2007 Architectural Program Report
Department of Architecture • University of Washington
# Table of Contents

## 1. INTRODUCTION TO THE PROGRAM

1.1 History and Description of the Institution .................................................. 1  
1.2 Institutional Mission ......................................................................................... 1  
1.3 Program History ............................................................................................. 2  
1.4 Program Mission ............................................................................................. 3  
1.5 Program Self-Assessment ............................................................................... 4  

## 2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 Summary of Responses to Team Findings ....................................................... 5  
2.2 Summary of Responses to Changes in the NAAB Conditions ..................... 16  

## 3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 Program Responses to the NAAB Perspectives ............................................. 19  
3.2 Program Self-Assessment Procedures ......................................................... 32  
3.3 Public Information ......................................................................................... 38  
3.4 Social Equity ................................................................................................. 39  
3.5 Studio Culture ............................................................................................... 46  
3.6 Human Resources ......................................................................................... 46  
3.7 Human Resource Development ..................................................................... 60  
3.8 Physical Resources ....................................................................................... 82  
3.9 Information Resources .................................................................................. 95  
3.10 Financial Resources .................................................................................... 104  
3.11 Administrative Structure ......................................................................... 109  
3.12 Professional Degrees and Curriculum ....................................................... 111  
3.13 Student Performance Criteria ................................................................... 118  

## 4. SUPPLEMENTAL INFORMATION

4.1 Student Progress Evaluation ........................................................................ 129  
4.2 Studio Culture Policy ................................................................................... 132  
4.3 Course Descriptions ...................................................................................... 135  
4.4 Faculty Resumes ............................................................................................ 269  
4.5 Visiting Team Report from the Previous Visit ........................................... 389  
4.6 Annual Reports .............................................................................................. 391  
4.7 School Catalog ............................................................................................... 393  

## APPENDICES

405
1. INTRODUCTION TO THE PROGRAM

1.1 HISTORY AND DESCRIPTION OF THE INSTITUTION

The University of Washington is the oldest state-assisted institution of higher learning on the Pacific Coast. The Territorial University of Washington opened on 4 November 1861, in a building on a 10-acre tract of hilly wilderness (which is now at the center of downtown Seattle). By 1889, the university was firmly established as an institution of higher education. Steady growth made larger quarters necessary; in 1895 classes opened in Denny Hall, the first building on the present campus. The Alaska-Yukon-Pacific Exposition, held on campus in 1909, provided many new buildings and focused national attention on the university and the Pacific Northwest. Today the 643 acre main campus has 218 buildings. In the 1990s, branch campuses were established in Tacoma to the south, and in Bothell to the north.

Located between Lake Washington and Lake Union, the Seattle campus and environs form a distinctive enclave within the city. Seattle is the major city of the Pacific Northwest, with a metropolitan population of almost 3 million people.

The UW has earned an international reputation for its research and graduate programs. Since 1969, the university has ranked among the top five institutions in the nation in receipt of federal awards. Since 1974, it has been the number one public university in America in receiving federal support for research and training.

There are over 4,000 teaching and research positions at the University of Washington and a total faculty and staff of 27,600. Student enrollment at the university's main campus in Seattle is over 39,000, of which about one fourth are graduate and professional students. The freshman class entering in 2005 had an average high school grade point of 3.69, with an average SAT score, math and verbal combined, of 1198.

The Seattle campus is made up of seventeen major schools and colleges. The University of Washington Libraries system is one of the largest research libraries in North America. Its collections exceed 5 million catalogued volumes, an equal number in microform, several million items in other formats, and more than 50,000 serial titles. The Libraries system is a part of one of the most innovative and well-integrated electronic campus information networks in the world. Members of the university's teaching and research faculty are known nationally and internationally. The University of Washington is one of the major seats of learning and research in the western United States.

1.2 INSTITUTIONAL MISSION

Part Four of the University of Washington Handbook describes the university’s mission (as revised in 2001) as follows:

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The university preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation’s outstanding teaching and research institutions, the university is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the university fosters an environment in which its students can develop mature and independent judgment and
an appreciation of the range and diversity of human achievement. The university cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the university seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through educational outreach, evening degree, and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington is its College of Arts and Sciences; the teaching and research of the university's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, medicine, forest resources, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of architecture and urban planning, business administration, education, engineering, nursing, pharmacy, public affairs, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.

1.3 PROGRAM HISTORY

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

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

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

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

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

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

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

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

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

1.4 PROGRAM MISSION

The current strategic plan for the Department of Architecture was adopted by the faculty on 12 June 2007 and endorsed by the dean of the College of Architecture and Urban Planning on the same date. The plan describes the department’s mission, values and vision as follows:

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

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

**Values:** We value excellence in research and teaching, the traditions of architecture within the context of social and technological change, the continuing legacy of craft in the making of architecture, an activist and community-based design process, and ethical action used to address human and environmental concerns.
The core value of our department is design—a fundamentally integrative activity that incorporates ethical, cultural, and ecological values with emerging technologies and advanced areas of research. We believe in a culture of creative research and teaching where design is a vehicle for research and research is a vehicle for design.

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

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

### 1.5 PROGRAM SELF-ASSESSMENT

On June 12, 2007 in a regularly scheduled faculty meeting, the faculty of the Department of Architecture formally adopted a new strategic plan. The full text of this strategic plan is included as an Appendix to this report.

This plan was initiated by the new chair of the Department of Architecture, David Miller, in January 2007 and evolved under the direction of the Strategic Planning Committee over a four-month period in winter and spring 2007. It involved several discussions with the faculty including an evening meeting on February 15 and a weekend morning retreat on May 12. It incorporates feedback received during those faculty events as well as a meeting with the department's Professionals Advisory Council on May 2, an online student survey conducted between February 22 and March 6, and a survey of part-time faculty. In addition, the Strategic Planning Committee consulted the dean of the College of Architecture and Urban Planning, and considered the department’s former planning exercises, the existing strategic plans of the other departments in the college, and the new vision statement of the University of Washington. The resulting strategic plan is a reflection of the collective values of the faculty seen in the context of the college, university and larger regional, national and international professional and academic communities. Although the intention of this document is to provide a framework for action that can guide the department in the coming years, it will be revisited on a regular basis to respond to changing circumstances and to take advantage of new opportunities.

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

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

The entire Strategic Plan including the action items associated with these goals can be found in the Appendix.
2. PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 SUMMARY OF RESPONSES TO TEAM FINDINGS

The University of Washington Master of Architecture degree program was reviewed by NAAB in 2001-2002. The Architecture Program Report was submitted to NAAB in August of 2001; the site visit by the NAAB team took place in February 2002.


As a result of the report, the NAAB Board formally granted the University of Washington’s professional programs a three-year term of accreditation.

The findings of VTR prompted an intense discussion of the M.Arch. curriculum in our faculty. We undertook this in two forums. In September 2002 we established a faculty task force to study the specific deficiencies in the SPC’s. Simultaneously, we undertook a strategic planning process to identify a set of larger goals for the department. Both processes, conducted independently, came to remarkably synergetic conclusions. While the task force recommended clarifying core professional and comprehensive design issues in studios, and strengthening our environmental and technological offerings; our strategic plan listed as the department’s top priorities building up a culture of design excellence in our studios, and making sustainable or ecological design and technology into a basic benchmark of our education and research.

In the implementation phase, “design excellence” has translated into a one-year core sequence of studios with linked courses and workshops, and “ecological design and technology” has resulted in focused reevaluation of our technology courses with new required courses in building systems integration and comprehensive design. At the same time, we have introduced a new thesis prep course and created a terminal thesis studio option to give students a stronger conclusion to their education.

In other words: the necessary task of dealing with the NAAB conditions has given us an opportunity to undertake the larger goal of re-evaluating and strengthening our curriculum and identity. This has been, and continues to be, a challenging but constructive experience. One of the clear successes has been the strong financial support we have received from the Provost’s office as a direct response to our efforts. On the basis of the Strategic Plan and the report of the Task Force, the Provost approved:

- Three new tenure track hires.
- Permanent funding for two existing full-time lecturers (shared with Art).
- $30,000 towards the permanent operating budget of our MS Program.

At the same time, we have been bolstered by:

- the more than $1,125,000 in grants and contracts secured by our research faculty (2002-2004)
- a $25-million, 15 month renovation of Architecture Hall funded by the State Legislature that was completed in August 2007, and
the more than $40,000 per year the department has generated through its extension programs. This money has come primarily from the new Design Firm Leadership and Management Program for mid-career professionals that we began offering in 2002-2003.

The improved financial health of the department goes to addressing the deficiencies in Human Resource Development and Financial Resources noted in the VTR.

In sum, we are confident that we addressed the deficiencies noted in our 2002 VTR in a comprehensive and synthetic manner that builds upon the core strengths of the department, is consistent with our strategic plan and is designed to embrace the increasingly complex demands of the practice of architecture.

In June 2004 the department prepared a detailed Annual Report (AR) to request the Board to extend our reduced accreditation term by three years on the grounds that we adequately addressed the issues that necessitated the reduced terms with an acceptable AR—as provided for in the 2002 Addendum to the 1998 Conditions and Procedures (“Page 42 Accrediting Procedures”).

After receiving this AR the NAAB Board granted an additional three year term for our program, with the next visit scheduled for 2008. The following summary of the June 2004 AR describes the content of our response to the Visiting Team Report that clearly outlines the UW Department of Architecture’s action regarding conditions “not met” and to “causes for concern”.

2.1a Summary from UW AR, June 2004. Part I: Causes of Concern

(5.A.) Unresolved Nature of Long-Identified Areas of Concern

Summary of VTR comments: Though some progress is noted in some areas, many of the issues discussed under I.1, Team Comments, were also identified since at least the 1997 visiting team report, but have been largely left unresolved.

UW response: The Department is responding to long-standing, and newly emerging, issues in a proactive manner. We are dedicated to maintaining and enhancing our Department’s reputation in the academic and professional community. To this end, we have received significant support not only from the University’s Administration, but from our local professional community as well.

Following the receipt of the 2002 VTR, and with the appointment of Vikram Prakash as Chair in July 2002, the Department’s new administration used its incoming advantage to secure additional support from the Dean and Provost and to advance issues long mired in debate. These include:

- the development of a succinct new Strategic Plan
- curricular reform towards a satisfying thesis experience, including a new thesis preparation course (see 5.C. below) and
- a more clearly defined studio sequence (see 5.C. below)
- the release of new faculty lines (see Part II, Human Resource Development)
- generation of greatly increased grant and extension funding (see Part II, Financial)

Relevant documentation:
- This AR, as a whole, documents all the changes taking place in the Department.
- New Strategic Plan of the Department – printed brochure and complete text.
(5.B.) Building Service Systems, Building Systems Integration, and Comprehensive Design

Summary of VTR comments: Environmental technology was identified as an area of weakness more than 10 years ago. Left unresolved, it continued to weaken efforts to demonstrate understanding of building systems and to demonstrate the ability to integrate building systems.

UW response: Our environmental technology curriculum, has been the focus of our reorganization efforts the past two years, and has been bolstered as a key goal in the Strategic Plan. In general, the area of environmental technology education has been strengthened by better integration of technology courses into the core of the curriculum. We have instituted a new set of required workshops, courses and studios to deliver a better, more integrated environmental technology education to our students.

Specifically, we have restructured the first year of the 2-year sequence. Now Arch 500 and Arch 501 are “Integrated Studios” with attached workshops and related coursework. These are followed by a new required studio, Arch 502 “Comprehensive Design”. The course linked to the Arch 502 studio is a new, required course Arch 530 Building Systems Integration. ARCH 530 complements and builds on Arch 433 Active and Passive Control Systems (already required) that addresses building operation and building service systems.

In addition, we have obtained a new faculty line in this discipline area from the Provost. This new Architecture and Ecological Design and Technology position is currently being searched, and the new faculty member is expected to join us in Fall 2005. This faculty member is expected to teach studios in the graduate core sequence, Arch 500-502, along with some of our technology courses.

Implementation: All aspects of environmental technology (Building Service Systems, Building Systems Integration) have been strengthened and better integrated into the curriculum, and Comprehensive Design has been initiated as a new required studio. The outcomes are visible in the student work.

Relevant documentation: For detailed documentation of these courses and the accompanying student work, please see Part II of this AR (Deficiencies in Student Performance Criteria).

(5.C.) Towards a Fulfilling Thesis Experience

Summary of VTR comments: Despite a protracted dialogue involving many constituents/stakeholders, resolution of the widely perceived problems of the master of architecture degree thesis remains unsuccessful.

UW response: Early in Fall 2002, the faculty approved a major re-organization of the thesis program to provide a better educational experience for students, and a better fit with faculty resources. We adopted a two-term sequence consisting of a thesis pre-design class, Arch 595, followed by a thesis design studio class, Arch 700.

The new thesis preparation and pre-design class, Arch 595, has significantly strengthened the abilities of students to develop and integrate a broad range of technical considerations into their education, and particularly into their thesis projects. They are required to consider architectural programming, detailed site analysis, integration of land use and building regulatory measures, systems integration and planning, and the like.

We now teach the thesis studio (Arch 700) as a terminal design studio with our full time faculty. Students still have the option to pursue an independent thesis, however, they work on the same schedule, and with the same expectations. The significant difference in the options is that independent thesis students work with an individual faculty committee rather than in the context of a studio.

We redesigned the final thesis review process to make the work of the thesis
students the culmination of the academic year and engaged distinguished visiting critics to supplement faculty and local professional reviewers. All other studio reviews are scheduled on days prior to thesis reviews to allow all other students to attend on all thesis reviews.

Thesis student workspace: Restructuring the thesis so that most students are now expected to finish as a class and not linger on for several extra quarters has reduced the pressure on thesis space as well as studio space in general. In addition, we have acquired a new studio space adjacent to Gould Hall, which was developed as a student design build project. Fondly designated as “The Annex”, this studio is fully accessible and proven to be very popular with student and faculty alike. Taken together, these changes have allowed us to relinquish space in the Fisheries building and locate Departmental studios and spaces in close proximity to Gould and Architecture Halls.

*Implementation:* We believe we have addressed and solved the “thesis problem.” Our first class graduates in June 2004.

Relevant documentation:
- Arch 595, Thesis Preparation, syllabus and samples of student work
- Arch 700 Thesis Studio, description, and forms and information sheets used to implement new thesis process
- 2004 final thesis review schedule, and postcard
- Floor plans of “The Annex” and Arch Hall Renovation

**(5.D.) Research: Broadening the Teaching-Based Entity in a Major Research University**

*Summary of VTR comments:* Current strides by the College and Department to deepen their research mission are laudable and in need of increasing levels of support, particularly in those areas in which sponsorship can now be used to enable scholars with a wider diversity of scholarly interests to pursue their inquiries with Departmental support.

*UW response:* The Department continues to raise its commitment to research, with strong support from the Dean and the Provost. In a major landmark, our College started a new inter-disciplinary Ph.D. in the 2002-2003 academic year with our entire Architecture research faculty integral to its core mission and faculty. This new Ph.D. offers concentrations in i. Sustainable Systems and Prototypes ii. History, Theory and Representation Studies, and iii. Computational Design and Research. These three areas are consistent with the core goals of our Department as articulated in our Strategic Plan.

In addition, the two new faculty positions approved by the Provost, in Architecture and Urban Design and in Architecture and Ecological Design and Technology will contribute to research the successful candidate for the Urban Design position, Nicole Huber, is expected to complete her doctorate by the time she begins her appointment with us in Fall 2004. In this search we were also able to persuade the Provost to release funding to hire one additional candidate with a Ph.D., Louisa Iarocci, further adding to our research capabilities.

*Implementation:* The Provost’s Office has provided a strong foundation of support for the Department of Architecture and our efforts to expand our research capabilities. We ensure all new faculty can contribute to research. Our success is evidenced by the grants our faculty attracted between 2002 and 2004. This includes:
- Ellen Do, NSF, $74,984
- Mark Gross, NSF, $171,036
- Sharon Sutton, Ford Foundation, $265,000
- Joel Loveland, Energy Alliance grants for Betterbricks, $1,319,223 (1999-2005)
• Vikram Prakash, Frank Ching, Mark Jarzombek A Global History of Architecture: A new textbook (Graham Foundation: $20,000; John Wiley $60,000)

**Relevant documentation:**
• Description and brochure of the new Ph.D. in the Built Environment.
• List of faculty in the new Ph.D.
• CV of new research faculty, Nicole Huber and Louisa Iarocci
• Brief descriptions of new grants

**2.1b Summary from UW AR, June 2004, Part II. Deficiencies In Conditions for Accreditation**

*(11.6) Human Resource Development*

**VTR comments:** University wide budget reductions continue to hamper human resources and development. This is evidenced by the overly large number of part-time faculty who teach a significant percentage of the courses, including required courses, potentially weakening the core curriculum because of their intermittent involvement in the program.

A shortfall in replacements for retired faculty members and recent “buy-outs,” faculty development, release time for research, and travel to professional conferences are further areas of concern.

**UW response:** In spite of university wide budget reductions, we have successfully requested the Dean and Provost to allow us to search for several new permanent faculty positions in our Department in the last two years. This significantly reduces our reliance on part-time faculty. To release the new faculty lines, the Provost’s office required us to develop a succinct Strategic Plan to ensure that new faculty hires enhanced the core mission of the Department. Following the success of our strategic planning process in 2002-3, we are now in the midst of completing an unprecedented number of new permanent hires. New permanent full-time hires since the 2002 VTR include:

• Associate/Full Professor of Architecture and Ecological Design – search in progress, successful candidate expected to start in Fall 2005.
  teaching: core design studios; building systems; integrated design

• Louisa Iarocci, Ph.D., Assistant Professor of Architecture and Urban Design (to begin Fall 2004)
  teaching: core design studios; American architectural history, gender and architecture

• Nicole Huber - Assistant Professor of Architecture and Urban Design (to begin Fall 2004)
  teaching: core design studios; charrettes; urban theory, film and architecture

• Peter Cohan - Assistant Professor of Architectural Design (started Fall 2003)
  teaching: core design studios

• Jim Nicholls, Full Time Lecturer (with Public Art) on Permanent Funding (started Fall 2003)
  teaching: core design studios; Construction Materials and Assemblies

• Anne Stevens, Full Time Lecturer (with Art) on Permanent Funding (started Fall 2003)
  teaching: digital drawing; representation

**Implementation:** Our new permanent faculty have significantly reduced our dependence on part-time faculty, thereby addressing the primary concern of the VTR.

To further faculty development, all faculty requests for release research time and support for travel to conferences in the last two years have been met. In addition, the
Department established an Architecture Publication Fund with University of Washington Press, through a seed investment of $50,000. (This amount has more than been matched by the Press through their own fundraising efforts.) The core objective of the fund is to provide financial assistance for books by our faculty (up to a maximum of $10,000 per book) that are accepted for publication by the Press.

Note: We would also note that we continue to rely on part-time faculty as a policy, in order to take advantage of Seattle’s vibrant professional community. We believe that the infusion of current ideas and experience provided by leading practitioners from the professional community is one of the great strengths of the program at the University of Washington. In addition to exposing our students to issues of contemporary practice, bringing part-time faculty from the professional community enables us to build a close relationship with the profession, benefiting both our students and the profession.

Relevant documentation:
- Copies of advertisements for searches
- Press release of the Architecture Publication Fund
- Current CV’s of new faculty:
  - Louisa Iarocci
  - Nicole Huber
  - Peter Cohan
  - Jim Nicholls
  - Anne Stevens

(11.9) Financial Resources

VTR comments: Financial resources are poor. The team did not receive comparable information for other professional programs. Interviews with leading administrators indicated that institutional supports were predisposed to Departments and colleges that garnered significant sponsored projects and research contracts. The pending budget cuts may make this issue even more difficult to meet.

UW response: In the last two years, when schools of architecture nationally received cuts up to 15%, the University of Washington, thanks to strong lobbying of the legislature by the President’s Office, has done surprisingly well. For the 2002-2003 academic year the Department’s net budget cut was nil, and for 2003-2004 the net budget cut was 2.5% (this was partially offset by a 2% raise for all faculty, making the de facto cut only 0.5%).

At the same time, we have received strong financial support from the Provost’s Office, which has actually increased our permanent funds. This includes permanent funding for 3 new faculty hires, 2 lectures and an additional $30,000 in permanent operational funding for our M.S. Program.

In addition, the Department has been able to generate more than $40,000 additional dollars per year through new extension programs. This money has come primarily from the new Design Firm Leadership and Management Certificate Program for mid-career professionals, first offered in 2002-2003. Meanwhile, as a consequence of the investment we have made faculty research, grants and contracts generated by our faculty have increased with more than $1,125,000 coming in between 2002-2004.

In capital projects, a $25 million renovation of Architecture Hall funded by the State legislature soon begins with completion scheduled for June, 2007. We just completed renovation of 2,200 Sq. Ft. of a new space called “The Annex”, at the cost of $85,000 in 2003. The College just received $500,000 to make the basement of Gould Court accessible, scheduled to be transformed into a “digital commons” starting summer 2005.

Implementation: The strong financial support we have received from the Dean and the Provost’s office, and the successes of our research and extension programs, clearly shows that the Department’s finances have improved significantly. The permanent
funding we have received evidences that the University’s senior administration is committed to the financial well being of this Department.

It is worth noting that Professor Mark Emmert takes over as President of the University of Washington in July 2004. Professor Emmert, from his time at University of Connecticut and Louisiana State University, has a very strong track record of convincing legislatures to fund higher education. We hope to do even better once he is on board.

With this AR, we are including data on comparable professional units. As you will see, our finances compare favorably to these units.

**Relevant documentation:**
- Financial data on comparable professional units at UW
- Brochures of the Design Firm Leadership and Management program
- Short bio of President designate Mark Emmert

### (12) Deficiencies in Student Performance Criteria

The VTR reported deficiencies in the following seven SPC’s:

- 12.14 Accessibility
- 12.19 Life-Safety Systems
- 12.21 Building Service Systems
- 12.22 Building Systems Integration
- 12.24 Building Code Compliance
- 12.29 Comprehensive Design
- 12.30 Program Preparation

**UW overall response to deficiencies in SPC’s:** In September 2002 a Faculty Task Force was appointed by the Chair to study and make recommendations that would strengthen and improve upon the overall pedagogical objectives of our curriculum, while responding to the causes of concern and deficiencies noted in the VTR. This Task Force has worked hard the last two years, engaging not only the students and faculty, but also our local professional design community who have stepped up to the plate to help us assess our strengths and weaknesses. The result of this process is, we believe, a curriculum that not only addresses the issues of the VTR, but does so in a manner that integrates with the goals of our new Strategic Plan, in particular those of strengthening a culture of design excellence in our studios and making sustainable or ecological design and technology into a basic benchmark of our education and research.

Based on the recommendation of a faculty Task Force, followed by a vote of the whole faculty, we have restructured the first year of the two-year program (which is also the second year of the three-year program), designating it as the “core sequence” of the graduate program. It consists of a sequence of linked studios, courses and workshops. The fundamental idea is that in this sequence the studios and their accompanying courses and workshops will work in a coordinated manner, promoting better integration across the many facets of design—in particular environmental technology and design—while remaining flexible to match student backgrounds and changing professional imperatives.

As relevant to the deficiencies in the SPC’s, the elements of this restructured “core sequence” are (see diagram on p.16):

- Studios
  - Integrated Design Studios (Arch 500, 501) followed by a new Comprehensive Design Studio (Arch 502)
- Linked courses
  - Arch 530 Building Systems Integration (new required course), Arch 430 Construction Materials and Assembly, Arch 570 Design Development, and Arch 433 Active and Passive Controls (previously existing and required). These
linked courses generally have a part of their class requirement based off the concurrent studio project. This ensures that their learning is fully integrated into the design studio setting.

- Workshops
  A series of Workshops, designed to deliver specific content (such as accessibility, codes, land use, etc.) directly into studios, with the objective of seeing their outcomes in the studio projects of the students. The workshops are taught by our faculty and members of our supporting professional community. These workshops have been developed in collaboration with our Professionals Advisory Council, whose members have helped us create and maintain a list of design professionals who could give workshops in their area of expertise.
  The workshops are required and attached to the Integrated Design Studios (Arch 500 and Arch 501). In 2002-2003 the workshops were held once a week, on Wednesdays, just prior to studio. In 2002-2003 the following workshops were conducted:

  Fall 2003 (with Arch 500):
  - Land Use Regulation
  - Program Preparation
  - Egress and Accessibility
  - Fire / Life-Safety
  - HVAC systems

  Winter 2004 (with Arch 501):
  - Programming / User Requirements
  - Code Analysis – Accessibility
  - Building Service Systems
  - Building Economics
  - Integrated Building Case Studies

The design of these workshops is such that over time the subjects can change to add additional critical content, and adjust depending on the backgrounds and experience of the incoming class, and to retire content that might spin off into specific term long courses.

By the creation of the new “core sequence” we addressed the deficiencies in the SPC’s in a manner that strengthens the overall curriculum. It is worth noting that the core sequence as described above is coordinated by some of our most experienced faculty members, Professor Jerry Finrow, FAIA, Dean Emeritus, and Professor Dave Miller (also Partner at Miller|Hull, the 2002 AIA Firm of the Year).

The following section documents in detail our response to specific deficiencies in the SPC’s.

(12.14) Accessibility

VTR comments: There are courses that address ADA concepts and practical applications, but student work does not demonstrate sufficient evidence of the ability to meet this criterion.

UW response: The Department has created a set of required in-studio workshops conducted in conjunction with the integrated Architectural Design Studios, Arch 500 and 501. These workshop presentations include accessibility education sections taught by professionals with specialist backgrounds in the field. Students are expected to accommodate accessibility design in their studio projects after having been exposed to these workshop sessions.

Implementation: In Fall 2003, in conjunction with Arch 500, a workshop was conducted by Barbara Allen on Egress and Accessibility.
In Winter 2004, in conjunction with Arch 501, a related workshop presentation was conducted by William Endelman on Code Analysis – Accessibility.

Relevant documentation:
- Description of Workshop on Egress and Accessibility (with vita of Barbara Allen, Instructor)
- Description of Workshop on Code Analysis (with vita of William Endelman, Instructor)
- Student work on CD

(12.19) Life-safety systems

VTR comments: Arch 476, Design and the Uniform Building Code, covers the subject very well, but it is an elective course. There is no evidence provided that every student has an understanding of issues covered by this criterion.

UW response: In addition to Arch 476 Design and the Uniform Building Code, the Department has created a set of required in-studio workshops conducted in conjunction with the integrated Architectural Design Studios, Arch 500 and 501. These workshop presentations include life-safety education sections taught by professionals with specialist backgrounds in the field. Students are expected to accommodate life safety design in their studio projects after having been exposed to these workshop sessions.

Implementation: In Fall 2003, in conjunction with Arch 500 a workshop presentation on Life Safety was conducted by George Goodall, a fire safety engineer from the Seattle Fire Department.

In Winter 2004, in conjunction with Arch 501, a related workshop presentation was conducted by William Endelman on Code Analysis – Accessibility.

Relevant documentation:
- Description of workshop on Life Safety (with vita of George Goodall, Instructor)
- Description of Workshop on Code Analysis (with vita of William Endelman, Instructor)
- Student work on CD

12.21 Building service systems

VTR comments: Arch 433, Active Control Systems for Building Operation, provides good learning tools for understanding HVAC system controls. However, there is no evidence that students can demonstrate an understanding of communications, security and vertical transportation issues.

UW response: Arch 433, Active and Passive Control Systems for Building Operation, continues as a required course in the curriculum. However, this class has been revised to accommodate communication, security and vertical transportation issues. It also requires students to integrate HVAC as a post-design exercise into a previous studio project.

Additionally, in conjunction with the new comprehensive design studio (Arch 502) a new required course, Arch 530 Building Systems Integration, has been developed as a curricular requirement. Arch 530 Building Systems Integration requires students to integrate building service systems including communications, security and vertical transportation systems into their Arch 502 Comprehensive Design Studio work.

Implementation: Course adjustments for Arch 433 Active and Passive Controls for Building Operation are fully implemented.

Arch 502 the new Comprehensive Design Studio and its new linked course Arch 530 Building Systems Integration were tested in the 2002-03 academic year and fully implemented in Spring 2004.
Relevant documentation:
- Arch 433 and Arch 530 syllabus and student work
- Short Vitae of Associate Professor Dean Heerwagen and Professor Dave Miller
- Student work on CD

(12.22) Building systems integration

VTR comments: A review of student work does not provide sufficient evidence of the students’ ability to integrate all of the various systems into building design.

UW response: The Department has created a new required class Arch 530 Building Systems Integration that focuses on the integration of building systems in design. This course is taught as a companion to Arch 502, the new required Comprehensive Design Studio. Arch 530 is taught by Professor Dave Miller, tenured faculty at UW (and founding partner at Miller|Hull, the 2003 AIA Firm of the Year).

In addition, a set of required companion workshop presentations are taught for all students in integrated design studios (Arch 500 and Arch 501). These workshop presentations include building systems integration sections taught by UW faculty or professionals with specialist backgrounds in their respective fields. Students are expected to accommodate building systems design in their studio projects after having been exposed to these workshop sessions.

Implementation: Arch 530 Building Systems Integration, taught by Professor David Miller, was tested in the Spring of 2003 and was fully implemented in Spring of 2004.

In Fall 2003, in conjunction with Arch 500, a workshop presentation was conducted by Associate Professor Dean Heerwagen on HVAC systems design in buildings.

In Winter 2004, in conjunction with Arch 501, a workshop Integrated Building Case Studies was conducted by Vincent Ferese and Roger Gula, of Mithun Architects.

Relevant documentation:
- Arch 530 syllabus and student work
- Short Vitae of Associate Professor Dean Heerwagen and Professor Dave Miller
- Description of Workshops on HVAC systems and instructor CV
- Student work on CD

(12.24) Building code compliance

VTR comments: Arch 476, Design and the Uniform Building Code, provides an extremely detailed coverage of code concepts of the UBC and also introduces the International Building Code (IBC). However, this is an elective course. There is no evidence that every student is exposed to these concepts, nor is there demonstrated evidence of student understanding of issues covered by this criterion.

UW response: In addition to Arch 476 Design and the Uniform Building Code, the Department has created a set of required in-studio workshops conducted in conjunction with the integrated Architectural Design Studios, Arch 500 and 501. These workshop presentations include building code and zoning ordinance education sections taught by professionals with specialist backgrounds in their respective fields. Students are then expected to address building code issues in their studio projects after having been exposed to these workshop sessions.

Implementation: In Fall 2003, in conjunction with Arch 500, a workshop presentation on Land Use Regulations was conducted by Professor Jerry V. Finrow.

In Winter 2004, in conjunction with Arch 501, a workshop presentation was conducted on Code Analysis – Accessibility by William Endelman.

In addition, in Spring 2004, in conjunction with Arch 502, a special workshop on the International Building Code was conducted by Tom Eames, a Seattle architect.
(12.29) Comprehensive design

VTR comments: There is insufficient evidence of the ability to meet this criterion. Review of the student work presented did not display an ability to produce an architecture project informed by a comprehensive program, from schematic design through detailed development of programmatic spaces. Nor did it display an ability to combine all the component aspects and systems required in the comprehensive design of a project.

