

UNIVERSITY OF MARYLAND NAAB ANNUAL STATISTICAL REPORT 2013

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:

Name	University of Maryland
Title	School of Architecture, Planning & Preservation
Office Phone Number	301.405.8000
Fax Number	301.314.9583
Email	arcinfo@umd.edu

2. Institution Type:

Private for-Profit

3. Carnegie Classification:

a. Basic Classification: research activity)	RU/VH: Research Universities (very high
b. Undergraduate Instructional Program: high graduate coexistence	Bal/HGC: Balanced arts & sciences/professions,
c. Graduate Instructional Program: with medical/veterinary	CompDoc/MedVet: Comprehensive doctoral
d. Size and Setting:	L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?

Middle States Association of Colleges and Schools (MSACS)

5. In which ACSA region is the institution located?

East Central

6. Who has direct administrative responsibility for the architecture program?

Name	Brian Kelly
Title	Associate Professor and Director
Office Phone Number	301-405-4592
Fax Number	301-314-9583
Email	bkelly@umd.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name	Brian Kelly
Title	Associate Professor and Director
Office Phone Number	301-405-4592
Fax Number	301-314-9583
Email	bkelly@umd.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Dr. Mona Levine
Title	Assoc. VP of Inst. Rsrch, Planning & Assessment
Office Phone Number	301-405-5590
Fax Number	301-314-9443
Email	monal@umd.edu

9. Institutional Test Scores

a. SAT

Critical Reading

25th percentile SAT score: 580

75th percentile SAT score: 690

Mathematics

25th percentile SAT score: 620

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75th percentile SAT score: 730
Writing
25th percentile SAT score:
75th percentile SAT score:

b. ACT

25th percentile ACT score:
75th percentile ACT score:

c. Graduate Record Examination (GRE)

Verbal: 155 (200-800)
Quantitative: 157 (200-800)
Analytical: 3.9 (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited

M. Architecture

Candidate

N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

Degree Type	Available?	Full Degree Title
Bachelor of Science	Yes	Bachelor of Science in Architecture
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Full Degree Title
Master of Science in Architecture

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

5. Credit Hours for Completion for each program:

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- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
 - a. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
 - b. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 60
 - c. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 109
 - d.
- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
 - a. M. Architecture undergraduate:
 - b. General Education: 0
 - c. Professional: 0
 - d. Electives: 0
 - e. M. Architecture Pre-Professional:
 - f. General Education: 0
 - g. Professional: 45
 - h. Electives: 15
 - i. M. Architecture Non-Pre-Professional:
 - j. General Education: 0
 - k. Professional: 94
 - l. Electives: 15
 - m.

6. Average credit hours per student per term by degree program?

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 16

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?
[no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”
 - a. What were the tuition and fees for the institution for the last fiscal year?
 - b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No
 - c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? No
 - d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from

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relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	1%	6615
a. Institution State/Local Grants	1%	1870
a. Institution Institutional Grants	38%	17037
a. Institution Student Loans	26%	24925
b. Architecture Program Federal Grants	0%	0
b. Architecture Program State/Local Grants	3%	1227
b. Architecture Program Institutional Grants	81%	12577
b. Architecture Program Student Loans	52%	24171

3. Graduate Assistantships (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.* **46**

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS

1. Entering Students:

M. Architecture: 15

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic/Latino	1	0	0	0	1	0	1
White	4	0	7	0	11	0	11
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	1	0	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	6	0	9	0	15	0	15

Pre-Professional: 47

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
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American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	5	0	6	0	6
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	3	0	2	0	5	0	5
Hispanic/Latino	2	0	3	0	5	0	5
White	8	0	20	0	28	0	28
Two or more races	1	0	1	0	2	0	2
Nonresident alien	1	0	0	0	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	16	0	31	0	47	0	47

