

**University of Maryland  
School of Architecture, Planning & Preservation**

**Architecture Program Report for 2011 NAAB Visit for  
Continuing Accreditation**

**Master of Architecture Degree [degree + 109]  
Master of Architecture Degree [pre-professional degree + 60]**

**Year of the Previous Visit:** 2005  
**Current Term of Accreditation:** six year term

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## **Part One (I). Institutional Support and Commitment to Continuous Improvement**

### **I.1. Identity & Self Assessment**

#### **I.1.1. History Mission**

##### University of Maryland's Transformation

During the past twelve years, the University of Maryland has transformed its academic stature and impact. Twenty years ago, Maryland was a good university, but considered a safety school for the highest achieving students. Today, it enrolls many of the State's top high school graduates and competes for outstanding students from around the nation and the world. Faculty members are pre-eminent in nearly all fields of research and scholarship. The University's faculty includes three Nobel laureates, seven Pulitzer Prize recipients, and more than 40 members of prestigious national academies. By 2008, competitively awarded research grants topped \$400 million, nearly double the amount in 1997. In the most recent ranking, U.S. News & World Report placed University of Maryland 18<sup>th</sup> among public institutions in the nation, up from 30<sup>th</sup> twelve years ago. The Academic Ranking of World Universities issued by Shanghai Jiao Tong University placed the University of Maryland 37<sup>th</sup> in the world, up from 75<sup>th</sup> seven years ago. The physical campus has grown by over 20% in the past twelve years. The University leadership is committed to continuing this upward trajectory.\*

In its Strategic Plan, aptly titled *Transforming Maryland: Higher Expectations*, the University defines its role as the State's flagship institution as follows:

*The University of Maryland's role is to preserve and transmit the knowledge of the past, to illuminate the challenges of the present and contribute to their solution, and to shape the future. As the flagship, our task is to attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in all areas, including civic life, business, culture, and education. As the flagship, we have a special responsibility in Maryland to educate engaged and thoughtful citizens for life in a complex, vibrant, democratic society...In crafting its strategic plan to build upon world-class rank, the University of Maryland set out to exploit its distinctive strengths and advantages: its location just miles from the world's most powerful political capital and an unmatched array of federal laboratories and cultural institutions, embassies, libraries, artistic, and non-profit service organizations; its location in a state with tremendous resources and opportunities, a highly educated population, and a strong knowledge-based economy; its academic strength and breadth; its diverse community of students, faculty, and staff; and its momentum. This university places a premium on excellence in everything it does, on innovation and creativity, and on entrepreneurial initiative. It is determined to be preeminent, to serve our state through local and national engagement and world impact.†*

A new President has just been appointed to lead the University of Maryland. In his initial speech, he pledged to spur the upward trajectory of the University. In his talk, he stressed his new role as a citizen of College Park, committing himself to fostering a vibrant community surrounding the University. This presents a great opportunity for the Architecture Program and School to demonstrate our value to the University and local community by offering our considerable expertise and leadership in these efforts.

##### University of Maryland: History and Founding Principles

The State of Maryland established its first two colleges at Chestertown and Annapolis just after the American Revolution. By the 1850's at least thirty small colleges had sprung up around the state. Many institutions received state support, however a considerable number disappeared within a few years. In 1859 a different kind of institution appeared at College Park – the Maryland Agricultural College. This was the third such college in the world, created mainly for farmers' sons. The college was established by a descendant of the Lords Baltimore the founder-proprietors of Maryland. The founder built a handsome

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\* Adapted from the University of Maryland Strategic Plan *Transforming Maryland: Higher Expectations* p.1

† *Transforming Maryland: Higher Expectations* p.2

Gothic style dormitory-classroom structure located in a grove of trees near the present Morrill Hall, and he divided the land down to the Baltimore-Washington Turnpike (today U.S. Route 1) into small plots where each of the approximately 50 students experimented with a different agricultural crop.

After the Civil War the institution became a land-grant college, with small appropriations from Washington. During this period, the college expanded its offerings into engineering, business and the liberal arts. In 1912 the old Gothic building burned, and the state provided new structures. Women were admitted to the campus and graduate studies were begun. In 1920 the college combined with the long-established professional schools of Baltimore and changed its name to the University of Maryland.

Ambitious university leaders from the mid 1930s through the 1950s resulted in the development of scores of new programs and dramatic expansion of the College Park campus. Frederick Law Olmsted, Jr., Charles W. Eliot, III, and Jens Frederick Larson, were among the legendary landscape architects, planners, and architects consulted during this period on the development of College Park's beaux-arts campus plan. Ambitious leaders built the institution on New Deal funding and by seeking out state and federal agencies that would benefit from an academic and research institution in College Park. Despite the progress during this time period, the University of Maryland was a segregated institution and it wasn't until the 1960's that the institution became fully integrated.

Following World War II the university maintained the rapid growth, and College Park became one of the largest campuses in the nation. New university leadership began the process of transforming the institution's public image into one of academic integrity. Emphasis was placed on basic subjects and strict academic standards. By 1964, eighty-two percent of freshmen came from the top half of their high school classes, and Phi Beta Kappa, which turned down Maryland twice before, established a chapter.

In the 1970's and 1980's, the University's graduate and research programs flourished. In 1988, the General Assembly of Maryland combined six state colleges with the five campuses of the University of Maryland to create the University System of Maryland (USM). The University of Maryland is the flagship institution in this system. USM is Maryland's system of public higher education and its members include all public colleges and universities in the State, with the exception of Morgan State University and St. Mary's College.

The twelfth-largest university system in the nation, USM administers system-wide programs of Academic Affairs, Administration and Finance, and Advancement. The Office of Academic Affairs oversees academic planning and accountability, academic policy, articulation, faculty affairs, federal relations, and institutional research. The Office of Administration and Finance provides staff support to the Regents and the Chancellor in the exercise of their responsibility for resource management of the University System. It works with the presidents and their chief administrative and fiscal officers, the Office coordinates and monitors the allocation and use of resources throughout the System. It is the principal interface between the System and those state departments and agencies concerned with the allocation and management of resources. State allocations are directed first to USM, then to UMD. The Office of Advancement oversees all Development and fund-raising on campus. In the late 1980's, the General Assembly also made significant efforts to increase funding of the University, which were, however, curtailed because of economic conditions.

In 1998, the College Park campus was given special status within the system by designating it "The University of Maryland." The nomenclature of other campuses in the system utilizes qualifiers such as "University of Maryland, Baltimore." In 1998, discussions in an economically favorable climate were directed at increased support for the University of Maryland, as the State recognized the benefits of high quality higher education.

These positive directions have been challenged by sustained State budget deficits and persistent cuts to higher education. Current budget cuts by the State of Maryland are reflective of national trends, and have had an impact on the University in terms of significantly higher tuition fees, increased teaching loads, and a variety of austerity measures. The University, however, remains committed to the quality of its

programs, and to the enhancement of its national and international recognition. The University of Maryland's Strategic Plan, *Higher Expectations*, asserts the University's determination, despite the unfavorable economic conditions, to take its place among the very top public universities in the nation and the world. We see the impact of this commitment in the University's aggressive allocation of resources to reward and foster excellence and to promote efficiency.

The University of Maryland currently has a budget in excess of \$1.1 billion, making it one of Maryland's largest enterprises. Major efforts at private fund-raising were initiated in the 1990's and continue to the present day. A new presidential leadership will be joining University of Maryland in fall 2010. For its part, the University recognizes its special responsibility as the flagship and largest of the institutions in the state system to lead the quest for excellence. To this end, the University offers broad coverage in the traditional arts and sciences, as well as in a wide range of professional and pre-professional programs. 32 programs rank among the top ten and 86 programs among the top 25 in the nation. Approximately 65 departments and programs rank among the best in the nation. The University is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities. In the fall of 2009, 26,542 undergraduate and 10,653 graduate students were registered. The University is located on a 1309-acre campus in College Park, Maryland, about forty miles from Baltimore and fourteen miles from Washington, DC. Its location offers unusual access to a broad spectrum of cultural, political and economic institutions and a wide range of social and environmental settings, constituting excellent resources for study and intellectual enrichment.

#### University of Maryland: Vision

*During the next decade, the University of Maryland will enhance its standing as a world-class, preeminent institution of higher education. The University will achieve this goal through an unwavering commitment to excellence in all that it undertakes. The University will attract a diverse student body that possesses the ability and passion for learning. Innovative and relevant programs, whether within or built upon traditional disciplines in the arts and sciences, will prepare students to be engaged and self-realized citizens and leaders in a complex, democratic society. The University will foster research, scholarship, and arts programs noted for their quality, creativity, and impact, and provide affordable access. As befits its proximity to the nation's capital, the University will expand its international influence and address great and challenging problems of our time. Taking maximum advantage of its special location, the University will be a world center for creation and refinement of knowledge; advancement in science and technology, humanities, and social sciences; global leadership; and innovative production in the creative and performing arts.<sup>‡</sup>*

#### University of Maryland: Mission

*As a major asset to the State of Maryland, the University's mission is to foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the State, and the effective engagement of its students, faculty, and staff with the surrounding world. Outstanding students from Maryland, the nation, and the world are provided with training, habits of thought, knowledge, and skills that will prepare them to be leaders in their careers and global citizens. To do this, the University offers a wide range of education programs, generates a rich array of special opportunities, and nurtures a diverse and stimulating campus community. Through its emphasis on the foundational disciplines that provide the basis for understanding current issues, it prepares students who can think critically about society, who have knowledge of the history and development of ideas concerning human experience and society, and who are scientifically literate, technologically proficient, and globally conscious. Through extensive programs in research, scholarship, and the performing and creative arts, the University plays a significant role in advancing the frontiers of knowledge. The University places a premium on social, scientific, and technological innovations. These initiatives contribute to economic development, help solve major societal challenges, and advance human welfare. The University shares its intellectual and artistic resources with the community for the benefit of all. It engages in collaborative ventures with a range of domestic and international institutions – educational, scientific, cultural, governmental, and commercial. These ventures serve a variety of ends.*

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<sup>‡</sup> The Strategic Plan for the University of Maryland 2008, *Higher Expectations*, p4



*They benefit the development of the University's students and its scholarly endeavors. They provide support to the University's partners. And they advance the overall welfare of Maryland and the world beyond.*<sup>§</sup>

Architecture Program: Within the Context of the School, the University, and 21<sup>st</sup> Century Higher Education

Founded as the School of Architecture in 1977, the School today comprises several disciplines, and is growing into its identity as a place for interdisciplinary teaching, research, creative practice, and service to the local, regional, national, and global communities. In line with its motto, "Collaborative Education for a Sustainable Future," the School is adding dual degree programs and certificate programs offering opportunities for students to cross-disciplinary lines to prepare themselves for a future in which complex problems require interdisciplinary expertise. The School's programs are Architecture, Planning, Historic Preservation, and Real Estate Development. There is an interdisciplinary PhD program. The Architecture Program offers dual degrees with Planning and Historic Preservation. A dual Architecture/Real Estate Development degree is in the approval stages. Certificates exist in Urban Design, Historic Preservation, and Real Estate Development.

Our fifth Dean joined the School this summer, with a mandate from the Provost to bring the School into alignment with the University's strategic priorities. Poised for the start of the new academic year, we have high hopes that the new Dean an educator-architect, will both represent us well to the University administration and guide us through a period of transformative change in response to changing conditions in our university and in higher education around the nation. Key challenges will be to advocate for a professional school in a university that privileges scientific research; to unite a School that has grown in programs without commensurate development of organizational integration; to compete for funding in a time of increasing privatization of public universities; to strive for excellence and to gain recognition for our accomplishments.

Architecture Program: History, and Founding Principles

In response to several years of lobbying by the Maryland architectural community, the University invited the American Institute of Architects to help it form a committee to advise it on the establishment of an architectural school. The blue-ribbon committee, chaired by a past national President of the American Institute of Architects, recommended in 1964 that the program be located at College Park, and outlined conditions that ensured that the sights of the University were aimed at excellence in professional architectural education.