UW response: The Department has redesigned the third studio of the “core sequence” of its graduate program, Arch 502 to be a required Comprehensive Design studio. We have placed great emphasis on this studio as the final part of the core sequence.

In addition, Arch 530 Building Systems Integration, a new required class linked to Arch 502 Comprehensive Design studio, has been created to insure that building systems are fully integrated into design studio work. This new class, taught by Professor Dave Miller, requires students to design a building based on a detailed architectural program, to solve structural and environmental systems design, to integrate life-safety considerations, to include wall sections and building cladding assemblies and to be accountable for programmatic criteria. In addition to case studies, the main student assignment consists of overlay drawings that illustrate the relationships, synthesis and integration of various component systems of their studio project including structural system, enclosure system, environmental/HVAC system, lighting/daylight system, acoustical system and electrical/data distribution system.

Furthermore, Arch 570 Design Development, also taught by Professor Dave Miller and linked to Arch 501, one of the integrative design studios, focuses on issues of comprehensive design including the art of detailing, environmental design, integration of building elements, structure and interpretation, roof assemblies, building skins and walls and building operations. In addition to case studies, the primary outcome of this class is a full height 3/8” large-scale sectional model of the exterior wall of the student’s studio project.

Implementation: Arch 502 Comprehensive Design Studio and Arch 530 Building Systems Integration and were tested in the Spring of 2003 and fully implemented in the Spring of 2004.

Arch 570 Design Development continues to be taught every winter quarter.

Relevant documentation:

- Description and syllabi of the Arch 502 Comprehensive Design Studios taught in Spring 2003
- Description and syllabus of Arch 530 Building Systems Integration
- Description and syllabus of Arch 570 Design Development
- Student work on CD

(12.30) Program preparation

VTR comments: Some attributes of the requirement are being addressed – precedent, analysis of site conditions (throughout the curriculum), and space requirements (thesis preparation) – others are not. This is particularly problematic in the unevenness of the thesis preparatory course, in which a reasonable scope of work can be delimited through effective programming.
**UW response:** The Department has instituted Arch 595 Thesis Preparation, required for all students prior to their design thesis studio Arch 700. As part of its curriculum, this course requires students to develop a specific project program for their thesis studio project.

In addition, the Department has created a set of required in-studio workshops conducted in conjunction with the integrated Architectural Design Studios, Arch 500 and 501. These workshop presentations include architectural programming sections taught by our faculty or professionals with specialist backgrounds in the field. Students are expected to accommodate programmatic criteria into their studio projects after having been exposed to these workshop sessions. Studio faculty have follow up responsibility to ensure that all students' design process and design projects include programming issues and concerns.

**Implementation:** Arch 595 Thesis Preparation was taught in Fall 2003 and Winter 2004 by Professor Elaine Day La Tourelle.

In Fall 2003, in conjunction with Arch 500, a workshop presentation on Program Preparation was conducted by Professor Elaine Day LaTourelle.

In Winter 2004, in conjunction with Arch 501, a workshop presentation including program preparation was conducted by Vincent Ferese and Roger Gula, of Mithun Architects, as part of an Integrated Building Case Study presentation.

**Relevant documentation:**
- Description and syllabus of Arch 595 Thesis Preparation, with samples of student work
- Descriptions and outlines of workshops on Program Preparation
- Short vitae of Professor LaTourelle
- Student work on CD

### 2.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

Since the last team visit in 2002 to the University of Washington Department of Architecture, NAAB has adopted a new Condition for Accreditation; 3.5 Studio Culture. It has also adopted three new Student Performance Criteria; Sustainable Design, Client Role in Architecture and Architect’s Administrative Roles. The UW Department of Architecture has responded to these additional changes by implementing the following actions:

#### 2.2a Condition 3.5 Studio Culture

In April of 2007, the chair of the department appointed a faculty sub-committee to the curriculum committee to review past policy for studio culture guidelines and to write a new more comprehensive policy on studio culture. Following the preparation of a draft, the sub-committee led by the associate chair presented the new policy statement to the full faculty for review. The policy was discussed in two faculty meetings and ultimately adopted in June 2007. The policy is incorporated into the APR in Section 4.2.

#### 2.2b Condition 3.13 Student Performance Criteria

NAAB established new performance criteria in 2004 to help accredited degree programs better prepare students for the profession. As the UW Department of Architecture developed a new strategic plan in spring of 2007 these criteria proved helpful in developing curriculum content around the studio and support course objectives, particularly in the three new areas of sustainable design, client roles in architecture and the architect’s administrative roles.
3.13.15 Sustainable Design
The support for comprehensive instruction in the principals of sustainable design has steadily grown since the 2002 accreditation visit. Environmentally responsible design percolates through studio coursework throughout the curriculum. Each design studio addresses sustainable strategies as direct options and routine procedures for critical project solutions.

To reinforce our sustainability teaching we have hired Associate Professor Robert Peña who will teach studio with an environmental mandate as well as remodeled environmental control system courses that will have more emphasis on environmental and energy conservation. Professor Peña is also developing a new course in building information modeling work which will incorporate parametric modeling of energy use.

Many of our faculty including, Professors Steve Badanes, David Miller, and Michael Pyatok and Affiliate Associate Professor Susan Jones and Visiting Lecturer Glenn Murcutt have strong reputations in the field of sustainable design. Professor and Department Chair David Miller’s firm, the Miller/Hull Partnership, has won four National AIA Top Ten Awards from The Committee on the Environment. Visiting Lecturer Glenn Murcutt has one of the world’s foremost reputations for designing in harmony with nature’s natural systems. These faculty establish a pedagogical continuity in sustainable design that permeates the studio culture of the department.

3.13.27 Client Role in Architecture
To help students better understand the responsibility of the architect to serve the needs of clients and to problem solve real solutions that fully engage client requirements, several studios have been developed in the graduate curriculum that involve designing projects with real programs and actual clients.

The Storefront Studio taught in winter quarter by Lecturer Jim Nichols serves the needs of small communities within the Puget Sound region. This studio engages community leaders, business owners and politicians around urban design and renovation of existing commercial building fabric typically in the core of small suburban centers.

Professor Michael Pyatok with colleague Dana Walker have traditionally done a design-build studio for the Yakama Tribe in central Washington each summer. Professor Steven Badanes conducts a design-build studio each spring where the students design and build a structure for non-profit organizations within the Seattle metropolitan area.

Other studios have included design projects for local museums, art schools, boat building centers, and non-profit housing groups. All of these studios involve interviews with the clients to better understand programmatic requirements and have included them as guest jurors for mid-term and final reviews.

3.13.29 Architect’s Administrative Roles
The University of Washington Department of Architecture benefits from its presence in the city of Seattle, which has an active architectural community that provides may examples of architects who perform a variety of leadership roles and administrative functions.

Students develop an awareness of the many areas in which architects obtain commissions, manage personnel and select consultants through numerous opportunities within the graduate program curriculum. These practice related issues are addressed in required professional practice selectives, including Arch 573 (Professional Practice), Arch 596 (Field Work in Professional Practice) and Arch 598 (Case Studies).
3. THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 PROGRAM RESPONSE TO THE NAAB PERSPECTIVES

3.1.1 Architecture Education and the Academic Context

3.1.1a Academic and Professional standards for faculty and students

According to its mission statement, the University of Washington “fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The university cultivates in its students both critical thinking and the effective articulation of that thinking.”

The UW Handbook and the Student Conduct Code include policies relating to for both academic and personal responsibility. These read, in part:

Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community.

Faculty standards are fully described in the UW Handbook Sec. 25-71 Standard of Conduct, which begins:

The university is an institution having special public responsibility for providing instruction in higher education, for advancing knowledge through scholarship and research, and for providing related services to the community. As a center of learning, the university also has the obligation to maintain conditions which are conducive to freedom of inquiry and expression in the maximum degree compatible with the orderly conduct of its functions. For these purposes the university is governed by rules and regulations which safeguard its functions, and which, at the same time, protect the rights and freedoms of all members of the academic community. All members of the academic community, including members of the faculty, have an obligation to comply with the rules and regulations of the university and its schools, colleges, and departments.

The university is one of the top research institutions in the nation, with an internationally recognized faculty and over $1 bn in research funding annually. In this context, the Department of Architecture seeks to develop faculty and students of the highest caliber who will contribute vitally to the department’s three-fold mission of:

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

As evidence of its strength as a learning environment, in 2005, Design Intelligence named the Department of Architecture one of the top 15 architecture programs in the US, and in 2006, ranked it fourth among graduate programs in the western region. The department’s relationship with the regional professional community is very close, and students are regularly exposed to the professional standards of the practicing community.
3.1.1b Interaction with other programs in the institution

University of Washington: Our department is well situated within a public research university and a college with comprehensive programs addressing the built and natural environment. This academic context contributes to and benefits from our presence.

The College of Architecture and Urban Planning (CAUP) is one of seventeen schools and colleges on the Seattle campus of the University of Washington (UW). It offers educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates. The CAUP and the university's many other professional schools—business administration, education, engineering, nursing, pharmacy, public affairs, and social work—complement programs in the arts, humanities, social sciences, and the natural and mathematical sciences. According to the university’s website: “These schools and colleges make indispensable contributions to the state and, with the rest of the university, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.”

The Department of Architecture’s mission reflects this tradition. It states that both faculty and students seek to use knowledge for the benefit of local, regional, and global communities. To realize this commitment, one of our strategic goals is to reinforce our connections to the regional, national and international academic communities. Our region is a leader on issues like appropriate use of building technologies, sustainable design, environmental justice, and ecologically sensitive urban development. The Department of Architecture is a major resource in these significant design issues.

To promote these ideas the department has developed vital relationships with other programs in the university. It has had a long-standing relationship with the School of Art, with joint appointments for faculty and numerous joint-listed courses in architectural history and in the division of art. Department of Architecture faculty also have adjunct appointments in Museology, Scandinavian Studies, East Asian Studies, South Asian Studies, and the School of Social Work. Faculty in The Department of Computer Science and Engineering admit a number of architecture students to an arts and animation course each year, along with students from art and music.

In addressing its goals, the Department of Architecture benefits from and contributes to the university administration’s strong commitment to environmental stewardship. As one of 329 college presidents to sign an agreement assuring that their institutions have a positive affect on the environment, UW president, Mark Emmert, takes climate change and the need for good environmental stewardship seriously. As evidence of his leadership, the university has completed construction on four LEED-certified buildings over the last two years. The first of these was Merrill Hall, home of the Center for Urban Horticulture. This building was designed by Miller/Hull, a nationally recognized firm headed jointly by the department chair, David Miller, FAIA; its daylighting strategies were substantially influenced by work done in conjunction with the department’s Integrated Design Lab. This was not only the university’s first LEED-certified building, but it was also one of the first in Seattle which currently leads the nation in LEED-certified buildings. With consistent input from Department of Architecture faculty, our newly renovated studios and classrooms in Architecture Hall employ a range of daylighting and ventilation strategies that will serve as examples for the rest of the campus.

The department’s initiatives in sustainable design technologies center in the Betterbricks Integrated Design Lab (IDL) for Puget Sound. The IDL originated in 1980 as a teaching lab for the University of Washington; it was the first daylighting design assistance lab in the United States. The Lab is currently funded by The Northwest Energy Efficiency Alliance, British Columbia Hydro, the New York State Energy Research and Development Authority and other private groups and public agencies. The Lab has worked on more than 100 building projects a year since late 1999, four of
which have won the AIA Committee on the Environment's National Top Ten Green Building Awards. The lab’s work has been published recently in the New York Times, the Wall Street Journal, Metropolis Magazine, Environmental Design and Construction, Lighting Design and Applications, and the European Journal of Intelligent Glass Solutions. A number of architecture students work each year in the IDL as research assistants.

Around issues of social justice and design, the Center for Environment Education and Design Studies (CEEDS) brings together a culturally diverse, interdisciplinary group of faculty and students from across campus and nationally. A recent study led by CEEDS involved three universities and included 24 graduate students and faculty in architecture, education, landscape architecture, psychology, and social work. Although CEEDS is based in the CAUP, the department plays an important role in supporting CEEDS by providing teaching release to the director.

A Department of Architecture faculty member directs the UW Rome Center, a multidisciplinary university academic center in Rome, Italy, which is administered by the College of Architecture and Urban Planning. The department’s Architecture in Rome program is the oldest Rome program at the university. In 2006-2007, 16 UW programs in disciplines ranging from art to applied mathematics offered programs at the UW Rome Center, serving over 300 UW students and over 20 faculty members.

College of Architecture and Urban Planning (CAUP): The UW is one of only a few US universities that bring together in one college a full range of the disciplines that shape the built environment. With 80 full-time faculty members and nearly 800 students, CAUP prepares students to assume professional roles in the fields of architecture, landscape architecture, urban design and planning, and construction management. In all, CAUP has four departments, eight centers, two doctoral programs, five certificate programs, and ten university extension certificate programs, which together serve undergraduate and graduate students, the professional community and citizens of Seattle and the region.

Undergraduate students can pursue a BA degree in Architectural Studies or Community and Environmental Planning, a BS degree in Construction Management, a joint BA (Architectural Studies)/BS (Construction Management) degree, or an accredited Bachelor of Landscape Architecture degree. Graduate students can earn accredited masters degrees in architecture, construction management, landscape architecture, or urban planning. The department has strong interdepartmental relationships within the college through certificate programs in lighting, preservation design, real estate, and urban design. Although the role of certificate programs has diminished since our last accreditation visit, the new CAUP dean has expressed a firm commitment to strengthen interdisciplinary connections through these programs and new college initiatives.

Since the last visit, CAUP has significantly expanded its post professional offerings, making it an important center for design-related research and scholarship in the university. In 2001, our department created a MS in Architecture with a research stream in design computing; we added a stream in architectural history and theory in 2005. In 2003 the college created an interdisciplinary PhD in the Built Environment with streams in sustainable systems and prototypes, computational design and research, and history, theory and representation studies. This program has admitted an average of 6 students per year since its inception, and granted its first degree in 2007.

The breadth of programs offered within CAUP presents rich opportunities for interdisciplinary teaching and research, and for pooling facilities and staff. The most structured, shared program is the undergraduate dual major in architectural studies and construction management. In addition, several students each year pursue concurrent degrees in architecture and landscape architecture, or architecture and urban design and planning. Interdisciplinary certificates in urban design, and preservation design and
planning bring together students from the Departments of Architecture, Landscape Architecture and Urban Design and Planning.

Faculty in CAUP departments regularly teach required and elective courses for students in other departments. Architecture faculty teach courses in structural design that are required for construction management students and a course in urban design theory required of Urban Design and Planning students specializing in urban design. Faculty in Construction Management teach a course in construction materials and assemblies that is required for architecture students, as well as an elective course in design and construction law. A Landscape Architecture faculty member regularly teaches a course on architecture in the landscape that is required for architecture students. An interdisciplinary design studio, shared by Architecture and Landscape Architecture faculty, has been offered regularly since 1996. In 2007 faculty in Architecture, Landscape Architecture, and Urban Design and Planning offered an interdisciplinary studio attended by 28 students representing the three departments. Studios with an urban design focus have long been a regular part of the architecture curriculum, with students from both departments frequently enrolled. The department’s Architecture in Rome program often draws students from other CAUP departments.

Some interactions among college faculty have been formalized through joint appointments (permanent) and adjunct appointments (renewed annually). Currently, three faculty members have joint appointments in Architecture and Urban Design and Planning. Eleven faculty members from Construction Management, Landscape Architecture and Urban Design and Planning have adjunct appointments in architecture. Numerous architecture faculty have adjunct appointments in those departments. The Department of Architecture administers and staffs the wood and metal shops, which serve the entire college. Such pooling of facilities and staff maximizes resources, while enhancing the depth and breadth of students’ learning experience.

Recognizing the interdisciplinary linkages that already exist between the department and the university and college, our strategic plan indicates that we will strengthen existing efforts, while creating new programs of interdisciplinary teaching and research. To assure their success, we expect to provide the necessary supports for faculty, such as release time or research assistance.

3.1.1c Contribution of students, faculty and staff to the governance and the intellectual and social lives of the institution

The most important vehicle for faculty governance in the university is the Faculty Senate. According to the University of Washington Code (Section 13-23), the Faculty Senate serves as the legislative body of the university faculty, with whom the President of the university shares the responsibility of formulating regulations and procedures for the immediate government of the university on such matters as:

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

The Faculty Senate meets twice each quarter. The Department of Architecture is represented on the Faculty Senate by two faculty members serving 2-year terms as Faculty Senators, who report back to departments in faculty meetings. Students contribute to the governance of the university primarily through the Associated Students of the University of Washington (ASUW), the governing body for undergraduate students and the Graduate and Professional Student Senate (GPSS).
The department participates in the governance of the College of Architecture and Urban Planning through the College Executive Committee, which includes the four department chairs, the associate deans, and the college’s Directors of Finance, Development, and Computing. The College Executive Committee advises the dean on budgetary, development and public relations issues. The CAUP College Council, which advises the dean on personnel and curricular issues, has two members from Architecture and one from each of the other three departments. There is also Staff Council, which addresses staff issues. Three Department of Architecture faculty also serve as associate deans in the college. Architecture faculty, staff, and occasionally students, participate on ad-hoc college committees, which have dealt with hiring of new staff in the dean’s office, space planning and allocation, visual resources, computing resources, formation of new programs, etc.

The department holds regular faculty meetings to deal with governance issues. These meetings are regularly attended by staff and student representatives. department committees advise the faculty and chair on issues including curriculum; new faculty and staff hires; tenure, promotion and merit reviews; and strategic planning.

In the strategic planning process, described above, the department engaged a variety of constituents, including students, alumni, local practitioners, staff and faculty for feedback on the state of the program and advice on future directions.

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

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

**Participation in social life:** Graduate students in the Department of Architecture host regular Happy Hour events in the central court of Gould Hall. These events are open to all students at the University of Washington, although they are most regularly attended by College of Architecture and Urban Planning faculty, students and friends. Early in the Spring quarter candidates for the M.Arch. program who have been offered a position in the upcoming autumn quarter join happy hour at the end of a two-day visitors’ event. Attendees from other institutions frequently remark on the conspicuously open and friendly character of the UW Department of Architecture.

The UW’s many departments, centers, schools and theaters host a huge number of public lectures, symposia, conferences, readings, films, plays and concerts. These events are posted on UW’s website, in the student newspaper, the UW Daily, and in the faculty-staff newspaper UW Week. They are nearly always free of charge.

**3.1.1d Contribution of the institution to the accredited degree program in terms of intellectual resources and personnel**

The faculty, students and staff in the department benefit from resources, services and personnel offered by the university. The UW library system, for example, is among the largest academic research libraries in North America (and is the winner of the 2004 ACRL "Excellence in Academic Libraries Award.") The university houses the state museum of natural and cultural history, a significant museum of art, and one of the most substantial botanic gardens and arboreta in the western US. Faculty and students in the department make use of these and other university facilities Washington as well as facilities abroad, particularly the UW Rome Center. The university offers a great range of services that benefit the department directly. The Office of Research helps
with research opportunities and acquisition of grants; more generally, it supports a university culture that values research and has assured, for the past 32 years, that the university has received more federal research funding than any other public university in America. The Center for Instructional Development and Research assists with course development and evaluation. Computing and Communication facilitates the use of digital technologies in the classroom and for research. The department also benefits from connections to other colleges and departments in the university through shared facilities and resources (particularly with the art school) joint and adjunct faculty appointments, cross-listed courses, and a great range of cultural events and lectures.

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

3.1.2 Architecture Education and the Students

We aspire to educate architects who practice in a manner responsive and responsible to society, culture and the environment. At the same time, we are a public university that serves a diverse student body, and we are one of only two accredited Master of Architecture degree programs in the state of Washington. This means that we must fulfill our commitment to social and environmental responsibility, while addressing a wide variety of student expectations and demands. Our M.Arch students come from all over the United States and the world. Our pre-professional BA program serves a wide range of students from many states and countries, but the primary population comes from all corners of the state of Washington.

Students are attracted to the department for a variety of reasons. Some are interested in the hands-on experiences offered by design/build and furniture and similar studios. Others are interested in the Rome program or other international programs. Others are attracted by the emerging digital design applications and research. Still others are interested in the certificate programs or are attracted by the lighting design courses. And still others are attracted by Seattle or by the Pacific Northwest.

Despite these differing interests, most of our students intend to become practicing architects. According to surveys of recent graduates, at least 80-85 percent of our M.Arch graduates find employment in architecture firms in the Puget Sound region shortly after graduation. Another 5-10 percent enter practice outside the Puget Sound region, moving to the Northeast, other west coast cities, or the Midwest. International students often return to their home countries.

This drive toward professional practice indicates that our students want a broad, strong design-based education that will prepare them as leaders in a changing profession.

3.1.2a How Students Participate in Shaping Their Learning

In our department, students and faculty are partners in the educational process, and students have considerable freedom to direct their learning as they advance through the program. We strive to create an environment in which students grow and develop in their own individual directions within the constraints of a professionally accredited architecture program. Our M.Arch curriculum begins with strong disciplinary
fundamentals on which to build advanced, specialized knowledge. In the early years, we require a breadth of courses, including design, graphics, history, structures, environmental systems, and so forth. At the more advanced levels, the curriculum moves to more complex problems, offering students more freedom to choose from among studio options and a wide variety of electives. The curriculum culminates in an independent, self-guided thesis for which students complete a significant design project or, in special cases, carry out research that serves as the capstone of their education.

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

3.1.2b How Students Learn to Work across Difference

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

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

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

3.1.2c How Students Access to Career Development Information

In the context of academic and career guidance by the department’s advisors, students are encouraged to participate in many workshops, presentations and career fairs. The undergraduate and graduate advisors work together with the AIA, AIAS and other organizations to arrange these events, and to make students aware of other resources on campus and within the community. Section 3.7.d, Student Support Services, addresses this topic in greater detail.
3.1.2d Student Exposure to National and International Practice

The local professional community gives students excellent exposure to the context of practice in architecture and its allied disciplines. Because Seattle has a large and varied community of practicing professionals, students have a wide range of potential role models to consider. We hire many practitioners as part-time lecturers (as many as 50 per year, see section 3.6b) on a quarterly basis to teach studios or seminars that address such topics as building codes, special topics in professional practice, and technical aspects of residential design. We invite others to give guest lectures in classes, serve as thesis and studio reviewers or to provide occasional studio desk crits (section 3.7b provides a list of thesis critics since the last accreditation). In these capacities, they bring the real-world perspective in which architects do not work in isolation but in concert with other disciplines.

The professional community also exposes students to the context of practice through internships, work-study opportunities, thesis support and informal mentoring. Many firms employ our students part-time, assisting them in financing their education, even as they begin to acquire the experience they will need for registration.

3.1.2e Nurturance of Student Uniqueness

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

Advising: Faculty and advisors 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. Section 3.7.d describes the scope of advising in greater detail.

M.Arch. Advising. The faculty Director of Student Services and an M.Arch. program assistant advise M.Arch. students. Students are encouraged to meet with the Director of Student Services at least once per quarter.

B.A. Advising. The Director of Student Services and the Undergraduate Advisor advise undergraduate students. Generally, each student meets with an advisor a half-hour per quarter, although both advisors 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.

Grading: To eliminate competition for grades and to help students develop their own motivation to perform at a high level, all graduate design studios are credit/no credit. Instead of assigning course grades, faculty provide students with individual written evaluations of their studio work. This process gives students more 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.

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

Scholarships and Awards: The department and college offer a number of scholarships and awards each year that support minority and women students in architecture. These scholarships, whose endowments are worth nearly $1 million, include the AIA Seattle Student Support Fund for Diversity, the Elizabeth Ayer Endowed Scholarship Fund, the J. Bee Memorial fund, Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship, the L. Jane Hastings Endowed Scholarship, the Denise Johnson Hunt Endowed Internship, and the Marga Rose Hancock Endowed
Scholarship (section 3.10a. describes these in more detail). Our Scholarship Committee considers each application for these on the basis of both merit and financial need.

3.1.3 Architecture Education and Registration

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

3.1.3a Relationship with the Washington State Registration Board

We enjoy a good relationship with the Washington State Board of Registration for Architects. We have a direct link from our web site to the registration board’s web site, making information about registration easily accessible to students. The registration board traditionally holds one meeting each year in the department. This includes an open lunch at which administrators, staff, faculty and students can socialize with board members. The last board meeting held in the department was on 19 January 2007.

3.1.3b Exposure to IDP and Continuing Education Requirements

Although an accredited degree is not currently a requirement for registration in Washington State, participation in the Intern Development Program (IDP) is required to qualify for the licensing exam. In recent years, our AIAS chapter has taken the lead in organizing and hosting IDP seminars. The IDP coordinator at the registration board typically speaks at these events and IDP literature is also made available to students.

In addition several alumni are active in mentoring students to the IDP. Specifically, Grace Kim, author of The Survival Guide to Architectural Internship and Career Development (John Wiley and Sons, 2006) recently participated in a Design Dialog with the department, and runs brown bags and IDP workshops for recent graduates.

3.1.3c Understanding of Professional Conduct

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

3.1.3d Proportion of Students Achieving Licensure

The department does not formally track the careers of graduates. However, most recent statistics from NCARB indicate that among the students who took the Architectural Registration Exam in 2005, pass rates for each section were very high.

ARE University of Washington 1/1/05-12/31/05

<table>
<thead>
<tr>
<th>Test</th>
<th>#</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre design</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>general structures</td>
<td>16</td>
<td>94%</td>
</tr>
<tr>
<td>lateral forces</td>
<td>18</td>
<td>83%</td>
</tr>
<tr>
<td>mechanical and electrical systems</td>
<td>23</td>
<td>83%</td>
</tr>
<tr>
<td>materials and methods</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>construction documents and services</td>
<td>21</td>
<td>95%</td>
</tr>
<tr>
<td>site planning</td>
<td>38</td>
<td>84%</td>
</tr>
<tr>
<td>building planning</td>
<td>52</td>
<td>67%</td>
</tr>
<tr>
<td>Building technology</td>
<td>49</td>
<td>73%</td>
</tr>
</tbody>
</table>
3.1.4 Architecture Education and the Profession

3.1.4a Engagement with the Professional Community

With over 1300 members, Seattle has one of the largest AIA chapters in the country, and it is home to many notable firms. The department actively contributes to and benefits from the AIA. Faculty regularly participate on AIA committees and on local, regional, and national AIA design juries. Several practicing faculty have won AIA design awards and competitions, and five are fellows. Department faculty and students also participate in the AIA Seattle’s annual “Design Dialog” which takes place each spring on campus. This is usually associated with a Career Day hosted by the department and AIAS in Gould Hall Court. In 2007, this event was attended by 42 local firms. In 2007, the UW Chapter of the AIAS also hosted the Western regional “Quad Conference” attended by students in the northwestern quadrant of the US. The department also enjoys an excellent working relationship with AIA Seattle Diversity Roundtable. This group has established two endowments, the Denice Johnson Hunt Endowed Internship and the Marga Rose Hancock Endowed Scholarship, both intended to help increase the cultural diversity of our program.

Because we are committed to a strong relationship with the architectural profession, we have sought and gained extraordinary support from a large number of practitioners. We engage professionals as part-time lecturers, guest reviewers and design critics. Practitioners participate in our Professionals’ Advisory Council, which seeks to enhance the links between the department and the profession and to increase graduates’ awareness of current business practices. The council has 20-24 members, mostly members of local architectural firms, with a few from allied professions, and a few faculty members. The council meets monthly during the academic year on campus or at a professional office. Council members also meet in committees based on shared interests such as integrated design, sustainability, or internships. The Professionals’ Advisory Council revitalized a practicum program that places 10-15 students (graduates and undergraduates) in offices not as employees, but rather to observe high-level firm management practices. It also assisted the department in creating a graduate case studies seminar in which students are exposed to the history of project design and delivery, including how program finance, permits, and construction all influence decision-making and the completed building. In 2004 it instituted an exhibition of current work by firms in Washington, Headlines, which is held annually in Gould Hall. In 2007, more than 50 firms provided exhibits of about 75 buildings under development in their offices. The council has also supported numerous fund-raising initiatives and has advised the department on creating the department’s Design Firm Management and Leadership continuing education program. We expect members of the council will meet with the NAAB Visiting Team during the site visit.

3.1.4b Awareness of the Need for Life-long Learning in the Field

Our B.A. and M.Arch. curricula are designed to meet NAAB professional requirements, while also fostering the development of life-long learning abilities. The department prepares students to assume leadership roles in the field, whether as versatile and broadly-educated generalist capable of organizing design teams and complex projects, or as a specialist, capable of excelling in research, government, planning, teaching and related fields. Faculty challenge students to go beyond the information given and to integrate prior knowledge, skills, experience and values in their problem-solving process; this provides the best kind of preparation for life-long independent learning.

In addition to regular degree programs the department offers instruction in the field for people interested in beginning a career in architecture as well as those who already have long experience as practicing professionals. Our Summer Introduction to Architecture (Arch 100) is a first course in architecture for people contemplating
architecture as a field of study or as a career. In this program people of various backgrounds and ages can learn more about the field and the experience of design education. Introduction to Architecture is an intensive 9-week summer program held on the University of Washington campus. The Design Firm Leadership and Management Certificate Program, a fee-based program administered through UW Extension, is designed for experienced professionals in the field. It is a year-long, case study-based course structured to help designers acquire the skills needed to move into leadership positions in large and mid-size design firms, or to manage their own practices more effectively. The curriculum focuses on concepts relating to management, leadership, and vision and engages experts from a range of design disciplines. The program is intended for professionals with at least four years of experience. The ideal candidates work in creative and innovative organizations in disciplines such as architecture, construction, engineering, interiors, graphics, landscape architecture, industrial design, or software architecture. Others who benefit from this program include principals and owners who want to lead their firms more effectively, and managers of in-house design or architecture departments who need the tools to manage for increased results. Another architecture program offered through UW Extension is The House as Architecture program, which is designed to help clients understand the process of residential design and their role in it.

The department’s public lectures often extend well beyond traditional limits of the profession. They are usually well attended by local professionals, who can receive learning credits for attending most lectures sponsored by the department or college.

3.1.4c Respect for the Allied Disciplines

Faculty frequently invite members of the allied disciplines (engineering, interior design, landscape architecture, planning) to participate in studio reviews or desk crits. College and department lecture events draw local professionals from landscape architecture and planning firms, as well as engineers and local artists. In addition the department exhibits work by allied professionals.

3.1.4d Infusing Social Responsibility into the Creative Enterprise

We educate students to become reflective practitioners—to be self-critical regarding their own design work. We expose them to enduring societal and ecological values and attitudes, the qualitative realm of ideas and beliefs and the quantitative arena of facts and figures. We graduate students who understand their responsibility to the ethics of professional practice, including their obligations to the profession, their clients, other colleagues and to society—and who understand the challenges inherent in balancing the various demands of a professional career.

