mat & Assm II
ARCH 505 Arch Exploration I

AUT 20

ARCH 400 Arch Design IV
ARCH 599 Thesis research
ARCH 700 Masters Thesis

AUT 21

ARCH 400 Arch Design IV

Educational Credentials

Bachelor of Architecture, University of British Columbia, 1986
Bachelor of Arts, University of Alberta, 1982

Teaching Experience

Teaching Associate Professor, UW Arcitecture, Present - 2020-
Senior Lecturer, UW, 2020- 2008
Lecturer, UW, 2008 -1996
Part Time Lecturer, UBC Architecture 1992, 1991, 1990, 1987
Teaching Assistant, UBC Landscape Architecture, 1985, 1984

Professional Experience

1995 - 1988 Henriquez and Partners Architects, Vancouver BC
1998 - 1987 Perkins And Cheung Architects, Vancouver BC
1987 - 1986 Aitken Smith Carter Architects, Vancouver BC

Selected Publications and Recent Research

- 2019 "Building a Better Block"
Masonry Design Magazine, quarter one 2019
- 2018 Building Blocks Fifteen Years of the Storefront Studio
Exhibit and self published
- 2013 "Public Architects"
Thrift-Bruce Carscadden Architects, essay and editing
- 2011 "A Future Built on Identity"
Forum, Dec. AIA Seattle, Lauren McCroskey co-authored
- 2011 "Complete Streets & Main Street Highways"
WSDOT Office of Research and Lib. Serv., Research Report

UW ARCHITECTURE→

Jeffrey Karl Ochsner, FAIA
Professor

Courses Taught

WIN 20

ARCH 452 Seattle Architecture

SPR 20

[class canceled due to COVID]

AUT 20

ARCH 590 Urban Design +
Preservation Intro

WIN 21

ARCH 452 Seattle Architecture
ARCH 468 Capstone Preparation

SPR 21

ARCH 352 Modern Architecture
ARCH 557 Hist. Pres. Hist./Theo.

AUT 21

ARCH 590 Urban Design +
Preservation Intro

Educational Credentials

M.Arch., Rice University, 1976

B.A. (Arch.) *Magna Cum Laude*, 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

Professional Experience

independent preservation consulting, 2005-
Owner/Principal, Ochsner Associates, Houston TX, 1984-87
various firms in Texas, Wisconsin, Michigan, 1973-84

Licenses/ Registration

Washington #4643
NCARB Certificate #21329

Selected Publications and Recent Research

Editor/co-author, *Shaping Seattle Architecture: A Historical Guide to the Architects* (2nd edition, 2014; 1st edition 1994)
Author, *Furniture Studio: Materials, Craft, and Architecture* (2012)
Author, *Lionel H. Pries, Architect, Artist, Educator: From Arts & Crafts to Modern Architecture* (2007)
Co-author, *Distant Corner: Seattle Architects and the Legacy of H. H. Richardson* (2003)
Author, *H.H. Richardson: Complete Architectural Works* (1982)
"The Experience of Prospect & Refuge: Frank Lloyd Wright's Houses as Holding Environments." *American Imago*, 75/2 (Summer 2018)
"The Past and Future of Pioneer Square: Historic Character and Infill Construction in Seattle's First Historic District." *Change Over Time* 7/2 (Fall 2017)
"The Emergence of Regional Modernism in Seattle, from the 1930s to the 1950s." *Pacific Northwest Quarterly* 108/1 (Winter 2016/2017)
"Meditations on the Empty Chair: The Form of Mourning and Reverie." *American Imago* 73/2 (Summer 2016)

Professional Memberships

American Institute of Architects
Society of Architectural Historians
National Trust for Historic Preservation
Vernacular Architecture Forum