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

M. Architecture 63

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	1	0	0	0	1	0	1
Asian	0	1	6	0	6	1	7
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	2	0	3	0	3
Hispanic/Latino	2	1	0	0	2	1	3
White	17	1	23	0	40	1	41
Two or more races	0	0	3	0	3	0	3
Nonresident alien	2	0	3	0	5	0	5
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	23	3	37	0	60	3	63

Pre-Professional 200

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	4	1	17	0	21	1	22
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	11	0	7	0	18	0	18
Hispanic/Latino	13	1	14	0	27	1	28
White	49	0	68	1	117	1	118
Two or more races	3	0	2	0	5	0	5
Nonresident alien	4	0	1	0	5	0	5
Race and ethnicity unknown	2	0	2	0	4	0	4
TOTAL	86	2	111	1	197	3	200

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

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M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	4	4
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	2	2
Hispanic/Latino	0	1	1
White	0	9	9
Two or more races	1	1	2
Nonresident alien	1	1	2
Race and ethnicity unknown	12	0	12
TOTAL	14	18	32

Pre-Professional:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	1	6	7
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	2	2
Hispanic/Latino	3	2	5
White	12	20	32
Two or more races	0	0	0
Nonresident alien	2	0	2
Race and ethnicity unknown	0	0	0
TOTAL	18	30	48

2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in “normal time to completion”:

3. Graduation rate for B. Arch programs:

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios? 266

2. Please indicate which of the following: labs, shop, and other learning resources available to all students enrolled in NAAB-accredited degree program(s). Yes

3. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s). [no response needed in ARS print out]

4. Financial Resources

a. Total Revenue from all sources \$1891984

b. Expenditures

i. Instruction \$1711042

ii. Capital \$50000

iii. Overhead \$0

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other Pacific Islander									
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Part Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	1	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	1	0	0	0	1	0	1

Part Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	3	0	3	0	3
TOTAL	0	0	0	0	3	0	3	0	3

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	1	0	1	0	1

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White	0	0	0	0	0	0	6	1	6	1	7
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	4	2	4	2	6
TOTAL	0	0	0	0	0	0	12	3	12	3	15

3. Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	1	0	0	2	2	0	3	2	5
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	2	0	0	1	1	0	3	1	4
Ph.D. in other discipline	0	0	0	0	1	0	1	0	1
Post-professional graduate degree in architecture	3	0	2	1	1	0	6	1	7
Other degrees	0	0	0	0	0	0	0	0	0
Registered in U.S. Jurisdiction	3	0	1	3	0	0	4	3	7

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	2	101783	131472	161161	152380
Assoc. Prof.	5	73034	88474	112582	102370
Assist. Prof.	5	61000	69048	75000	87346
Instructor	0	0	0	0	0

2013 NAAB Interim Progress Report
University of Maryland
School of Architecture, Planning, and Preservation

Institution: University of Maryland
Unit: School of Architecture, Planning, and Preservation
Administrator: Brian Kelly, AIA, Director, Architecture Program
Date of last accreditation visit: February 26 – March 2, 2011 (VTR Dated 2 March 2011)

CRITERION NOT MET:

There was only one SPC Not Met in the 2011 VTR (A.4 Technical Documentation). All other criteria and conditions were Met.

Text from section II.1.1 of the 2011 VTR (page 19):

A.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Met

2011 Visiting Team Assessment: This criterion has not been met. The team found a lack of evidence of student ability meeting the outline specification writing portion of this criterion. Evidence meeting the remainder of this performance criterion was found in Tracks I and II in the required courses ARCH 600 Comprehensive Design Studio, ARCH 601 Topical Studio, and Arch 611 Advanced Architectural Technology Seminar.