3.1.4e Developing Ethics and Integrity

Regardless of the amount of professional experience students may have had before entering the program, they must take a complement of professional practice courses during which ethics, professional conduct, the law, and other such matters are encountered several times over. In addition, our standardized studio evaluation forms assess students’ ethical response, defined as their ability to articulate a personal set of values and intentions in their design projects.
3.1.5 Architecture Education and Society

3.1.5a Understanding Architecture as a Social Art

Seattle and the region provide the settings for most design studio assignments, many of which engage students with communities and clients. Departmental requirements for the last year of both the B.A. and M.Arch. programs request that faculty consider assigning projects that deal with "a real community or real client who can meet with the students to give program information and design feedback." Several design studios each year take on real-world problems in which students provide community clients with feasibility studies, fundraising materials and other project development tools.

Our annual design-build studios always expose students to interaction with community clients. Since 1988, The Howard S. Wright Design/Build Studio has brought students and communities together to design and build play structures and shelters for the benefit of local residents. Each project begins with community members identifying needs and goals. Then a team of undergraduate and graduate students design a structure, gain the necessary approvals and subsequently build it during class and on weekends, sometimes involving community members in the construction. For the last two years students in another design/build studio have worked with the Yakima Nation in central Washington to build housing and community buildings. Other design/build studios run by the department in the last decade have built schools, a medical clinic, a library and straw bale housing in Mexico, the Dakotas and Montana.

Other studios have developed similarly strong relationships with community clients. Since 2001 the department has run a 'Storefront Studio', which occupies a vacant Main Street storefront in a disadvantaged King County community. In partnership with local business associations and the King County Historic Preservation Program, and through public open houses, exhibits, and information exchanges students generate before-and-after streetscapes and individual building proposals, many of which are eventually implemented. In winter 2007, a master of architecture studio joined with graduate students and faculty from Landscape Architecture and Urban Design and Planning to develop a revitalization plan for Terrytown, a suburb of New Orleans ravaged by Hurricane Katrina. Students traveled to the site and consulted with HUD officers; state, parish and city government officials; and local business leaders; they also organized a community meeting to solicit ideas and views of local residents. Subsequently a contingent from Jefferson Parish came to Seattle to meet with students and faculty to assess progress on the work and to visit examples of commercial and residential development in the Puget Sound area. A number of the studio proposals have already spurred legislative action. Another graduate studio in winter 2007 undertook the redesign of Seattle Center, the former campus of the 1962 World’s Fair, consulting with many experts in the public and private sectors.

In autumn 2007, students in a graduate studio will create alternative proposals for a 15-acre boarding school in Ethiopia for a client group that intends to break ground in January 2008. And in winter 2008 a second interdisciplinary studio group will join forces with the people of Jefferson Parish, to develop a revitalization plan for another area of greater New Orleans.

In addition to design studios addressing local and distant communities, the department offers seminars in ethical practice and community leadership practices.

Whether or not an individual student encounters a design/build studio or a community-based studio or seminar, all students learn that buildings should be responsive to particular places and groups of people. We assess this capacity on our standardized evaluation form, which evaluates students’ programmatic skills, defined as their ability to develop functional spaces and circulation that accommodate a range of human needs and abilities.
3.1.5b Learning to Mitigate Social and Environmental Problems

Each design studio addresses both social and environmental problems as a central challenge in the design brief. While these issues are addressed most directly in our community-based or real-client studios, these concerns are foremost in the assignment of every design project.

To name a few recent studios that have focused on problems in the environment and social awareness: The 502 comprehensive studio, that every graduate student takes, deals with integrated environmental strategies that are mostly passive and that stress energy conservation and ecological stewardship. The Glenn Murcutt studio, which always deals with a sustainable design problem set in the natural environment, is taught as a 502 studio. This year one of the 502 projects was a living machine designed toward a net carbon zero solution. Other courses in the curriculum, such as Arch 532 Green Design, and Arch 498 Elements of Sustainability address technical issues related to environmental sustainability.

The department’s Integrated Design Lab (iDL) works with the professional community through seminars and technical consultation to improve daylighting and energy usage strategies in new buildings.

The Department recently hired Robert Peña as an associate professor who will be teaching studio with a sustainable design focus as well as our environmental control systems classes with a minimum energy use focus. Just before joining us this fall Rob led the Solar Decathlon effort at Cal Poly, San Luis Obispo.

Many department-sponsored events center on social and environmental issues. Most recently in spring 2007 the department and college participated in the 2010 Imperative Global Emergency Teach-In, which was projected in Gould Court, and the AIAS UW sponsored a regional student conference on sustainability. In addition many recent lectures, as part of the College of Architecture and Urban Planning lecture series, have addressed environmental stewardship. Lectures by James Timberlake, Glenn Murcutt and David Orr were powerful messages to students around mitigating environmental problems. In the Fall of 2006, the Department of Architecture sponsored a two-day symposium on Global/Local practice with an emphasis on designing for the environment and regionalism.

3.1.5c Understanding the Ethical Implications of Decisions

Our curriculum directly embodies the faculty’s ethical commitment to the city, the region and the history of craft in the region. These values imbue each design studio and most of our other coursework as well. Decision-making in architectural design necessarily addresses a complex set of social, ethical economic, environmental, structural and aesthetic issues. These are addressed analytically in Arch 577 Ethical Practice, a graduate seminar elective taken by a large number of M.Arch. students.

3.1.5d Nurturing a Commitment to Civic Engagement

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

Some faculty are active as civic leaders through their own engagement in community issues and concerns. They participate in community service and routinely provide professional expertise in a variety of community, regional and national settings (through lectures and presentations, and service on committees, design review boards and professional organizations. Several faculty have served as presidents of national
organizations, and many faculty have also chaired or co-chaired national and regional meetings of professional organizations; others have served on the editorial boards of peer-reviewed journals.

### 3.2 PROGRAM SELF-ASSESSMENT PROCEDURES

**3.2a The Self-assessment Process**

In the UW Handbook there is no policy or directive for self-assessment for colleges, schools or departments. However, a search of the UW’s website for “strategic plan” or “department self-assessment” results in dozens of links to the planning and self-assessment processes of many departments. Our own recent strategic planning exercise was initiated by the arrival of a new dean and the appointment of a new department chair.

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

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

The self-assessment process began in early January 2007 with the appointment of a five-person committee whose members represented all academic ranks, from lecturer to professor. The committee met on 07 February and determined the self-assessment procedures, as well as the various individuals and groups it would consult as follows:

- **At the national, local, university and college levels:**
  - Consult and review current requirements of national architecture organizations.
  - Meet with local and/or regional representatives of the profession.
  - Consult and review the UW mission statement/strategic plan.
  - Consult and review mission statement/strategic plan of all CAUP departments.
  - Meet with new CAUP dean to hear his priorities for the college and our department.

- **Within the department:**
  - Meet twice with the full-time faculty.
  - Survey the part-time faculty.
  - Survey the undergraduate and graduate students.

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

- 12 February 2007 – Committee chair met with the CAUP dean.
- 15 February 2007 – Held a self-assessment meeting with the full-time faculty (29 in attendance), which resulted in a list of strengths, weaknesses, opportunities and threats along with vision statements.
• 22 February to 06 March 2007 – Conducted an online survey of undergraduate and graduate students (93 respondents). Survey questions asked about the perception of program before and after enrollment, as well as the program’s strengths and weaknesses.

• 26 April to 07 May 2007 – Conducted a survey of part-time faculty (11 respondents).

• 02 May 2007 – Met with the Professionals Advisory Council.


• June 2007 – Finalized the Strategic Plan.

The revised mission statement and strategic plan responds to the broader issues of the profession as well as those generated out of the current situation at the university and college in a number of ways, including:

• Making design – and in particular its integrative capacity – the core value of our department. As stated there, our goal is to link broader ethical, cultural and ecological values with emerging technologies and advanced areas of research.

• Considering how changing issues of the profession and the academy relative to the integration of technology into the design studio, with particular attention on the issue of sustainable design and technologies.

• Explicitly addressing interdisciplinary work in our strategic plan in order to address the college and university as well as broader professional concerns.

• Viewing diversity as a broad value that can impact our research and teaching agendas as much as the composition of our faculty and student body.

3.2b Assessment of the Program by Constituents

Full-time Faculty Discussion (n = 29)

Who We Are

• Context: We are an urban school that is part of a diverse college situated within a public university that has a diverse student body. We are tied to our region and have strong connections to the local architectural community.

• Values/Vision: We are centered on making and idea-driven tectonics. We value practice and produce architects who practice. Our dominant culture is one of teaching rather than research. We are interested in ethics, environmental stewardship and design as a cultural practice. We are perceived as a sustainability school. We are open to many approaches.

• Program/Curriculum: We have a studio-oriented program that features critical thinking and community outreach. We have strong international programs and a strong history/theory curriculum. We have a curriculum and pedagogy shaped by the quarter system.

• People/Resources: We have a collegial department with diverse interests and strong individual champions. We have an internationally connected and distinguished faculty. We are collaborative; we teach together, but conduct our research and practice separately.

Strengths

• Context: These include our location in a college with the potential for interdisciplinary work, our location in a research university and our location in Seattle and the Pacific Northwest; our identification with a region that values environmental sustainability and our own sense of environmental ethics; and having a healthy and supportive professional community as well as a positive image in that community.

• Values/Vision: These include the value we place on teaching, our culture of making, tectonics and environmental ethics, and our emphasis on materials and how things go together.
• Program/ Curriculum: These include having a large enough (but not overwhelming) program for a mix of interests and having a strong studio culture that emphasizes design as an integrative and integrating practice; doing work "on the ground" to shape the future of architecture in our region; having a requirement for all graduate students to be introduced to urban design and preservation, having a strong undergraduate program, having special studio offerings (international program, design/build, community outreach); and having a quarter system that positively affects support and elective coursework.

• People/Resources: Having collegial faculty who are distinguished in research and practice, having part-time faculty, being able to draw on the local practice community for both permanent and lecturer positions, and having a mix of academics and practitioners on the faculty; having strong graduate students and undergraduate students, and a competent and caring support staff; having good facilities (particularly the photo lab and wood shop); and having the Rome Center.

Weaknesses

• Context: These include our lack of collaboration and collegiality within the department and our underutilization of the potential for interdisciplinary collaboration within the CAUP; the disconnection between our different buildings, our distance from Art School and lack of relationship to Industrial Design, being part of, but disconnected from, a large institution, and our lack of effect on the UW culture; our disconnection/isolation from architectural education at a national level, our physical distance from other architectural schools and from centers of media and being part of a regional design culture that lacks connection to the national/international scene; and being in a city with a high cost-of-living.

• Values/Vision: These include the loss of a single thesis track, the inability of some faculty to let go of the past and take risks/make decisions; our lack of clarity on what sustainable design means (though outsiders perceive us as a sustainability school); our tendency to see design (as opposed to research) as the guiding principle of the school; and our discomfort with marketing, publicity and telling people who we are and what we are doing.

• Program/Culture: These include having a prescribed curriculum and professionally driven students, which contributes to low risk-taking; insufficient oversight of studio content and pedagogy, separating studio from support courses/technical information and design computing, separating design and research, and needing to strengthen support courses; continued erosion of interdisciplinary certificate programs; and having a quarter system that negatively affects studios.

• People/Resources: These include having to teach many courses due to the quarter system, being so collegial that it becomes difficult to make decisions, loosing core faculty and/or high profile faculty due to retirements and insufficient creative synergy among most faculty members; students’ insufficient recognition of faculty as researchers and practitioners, insufficient intellectual rigor among graduate students and students working too many hours; inadequate gender and racial balance among faculty and students; and insufficient funding for salaries, scholarships, guest lecturers, etc.

Future Opportunities

• Context: These include our location in an urban community with a proximity to the Pacific Rim, having a strong economy at the local, regional and international level, being in a city and region where we can initiate ideas about such issues as high density urban living and the viaduct, being in a region with a reputation as a leader in environmental issues, having a supportive professional community, having a strong professional advisory council, being
able to hire practitioners as permanent part-time studio faculty, being part of one of the best public research universities in the country that has identified “celebrating place” as central to its vision, having the potential to develop selective interdisciplinary collaborations within CAUP and the university, having a solid base of alumni for funding and having upcoming special anniversaries (CAUP 50th anniversary in 2007-2008, Alaska Yukon Pacific Exposition centennial in 2009-2010)

• Values/Vision: These include expanding our definition of sustainability beyond technical issues to include urban, cultural, social and economic issues; expanding our definition of architecture to encompass research so we can contribute to the knowledge base for practice; expanding the idea of well-being so we can be more involved in health care delivery; and expanding the advertising/publicizing of our achievements and culture.

• Program/Curriculum: These include rethinking architectural education and design excellence to reflect 21st century challenges; having a longer M.Arch. curriculum with more opportunities for student experimentation and rethinking the schedule (studios on semester basis, classes on quarters); creating a strong design computing program, developing a new design-based construction technology program and using digital technology to significantly strengthen studio content and engage the shop in a new way; optimizing Rome Center and creating new international connections/programs (for faculty/student exchanges); and strengthening and funding the interdisciplinary certificate programs.

• People/Resources: These include have a new dean and chair who are challenging us to rethink the curriculum and out relationship to the college and university, being able to bring in new talent (permanent faculty, experts on sustainability, rotating design fellowship and visiting faculty), using faculty meetings to develop case studies, finding more ways to introduce faculty to students, having high quality of students (not jaded) and having the potential to get support for sustainability initiatives.

Future Threats

• Context: These include being in a research university that emphasizes technical rationality rather than reflection-in-action, which encourages us to perceive central administration as a threat rather than an opportunity; having insufficient financial support from the university and state with a possible decline in future funding (state budget shortfall is predicted in 2009).

• Values/Vision: These include allowing sustainability to overshadow other aspects of architecture and having applicants that seem interested only in sustainability rather than making buildings that are livable, beautiful, maintainable, etc.; being indecisive about taking risks and accepting change; maintaining a unique identity in the face of accreditation standards and market pressures; having more emphasis on global connections at the expense of the local ones; loosing historical memory due to retirements; and not representing ourselves well to the university and national architecture community.

• Program/Curriculum: These include being a small program that tries to do too much; insufficient integration of technology, maintaining the value of craft/making in face of digital technology, adapting to industry-driven forces like BIM that are changing the nature of architecture, defining a clear direction for addressing digital fabrication and the continuing erosion of the certificate programs.

• People/Resources: These include having comparatively low faculty salaries (nationally and within the university), while being in a city with a high cost of living; loosing high-profile and core faculty due to retirements and thereby, loosing significant parts of our curriculum (materials courses, furniture studio) and valuing of an ethical approach to making; having a large influx of new faculty who will need to fit with existing faculty and having a student/faculty
digital technology divide’ and having a declining number and quality of applicants to M.Arch. program.

Part-time Faculty Survey (n = 11)

Perceived Vision and Direction

• Positive perceptions include having the unique capacity to lead the nation toward a sustainable/environmental architecture through interdisciplinary collaboration, a strong tradition of craft, an environmentally-conscious and highly accomplished pool of architectural practitioners, a well-respected integrated design lab, a talented and committed faculty, and a strong pool of students and a vibrant city; having a vision and direction that it is growing stronger in parallel with that of the city of Seattle; being energized by recent faculty appointments and a new chair and dean, and having an improved vision and direction with the arrival of a new chair (who will strengthen the studio culture) and dean (who will make the CAUP have much more of a presence in the university); having made progress toward meeting some of the goals in the strategic plan or June 2003; and embracing integrated design and sustainability as requisites for living in a healthy world.

• Not-so-positive perceptions include having a conflicted vision and direction, which needs cohesion to have a collective effect, being fragmented into dissonant program areas with insufficient support for research activities (we should be contributing to the knowledge and advancement of the profession), and having a diffuse vision with program areas (design, practice, theory, design/build, digital design, sustainability, preservation, foreign study, advanced research and community design) that do not yet form a cohesive vision; needing further collaboration with CAUP departments, as well as other university units (forestry, ecology, engineering business) to foster a real-world collaborative problem-solving culture; and having a clear and well-defined mission in relation to producing practitioner architects but with insufficient clarity on the art of architecture and the implications of our location in the Pacific Northwest, its climate and our cultural interactions with the Far East.

Strengths

• These include having a coherent first-year undergraduate curriculum, strong first-year studios in the three-year graduate program, and design studios with good exposure to materials, international programs, environmental issues, community involvement, and hands-on learning through design/build and furniture studios; being committed to making/tradition of craft and teaching; being enthusiastic in combining manual and digital craft, the ethical basis of design and (recently) sustainability and integrated design; having an international program; having excellent human resources (intelligent, creative, involved and accessible faculty, pleasant and helpful office staff, talented and committed graduate and undergraduate students; having good studio instructors (theoretical and applied) and good theory teachers; having excellent facilities (shops and digital commons); having strong ties to the professional community, being located in the college/university/and within the Pacific Northwest, and having the potential for collaboration within college and professional community; and being aware of our position within the national pool of architecture schools.

Weaknesses

• These include insufficient clarity on the nature of sustainability as it relates to architecture, insufficient interdisciplinary collaboration, and insufficient integration of support courses into the design studio (history, graphics, 3-D experimentation, technical information); needing greater curriculum coordination and clarity of studio objectives at the upper level (graduate and undergraduate) and basic design at an undergraduate level; needing teaching
methods that emphasize the development of individual design processes; needing a stronger relationship between the graduate and undergraduate programs; having insufficient communication with and support/recognition of part-time faculty, which results in some weak and inconsistent studios; needing more rigorous evaluation of the student progress studios; needing to improve the hand drawing skills of graduating students and needing to broaden their professional vision, while having a fragmented, incoherent departmental vision; needing to improve our research culture and leadership in practice-based research; and having students dispersed in different buildings.

Professionals Advisory Council Meeting
Perceived Direction and Vision
• These include having a collection of individuals interests but no cohesive philosophy, strong direction, clarity of mission or position on architecture; having traditionally strong areas and defining traits (community design, design/build, strong drawing courses, emphasis on hard work, emphasis on fabrication) that remain important; being rooted in practice and active building (professional connections, design/build and furniture studio, pragmatics); having a narrow vision of sustainability that needs to broaden so we can influence the profession; having disparate research interests with good potential for cross-collaboration; having an identity and direction that gets confused with that of the college, especially within the professional community relative to the lecture series and alumni newsletters; and being in transition due to having a new dean and chair, which represents an opportunity.

Opportunities
• These include having professional community that wants the department and college to shape the discourse on the substance of architecture, that needs clarity on our philosophical direction and that is looking for feedback on what green architecture means; being in a position to contribute research and development information to the profession; having the potential for interdepartmental collaborations; tackling the issue of integrated design and sustainability through interdisciplinary work and integrating digital computer fabrication into the design studio; and being in a position to use of our professional connections.

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

Student Survey (Undergraduate n = 33; Graduate n = 60)
Questions
• Before you entered the program, what did you think were the primary areas of focus of the department?
• Now that you are in the program, what areas of focus seem most important?
• What are the strengths of the department?
• What are the weaknesses of the department?
Response Summary
• Most student responses related to immediate concerns about course requirements and offerings, facilities and teaching effectiveness. Clearly students expressed a strong recognition and valuing of the curriculum’s unique assets (design studios in general, design/build studios in particular, emphasis on craft). They also value the dedication and responsiveness of the instructors. Still, many undergraduate students expressed concerns related to design computing, which ranged from a perceived lack of offerings, to the choice of what is being taught, to the integration of computing within the studios and the design computing expertise (or lack thereof) of their studio instructors. Many undergraduates seemed to want to learn computer skills for the job market. Graduate students also expressed concerns related to design computing but framed them more broadly in relation to facilities and equipment that some students feel are lacking. Nevertheless, graduate students most often criticized the technical support courses (construction technologies, active and passive controls, materials and methods, integrated systems)—a concern that many students linked with a broader criticism of the department’s lack of emphasis on green building technologies and sustainability. A few students also commented on the lack of transparency of the administration.
• A document is available that lists each student’s responses to the questions.

3.2c Institutional Self-assessment Requirements
The Graduate School is responsible for conducting program reviews in the following manner:

"Program reviews are mandated by the state and the University of Washington administration. All reviews are conducted in cooperation with the Office of the Provost and deans of the 16 schools and colleges. Reviews of existing programs are generally conducted on a 10-year cycle. A shorter review cycle occurs for new programs or in response to recommendations of program review committees or college/school deans. The Office of Academic Programs reports to the Washington State Higher Education Coordinating Board on program reviews conducted each academic year."

The 10-year review for the department was conducted in 2000-2001. For more information see http://www.grad.washington.edu/Acad/existing_prog_review.htm.

3.3 PUBLIC INFORMATION

3.3a Description of the degree program
The University of Washington no longer publishes a Catalog. While individual schools and departments may publish one, most mount websites, which are linked to the university’s main website. The Department of Architecture maintains a website presence (http://depts.washington.edu/archdept/) that provides students and faculty with program and degree information, faculty and staff profiles, links to coursework and programs and current events the department offers. Program descriptions, both accredited and non-accredited, are available through the website, and easily accessed from the university website. The website description begins as follows:

The Department of Architecture offers several degrees. Although these serve different groups and lead to a variety of professional opportunities; they all follow the department’s mission to advance architecture through responsible practice, the development of architectural knowledge, and service to local and global communities. The undergraduate degree is a four-year B.A. in Architectural Studies. The accredited M.Arch. comprises two streams: candidates with a B.A. or B.S. in architecture join the two-year program; those
with degrees in other fields join the three+year program. The department also offers a one-year Post-Professional M.Arch. The M.S. in Architecture includes concentrations in Design Computing and Architectural History/Theory. The College of Architecture and Urban Planning offers a Ph.D. in the Built Environment.

The catalog description of the Master of Architecture program uses language that describes the program intent and requirements. Website links from the university and college lead to the departmental website catalog as follows:

The Master of Architecture is an accredited professional degree program that educates students already grounded in the liberal arts to become registered, licensed architects who assume enlightened, responsible, and imaginative roles in society. In most states a prerequisite for licensure is an architecture degree accredited by the National Architectural Accrediting Board (NAAB). At the University of Washington, the two+ and three+year Master of Architecture (M.Arch.) degree is the only degree accredited by the NAAB. The one+year post-professional Master of Architecture is a non-accredited advanced degree for students already holding an NAAB accredited degree.

Design studio projects in the M.Arch. program are often set within urban areas or natural settings in the Puget Sound region and aim to foster and respond to its distinctive sense of place. In addition, many studios focus on issues surrounding the making of architecture—tectonics, design/build, wood and metal craft—this reflects a strong craft heritage in the region. Studios also frequently include a significant community service component, reflecting the department's commitment to the people of the city and the region.

The requirements of the Master of Architecture program—in terms of length of residency, number of credits, and specific courses —vary depending upon the candidate's undergraduate major, academic and professional background.

Master of Architecture Three Year Plus
Candidates holding a bachelor's degree in a discipline other than architecture pursue a three+year M.Arch. This program includes three years of instruction plus thesis. The first, preparatory year stresses the fundamentals of design, architectural graphics, architectural history, construction, structures and environmental control systems. Three+year students join the two+year program for their second and third years and thesis.

Master of Architecture Two Year Plus
Candidates with a pre-professional B.S. or B.A. in architecture or environmental design pursue a two+year M.Arch. this program includes two years of instruction plus thesis. The curriculum emphasizes integrated architectural design and its relationship to urban issues and tectonics, as well as the technical knowledge necessary for the professional practice of architecture. Courses in architectural history and theory, building science, graphics, materials and assemblies, design/build, and international studies provide further professional training and opportunities to develop areas of specialization.

3.3b Access to NAAB Conditions for Accreditation

Each year in September, the annual orientation provides new students with an introduction to NAAB policies regarding Conditions for Accreditation and Student Performance criteria. This introduction introduces students to the procedures and requirements for accredited programs, while a departmental website link creates an updated connection with current NAAB activities and policy change.

3.4 SOCIAL EQUITY

Commitment to social equity by the university as a whole: The University of Washington has a large and accessible, albeit somewhat confusingly varied—infrastructure of offices, initiatives, and centers committed to diversity, equal opportunity, and affirmative action. For an overview of the resources available to
students, faculty and staff, see the university’s web news and links at “Diversity at UW” (http://www.washington.edu/diversity/index.html).

The President’s message on diversity, listed on this website, is as follows:

Diversity is an inherent ingredient in an excellent education. To help the University of Washington reach even higher among the nation's foremost universities, we must continue to do all we can to create a diverse academic community.

An educational experience that fails to expose students -- majority and minority -- to multicultural perspectives or that does not include interaction in a diverse community simply cannot measure up. All students leaving the university have to be able to take their places in the global village. We must continue to build a multicultural academic community because it is an inherent ingredient in an excellent education.

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

President Emmert recently authored an article in the Christian Science Monitor entitled “Confronting a new era of diversity” (August 6, 2007) in which he states:

For university presidents and administrators like myself, who have grown up in a world where affirmative action was solidly embraced, it has been an awakening to find ourselves leading institutions that must now accomplish diversity without using the tool of affirmative action.

What we discovered at Washington was that there are other ways to ensure diversity and access to higher education, particularly by taking socioeconomic factors into account. One essential element was undertaking an intensive effort to encourage more students from disadvantaged backgrounds to apply to the university.

The UW Diversity website yields a wide array of web pages that focus on student, faculty and staff issues relating to diversity. The introductory statement on the UW website of the Vice-President and Vice Provost of Diversity and Minority Affairs gives a sense of the breadth of commitment by the university and the range of resources available for students.

At the Office of Minority Affairs and Diversity, we view all areas of diversity — student, faculty and staff diversity, curriculum, research, outreach, climate — as intertwined and interdependent. Embracing a transformational approach to diversity, we offer a full spectrum of programs that address change in curriculum, research, student and community service that work toward excellence in these areas.

These pages provide a glimpse of the many outreach and academic support services that are available to students and diversity initiatives designed to support faculty research and course development at the University of Washington.

**Commitment to Social Equity in the Department:** During the 2006-2007 academic year, the department engaged in a strategic planning process, completed in June 2007. In our mission statement, values, vision, goals and action items we commit the department to ethical responsibility, community-based activity, and diversity. Our mission statement begins:

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

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

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

In our first Goal: “Strengthen the collective vision of our department,” one of the action items reads:

Expand the recruitment of under-represented groups on our faculty and in our student body to make clear our commitment to diversity.

The final report of the Strategic Planning Committee of the department, dated June 12, 2007, can be found in the Appendix.

3.4a Faculty

The University of Washington Handbook is explicit in its policies with regard to affirmative action for students, faculty and staff. Hiring and promotion policies are outlined in the Handbook:

http://www.washington.edu/faculty/facsenate/handbook/04-01-02.html

The university will recruit, hire, train, and promote individuals in all job classifications based upon their qualifications and ability to do the job. All personnel actions such as compensation, benefits, layoffs, return from layoff, university-sponsored training, education, tuition assistance, and social and recreational programs will be administered without regard to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a Vietnam era or disabled veteran.

Persons with hiring authority have the responsibility to seek affirmatively to hire qualified minority group members, women, persons age 40 and over, Vietnam era and disabled veterans, and individuals with disabilities in all levels of employment, in order to achieve faculty and staff employment goals in their units that reflect availability as indicated in the affirmative action program.

In 2003-2004, the university undertook a wide-reaching Diversity Appraisal process, which required self-study by campus units and published a multi-faceted report that included “Hiring and Retaining a Diverse Faculty”. The entire report can be found at http://depts.washington.edu/divinit/index.php. The report contains the following observations:

Hiring and Retaining a Diverse Faculty:

The development of a diverse faculty is essential to the achievement of the central university missions of excellence in teaching and research. Only through faculty diversity will we draw upon the full range of perspectives that both challenge and inform knowledge production and dissemination.

Many academic department reports also expressed concern over repeated and failed attempts to retain underrepresented women faculty members and especially faculty of color. They cited several reasons for failure to retain faculty members, including lack of community and networks of support, unwelcoming climate, pressures on underrepresented faculty members to take on all diversity-related teaching and student advising responsibilities, lack of respect among faculty peers for diversity-related research, and lack of mentoring for career advancement. It is clear from the reports that more institutional planning and support is needed to achieve faculty diversity.

With regard to policies and procedures, the UW’s Office of Academic Human Resources coordinates all faculty hiring, and it has a clear mission, strategies, and guidelines for Affirmative Action Compliance in advertising, recruitment and hiring.
Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest. Search committees can use personal and professional networks of existing faculty and students, and discipline-based organizations, and take advantage of publications and web sites that specialize in the recruitment of diverse faculty members.

Since 2001, the department has made considerable strides in diversifying its faculty. We have appointed six new tenure-track faculty, including four women and two men, one Asian-American and one Latino-American.

In the most recent academic year (2006-07), the Department of Architecture faculty included seven tenured women faculty, one of whom is African-American (this includes three joint appointments and two adjunct appointments whose home departments are elsewhere), five women tenure-track assistant professors (including one adjunct appointment), two women full-time lecturers, two women affiliate professors, and sixteen women part-time lecturers. Most of the latter have been teaching with us for several years and enjoy the flexibility of combining a professional architectural career with academia. In 2007 one of our tenured women faculty retired after 32 years teaching with the department while also running an architecture firm in Seattle.

**Faculty Diversity**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African Amer.</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 1</td>
<td>FT 1 PT 1</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>FT 0 PT 0</td>
<td>FT 0 PT 0</td>
<td>FT 0 PT 0</td>
<td>FT 0 PT 0</td>
<td>FT 0 PT 0</td>
<td>FT 0 PT 0</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
<td>FT 3 PT 1</td>
<td>FT 3 PT 1</td>
<td>FT 3 PT 2</td>
<td>FT 3 PT 3</td>
<td>FT 2 PT 3</td>
<td>FT 3 PT 3</td>
</tr>
<tr>
<td>Hispanic Origin</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 0</td>
<td>FT 1 PT 0</td>
<td>FT 0 PT 1</td>
<td>FT 1 PT 1</td>
<td>FT 0 PT 1</td>
</tr>
<tr>
<td>Women</td>
<td>FT 9 PT 11</td>
<td>FT 9 PT 12</td>
<td>FT 9 PT 13</td>
<td>FT 9 PT 10</td>
<td>FT 11 PT 12</td>
<td>FT 11 PT 16</td>
</tr>
</tbody>
</table>

FT = Full time (all permanent faculty – including those with appointments in Architecture below 1.0 FTE as well as joint appointments and lecturers teaching 5 or more courses per year)

PT = Part time (part-time lecturers teaching less than 5 courses per year)

**3.4b Students**

The University of Washington has adopted a detailed policy statement relative to diversity in the student body. This statement includes the following:

Applications for admissions:

Schools and departments may not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin when deciding which applicants to admit. Schools and departments are encouraged to consider such factors as cultural and life experiences, and educational, economic and personal disadvantage in their application processes.

Schools and departments will continue requesting information on race, national origin and sex in the application process so that the university may monitor any changes in applications, acceptances and enrollments. Such inquiries of applicants must include the statement that providing such information is voluntary; see Sample Standardized Information Request for specific requirements. Schools and departments should seek advice of the Office of the Attorney General when designing applications.