UW ARCHITECTURE →

Ken Tadashi Oshima
Professor

Courses Taught

WIN 20

441/541 Visions of the Japanese House

SPR 20

ARCH 352a Modern Architecture
ARCH 505/402 Metabolic Urbanism

AUT 20

ARCH 441/541 Visions of the Japanese House

WIN 21

ARCH 498/598 Modern Arch & Critical Present

BE 405/505 McKinley Futures Studio

AUT 21

ARCH 441/541 Visions of the Japanese House

Educational Credentials

Ph.D. Columbia University, 2003

M. Phil. Columbia University, 1998

M. Arch. University of California, Berkeley, 1993

A.B. *Magna Cum Laude*. Harvard College, 1988

Teaching Experience

Position, Institution, years

Professor of Architecture, UW, 2014- present

Adjunct Professor of Landscape Architecture, UW, 2014- present

Visiting Assoc. Prof. of Architecture, Harvard GSD, 2012

Visiting Asst. Prof., Harvard GSD, 2008

Professional Experience

PORTICO GROUP, 2014- Seattle, WA

Selected Publications and Recent Research

「日本を超えた日本建築- Beyond Japan-」 Yoshiro and Yoshio Taniguchi Museum of Architecture, Kanazawa, 2020.

Kiyonori Kikutake: Between Land and Sea, Cambridge, MA/Zurich: Harvard GSD/Lars Müller, 2015.

Architecturalized Asia: Mapping a Continent through History, U. Hawai'i Press/H.K.U Press, 2013.

GLOBAL ENDS—towards the beginning. Tokyo: Toto, 2012.

International Architecture in Interwar Japan: Constructing Kokusai Kenchiku. Seattle: University of Washington Press, 2009.

Arata Isozaki. London: Phaidon, 2009

Professional Memberships

Society of Architectural Historians, 1997- present

DoCoMoMo (Documentation and Conservation of the Modern Movement), 1998- present

Japan Art History Forum (JAHF). 1998- present

UW ARCHITECTURE →

Robert B. Peña
Associate Professor

Courses Taught

WIN 20

ARCH 521 Design Tech. II
ARCH 524 Design Tech. V

SPR 20

ARCH 3/431 Energy and
Environmental Systems for
Bldgs.
ARCH 594 Research Seminar
ARCH 508 Research Studio

AUT 20

ARCH 520 Design Tech. I
ARCH 523 Design Tech IV

WIN 21

ARCH 521 Design Tech. II
ARCH 524 Design Tech. V

SPR 21

ARCH 3/431 Energy and
Environmental Systems for
Bldgs.

AUT 21

ARCH 520 Design Tech. I
ARCH 523 Design Tech IV
ARCH 593 Research Seminar

Educational Credentials

M. Arch., U.C. Berkeley, 1987
B.S. Architectural Engineering, University of Colorado, 1981

Teaching Experience

Associate Professor, University of Washington 2007-present
Associate Professor, Cal Poly San Luis Obispo 2002-2007
Assistant Professor, University of Oregon 1992-97; 1998-99
Assistant Professor, Montana State University 1989-92

Professional Experience

Sr. Designer, VP: Van der Ryn Architects 1997-98; 1999-2002
Architectural Design Intern: EHDD Architects 1991
Architectural Design Intern: Mazria Associates 1988-89
EIT/Intern Engineer: HKS Engineering 1987-88
EIT/Intern Engineer: Krause Engineering 1981-83
Research Intern: Solar Energy Research Institute 1981

Selected Publications and Recent Research

“Creating the Context for a Solar Future: Two Activists, Two Buildings,” in *Activism in Architecture*, ed. By M McDonald and C Dayer (New York: Routledge, 2019): 73-82.
“Simulation and Performance of Seattle’s Bullitt Center,” R Peña with C Meek and D Davis, in *Technology | Architecture + Design, Issue 1:2* (Washington DC: ACSA, Fall 2017): 163-173.
“Design Integration: Lesson from a Research-Based Design Studio + Seminar,” R Peña, C Meek, 2019 Reynolds Symposium: Education by Design (U of Oregon Oct. 2019).

Professional Memberships

American Solar Energy Society
Society of Building Science Educators

UW ARCHITECTURE →

Gundula Proksch
Associate Professor

Courses Taught

WIN 20

ARCH 536 Design w. Living Sys.
ARCH 599 Ind Thesis Research
ARCH 700 Master Thesis

SPR 20

ARCH 508 Research Studio II
ARCH 594 Research Seminar II
ARCH 700 Master Thesis

AUT 20

ARCH 588/592 Research Methods

WIN 21

ARCH 536 Design w. Living Sys.
ARCH 599 Ind Thesis Research
ARCH 700 Master Thesis