In 1967, after a nation-wide search, the first Dean of the School of Architecture was appointed, and the School opened its doors to students in the fall of that year. Selective admissions procedures were established from the beginning, targeted to 300 undergraduate majors, a number selected to avoid the need to provide redundant drawing, history/theory, technology, and professional practice course sections. In the first decade of the school's experience, it was able to select students from an applicant pool about six times larger than each year's freshman class. The curriculum was organized as a five-year Bachelor of Architecture Degree program, with the intention that a graduate degree be initiated after the program was fully in place, and accredited.

The five-year format allowed the school to attract strong students and grow quickly in quality and breadth. The dean in those early years reported directly to the president of the university, and that situation, coupled with an atmosphere of strong emphasis on quality and adequate financial resources, contributed to the qualitative growth of the curriculum, faculty and supporting resources. From the beginning, the school was able to aim for excellence in its slide and library collections, and to attract outstanding leadership for those resources, as well as outstanding faculty.

In 1972, the School moved into its present building, and gained full accreditation. During the next few years, the School continued to develop its program and expand its areas of research and service. It intensified its efforts to recruit students from a wider geographic and social constituency, and to broaden

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<sup>§</sup> The Strategic Plan for the University of Maryland 2008, *Higher Expectations*, p4

the service and consultative roles of faculty and students. During this period, a number of useful and educational projects were undertaken in the service of the community that left a legacy of good will in diverse communities throughout the state.

In the 1970's, the University was reorganized in a divisional structure, removing the dean one step from the office of the campus executive, which had a somewhat inhibiting effect on the School's further realization of its initial ambitions. However, the changing mission of the university provided a context for the reorganization of the school's curriculum around a graduate professional degree program, and in the late '70's, the school began a study of the conversion of its program to a graduate model.

Campus administration was reorganized again, in the late 1980's, abandoning its "divisional" model and reverting to its earlier "college" model. The change has resulted in the School's dean reporting, once again, directly to the Office of the President of the College Park Campus, in the person of the Provost/Vice President for Academic Affairs. The administrative change has led to improved communications between the School's leadership and the leadership of other schools and colleges on campus, and with the Office of the President.

After several years of work, a reorganized curriculum leading to a Master's Degree in Architecture was put forward, and in 1980 the revised program was approved. At the undergraduate level, selective admissions were maintained, with students admitted to the pre-professional program beginning in their junior collegiate years. Special exceptions were made for outstanding students, who were granted early admission to the program as freshmen. In 1991, the admissions procedures were revised in accordance with university policy, to facilitate provisional admission of students to the School from high school, with formal candidacy for the architecture undergraduate architecture major (leading to a B.S. in Architecture) dependent on performance in "gateway" courses (43-credit review) and on submission of a competitive portfolio.

The graduate professional degree program was fully accredited in 1985. The graduate program is a 3-1/2 year course of study for students with a prior undergraduate degree in a field other than architecture (Path B). Students with a B.S. Arch., or equivalent, enter the program with advanced standing and follow a two-year course of study (Path A). Admission to the graduate program is competitive and is based on academic achievement (GPA and GRE), recommendations and a portfolio. The program faculty approved revisions to the architecture curriculum in 2002 and 2004 in order to make better use of faculty and financial resources while simultaneously improving student outcomes.

In 1992, the program in Urban Studies and Planning was moved from the College of Behavioral and Social Sciences to the School of Architecture as a part of a campus-wide reallocation of resources. Urban Studies and Planning offers a Master of Community Planning degree, and in 1998 the school began offering a M.ARCH/M.C.P. dual degree program. In 2001 a Masters degree in Historic Preservation (M.H.P.) was initiated; the School continues to offer its long-standing Certificate in Historic Preservation, which has been awarded to a significant number of architecture students. In 2008, the school graduated its first student with a dual Master of Architecture and Master of Historic Preservation Degree.

The Architecture Program also benefits from contact with the National Center for Smart Growth Education and Research, which was established in 2001 as a cooperative venture of four schools: Architecture, Public Affairs, Agriculture and Natural Resources, and Engineering. Headquartered in the School, the Center's goal is to become the national leader in research-based knowledge and education for Maryland and the nation. The interests of the Center are clearly shared by the Architecture Program, and collaborative efforts are being implemented.

An important goal of the strategic plan of the School was the establishment of a doctoral program. In 2002, the School initiated a Ph.D. in Urban and Regional Planning and Design. Currently the program is stewarded by a faculty member from the Planning Program, however a faculty member from the Architecture Program participates in the admissions committee. As the program admits Ph.D. candidates

with interests related to the field, Architecture Program faculty members are likely to serve as committee members. However, the Architecture faculty is concerned that a lack of resources will hamper full participation in the Ph.D. program. Currently the participation on a Ph.D. committee constitutes significant instructional overload for Architecture Program faculty members. It is hoped that new leadership within the School of Architecture, Planning, and Preservation will help to develop workload models that will encourage participation of Architecture faculty in this important program.

In 2006, the School created a new Masters in Real Estate Development Program (MRED). This new program has functioned as a catalyst for collaborative activity among the programs, with the Program Director's keen interest in teaching students how the various disciplines fit into the development process. Interdisciplinary competitions are one important way in which the Real Estate Development Program fosters collaboration among students and faculty in the various programs. A number of Architecture Program students take courses in MRED, complete MRED certificates, and plan to complete the dual Architecture/MRED degree program (in the approval process).

In 1997 the Dean of the School appointed for the first time a Director of the Architecture program; prior to this time the Dean had acted as Director of Architecture. This change was necessitated by the addition of the Urban Studies and Planning Program to the School and (at the time) the likely expansion of Historic Preservation. In 1998, with the help of the Office of Institutional Advancement, the Dean appointed a full-time Director of Development for the first time in its history. Since his arrival, the School has exceeded fund-raising goals set by the university. In 2002, the School was renamed the School of Architecture, Planning, and Preservation, and in 2003, renovation of the gallery space into two levels provided needed new office space. All faculty of the School, except for the faculty of the National Center for Smart Growth Research and Education, are now together in one building, facilitating improved communication.

#### Architecture Program: Vision and Mission

The Architecture Program envisions a community of students, scholars, and practitioners committed to life-long critical thinking focused on the built and natural environments; to advancing and integrating academic and professional knowledge about those environments; and to achieving utility, sustainability, beauty and meaningful expressions of culture in shaping those environments.

The mission of the Architecture Program at the University of Maryland is to engage in teaching and learning imbued with critical thinking; to foster critical inquiry through research, scholarship, and creative academic and professional activity; and to encourage leadership in community service that enhances the quality of built and natural environments.

Engagement in teaching and learning places value on critical analysis of architectural conventions and their evolution, encourages informed reasoning and appropriate form-making in giving shape to the built environment, whether crafting building details or composing landscapes or planning cities; and recognizes design excellence that embraces a humane, sustainable future.

Critical inquiry in a collegial setting preserves and refines existing knowledge while simultaneously developing new knowledge of the built and natural environments through research, scholarship, and creative academic and professional activities.

Leadership through service activity proclaims that architecture is the most public of arts, and that architects are committed to environmental quality, to social justice, and to helping meet the needs of communities not only in the Chesapeake Bay region and throughout the State of Maryland, but also nationally and internationally.

#### The Architecture Program Benefits the University of Maryland through Discovery, Teaching, Engagement, and Service

The Architecture Program offers leadership in the design of the built environment at all scales. Activities such as the Solar Decathlon draw students from around campus into an active learning experience about

sustainable architecture. Lectures, exhibits, symposia, and conferences bring architecture into the intellectual life of the campus. Competition awards bring honor to the University. Outreach activities bring the University the good will of the community. General Education courses teach students from around campus about architecture. Some examples of the specific benefits that the Architecture Program brings to the University are as follows:

- Leadership in the Solar Decathlon, a collaborative research project involving students and faculty from around campus – the Architecture Program is currently leading the University of Maryland's fourth entry into the Solar Decathlon competition
- AIA 150 Initiative the Greener Greenbelt Project – an interdisciplinary effort of the School of Architecture, Planning, and Preservation
- Consulting expertise on campus planning and design issues such as East Campus Re-Development, campus art, faculty member service on the University Facilities Council, multiple faculty member service on the Architectural Design Standards Board that ensures quality of design execution on campus.
- Kibel Gallery and Linear Gallery Exhibits
- Public Lecture Series
- Symposia including international symposium on School Design, Visions of Place Symposium, Thomas Schumacher Memorial Symposium, contributions to School-wide symposia on Housing and Sustainable Development, Laboratory Symposium
- Several Congress of the New Urbanism awards to students
- Competition successes, including ULI Hines Competition
- K-12 STEM Teaching, including Discovering Architecture Young Scholars Summer Program, Architecture in the Schools, summer high school program for National Federation for the Blind

#### The Institutional Setting of the University of Maryland Benefits the Architecture Program

The Architecture Program benefits from its setting in a multidisciplinary School within a top-tier research University. Some specific benefits of the School setting:

- Interdisciplinary collaboration in teaching, research, competitions
- Students have access to courses, certificates, and dual degree programs in multiple disciplines
- Information resources including a library with subject librarian specializing in architecture and a visual resource center
- Interdisciplinary PhD Program

Benefits of the University setting:

- Array of excellent departments and programs offers opportunities to form partnerships for teaching and research – examples: Solar Decathlon brings together students and faculty from Engineering and Agriculture with Architecture for courses and competition; collaborative proposal for NSF SEED grant with Engineering and Agriculture
- Research support
- Extensive Library system
- Shared governance – Senate
- Cultural activities

#### Architecture Program: Developing Young Professionals through Liberal Arts and Practicum Based Learning

Professional education in the graduate Architecture Program is grounded in previous undergraduate education giving students an extensive foundation in the liberal arts. Students in the 2 year Master of Architecture degree program prepare for graduate study with a BS in Architecture degree. Many students

in the 2 year program are graduates of University of Maryland, with its CORE/General Education requirements, designed to “help students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce the great ideas and controversies in human thought and experience.”\*\*

Students in the 3 ½ year program come with a wide variety of undergraduate degrees and sometimes prior careers, including visual arts, art history, psychology, neuroscience, computer science, physics, mechanical engineering, and a diversity of other majors. This intellectual diversity adds breadth to the peer teaching that takes place in studio.

The Architecture Program offers strong preparation in the areas of history, theory, urbanism, site analysis and design, technology, professional practice, and, for students in the 3 ½ year program, visual communication and visual analysis. Required electives, directed electives, and a seminar give students the opportunity for exploring in breadth or concentrating in depth. Study abroad experiences are highly valued by students and faculty alike. The program takes pride in providing scholarship funds to every student participating in study abroad experiences who applies to the Scholarship Committee. Integration of knowledge and skills takes place in the studio, where faculty, consultants, and guest critics reinforce the lessons learned in the various subject areas and tie in students’ experiences with sketching and analysis of places visited on study abroad programs.

The Comprehensive Studio coupled with the Advanced Technology course, pioneered at the University of Maryland, gives students a semester-long experience simulating architectural practice, with collaborative work, an array of consultants, and the detailed development of a building design, with exposure to the use of Building Information Modeling in the design process. Professional preparation culminates in the Master of Architecture thesis, a year-long endeavor in which students explore a set of ideas by initiating, siting, programming, and designing a project in regular consultation with a faculty committee. The thesis is where students generally integrate their prior education and experiences into their architectural educations and create a bridge to their future practice. For students both local and international, this may mean tackling a challenge in their home communities, launching them into practice in those locales. Or, it may mean defining an area of expertise, such as design for education that knits an earlier career in teaching to a future career designing schools.

The Architecture Program offers students a rich set of opportunities to participate in interdisciplinary competitions, where they develop collaborative teamwork skills and a firsthand understanding of the contributions of a constellation of participants in projects. Students gain perspective by viewing complex problems through the eyes of their teammates, faculty advisors, and mentors. The focus of the competitions on issues of sustainable buildings and communities prepares students to tackle critical issues in practice. The Program is currently undertaking the Solar Decathlon for the fourth time, with a team of over 100 students plus faculty from the Schools of Architecture, Engineering, and Agriculture and mentors from Architecture, Engineering, allied professions and trades. Architecture Program students team with participants from the School’s other disciplines in the ULI Hines Urban Design Competition, the REIDO Competition, and the Hillman Competition, working collaboratively on issues of planning, development, and design.