Pre-enrollment outreach efforts designed to improve the representation and retention of underrepresented groups:

The University of Washington will pursue an aggressive plan of outreach, including recruitment, educational development, and bridge programs, to targeted members of underrepresented groups. Schools and departments are encouraged to institute efforts of
this sort. Schools and departments shall seek the advice of the Office of the Attorney General and approval of the appropriate university dean(s) or vice president(s) before initiating such programs.

In addition, the university has adopted a very detailed policy statement relative to diversity issues in awarding financial aid, titled “Financial aid will be awarded in compliance with the "Policy on Financial Aid, Including Scholarships, Grants and Fellowships, to Promote Student Diversity at the University of Washington." This policy begins with the following general directive:

Scholarships, grants and fellowships are important forms of financial aid for achieving diversity in the University of Washington student population. It is the policy of the University to use these tools to the fullest extent possible while still complying with state and federal laws.

**Student Body Gender and Cultural Diversity:** The department is committed to maintaining a student body that reflects the gender and cultural diversity of the broader community served by the University of Washington. Figures in the tables below indicate that enrollment of women and ethnic minority students into the professional M.Arch. program as well as the B.A. non-accredited undergraduate program has remained relatively stable between 2001 and 2007.

The percentage of women in the student body has risen slightly since the last accreditation and was about 4 points above the national average among architecture schools in 2006 (based on the 2006 NAAB statistical report). The percentage of women students in the M.Arch. program was 46% in 2006-07 and averaged 42.6% between 2001 and 2007. Similar high enrollment was observed in the undergraduate B.A. program (41%-51%) with six-year average (2001-2006) of 47%.

Minority enrollments have remained steady since 2001, with underrepresented groups constituting 12-15% of the M.Arch. student population. These numbers are consistent with national averages for Asian-American and Native American students, but somewhat below national averages for African-American and Hispanic students. These percentages are comparable, however, to the general student population at the University of Washington. As in our department, Asian-Americans represent the largest group of minority students at University of Washington. Enrollment of African-Americans, Native Americans, and Hispanic-Americans has remained low university-wide over the past five years despite recruitment efforts. There remains significant work to be done among these groups.

The Department of Architecture has been an active participant in the National Name Exchange for recruitment of qualified minority students; using this list we recruit well over 100 candidates each year. Our undergraduate advisor works with The Office of Minority Affairs to reach appropriate populations for recruitment. We also participate actively in programs offered by the University of Washington's Graduate Opportunities and Minority Achievement Program, which coordinates the university’s minority recruitment efforts for graduate programs and also provides financial assistance to minority graduate students. Over the last two years we have received four GO-MAP scholarships for recruitment and retention of minority students. In 2005 the Department of Architecture instituted a new recruitment event to coincide with GO-MAP’s Prospective Student Days in late March so that we can take additional advantage of university minority recruitment efforts. Although these efforts have not yielded significant results, we have, like other graduate programs at UW, managed to sustain minority enrollment levels in an increasingly competitive recruiting environment.

The number of international students indicates matriculating students only. Each year the department hosts additional international students as visitors for one or more quarters.
M.Arch. Students

<table>
<thead>
<tr>
<th>Enrollment History</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>168</td>
<td>176</td>
<td>182</td>
<td>153</td>
<td>147</td>
<td>132</td>
</tr>
<tr>
<td>Full-time</td>
<td>136</td>
<td>144</td>
<td>153</td>
<td>130</td>
<td>128</td>
<td>116</td>
</tr>
<tr>
<td>Part-time</td>
<td>32</td>
<td>32</td>
<td>29</td>
<td>23</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Men</td>
<td>96</td>
<td>107</td>
<td>104</td>
<td>94</td>
<td>79</td>
<td>71</td>
</tr>
<tr>
<td>Women</td>
<td>72</td>
<td>69</td>
<td>78</td>
<td>59</td>
<td>68</td>
<td>61</td>
</tr>
<tr>
<td>percent women</td>
<td>43%</td>
<td>39%</td>
<td>43%</td>
<td>39%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Ethnic Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Asian American</td>
<td>18</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Native Am./Hawaiian</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>percent minority</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>International</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

B.A. Students

<table>
<thead>
<tr>
<th>Enrollment History</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>89</td>
<td>98</td>
<td>100</td>
<td>101</td>
<td>107</td>
<td>102</td>
</tr>
<tr>
<td>Full-time</td>
<td>89</td>
<td>98</td>
<td>100</td>
<td>101</td>
<td>107</td>
<td>102</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Men</td>
<td>58</td>
<td>51</td>
<td>51</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>55</td>
<td>40</td>
<td>42</td>
<td>50</td>
<td>54</td>
<td>53</td>
</tr>
<tr>
<td>percent women</td>
<td>62%</td>
<td>41%</td>
<td>42%</td>
<td>50.5%</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td>Ethnic Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian American/Haw.</td>
<td>18</td>
<td>23</td>
<td>28</td>
<td>35</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Native Am.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>percent minority</td>
<td>27%</td>
<td>30%</td>
<td>33%</td>
<td>42%</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>International</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Retention: Retention rates for all student groups Department of Architecture programs are very high, usually around 98% for each graduating class. Financial aid and scholarships have played a significant role for students (ethnic minority students in particular) making normal progress toward a degree. The Department of Architecture has been fortunate over the past few years in obtaining several Graduate Opportunity and Minority Achievement Program Grants to support our students. The Seattle Chapter of the AIA provides funds annually to the department to assist minority students through the Student Support Fund for Diversity. The newly established Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship provides funds annually for minority students. Three departmental scholarships are specifically awarded to women students pursuing the professional program in Architecture. Many of our graduate students also qualify for work-study funding along with assistantships in teaching and/or research.

Curriculum: The department has added a number of courses in the last five years based on the expertise of new assistant professors and newly-tenured associate professors. We have added elective course offerings in North African architecture, Japanese architecture, and South Asian architecture, and a Chinese architecture
course taught with the Department of Art History in the School of Art. Three college faculty co-taught a new course, the Asian City, in Spring 2006 and will repeat the course in Spring 2008. The survey courses in architectural history were all revised about 5 years ago to include the architecture of non-western cultures, and we also offer a two-course survey sequence called specifically Non-western architecture. In Autumn 2006 the department hosted a symposium and associated seminar entitled “Critical Practice in a Globalizing World.” This was the first in a three-part, bi-annual series on local and global practices.

In addition to these international offerings the department offers courses that address social equity in local communities. These include “Architects as Civic Leaders”, “Community-Driven Development”, an interdisciplinary HUD-sponsored studio in Post-Katrina Louisiana, and design/build studios with the Yakama Nation in central Washington. The interdisciplinary Center for Environment, Education and Design Studies (CEEDS) organizes interdisciplinary projects focusing on K-12 interactions as well as participatory design projects. CEEDS’ mission statement is as follows:

We are an interdisciplinary group of faculty at the University of Washington that seeks to enhance learning and community well-being through participatory research and design processes. Drawing on faculty from the university’s professional, social science, and humanities programs, we strive to engage in transformational partnerships with K-12 schools, industry, and neighborhood organizations. We are especially interested in partnerships that utilize the need for constructing new physical facilities as a catalyst for organizational change. Our overarching goal is to utilize participative processes to create democratic learning communities—in the university and beyond—while also sparking theory-building and policy-making nationally on this topic. Through collaborative teaching, research, and service, we aspire to bring about systemic change in communities, especially those serving children and families with limited access and untapped talents.

The combination of interest in craft and construction with a history of concern for the community and the disadvantaged led to the department’s programs in design/build, which are now over 20 years old. Studios have been offered in Seattle and the Puget Sound region, on Indian reservations in Montana, the Dakotas and east central Washington, in Mexico and in Guatemala. Students on the Indian reservations have built straw-bale houses, teaching locals as well as donors to the programs. Projects in Mexico and Guatemala are offered by a Landscape Architecture professor, and have been oriented toward schools and daycare facilities. Students in the department’s local design/build studios have built facilities both on campus and off, including several playgrounds, structures in the Danny Woo Community Gardens, at Canal Park in near Fremont, and at affordable housing projects in and around Seattle. These projects are sometimes funded by external groups who approach the department for assistance. The design/build studios are extremely important to the identity of the department and are central to our mission and values.

Besides courses we teach in and around Seattle, the department is committed to international programs which allow students to spend a quarter or a summer period away from Seattle. Our Architecture in Rome program, housed in the college-run UW Rome Center, is in its 37th year. Programs are also taught in Scandinavia, Guatemala and China, and our recent Strategic Plan reinforces support and assistance to professors who would like to lead an international program. In the planning stages are programs in Japan, India, and Berlin.

3.4c Faculty, Student and Staff Access to Department Governance

Faculty, staff and students were all involved in the recent strategic planning process. Faculty meetings are open to students and staff, and typically at least one student is present and taking notes to pass along to the student body. Staff persons, especially the manager of program operations, are integral to the department’s executive committee, which reviews and assigns agenda items such as curriculum review and
program development, for faculty committees. Faculty search committees typically have a graduate student representative with a full vote in committee, who coordinates the candidates' meetings with students.

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

3.4d Areas for improvement

Challenges to the Department of Architecture’s diversity priorities are in many ways similar to the challenges pointed out in the UW’s Diversity Appraisal. Definitions of “diversity,” “minority” and “under-represented” differ. Faculty who work on social equity topics frequently are not minorities themselves. Although all faculty would agree that diversity and social equity issues are important goals in the department, points of view differ about appropriate initiatives, curricular goals and recruitment strategies. In both faculty and student recruitment, although there are many “how-to” resources available on campus, actual recruitment and retention funds are minimal, and these are necessary to build a truly diverse faculty and student base.

3.5 STUDIO CULTURE

The Department of Architecture adopted an official studio culture policy at its regular faculty meeting of 30 May 2007. This policy was endorsed by the College Council of the College of Architecture and Urban Planning in June 2007. The studio culture policy was developed over several months in Winter and Spring 2007 by the Department of Architecture’s Executive Committee, with input from the Curriculum Committee and the Department of Architecture faculty. It is based in part on University of Washington Policy as articulated in the University of Washington Handbook, and longstanding departmental policy articulated in the Master of Architecture Program Procedures and Requirements (Revised September 19, 2006)

3.6 HUMAN RESOURCES

3.6a Students

Admission to the program - both 2+ and 3+year - is a competitive process with priority given to applicants whose apparent abilities, as determined by the Department of Architecture’s Admissions Committee, will enable them to complete the program expeditiously and with a high level of achievement. Specific requirements include a Graduate Record Examination score, a baccalaureate degree from an accredited college or university in the United States or an equivalent foreign institution, and a minimum grade point average of 3.0 in the last 90 graded quarter hours or last 60 semester hours.

Students in the 2+year program enter with a pre-professional degree, usually a Bachelor of Arts in Architecture. Each year 80-90% of the entering 2+year students come with pre-professional degrees from institutions other than the University of Washington. Students in the 3+year program enter with a degree in another major. Generally more than 90% of these students come with degrees from institutions other than University of Washington.
The 48 students matriculating in Autumn 2007 will be arriving with degrees from universities and colleges in Chile, China, Norway, Denmark, Ontario, California, Colorado, Florida, Idaho, Illinois, Maryland, Massachusetts, Minnesota, Nebraska, New York, Ohio, Oregon, Texas, Utah, Wisconsin, and Washington.

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

- A portfolio of work in the visual arts and/or design
- A Statement of Purpose
- Background and experience in architecture and related fields
- Written recommendations from three persons who can evaluate the past record and future promise
- Scholastic record and aptitude as evidenced by transcripts and GRE test scores.
- Non-English speaking foreign applicants must submit TOEFL scores with no less than 570 composite score.

In recent years the department has evaluated each of these factors as a predictor of success in the program and concluded that no one factor is a single indicator of success. Rather, the most reliable indicator of success in the program has been the Admission Committee faculty members’ rank order of candidates resulting from the evaluation of all these factors taken together.

Entering Scholarship and GRE Scores

<table>
<thead>
<tr>
<th></th>
<th>Ave. 2001-2006</th>
<th>2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry GPA</td>
<td>3.47</td>
<td>3.5</td>
</tr>
<tr>
<td>GRE Verbal</td>
<td>586</td>
<td>558</td>
</tr>
<tr>
<td>GRE Quantitative</td>
<td>639</td>
<td>651</td>
</tr>
</tbody>
</table>

The table above shows that the department maintains a student population with an entering GPA around 3.5 and GRE scores in the top 25 percent (verbal) and top 40 percent (quantitative) of examinees.

Annual Applications and Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Ave./Yr 2001-06</th>
<th>% of Applicants</th>
<th>2007-08 Class</th>
<th>% of Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Applicants</td>
<td>425</td>
<td>34.8%</td>
<td>456</td>
<td>29.2%</td>
</tr>
<tr>
<td>Offers</td>
<td>148</td>
<td>65.2%</td>
<td>133</td>
<td>70.8%</td>
</tr>
<tr>
<td>Denials</td>
<td>277</td>
<td>36% (of offers)</td>
<td>193</td>
<td>36% (of offers)</td>
</tr>
<tr>
<td>New Enrollment</td>
<td>54</td>
<td>36% (of offers)</td>
<td>48</td>
<td>36% (of offers)</td>
</tr>
</tbody>
</table>

The table above indicates a typical annual applicant pool of 425, from which about 50 new students will enter the program the following autumn. The M.Arch. program has a total enrollment target of 125 students with 25-30 students entering the 2+year program, 20-25 students entering the 3+year program, and 2-5 students entering the 1+year post-professional program.

Retention and Time-to-Degree: Retention rates in the M.Arch. program are very high. Of the students who matriculated between 1999 and 2001 only six students failed to complete their degrees within the six years allowed by the Graduate School. Two students who matriculated in 2002 have not yet completed their degrees. Retention rates in the M.Arch. program have been over 95% since the last accreditation.
Until Spring 2004, when we restructured the curriculum around changes in the masters thesis, time to degree for M.Arch. students was not less than 2 years plus 1 quarter (7 quarters) for 2+year M.Arch. students and 3 years plus 1 quarter (10 quarters) for 3+year students. 20-30% of students finished within this time frame, another 30-40% finished in 8 or 11 quarters, 20-30% in 9 or 12 quarters, and about 10% in 9, or 12 (or more) quarters.

In 2004 we instituted a revised curriculum with a two-track system for thesis. This system allows students to choose whether to do their thesis projects in a studio setting or with an independent faculty committee (previously all theses were done with independent committees). All students continue to present their projects publicly and to submit a thesis document to the Graduate School. Along with the thesis studio, we added a formal thesis preparation course. Under this new curriculum, students who choose the thesis studio option generally complete their degrees in 6 or 9 quarters, with less than 5% of that group requiring an extra quarter. Of the students who choose the independent option, about 75% complete their degrees in 6 or 9 quarters, and 25% complete in 7 or 10 quarters. Virtually no students have required more time than this to complete their degrees.

From 2004 to 2007, therefore, the time-to-degree for 85% of 2-year and 3-year M.Arch. students was 2 years (6 quarters) or 3 years (9 quarters), respectively. For the other 15% of students time to degree was 2 or 3 years plus 1 quarter.

Although students and faculty have been generally satisfied with the results of this new curriculum, there has been widespread concern that the process has become too compressed and that most students would produce considerably more thorough projects if they had more time to complete their theses. In Spring 2006, after surveying students and alumni, and after lengthy discussion, the faculty voted to shift the thesis studio from spring to fall quarter, effectively extending time to degree for 85% of our students by one quarter. This change takes effect voluntarily in 2007-2008, and will become part of the M.Arch. standard curriculum in 2008-2009. We expect that as a result of this change almost all students will complete their degrees in 2 years plus 1 quarter, or 3 years plus 1 quarter.

3.6b Faculty

**Distribution of effort**: There are approximately 26 permanent faculty FTE in the Department of Architecture, plus 8.5 FTE Joint and Adjunct faculty, and, in 2006-2007, about 11 FTE Visiting faculty.

Tenured and tenure-track faculty in the Department of Architecture are expected to balance teaching and creative activities. These areas are rated equally in tenure, promotion and merit reviews. All permanent faculty also contribute significant effort to department, college, university, and community service.

Full-time (1.0 FTE) tenured or tenure-track faculty generally teach five courses in each nine-month academic year—two courses in each of two quarters, and one course in the other quarter. The five courses are typically divided among three ‘big’ courses (studios or large lectures) and two ‘small’ courses (seminars or similar classes with 20 or fewer students). Some full-time faculty teach fewer than five courses. New assistant professors teach four courses in their first year; this gives extra time for course development, initiating research, etc. Faculty with research grants may buy out teaching time to provide more time for research. Faculty with administrative appointments teach fewer than five courses per year.

All tenured and tenure-track faculty are given approximately 0.15 annual FTE to facilitate pursuit of creative work. This can include research, scholarship or architectural practice. (Specific activities are listed in the faculty resumes, Section 4.4) Tenured
faculty are eligible for sabbatical leave after each seven years of service to the department.

The University of Washington allows tenured and tenure-track faculty to be appointed at less than full-time. The Department of Architecture has taken advantage of this provision to appoint permanent part-time faculty with significant architectural practices. Faculty at 0.75 FTE generally teach four courses per year; faculty at 0.67 FTE teach three or four courses per year (3 big, or 2 big and 2 small); faculty at 0.50 FTE teach two to three courses per year.

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

The main responsibility of Adjunct, Affiliate, and Visiting faculty in the Department of Architecture is teaching. In the table below a 6-credit studio course represents about 0.22 annual FTE and all 3-credit courses represent about 0.11 annual FTE.

### Permanent Department of Architecture Faculty (as of spring 2007)

<table>
<thead>
<tr>
<th>Professors</th>
<th>Degree</th>
<th>Tenure</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven P. Badanes</td>
<td>L P M.Arch</td>
<td>Y</td>
<td>0.67</td>
</tr>
<tr>
<td>Jerry Finrow</td>
<td>L M.Arch</td>
<td>Y</td>
<td>0.75</td>
</tr>
<tr>
<td>Daniel Friedman (dean)</td>
<td>L P Ph.D./M.Arch</td>
<td>Y</td>
<td>0.00 (1.0 CAUP)</td>
</tr>
<tr>
<td>Joel Loveland</td>
<td>C M.A./B.Arch</td>
<td>Y</td>
<td>0.75</td>
</tr>
<tr>
<td>David Miller (chair)</td>
<td>L P M.Arch</td>
<td>Y</td>
<td>0.75</td>
</tr>
<tr>
<td>Bob Mugeraur</td>
<td>L Ph.D./M.Arch</td>
<td>Y</td>
<td>0.50 (+.5 UDP)</td>
</tr>
<tr>
<td>Jeffrey Ochsner</td>
<td>L M.Arch</td>
<td>Y</td>
<td>0.50 (+.5 CAUP)</td>
</tr>
<tr>
<td>Michael Pyatok</td>
<td>L P M.Arch</td>
<td>Y</td>
<td>0.67</td>
</tr>
<tr>
<td>Sharon Sutton</td>
<td>L Ph.D./M.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td>5.08</td>
</tr>
</tbody>
</table>

### Emeritus Professors (teaching)

<table>
<thead>
<tr>
<th>Professors</th>
<th>Degree</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis D.K. Ching</td>
<td>L B.Arch</td>
<td>Y</td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td>0.40</td>
</tr>
</tbody>
</table>

### Associate Professors

<table>
<thead>
<tr>
<th>Professors</th>
<th>Degree</th>
<th>Tenure</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex T. Anderson (Assoc. chair)</td>
<td>Ph.D./M.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>Katrina Deines</td>
<td>L M.Arch</td>
<td>Y</td>
<td>0.50 (+.5 CAUP)</td>
</tr>
<tr>
<td>Dean Heerwagen</td>
<td>M.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>Elaine Day LaTourelle (Dir. Student Services)</td>
<td>L P M.Arch</td>
<td>Y</td>
<td>0.75</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Tenure</td>
<td>%FTE</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Brian Johnson</td>
<td>M.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>Ed Lebert</td>
<td>M.A.C.E.</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>Brian McLaren</td>
<td>Ph.D./B.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td>Galen Minah</td>
<td>M.Arch</td>
<td>Y</td>
<td>0.50</td>
</tr>
<tr>
<td>Richard Mohler</td>
<td>M.Arch</td>
<td>Y</td>
<td>0.67</td>
</tr>
<tr>
<td>Rob Peña (starting 9/07)</td>
<td>M.Arch</td>
<td>N</td>
<td>0.00</td>
</tr>
<tr>
<td>Vikramaditya Prakash</td>
<td>Ph.D./B.Arch</td>
<td>Y</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>8.42</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Cohan</td>
<td>M.Arch</td>
<td>N</td>
<td>0.67</td>
</tr>
<tr>
<td>Nicole Huber</td>
<td>Ph.D./M.Arch</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td>John Humphries</td>
<td>M.Arch</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td>Louisa Iarocci</td>
<td>Ph.D./M.Arch</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td>Mehlika Inanici</td>
<td>Ph.D./M.Arch</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td>Kathryn Merlino</td>
<td>M. Arch History /M.Arch</td>
<td>N</td>
<td>0.67</td>
</tr>
<tr>
<td>Ken Oshima</td>
<td>Ph.D./M.Arch</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>6.34</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Assistant Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Meek</td>
<td>M.Arch.</td>
<td>N</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>1.0</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barry Onouye</td>
<td>M.S.C.E.</td>
<td>N</td>
<td>1.00</td>
</tr>
<tr>
<td>Douglas Zuberbuhler</td>
<td>M.Arch</td>
<td>N</td>
<td>0.50 (+.5 CAUP)</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>1.50</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emeritus Sr Lecturer (teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andris Vanags</td>
<td>B.F.A.</td>
<td>N</td>
<td>0.40</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td><strong>0.40</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Full-time Lecturers | Degree | Tenure | %FTE
---|---|---|---
Jennifer Dee | M.Arch | N | 1.00
James Nicholls | B.Arch | N | 1.00
Anne Stevens | M.A. (Design) | N | .50 (+.5 Art)
FTE | 2.50

Total permanent faculty FTE | 25.89

Permanent Faculty with Joint and Adjunct appointments in Architecture

Joint Appointment Professors | Other Department | Tenure | %FTE
---|---|---|---
Meredith Clausen | Art History | Y | 1.00
Anne Vernez Moudon | Urban Design and Planning | Y | 1.00
FTE | 2.0

Joint Appt Assoc Professors | Other Department | Tenure | %FTE
---|---|---|---
Dennis Ryan | Urban Design and Planning | 1.00
FTE | 1.00

Adjunct Faculty | Other Dept | Tenure | %FTE
---|---|---|---
Daniel Abramson | Urban Design and Planning | N | 1.00
Carrie Dossick | Construction Management | N | 1.00
Ashley Emery | Mechanical Engineering | Y | 1.00
Steve Goldblatt | Construction Management | Y | 1.00
Jeff Hou | Landscape Architecture | Y | 1.00
Julie Johnson | Landscape Architecture | Y | 1.00
Asuman Kiyak | Dentistry | Y | 1.00
Ron Kasprisin | Urban Design and Planning | Y | 0.50
George Rolfe | Urban Design and Planning/Landscape Architecture | Y | 1.00
Nancy Rottle | Landscape Architecture | N | 1.00
David Streatfield | Landscape Architecture | Y | 1.00
Daniel Winterbottom | Landscape Architecture | Y | 1.00
FTE | 5.50

Total Joint, Adjunct faculty FTE | 8.50
Visiting Department of Architecture Faculty in 2006-07

<table>
<thead>
<tr>
<th>Affiliate Assoc Professors</th>
<th>Degree</th>
<th>Tenure</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Jones</td>
<td>M.Arch</td>
<td>N</td>
<td>0.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affiliate Assistant Professors</th>
<th>Degree</th>
<th>Tenure</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Heerwagen</td>
<td>Ph.D.</td>
<td>N</td>
<td>0.00</td>
</tr>
<tr>
<td>David Strauss</td>
<td>Ph.D.</td>
<td>N</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time Lecturers</th>
<th>Degree</th>
<th>%FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Anderson</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Boaz Ashkenazi</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Catherine Barrett</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>Edward Bartholomew</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Wyn Bielaska</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Peter Brachvogel</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Ryan Bussard</td>
<td>M.Arch</td>
<td>0.07</td>
</tr>
<tr>
<td>J Crone</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>Ben Dalton</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>Jim Diers</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>Barbara Erwine</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Cynthia Esselman</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Jamie Fleming</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Nina Franey</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Anjali Grant</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Stefan Hampden</td>
<td>M.Arch</td>
<td>0.22</td>
</tr>
<tr>
<td>Richard Hobbs</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>Fred Holcomb</td>
<td>M.Arch</td>
<td>0.11</td>
</tr>
<tr>
<td>David Hudacek</td>
<td>M.Arch</td>
<td>0.12</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Course</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Robert Hutchison</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Mary Johnston</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Umber Kazmi</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Bradley Khouri</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Thomas Kinsman</td>
<td>C</td>
<td>M.S.C.E.</td>
</tr>
<tr>
<td>Rena Klein</td>
<td>L P</td>
<td>B.Arch</td>
</tr>
<tr>
<td>Devin Kleiner</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Tom Maul</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Penny Maulden</td>
<td>C</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Jeffrey Mazurek</td>
<td>(P)</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Mark Millett</td>
<td>L P</td>
<td>B.Arch</td>
</tr>
<tr>
<td>Glen Murcutt</td>
<td>P</td>
<td>Dipl.Arch.</td>
</tr>
<tr>
<td>Dennis Neely</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Susan Olmsted</td>
<td>L P</td>
<td>M.Arch, MLA</td>
</tr>
<tr>
<td>Tristin Pagenkoff</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>William Parker</td>
<td>L P</td>
<td>M.S.Arch</td>
</tr>
<tr>
<td>Chris Patano</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Anthony Pellechia</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Peter Rees</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Ben Sharpe</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>John Stamets</td>
<td>C</td>
<td>B.A.</td>
</tr>
<tr>
<td>Daniel Stettler</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Amanda Sturgeon</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Judith Swain</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Karen Thomas</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Dana Walker</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Penelope West</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
<tr>
<td>Gail Wong</td>
<td>L P</td>
<td>M.Arch</td>
</tr>
</tbody>
</table>
Ronald Wright  L P M.Arch  0.11
William Zimmerman  L P B.Arch  0.11

FTE  10.51

Total visiting faculty FTE  11.08

Key to symbols
** Administrative position in the department
L = US Architecture License
P = Currently Practicing Architecture
(P)=Practicing as Intern Architect
C = Consultant in Allied Discipline

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

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

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

3.6c Faculty-Student ratios for studios

The target faculty-student teacher ratios for all studios in the Department of Architecture is generally 1-12. This can vary with enrollment and interest in studio content.

Undergraduate Studios 2006-07 – Faculty and Student Numbers

<table>
<thead>
<tr>
<th>Course number</th>
<th>No. of sections</th>
<th>Faculty/section</th>
<th>Students/section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 300</td>
<td>1</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Arch 301</td>
<td>2</td>
<td>2</td>
<td>23, 24</td>
</tr>
<tr>
<td>Arch 302</td>
<td>2</td>
<td>2</td>
<td>23, 24</td>
</tr>
<tr>
<td>Arch 400*</td>
<td>3</td>
<td>1</td>
<td>10, 10, 11</td>
</tr>
<tr>
<td>Arch 401</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Arch 402**</td>
<td>4</td>
<td>1</td>
<td>11, 13, 13, (16)</td>
</tr>
</tbody>
</table>

Graduate Studios 2006-07 – Faculty and Student Numbers

<table>
<thead>
<tr>
<th>Course number</th>
<th>No. of sections</th>
<th>Faculty/section</th>
<th>Students/section</th>
</tr>
</thead>
</table>
Architectural Program Report

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Students</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 303</td>
<td>1</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Arch 304</td>
<td>1</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Arch 305</td>
<td>1</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Arch 500</td>
<td>4</td>
<td>1</td>
<td>11,11,12,12</td>
</tr>
<tr>
<td>Arch 501</td>
<td>4</td>
<td>1</td>
<td>11,11,12,12</td>
</tr>
<tr>
<td>Arch 502</td>
<td>4</td>
<td>1</td>
<td>10,10,10,10</td>
</tr>
<tr>
<td>Arch 503*</td>
<td>2</td>
<td>1</td>
<td>11,11</td>
</tr>
<tr>
<td>Arch 504***</td>
<td>4</td>
<td>1 (3)</td>
<td>4,9,11 (28)</td>
</tr>
<tr>
<td>Arch 700</td>
<td>1</td>
<td>3</td>
<td>26</td>
</tr>
</tbody>
</table>

* One section of Arch 400 and Arch 503, not listed above, is offered as a vertical studio in Rome. The faculty student ratio is 2.5-30.

** One section of Arch 402, in parentheses, is a vertical design/build studio with 1 faculty and 1 staff assistant.

*** One section of Arch 504, in parentheses, was an interdisciplinary studio with Architecture (1 faculty, 11 students); Landscape Architecture (1 faculty, 11 students); and Urban Design and Planning (1 faculty, 6 students).

3.6d Administration: Description of positions, responsibilities.

The Department of Architecture is under the purview of the dean of the College of Architecture and Urban Planning. The departmental chair, associate chair and faculty, as a matter of long-standing policy and practice, have a strong voice, especially in academic matters. Within the department, the faculty votes on all curricular matters, tenure-track appointments, and tenure/promotion decisions. The chair forwards these results to the dean, with an independent opinion if desired. The chair makes temporary faculty appointments, faculty teaching assignments and budgetary allocations — after consulting the department's Executive Committee and, if appropriate, the faculty. There is a staff of 4.0 FTE supporting the department.

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

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

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

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

Departmental responsibilities:
• Leads efforts in strategic planning and formulating vision plans and direction
• Appoints faculty for committee service assignments
• Presides at the executive committee meetings
• Recruits potential candidates for positions on the faculty
• Fundraising and coordination with the College Development Office
• Member of the Executive Committee of the college
• Negotiates with all new candidates for faculty positions resulting from search efforts
• Coordinates the Arch 500-502 studio sequence

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

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

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

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

Director of Student Services and Undergraduate Program Coordinator: The Undergraduate Program Coordinator is a member of the faculty who coordinates the activities of the undergraduate program. The position was held by Associate Professor Elaine Day LaTourelle until she stepped down in June 2007. Assistant Professor
Kathryn Rogers Merlino assumed this position in June 2007. Professor Merlino’s appointment is 0.67 FTE, of which approximately .30 is teaching and faculty development, and 0.37 is administration.