2013 Interim Progress Report: ARCH 611, Advanced Architecture Technology Seminar, which is a co-requisite of ARCH 600, Comprehensive Design Studio, now has this material fully integrated into coursework. Though the ability to write outline specifications is measured under SPC A.4 Technical Documentation, the ARCH 600/611 faculty members have viewed the assignment as allied with developing a greater understanding of building materials in the context of design studio (SPC B.12 Building Materials and Assemblies). Likewise, the exercise of developing an outline specification enables faculty members and students to develop a fundamental understanding of building cost estimating, which is covered in SPC B.7 Financial Considerations. This approach endeavors to make connections between SPC and is intended to improve overall student learning outcomes.

CAUSE OF CONCERN:

The 2011 VTR identified only one Cause of Concern (I.2.4 Financial Resources)

Text from Team Comments & Visit Summary from the 2011 VTR (page 2):

3. Cause of Concern

A. Financial Resources (Condition I.2.4): Current financial resources are adequate; however, meetings with administrators revealed that the global economic downturn will generate university-wide budget reductions. A substantially reduced budget could adversely impact faculty and staff hires and the caliber of program offerings.

Full text from section 1.2.4 of the 2011 VTR (page 14)

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2011 Visiting Team Assessment: This condition is met with concern. In the past several years, the Provost and the Dean have both charged the program a 1% recapture of funds in order to implement their own initiatives. These funds were then reallocated based on competitive proposals from different units across campus and from within the School. The Architecture program did obtain funds but not to the extent of the 2% which was taken away. Since the last visit and since the submittal of this APR, the program has seen a new dean, a new President and a new Provost; all have a different and more inclusive vision for the university and the school from the previous administration. The national economic situation has impacted the university's budget as well. The President of the university expressed his understanding that the process used in the past is not the best way to pull funds from the units to cover new initiatives given the future university-wide budget cuts. With the current budget situations, there is still concern over the program budget but the program faculty and director are more optimistic about program input and their ability to be more creative in solutions to which the upper administration may be amenable. The President does see the School of Architecture, Planning and Preservation as being strategically suited to work on some of the issues that he sees as critical to the university in partnership with others.

The APR provided the requested information which indicates appropriate financial resources to support the curricular program. The architecture program spends \$397/credit hour and \$9,635/student compared to \$257/ credit hour and \$5,092/student for Civil Engineering and \$368/credit hour and \$4,945/student for the College of Information Studies.

2013 Interim Progress Report: While budgetary issues have continued to be a shared concern among Schools of Architecture nation-wide, the Architecture Program has a renewed sense of self-determination fostered in part by increased transparency in School-wide budgeting practices and by a new entrepreneurial spirit regarding for-profit programs that directly enhance the financial wellbeing of the Program.

In the 2011-12 Academic Year, the Dean instituted a school-wide zero based budgeting scheme that has equitably distributed resources between the academic programs in the School. Architecture, the largest program in the School, has the greatest share of funding in this model. This scheme served to trim waste and to encourage cooperation between academic units. The academic program directors in the School have a direct say in allocation of any surplus funds as a result of the budgeting model. Between 2011 and 2013, the directors have had an opportunity to distribute \$150,000 to \$250,000 annually to programs within the School. Direct benefits to the Architecture Program have included additional funding for a symposium, promotional literature, enhanced funding for the operational budget (including faculty travel), and improvements the digital fabrication shop that enabled installation of a second laser cutter.

The Architecture Program also generates revenue from courses taught on campus during the for-profit summer and winter sessions. Any revenues generated by courses offered during these sessions return directly to the Program. Recent courses offered during these sessions have included a Building Information Modeling course, courses on sustainability, drawing, and history of architecture. Revenues from education abroad offerings during these sessions also enhance the Program's budget. As the University has transitioned from its old Core system to the new General Education course offerings, architecture captured transition funding in a series of courses that have not only benefited the Program's coffers, but they have broadened our offerings to the university's undergraduate community. Through the Office of Extended Studies (OES) we have increased our career discovery offerings to include a three-week summer program for Middle School students that complements our continuing six-week program for High School students. Both of these programs have the opportunity of generating short-term revenues as well as long-term prospects for future undergraduate applicants to the University. The Architecture Program is also offering courses in the Freshman Connection program, which provides Fall course offerings to Freshmen who are admitted to start their studies in the Spring semester. Freshman Connection courses are also significant revenue generators for the Program.