### **I.1.2. Learning Culture and Social Equity**

#### Academic/Studio Culture Policy

The Academic/Studio Culture Policy was created by a student/faculty task force. The policy is readily accessible to faculty, students, and staff on the Architecture Program’s website, on the About the Program web page, [http://www.arch.umd.edu/architecture/about\\_the\\_program/](http://www.arch.umd.edu/architecture/about_the_program/). Each Fall, the Chair of

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\*\* University of Maryland CORE Liberal Arts and Sciences Studies Program website  
<http://www.ugst.umd.edu/core/overview/GenerEd.html>

the Academic Studio Culture Policy Task Force explains the policy, the history of its development, and its application to the assembled faculty, students, and staff.

- Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established:
  - Academic/Studio Culture Policy is available in the resources section of the School website: <http://www.arch.umd.edu/architecture/resources/>
- Academic/Studio Culture Policy is part of standard Architecture Program Syllabus:

#### *Academic/Studio Culture Policy*

*The University of Maryland School of Architecture, Planning and Preservation Architecture Program values design studio education and encourages an academic environment conducive to learning made through thoughtful connections between studio and non-studio courses. The design studio, and the studio education model is the foundation of the curriculum. Studio learning encourages critical discourse based on collaboration, creativity, and learning through making. A healthy academic/studio culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate with today's knowledge to address tomorrow's challenges. Studio education provides opportunities for students to develop their critical thinking skills and design process. The design studio offers both an analytic and a synthetic form of education, where critical learning becomes the foundation for developing an understanding of architecture: to improve the quality of the built and natural environments. The academic/studio culture must support and develop respect for the diverse backgrounds of the faculty and students educational and professional experiences, and approaches to design.*

- Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness:
  - Ratified by faculty and students Fall 2007
  - Program worked to establish Architecture Student Assembly for representation.
  - ASA responsible for Academic/Studio Culture Ombudsperson appointments/elections
  - Ombudspersons first established informally spring 2008
  - Formal Ombudspersons established by ASA in 2009-2010 school year
- Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution:
  - Academic Studio Culture Task Force convened in October of 2005
  - task-force co-chaired by faculty and students
  - three semesters of task force meetings, public workshops, program assembly meetings questionnaire administration (faculty and students)
  - Academic/Studio Culture Policy Work Completed in Spring/Summer of 2007
  - Ratified by faculty and students Fall 2007

#### Harassment and Discrimination

The Graduate Student Life Handbook, available on the web at [http://www.union.umd.edu/GH/solving\\_problems/reporting\\_discrimination.html](http://www.union.umd.edu/GH/solving_problems/reporting_discrimination.html), contains policies and procedures regarding harassment and discrimination. "Campus Compliance is the vehicle through which the University of Maryland works to eliminate discrimination on campus and, to some extent, beyond it. The Campus Compliance Officer investigates complaints of discrimination (based on race, ethnicity, color, creed, geographic/national origin, language, socioeconomic class, gender/sex, sexual orientation, marital status, ability (physical, developmental, or psychological), religion or spiritual affiliation, age/generation, personal appearance, political affiliation, among others as set forth in the *Human Relations Code* for faculty, staff, and students with respect to employment and education. The Campus Compliance Officer works to resolve complaints collaboratively with the parties involved in a complaint as

well as with the other members of the **Conflict Resolver's Network**, members of the **Equity Council**, **Judicial Programs staff**, **Department of Resident Life staff**, **Peer Mediation Program staff**, and the Legal Office staff.”<sup>††</sup>

#### Academic Equity

The Graduate Student Life Handbook, available on the web at [http://www.union.umd.edu/GH/solving\\_problems/academic\\_equity.html](http://www.union.umd.edu/GH/solving_problems/academic_equity.html), contains procedures for resolving issues of academic equity. “The **Graduate Ombudsperson** is an impartial, independent, and confidential resource for graduate students. The Ombudsperson also works with **mediation and conflict resolution issues**.”<sup>‡‡</sup>

#### Academic Integrity

The University’s Code of Academic Integrity, adopted in 1991 and most recently amended in 2005, begins as follows: “The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, the *Code of Academic Integrity* is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the *Code of Academic Integrity* is designed so that special responsibility for upholding the principle of academic honesty lies with the students.”<sup>§§</sup> Information about Academic Integrity is readily available to students on the Student Honor Council website, <http://www.studenthonorcouncil.umd.edu/faq.html>.

#### Diversity Plan

The Diversity Plan is readily accessible on the Architecture Program’s website, on the About the Program web page, [http://www.arch.umd.edu/architecture/about\\_the\\_program/](http://www.arch.umd.edu/architecture/about_the_program/). It was written by a joint faculty-student Diversity Task Force under the direction of a distinguished African-American educator-practitioner, a Fellow of the American Institute of Architects and Professor of the Practice and Kea Distinguished Professor and co-chaired by an African-American graduate student. The Diversity Plan was adopted in 2008.

In the Fall of 2005 the Architecture Program adopted its updated Strategic Plan and named as one of its major goals to: “Nurture a collegial, diverse, inclusive, and inter-generational community of students, scholars, and practitioners.” Another of its goals, in relationship to intellectual and cultural diversity proposes to: “Sustain and enhance expertise in urban design and building craft by integrating historical, technical, conceptual, and scholarly knowledge focused on making ‘place’ at diverse scales, in diverse cultures, and in diverse environmental conditions.”

It is from these strategic goals that this Diversity Plan emerges. It embraces the overriding principles of respect, collegiality, fairness, inclusiveness, accountability and mutual support. It is designed to provide a working mechanism for creating plans, measures and milestones to ensure that establishing and maintaining diversity within the Architecture Program, both socially and intellectually, remains a high priority.

Although, the arguments or rationale for a Diversity Plan for the Architecture Program could be based solely in its humanity, in ethical terms, there are also current circumstances and conditions that make this the ideal time to embark on a proactive approach to addressing issues of diversity in our program. A brief

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<sup>††</sup> University of Maryland Office of Human Relations Programs website  
<http://www.inform.umd.edu/CampusInfo/Departments/OHRP/compliance.html>

<sup>‡‡</sup> University of Maryland Graduate Student Life Handbook website  
[http://www.union.umd.edu/GH/solving\\_problems/academic\\_equity.html](http://www.union.umd.edu/GH/solving_problems/academic_equity.html)

<sup>§§</sup> University of Maryland Policies and Procedures Manual, on the web at  
<http://www.president.umd.edu/policies/iii100a.html>

summary of the supporting arguments and their accompanying challenges are as follows:

- Future Demographics – A Representative Community  
The future demands it. *Will our program be reflective of our broader environment?*
- Sustainability & Relevance  
We must be able to be responsive to changing future conditions if we are to compete in tomorrow's world. *Are we presently prepared to attract and teach a broader constituency?*
- The University's Mandate  
The University of Maryland's Diversity Initiative – transcending our negative history. *What are the ways our program can contribute and respond to the University's challenge?*
- The State Of The Architecture Profession  
Minorities are dramatically under-represented in the Architectural Profession. *Can the architecture schools, specifically our architecture program, do anything to reverse this trend?*
- Our Own Strategic Plan  
The Architecture Program is committed to diversity through the goal statements referred to above. *Would changes to existing policies and new actions reflect the seriousness of this commitment?*
- NAAB Accreditation Mandate  
The Program's accreditation depends on it. Our last review requested a diversity action plan. *Will we be able to show significant progress by 2011 without embarking on those issues now?*
- An Opportunity For Leadership  
Stepping up in support of change. *Can our program provide the catalytic leadership to the entire School of Architecture Planning and Preservation and to other architecture programs?*
- Toward A Richer Learning Environment For Our Students  
Diversity, both demographic and intellectual, provides a variety of experiences, perspectives and ways to learn from people different from ourselves. *Will our students receive a more complete education as a result of their diverse experiences in our program?*

In seeking to address these challenges and opportunities, the following Ten-Point Diversity Plan is proposed for the Architecture Program. The components of that Plan are as follows:

1. Mainstreaming Diversity - Establishing On-Going Mechanisms To Consistently Address Diversity Within The Program
2. Emphasizing Diversity In The Program's Promotional Material
3. Recruiting A Diverse Student Body
4. Retaining A Diverse Student Body
5. Recruiting A Diverse Faculty
6. Retaining A Diverse Faculty
7. Teaching A Diverse Curriculum
8. Stressing Diversity In The Program's Extra-Curricular Activities
9. Achieving Diversity In The Program's Outside Reviewers
10. Community Engagement As A Way To Promote Cultural Diversity

The Architecture Program is working to implement the ten points of the plan. Some areas of success are as follows:

1. Although our own student body and faculty is not as diverse as we wish it would be, we can bring the benefits of diversity through partnerships with other institutions that can bring our students and faculty together with colleagues of diverse backgrounds. An example is the collaboration we began last year with our neighbor schools Howard University and The Catholic University of America to jointly deliver an international ARCC-EAAE conference that brought scholars from five continents together at Howard University. The annual student competition at the National Building Museum mixes students from the local schools together in diverse teams to engage a design issue in the community. Our



student organizations AIAS, NOMAS, and Structures for Inclusion partner with students from our neighbor schools. AIA chapters from around the Baltimore-Washington region brought together groups of students and faculty from area schools and community colleges for an evening of presentations of student work to one another. The chair of the Architecture Program Diversity Committee represents ACSA on the AIA Diversity and Inclusion Council.

2. The new promotional materials for the Architecture Program emphasize diversity by featuring profiles of an African-American student, a Native-American student, and two women students. The brochures cite examples of Study Abroad courses offered by the Architecture Program to a variety of places on four different continents offering diverse cultural experiences. The student organizations NOMAS and Structures for Inclusion that serve diverse populations are noted in the brochures. Powerpoint presentations used in Open Houses on campus and at off-campus conferences and career fairs feature the study abroad programs and student organizations, as well as special programs that serve diverse communities.
3. The Architecture Program Director, Diversity Committee Chair, and Assistant Dean for Student Affairs participated in a continuing education program to give us current knowledge of issues and best practices in the recruitment and retention of students from under-represented groups. This program gave us new insights into obstacles that students from under-represented groups, particularly students who are the first generation in their families to achieve higher education, may face, in their quest to complete their studies. We have been applying this new knowledge in a multi-faceted approach towards recruitment and retention of a diverse student body. We are working on recruiting a diverse student body through featuring accomplishments of students and faculty from under-represented groups in our promotional materials and on the School website, by participation by faculty of color in Open Houses, through sending students of color to serve as recruiters at college and career fairs and at on-campus Open Houses, by highlighting contributions of students from under-represented groups at our Open Houses, through participation in student sessions of the NOMA Conference, through teaching activities in the local high school, through the ACE Scholarship Program in local communities and our state capitol, through our summer high school Discovering Architecture program, and, one student at a time, working intensively with individual students of color to surmount hurdles such as financial need in order to set them up for success in the program. Recruiting African-American students is particularly challenging, as we are located in close proximity to three Historically Black Colleges and Universities with Architecture programs, including the prestigious institution, Howard University.
4. The Architecture Program works towards retaining a diverse student body in several ways. Two years ago, we reinstated our NOMAS chapter, creating a new organization to provide leadership, service, and social opportunities and to highlight the contributions of a diverse range of students. Our NOMAS leaders have encouraged a broadly inclusive membership and activities and collaborate and share membership with our other student organizations, so our NOMAS chapter serves to celebrate diversity for the Architecture Program as a whole. NOMAS has been advised by an African-American Assistant Professor and a Latino Assistant Professor, giving NOMAS members from under-represented groups an opportunity to build relationships with faculty who can serve as both role models and mentors. We use the opportunity of hiring Adjunct faculty each semester to bring a diverse group of faculty into the program to serve as additional role models for students and more generally, to create a broadly inclusive community. We also work on retaining a diverse student body by engaging students of color, whenever possible, in the teaching and administrative aspects of the program as Graduate Assistants. This, too, builds a broadly inclusive community. And, we work on

student retention one student at a time, assisting students in obtaining financial aid and engaging in individual advising to assist students in adjusting to graduate school.