Departmental responsibilities:
• conduct the admissions process for the undergraduate program
• disseminate information to the public about the undergraduate program
• act as academic advisor to all graduate students
• act as academic advisor to all of the undergraduate students
• conduct credit checks prior to graduation
• maintain a statistical and tracking data base of students
• participate in the preparation of the accreditation report and review
• be a member of the Curriculum Committee
• plan and conduct the new student orientation in the fall
• oversee students participating in the outreach program
• present informational sessions to prospective students through Arts and Sciences
• coordinate with Arts and Science advisors about departmental requirements
• participate in university sponsored minority recruiting initiatives
• coordinate undergraduate studio evaluations capstone each quarter
• evaluate and document student transfer credit and advanced placement
• follow and enforce the faculty directive of course requirements for each student
• meet regularly with students to plan their course work
• monitor student academic progress
• check credits prior to thesis entry and graduation

Departmental Standing Committees: There are several departmental committees that operate on behalf of and in support of the faculty.
• Executive Committee: consists of the chair, associate chair/Graduate Program Coordinator, Director of Student Services/Undergraduate Program Coordinator, and Program Manager. It meets frequently to advise the chair on most matters before the department.
• TPMR (Tenure, Promotion and Merit Review) Committee: reviews all faculty who are seeking promotion and/or tenure and makes recommendations to the entire faculty; this committee also reviews faculty relative to salary increases that may be allocated by the State. (The full promotion, tenure and salary review process is discussed in Section C.6.g.)
• Curriculum Committee: Chaired by the Graduate Program Coordinator, reviews and makes recommendations to the faculty on most curricular matters.
• Graduate Admissions Committee: considers and decides all graduate admission offers.
• Undergraduate Admissions Committee: considers and decides all undergraduate admission offers.
• Scholarship Committee: coordinates student financial aid and departmental scholarships including review of student applications for support and recommending which students should receive aid.
• Display and Publication Committee: coordinates display of student and professional work in various galleries and display boards in the college buildings
• Thesis Awards Committee: selects the recipients of the annual thesis award(s).

Departmental Ad Hoc Committees: The department creates ad hoc committees, which have a limited term to address specific issues or challenges. Recent departmental ad hoc committees have included the Strategic Planning Committee, MS 5-Year Review Planning Committee, Critical Practice in a globalizing World conference Committee and a committee to assist in the development of the department’s new web
site. Each faculty search is also conducted by a Faculty Search Committee created for the purpose; this committee conducts the search, sorts through applicants, and recommends finalist candidates to the entire faculty. (Faculty search procedures are discussed in detail in Section 3.6.g.)

College Committees: Departmental representatives sit on various college committees: Facilities and Operations Committee, Faculty Development and Public Service Committee, Library Committee, and Visual Resources Committee. The chair sits on the College Executive Committee, which is composed of the other departmental chairs and two associate deans. This committee advises the dean on all administrative matters. Two departmental representatives are elected for 3-year terms to the College Council, which advises the dean on academic, personnel and curricular matters.

3.6e Staff

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

Manager of Program Operations: The Manager of Program Operations is responsible to the Chair of the department for the smooth operation of the departmental and appointed college programs. Administratively, the Manager functions as a member of the Chair, faculty and staff teams for the following: staffing and procedural matters for admissions and orientation; student services in the areas of financial aid, graduate and undergraduate student employment; registration in the areas of time scheduling; review scheduling, space allocation and planning; resource planning in the areas of budget planning and allocation, yearly and biennial. In the management area, the position is responsible to the chair for fiscal resource allocation, and monitoring personnel and payroll appointments for faculty, staff and student employees (75-100 each quarter); processing and monitoring applications for travel; scholarship and fellowship awards, work study awards; resource liaison and enforcer of university, federal, college and department policies and procedures.

In the supervisory area, one academic counselor, one program coordinator, one secretary senior, one program assistant, one Instructional Technician II, and several student office assistants, as well as monitoring hourly and work study graduate student assistants. Responsible for determining staffing needs, preparing personnel requests, interviewing, hiring, evaluating, training and disciplining as necessary.

Program Coordinator, Graduate Program: The graduate program's staff coordinator performs specialized clerical activities in support of the Master of Architecture Graduate program. This includes the application and admission process, managing the student data base, generating statistical reports, scheduling appointments for faculty advising; and arranging for quarterly design reviews. Included in the above duties is initiating related correspondence and responding to phone, fax and e-mail inquiries.

This position also advises students regarding curriculum requirements, the graduate school requirements and program policies and procedures, registration procedures, grading and leave policies, and recommends alternative courses of action as appropriate. The incumbent develops and maintains graduate student files, responds to inquiries from prospective students, receives, processes and organizes admission application materials for Graduate Admissions Committee review. Coordinates and participates in the annual orientation for incoming students.

Academic Counselor for the Undergraduate Program: The Academic Counselor for the Undergraduate Program provides administrative support to the undergraduate program, including statistical gathering, report preparation and handling sensitive confidential materials and issues. The daily duties also include advising students,
faculty and the general public regarding program policies, promoting the BA program on campus and with outside organizations at meetings and seminars.

Included in this position is updating the BA brochure and handouts, formulating and revising forms, composing correspondence, providing job search and internship information to students and employers; coordinating the annual BA admissions, preparing and updating the application and all handouts describing the process; coordinate the annual spring graduation for the architecture undergraduates.

**Senior Secretary:** The Secretary Senior provides word processing services and clerical assistance to the chair and entire faculty. This includes formatting transcription from rough drafts; composing and typing letters and notices; designing graphic layout for flyers, notices and forms; reports, manuscripts, grant applications, financial statements, schedules, test materials, letters of recommendation, class materials and other documents. Also included is proofreading material, making corrections for sentence, structure, spelling and grammar.

College of Architecture and Urban Planning: distributing and collecting keys for students and staff in the college, including maintaining records of outstanding keys.

Responsible for requesting evaluation forms for faculty each quarter. Distribution of class lists, grade sheets, recording grades and requesting changes in the grade when faculty changes grades. This position also assists with general office assistance such as distributing mail and making photocopies.

**Program Assistant:** The program assistant serves as the department receptionist, answering general questions regarding the Undergraduate and Graduate programs; providing information regarding class registration, entry codes; taking messages; answering questions regarding departmental policy, and questions regarding departmental deadlines and events.

Assists both the Academic Counselor for the Undergraduate Program and the Graduate Program Coordinator in the admissions process, which includes preparing all the admission statistical data in a timely manner for the Admissions Committee to make a final decision.

In general, this position is an active staff team player, filling in for positions when necessary.

**Instructional Technician II:** The Instructional Technician II prepares equipment, materials and solutions for class work projects and prepares demonstrations as requested by instructors. Assists instructor with lecture and materials and establishing and developing assignments.

Orders equipment and supplies and maintains adequate stock levels for the shop. Provides training for students and faculty in computer software, equipment operation and safety training.

This position also schedules and directs student workers and provides overall support to the college Wood/Metal shop.

**Program Support Supervisor II:** The Program Support Supervisor II works in the Integrated Design Lab located at This position acts as front line reception for the Lab, supervises student employees, and assists the Lab Director, Program Manager and Dean’s Office with contact negotiations, processes and compliance.

Establishes procedures to ensure compliance with Federal, State, grantor and UW policies. Administers and directs Lab processes to ensure quantification of the Northwest Energy Efficiency Alliance (NEEA) goals and objectives.
**Student Assistants:** Student assistants provide clerical support functions, in the areas of data entry, mail distribution, copying and other clerical duties as needed.

### 3.7 HUMAN RESOURCE DEVELOPMENT

#### 3.7a Policy for Human Development

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

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

- **Academic Human Resources** provides policies and procedural guidelines for faculty and academic staff with regard to search and hire, reappointment, promotion and tenure, leaves, retirement, and complaint resolution. AHR also outlines faculty responsibilities with regard to annual reporting, conferences with chair/director, and general instructional responsibilities.

- Faculty have access to a large number of campus-wide resources, including the Office of Research, Equal Opportunity and Affirmative Action, Disability Services, the Center for Teaching and Learning Technologies, the Ombudsman, and UW Carelink, which provides confidential counseling, legal and financial services. Faculty and staff have access to a strong support system in UW's Work/Life Services, which aims to help everyone in the UW community cope with family members, life stresses and physical safety and wellbeing.

- The University of Washington offers a full range of instructional development support to faculty and teaching assistants primarily through the university’s Center for Instructional Development and Research (CIDR). CIDR is available to faculty and teaching assistants for individual consultation on improving or invigorating teaching techniques. CIDR also sponsors workshops, consults with departments as a whole, and provides a clearing house for contacts to a number of other resources related to teaching.

- **The UW Teaching Academy**, a unit of Undergraduate Academic Affairs, also supports instructional excellence. The Teaching Academy’s mission statement reads in part:

  The University of Washington Teaching Academy is committed to support the development of attitudes, thought, and practice needed to create and sustain a successful learning environment in a premier research university. This desired learning environment, based on a deep seeded respect for the students, faculty, and all of the individuals that work to support the university’s teaching mission, is embedded in a culture focused on inquiry, diversity and excellence.

  In order to have every student successfully reach their fullest potential, the practice of teaching must respect and accommodate the variety of learning styles students bring to the university. Through its workshops, seminars, lectures and other projects, the University of Washington Teaching Academy supports adjusting the practice of teaching to enhance learning. The particular components of the learning environment that have been targeted include: intellectual discovery and transformative experiences, a welcoming and inclusive campus climate, clear articulation of learning goals, manifestation of learning outcomes through exposition and evaluation, and an emphasis on active learning.
The Teaching Academy offers a variety of programs and workshops, including the Collegium of Large Class Instruction, a one-week summer Institute for Teaching Excellence, and the Faculty Fellows Program which is offered annually to newly appointed faculty:

The Faculty Fellows Program orients new faculty to the university and assists them in improving their teaching skills. The Program relies almost entirely on senior faculty members with distinguished records as educators, employing them to instruct new faculty members about University of Washington students, effective teaching methods and techniques for balancing the demands of successful teaching and research.”

Since the Faculty Fellows program was created in the mid-1990s, all newly appointed tenure-track and tenured faculty in the Department of Architecture have participated in the program.

- Catalyst is a UW resource for web-based teaching tools, including websites and podcasting. Faculty can enroll in workshops that teach ways in which these technologies can assist in course instruction. Several of the department faculty regularly make use of Catalyst tools in their courses.
- The Center for Curriculum Transformation assists and supports faculty in developing their courses to reflect the UW’s commitment to diversity in the curriculum as well as in the faculty, staff and student body. Its mission statement begins:

The Center for Curriculum Transformation promotes and supports curriculum development aimed at teaching and learning to think critically about cultural diversity. The Center assists both individual faculty members and academic departments in developing courses and curricula that include the study of race, gender, ethnicity, nation and nationhood, class, disability, sexuality and religion and their intersections. The Center also disseminates research on curriculum transformation and pedagogical innovation through a web site and publications.

One Architecture faculty has recently received a Curriculum Transformation grants to revise courses.

- The Department of Architecture has also offered newly appointed assistant professors the opportunity to have a “faculty mentor”—a senior faculty member who serves as an advisor in matters of departmental policy, teaching, tenure/promotion, and the like. Junior faculty members have periodic meetings with their faculty mentor as well as the department chair to help insure that their tenure track is proceeding appropriately.

### 3.7b Guest Lecturers and Visiting Critics

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

**Lecture Series:** The college has an active Lecture Series that brings a variety of speakers to campus each academic quarter. There are numerous other arranged lectures and/or seminar discussions with local and visiting professionals. Much of this activity is funded by endowments, alumni or interested professional firms. In addition, some of the arrangements are made by students. The following is a listing by date of all speakers included in the CAUP Lecture Series from Autumn 2002 through Spring 2007. Events are listed in a separate section.

**Academic Year 2006-07**

Glenn Murcutt (Sydney): A Conversation with Glenn Murcutt; His Life and Practice
David C. Streatfield (University of Washington): 'Heroic Moments' and Neglected Figures in American Landscape Architecture, 1856–1960
Victoria Kaplan (Seattle): Change by Design: The Architecture Profession Meets the Twenty-first Century
Dayna Baumeister (Seattle): Biomimicry: Creating Habitat for Life
Stephen Kieran, FAIA (Seattle): Lobolly House: reFabricating a New Architecture
Alberto Pérez-Gómez (McGill University, Montreal): Built upon Love: Architectural Longing after Ethics and Aesthetics
David Leatherbarrow (University of Pennsylvania): Architecture Shows what Topography Gives

Global Green: Sustainable Planning and Design in the Pacific Northwest and Denmark
Critical Practice in a Globalizing World: Conference and Speakers
  David Adjaye (Adjaye and Associates, London)
  Yung Ho Chang (Beijing, Atelier FCJZ)
  Craig Dykers (New York)
  Craig Hodgetts and Ming Fung (Los Angeles)
  Markku Komonen (Helsinki)
  Jürgen Mayer H. (New York)
  Rory Mcgowan (London)
  Matthias Sauerbruch (Stuttgart)

Academic Year 2005-06
Craft and Construction of Japan Series
  Waro Kishi (Kyoto, K-Associates, Principal): Recent Works
  Tezuka Architects (Tokyo): Roofless Architecture
  Atelier Bow Wow (Tokyo): Transduction
  Hitoshi Abe (SendaiTohoku University): Architecture of a Boundary Surface
  David Miller (UW, Seattle): Reflections on Regionalism
  Julie Snow (Minneapolis): AIA Awards Juror Special Lecture
  Ann Beha (Boston): Its own language: design from AnnBeha Architects
  Pankaj Vir Gupta and Christine Mueller (Austin): Nakashima’s Golconde: The Introduction of Modernism in India

Academic Year 2004-05
Jorge Otero-Pailos (Columbia University): Future Anterior and Preservation
Henry Sanoff (Florida): Designing with Community Participation
Kazys Varnelis (University of Pennsylvania): The 2005 Omer Mithun Lecture
Christopher Janney (Lexington, MA): Resonating Frequencies
Nathaniel Kahn (Philadelphia): Screening of My Architect
Glenn Murcutt, Tom Kundig, Einar Jarmund: Design Dialogue
Tadao Ando (Osaka)
Milenko Matanovic (Seattle): Gathering Places and Community Making
Maureen O’leary And Peter Als派 (San Francisco): Techniques for Sustainable Design Solutions
Tom Bloxham (Manchester, UK): Urban Sustainability
Xiaodong Li (Tsinghua University, Beijing): Celebration of Superficiality/Space of Quietness
Brian Sullivan (Hong Kong): The City and its New Towns
Katie Swenson (Charlottesville Community Design Center): Rose Fellow Presentation on Community + Design
Ming Fung: 2004 AIA Seattle Honor Awards for Washington Architecture Juror
Kimberly Ackert (New York): Current Work
**Academic Year 2003-04**
Gwendolyn Wright (New York): Modern American Housing
Glenn Murcutt (Sydney): 2004 Callison Lecture
Steven Moore (Austin): 2004 Mithun Lecture
Claude Cormier (Montreal): Unreal Landscapes, Real World Projects
Roy Mcmakin (Seattle): Architectural Furniture
Grant Jones (Seattle): Recent Works
David Arkin and Anni Tilt (Berkeley): Recent Works
Hugh Newell Jacobsen (Washington, D.C.): Recent Work
Davorine Stovornac (Latvia): The Healing Landscape
John Stamets (University of Washington): The Image of the City
Enrique Norten and Brigitte Shim: AIA Seattle Jurors
Ulf Meyer (Berlin): The Bauhaus Legacy
Ned Kaufman (New York): Saving Urban Culture
Jeffrey Ochsner (University of Washington): Seattle After the Fire

**Academic Year 2002-03**
Bryan Bell (North Carolina): Designing For the 98%: Good Deeds, Good Design
Steven Holl (New York): Idea and Phenomena
Vikramaditya Prakash (University of Washington): Chandigarh's Le Corbusier: Formal
Orders on the Vast Indian Plain
Dubrow And Barton: Roundtable Discussion
Craig Barton (Charlottesville): Sites of Memory: perspectives on architecture and race
Gail Dubrow (University of Washington): Sento At Sixth and Main: Preserving
Landmarks of Japanese American Heritage
Kerry Clare And Lindsay Clare (Queensland, AU): Recent Work
Seattle Case Study Homes
Casagrande And Rintala (Montreal): Recent Work
Nick Licata (Seattle): Prospect, Refuge and Hazard
Andrew Freear, "10 under 40" Young Architects in the Puget Sound lecture series

**M.Arch. Thesis Reviews:** A great number of visiting practitioners and academics participate in M.Arch thesis reviews. Until spring 2004, these occurred each quarter. In 2004, with a restructuring of the thesis process, we consolidated thesis reviews to a major event in spring quarter and a smaller event in autumn. As part of the spring event we instituted a regular practice of inviting thesis critics from other academic institutions, with emphasis on west coast schools. Thesis critics have included faculty from University of British Columbia, Washington State University, University of Oregon, University of California Los Angeles, Sci-Arc, California College of the Arts, University of Nevada Las Vegas, University of Texas at Austin, Kent State University, and Georgia Tech. The list below includes all visiting thesis critics since Autumn 2001. Many of the critics from local firms are UW alumni. Critics are from architecture firms in Seattle, unless otherwise noted.

**Spring 2007**
Jane Cee, Cee Architects, Vancouver, British Columbia
Greg Kessler, Washington State University
Kemp Mooney, Kemp Mooney Architects, Atlanta, GA
Matt Aalfs, Weinstein A/U
Lesley Bain, Weinstein A/U
Peter Benarcik, SkB Architects
Wyn Bielaska, Callison
Evan Bourquard, Miller/Hull
Jim Brown, SkB Architects
Brian Collins-Friedrichs, SkB Architects
Matt Eaton, Miller/Hull
Kyle Gaffne, SkB Architects
Brian Gerich, Atelier Jones
Anjali Grant, Schact Aslani Architects
Bob Hull, Miller/Hull
Rob Hutchison, Hutcheson/Maul
Kevin Kane, Snyder Hartung Kane Strauss Architects
Rob Kiker, Weinstein A/U
Rena Klein, Architect
Laura Lenss, Snyder Hartung Kane Strauss Architects
Tom Maul, Hutcheson Maul
Brad Miller, Miller Hyashi
Shannon Rankin, SkB Architects
Ron Rochon, Miller/Hull
Peter Spruance, Miller/Hull
Daniel Stettler, Stettler Architects
Kevin Tabari, Weinstein A/U
Mark Ward, SkB Architects

Autumn 2006
Allan Farkas, Eggelston/Farkas
Rhoda Lawrence, BOLA Architecture and Planning
Ben Dalton, Miller/Hull
Susan Jones, Atelier Jones
Lee Copeland, Mithun
Mark Ward, SkB Architects

Spring 2006
Lisa Finley, California College of the Arts
Kemp Mooney, Georgia Tech
Ayad Rahmani, Washington State University
Taiji Miyasaki, Washington State University
Ralph Stern, University of Nevada Las Vegas
Jeffrey Bailey, LMN
Evan Bourquard, Miller/Hull
Peter Brachvogel, Architect
Kate Burnham, McGranahan Architects
Charlie Choo, NBBJ
Steve Day, Madrona Architects
Jay Deguchi, Suyama Peterson Deguchi
Steve Dowskin, Callison
Matt Eaton, Environmental Works
Angela Gee, Clark Design Group
Bob Hull, Miller/Hull
Mike Jones, Miller/Hull
Susan Jones, Atelier Jones
Kevin Kane, Snyder Hartung Kane Strauss Architects
Brad Khouri, Tone Design
Clarence Kwan, NBBJ
Scott LaBenz, Balance Associates
Grace Leong, Miller/Hull
Sam Miller, LMN
Heidi Oien, Miller/Hull
Chris Patano, Patano Hafferman
Jennifer Reese, ARC Architects
Joel Riehl, Ma Architecture
Greg Stack, Northwest Architecture
Carsten Stinn, Carsten Stinn Architecture
Nonda Trimis, Clark Design Group

**Autumn 2005**
Jeff Bailey, LMN
Joel Riehl, Ma Architecture
Brendan Conolly, Mithun
Jay Deguchi, Suyama Peterson Deguchi
Tom Clark, Clark Kjos Architects

**Spring 2005**
Diane Davis-Sikora, Kent State University
Paul Hirzel, Washington State University
Ron Kellett, University of British Columbia
Matt Aalfs, Weinstein A/U
Jeffrey Bailey, LMN
Susan Boyle, BOLA Architecture and Planning
Lisa Chadbourne, Chadbourne Doss
Brendan Connolly, Mithun
Markus Eng, NBBJ
Dan Foltz, Dan Foltz Architects
Ray C. Freeman, Ill, Workshop 3D
Dave Goldberg, Mithun
Rob Hutchison, Hutchison Maul
Heather Johnston, Place Architects
Rob Kiker, Environmental Works
Walt Niehoff, LMN
Christopher Peragine, Peragine Design Group
David Strauss, Snyder Hartung Kane Strauss Architects
Kim Pham, Suyama Peterson Deguchi
Kevin Tabari, Weinstein A/U
Charlie Vos, Sortun Vos Architects
Scott Wolf, Miller/Hull
Stanford Wyatt, Stanford Wyatt Architects
William Zimmerman, William Zimmerman Architects

**Autumn 2004**
Sergio Palleroni, University of Texas at Austin
Jay Deguchi, Suyama Deguchi Peterson
Tom Eanes, Pyatok Associates
Mary Johnston, Johnston Architects
Susan Jones, Atelier Jones
Lynne Manzo, Landscape Architecture, UW
Robben Mayer, Collins Woerman
Peter Rees, Ress Hudcek Architects
Anne Schopf, Mahlum
Ron Van der Veen, Mithun

Spring 2004
Greg Kessler, WSU
Amy Kulper, UCLA
Perry Kulper, Sci-Arc
Patricia Patkau, University of British Columbia
Matt Aalfs, Weinstein A/U
Jeffrey Bailey, Heliotrope Architects
Andrew Borges, Rohleder Borges Fleming Architects
Susan Boyle, BOLA Architecture and Planning
Josh Brevoort, Zero-Plus
Ray Calabro, Bohlin Cywinski Jackson Architects
Lee Copeland, Mithun
Josh Distler, Bohlin Cywinski Jackson Architects
Bruce Donnally, Architect
Tom Eanes, Pyatok Associates
Ray C. Freeman III, Workshop 3D
Dan Foltz, Dan Foltz Architects
Burt Gregory, Mithun
Susan Jones, Atelier Jones
Kirsten Mercer-Cobb, Architect
Walt Niehoff, LMN
Christopher Peragine, Peragine Design Group
Ron Rochon, Miller/Hull
George Rolfe, Department of Urban Design and Planning, UW
Leigh Rosser, Lehrman Cameron Studio
Walter Schacht, Schacht Aslani
Tom Schaer, SHED
Damon Smith, SHED
Barbara Swift, Swift and Company
Christine Theodoropoulos, University of Oregon
Claudia Valdes, DXArts, UW
Suzanne Zahr, AOME Architects
William Zimmerman, William Zimmerman Architects

**Winter 2004**
Leslie Baine, Weinstein A/U
Andrew Borges, Rohleder Borges Fleming Architects
Susan Boyle, BOLA Architects and Planners
Lee Copeland, Mithun
Tom Eanes, Pyatok Associates
Jamie Fleming, NBBJ
Wilmot G. Gilland, Architect
Jan Gleason, Environmental Works
Kent Greene, Rohleder Borges Fleming Architects
Roger Gula, Mithun
Brad Liljequist, City of Issaquah
Kim Pham, Suyama Peterson Deguchi
Roger Williams, Mithun
Scott Wolf, Miller/Hull

**Autumn 2003**
Josh Brevoort, Zero-Plus
Don Brubeck, Bassetti Architecture
Susan Busch, Granville Design Build
Joe Chancey, Boxwood
Barbara Erwine, Lighting Design
Rob Hutchison, Hutchison Maul
Axel Kramer, Microsoft
Brad Miller, Miller Hayashi Architects
Judy Ramey, Technical Communications, UW
Lucy Sloman, City Works
Maureen Stone, Stone Soup Consulting
Jim Suehiro, NBBJ

**Spring 2003**
Jay Deguchi, Suyama Peterson Deguchi
Allan Farkas, Eggleston Farkas
Nils Finne, Finne Architects
James Graham, Architect
Rhoda Lawrence, BOLA Architects and Planners
Lucia Pirzio-Biroli, Studio Ectypos
Anne Schopf, Mahlum
Ed Weinstein, Weinstein Copeland
Rick Zieve, NBBJ

Winter 2003
Scott Allen, Olson Sundberg Kundig Allen Architects
Scott Becker, Baylis Architects
Eric Cobb, E. Cobb Architects
Cory Crocker, Ecologic
David Hewitt, Hewitt Architects
Grace Kim, Place Architects
Margarette Leite, Beeman Architects
Jeff Naprawa, Collins Woerman
Lori Noto, MBT Architects
Guy Overman, Northwest Architecture Company
Jill Rerucha, Olson Sundberg Kundig Allen Architects
Steve Shea, Berger Partnership
Judy Tucker, Geise Architects
Gordon Walker, Gordon Walker Architecture Planning Design
Richard Yancey, Weinstein Copeland

Autumn 2002
Andrew Borges, Rohleder Borges Fleming Architects
Scot Carr, SHED
Allan Farkas, Eggleston/Farkas
John Feit, Miller/Hull
Nils Finne, Finne Architects
Burt Gregory, Mithun
Roger Gula, Mithun
Rob Hutchison, Hutchison Maul
Heather Johnston, Place Architects
Jessyca Jones Poole, Bosworth Studio
Reed Kroloff, Tulane University
Robert Miller, Bohlin Cywinsky Jackson Architects
Paul Olson, Jones and Jones
Herschel Parnes, Architect
Jon Rader, SKB Architects
Alex Schweder, Artist/Architect
Bob Shea, Architect
Kirsten Wild, Schacht Aslani Architects
Suzanne Zahr, Zahr Design Studio
Byron Ziegler, Mithun

Spring 2002
Jeffrey Bailey, NBBJ
Andrew Borges, Rohleder Borges Fleming Architects
Jay Deguchi, George Suyama Architects
Nils Finne, Finne Architects
Annie Han, Lead Pencil Studio
Dale Lang, Bassetti Architects
Brad Miller, Selkirk Miller Hayashi Architects
Lucia Pirzio-Biroli, Studio Ectypos
Winter 2002
Scot Carr, SHED
Phil Klinkon, Architect
Rhoda Lawrence, BOLA Architects
Sandra Mallory, Environmental Works
Dan Mihalyo, Lead Pencil Studio
Lori Noto, Architect
Sheri Olson, Architect
Bruce Owensby, Architect
Chris Patano, Patano Architects
Christopher Peragine, Peragine Design Group
Kim Pham, George Suyama Architects
Kent Pierce, Michael Canatsey Architects
Amy Potter, Stickney Murphy Romine Architects
Joann Wilcox, Mahlum Architects
Laurel Wilson, ARC Studio

Autumn 2001
Jay Deguchi, George Suyama Architects
Kai-Uwe Bergmann, Weinstein Copeland
David Goldberg, Mithun
Susan Perkins, Architect
Lori Noto, NBBJ
Mitch Kent, Mahlum
Janice Webb, Olson Sundberg Kundig Allen
Rob Hutchison, Miller/Hull
Walter Schacht, Schacht Aslani
Matt Aalfs, Weinstein Copeland
Kathryn Merlino, Architect

3.7c Public Exhibitions

Both the college and the department organize and mount exhibits, either in Gould Hall court or in an exhibit room in Architecture Hall. Many units within the department hold regular exhibits, such as firm of the month exhibits, the Design Machine Group lecture and exhibits, and the regular display of furniture, photography and student studio work. Also, the AIAS hosts an annual Career Fair of local professional firms at which students can meet and talk with the architects.

Architectural exhibitions occur in several facilities on campus and within Architecture and Gould Halls. Beginning in autumn 2007, the newly renovated Architecture Hall will have new numeration and display rooms for both local and traveling exhibits. Before closing in 2006, exhibition facilities in Architecture Hall included the Frieze Room and the Fish Bowl. The Frieze Room (135) functioned both as a formal review area and as an exhibition space with special traveling exhibits, regularly scheduled exhibits of outstanding student design work, and the annual furniture and lighting design studios’ exhibits. The “Fish Bowl” Gallery (137) was centrally located to accommodate both student work and special exhibits. There were also several display boards in the entry lobby. Beginning in autumn 2007 Architecture Hall will include four exhibition spaces, the Frieze Gallery on the ground floor, a new exhibition space adjacent to the coffee shop on the second floor, the lower-level corridors, and the entry display in the main lobby. The Frieze Gallery incorporates plaster casts from the Elgin Marbles formerly housed in the Frieze Room, it will function as a public exhibit space primarily for students entering the large lecture hall behind the main lobby. Directly above the Frieze Gallery is a new exhibit and review room with high visibility from the communal social room of the coffee shop. The lower level gallery corridors incorporate display boards.
along their length; these will be used for primarily for student display. The main entry and lobby has a large display board for exhibits and information, which will be rotated on a regular basis.

Gould Hall contains two exhibition spaces, Gould Court and displays at the entrance to the Department of Architecture offices in 208 Gould. Gould Court is a large four-story atrium space that accommodates large exhibits set up on its floor, in locked wall cases and along the walls. Typical exhibits during the year include displays of student work and invitational exhibits of professional work from recognized firms. Incorporated at the entry of 208 Gould, is a display that changes quarterly to accommodate a variety of exhibits with special interest for the department, these include the work faculty, alumni, and firms associated with the department. Within 208 is a permanent display of books published by department faculty.

The university’s Henry Art Gallery is near Architecture Hall. Enlarged in the late 1990s, this hosts a wide variety of traveling exhibits as well as mounting its own exhibits which then travel elsewhere. The Henry Gallery also shows annual B.F.A. and M.F.A. exhibits, and is capable of housing special architectural exhibits.

**Traveling Exhibits in the College:** Formal exhibits are usually coordinated by the College of Architecture and Urban Planning lecture Series, but are often the result of individual faculty contacts and initiatives.

Formal exhibits (not including firms of the month or exhibits of student work) since the last accreditation visit include:

**Spring 2007**
Wedell Lovett, Emeritus professor, Career Survey
Peter Cohan, Assistant Professor, Two Houses
Architecture Professionals' Advisory Council, Headlines: Architecture on the Boards

**Winter 2007**
Wyn Bielaska, Lecturer, Design Process

**Autumn 2006**
Brian Neville, (MArch 1993), Van Zandt Design+Build
Greg Carter (MArch 1999), Strawberry Theatre Workshop
Dean Kralias (MArch 1998), SMR Architects
Sheri Newbold (March 1998) live-work-play
Chris Patterson (MArch 1998), Central Design
Emily Wheeler (MArch 1999), ARC Architects
Rebecca Hall (MArch 1998), MFA Candidate in Creative Writing
Karen McHegg (MArch 1998), McHegg Design+Build
Jeff McHegg (MArch 1998), McHegg Design+Build
The Dutch City Block, Sponsored by the TU-Delft program
Global-Local Conference and Exhibit

**Summer 2006**
Jim Nicholls, Lecturer, In Series - paintings

**Spring 2006**
Contemporary Japanese Architects, Henry Art Gallery
Anthony Pellechia, Lecturer, wpa - architectural graphics
Architecture Professionals’ Advisory Council, Headlines: Architecture on the Boards

**Spring 2005**
Architecture Professionals' Advisory Council, Headlines: Architecture on the Boards
Fall 2005
Goncolde, The Introduction of Modernism in India

Spring 2003
Miller Hull Architects, Firm of the Year Exhibit

Spring 2002
Olson Sundberg Kundig Allen, Current Work

3.7.d. Student Support Services

M.Arch. Academic advising: Academic advising for students in the Master of Architecture program is a formalized, personalized process, handled by three advisors: the associate chair/graduate program coordinator oversees the graduate admissions process, as well as coordination of the curriculum and scheduling of courses; the Director of Student Services is responsible for placement and advising of both undergraduate and graduate students; and the staff program assistant maintains student records and makes appointments. On admission, every student's transcript and application file is re-reviewed for previous coursework and professional experience.