SPR 21

ARCH 598 Seattle's Futures
ARCH 700 Master Thesis
CEE 800 Doctoral Dissertation

AUT 21

TBD

Educational Credentials

M. Arch., Cornell University, 2000
Dipl.-Ing. (M.Arch equivalent), University of Technology Braunschweig, 1997

Teaching Experience

Associate Professor, University of Washington, 2015-present
Assistant Professor, University of Washington, 2008-2015
Design Faculty, Parsons The New School for Design, 2002-2008
Adjunct Assistant Professor, NYIT, 2002-2007

Professional Experience

Proksch + Proksch Architekten, Cologne – Seattle, 2002-present
Skidmore, Owings & Merrill LLP, SOM, New York, 2006-2008
Richard Meier & Partners, New York, 2000-2003,
David Chipperfield Architects, London, 1997-1998

Licenses/ Registration

Architectural Association, AKNW, Germany, # A 34618, since 2002
AIA International Associate, # 3800585, since 2009

Selected Publications and Recent Research

Proksch, Gundula. *Creating Urban Agricultural Systems: An Integrated Approach to Design*. New York/ London: Routledge, 2017
Proksch, Gundula, Alex Ianchenko, Benz Kotzen. Aquaponics in the Built Environment. in *Aquaponics Food Production Systems*, edited by Alyssa Joyce, Simon Goddek, Benz Kotzen, Springer, 2019
Proksch, Gundula, Daniela Baganz. CITYFOOD: Research Design for an International, Transdisciplinary Collaboration," *Technology, Architecture and Design*, TAD 04:1, 2020

Professional Memberships

Director, UW Circular City and Living Systems Research Lab
PI, Future Earth PEGASuS 3 Grant, Resource Recovery
Co-PI, UW Population Health Initiative's COVID-19 Rapid Response Grant
Co-PI, UW PHI COVID-19 Economic Recovery Research Grant
PI, NSF "Belmont Forum Collaborative Research: CITYFOOD" Grant
Co-PI, SUGI Food-Water-Energy Nexus, Belmont Forum /Urban Europe Grant

ACSA Board of Director, At-Large Director since 2020

UW ARCHITECTURE →

Kathrina Simonen, AIA, SE Professor

Courses Taught

WIN 20

ARCH 321 Structures II

SPR 20

ARCH 425/525 Life Cycle Assessment and Architecture

ARCH 322 Structures III

AUT 20

Administration

WIN 21

Administration

SPR 21

ARCH 425/525 Life Cycle Assessment and Architecture

Arch 322 Structures III

AUT 21

ARCH 320 Structures I

Educational Credentials

M. Arch., University of California, Berkeley, 1992

M.S. Structural Eng., University of California, Berkeley, 1991

B.S. Architectural Eng., University of Colorado, Boulder, 1989

Teaching Experience

Professor and Chair, University of Washington 2020-present

Associate Professor, University of Washington 2014-2020

Assistant Professor, University of Washington 2009-2014

Associate Professor, California College of the Arts 2000-2009

Adjunct Lecturer, California College of the Arts 1995-2000

Professional Experience

Owner Simonen Design/Operation Architecture, 2000-2011

Project Architect: EHDD Architects 1997-2000

Project Engineer: Tipping Mar & Associates 1995-1997

Engineer: DASSE Design 1992-1995

Licenses/ Registration

Architect CA C27675

Structural Engineer CA SE4201: Civil Engineer CA C052801

Selected Publications and Recent Research

Executive Director, [Carbon Leadership Forum](#): Life Cycle Assessment research and action including the [EC3 tool](#) and the [SE 2050 Challenge](#)

Simonen, K. (2014), *Life Cycle Assessment: Pocket Architecture Technical Design Series*, Routledge, London, UK.

Simonen, K., Rodriguez, B.X., De Wolf, C. (2017), Benchmarking the Embodied Carbon of Buildings, *Technology | Architecture + Design*, 1(2). *ASCA Research Contribution Award 2020

Professional Memberships & Awards

American Institute of Architects (member)

Engineering News Record 2019 Top 25 Newsmaker Award

American Society of Civil Engineers Charles Pankow Award 2021

UW ARCHITECTURE →

Tyler S. Sprague, P.E., Ph.D., LEED AP

Associate Professor, Department of Architecture

Adjunct Associate Professor, Department of Civil and Environmental Engineering

Courses Taught

WIN 20

ARCH 321 Structures 2

ARCH 521 Design Technology 2
(co-taught w/ A. Uhlig)

SPR 20

ARCH 404/504 Onouye Studio
(co-taught w/ M. Kanada)

ARCH 523 Design Technology 3

SUM 20

CEE452 Reinforced Concrete

AUT 20

ARCH 320 Structures 1

BE 551 The Cont. Built Environ.