5. In 2005, the Architecture Program appointed an African-American architect, a Fellow of the American Institute of Architects, recently retired from practice as a Principal and member of the board of RTKL, as a Kea Distinguished Professor and Professor of the Practice. This high-level faculty member took leadership of the M.Arch thesis, a high-visibility and high-impact curricular area, and chaired the task force that created the Diversity Plan that guides our efforts to increase the diversity of our program. We advertise our faculty searches in venues, such as the NOMA website, that encourage participation by candidates from under-represented groups. In our most recent faculty search, we wrote personal letters to the administrators of all HCBUs with Architecture programs and also to prominent practitioners from under-represented groups. That search yielded two new Assistant Professors, one a Latino who brings experience from architectural practice in Latin America and one a Middle-Easterner who brings a knowledge of Islamic architecture, landscape, and urbanism. Earlier faculty searches during the period since the previous accreditation visit yielded an African-American Assistant Professor and a female Associate Professor. Two female Associate Professors were tenured during this period. We regularly use the opportunity to hire adjuncts to diversify our faculty each semester.
6. We assign faculty mentors in an effort to retain and guide all junior faculty in their preparation for the tenure process. We sponsor junior faculty for the Maryland Higher Education Commission's Henry C. Welcome Fellowship Grant to recruit and retain diverse faculty.
7. The history faculty have worked to incorporate non-western material into the three-course world architecture sequence in the pre-professional curriculum and the Non-Western Architecture course is offered some semesters. Study Abroad courses, however, are the most important venues for students to learn about diverse cultures. Study abroad in such places as Thailand, Egypt, Turkey, Dubai, and Peru gives students opportunities for learning through immersion as well as study.
8. The program promotes diversity in the program's extracurricular activities and benefits from the students' inclination to serve the community and seek partnerships with fellow students at nearby HCBUs Howard and Morgan State University. See above for discussion of NOMAS, Structures for Inclusion, Architecture in the Schools, and Blind Youth Slam.
9. We strive for diversity in our invitations to outside reviewers. Some examples of high-profile faculty and practitioners of color who have participated in our final reviews and thesis reviews include:
10. Examples of ways in which the program promotes diversity through community engagement are the Architecture in the Schools outreach to the local high school, bringing all of the Maryland Architecture in the Schools classes and their parents to our building for final review and celebration of their work, ACE Mentor Scholarships to bring students from under-represented groups from local communities into our summer high school program, participation in the Higher Achievement Program that brings school children into our building for a day of designing and constructing cities with our students, the student-initiated group involved with Structures for Inclusion, and a student-initiated summer course that brought our students and faculty together with the youth and elders of the Northern Cheyenne Nation in Montana. We hope this connection will yield high school students for the summer program who may go on to enroll in the Architecture Program. We promote opportunities to engage with students' home communities, such as the Montana program, and in the various Master of Architecture theses that deal with social issues of communities around the world. Apart from our

teaching activities, we have not engaged substantially the potential for engagement with the local community adjacent to College Park that is home to a large population of immigrants from Latin America.

### **I.1.3. Responses to the Five Perspectives**

#### Architectural Education and the Academic Context

*Collaborative research and education for a sustainable future* is our mantra as we move forward to realize the full potential of our multidisciplinary School for leadership in planning, design, development and preservation of our environment. Strong relationships with the professional community of the Baltimore-Washington area support the interdisciplinary thrust of the School. With our four academic disciplines and the Center for Smart Growth, we are uniquely positioned to inform the rebuilding of the nation's infrastructure, to contribute expertise to the greening of the building industry, to educate students for an increasingly knowledge-based, performance-oriented, collaborative practice, and to mentor the next generation of architectural educators.

This potential for success exists within an academic context characterized by demands to do more with less. For state universities such as our own, the current severe economic crisis means state funding is down and spendable income from the relatively small endowment is low. The University's strategic plan calls for both efficiency and excellence. A major impact on our School and Program is the financial reallocation plan, under which the Provost and Dean each take back 1% of the budget annually and reallocate the funds within the University and School based upon competitive proposals evaluated in terms of strategic priorities. In stark terms, this means that we are challenged to succeed because the cost of failure is the rapid chipping away of the Architecture Program's financial resources, most of which are already allocated to salaries of tenured faculty (see section 2.3 for details). This mandate compels the Architecture Program to collaborate with our fellow programs to align the School with the University's vision, mission, and strategic goals. This presents significant challenges for a program whose central purpose is professional education rather than research, for which the terminal degree is a Masters, not a PhD, and whose graduates are placed almost exclusively in practice rather than in academic appointments. We cannot waste energy complaining that the University does not understand the value of what we do. We are challenged to both demonstrate measureable results and to communicate much more effectively about the substance and value of what we do. The changing nature of practice places demands on our profession to generate new knowledge that makes it competitive in the marketplace. Consequently, the School and Program must respond by embracing creative activities that lead to new practices and teaching.

The School of Architecture, Planning, and Preservation regards the setting within the flagship campus of the University of Maryland System as a major academic asset. The University provides a stimulating and challenging environment for students and faculty. Graduate instruction and research rank high on the University's concept of its mission: approximately one-quarter of its students are enrolled in graduate programs. While the Architecture Program offers an undergraduate pre-professional degree, its professional degree is offered only at the graduate level; two other schools (Library and Information Services and Public Affairs) offer only graduate degrees; the Colleges of Business and Management, Education, Engineering, and Journalism, which offer professional programs comparable to the Architecture Program, are also situated on the campus. While the University offers these professional masters degrees, it must be said that its primary interest is the PhD. We have an opportunity to align our program more clearly with the University's priorities by participating more vigorously in our School's interdisciplinary PhD program.

The arts are strong at College Park, with programs in music and drama enjoying particularly outstanding reputations. The departments of art and art history, and a departmentalized art library, are housed in a building across Campus Drive from the School, facilitating access by Architecture students. A great many

other academic programs situated on campus are specifically examined, on a periodic basis, for reaccreditation.

The University strives for pre-eminence in research and scholarship, encouraging solicitation of extra-mural support, as well as offering many kinds of internal support and encouragement for scholarly efforts, including competitive teaching and research grants, leaves of absence, sabbatical leaves, and reduced teaching loads when appropriate. Likewise, some summer research internships are provided, on a competitive basis, for students who work on faculty-directed research projects. The Architecture Program continues to make progress in the area of financial support for graduate students. More than one-half of its graduate students now enjoy financial support from School-controlled funds, principally in the form of one full-time, one ¾ time and 56 ½ time graduate assistantships (fall 2010); the last APR reported one full-time and 53 one-half time assistantships. In addition, many students receive financial aid in the form of scholarships from endowed funds, assisting with tuition and offsetting the costs of study abroad.

While the undergraduate degree is not a professional program, it does serve as one of the major "feeders" for the Architecture Program's two-year graduate professional program. Students enrolled at College Park in the undergraduate pre-professional Architecture Program must complete a mandatory, campus-wide liberal arts and sciences program (CORE), consisting of fundamental studies, distributive studies, advanced studies and studies in human cultural diversity. The CORE program ensures that students entering the School's graduate, professional program from College Park have been exposed to an intellectually diverse undergraduate experience. About one-third of an undergraduate's credits at College Park are taken in periodically reviewed CORE courses. In its recruiting and admissions efforts, the School works to ensure that students recruited from other institutions and backgrounds meet the same exacting educational standards, scrutinizing course syllabi and examples of work of admitted students requesting advanced standing to ensure that they have fulfilled all required Student Performance Criteria before permitting them to register for courses.

For its part, the Architecture Program contributes to the CORE program through its course, An Introduction to the Built Environment (ARCH 170), taken by roughly 800 undergraduates per year. The Program also offers Non-Western Architecture some semesters as a CORE course. The Architecture Program also offers seats to non-majors in a variety of other undergraduate and graduate courses, on an instructor-permission basis. In addition, the Program regularly offers courses in the undergraduate Honors Program (a long-established highly selective program for the most talented students on campus in their first two years, offering the opportunity to become part of a close-knit community of faculty and intellectually gifted undergraduates committed to acquiring a broad and balanced education). Various courses are cross-listed from time to time; for example, with Urban Studies and Planning and Landscape Architecture. The Solar Decathlon sponsors a set of courses bringing Architecture, Engineering, and Agriculture students together to learn about sustainable design. More generally, the Architecture Program contributes to the intellectual life of the campus through its outstanding lecture and exhibition program, and through the involvement of its faculty in interdisciplinary committees, programs and research.

There are 16 tenured/tenure-track faculty in the Architecture Program, including 6 professors, 6 associate professors, and 4 assistant professors. In addition, there is one half-time Professor of the Practice. The faculty numbers are unchanged from the time of the last APR (2003-2004), but with retirements and new hires, the ranks are now more balanced. Three faculty members in architectural history hold the Ph.D. degree; all other faculty hold the professional degree in architecture, and several hold post-professional masters degrees. All tenured faculty except the three historians hold professional registrations in architecture. One faculty member has been designated as a Distinguished University Professor (recognized nationally and internationally for the importance of their scholarly and/or creative achievements; demonstrated the breadth of interest characteristically encompassed the traditional role of scholar, teacher, and public servant), one has been advanced to Fellowship in the American Institute of Architects for distinguished achievements in the field. Several positions are reserved for and filled by visiting professors and critics, providing for variety and exposure to new ideas and perceptions. Emeritus faculty continue to teach in the program as adjuncts, providing continuity, institutional memory, and sage advice during a transitional period. Four of the adjunct faculty are fellows of the AIA. Faculty have won or

placed in many design competitions and have won design awards at the local, regional and national levels, and have likewise contributed significantly to the literature of the field. Faculty members are also currently contributing to planning and urban design policy formulation and to the elevation of design standards and expectations at the state and local levels through consultancies and other activities. Faculty serve the campus on numerous committees, particularly offering professional expertise on issues of campus and community.

Since 1991, two Deans and several faculty members have had continuing active roles in architectural and planning issues facing the University. Numerous District Plans and Site Planning Studies have been executed for the administration, a number providing support to both faculty and students. Much of this work has been incorporated into the University's recently Facilities Master Plan (<http://www.facilities.umd.edu/masterplan/>). The West Campus Plan, with a new entry mall to the campus and new parking facilities, and the planning for the new Comcast Center are noteworthy projects to which the Dean and faculty have contributed expertise. The ongoing East Campus Development has benefitted from the active participation of a former dean with significant expertise in campus planning; release time contributed by the Provost enabled progress on this work. Close relations with the University Department of Architecture, Engineering and Construction continue, at least in part because of the presence of alumni of the School on the staff, along with Graduate Assistants.

The School of Architecture, Planning & Preservation building and its collections and information services resources, more completely described in Sections 2.4 and 2.5 of this document, comprise facilities and resources for instruction and enrichment. Facilities include studio space with work stations for every student; a fabrication lab including digital fabrication equipment; three large classrooms; five smaller seminar rooms; a dedicated upper-level jury room; three conference areas; a Solar Decathlon Lab, an excellent library led by a subject librarian; a Visual Resources Collection; two galleries; two dedicated computer laboratories with 60 state-of-the-art computer work stations available to students; individual offices for each full-time faculty member and shared offices for visitors, and an auditorium equipped with the latest audio/visual/electronic facilities, capable of seating the entire population of the Architecture Program.

Current institutional support is barely adequate to maintain the excellence achieved over the years in the Program's performance; advancement to the next level of national and international recognition will require increased support in areas such as graduate student assistance, publications, faculty salaries and release time, and visiting faculty such as the Kea Distinguished Professorship. Progress has been made in private support for the School, and improved communication with alumni and the professional community is already yielding results. As State support diminishes, it is clear that the fund-raising efforts of the Associate Dean for Development and the new Dean are increasingly critical. The new Dean has already commenced vigorous fund-raising efforts.

#### Architectural Education and Students

The University is committed to diversity and equal opportunity, as evidenced in its Vision, Mission, and Values expressed in the Strategic Plan. The School fully subscribes to the letter and spirit of this commitment, and continuously seeks to broaden its constituency and demographics to represent, as fully as possible, the world and the society, which it serves. The Architecture Program's Diversity Plan (see section 1.1.2) both proclaims our commitment and establishes a road map for progress towards these goals.