Each student is advised by letter of the courses they may be required to make up to meet entry level requirements, and courses they should consider taking during their first quarter.

During Student Orientation Week the program requirements and scope are explained in detail. Students meet faculty from each curriculum area to gain a further understanding of academic opportunities.

This is followed by a required personal advising appointment during which the advisor and student, together, assess previous experience and future needs.

The advising faculty has worked to encourage students to come in each quarter for an advising update and over the past three years this has become standard procedure for about 75% of the student body.

The department has discovered this procedure is the best way to help students plan ahead and not miss important classes or international study opportunities. Advisors are responsible for maintaining an academic record for every student, completing credit checks prior to entering thesis and before graduation.

B.A. Academic advising: Academic advising for students in the undergraduate B.A. in Architectural Studies is a formalized, personalized process, handled by the faculty Director of Student Services, and the Undergraduate Academic Adviser.

Upon admission into the B.A. program in Architectural Studies, all students are contacted and advised to attend a two-day orientation in the autumn before the start of the academic year. Students are briefed on the details of our B.A. curriculum, the standards of performance established by the department for matriculation to the program, and the variety of opportunities available for international study, design/build, furniture, and majors/minors with other disciplines at the UW. In autumn 2006, we added a component to orientation including financial aid, campus security, and counseling services information.

During the orientation, students are advised to make individual appointments with advisors to review their academic schedules and to develop plans for making up contingency courses if necessary.

Students are encouraged to seek general advising once per quarter to assure normal progress is being made towards graduation. At a minimum, students are reminded to see an advisor at least once a year.
In preparation for studying abroad, students are asked to meet with an advisor the preceding quarter to plan for pre-registration and graduation.

Advisors maintain scheduled office hours approximately 30-40 hours per week, and will often accommodate students on a walk-in basis. In addition to general academic advising and graduation requirement checks, the advisors council students on general program progress and future employment and graduate school plans.

**Personal advising and career guidance for grad and undergrad students:** The academic advisors and nearly all Department of Architecture faculty provide career advising on an informal basis. The faculty/student ratio is such that most students are known to most of the faculty on a first name basis. Students often seek faculty out for advice on professional direction and career opportunities.

The UW Counseling Center provides a staff of psychologists and counselors to discuss educational progress, personal concerns or career goals.

http://depts.washington.edu/counsels/

The Career Services Center provides placement file service and placement counseling.

http://depts.washington.edu/careers/

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

The department does not have a professional placement program, but it coordinates many professional development workshops for students: an IDP workshop, a portfolio workshop for successful job hunting, a human resources perspectives panel discussion, an annual career fair, and a workshop for those applying to graduate school. In addition, last year we launched a Firm of the Month program. Each month a local firm gives a presentation to students about their firm, project types, firm culture, and design philosophy. Students are able to set up informal interviews in association with these events for potential job openings. In addition, students have the opportunity to receive feedback on their resumes and portfolios from local professionals. Finally, the department, in collaboration with the UW chapter of AIAS, organizes firm tours or firm job sites visits with the featured firm of the month.

The AIAS - University of Washington Chapter, with the department’s support and encouragement, holds an annual spring Career Fair attended by many local architectural firms. Due to the robust regional economy from 2001 to present, our graduates have a good track record of attaining local employment. 38 firms participated in the 2007 Career Fair with booths and presentations.

Many students work in local firms during the school year and during the summers; these relationships often lead to permanent employment on graduation.

Exit questionnaires conducted by the department indicate that approximately 69% of our graduating undergraduate majors and 96% of our M.Arch. students will go into professional architectural practice.

**Internship placement for students and graduates:** The department is active in promoting internship opportunities for students through the AIA, Professionals’ Advisory Council, state agencies, and local firms.

Faculty advisors work with the Seattle AIA Chapter’s Intern Development Program, led by the Washington State IDP Coordinator, Patricia Shelby to assure that students are aware of AIA programs and opportunities..

With the assistance of the Professionals’ Advisory Council, the department offers an annual “practicum” course, Arch 596, which places students in close association with an architect’s office to observe management and administrative practices. The student
keeps a diary of daily activities and summarizes his/her experiences orally and in writing at the end of the quarter.

As an extension of energy conservation and lighting design interests in the department, the Washington State Energy Office sponsors four paid graduate intern fellowships in the amount of $2,500 /quarter.

The George J. Wimberly Design Internship and Travel Scholarship award places a Department of Architecture student in the Seattle office of WATG for one year of paid employment following graduation, plus offers a $4,000 travel scholarship, with a $2,000 stipend provided by an anonymous donor to use during travel. The department also assists students in locating similar internship awards in local and national firms, such as Gensler and NBBJ. The department also assists firms in advertising internship opportunities to students.

3.7e Student Opportunities for Off-Campus Activities

Student off-campus field trips are offered in nearly every design studio, and often in other courses as well. In design studios, visits to the proposed design building site are organized to include case studies and in-person visits of similar buildings. For example, a design studio class whose project brief is to design a community swimming pool or a neighborhood public library will visit several community swimming pools or libraries in the Seattle area. Faculty will make prior arrangement to see pertinent non-public areas of the buildings, such as staff areas or mechanical rooms. These visits often take advantage of vans from the UW motor pool, which the department staff can reserve.

In the first quarter of the 3-year M.Arch. studio, students and faculty make a full day trip to Vancouver, B.C., to visit the city and its buildings and to visit the graduate architecture program at the University of British Columbia. In recent years these visits have included a visit to architect offices, such as Patkau Architects.

Occasionally a studio with a remote site will arrange a several-day visit to the site. This was arranged in the Glenn Murcutt studio four years ago when the site was on a remote San Juan island in Puget Sound, three years ago when the studio addressed urban infill in Las Vegas, and last year when the studio addressed post-Katrina revitalization in greater New Orleans.

In our design-build studios, after an initial design phase, students and faculty spend the majority of class time building on site, typically in a nearby Seattle community, or farther afield. Recent Seattle projects have included shelters and community spaces in the Mt. Baker neighborhood, the arboretum, and the International District. For the past two summers students and faculty have also undertaken design/build projects with the Yakama nation in central Washington.

Our international programs allow students to study for extended periods away from campus. The Architecture in Rome program, open to both graduates and undergraduates, is a ten-week program housed at the UW Rome Center in Rome, Italy. The Summer in Scandinavia program takes the students to a month of study in Stockholm and several more weeks traveling in Norway, Denmark and Finland. A small group of students recently returned from ten weeks in Tschlin, Switzerland. Students have also gone on other college-wide programs to Guatemala, China, and Taiwan. Future programs to Japan and to India are in the planning stages.

Independent international exchange is also a valuable offering for students. M. Arch. students can apply for 3 months of funded research in a Scandinavian country through the Valle International Exchange program, as well as a year’s funded research in Japan through the U.Kobe-UW exchange. Both of these exchanges have been thriving for two decades. In addition, students have studied at U.Liverpool and U. Sydney, Australia in recent years, exchanging with students from those schools. The university’s Office of
International Programs and Exchanges and the college’s Associate Dean for International Study helps students and faculty realize their desires for international programs of study.

3.7f Student Opportunities for Student Activities

Students of both the M.Arch. and B.A. programs participate in the very active AIAS program, independent from but with the full support of the department. The AIAS is very active, organizing professional office visits, the spring Career Fair, and other activities. M. Arch. students are also eligible for national Tau Sigma Delta membership. This national honor society was much more active in former years, but in the last 5 years has no annual celebrations – students are simply notified that they are eligible and they sign up voluntarily.

The UW campus has an enormous number of activities in which students can choose to participate. Examples of some of these include intramural sports teams (soccer, ultimate Frisbee, lacrosse, rowing); almost any individual sport through the UW Intramural Activities building, which has courts, classes, pools and exercise equipment; university choral, dance, music and drama, which are offered as classes for the participation of the university community; dozens of free lectures including the college’s Architecture and Urban Planning Evening Lecture Series; film events, and journalism opportunities through the student paper, the UW Daily.

3.7g Appointment, Promotion, Tenure and Faculty Development

Academic Human Resources (AHR) has very clear policies and procedures for the advertisement for and recruitment of faculty applicants, appointment, promotion and tenure. These may be found at:
http://www.washington.edu/admin/acadpers/procedures/index.html

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

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

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

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

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

**Criteria for Appointment or Promotion:** The criteria for appointment or promotion to the various faculty ranks are determined by Volume 2 Part II of the *University of Washington Handbook*, titled “The Faculty Code”; Section 24-34 defines the criteria as follows:

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

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

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

Lecturer or Senior Lecturer is an instructional title that may be used at any faculty level, and is conferred on one who has special capacities or a special instructional role. Appointments as lecturer are temporary and renewable, with terms as short as one quarter or as long as six years.

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

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

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

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

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

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

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

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

**Procedures for Merit/Salary Review:** Salary reviews typically take place annually, in spring quarter. Since 1998, the Faculty Code has provided that all faculty should receive a 2% annual increase for fulfilling their roles as faculty members (a provision that was recently upheld in a class-action lawsuit). Merit salary allocations are made above this level when funds are available, and are based both on cumulative career record and on recent achievements and activities. All merit salary increases require submittal of student course evaluations, and review of those evaluations, especially for courses taught since the last merit review. The TPMR Committee reviews all faculty for merit salary increases and makes recommendations to the chair who makes final recommendations to the dean. The dean reviews all merit recommendations before sending them forward to university administration.

**Faculty Mentoring/Meetings with Chair:** Under changes made to the "Faculty Code" in 1998, all faculty are now required to meet on a regular basis with the chair. Assistant professors and lecturers meet with the chair annually; associate professors and senior lecturers meet with the chair every second year; professors meet with the chair on a three-year cycle. A written record is made of each of these meetings and it becomes part of each faculty member’s personnel file. The purpose of the meetings is to discuss faculty activities and performance, and for faculty below the rank of professor to discuss plans for promotion. These meetings for tenure-track assistant professors usually focus directly on progress toward promotion and tenure (as well as promotion/tenure procedures) and are therefore particularly important. Assistant professors may also choose to have a faculty member senior in rank serve as a “faculty mentor.” The faculty mentor is usually in the junior faculty member’s own specialty area. This mentor advises on promotion and tenure requirements, process and the like, and may participate in the annual meetings with the chair of the department.

**Teaching Load:** Creative achievement has been facilitated by a standard teaching load of five courses per year for full-time, tenured and tenure-track faculty. New faculty in their first year of appointment teach only four courses. Assistant professors nearing their sixth year of appointment also may receive a one-time course load reduction to provide more time to assemble a record of achievement. (Faculty who hold administrative responsibilities also have their course loads reduced.) The typical five-course load in the Department of Architecture is divided by a rule-of-thumb as follows: three “big” courses (studios or large lectures) and two “small” courses (seminars or other lower-enrollment courses). Frequently the “small” courses may include a course related directly to the faculty member’s research or scholarly interests.

Senior lecturers and lecturers, who are not obligated to excel in research, scholarship, or practice for reappointment, teach six courses per year (two per quarter).

**Partial Appointments of Permanent Faculty:** The department benefits from provisions in the Faculty Code that allow permanent faculty to be appointed and tenured at less than 1.0 FTE. Several faculty in the department are able to maintain active professional practices while holding appointments at .75 FTE, .67 FTE or even .5 FTE. (Permanent faculty may not be appointed at less than .5 FTE). This is a fortunate circumstance for a professional program, such as Architecture, that wishes to appoint active practitioners on a permanent basis.

**Faculty Participation in International Programs:** Any faculty member in the department may propose to teach an international program. Proposals are reviewed by the chair, in consultation with the Executive Committee of the department, relative to pedagogical content, faculty qualifications and budgets. The department may not be
able to approve all programs proposed, but every effort is made to support faculty initiatives that provide students with international experience. Department of Architecture faculty have also participated in exchange programs with Tokyo Institute of Technology, Liverpool University and the University of Sydney. However, changing faculty interests and challenging economics have led to a lessening of participation in exchanges in recent years.

3.7h Support for Creative Activity

**Leadership in Creative Achievement:** The faculty of the Department of Architecture demonstrate a high level of creative achievement in both scholarship and the professional practice of architecture. The University of Washington values research and scholarship and this culture is shared by the department. Some important mechanisms used by the department for promoting creative achievement are: annual faculty development course releases for tenured and tenure-track faculty, permanent appointments below 1.0 FTE to allow faculty time to sustain active architectural practices (as described in section 3.7g), regular sabbatical leaves, and the potential to apply for release time to pursue research projects.

UW Architecture faculty have demonstrated leadership in research and scholarship by presenting papers at conferences, publishing articles in refereed and other journals, and by publishing a series of noteworthy books. The following is a list of books published by permanent members of the Department of Architecture faculty just since the last accreditation visit in 2002:

- **Meredith Clausen** *The Pan Am Building and the Shattering of the Modernist Dream* (2005)
- **Grant Hildebrand** *Frank Lloyd Wright’s Palmer House* (2007)
- **David Miller** *Toward a New Regionalism: Environmental Architecture in the Pacific Northwest* (2005)
- **Jeffrey Ochsner** *Distant Corner: Seattle Architects and The Legacy of H. H. Richardson* (2005)

These books are only one element of the leadership in publication of scholarship/research by our faculty. Many faculty have contributed articles to refereed and other journals, published chapters in books or been asked to author articles in encyclopedias (clear evidence of a national or international reputation). These are too numerous to list here; some sense of them may be gleaned from the faculty c.v.’s included in the Appendixes of this report (and even those are not complete as faculty c.v.’s were limited to a single page). In addition, some examples of faculty leadership are described in the next few paragraphs.

- Professor Emeritus Francis D.K. Ching is recognized world-wide as a leader in architectural graphics and representation. His work centers on clarifying and communicating architectural elements, principles and relationships. His numerous books are required in many architecture schools and have been translated into German, Portuguese, Japanese, Chinese, Korean, Indonesian, Malaysian, and Spanish.

- Many Department of Architecture faculty are recognized leaders in the study of the history of modern architecture. Professor Emeritus Grant Hildebrand is nationally recognized as a scholar of American industrial architecture, and has also made important contributions to the scholarship on the residential designs of Frank Lloyd Wright, and more recently on modern architects in the Northwest. Professor Meredith Clausen has made multiple contributions to the scholarship of the Modern Movement, including books on the development of the Art Nouveau, on the regional modernism of Pietro Belluschi, and on the Pan Am Building in New York City. Professor Jeffrey Ochsner is a nationally recognized authority on the career of 19th-century American architect Henry Hobson Richardson, and has recently turned his attention to the architects of the Northwest with books on the architecture of Seattle, and an upcoming book on Lionel Pries. Associate Professor Alex Anderson has published work on early modern architecture and decorative arts in France, and has translated early document on the German decorative arts movement by LeCorbusier, which will be published later this year. Associate Professor Brian McLaren has published work on Italian colonial modernism in North Africa. Assistant Professor Ken Oshima has published on modern architecture in Japan.

- Professor Vikram Prakash is working on issues surrounding architecture and community development in non-Western cultures. He recently co-published A Global History of Architecture, he also published a book on LeCorbusier’s design of the city plan and major public buildings of Chandigarh, India. Professor Prakash has extended his work to address marginalized communities in non-Western cultures and have carried ideas and issues from his research into the international programs he has led.

- Architectural faculty are also leaders in the area of lighting design and energy conservation in buildings. Professor Joel Loveland has developed a regional and national reputation based on his work on daylighting and passive energy conservation for the Northwest Energy Efficiency Alliance and the BetterBricks Integrated Design Lab. Associate Professor Dean Heerwagen has been involved in the study of energy conservation and heat transfer in buildings for over two decades as part of a faculty group pursuing research in this area. His research was of direct service to the state as one project carried out for the Washington State Legislature—as part of the BESTR Group’s work—directly influenced the content and terms of the Washington State Energy Conservation Code, which was adopted in 1991 (and is still in force today).

- Other areas of faculty leadership in research and scholarship include Professor Sharon Sutton’s ongoing research, funded by the Ford Foundation, on architecture and education including studies of young people’s perceptions of...
their environments and the development of K-12 curricula and teacher development to include design as part of K-12 education. Professor Sutton’s leadership in this area is one focus of the collaborative research program of the Center for Environment, Education and Design Studies (CEEDS). In recognition of her many achievements Professor Sutton has presented keynote addresses at the annual meetings of the AIA, AIAS, ACSA, ASLA and APA.

• Associate Professor Galen Minah is a leader in the study of color in the urban environment. His research on color and urban form has been presented in the U.S., Europe, and Asia. He is now planning a book based on his research. Professor Anne Vernez Moudon is an internationally recognized scholar on urban design with multiple publications to her credit.

• Associate Professor Brian Johnson is a nationally recognized as a leader in design computing research and applications. Assistant Professor Mehlika Inanici has produced extensive research in the area of daylighting simulation in buildings. Both are developing national reputations in their fields.

• UW Architecture faculty are also leaders in the professional practice of architecture in the region. Many permanent faculty are active in practice including: Professor Steve Badanes (partner, Jersey Devil), Professor Emeritus Thomas Bosworth (owner, The Bosworth Studio), Professor Emeritus Philip Jacobson (former partner, TRA), Professor David Miller (partner, Miller/Hull Partnership), Associate Professor Rick Mohler (partner, Adams/Mohler Architects), Professor Michael Pyatok (owner, Pyatok Associates), Assistant Professor Peter Cohan (owner, Peter Cohan Architect), and Assistant Professor Katherine Rogers Merlino. Not only are these faculty owners or partners in firms, but their work has won many design awards just in the last decade, and their work has been widely published. The work of Professor Emeritus Thomas Bosworth’s firm, the Bosworth Studio, was published in many national and international professional journals and in several books on regional architecture in the last decade and has recently been published in an extensive monograph. Professor David Miller’s firm, the Miller/Hull Partnership, received the National AIA Firm Award for 2003 and has won more than 80 design awards since 1990. The firm’s design work has been published regionally, nationally and internationally and has been the subject of two books, *10 Houses: Miller/Hull Partnership* (1999); and *Miller/Hull Architects of the Pacific Northwest* (2003). Professor Michael Pyatok’s firm, Pyatok Associates, has won multiple housing design competitions. The firm’s affordable housing work has been widely published, and for the last few years Professor Pyatok has averaged nearly two presentations each month at different locations around the U.S. showing his firm’s work in affordable housing. Associate Professor Rick Mohler’s firm, Adams/Mohler Architects, has developed a regional reputation including four design awards since 1990 and multiple publications in regional and national journals. And design/build work by Jersey Devil, Professor Steve Badanes’s firm, has been the focus of two books, most recently *Devil’s Workshop: 25 Years of Jersey Devil Architecture* (1997).

• Even faculty who are not actively involved in design practice sometimes play a leading role in community design through service on regional and local review boards, supervisory groups, and neighborhood panels (as noted previously in this Report). Faculty have also played a leadership role in contributing to the quality of regional architecture simply by publishing critical analyses of current design projects in local newspapers and regional periodicals.

It would, of course, be possible to extend this list substantially, but the specifics of individual faculty activities and achievements can be found in the individual faculty curriculum vitae included in section 4 of this report. These summaries are quoted here because they provide clear indication of the supportive environment of the department relative to faculty members’ creative activities.
**Sabbatical and Professional Leave:** Faculty members can apply for sabbatical leave every seven years. Faculty with research grants and contracts can reduce their teaching appointments by being paid a commensurate amount by outside funds for their research. Faculty who want to pursue outside commitments more actively are granted leave without pay.

**Support for Faculty Travel:** Any faculty member in the department may request funds to travel to national or international academic or professional meetings to deliver a paper, participate as a panelist, or otherwise actively engage in scholarly or professional activities. In recent years the Department of Architecture has received approximately $10,000 annually in travel funds from the Office of the Dean as part of the department’s operations budget, and supplements this as necessary by drawing on income from departmental endowments. The department typically supports travel and often supports meeting registration fees. Because travel funds are limited, the department always requests aid from the dean’s office to fund faculty travel to international meetings. Since 2002, every faculty member who has requested travel support to a conference to give a presentation, chair a session or the like, has received some support from the department. Faculty members who wish to attend conferences for professional development, but who are not presenting, may request funds for travel, but such requests may not always be met.

**Grant Support:** Direct research funding from the department, college, and university is limited. The university offers one competitive program, the “Royalty Research Fund,” which accepts proposals semi-annually. This fund primarily provides seed funding, which will help faculty to initiate funding and then seek outside support. Most projects selected also have promise of generating outside income at some point in the future. Although a few faculty from the department have submitted proposals to this fund, none have been successful in recent years.

In the late 1990s, the Simpson Center for the Humanities, a UW center based in the College of Arts and Sciences began providing some grant support for scholarship in the arts and humanities. However, only one proposal by a College of Architecture and Urban Planning faculty member has received support to date.

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

At present neither the department nor the college has a staff member who is solely devoted to providing grants and contracts support. However, as the college and the department seek to develop a stronger research culture, this will clearly be necessary. The department created the Master of Science in Architecture degree program 2005. Two streams, one in Design Computing and one in History/Theory are early in their development. The program has funding for a new “grants and contracts” staff person at .5 FTE.

**Interdisciplinary Collaborations:** The department, college and university also support faculty in interdisciplinary collaboration in research activities. The college’s Ph.D. program in the Built Environment, established in 2003, provides a natural locus for interdisciplinary collaboration. Several architecture faculty teach core courses in the program or serve on dissertation committees.

Research centers within the college act as forums for active collaboration within and outside the college. Professor Sharon Sutton has headed the interdisciplinary CEEDS (Center for Environment, Education and Design Studies) since 1998. Professor Joel
Loveland has recently joined with faculty in Landscape Architecture and Urban Planning to develop a new Sustainable Design Institute, this will encompass the Integrated Design Lab, which has long served to develop interdisciplinary collaboration around daylighting and energy-efficient building service systems. Design computing faculty in the department’s Design Machine Group, led by Associate Professor Johnson, has participated with faculty members from the Department of Computer Science and Engineering research proposals pointing toward the potential emergence of a new inter-departmental research group.

The college’s interdisciplinary certificates in historic preservation and urban planning have been fruitful venues for collaboration among faculty and students for many years. Individual courses, also can serve to bring students and faculty from diverse disciplines together around important projects. Associate Recently, for example, Professor Alex T. Anderson has worked with Landscape and Urban Planning faculty to develop an interdisciplinary studio to address issues in post-Katrina Louisiana.

Other interdisciplinary research collaborations have developed from individual faculty initiatives around specific topics or project areas. Thus, the interdisciplinary opportunities afforded by the context of the University of Washington should be regarded as another support for the creative achievement of Department of Architecture faculty.

### 3.7i Knowledge of Practice/Licensure

The faculty of the Department of Architecture have many opportunities to remain current in the knowledge of the demands of contemporary practice and professional licensure. These include direct involvement of practicing professionals as members of the faculty, and as visitors and critics, the involvement of leading professionals in the department’s Professionals’ Advisory Council, and a variety of links to the local profession and to governmental agencies.

The UW Department of Architecture’s location in Seattle puts it in contact with a vibrant and supportive community of architectural practitioners. This allows several permanent faculty (tenured and/or tenure track) to maintain active professional practices. Further, the department routinely hires local practitioners to teach design studios as well as specialized courses in their areas of expertise. Many other practitioners are invited as critics and participate in the review of students’ design work both in studio and in thesis. As a result, the faculty who may not be active in practice, routinely hear practitioner concerns. It is particularly important that practitioners are permanent members of the faculty—therefore they are present for all faculty meetings and have substantial influence on policy, curriculum, and all other departmental decision-making.

The department specifically hires part-time faculty from the local professional community who bring specialized expertise in professional practice areas. Faculty who teach in course areas such as specifications and contracts, building codes, computer-aided working drawings, and project management, are all practicing professionals with these areas of expertise.

The department also benefits from the direct support and advice of the Professionals’ Advisory Council made up of leaders in local professional architecture and construction firms. This group as been instrumental in refining course offerings that link the department with the profession to present students with a better understanding of the business milieu of current professional practice. The council also fostered the practicum, a course that places students in offices not as employees, but rather to learn about the managerial and financial milieu of current practice. The monthly meetings of the council are open to anyone and interested faculty can attend. Key department faculty have had direct interaction within subcommittees of the council.
The Professional's Advisory Council has sponsored an exhibit each year, titled "Headlines", which displays current work in design in the architectural offices in the Seattle area. This show of over 50 projects each year gives students and faculty a chance to see the most current work in the profession. An opening night reception in Gould Court fosters interchange between the school and the profession.

In addition, the department enjoys a positive relationship with AIA Washington and AIA Seattle with whom the college and department often share speakers and other programs. Some faculty have had more direct involvement in AIA activities, participating in design juries, chapter events, or serving as members of the chapter board.

As discussed in Section 3.1.3a of this report, the Washington State Board of Architectural Registration maintains ties with the architecture schools in Washington by holding one of its monthly meetings at each school annually. While much of the meeting is closed as it focuses on board business, the lunch is open to students and faculty. Through this meeting students and faculty meet and interact with the registration board each year.

Finally, the Department of Architecture web site provides direct links to the web sites of AIA (local and national), the Washington State Registration Board, NCARB, and ACSA. On the front page of the department's web site is a hot link labeled Professionals Links which connects to a menu with these professional organizations all with hot links to their own web sites.

3.8 PHYSICAL RESOURCES

3.8a Physical Plant

The Department of Architecture primarily occupies two buildings, Architecture Hall and Gould Hall, which it shares with other departments in the College of Architecture and Urban Planning. The department's central administrative offices and some studios are located in Gould Hall, while most of its studio space, faculty offices and some computing facilities are located in Architecture Hall. The library, shop and college computer commons facilities are in Gould Hall. Review/exhibition spaces, conference/seminar rooms, and other activity spaces are located in both buildings. The department also uses studio spaces in smaller buildings adjacent to Gould Hall – Gould Annex and the Community Design building – as well as lab space in the City of Seattle’s Lighting Design Lab off campus. The department will occupy space in the UW Tower Complex on the north side of campus beginning late 2008. All of these facilities meet ADA accessibility requirements.

The department has access to general-purpose classrooms controlled and scheduled by the university in Architecture and Gould Halls, as well as in many buildings across campus. Large lecture classes are often assigned to rooms in Kane Hall, but space for classes of 50 or fewer are most often available in Gould or Architecture Halls.

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

University of Washington Facilities: The University of Washington has campuses in Seattle, Bothell, and Tacoma. The Seattle campus, which houses the College of Architecture and Urban Planning, is located just north of downtown between the shores of Lake Washington and Lake Union. It occupies 643 acres with 218 buildings containing approximately 11 million square feet of assignable space. Architecture and
Gould Halls lie on either side of 15th Avenue NE, which forms the western edge of the main campus where it borders the “U. District” a commercial area with shops, restaurants, movie theaters, and student housing.

**Architecture Hall:** Originally built as the classically inspired Fine Arts Building for the 1909 Alaska-Yukon-Pacific Exposition, Architecture Hall is one of only three buildings remaining from the fair. Designed by the exposition's official architects, Howard and Galloway of California, it now houses most of the department’s architectural design studios as well as faculty offices, the Design Machine Group and design computing facilities, review/exhibition spaces, university general-purpose classrooms, a lecture hall, and a coffee shop. It also houses the offices of the department of Construction Management. Architecture Hall was fully renovated in 2006-07, receiving complete upgrades in all of the mechanical, electrical, fire and lighting systems as well as a remodeling of all the principal spaces. The new facility is sustainably designed, utilizing daylighting for the studios, energy efficient lighting for office and classrooms, natural ventilation and recycled content materials. The building was re-occupied in summer 2007.

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

**Gould Hall Annex:** The Gould Annex is a small building just south of Gould Hall housing a 12-person architecture design studio, and a college materials library. It was built in 2003-04 as a fully permitted design-build project – first as a seminar class, then as a summer job – by a faculty-led team of architecture graduate students. Originally a student housing four-plex, Gould Annex is now a flexible design studio with all new heating, wiring, and plumbing. It is fully accessible, and incorporates several stainable strategies including material harvesting from the demolition and re-use at all scales. The building grounds have also been renovated for new uses, including a barbeque. The studio is used by both thesis students and graduate architecture design studios.

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

**Architecture and Urban Planning Library:** The Architecture-Urban Planning Library, in 334 Gould Hall, is a branch of the University of Washington Libraries and the primary location in the system for materials on architecture, building construction, landscape architecture, and urban design and planning. The collection numbers 45,000 volumes, 7,500 microforms, and 328 serial publications. Students in the college are entitled to use any library in the over five million volume university system.

Computer terminals in the branch provide access to the library system's on-line public catalog (LCAT) and a number of databases including Avery Index to Architectural Periodicals, Expanded Academic Index, National Newspaper Index, Business Index, INSPEC, ERIC, and PsyINFO, all of which are part of the campus network. The
network also provides a gateway to libraries on the Internet. Art Index on CD-ROM is among the branch’s reference sources. Coin and copy-card operated self-service copy machines are available on the premises.

**Visual Resources Collection:** The visual resources collection consists of approximately 130,000 slides and 58,000 digital images covering architectural, landscape, design and planning, and construction subject matter, supporting the curricular and research needs of the college. New materials for lectures and projects are continually added.

**Photography Studio/Lab:** In the basement of Gould Hall is a very large photo lab with a traditional film darkroom and a studio space for photographing models and other artwork. Despite the rise 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.

**Wood and Metal Shops:** A fully staffed and equipped wood, plastic, and metal working shop provides students with an opportunity to design and build selected projects. The shop is used as an instructional facility in conjunction with studio, structures, and materials classes. Thesis and other individual activity can also be accommodated.

**Integrated Design Lab:** The Department of Architecture has operated a Daylighting Lab since 1977. It was originally funded by State of Washington energy conservation research projects and located in the basement of Gould Hall. Since 1989 it has been dually located in Gould Hall and in downtown Seattle with the City of Seattle’s Lighting Design Lab. Equipment in the lab includes lighting fixtures and lamps, an artificial sky, a direct beam sunlight simulator, light meters and demonstration displays. The Lighting Simulation Lab contains dimmable task and ambient lighting, a simulated window and computerized data-gathering capabilities. The Daylighting Lab, which was renamed the Integrated Design Lab (iDL) in 2006, assists in developing better understanding of design practices for improving energy efficiency and sustainability in the construction and operation of commercial and institutional buildings.