Several design studios have adopted an entrepreneurial posture by finding sources of funding that have also enabled collaboration between the academy and the profession. Projects have ranged from collaborations with the US Department of Defense reviewing the design of a specialized facility to working with units on the University of Maryland campus on projects in advance of the issue of an RFP. An Aging in Place studio was conducted in conjunction with a major global firm that gave students not only experience in design, but introduced many aspects of project management. In every case, funding supported enhancements to the studio experience and generated profit for the School.

As the State's economy began to show signs of rebound in 2013, faculty salaries were augmented by a 2% COLA. Similar adjustments were made to graduate assistant stipends and in staff salaries. In fiscal year 2014, a 3% COLA and a 2.5% merit distribution is projected for faculty. Graduate stipends and staff salaries are projected to receive a 3% COLA. The impact of the Budget Sequestration and any intermittent government shutdowns is not known at this time, however it is possible that these factors may contribute negatively the overall University budgetary process.

The Dean has begun an aggressive campaign to build endowments for the School of Architecture, Planning, and Preservation. Since 2011, several new gifts have contributed to the financial stability of the Architecture Program. Among the gifts are a new endowed lecture series, increased funding to a previously established lecture endowment, and two endowed student scholarship funds. The Dean is vigorously working to build endowments to support undergraduate education as part of the TerpStart challenge (with matching funds promised from the University for minimum donations of \$6,000 / year over a five year period). Likewise the Dean and development officer have increased the focus on graduate scholarships and other major gifts. Understanding that today's

alumni are tomorrow's givers, the Dean has been working to meet with Maryland alumni nation-wide to rebuild connections to their alma mater as well as to inculcate a spirit of annual giving. The 4X40 Initiative, which was set up to celebrate the 40th anniversary of the School successfully challenged alumni to support the School's programs with architecture being one of the prime beneficiaries of this endeavor. During 2012-13, reporting on endowment yields were streamlined giving the program directors more control over these important resources.

Faculty activity in the arena of supported research, scholarly, and creative activities has increased since the VTR was written in 2011. With the successful conclusion of the United States Department of Energy Solar Decathlon in 2011, the Architecture Program completed the terms of its NREL grant. Several faculty members have benefitted from University grants since 2011 that have enabled them to pursue their research, scholarly, and creative interests as well as to work on new course development.

CHANGES IN PROGRAM SINCE LAST NAAB VISIT

Undergraduate Curriculum – Since the 2012-13 academic year, an Undergraduate Curriculum Task Force has been working to update the undergraduate pre-professional curriculum (B.S. in Architecture). The new curriculum seeks to:

- Appeal to beginning students who have articulated a desire to have more connection to the architecture program curriculum in the freshman and sophomore years of study.
- Provide an intensive multi-media design-thinking experience in the freshman year of study.
- More fully integrate media and representation skills in the initial years of study.
- Provide greater opportunity for architecture majors to complete their coursework in a minor.
- Provide more meaningful and robust design experiences prior to application for graduate school.
- Articulate courses of study for those students who, in the course of their educational experience, discover that a path to professional licensure in architecture and/or advanced study in a graduate architecture program will not be part of their future educational plans.

Graduate Curriculum – Beginning in fall 2013 a small group of colleagues will be examining the ARCH 600/611 Comprehensive Design Studio / Advanced Technology Seminar sequence in order to develop strategies for the renewal and continued improvement of these award-winning courses. An examination of comprehensive design at institutions nation-wide will inform the task force as they move ahead with their work. Additionally, consultation with leaders in academia and the architectural profession will be incorporated into the study.