The educational goals of the School's professional degree program are stated in the Program Mission Statement. To address these objectives, the professional program in architecture is organized around graduate work, on the assumption that a strong grounding in liberal education is prerequisite to success in this ever-changing profession. In the M.Arch (non-pre-professional degree + 109 credits) program, 57 credits are taken in the disciplinary realm of design, drawing, and professional practice, with an emphasis on increasingly independent work culminating in a master's thesis. Nineteen credits taken in the disciplinary realm of architectural technology, with an emphasis on integration of design and technology,

assure strong grounding in this area. Eighteen required credits are taken in the disciplinary realm of architectural theory and history, taught in a critical method, and including exposure to planning and urban design, site planning, and landscape architectural theory and history. Fifteen elective credits provide for optional study including topical courses in these disciplinary areas, courses in the other disciplines within the School, and exploration of topics in any School and College within the University. Students may use these elective courses to earn a certificate in Urban Design, Planning, Historic Preservation, or Real Estate Development. Students enter the M.Arch with Advanced Standing (pre-professional degree + 60 graduate credits) program with a demonstrated command of a set of Student Performance Criteria (see Section 2.1 for SPC fulfilled in pre-professional education; see Section 2.3 for evaluation process). Of the 60 graduate credits, 33 are taken in design, drawing, and professional practice; 3 in technology; 9 in theory and history; with 15 elective credits.

Because the architectural profession serves society, the discipline is constantly evolving in response to social change. Advanced topical studios offer opportunities for exploration of cutting edge issues in the profession. For example, in recent years advanced graduate studios have focused on issues of adaptive reuse, learning environments, sustainable building skins, sustainable house design, freedom of information, and development in New Mexico. Interdisciplinary collaboration with the Urban Studies and Planning Program, the National Center for Smart Growth Research and Education, the Historic Preservation Program, and the Real Estate Development program gives the Architecture Program an advantage in addressing complex current issues of the built and natural environments that defy solution by a single discipline.

Architecture can be thought of as the expression of values in built form. Changes in social values in recent years have put a higher premium on energy-efficiency, innovation in both passive and active technologies for energy savings and generation, designing in harmony with ecosystems, balancing values of regionalism and globalization, respect for the natural environment and for sustainable development, respect for cultural environments and historic legacies, more cost-effective design, better craft, and greater respect for existing social and environmental contexts. Training future architects to respect the lessons of the history of architecture and the values of their chosen field, with its preoccupation with artistic expression and innovation, while addressing these changes in social expectations, is the challenge of design education.

Our program and faculty address this challenge through a balanced and rigorous curriculum of courses in history, theory, technology and design. Design studios address basic and emerging issues in the field, especially in the context of advanced topical studios. The thesis program permits the exploration of a cutting-edge or theoretical subject, although it may more modestly be used to explore, in depth, the design of a paradigmatic building type. A significant number of thesis explorations involve sites in many parts of the USA and abroad, giving the opportunity to investigate diverse cultural and geographic contexts. Faculty bring recent developments in the field to the attention of students through course work, through an outstanding lecture and exhibit program, and through a broad range of international and other summer studies. The School provides extensive international study opportunities that also contribute to cultural diversity in the program. Programs in Rome and Paris are given in alternate years. A program in St. Petersburg, Russia involves both Architecture and Planning students. The Program has a continuing involvement with the city of Castelammare de Stabia and its archeological park near Naples/Pompeii that provides opportunities for design studios and workshops involving faculty and students. A semester-long study abroad semester at Kiplin Hall, the School's facility in Great Britain, was initiated in Spring 2010. A recent study abroad program brought students to Peru and our new faculty member from Costa Rica plans more study abroad in Latin America. Non-Western venues have recently included Turkey, Dubai, Japan, Tunisia, and Egypt, and Architecture students can join the Real Estate Development study abroad programs in China and India.

Students are active participants in their education in a number of ways. In the academic arena, elective credits allow for individual choice and direction, and the thesis is an opportunity to explore personal interests. Seminars are structured to solicit individual student input within the framework of the subject of

the course. Independent studies courses are available, and students have access to academic advisors (staff qualified in advising) and professional advisors (faculty), who assist in making choices.

Many graduate students participate in teaching and administrative aspects of the program and school through their graduate assistantships. Under the supervision of faculty, graduate students teach sections of the undergraduate CORE course, assist in undergraduate history and technology courses, and serve as design critics with their own sections of the junior studio. Graduate assistants assist with the administration of courses and bring their expertise to the Fabrication Lab, Visual Resources Collection, Technical Services Center, Undergraduate Advising, Communications, and other areas. The School and Program depend upon the contributions of the graduate students and the meaningful work gives graduate students a well-deserved sense of belonging.

Students participate actively in the governance of the Architecture Program through the Architecture Student Assembly, with a membership comprised of all the students in the Architecture Program. This student organization was instituted after the last accreditation visit and continues to develop in structure and influence. Founded with one student leader representing undergraduates and one representing graduate students, the Student Assembly is currently led by a leadership group of 5 representatives including one graduate student from the M.Arch (pre-professional degree + 60 credits) program and one from the M.Arch (degree + 109 credits) program, along with four undergraduates. The Student Assembly sends two representatives to each Architecture Program Faculty Meeting and nominates student representatives to standing committees of the Architecture Program. The Student Assembly elects an undergraduate and a graduate student ombudsperson to represent students under the terms of the Academic Studio Culture Policy (see I.1.2). At the end of each semester the Student Assembly leaders conduct a Retrospective, a town-hall style meeting where students conduct a post-mortem of the past semester, bringing successes and problems to the attention of the faculty, administration and staff. During the past year, Student Assembly leaders worked with constituents to draft a charter for the organization. Plans for the upcoming year include a vote for adoption of the charter.

Many students are actively engaged in one or often more additional student organizations. An active AIAS chapter connects students to professional issues and sends a representative to AIA Potomac Valley Chapter Board meetings, serving as liaison between AIA and AIAS. Minority and non-minority students alike belong to and participate in activities sponsored by NOMAS, such as the First Friday International Night last year with pot-luck supper and an exhibit of student art. NOMAS serves to highlight diversity in our Program and to bring the benefits of diversity to the program as a whole. Emerging Green Builders is an interest group for students passionate about sustainability. It sends members to conferences and has sponsored an exhibit, a public lecture, and a series of brown bag talks. Structures for Inclusion is a national group with a dedicated group of graduate students in the Architecture Program, who collaborate with local schools of architecture, attend national conferences, and engage fellow students in the service of communities around the world. Three years ago, we initiated a series of First Friday events, sometimes sponsored by the various student groups, to provide opportunities for students and faculty of the School to come together in fellowship and showcase a variety of interests and accomplishments.

Finally, and probably most importantly, is the life of the studio. The Architecture Program benefits tremendously from a physical environment that promotes community. The Architecture studios, all located on the ground floor of the School, are disposed around three sides of the Great Space, a sky-lit double height atrium that serves flexibly as collaborative workspace, review space, model-building workshop, conference area, lunch room, and venue for a host of social events including dinners and art auctions. The constant crossing of the Great Space brings undergraduate and graduate students and faculty together and exposes everyone to the work of the various studios. The studio environment fosters a cooperative spirit with respect for good citizenship and individual contributions.

#### Architectural Education and the Regulatory Environment

The primary mission of the Program in Architecture is to provide a high quality professional education that prepares students to assume leadership roles as practicing architects. Implicit in the professional degree

curriculum is the assumption that students will be enabled to pursue an architecture practice. Design, technology, and history/theory are balanced in the curriculum, enabling students to address the realities of buildings in the context of creative contributions to the field. Thus, while the program does not explicitly “train” students to pass the registration exams, the students are well- prepared to do so; NCARB data indicate that University of Maryland students are very substantially above norms in pass rates for all but the Structural Systems division of the ARE.

Almost all alumni of the M. Arch program go on to practice. Internship, Examination, and Registration are part of the normal career path. The past couple of years have been devastating to the careers of many graduates of architecture schools. Anecdotally, we hear that many recent alumni who found employment and demonstrated their value to firms before the economic crisis struck have managed to remain employed and productive. However, students graduating in the past two years have faced severe challenges in their job searches. One result has been an upsurge of interest in pursuing multiple or dual degrees; some students elect to weather the storm by staying in school and hope to emerge with extra expertise into a resurgent economy.

Up until the recession struck, many students gained professional experience working during summers, holidays, and sometimes part-time during the academic year. Students have a framework for understanding how these jobs may fit into their internship experience and progress towards registration, because the Architecture Program introduces students to the regulatory environment of architectural practice at the orientation for incoming graduate students. The IDP Coordinator delivers information on IDP to students during the All-Program meeting on the first day of their architectural education and reinforces that message on the first day of each subsequent year, as well as in special events during the year, and finally, in the Professional Practice course in the last semester of study prior to beginning post-graduate employment. Starting in 2009, the Architecture Program partnered with AIA Potomac Valley to offer a Speed-Mentoring event, with an informational introduction by the IDP Coordinator, bringing together students and professionals for an evening designed to forge mentoring relationships. The University of Maryland is fortunate to have an IDP Coordinator who is a Fellow of the AIA, who attends IDP Conferences and meetings to keep his knowledge current.

In preparing students for the transition from academia to practice and professional responsibilities, ARCH 770, Professional Practice of Architecture, deals with issues students will face. Internship, examination, and registration are explored in depth in this course. The Architecture Program is fortunate to have a Fellow of the American Institute of Architects teaching the Professional Practice course. ARCH 418C, Careers in Architecture, an elective course, offers interested students additional preparation for entry into the profession. A Fellow of the American Institute of Architects teaches this course as well.

Elective courses in the School’s three other disciplines plus opportunities to enter Interdisciplinary competitions (see Part I. Section 1.1) prepares students for collaborative practice. Furthermore, these experiences expand students’ understandings of the definition of practice opportunities.

The local chapter of the AIA maintains close ties with students of the School, welcoming an AIAS member as liaison to the Board, occupying a student-built Solar Decathlon house as its office, employing an architecture student for administrative duties, funding student attendance at AIAS Forum, sponsoring lectures at the School, and offering four scholarships each year.

#### Architectural Education and the Profession

The Architecture faculty works hard to promote a sense of civic responsibility and leadership in the profession and a knowledge and appreciation of the highest standards of the field, with the goal of making the graduate a perceptive and knowledgeable critic of his/her own work and of the work of others. The faculty constantly strives to reach this educational objective, in the context of a clear sense of ethics and social and environmental responsibility. We believe that the ability to advance the knowledge of the art and science of architecture is rooted in both a strong knowledge of architectural values, technology, precedent and theory, and in a basic foundation of knowledge and concern for broad social needs and



aspirations. In this context, we believe that the university setting for a school of architecture offers the strongest available context for professional education. We continue to work to assure that our students are as well prepared as possible to contribute in significant ways to the continuing evolution of their chosen profession, after graduation.

The University's Code of Academic Integrity (<http://www.jpo.umd.edu/>) and the Code of Student Conduct provide for sanctions in cases of ethical lapses, protecting both ethical standards of performance and the rights of the individual. Students are placed in an academic setting in design studio where a knowledge and use of precedent is encouraged. Moreover, we understand that students learn from each other, sometimes overtly, by critiquing each other's work, and sometimes unconsciously, simply by being exposed to peer's ideas and projects. In this situation, questions of authorship are not simple. There is no convention in design proposal drawings for the citation of sources, although the requirement in most studio projects of process documentation provides an opportunity to illustrate sources. We believe that the subtleties of this situation create a condition that, at its best, encourages a development of the finest sense of professional integrity and honor. We encourage our students to learn from each other as well as from faculty, to be knowledgeable, and to present and discuss their work in the context of precedent and suggestions from others that they found useful and informative. The Student Handbook, a component of the "Resources" portion of the Program's website, offers guidance, direction, and informs student of explicit policy concerning these issues.

We encourage students to believe that it is one of the highest obligations of the architect to be a responsible civic leader, leaving each setting in which his/her design work intervenes to the betterment of the place. We encourage students, in a variety of course settings, to discuss the complex questions surrounding this issue. For example, our focus on regionalism and international studies, which finds its way into studios at a variety of levels, prompts students to consider difficult questions of developmental change and respect for historic and cultural context. Issues of personal expression versus satisfaction of more widely shared behavioral, contextual and other environmental values are often the subject of intense discussion in seminars and in design reviews. The faculty believes that dialogue in these complex questions is the best foundation for personal commitment and professional confidence in the acceptance of social and environmental responsibility. The presence of guest professionals and scholars in class and at design reviews promotes understanding of many points of views and a variety of professional commitments. In particular, ARCH 600/611, Comprehensive Design Studio, features a significant array of professional consultants. ARCH 770, Professional Practice, explicitly addresses issues of professional responsibilities that are implicit in the entire curriculum.