**Sustainable Design Institute:** The Sustainable Design Institute (SDi) is a new collaborative effort supported by the College of Architecture and Urban Planning and the University of Washington, and the department’s Integrated Design Lab (iDL). The SDi and most of the activities of the iDL within the SDi will be relocated to Building A at the University Tower in late 2008. The mission of the SDi is to discover, test, and demonstrate planning and design practices that will advance the integrated disciplines of environmental and ecological design, and to promote sustainability of the UW Campus, City of Seattle, and communities in the Puget Sound basin, the Pacific Northwest and the Pacific Rim.
Architecture Hall, Ground Floor
Architecture Hall, Second Floor
Gould Hall, Basement Floor
Gould Hall, First Floor

Offices
Classrooms
Studios
Gould Hall, Second Floor
Gould Hall, Fourth Floor
3.8b Changes to the physical plant

Although no major changes to existing college or department facilities are imminent, our buildings have undergone significant alteration since the last accreditation visit. We will take control of a large research space in newly acquired university facilities on the north end of campus in 2008.

Architecture Hall underwent a $21 million re-model from spring 2006 to summer 2007 for reoccupation in autumn 2007. The design, by Thomas Hacker and Associates, includes renovations of offices, classrooms and general use spaces, upgrades of the building structure for seismic loads, and improved daylighting and ventilation on sustainable principles.

In 2005, the university gave the college control over a large storage space in the basement of Gould Hall. With the help of SHKS Architects, the college converted it into the Digital Commons, which consolidated all college computer labs, support space, and staff offices. They were formerly dispersed throughout Gould Hall. More recently, small changes were made in the Gould Hall shop to accommodate ventilation for a laser cutter. Upcoming plans for Gould Hall include a remodel of the dean’s Office and an adjacent seminar room, and addition of digitally controlled equipment in the wood and metal shops.

In 2004 the department took possession of a small building south of Gould Hall, Gould Annex, and converted it into a studio classroom with review space, small kitchen, bathroom and an outdoor barbeque area. Much of the work was done by students under the direction of a Department of Architecture faculty member, Jim Nicholls.

Through the support of the College of Architecture and Urban Planning and the university, the department’s Integrated Design Lab has led the establishment of a new college Sustainable Design Institute (SDi). The SDi and most of the activities of the iDL will be relocated to Building A in the University Tower complex at 45th and Brooklyn.

3.8c University and College Computing Facilities

Computing resources for faculty, staff, and students are provided at three administrative levels: The university provides a baseline level of computer access in the form of central computing labs plus student, faculty, and staff accounts for email, web pages, streaming media, group collaboration, and general unix-based computing; the college provides additional in-house computing facilities using both Windows and Macintosh computers, including a 30-seat computing classroom with video projection equipment, a large drop-in lab with workstations and projector-equipped informal collaboration/conference spaces, an input/output center for printing / plotting / scanning (including large-format and 35mm slides), and a pool of loaner equipment for student use (including projectors, laptops, digital still and video cameras); and the department and college jointly provide Macintosh and Windows workstations with scanners for use in studio, along with a staffed plotting facility (distinct from the college’s) to address architecture students’ need to produce very high quality plots on unusual media.

All college and departmental computers are connected to the university’s network, with access to file servers (including student and course project space), print servers (small, medium and large formats, including color), university computing and information resources, and the rest of the Internet. All college buildings are also served by pervasive high-speed wireless, allowing easy access to computing resources from student laptops. The college maintains its own web servers, and the department has pioneered the development of web-based curricular content. The college currently employs one full-time Computing Director, five Senior Computer Specialists (four full-time, one .75 FTE), and several student consultants providing roughly 2 FTE of first-tier computing support. One of the full-time staff specialists is the Architecture Studio.
Computing Manager, who is responsible for both the architecture plotting facility and for providing support to architecture students in studio.

**College Computing Facilities:** Specific facilities include:

- **Digital Commons.** This general-purpose lab and collaboration facility houses eight high-end Macintosh workstations, 25 Windows workstations, digital video editing equipment (with analog interfaces to accommodate older media technologies), standard, tabloid, slide, and large-format scanners, color and monochrome printers that will handle tabloid media, and four- and eight-color plotters. A wide variety of software (e.g., spreadsheets, word processors, two- and three-dimensional graphics and modeling, statistics, CAD, BIM, visualization, project management, GIS) is available on all workstations. The Commons also provides several collaboration spaces with whiteboards and digital projectors, ranging from relatively traditional conference table setups to lounge spaces with comfortable chairs and sofas.

- **Digital Commons Classroom.** This classroom provides 30 Windows workstations and one podium workstation. All workstations provide the same extensive software suite that is available in the Digital Commons lab. The classroom has dual projectors and a good-quality sound system, along with an AV control system that allows the projectors to display either the same information or information from different sources (e.g., instructor-provided laptop, document camera). The podium workstation is equipped with a touch-screen display, which allows instructors to annotate projected images in real time. An audience-response system is also available to give instructors the option of gathering quantitative feedback during lecture.

- **Research Server Cluster.** The college provides an expandable (currently roughly 3TB) storage area network (SAN) connected via fiber channel to a blade server enclosure, currently housing five high-performance blade servers. Research groups in the college’s departments may participate in the cluster at a cost that is low relative to setting up group-specific compute and file servers.

- **Academic Application Cluster.** The college is bringing an application server cluster on line for student use starting autumn quarter 2007. This will provide access to high-performance servers, backed by a 6TB SAN, and running expensive software applications that we cannot install (due to licensing agreements) on student-owned computers. Students will be able to access the cluster from anywhere on the Internet, so will have access to sophisticated applications and high-performance computation while in meetings, doing field work, etc.

- **Web Services.** The college operates two web servers, managed by a 0.75 FTE Webmaster (Senior Computer Specialist). In addition to maintaining the servers and designing/developing web sites for internal college use, the Webmaster is available to faculty, staff, and students for consultation and assistance with their web-related work.

Equipment funding is generally provided by grants awarded by the university's Student Technology Fee Committee, by external monetary and in-kind donations, and by the college. Operational costs are covered by state and Indirect Cost Recovery funds, and by course fees, all of which are managed by the college.

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

With increased student ownership of computers we have shifted away from purchase of “bulk” computing capability and towards provision of high-end augmentation. For example, each architecture studio includes a workstation cluster, generally consisting of a Macintosh, a PC, and a scanner. Review rooms include data projectors. All computers, whether student- or department-owned, are connected to the UW network and, through it, to the college, the campus and the Internet. On the network the department supports the Archnet Input/Output Center (IOC) in Architecture Hall, where students may use several Mac/PC workstations or plot to multiple large-format plotters, printers, and scanners. The IOC is available 24 hours per day, 7 days per week.

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

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

As part of the department’s digital initiative in 1997-98, the department and college received funding to institutionalize the more advanced and experimental digital design work in a research lab (now the home of the Design Machine Group). This lab, which also houses students in our M.S. program in Design Computing, is open to interested M.Arch. students and allows us to continue to push the envelope of the routine through instruction, discussion, and experimentation by both M.Arch. and M.S. students.

3.9 INFORMATION RESOURCES

3.9a Institutional Context and Administration

Library type: The Architecture-Urban Planning Library (AUP) is the branch of the University of Washington Libraries that serves the multi-disciplinary College of Architecture and Urban Planning (CAUP).

Context: The AUP Library is part of the University of Washington Libraries, Seattle campus system, which is composed of the Suzzallo and Allen Libraries, the Odegaard Undergraduate Library, the Health Sciences Library and Information Center, the East Asia Library, and fourteen branch libraries. The system has a collection of 6,639,850 million cataloged volumes, and an equal number in microform format. This would place the UW at 14th in the most recent (2004-2005) Association of Research Libraries (ARL) statistics. Its holdings of 55,932 current serial titles put it at 20th in ARL rankings.

The AUP Library was begun as a departmental collection in 1914 and became part of the University of Washington Libraries system in 1948. Longtime librarian, Betty Wagner (who served from 1948-2004) developed the collection, which is built primarily to meet the teaching and research needs of the four disciplines that make up the College of Architecture and Urban Planning (CAUP). The AUP Library also is responsibility for purchasing materials in these disciplines to support of teaching and research in other academic departments (e.g., the library would purchase books on architecture needed for a course in French history). Significant purchases are also made to provide interdisciplinary depth in such fields as engineering, classics/archeology, horticulture, history and urbanism.
3.9b Assessment of Resources

Funding: AUP Library’s funding will hold steady in the 2007/2009 biennium. Factoring in inflation (particularly for the cost of new serial subscriptions), the library has lost a bit of purchasing power in recent years. AUP Library’s budget is primarily state funded. The Wagner Endowment Fund, established in 1997, also provides some supplemental funding annually, between $8,000-$10,000 per annum. Additional fund-raising efforts are increasing. In addition, book donations form an important part of collection development.

In 2004-2005, the last year for which statistics are available, the UW Libraries ranked 22nd among the 113 ARL members in total library materials expenditures. The AUP librarian has the responsibility for the expenditure of funds allocated to purchase books and other library materials in support of CAUP’s four disciplines.

Subject coverage: The library’s architecture collection encompasses the design, practice, history, theory, and criticism of architecture from primitive times to the present day. Emphasis is on the twentieth century. It includes materials on the electrical, HVAC, mechanical, plumbing, and structural aspects of buildings, historic preservation, urban design, architectural illustration, acoustics, and lighting. While the collection has a wide geographic range, it is strongest in the architecture of North America, Western Europe and Japan. Japanese architecture has become an important collection area with several professors on campus teaching in the subject. Efforts are underway to expand coverage to under-represented areas, particularly Asia, Africa and Latin America, and to improve our collection of vernacular architecture studies. Current thematic foci include Pacific Northwest/West Coast architecture, regionalism, green architecture, furniture design, and prison, healthcare, office, retail, hotel, and school design. Current curricular emphasis on greater interdisciplinary scholarship has moved the collection into various fields, particularly books dealing with environmental science/management, various aspects of urbanism, building technology/engineering, building economics, and other areas of the social sciences.

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

Number of volumes: The AUP Library has a total collection of approximately 45,000 volumes. Of these, roughly 37,000 are classified in Library of Congress NA, and 4,174 are classified in Dewey Decimal call numbers 720-729. Beginning in 1967, the UW Libraries changed classification schemes from Dewey Decimal to Library of Congress (LC). All monographs and serials cataloged subsequent to 1967 are classified in LC. Currently, all long-running serial subscriptions are being re-classified using LC. Holdings of the branch classified in Library of Congress call symbols H, HD, HT, N, NK, SB, T, TA, TH, TJ, TK, W-WX number approximately 30,000; those classified in Dewey Decimal call numbers 740-749 number 717 volumes. Holdings of NAs elsewhere in the system consist of 15,000 volumes and 2,850 volumes of 720-729s; location of these materials is primarily in the Art, East Asia, Odegaard Undergraduate, Suzzallo (main UW library) Libraries and dispersed among the several UW Libraries remote storage areas. Materials classified in LC, H, HD, and HT are heavily represented in Suzzallo Library where the preponderance of social sciences literature resides; the preponderance of Ns are in the Art Library with a lesser number in Suzzallo and in Odegaard Undergraduate Library; SBs are represented in the collections of the Natural Sciences Library and the Forest Resources Library. (In addition, students can use the landscape architecture resources of the Miller Library at the Center for Urban Horticulture located on campus.) Those classified in T, TA, TH, TJ and TK form a large
part of the Engineering Library’s sizable collection. In total, the UW Libraries have approximately 60,000 titles related to architecture.

**Serials:** The collection of serials at the AUP Library has been a bit thin up until recently. Emphasis has been placed on updating and expanding the roster of serial titles received. In the past three years, (at a time of steady budgets), the AUP Library has subscribed to 21 new serials and has filled in extensive back-files of some journals using outside grant money. The Head is always on the lookout for journal back issues and has obtained many duplicates from other university architecture libraries.

The AUP Library subscribes to 94% of those periodicals on the Association of Architecture School Librarians’ “Core list of periodical titles for a first-degree-program in architecture (for architecture libraries in North America)” <http://library1.njit.edu/archlib/aasl/core-list/> (The AUP Library gets 46 of the 49 titles on the list, with one being received in the Art Library.) Of the 26 items on the supplementary list, the library receives 20 (76%). (A recent large-scale acquisition of journals will improve these numbers.)

An increasing number of architectural periodicals are being delivered electronically; this brings up the problem of continuing subscriptions to both paper and digital forms of the same publication. To this point, overlap is not a serious issue, because most periodicals in architecture still rely on the high quality photography that print can offer. It will become more of a concern in the next few years; the AUP Library will need upgraded computer monitors to present this increasing number of online journals.

**College of Architecture and Urban Planning Visual Resources Collection:** The Visual Resources Collection is a CAUP funded and staffed facility. Its approximately 130,000 circulating 35mm slides and 58,000 digital images support the curricular and research needs of the college. Subject coverage is in all disciplines represented in CAUP with considerable emphasis on architecture. Through the VRC database, faculty and students have access to 83,000 digital images via the CAUP VRC, the School of Art, and other databases. About 8,000 images are added to the Collection each year through purchase from commercial vendors, in-house copywork from books and periodicals, gifts of original on-site photography, and 35mm slides processed from the Collection’s holdings. Faculty and students may easily request images for the Collection in a number of ways; the Collection’s website provides information on Collection policies and procedures, with downloadable image request forms. Since 2002, all new accessions to the Collections are in digital format, with requests for 35mm slides becoming less frequent as faculty rely more on digital images in the classroom.

A relational database (MS Access) was designed and implemented in 2001 to manage collection assets: a password-protected digital image database (using open source software called MDID) delivers digital images to CAUP faculty and students over the internet for classes, research, and review. The Director holds workshops each year for faculty who want to use digital images and the digital image database in their classes.

The Collection is managed and maintained by a staff of one full-time visual resources professional and two .5 FTE graduate staff assistants. The VRC also houses a limited number of 35mm slide projectors and environmental control instruments for classroom and college-related use.

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

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

**Policy statements:** The Head of the AUP Library last wrote a collection development statement in consultation with the respective faculties in 1984. The creation of a new collection development policy will be a priority in the next few years. This document will need to articulate the directions in which the CAUP curricula are moving, and how the AUP Library can serve these needs. The Head of the AUP Library records the reference questions asked by students and collects the syllabi of different classes to understand what is being taught. Reference experience proves very important in directing collection development.

**Access:** The AUP Library is wheelchair accessible. Staff assistance is available to anyone with a disability upon request, and signs are posted indicating this. No special terminals are available for use of the visually impaired. Faculty use the AUP Library for the location of their required or recommended reading lists. Reserve materials are located in a publicly-accessible location and can be checked out for short-term loan periods. Use of reserve materials by faculty and students has increased dramatically since 2004.

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

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

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

**Reference:** The librarian/head is the sole reference person for the AUP Library. He is available 40 hours a week for impromptu questions or longer research consultations. Reference questions are asked via various means: by telephone, e-mail, or via links on the AUP Library Homepage or the UW Libraries Homepage. The AUP Librarian
handles questions posed by faculty, staff, students, local practitioners and the general public. The library’s two technicians also help to answer many basic questions.

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

Additionally, the AUP Library possesses four Access Plus PCs maintained not by the Library IT Department, but by a university-wide technology group. These machines have a menu of software available, enabling students to type papers, burn DVDs, and create complex bibliographies. The AUP also has a scanner attached to one of the Access Plus PCs, allowing students to digitize images in the library.

**Bibliographic instruction:** The librarian provides library orientations and tours for most students during the Fall Quarter of each school year. Throughout the year, at the invitation of instructors, the Head delivers library instruction to specific classes in the college. He also schedules research consultations with faculty, graduates and undergraduates. The UW Libraries produce many web pages guiding students through various aspects of the research process, and the AUP Library maintains two homepages to direct students to information in the college’s four disciplines and to inter-disciplinary resources. The library’s two technicians also help patrons in the use of the Online Catalog and other databases.

**Hours open:** The AUP Library is open 69 hours per week during the regular academic year: Monday-Thursday, 8 A.M.-9 P.M.; Friday, 8 A.M.-5 P.M.; Saturday and Sunday, 1-5 P.M. It is open 40 hours per week during the summer quarter and 20 hours during interim periods.

The Visual Resources Collection is open from 8:30 AM to 5 PM Monday through Friday. The Collection’s digital image database is available 24 hours a day over the internet. CAUP faculty may be assigned keys to the Collection for after hours use at the discretion of the director of Visual Resources. Equipment may be picked up and returned through the AUP library when the VRC is closed.

**Current awareness:** Newly-received books are displayed on the New Book Shelf for one week. For this week they remain non-circulating. During this time, holds are accepted on them for circulation in the order placed. Faculty are routinely notified of new acquisitions in their subject interest areas. Quarterly emails also notify faculty and students of any recent journal subscriptions created. These quarterly messages also notify faculty of any new funds secured by the AUP Librarian for special purposes. Recently, for example, a supplemental $10,000 grant was obtained to expand the AUP Library’s collection of DVDs for faculty and student use.

**Cooperative agreements:** The UW Libraries take a leading part in the ORBIS Cascade Alliance, a library consortium composed of 34 public and private colleges, community colleges, and universities in the Northwest. Using the ORBIS Catalog, Summit, students can search for and order books not in their schools’ collections. These items can be shuttled amongst member schools in usually about 48 hours. UW students can also travel to other ORBIS-Cascade schools to check out books in person. Students can use books found in any of the branches of the UW system, and these circulate within a day or two amongst the Bothell, Tacoma and Seattle campuses.

The UW Libraries’ Inter-Library Loan Department enables borrowing of books, dissertations, theses, and journal articles from research libraries around the world. Recently, articles have become more quickly available with the introduction of scanning. Articles are scanned and placed on the Internet, and users are then notified of their article’s URL.
The UW Libraries also field online chat reference questions from a network of public and research libraries across the U.S.

The Visual Resources Collection participates in collaborative efforts with the other visual resources professionals in the UW system. The digital image databases of all three slide collections in the UW system are accessible remotely to users from CAUP, the School of Art Slide Collection, and the UW Bothell campus’ Visual Resources Collection. The CAUP VRC also provides remote access to the digital image databases of AICT (Art Images for College Teaching) and Historic Illustrations of Art and Architecture. A UW grant for “Funds for Innovation” was awarded in 2003 to a collaborative group of visual resources professionals and the UW library to create the university-wide “Image Bank,” which will provide access to high quality digital images for the university community. The CAUP Visual Resources Collection contributes original material from its holdings to this Image Bank as well.

Staff: The AUP Library staff is made up of 1 full-time librarian, 2 full-time library technicians and 4-5 student assistants each quarter during the regular academic year. The Head of the AUP Library holds a bachelor’s degree in art history/political science, master’s degrees in art history (specialty in architectural history) and library science, and a doctorate in art history (specialty in architectural history). The Head has had 7 years of experience as a librarian, and has been in this position since 2004. Librarians at the University of Washington are academic staff; all have written position descriptions.

Both of the library’s technicians have had considerable library experience. The technician lead has had 12 years of library experience in the UW Libraries, 8 of those years in the UW Libraries. She has a bachelor’s degree in land-use economics and wildlife biology. The other technician has worked as a library technician since 1983, and in the AUP Library for 20 years. She completed two years of study at the University of Saigon. Technicians in the UW Libraries are classified staff. College education, while desirable, is not a required qualification for library technicians in Washington State. All have written position descriptions. The UW Libraries has an ongoing training program to familiarize staff with new library tools. Librarian and technician staff are expected to and do attend training classes offered. The students, in the aggregate this year, equate to 1.2 FTE.

The Director of Visual Resources has a master’s degree in Art History and has worked in the visual resources field for twenty years, at the School of Architecture at the University of Maryland College Park, and in the Art Slide Collection at Arizona State University. Student staff in the VRC are usually graduate students in the college.

Reporting structure: The AUP Head reports to the Head of the Business Library, who oversees the Arts Architecture and Business Library (AABL) Group. He, in turn, reports to the Assistant Dean for Public Services, who reports to Dean of the University Libraries. The Director of Visual Resources reports to the dean of the college and the director of finance and administration for the college.

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

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

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

Salaries: Librarian salaries at the UW have failed to keep pace with salary levels at other member libraries of the Association for Research Libraries. For median librarian salaries, the UW Libraries ranked 76th among the 114 ARL libraries in 2006-2007 at $55,656. UW ranked 71st for average salaries of the 114 ARL schools at $60,054. Taken together, this places the UW at 73rd, a ranking that has plummeted from 56th in 1998-1999. Salary increases have been sparse in recent years, most not surpassing the rate of inflation. Future salary increases for librarians are merit-based.

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

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

The Visual Resources Collection is housed in an 800 square foot space with secure storage for equipment. Two computer work stations allow the graduate student assistants to scan and catalog images into the Collection’s database; a user terminal allows faculty to access the internet and the Collection for the room as well. The Collection’s future growth will be digital and its analog (35mm slides) assets will require an environmentally stable space, rather than more room. The Director will focus on managing the existing space wisely to accommodate the needs of the analog and digital collections.

Equipment and Furnishings: The AUP Library is a small space, but its planning has been of the highest concern to the Head. Considerable thought went into creating a floor plan that balanced various library components—comfortable seating, study carrels, tables, group study rooms and shelving. The AUP Library stacks are currently in good condition and have some growth room for the next several years. Books from AUP Library circulate a great deal, and so all books are not in the library at one time. Alleviating space concerns further will be the UW Libraries’ opening of a large new storage facility at Sandpoint in 2008.
The library has a single copier/printer that produces color as well as black and white documents. The library has eight PCs for accessing the UW Libraries Online Catalog, the databases to which the Libraries subscribes, and the World Wide Web. A scanner is attached to one of the PCs. The library also has a TV/VCR, a microfilm reader, and a microfiche reader. The library also serves as a check-out site for CAUP-owned laptop computers (both Apple and PC), tablet computers, digital cameras and video recorders; it enables students to check this equipment out as late 9:00 at night.

The Visual Resources Collection has updated its equipment to continue to provide quality images to CAUP faculty and students. The copy stand and 35mm camera were replaced in 2001, and the Collection now depends increasingly on two flatbed scanners, two slide scanners, and a digital camera to create images in-house. One computer workstation, the digital camera, and one slide scanner were purchased with funds from a UW “Funds for Innovation” grant.

The furniture and equipment in the Collection was seismically retrofitted in 2006 as part of a disaster management initiative. The digital assets of the Collection are housed on a dedicated server in the basement of Gould Hall in the CAUP Computing Commons and are backed up in a robust and redundant fashion.

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

The AUP Library maintains an Emergency Plan in case of fire, earthquake or other disasters. It is currently being revised. In case of earthquake, all book stacks are braced to withstand shaking. The library maintains an emergency box containing a first aid kit, radio, flashlight, and other items. A fire extinguisher is maintained by the university in the facility.

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

### 3.9c Description and evaluation of budget and administration

**Evidence of planning:** Goals for the AUP Library as with all other libraries in the UW system parallel those articulated in the UW Libraries Strategic Plan, which is written every five years. As part of a yearly performance evaluation, the Head of the AUP Library sets new goals for the coming year and discusses how goals set previously have been achieved (or not). Additionally, he prepares an Annual Report for the dean of UW Libraries that details current events and sets goals for the coming year.

**Intra-institutional relationships:** The AUP Library maintains a warm relationship with the college; it is both physically and metaphorically at the center of Gould Hall, where many Architecture Department classrooms and offices are located. The librarian provides orientations, tours and class instruction sessions throughout the year. The Head makes quarterly announcements via email to all CAUP faculty, staff and students. He occasionally attends departmental meetings to make announcements, and works informally with faculty to gauge their needs and to solicit their ideas on collections and library organization.

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

Participation of faculty and students: There is a regularly appointed College Library Committee to advise the Head of the AUP Library. The Head makes every effort to meet with faculty, to solicit their opinions, and to utilize their expertise whenever possible. Contact with many faculty members is frequent and collegial. Student insights are also solicited, particularly for new book purchases.

3.9d Architecture library collection statistics

<table>
<thead>
<tr>
<th>Architecture Library Collection Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Periodicals</td>
</tr>
<tr>
<td>Microfilm Reels</td>
</tr>
<tr>
<td>Microfiche Sheets</td>
</tr>
<tr>
<td>Videos(^1)</td>
</tr>
<tr>
<td>DVDs</td>
</tr>
<tr>
<td>Drawings(^2)</td>
</tr>
<tr>
<td>Photographs(^3)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Notes:
* budget is included with the dollar figure for books

1. The media Center in the Odegaard Undergraduate Library has 50 videos on Architecture.
2. The AUP Library at present has no video utilization equipment.
3. Special Collection in the Allen Library has 61,928 architectural drawings of Pacific Northwest Buildings
4. Special Collections in the Allen Library has a historical photography collection with an architectural component. The geographic focus of the collection is the Pacific Northwest.

Architecture library staff (FTE)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clerks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Volunteers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visual Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection Director</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>Total</td>
<td>5.95</td>
<td>5.95</td>
</tr>
</tbody>
</table>
3.10  FINANCIAL RESOURCES

3.10a Annual Budgets, Endowments, Scholarships and Development

The Department of Architecture is organized under two budgets. The Salaries budget includes the state funded line-items for tenured, and non-tenured, temporary lecturers, graduate appointments, classified staff, professional staff, and hourly employees.

Salaries: The Academic Salaries Budget for 2007-08 is:

- Permanent Faculty: $1,838,289
- Temporary Faculty: 60,300
- Student Assistants: 120,564
- Support Staff: 183,472
- TOTAL: 2,202,625

Operations: The Operations budget is allocated by the dean of the College of Architecture and Urban Planning. The allocation for 2000-01 was:

- Personal Services—Honoraria: 2535
- Postage: 6,520
- Publications/Printing: 22,910
- Memberships and Dues: 6,770
- Conference Registrations: 840
- Other Services: 13,960
- Travel: 32,860
- Supplies: 21,570
- Equipment: 4,260
- TOTAL: 112,225

Departmental budgets since 2003*

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>Operations</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>$2,202,625</td>
<td>$108,553</td>
<td>$2,311,178</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$1,879,382</td>
<td>$108,550</td>
<td>$1,987,932</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$1,961,737</td>
<td>$47,775</td>
<td>$2,009,511</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$2,081,360</td>
<td>$47,774</td>
<td>$2,129,134</td>
</tr>
<tr>
<td>2003-2004</td>
<td>$1,951,995</td>
<td>$47,773</td>
<td>$1,999,768</td>
</tr>
</tbody>
</table>

* a detailed breakdown of these budgets is available on request.

Endowments specifically for the Department of Architecture: The endowments listed below, currently valued at more than $3.1 million, generate annual funds between 5% and 10% that are disbursed according to their specific agreements. They all benefit the Department of Architecture directly.

- Norman “Bud” & Charlotte A. Aehle Endowed Fund
  The purpose of this fund is to provide support for students in the College of Architecture and Urban Planning, particularly to make it possible for highly motivated students to complete their degrees. Market value: $185,135

- AIA Seattle Student Support Fund 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 CAUP, with a preference for students who are underrepresented minorities. Market value: $50,459
• **Architectural Foundation Scholarship**
The purpose of this scholarship is to assist 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. Market value: $80,270

• **Architecture Endowment**
The College of Architecture and Urban Planning 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. Market value: $384,217

• **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. Market value: $111,087

• **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. Market value: $63,021

• **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. Market value: $159,803

• **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 Architecture and Urban Planning, with a preference for students who are underrepresented minorities. Market value: $60,908

• **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. Market value: $68,877

• **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. Market value: $89,136

• **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 Architecture and Urban Planning, with a preference for female students. Market value: $25,423

- Johnston Hastings Faculty Research Travel Endowment
  Used to underwrite costs of faculty research travel with priority to junior faculty. Established January 2000; Market value: $31,915.

- 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. Market value: $111,963

- Helen and William T. Joiner Endowed Scholarship Fund
  The purpose of this scholarship fund is to provide financial assistance to deserving undergraduate or graduate students in the Department of Architecture. Established in 1995. Market value: $111,963

- 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. Market value: $740,896

- 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. Market value: $79,907

- MulvannyG2 Endowment in Memory of Gerald Vammen
  Established in 2003 in memory of Gerald Vammen, a well-respected MulvannyG2 architect and mentor to many. The purpose of the fund is to support the Department of Architecture’s promotion of cultural diversity through studios, workshops, charrettes, international visitors and faculty/student travel outside the U.S. Market value: $68,256

- 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. Market value: $1,690,988

- 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. Market value: $209,792

- 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. Market value: $308,052

- Gerald A. Williams Memorial Endowed Fund
  Accepted by the Board of Regents in 1993, the purpose of this fund is to provide support for the Department of Architecture. Gerald A. Williams graduated magna cum laude from the Department of Architecture in 1956. In
recognition of his achievements, his family's preference that income from this fund be used to reward and encourage excellence among students and faculty in the Department of Architecture. This might take the form of an annual cash price, 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. Market value: $41,145

**College endowments benefiting the Department of Architecture:** A number of endowments, currently valued at over $4.4 million, are administered by the dean of the College of Architecture and Urban Planning 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.” Market value: $368,962

- **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. Market value: $34,527

- **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 Masters degree of Architecture, Landscape Architecture, or Urban Planning. Market value: $38,148

- **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 Architecture and Urban Planning, with preference given to students who are disadvantaged by virtue of their race, physical handicap, or domestic situation. Market value: $60,486

- **Jerry V. and Gunilla Finrow Endowment Fund**
  Established by the Board of Regents in 1999, the Finrow Fund interest income provides financial support to graduate students to study at the University of Washington Rome Center. Market value: $362,721

- **Denice Johnson Hunt Endowed Fund**
  Established in 2001 in memory of Denice 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 Architecture and Urban Planning, 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. Market value: $45,658

- **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 Architecture and Urban Planning, and who otherwise would not have the means of completing their professional education in architecture, urban planning, or landscape architecture. Market value: $252,147
• 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 Architecture and Urban Planning and awarded annually on a rotating basis to the four departments in the college (Architecture; Construction Management; Landscape Architecture; and Urban Design and Planning). Market value: $37,480
• 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 Architecture and Urban Planning. Priority is given to the actual publication, rather than the writing thereof. Established 1992; Market value: $73,837
• 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. Market value: $123,192
• John R. and Virginia P. Sproule Endowed Architecture Scholarship
  Established by the Board of Regents in 1998, in honor of Department of Architecture graduate and later professor John (“Jack”) Sproule, this fund provides financial support to graduate and undergraduate students. Market value: $205,585
• Robin M. (“Buzz”) Towne Endowed Scholarship
  Scholarship awarded to undergraduates with special preference for students pursuing work in architectural acoustics. Market value: $94,608
• Betty L. Wagner Rome Center Endowed Scholarship
  This endowment provides assistance to undergraduate and/or graduate students enrolled in one of the College of Architecture and Urban Planning's (CAUP) four departments (Architecture; Construction Management; Landscape Architecture; Urban Design and Planning) and who are accepted for study in a CAUP program at the UW Rome Center. Market value: 10,898
• Myer Wolfe Endowed Fund
  Myer Wolfe, former dean of the College of Architecture and Urban Planning, 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 which would be used to promote the interdisciplinary Urban Design program in the College of Architecture and Urban Planning. Market value: $75,254
• Howard 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 Architecture and Urban Planning. This Chair has been divided, with portions of the income going to the departments of Architecture, Construction Management, and Landscape Architecture. The Architecture portion of the income provides salary and support to Professor Steve Badanes, the current Howard S. Wright Professor. Market value: $2,635,092

Scholarships: Each spring quarter, the students are invited to submit a scholarship application for departmental awards. The funds available include some of the funds listed previously under endowments. Others are awards made available on a yearly basis. Listed below are the awards for the year 2006-07, to be applied either in the summer quarter or the following academic year. It is a good representation of the funds available each year for students.
• Norman “Bud” & Charlotte A. Aehle Scholarship: two awards totaling $7000
• AIA Seattle Student Support Fund for Diversity: two awards totaling $3000
• L. Arnie Chinn Memorial Fellowship: two awards totaling $18,000
• Charles F. Clay / Northwest Wall and Ceiling Bureau Memorial Scholarship: one award totaling $1500
• Jerry V. and Gunilla Finrow Endowed Fellowship: three awards totaling $16,000
• Mitsu and William O. Fukui Memorial Endowed Diversity Scholarship: one award totaling $2000
• L. Jane Hastings Endowed Scholarship: one award totaling $750
• Charles W. Lea, III Endowed Memorial Scholarship: five awards totaling $50,000
  Walter H. McAninch Endowed Scholarship: one award totaling $5000
• Rolland Simpson Endowed Fund for Architecture: four awards totaling $20,000
• Paul Thiry Memorial Scholarship: one award totaling $2000
• Robin M. (Buzz") Towne Endowed Scholarship: one award totaling $3000
• Betty L. Wagner Rome Center Endowed Scholarship: one award totaling $500

**Development:** The College of Architecture and Urban Planning has a full-time development officer and a full-time assistant. Carolyn Wennblom is director of development for the college; she is supported by Carole Davison and Susie Sargent. During the current capital campaign, the college has generated nearly $19 million.