Staffing -- Since 2011 several staffing changes have been made within the Architecture program. Many of these changes were anticipated when the 2005 NAAB visiting team noted the likelihood and potential impact of several significant senior faculty retirements. Indeed several changes to the Program's faculty occurred in the timeframe leading up to

the 2011 NAAB team visit. Since then, we have begun to move forward methodically and with renewed resolve to bolster the ranks of our colleagues.

New Faculty:

- **Assistant Professor** – a PhD structural engineer to teach in structures, advanced technologies, elective courses, and advising Master of Architecture thesis students (joined faculty in 2011).
- **Assistant Professor** – a PhD in historic preservation and with significant experience in architectural practice to teach in historic preservation (51% appointment) and architecture (49% appointment) with duties in history and theory of architecture (joined faculty in fall 2012).
- **Assistant Professor** – a registered architect with advanced credentials in architecture and landscape architecture to teach in architectural design studio, comprehensive design, site analysis and design, and advising Master of Architecture thesis students (joined faculty in fall 2013).

Faculty Searches in Progress:

- **Associate Professor** – search for a colleague to participate in a Provost sponsored “cluster hire” search in the area of sustainable building technologies. This individual will work closely with newly hired colleagues in the colleges of engineering and agriculture.
- **Assistant Professor** – in AY 2013-14 the Architecture Program will search for two (2) colleagues at this rank.

Changes in Rank:

- **Promotion to Full Professor** – one faculty colleague was promoted to full professor.
- **Associate Clinical Professor** – one faculty colleague elected to move from tenure-track to this clinical position.
- **Clinical Professor** – one faculty colleague elected to move from tenured to this clinical position.

Administration and Staff:

- **Architecture Program Director** – the program director who presided over the 2011 NAAB Team visit elected to return to teaching duties and a new director was appointed from within the tenured faculty of the Architecture Program.
- **Architecture Program Assistant Director** – a new position of Assistant Director was created and was filled in fall 2013.
- **Coordinator of Undergraduate Student Advising and Student Affairs** – this individual works closely with undergraduate students and undergraduate student advisors.
- **Administrative Assistant** – A new administrative assistant was hired to support the Architecture Program.

Terminations of Employment / Retirements:

- **Assistant Professor** – one assistant professor elected to leave a tenure track position in order to pursue a career in professional practice.

Physical Environment – Beginning in 2012 a series of projects to improve the environment of the Architecture Building were initiated. A new roof and skylight project was completed in 2013. A project to provide new electrical, lighting, and display surfaces, seating, and workstations for the design studios was completed in the summer of 2013. The new workstations, chairs, and display surfaces are mounted on casters and permit a great degree of flexibility within the studio space.

Digital Resources – several significant changes have been completed since 2011. All of the classroom/project review spaces are now equipped with digital projectors and desktop computers that enable students and faculty to access the Internet and display presentations. Two collaboration stations have been installed in the studio space that enable up to six users to simultaneously connect their laptop computers to a common HD flat screen monitor, which facilitates group sharing, discussion, and collaboration. A new laser cutter was installed in the digital fabrication laboratory as well as a new exhaust system to properly vent fumes. Four Maker-Bot 3D printers were purchased for use in studio. They are mounted to mobile worktables that allow students to fabricate three-dimensional components at their workstation. Since 2011 six flat screen large HD monitors have been purchased and mounted to rolling stands which incorporate MacMini computers. These devices have significantly changed the culture of studio and reviews of student work.

Website – a new web presence for the School of Architecture, Planning, and Preservation was commissioned in 2012. Work on this project, which will enable Program Directors ease of access to changes in content, will be online by spring 2014.

Architecture Library – As of 2013, the Visual Resource Collection (VRC) merged with the Architecture Library. The University Libraries is the logical archival repository for the now significantly underutilized 35mm slide collection. The merger has allowed consolidation of staffing and coordination of services to students, faculty, and other stakeholders. The faculty advisory committee continues to work closely with the Architecture Library as it explores the ramification of its changing vision, mission, and resources required for contemporary information services.