Furthermore, the offices of the Potomac Valley Chapter of the AIA have been on campus since 1998, and its meetings are held in the University's Solar Decathlon entry, LEAFHouse, thus reinforcing professional connections and at the same time increasing their support for the students and public programs at the School.

The faculty addresses questions of social responsibility and the relationships between behavior and environmental configuration in course work and in discussions of design proposals; students are encouraged to think about and discuss these subtle and complex issues. In addition, the technology sequence encourages a respect for appropriate technology, and for energy-conscious design. Sustainability issues are addressed in the technology sequence and further concentration is available in several elective courses, including ARCH 461 Sustainability seminar, ARCH418M Measuring Sustainability; the ARCH 600/611 studio sequence and the ARCH 601 topical studios regularly include sustainability issues. In the years since the last accreditation visit, the Architecture Program has led two Solar Decathlon competitions, including the award-winning Solar Decathlon 2007 LEAFHouse and the current Solar Decathlon 2011 WaterShed. Progress towards the competition on the Mall includes four semesters of course offerings engaging the students in sustainability. In Fall 2010, more than 30 architecture students will be engaged in four courses, including ARCH 600, ARCH 611 Comprehensive Studio/Advanced Technology, ARCH 478X Building Innovation, and ARCH 673 Building Culture, working alongside students from the School of Engineering and the College of Agriculture, who will be engaged in two additional seminars in our building. In the Fall of 2007, the final stages of the solar house construction

and the competition on the Mall involved many of the program's students and faculty, creating a sense of excitement that energized the School. The University of Maryland's success in the 2007 Solar Decathlon inspired a wave of applicants to the graduate degree programs hoping for an opportunity to participate in another University of Maryland Solar Decathlon team. Thus, the School's commitment to sustainability pervades the life of the Architecture Program, engages fellow disciplines from across the campus, attracts students from around the nation, and runs the gamut from theory to application.

In recent years, interdisciplinary competitions have become an important feature of the life of the School. Competitions such as the national ULI/Gerald D. Hines Student Urban Design Competition, part of the Urban Land "Institute's ongoing effort to raise interest among young people in creating better communities, improving development patterns, and increasing awareness of the need for multidisciplinary solutions to development and design challenges,"<sup>\*\*\*</sup> engage architecture students along with fellow students from the other disciplines in the school, in activities that foster a commitment to and expertise in ethical action in the human environment.

Through membership in the Architecture Program's student organizations and participation in interdisciplinary competitions, students are encouraged to feel a part of a group with special interests and obligations to the wider society and, at the same time, to learn what connects their group to the broader social agenda through liberal education and exposure to the values of other fields in the university community through cultural and social events. The lecture series and exhibition program of the School serve to inspire students with examples of excellence in their chosen field, and to respect themselves the more for their commitment to the high standards of this professional field. On this large and diverse campus, the feeling of belonging to a special community is, perhaps, more keenly felt and needed by students than would be the case in a smaller university. This feature of life in this Architecture Program has led to a strong alumni association and to strong links between graduates and their classmates and to alumni feelings of connection to the school. We believe this set of experiences launches our graduates on a trajectory to uphold the dignity and integrity of the profession, and leads our graduates to work for the advancement of the profession through the AIA, service organizations, and personal professional activity. Evidence of this commitment is the active participation of regional alumni in AIA Potomac Valley, AIA DC, and AIA Maryland, as well as the service of alumni to the Architecture in the Schools and ACE Mentor organizations.

#### Architectural Education and the Public Good

Architectural Education at University of Maryland addresses the public good through coursework, research, service by student organizations and faculty, study abroad programs engaging communities, lectures, and exhibits.

The sequence of courses in design studio, history and theory, and technology in the professional program sequence is devoted to a diverse series of design issues, venues and objectives. In upper level undergraduate and graduate studios, real project sites are chosen in a variety of settings, exposing students to issues of social and environmental context. Advanced topical problems studios (ARCH 601) and urban design studios (ARCH 700) are designed to consider diverse and current environmental issues in various settings, sometimes focused on the School's own region or urban context, and sometimes focused on settings far afield. When possible, settings are visited, and local spokespersons consulted concerning their communities. Faculty may invite community representatives or clients to participate in reviews of student work or students may travel to communities or client organizations to present their projects. For example, in Spring 2010, all four ARCH401 studios undertook a community planning and design project in Shepherdsville, West Virginia. All students (approximately 50) travelled to the Shepherdsville to study the physical and social aspects of the site. During the course of the project, a selected group travelled back to Shepherdsville to discuss their work with local government officials.

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<sup>\*\*\*</sup> 2010 ULI/Gerald D. Hines Student Urban Design Competition website <http://www.udcompetition.uli.org/>

Thesis projects (ARCH 797, 798, & 799) are expected to address urban and architectural issues comprehensively and holistically. Students often select projects that address problems in their home communities or in communities that they plan to settle in post graduation. For example, in Fall 2009, one thesis student focused on the concept of Sustainable Adaptive Reuse, exploring the topic through the design of a community center for new Americans in an abandoned complex of buildings in nearby Silver Spring, Maryland.

Other courses in the School, especially the sequences in history and technology, focus on issues of diminishing resources, appropriate technology, diverse cultural conventions, aspirations and life styles, and on diversity as an asset for the advancement of human society and for the stimulation of innovative and creative work in design and planning. The summer programs in international studies include venues in Rome, Paris, St. Petersburg, England, Asia, Latin America, and the Middle East, and provide first-hand experience of global cultures and conventions. Other overseas programs involve summer research on a faculty-directed project; one example involves planning and architectural design for an archeological site in Stabia, Italy. The Seminar in Regionalism (ARCH 674) deals with contemporary cross-cultural issues, particularly in the context of cultures outside Euro-American traditions. Students often use their Master of Architecture thesis research to explore diverse cultural contexts in the USA and abroad.

Society's appreciation of the importance of planning and design is effected not only through the education of future architects, but through its own knowledge and insights into the history and values of architecture. The school has, for many years, offered ARCH 170, Introduction to the Built Environment, which offers such an education to an average of 400 undergraduates every semester. ARCH 223, History of Non-Western Architecture is offered campus-wide, and, as previously noted, other courses in history and theory are opened to non-majors, on a space available basis. Finally, the school fosters an appreciation of the values and importance of our field through its lecture and exhibit programs.

The faculty has regularly chosen, for the subjects of the School's courses, topics lending themselves to *pro bono* service and to improvements in local environments. Urban design studios regularly address current urban problems and principles of New Urbanism, involving community leaders and government departments of transportation and planning. Urban planning seminars and course work in preservation have been put to the service of a variety of community causes; the Study Abroad program at Kiplin Hall in England has focused on research and the restoration of this ancestral home of the first Lord Baltimore; and course work in regional studies has resulted in the enhancement of appreciation of planning and design issues in local and international venues.

Students regularly engage in design competitions engaging them with current issues affecting local and global communities. The Architecture Program is currently leading the University of Maryland's Solar Decathlon 2011 team, composed of students and faculty from Schools and Colleges including Architecture, Engineering, Agriculture, and Arts and Sciences. WaterShed, the University of Maryland's entry in the U.S. Department of Energy Solar Decathlon 2011, is a solar-powered house inspired by the rich, complex ecosystems of the Chesapeake Bay watershed, which stretches over 64,000 square miles of Maryland, Delaware, New York, Pennsylvania, Virginia, and West Virginia. This is the fourth time the University of Maryland has received the honor to compete in the Solar Decathlon. In 2007, Maryland's LEAFHouse placed first in the nation and second in the world, won the People's Choice Award, and received a host of other awards from industry and professional associations. Maryland's 2005 Decathlon entry won the People's Choice and Solar Innovation awards, and in 2002 we received 4th place in the inaugural Decathlon.

Architecture students, together with students from real estate development, planning, and landscape architecture, engage in several competitions exploring issues in the design of communities. A University of Maryland interdisciplinary student team finished in the elite final four in the Urban Land Institute (ULI) Gerald D. Hines Student Urban Design Competition in Spring 2010. The competition called for an urban design and development proposal for a complex 73.5-acre site at the edge of downtown San Diego. In the final round team Maryland received praise from judges for the elegance of the urban design and the sustainable aspects of their proposal. In 2009, the School's team received honorable mention.

The School also sees itself as a “good citizen” on campus, and seeks to make students aware of this role. Faculty have contributed expertise in urban design and campus planning to major initiatives such as the East Campus Redevelopment and to ongoing committees charged with planning and design issues. When budget permits, the campus planning office hires graduate assistants from the Architecture Program to work in their office. Other units on campus, such as the School of Engineering and the Glenn Martin Wind Tunnel hired graduate students from the Architecture Program last year.

The Architecture Program’s student organizations are very active in service to a broad range of communities. In 2008, A group of American Institute of Architecture Students (AIAS) from the UM School of Architecture, Planning and Preservation worked with Michael Graves, AARP, and the DC Government to transform a DC home into a model of universal design, making it user-friendly for people of all ages and abilities. Before working on the project, AIAS traveled to Graves's office and home in Princeton, NJ. During their visit, Graves coached the students them on things like how wide to make the hallways and brainstormed with them about the type of door to use for the bedroom. Aided by this invaluable experience, AIAS helped convert the DC home's garage into an accessible bedroom, laundry room, and bath.

The University of Maryland’s National Organization of Minority Architecture Students (NOMAS) chapter is dedicated to celebrating cultural diversity and engages in service to diverse communities. The USGBC Students organization is dedicated to promoting sustainability. A group of students is active in the Design Corps Structures for Inclusion organization, dedicated to creating positive change in communities by providing architecture and planning services, involving people in the decisions that shape their lives, including the built environment.

University of Maryland students are active in teaching K-12 students about Architecture. Partnering with the Washington Architectural Foundation’s Architecture in the Schools program, a group of University of Maryland students has taught a half-semester architecture course in the local public high school for the past two years. At the conclusion of the project, the high school students come to the School for a presentation and review of their work, with Architecture Program students and faculty as design critics. All of the other Architecture in the Schools programs in Maryland, including students at elementary and middle school levels, come to the School for an exhibit and celebration of their work. Every summer, Architecture students serve as teaching assistants in the High School Summer Scholars Discovering Architecture program led by an Architecture Program faculty member. In summer 2009, students and faculty from the Architecture Program partnered with the National Federation of the Blind to teach a summer high school program for visually impaired students.

#### **I.1.4. Long Range Planning**

A description of the process by which the program identifies its objectives for continuous improvement:

- University of Maryland’s Strategic Plan, *Transforming Maryland: Higher Expectations* adopted in 2008.
- School of Architecture, Planning, & Preservation Strategic Plan was created by a faculty process led by the Dean. The Plan was designed in response to the University’s new Strategic Plan, adopted in 2008. Plan was adopted in 2008 [http://www.arch.umd.edu/about\\_the\\_school/strategic\\_plan.cfm](http://www.arch.umd.edu/about_the_school/strategic_plan.cfm) is accompanied by an action plan <http://www.arch.umd.edu/downloads/pdfs/ActionPlanCondensed.pdf>
- Architecture Program Strategic Plan adopted in Fall 2005 maps out a path towards continuous improvement. The Plan needs to be updated to bring it into alignment with the University’s Strategic Plan. Goals and corresponding strategic initiatives are as follows:

1. Nurture a collegial, diverse, inclusive, and inter-generational community of scholars and practitioners
    - 1.1 Embrace stewardship of a collegial environment
    - 1.2 Understand, affirm, and act on commitments to diversity
    - 1.3 Develop an academic/studio culture assessment
    - 1.4 Address the strategic and cyclical factors engaging the student body
    - 1.5 Advance a strategic posture for faculty growth, renewal, and change
    - 1.6 Enhance Architecture Program alumni relations
    - 1.7 Augment interaction with the architecture profession and allied disciplines
    - 1.8 Improve Architecture Program communications
  
  2. Sustain and enhance expertise in urban design and building craft by integrating historical, technical, conceptual, and scholarly knowledge focused on making “place” at diverse scales, in diverse cultures, and in diverse environmental conditions.
    - 2.1 Affirm long-standing commitments to comprehensive design, urban design, and professional education grounded in a balanced architectural discourse
    - 2.2 Revise the Path A (pre-professional degree + 60 credits) and Path B (degree + 109 credits) degree tracks to provide comparable educational experiences
    - 2.3 Expand a tradition of teaching effective visual communication skills
    - 2.4 Build upon the success of existing study abroad experiences
    - 2.5 Review commitments to post-professional education
    - 2.6 Provide annual review of accreditation status and compliance with all conditions and procedures
  
  3. Establish opportunities for critical exchange and collaboration between allied disciplines within and outside the university context.
    - 3.1 Seek opportunities for collaboration between disciplines within the School of Architecture, Planning, and Preservation
    - 3.2 Search for inter-disciplinary collaboration opportunities throughout the University
    - 3.3 Engage entrepreneurial opportunities that offer unique teaching-learning scenarios, service, and development of research, scholarship, and creative academic and professional activities
  
  4. Embrace liberal education through the discipline of architecture.
    - 4.1 Investigate alternative paradigms for pre-professional education
    - 4.2 Develop new CORE offerings in Architecture
    - 4.3 Advocate design education as a progressive paradigm for integration of knowledge in all aspects of teaching, learning, research, scholarship, and service.
  