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

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

The Annual Fund supports programs and activities common to all faculty and students. This includes publication of the college newsletter, the lecture series, student and faculty design and academic awards. It also makes possible the ability to respond to unexpected opportunities as they arise.

Scholarships and fellowships enable the college to remain competitive in attracting the best students and faculty. Through private support, the college is able to offer some form of financial aid to every student who needs and qualifies for assistance. For the department, the gift endowment funds insure a source of ongoing financial aid.

### 3.10b Financial comparison to other units

Data comparing expenditures per enrolled student for the Department of Architecture with expenditures per enrolled student in other programs in the University of Washington is not calculated by the university and is, therefore, not available.

### 3.11 ADMINISTRATIVE STRUCTURE

#### 3.11a University accreditation

Since 1918, the University of Washington has been a charter member of the regional accrediting agency initially named the Northwest Association of Secondary and Higher Schools and currently named the Northwest Commission on Colleges and Universities (NWCCU). The University of Washington's last full-scale accreditation evaluation by the NWCCU was in 2003, at which time the University of Washington received
reaffirmation of its accreditation status. (For more details see: http://www.washington.edu/about/accreditation/status.html)

3.11b Administrative structure

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

The College of Architecture and Urban Planning is one of 17 major schools and colleges in the university. The dean of the CAUP is the senior administrator of the college. There are three Associate Deans—for Academic Affairs, International Programs, and Facilities and Services. The dean is advised by the College Executive Council, of which the Department of Architecture chair and associate chair are members, and the five-member College Council, which has two representatives from the Department of Architecture and one each from Landscape, Urban Design and Planning, and Construction management.

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

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architecture</strong></td>
</tr>
<tr>
<td>B.A. (Architectural Studies)</td>
</tr>
<tr>
<td>M. Arch</td>
</tr>
<tr>
<td>M.S.</td>
</tr>
<tr>
<td><strong>Construction Management</strong></td>
</tr>
<tr>
<td>B.S.</td>
</tr>
<tr>
<td>M.S. (evening)</td>
</tr>
<tr>
<td><strong>Landscape Architecture</strong></td>
</tr>
<tr>
<td>B.L.A.</td>
</tr>
<tr>
<td>M.L.A.</td>
</tr>
<tr>
<td><strong>Urban Design &amp; Planning</strong></td>
</tr>
<tr>
<td>B.A. (Community and Env. Planning)</td>
</tr>
<tr>
<td>M.U.P.</td>
</tr>
<tr>
<td>M.S.C.P.I.</td>
</tr>
<tr>
<td>Ph.D. (administered by Grad. School)</td>
</tr>
</tbody>
</table>

The Department of Architecture is one of four degree-granting units in the College of Architecture and Urban Planning. As in all departments on campus, the chair of the
department is the chief administrative officer. In addition, the department has an associate chair who also serves as the graduate program coordinator, and a director of student services who also serves as the undergraduate program coordinator.

### 3.11c Other degree programs

Within the CAUP, the undergraduate programs of the Departments of Construction Management and Landscape Architecture lead to the professional degrees. The Department of Landscape Architecture also grants a Master of Landscape Architecture degree. The Construction Management Department also offers a Master of Science in Construction Management through an evening degree program. In addition to a Master of Urban Planning, the Department of Urban Design and Planning administers an undergraduate program leading to a B.A. in Community and Environmental Planning (this degree is actually offered through the college). The Department of Urban Design and Planning also participates in an interdisciplinary faculty group which offers a Ph.D. in urban design and planning. The dean's office runs another interdisciplinary Ph.D. in the Built Environment.

In addition to the accredited 2+ and 3+year professional Master of Architecture degree, the Department of Architecture also administers a 1+year post-professional Master of Architecture, a M.S. in Architecture with streams in Design Computing and Architectural History and Theory, and an undergraduate B.A. in Architectural Studies.

### 3.12 PROFESSIONAL DEGREES AND CURRICULUM

#### 3.12a Degrees offered by the Department of Architecture

The Department of Architecture offers one accredited and several unaccredited degrees. Although these serve different groups and lead to a variety of professional opportunities, they all follow the department's mission to advance architecture through responsible practice, the development of architectural knowledge, and service to local and global communities.

The accredited degree is the M.Arch., which comprises two streams: candidates with a B.A. or B.S. in architecture join the two+year program; those with degrees in other fields join the three+year program. M.Arch. candidates can acquire specialized certificates. These include interdisciplinary certificates in urban design and historic preservation, and architecture-specific certificates in design computing and lighting design. Individuals with an accredited degree and professional experience in architecture can achieve a certificate in design firm management and leadership. The department offers many opportunities for students to study abroad, including programs at the UW Rome Center, Scandinavia and Switzerland and active exchanges with universities in Kobe, Copenhagen and Liverpool.

Unaccredited degrees offered by the department include a B.A. in Architectural Studies, a one+year Post-Professional M.Arch., and an M.S. in Architecture with concentrations in Design Computing and Architectural History/Theory. The College of Architecture and Urban Planning offers a Ph.D. in the Built Environment.

#### 3.12b Accredited Degree Descriptions

The Master of Architecture (M.Arch.) is an accredited professional degree program that educates students already grounded in the liberal arts to become registered, licensed architects who assume enlightened, responsible, and imaginative roles in society. At the University of Washington, the two+ and three+year M.Arch. degree is the only
degree accredited by the National Architectural Accrediting Board (NAAB). The one-year post-professional Master of Architecture is a non-accredited advanced degree for students already holding an NAAB accredited degree.

Design studio projects in the M.Arch. program are often set within urban areas or natural settings in the Puget Sound region and aim to foster and respond to its distinctive sense of place. In addition, many studios focus on issues surrounding the making of architecture—tectonics, design/build, wood and metal craft—this reflects a strong craft heritage in the region. Studios also frequently include a significant community service component, reflecting the Department’s commitment to the people of the city and the region.

The requirements of the Master of Architecture program—in terms of length of residency, number of credits, and specific courses—vary depending upon the candidate’s undergraduate major, academic and professional background.

Three-Year Master of Architecture Program

Candidates holding a bachelor’s degree in a discipline other than architecture pursue a three-year M.Arch. This program includes three years of instruction plus thesis. The first, preparatory year stresses the fundamentals of design, architectural graphics, architectural history, construction, structures and environmental control systems. Three-year students join the two-year program for their second and third years and thesis.

Curriculum: The Three-Year Program includes 145 required course credits, including thesis. Generally, this degree can be fulfilled in 10 quarters. The first year of the three-year program (the Preparatory Year) offers theoretical and technical preparation equivalent to that of a pre-professional degree in architecture. Coursework in this year is sequential and interrelated, requiring full-time commitment from the students. Students completing the preparatory year join the two-year M.Arch. program in Year 1. The program requirements for Years 1, 2, and 2+ outlined below are identical for students in both the three-year and two-year M.Arch. programs.

Preparatory Year

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>303 Studio (6)</td>
<td>304 Studio (6)</td>
<td>305 Studio (6)</td>
</tr>
<tr>
<td>310 Graphics (3)</td>
<td>311 Graphics (3)</td>
<td>312 Graphics (3)</td>
</tr>
<tr>
<td>320 Structures I (3)</td>
<td>321 Structures II (3)</td>
<td>322 Structures III (3)</td>
</tr>
<tr>
<td>350 History I (3)</td>
<td>351 History II (3)</td>
<td>352 History III (3)</td>
</tr>
<tr>
<td>332 Construct Materials and Assemblies I (3)</td>
<td>360 Intro to Arch Theory (3)</td>
<td>331 Environmental Control Systems (3)</td>
</tr>
<tr>
<td>18 credits</td>
<td>18 credits</td>
<td>18 credits</td>
</tr>
</tbody>
</table>
**Two+Year Master of Architecture Program**

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

**Prerequisites:** In order to enter the two+year M.Arch. program candidates must have completed:

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

Students with preparation exceeding that listed here can in some cases waive required courses, opening room for more elective courses.

**Curriculum**: The Two+Year Program includes 91 required course credits, including thesis. Generally, this degree can be fulfilled in 7 quarters.

### Year 1

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Studio (6)</td>
<td>501 Studio (6)</td>
<td>502 Studio (6)</td>
</tr>
<tr>
<td>420 Structures (3)</td>
<td>570 Design Development (3)</td>
<td>591 Architecture in the Landscape (3)</td>
</tr>
<tr>
<td>590 Urban and Preservation Design (3)</td>
<td>433 Active Control Systems (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>432 Construct Materials and Assemblies II (3)</td>
<td>Elective (3)</td>
<td></td>
</tr>
<tr>
<td>16 credits</td>
<td>15 credits</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>503 Studio Options (6)</td>
<td>504 Studio Options (6)</td>
<td>595/599 Thesis Prep (3)</td>
</tr>
<tr>
<td>Grad Seminar Selective (3)</td>
<td>Grad Seminar Selective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Prof Practice Selective (3)</td>
<td>Prof Practice Selective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td></td>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>12 credits</td>
<td>15 credits</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

### Year 2+

<table>
<thead>
<tr>
<th>Autumn</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis* (9)</td>
<td></td>
</tr>
<tr>
<td>9 credits</td>
<td></td>
</tr>
</tbody>
</table>
3.12c Certificate Programs for M.Arch. Candidates

A graduate certificate program at the University of Washington is defined as a linked series of credit-bearing graduate courses that constitutes a coherent body of study. It is designed to enhance the education of matriculated graduate students and professional students or to provide continuing education to graduate nonmatriculated (GNM) students. The Department of Architecture, in conjunction with Landscape Architecture and Urban Design and Planning, offers graduate-level interdisciplinary certificates in historic preservation and urban design. The department also offers 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 M.Arch. 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 course 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 offers M.Arch. students an opportunity to devote a significant part of their studies to the application of digital media and computational techniques in architectural design. In addition to gaining experience with design computing software and hardware, students in this certificate program acquire advanced knowledge that prepares them for leadership positions at the intersection of architectural design and information technology. (Students wishing to pursue this field as a career should consider applying to the department's MS in Architecture — Design Computing option).

Lighting Design Certificate: The Lighting Design Certificate is part of a collaborative effort by the schools of architecture in Washington (UW), Oregon (UO) and Cascade Region British Columbia (UBC). Its purpose is to improve the practice of lighting design by improving lighting education with the creation of a common curriculum, the exchange of students and faculty, and the expansion of research and practice activities through the sharing of resources. The 30 credit certificate is designed to be completed with the M.Arch. degree.

3.12d Professional Practice and General Education Courses

Professional Practice Courses: Two professional practice selectives are required of all M. Arch. students. One of the professional practice courses must be selected from List 1 below (for 2006-07). The second required professional practice course may come from List 1 or 2 list below.

Professional Practice Selectives for M.Arch. Students, List 1
<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>A475</td>
<td>Residential Architectural Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Healthcare Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A477</td>
<td>Planning and Design Professional Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A573</td>
<td>Design and Construction Law Ethical Practice*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A574</td>
<td>Case Studies in Contemp Architecture Professional Field Work (Practicum) Contemporary Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A577</td>
<td>Specifications and Contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A578</td>
<td>Real Estate Development Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A596</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A598</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Counts as either a graduate seminar or professional practice seminar, but not both.

### Professional Practice Selectives for M.Arch. Students, List 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>A476</td>
<td>Design and the Intl Building Code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAD and Working Drawings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A478</td>
<td>Specifications and Contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A572</td>
<td>Real Estate Development Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDP552</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For students who have not had significant professional experience, it is recommended that one of the professional practice courses be 573, Professional Practice. Students who have had office experience, or taken a professional practice course in their undergraduate curriculum, should consult with their advisor to select courses that will augment and complement their understanding of professional practice issues.

### General Education Courses: All M. Arch. students take at least two graduate seminar selectives from the following list (for 2006-07). All graduate seminar selectives include required research, writing, and oral presentation assignments.

### Graduate Seminar Selectives for M.Arch. Students

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>A413</td>
<td>Architectural Photography Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A434</td>
<td>Color and Light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A441</td>
<td>Visions of the Japanese House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A442</td>
<td>Africa and Middle East Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A450</td>
<td>Modern Arch and Decorative Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A455</td>
<td>Gothic Art and Architecture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compliance with NAAB Conditions for Accreditation
3.12e Off Campus Programs

The department is committed to international programs, which allow students to spend a quarter or a summer period away from Seattle. Our recent Strategic Plan reinforces support and assistance to professors who would like to lead an international program. Currently we offer study programs in Rome, Scandinavia, and Switzerland. Programs to Japan, India, and Berlin are in the planning stages. Other programs in the college offer study opportunities Guatemala and China, which are available to students in the Department of Architecture.
Our Architecture in Rome program is currently in its 37th year. It is housed in the college-run UW Rome Center in the Palazzo Pio, on the Campo de Fiori in the center of the city. The building includes design studios, classrooms, and faculty apartments. Typically a group of 30 students, half undergraduate and half graduate, attends the program during autumn quarter. Content varies each year, depending on the faculty running the program; however, courses on site always include twelve credits of design studio, drawing, and architectural history. These courses can be used to satisfy degree requirements in the same way as courses on the Seattle campus. Students usually take two field trips outside of Rome during the quarter. Tuition costs are the same as for courses in Seattle. Students pay their own travel and lodging costs. The department has scholarships specifically targeted to this program to help students defray costs.

The department regularly offers ten-week summer travel/study programs in Scandinavia, and recently in Switzerland. Students receive twelve elective credits for these courses; content varies each year. Currently the department gives design studio credit only for the Architecture in Rome program.

3.13  STUDENT PERFORMANCE CRITERIA

3.13a Overview of curricular goals and content

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

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

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

Recognizing that there are many possible paths to this goal, the department has instituted a curricular structure with as much flexibility as possible within the compass of an accredited degree. Students take a series of required studios, seminars, and lecture courses, a number of free electives, and a range of required `selective’ courses. Selectives in the program come in two varieties: professional practice selectives and graduate seminar selectives. The structure and content of these courses fall within certain limits, but there is a sufficiently large number and range of courses within each selective type to allow students to fulfill degree requirements without having to conform to an excessively uniform curriculum. A list of the selective courses offered in 2006-07 is included above, in section 3.12d.

Design studios in the M.Arch. curriculum also provide flexibility to accommodate student goals while still providing instruction in the knowledge and skills necessary for the socially and environmentally responsible practice of architecture. These begin with uniformly structured content and add an increasingly greater range of options as the program continues. In the Arch 501, 502, 503, and 504 studios, students can select from a number of design projects available for each course. The M.Arch. studio sequence culminates with the M.Arch. thesis, a student-selected research and/or design project. Its goal is to extend the student’s of architectural knowledge and to provide skills that are applicable not just for the professional practice of architecture but to advance the field of architecture.
The list below briefly describes the department’s curricular goals for each Student Performance Criterion. While there is frequently one course that best fulfills a certain criterion, in many cases the criterion is satisfied by more than one course. Where such choices are available, particularly among selectives, students can consult faculty instructors and work with the academic advisors to choose the course that best fits their academic objectives (criteria that require ability, as opposed to understanding are designated with (A))

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

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

3 Graphic Skills (A)
Fundamental graphic representation and simulation skills and techniques are taught in required graphics courses and reinforced and practiced in the design studio.

4 Research Skills (A)
Research abilities of different types—including research required for design decision-making; history, theory or socio-cultural studies; and building performance evaluation—are developed in courses across the curriculum. Nearly every graduate design studio course begins with research and analysis related to site and program. All graduate seminar selectives require research for the completion of term papers. Research skills are also developed in several building science courses where the focus is on building systems or materials. All M.Arch. students complete a masters thesis. While design may be the central focus of the thesis work, it is expected that every student advance a thesis (that is a hypothetical proposition) based on an analytical investigation. A few students who can demonstrate mastery of design (through work experience or outstanding studio performance) may petition to pursue more purely research-based theses.

5 Formal Ordering Systems
Understanding of formal ordering systems is developed in required graphics courses and design studios. Several graduate seminar selectives and departmental electives, such as Arch 434 Color and Light, Arch 462 Spatial Composition, Arch 463 Theories of
Representation, and Arch 483 Design of Virtual Environments, provide in-depth treatment of aspects of visual perception, architectural order, and composition.

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

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

8 Western Traditions
All students entering the professional degree program have an undergraduate degree in which liberal arts requirements have been met. Broad awareness of the humanities and social sciences are considered fundamental, and the understanding of the Western architectural traditions builds upon this broader background that is gained prior to entering the UW Master of Architecture program. Within the architecture curriculum, subject courses address the history, theory and sociocultural issues of the West in relation to architecture and allied disciplines. The required architectural history survey sequence, Arch 350-351-352 is the best example of this. The department also offers foreign study programs in Italy every year, and other programs such as Scandinavia with some regularity. In addition there are student exchange programs with Australia, England, Germany, as well as the Valle Scholarship Program in Scandinavia.

The landscape part of this criterion is specifically addressed in ARCH 591 Architecture in the Landscape, which is required; the urban design part of this criterion is touched on in another required course, ARCH 590 Urban and Preservation Issues in Design. In addition, architecture students may enroll in courses in the Departments of Landscape architecture and Urban Design and Planning that specifically address the histories of Landscape Architecture and urban planning and design.
9 Non-Western Traditions
All students entering the professional degree program have an undergraduate degree, where liberal arts requirements have been met. Increasingly students bring a background in the humanities and social sciences where they have been introduced to non-Western history and culture. The understanding of non-Western architectural traditions builds upon this broader background that is gained prior to entering the UW Master of Architecture program. Required courses in architectural history surveys offered by the department include material on non-Western traditions, especially Arch 350. A number of graduate seminar selectives and architecture electives are specifically designed to build on these foundations to expand students’ understanding of non-Western traditions. Examples include: Arch 441 Visions of the Japanese House, Arch 442 Africa and Middle East Seminar, Arch 445 and 446 South Asian Architecture I and II, and Arch 451 Traditional Chinese Architecture and Gardens.

10 National and Regional Traditions
An emphasis on the region is a characteristic of the program in architecture at the University of Washington. This regional perspective, particularly with regard to the Pacific Northwest, permeates the education in architecture offered at the University of Washington is one of the strengths of this department. Most design studios in the program propose building projects on sites in Seattle or in the Puget Sound region. These studios typically involve studies of the local context, which means that students draw upon histories of the local and regional architecture to understand the context into which their designs will be placed. The same is true of most thesis projects. This criterion is also explicitly addressed in a range of courses including required architectural history surveys and graduate seminar selectives, such as Arch 450 Modern Architecture and the Decorative Arts, Arch 488 American Architecture, and Arch 556 The Arts and Crafts Movement and its Legacies. The landscape part of this criterion is addressed in Arch 591 Architecture in the Landscape; the urban design part of this criterion is touched on in ARCH 590 Urban and Preservation Issues in Design and addressed more fully in Arch 561 Urban Design Theory.

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

12 Human Behavior
Human behavior and response to the physical environment is addressed at all levels of the curriculum. A number of required courses in architecture address history, theory and sociocultural issues in relation to the discipline, particularly Arch 350 Architecture of the Ancient World, and Arch 360 Introduction to Architectural Theory. Issues related to human perception of the physical environment are addressed in architectural lighting courses, such as Arch 434 Color and Light and Arch 435 Principles and Practices of Environmental Lighting, which are a particular strength of the department and thus attract a large number of students. All studio work includes reference to social, behavioral and cultural contexts through programmatic or analytical exercises, and the use of precedent in design.
13 Human Diversity
Within the architecture curriculum, required major coursework expands upon the understanding gained in general coursework prior to entering the major. All studio work includes reference to social and cultural contexts through programmatic or analytical exercises, and the use of precedent in design. Students can gain direct experience with other cultural groups in the summer design/build studios that have been offered each summer since 1999. In these studios students have worked with native American communities in North Dakota, Montana, and Washington to design and build houses and community facilities. A range of selective coursework gives students opportunities to gain more specialized knowledge in socio-cultural issues related to design. Some of the department’s selective courses in professional leadership are geared specifically toward social issues within local communities. These include Arch 576 Community Leadership Practices and Arch 577 Ethical Practice. The diversity of cultures in the world are addressed in a number of seminar selectives, such as Arch 441 Visions of the Japanese House, Arch 442 Africa and Middle East Seminar, and Arch 445 and 446 South Asian Architecture I and II.

14 Accessibility (A)
Barrier-free access and accommodation of all populations is an issue in virtually all design studios. These concerns receive particular attention in the Arch 500, 501, and 502 studios, which consider a range of building types in which ADA compliance would be required. This studio sequence includes a series of required technical workshops that includes segments on life safety and accessibility. Accessibility is also an important issue in Arch 476 Design and the International Building Code, Arch 477 Healthcare Facilities Planning and Design, and Arch 577 Ethical Practice, which are professional practice selectives.

15 Sustainable Design
All studio work, particularly in Arch 501 Tectonics, Arch 502 Comprehensive Design, and in design-build studios, focus on sustainable design strategies as critical to responsible student project solutions. The topics of environmental stewardship and sustainable design receive critical focus and applied treatment in required environmental science and building materials courses (Arch 331 and 431 Environmental Control Principles, Arch 433 Active Controls, Arch 432 Construction Materials and Assemblies) as well as in Arch 570 Design Development and Arch 530 Integrated Building Systems. Selective seminars on sustainable design and building information modeling with parametric performance analysis allow students to pursue sustainable design issues and strategies in more detail.

16 Program Preparation (A)
Students are introduced to facility programs of increasing complexity in virtually all undergraduate and graduate design studios. The technical workshops offered during the Arch 500-501-502 sequence, which are required of all M.Arch. students, include a program preparation workshop which is then reinforced in the studio. In Arch 500, for example, students work collaboratively to develop and refine a program for an academic building. Students encounter issues related to program development in a number of professional practice selectives such as Arch 576 Community Leadership Practices and Arch 596 Fieldwork in Professional Practice. Most significantly, students are required to research and assemble a facilities program to a significant level of detail for their M.Arch. thesis during Arch 595 Master's Thesis Studio Pre-Design or ARCH 599 Thesis Preparation, and Arch 700 Master's Thesis.
17 Site Conditions (A)
Consideration of building sites is pervasive throughout the curriculum. Graphics courses introduce and develop facility in manipulating topography, and in virtually all design studios, a project's context is pertinent for formulating a design concept. Site and ecology are addressed specifically in Arch 331 Environmental Controls, and cultural context is explored in Arch 460 Design Theory and Analysis. Urban design and preservation issues of site context analysis and design response are specifically addressed in Arch 590 Urban and Preservation Design Issues, which is a required companion class to the Arch 500 studios. Site design, including a wide range of issues of site and landscape, is the focus of Arch 591 Architecture in the Landscape, which is also required.

18 Structural Systems
Students develop a fundamental understanding of structural behavior in the required introductory structures sequence, Arch 320, 321, 322 and Arch 420. Understanding of lateral loading and lateral force resisting systems is a major component of Arch 322. A number of elective structures courses, such as Arch 421 Structural Design II, Arch 426 Structural Unit Masonry, and Arch 520 Advanced Wood Structures Design, further develop these fundamentals. The required construction materials and assemblies course sequence, Arch 332 and Arch 432, investigates the behavior of typical structural materials and systems. And the coordination of structural elements with other building systems is an important aspect of technical workshops in the Arch 500-501-502 sequence and is further developed in Arch 501, which focuses on architectural tectonics, and Arch 502 Comprehensive Design. To a limited extent, but in a real way, the Design/Build Studio (ARCH 402/502) enables students to investigate small-scale structural systems and components first-hand.

19 Environmental Systems
The architectural implications of heat, light and sound as related to human comfort, as well as analytic methods of evaluating environmental control systems are required of graduate students in the environmental control systems class, Arch 331. The principles and their application are amplified in the active control systems class, Arch 433, which is also required. Selective courses in environmental lighting, building acoustics, passive thermal controls, and integrated systems allow students to expand their knowledge in environmental systems. Most design studio problems incorporate mechanical systems, particularly in Arch 502 Comprehensive Design, as an important aspect of architectural design.

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

21 Building Envelope Systems
Knowledge of materials and assemblies including building envelope systems, and issues of construction quality, craft and detail are a major emphasis of the University of Washington program. A regional heritage that places emphasis on the way buildings are designed in detail imparts a strong influence on the students. Field trips to construction sites of design work by the best design firms in the Puget Sound area are routine in Arch 501 Tectonics and Arch 570, the design development support course. Building construction methods are introduced in the required building assembly and
construction materials courses, Arch 332 and 432. Required structural courses provide the mathematical basis for understanding the structural building frame as part of the building envelope.

22 Building Service Systems
Design studios typically include discussions of service systems as they influence schematic design decisions. This is particularly true of the Arch 502 studio where an emphasis is placed on the integration of the building service systems as elements in the design solution. Building service systems are addressed in the technical workshops that are required of the graduate students taking the 500-502 studios. Building service systems integration and how these systems impact form is covered in Arch 570 Design Development as well as in Arch 530 Systems Integration.

23 Building Systems Integration (A)
The challenges to integrating structure, envelope, mechanical systems, life-safety issues and lighting systems into building design is primarily developed in the design studio. Although all studios involve some aspects of this integration, especially in the area of structure and envelope, it is the focus of Arch 502 Comprehensive Design and the design development support course, Arch 570. A seminar in integrated systems allows students to expand their understanding of these design principals.

24 Building Materials and Assemblies
An in-depth understanding of building materials and assemblies is highly stressed in many aspects of the program at the University of Washington. The regional heritage of well-crafted and detailed buildings tends to exert a strong influence on the students. Visiting architects taking part in studio reviews frequently discuss design issues around details and building material development. Required building assembly courses, Arch 332 and 432, and the design development course, Arch 570, provide students with the principals, conventions and assembly techniques employed in residential, light-commercial, concrete and steel construction systems.

25 Construction Cost Control
An emphasis on cost control in construction is provided to students through examples of construction efficiency and industry standardization that is covered in courses in design development, building assemblies, systems integration and construction methods and materials. Professional practice selectives and the residential design seminar, Arch 475, deal more directly with the aspects of construction estimating. Students interested in developing an understanding of these topics to a greater depth often elect to take courses in project finance from the Urban Design and Planning Department or in cost estimating from the Construction Management Department.

26 Technical Documentation
Technical drawing projections and conventions are introduced in the required graphic courses. The ability to use technical drawing to produce contract drawings used in the practice of architecture is conveyed in Arch 478 CAD and Working Drawings which uses AutoCAD drawing technology. A building information modeling class has recently been added to introduce student to a sense of integrated practice techniques for contract documentation.
27 Client Role in Architecture
Students have an opportunity to design for real clients in many of the graduate studios. The storefront studio, design-build studios for non-profits and marginalized communities as well as other studios with programs for established client groups help students better understand programmatic requirements of the real world. Arch 578 Case Studies, and field trips in many studios provide additional opportunities for students to understand the dynamics of designing for real programs.

28 Comprehensive Design (A)
The Arch 502 Comprehensive Studio teaches students to produce a design that integrates structural, environmental and enclosure systems into a fully developed and comprehensive solution. The studio stresses sustainable design strategies as the responsible approach to integrated systems. The tectonic studio, Arch 501, teaches students the value of a building with well-designed details that reinforce the schematic parti. Support courses in design development, integrated systems and materials and assemblies also stress the critical nature of comprehensive solutions in architecture.

29 Architect’s Administrative Roles
Students develop an awareness of the many areas of the administration of a practice in which architects obtain commissions, manage personnel and select consultants through graduate level professional practice courses, case study courses and field practice study opportunities.

30 Architectural Practice
Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration are major concerns in Arch 574 Design and Construction Law. Professional service contracts and the formation of design firms and related legal entities are significant issues in Arch 572 Specifications and Contracts and Arch 573 Professional Practice. These issues are also reinforced in the case study classes in the graduate program.

31 Professional Development
Students are made aware of their internship requirements, responsibilities and rights through programs with the professional community developed by the student organization, AIAS and through discussion with faculty in many courses across the department. AIAS has arranged quarterly presentations by the State IDP coordinator in the College so that all students have access to this information. Students learn requirements of internship and professional development in Arch 573 Professional Practice in the Fieldwork in Professional Practice course, Arch 596, co-sponsored by the Department and the Professionals’ Advisory Council.

32 Leadership
Students benefit from the Department’s presence in the city of Seattle, which has an active architectural community that provides many examples of architects who are leaders in a range of political and cultural settings. These roles that architects play as managers, facilitators and leaders in firms and on project teams, are directly addressed in professional practice selectives, as well as in various design-build studios.
33 Legal Responsibilities

Many courses in the Department contribute to the understanding of an architect’s legal responsibilities to clients, and society. These issues are covered in Arch 574 Design and Construction Law and significantly addressed in Arch 576 Design and the International Building Code. The technical workshops in the 500-502 studios also deal with legal requirements around zoning and building code issues.

34 Ethics and Professional Judgment

Ethical issues are raised across many courses to ensure that a student has an awareness of his or her ethical responsibilities as an architect. However, ethics and the formation of professional judgments are specifically the subject of Arch 577 Ethical Practice. Ethical issues are also addressed in a significant way in Arch 573 Professional Practice and Arch 574 Design and Construction Law.
3.13b Student Performance Criteria Matrix