WIN 21

ARCH 321 Structures 2

ARCH 521 Design Technology 2
(co-taught w/ R. Peña)

SPR 21

ARCH 404/504 Onouye Studio
(co-taught w/ J. Hooper)

ARCH 523 Design Technology 3

SUM 21

CEE452 Reinforced Concrete

AUT 21

ARCH 320 Structures 1

Educational Credentials

Ph.D., Built Environment, University of Washington, 2013

M.S Structural Engineering, University of Washington, 2006

B.S. Civil Engineering, University of California, Berkeley, 2003

Teaching Experience

Associate Professor, Department of Architecture, University of Washington, 9/20 – present

Assistant Professor, Department of Architecture, University of Washington, 9/13 – 9/20

Pre-doctoral lecturer, Department of Architecture, University of Washington, 9/08 – 9/13

Professional Experience

Design Engineer, Magnusson Klemencic Associates, Seattle, WA, 10/06-9/08

Project Engineer, Clark Pacific, Sacramento, CA, 05/03-06/04

Engineering Aide, East Bay Municipal Utility District, Oakland, CA, 05/02-12/03

Licenses/ Registration

Professional Engineer (PE) in California, License # C 73021

LEED Accredited Professional (USGBC)

Selected Publications and Recent Research

Sculpture on a Grand Scale: Jack Christiansen's Thin Shell Modernism, University of Washington Press, Seattle, 2019.

Professional Memberships

Building Technology Educators Society, American Society of Civil Engineers, docomomo US, International Association of Shell and Spatial Structures, Construction History Society



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

January 27, 2014

Dr. Michael K. Young
President
University of Washington
Office of the President
301 Gerberding Hall, Box 351230
Seattle, WA 98195-1230

Dear President Young:

Michael
On behalf of the Northwest 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 Fall 2013 Year Seven *Mission Fulfillment and Sustainability* Evaluation which was to include Recommendations 1 and 2 of the Spring 2011 Year One Peer-Evaluation Report.

In reaffirming accreditation, the Commission requests that the University include an addendum in its Spring 2015 Year One *Mission and Core Themes* Report to address Recommendations 2 and 3 of the Fall 2013 Year Seven Peer-Evaluation Report. In addition, the Commission requests that the University include an addendum in its Spring 2016 Mid-Cycle Self-Evaluation Report to address Recommendations 1 and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. In making these requests, the Commission finds that Recommendations 1, 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report are areas where the University of Washington is substantially in compliance with Commission criteria for accreditation, but in need of improvement. A copy of the Recommendations is enclosed for your reference.


The Commission commends the University for its robust response to the fiscal downturn, marked by planning that engaged much of the University's community. In addition, the Commission applauds the University's commitment to access, which is exemplified by the high fraction of Pell-eligible and first generation college students on the University's Bothell, Seattle, and Tacoma campuses as well as its commitment to enhancing the undergraduate experience through freshman interest groups, undergraduate research opportunities, the Husky Leadership Initiative, and an intellectually vibrant residential community. Moreover, the Commission commends the fostering of effective collaborations between the library and significant academic programs to enhance active learning, research, scholarship, and service. Further, the Commission finds laudable the University's distinguished health science enterprise characterized by innovative programs. Lastly, the Commission finds noteworthy the University's efforts to ensure that student-athletes across sports and affinity groups (gender, race, and ethnicity) demonstrate strong graduation and retention rates.

President Michael K. Young
Page Two
January 27, 2014

If you have any questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

A handwritten signature in black ink that reads "Sandra E. Eisman". The signature is written in a cursive style with a large initial "S".

Sandra E. Eisman
President

SEE:rb

Enclosure: Recommendations

cc: Dr. Gerald Baldasty, Senior Vice Provost for Academic and Student Affairs ✓
Mr. Orin Smith, Chair, Board of Regents