  5. Promote sustainability and stewardship of the physical environment.
    - 5.1 Develop faculty expertise in sustainability and environmental stewardship
    - 5.2 Integrate environmental stewardship and sustainability throughout curriculum
    - 5.3 Utilize the physical plant of the architecture program as a laboratory to demonstrate environmental stewardship and sustainability
- Annual (sometimes twice annual) retreats revisit strategic plan, evaluate progress, set priorities
  - Learning Outcomes Assessment process informs curricular planning
  - Monthly faculty meetings serve as forums for discussion.
  - Twice-annual Retrospective meetings. Faculty Retrospective focuses on curricular issues. Student/faculty Retrospective is more broad-ranging, including curricular issues, academic/studio culture, resources and facilities, extra-curricular opportunities.

- The Architecture Program Curriculum Committee meets monthly and holds an annual planning charrette open to all Architecture Program faculty. This is a work session in which faculty move forward towards the achievement of strategic objectives.

A description of the data and information sources used to inform the development of these objectives:

- University of Maryland Office of Institutional Research, Planning, and Assessment (IRPA)
- Faculty, students, alumni, and professional colleagues input

A description of the role of long-range planning in other programmatic and institutional planning initiatives:

- Following upon the University of Maryland's Strategic Plan, a major initiative is underway to totally redesign General Education. A new course category, Scholarship in Practice, offers opportunities for the Architecture Program to assume a leading role in delivering General Education.

A description of the role the five perspectives play in long-range planning:

- Architectural Education and the Academic Context: This perspective guides our efforts in curricular planning and the development of policies in the area of academic/studio culture and diversity. Strategic goals and initiatives in this area include:
  2. Sustain and enhance expertise in urban design and building craft by integrating historical, technical, conceptual, and scholarly knowledge focused on making "place" at diverse scales, in diverse cultures, and in diverse environmental conditions.
    - 2.1 Affirm long-standing commitments to comprehensive design, urban design, and professional education grounded in a balanced architectural discourse
    - 2.2 Revise the Path A (pre-professional degree + 60 credits) and Path B (degree + 109 credits) degree tracks to provide comparable educational experiences
    - 2.3 Expand a tradition of teaching effective visual communication skills
    - 2.4 Build upon the success of existing study abroad experiences
    - 2.5 Review commitments to post-professional education
    - 2.6 Provide annual review of accreditation status and compliance with all conditions and procedures
  3. Establish opportunities for critical exchange and collaboration between allied disciplines within and outside the university context.
    - 3.1 Seek opportunities for collaboration between disciplines within the School of Architecture, Planning, and Preservation
    - 3.2 Search for inter-disciplinary collaboration opportunities throughout the University
    - 3.3 Engage entrepreneurial opportunities that offer unique teaching-learning scenarios, service, and development of research, scholarship, and creative academic and professional activities
  4. Embrace liberal education through the discipline of architecture.
    - 4.1 Investigate alternative paradigms for pre-professional education
    - 4.2 Develop new CORE offerings in Architecture

- 4.3 Advocate design education as a progressive paradigm for integration of knowledge in all aspects of teaching, learning, research, scholarship, and service.
- Architectural Education and Students: This perspective guides our efforts in developing student affairs policies and admissions policies. Students form a part of the long-range planning process through their participation on Architecture Program standing committees and the Dean's Advisory Board. Through the Architecture Students Assembly (ASA), students engage in long-range planning. Strategic goals and initiatives in this area include:
    1. Nurture a collegial, diverse, inclusive, and inter-generational community of scholars and practitioners
      - 1.1 Embrace stewardship of a collegial environment
      - 1.2 Understand, affirm, and act on commitments to diversity
      - 1.3 Develop an academic/studio culture assessment
      - 1.4 Address the strategic and cyclical factors engaging the student body
  - Architectural Education and the Regulatory Environment: This perspective guides us in planning for change in the regulatory context of practice and in planning ways to deliver up-to-date information to students. Strategic goals and initiatives in this area include:
    - 2.6 Provide annual review of accreditation status and compliance with all conditions and procedures
  - Architectural Education and the Profession: This perspective guides us in incorporating the professional community into the long-range planning process. Strategic goals and initiatives in this area include:
    1. Nurture a collegial, diverse, inclusive, and inter-generational community of scholars and practitioners
      - 1.6 Enhance Architecture Program alumni relations
      - 1.7 Augment interaction with the architecture profession and allied disciplines
    3. Establish opportunities for critical exchange and collaboration between allied disciplines within and outside the university context.
  - Architectural Education and the Public Good: This perspective guides us in planning curricula that introduce students to the pressing problems of society. It guides us in planning extra-curricular offerings such as service opportunities. Strategic goals and initiatives in this area include:
    5. Promote sustainability and stewardship of the physical environment.
      - 5.1 Develop faculty expertise in sustainability and environmental stewardship
      - 5.2 Integrate environmental stewardship and sustainability throughout curriculum
      - 5.3 Utilize the physical plant of the architecture program as a laboratory to demonstrate environmental stewardship and sustainability

### **I.1.5. Program Self Assessment**

A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives

The Program recognizes that the APR, as well as the annual report, are opportunities for self-assessment and hence the entire faculty participates in the preparation of these documents. Program Assessment is a continuing process within the School in which faculty, students, and staff are active participants.

The Architecture Program recognizes the need to update the Strategic Plan in light of the University's new Strategic Plan; the School's growing multidisciplinary identity, changes in the composition of the faculty, changes in the professional context, and changes in the economic context of higher education.

- Architectural Education and the Academic Context
  - The School and Architecture Program each hold an annual Retreat in August prior to the opening of the academic year where administrative, fiscal, and academic activities of the previous year are assessed, plans and goals are established for the coming year. Some recent examples of these assessment activities are as follows:
    - The most recent Faculty Retreat focused on an assessment of how the required courses of the Program's Master of Architecture Curricula meet the Student Performance Criteria. The assessment resulted in the revision of the Program's SPC Matrix and Course Descriptions.
    - The most recent School Retreat focused upon the criteria for promotion and tenure and resulted in the generation of a list of faculty activities valued by the School's programs.
    - The most recent School Retreat included focused discussion of the School's Plan of Organization and resulted in the identification of areas where change is required.
  - Assessment takes place through focused discussion in monthly Faculty Meetings. Some recent examples of these assessment activities are as follows:
    - In Spring 2010, Faculty conducted a Learning Outcomes Assessment of the Master of Architecture Thesis.
    - In the following meeting, Faculty assessed the feasibility of the thesis process in light of number of thesis students and number of faculty available to serve on thesis committees.
  - A Faculty Retrospective at the end of each semester serves as a "post mortem" to evaluate studio activities as well as the integration of these activities with the history, technology, and professional aspects of the curriculum. All work of the design studios is publicly displayed after each design review, enabling faculty and students to be aware of what is being accomplished. The Faculty Retrospectives serve as venues for discussion and debate evaluating success in fulfilling curricular objectives.
- Architectural Education and Students
  - The Learning Outcomes Assessment Process measures the extent to which the content of the curriculum results in student learning in selected areas. The University is embarking upon a new 5 year cycle of Learning Outcomes Assessment. The Architecture Program is preparing input into the School's report, including the following:
    - A summary and review of achievements in the assessment of student learning during the past cycle, documenting the feedback loop to show how results inform planning
    - Report on plans for the next 4 year cycle
    - Reflection on past assessment and planning for future assessment
    - Schedule of learning outcomes assessments for the next 4 years, listing outcomes to be assessed and schedule for data collection and analysis
    - Plans for learning outcomes assessment during the upcoming year.



- A student/faculty Retrospective informs faculty, administration and staff of issues that students find important. Discussion in these meetings assists students, faculty, and administrators in evaluating the success of new initiatives and in setting agendas for change.
- Students complete course evaluations at the conclusion of each semester and term. Faculty members use the evaluations for self-assessment of teaching; the Dean uses the evaluations for discussion with faculty members about teaching activities and as information in the merit evaluation process.
- Architectural Education and the Regulatory Environment
  - The IDP Coordinator brings information about changes in the regulatory environment of practice to Faculty for assessment of communications to students
  - NCARB Architectural Registration Exam
- Architectural Education and the Profession
  - A new Professional Advisory Board was formed in late Spring 2010. The board performed a SWOT (strengths, weaknesses, opportunities, and threats) analysis of the Architecture Program. The board will meet with faculty in November for further engagement in the strategic planning and implementation process.
  - Evaluations by guest practitioners at design reviews are sought formally and informally.
  - Alumni offer significant feedback about the School. The School has an active local alumni chapter. Many alumni attend the public lecture series and gallery openings, which are also occasions for informal exchange. And, of course, alumni are in positions of responsibility in architectural firms, and they actively recruit students and graduates of the Program. Periodically, alumni/ae are surveyed to ascertain demographic information, career paths, and perceptions of their alma mater.
- Architectural Education and the Public Good
  - From the perspective of Architectural Education and the Public Good, the Architecture Program's Strategic Plan focuses on sustainability and stewardship of the physical environment and making "place" in diverse cultures and in diverse environmental conditions. The results of international and national competitions in these areas, particularly the Solar Decathlon and the ULI Hines Urban Design Competition, give the Program important feedback about success in addressing these significant issues in society,

A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.

- Architectural Education and the Academic Context: At the Fall 2010 School Retreat, faculty engaged in a new effort to define faculty roles and activities
  - The results of this process are a list of roles and activities that will be used in merit evaluation and will be incorporated into the revision of the School's Appointment, Promotion, and Tenure document

2. Sustain and enhance expertise in urban design and building craft by integrating historical, technical, conceptual, and scholarly knowledge focused on making "place" at diverse scales, in diverse cultures, and in diverse environmental conditions

- National design competitions offer assessment of success in this area. In 2009, the School ULI Hines Urban Design Competition team received honorable mention. Based upon that feedback, the team was able to improve its performance and finish in the top four in 2010.

2.2 Revise the Path A (pre-professional degree + 60 credits) and Path B (degree + 109 credits) degree tracks to provide comparable educational experiences – completed in a curriculum committee charrette (see II.2.2 Professional Degrees and Curriculum)

2.3 Expand a tradition of teaching effective visual communication skills

- This was cited as a cause for concern in the past visit. This assessment resulted in the Architecture Program taking action to strengthen its traditions of excellence in hand methods of representation and building strength in digital representation, including hiring experienced adjunct faculty to deliver instruction in required (ARCH 443, ARCH 445) and elective (ARCH 343) manual drawing and visual analysis courses and hiring experienced adjunct faculty to deliver instruction in digital media in an elective course (ARCH 470) and in studios, sometimes teaming a faculty member with advanced digital expertise with a faculty member skilled in manual drawing. Funded research by faculty members has resulted in the acquisition of a 3D Printer and an ongoing study of the application of this technology in the beginning design studios.

2.4 Build upon the success of existing study abroad experiences

- based upon evidence of student learning in Study Abroad programs (sketchbooks, student achievement in coursework, student course evaluations), a broad array of new programs have taken students to diverse destinations including Asia, Latin America, the Middle East, and Europe. Assessment at the Spring Architecture Program Retreat has resulted in an affirmation that the Program should continue the long-standing Study Abroad Programs in Rome and Paris and Stabiae. Furthermore, it was determined that the quantity of Study Abroad programs should be limited each Winter and Summer in order to concentrate student enrollment in a few high quality programs. This offers room for proposing one new Winter Study Abroad program and one new Summer Study Abroad program each year.

2.5 Review commitments to post-professional education

- The School participated in an assessment of the interdisciplinary PhD Program and results were published by the University in academic year 2009 – 2010. The School's PhD Program was well-received. The University is in the process of making recommendations for right-sizing the student enrollment of this program.

2.6 Provide annual review of accreditation status and compliance with all conditions and procedures

- Fall Retreat 2010 focused on this initiative. This meeting will serve as a good model for process going forward. As a result of faculty assessment, the course descriptions have been updated to reflect current Student Performance Criteria.

3. Establish opportunities for critical exchange and collaboration between allied disciplines within and outside the university context

- Based upon student demand and student enrollment in courses and certificate programs in the other disciplines in the School, the Architecture Program has created two additional dual Masters degree programs. The dual Master of Architecture/Master of Planning degree is now joined by the dual Master of Architecture/Master of Historic Preservation degree. The dual Master of Architecture/Master of Real Estate Development has been approved by the Architecture Program Curriculum Committee and is pending University approval.

3.1 Seek opportunities for collaboration between disciplines within the School of Architecture, Planning, and Preservation

- Key results include an annual Interdisciplinary Study Tour to orient incoming graduate students to the way the various disciplines come together to address issues; several interdisciplinary competitions with top four finish in the ULI Hines Competition and finalist status in Solar Decathlon 2011. Also, see dual degrees above.

3.2 Search for inter-disciplinary collaboration opportunities throughout the University

- Results include Solar Decathlon 2011 collaboration with Engineering and Agriculture; joint NSF SEED Grant submission with Engineering and Agriculture

3.3 Engage entrepreneurial opportunities that offer unique teaching-learning scenarios, service, and development of research, scholarship, and creative academic and professional activities

- Results include Solar Decathlon 2010, with its suite of courses bringing Architecture, Engineering, and Agriculture students and faculty together with mentors from the professions and industry for unique-teaching-learning experiences with research and creative practice dimensions.

4. Embrace liberal education through the discipline of architecture.

4.1 Investigate alternative paradigms for pre-professional education

- Results include Provost's funding for investigation of BAED undergraduate environmental design program.

4.2 Develop new CORE offerings in Architecture

- Results include current collaborative initiative among all four academic disciplines, with funding from Provost for the development of two i-Series courses, part of the University's new General Education program.

4.3 Advocate design education as a progressive paradigm for integration of knowledge in all aspects of teaching, learning, research, scholarship, and service

- Results include Solar Decathlon suite of courses plus collaborative General Education initiative (see initiatives 3.3 and 4.2 above)

- Architectural Education and Students: The Architecture Program participates in a University-wide process of Learning Outcomes Assessment. The Program sets multi-year objectives for assessment, selecting particular outcomes for study and scheduling assessments. The University provides support to assist the University community in learning how to set, measure, and report outcomes and how to use the assessment process for continuous improvement. The University has just completed a multi-year cycle of assessments and is embarking upon a new 4-year cycle.

- One important result of the faculty's learning outcomes assessment process has been the creation of a data set to inform our evaluation of the changes in the delivery of the Master of Architecture thesis courses. The faculty assessed a set of student learning outcomes under the old system, when faculty committees worked with students during one semester. The faculty assessed the same learning outcomes under the new system, with faculty committees working with students for two semesters. As a result of the discussion based upon the learning outcomes assessment of the thesis, faculty have decided to continue with the new thesis process.

1. Nurture a collegial, diverse, inclusive, and inter-generational community of scholars and practitioners

1.1 Embrace stewardship of a collegial environment

- Evidence of progress towards this initiative is the growth of the Architecture Students Assembly's leadership and visibility in the Architecture Program. The organization has nearly completed the process of adopting a Plan of Organization. A process has been developed for electing representatives. Ombudspersons have been elected and have been active in conflict resolution. The ASA has taken leadership of the twice annual student/faculty Retrospectives, a joint assessment process undertaken by students and faculty.

1.2 Understand, affirm, and act on commitments to diversity

- Evidence of progress towards this initiative is the work of the joint faculty/student task force, that assessed the state of the Architecture Program with respect to diversity, then used that assessment to create a Diversity Plan to guide the Architecture Programs continuing efforts to create a more diverse environment (see I.1.2 Learning Culture and Social Equity).

1.3 Develop an academic/studio culture assessment

- The Architecture Program fulfilled this initiative with the work of a joint faculty/student task force that assessed the current academic/studio culture, then drafted a policy (see I.1.2 Learning Culture and Social Equity).

1.4 Address the strategic and cyclical factors engaging the student body

- Evidence of results is the strong participation of and faculty in assessment conducted twice annually in the student/faculty Retrospectives
- Architectural Education and the Regulatory Environment: Input from the professional organizations suggests that students are not well-informed about the legal and regulatory context of architectural practice early in their pre-professional and professional education. Information about entry into the profession and regulation of practice was largely concentrated in the Professional Practice course, scheduled in the last semester of the Master of Architecture degree program. Discussion in AIA Potomac Valley meetings highlights the low numbers of interns who complete the registration process.
  - A Curriculum Committee charrette focused on this issue and resulted in distributing student performance criteria dealing with issues of practice into the studio courses.
  - The Architecture Program has incorporated education about the profession, including the architect's legal responsibilities and the registration process from professional education through internship, examination, registration, and continuing education into the annual All-Program meeting attended by all juniors, seniors, and graduate students on the first day of the Fall semester and into the Orientation meeting for incoming graduate students. The Architecture Program's IDP Coordinator presents information on IDP at the All-Program meeting, all students are given a brochure and informed about the website and ongoing opportunities to meet with the IDP Coordinator. AIA Potomac Valley partners with the Architecture Program to offer a Speed-Mentoring event during Architecture Week, bringing practitioners at a variety of experience levels together with students for a

highly interactive discussion of the process of becoming an architect. The IDP Coordinator gives an introductory talk at this event.

- Architectural Education and the Profession:
  - 1. Nurture a collegial, diverse, inclusive, and inter-generational community of scholars and practitioners
    - 1.6 Enhance Architecture Program alumni relations
      - Based upon feedback from alumni who do not receive regular communications from the School, staff has been working on updating the alumni records and sending electronic newsletters to alumni on a regular basis. Alumni stay close to the School in a number of ways including teaching part time, serving as guest critics on reviews, attending lectures and gallery openings, attending AIA Potomac Valley events held at the School, attending and participating in symposia, inviting faculty to participate in a golf tournament, offering alumni association scholarships and awards to students, and through the firms, offering scholarship/internship opportunities to students.
    - 1.7 Augment interaction with the architecture profession and allied disciplines
      - Evidence of progress is the formation of a new Architecture Program Professional Advisory Board in 2010.
  - 3. Establish opportunities for critical exchange and collaboration between allied disciplines within and outside the university context.
    - Development of new dual degrees with Historic Preservation and Real Estate Development Programs(see above)
    - Solar decathlon competition with partners in Schools of Engineering and Agriculture and partners in the professions and industry and opportunities for critical exchange with teams from around the world (see above)
    - ULI Hines Urban Design Competition partnerships with the allied disciplines within the Schools and critical exchange with teams from around the country(see above)
    - NSF SEED Grant Proposal-writing collaboration with University of Maryland Schools of Engineering and Agriculture leading to critical exchange with EPA officer about potential role of the Architecture Program in environmental research (also see above)
- Architectural Education and the Public Good: This perspective guides us in planning initiatives that address issues of pressing importance to the community, whether locally or globally. This includes participation in service-learning experiences such as competitions and studios focused on community issues.
- 5. Promote sustainability and stewardship of the physical environment.
  - 5.1 Develop faculty expertise in sustainability and environmental stewardship
    - Evidence of results include success in first two stages of Solar Decathlon competition leading to funding for the project that brings two Architecture Program faculty together

with a broad interdisciplinary team of students, faculty, and mentors from the professions and industry in the development of faculty expertise.

5.2 Integrate environmental stewardship and sustainability throughout curriculum

- Evidence of results includes:
- Development of new course, ARCH 418 Measuring Sustainability, resulting in the LEED-accreditation of students
- Development of multi-disciplinary suite of courses focused on active learning through the Solar Decathlon 2007 and 2011 competitions
- Teaming of design faculty and technology faculty in the foundations design studio ARCH 403 in Spring 2011 to highlight sustainability

5.3 Utilize the physical plant of the architecture program as a laboratory to demonstrate environmental stewardship and sustainability

- Evidence of results is the development of a student furnishings and equipment recycling program by the USGBC Student Organization in Spring 2010 and a talk at the Fall 2010 All-Program Meeting by the School's Building Maintenance man on how students can reduce energy consumption in the building

A description, if applicable, of institutional requirements for self-assessment: The University of Maryland requires learning outcomes assessment by all Schools and Colleges and their Programs and Departments. The University uses the results in the Middle States accreditation process. University of Maryland policies and procedures for Learning Outcomes Assessment are found on the web at <https://www.irpa.umd.edu/Assessment/LearningOutcomes/>

With the following introduction: *The assessment of student learning outcomes is the national standard for improving teaching and learning in higher education. Outcomes assessment is also prominent in the procedures used by all higher education accrediting agencies. At the University of Maryland, the Provost's Commission on Learning Outcomes Assessment provides the leadership and organizational procedures for our engagement in such assessment.*

*Student learning outcomes focus not on what the faculty member knows, but on what a student knows or can do after being involved in a course or program. The assessment of student learning outcomes provides information that puts student learning at the forefront of academic planning processes.*

*This website contains all aspects of the UM plan for establishing and maintaining a culture of learning outcomes assessment on our campus and exists primarily for the use of faculty, students, and administrators.*

A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

- Self-assessment informs long-range planning: Assessment of strengths, weaknesses, opportunities, and threats (SWOT analysis) has been completed in a Faculty Retreat in Fall 2009 and a Professional Advisory Board Meeting in Spring 2010. Student input has not yet been solicited. These analyses will become input into a re-evaluation of the Architecture Program's Strategic Plan. The next step will be an assessment of the Plan's objectives and initiatives in light of the University's recent Strategic Plan. These assessments are evidence to be used by the faculty to inform a revision of the

Architecture Program Strategic Plan.

- Self-assessment informs curriculum development: Learning Outcomes Assessments form the basis for discussion of curricular development. Curriculum Committee, formed of faculty and students, manages curricular continuity and change. Curriculum Committee charrette is vehicle for curriculum development. The upcoming Summary and Review Report on Learning Outcomes Assessment is an opportunity for the Architecture Program to strengthen its process for planning, conducting, learning from, and implementing results of future learning outcomes assessments.
- Self-assessment informs learning culture: the Academic/Studio Policy and the Diversity Plan resulted from the work of two joint faculty/student task forces that assessed the existing culture as the basis for the creation of sets of standards and procedures leading to cultural change.
- Self-assessment informs responses to external pressures/challenges to institutions: SWOT analyses at faculty retreats and subsequent discussions with Architecture Program and School faculty informed the interview process leading to the selection of the new Dean. SWOT analysis at the first Professional Advisory Board meeting laid the groundwork for further planning activities with that group.

Any other pertinent information.

**I.2. Resources**

**I.2.1. Human Resources & Human Resource Development**

Faculty/Staff

- A Faculty Matrix for each of the five semesters preceding the visit, including Fall 2008, Spring 2009, Fall 2009, Spring 2010, and Fall 2010, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments:(see Faculty Matrices below)

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**Faculty Credentials Matrix -- Fall 2008**

Faculty member	Summary of expertise, recent research or experience	ARCH 170	ARCH 225	ARCH 227	ARCH 242	ARCH 400	ARCH 402	ARCH 410	ARCH 412	ARCH 419	ARCH 423	ARCH 426	ARCH 443	ARCH 460	ARCH 470	ARCH 478/678	ARCH 600	ARCH 611	ARCH 635	ARCH 674	ARCH 700	ARCH 770	ARCH 797	ARCH 798	ARCH 799
Mouzayan al Khalil	Senior landscape designer with Olin Partnership, managing academic, civic, and commercial projects. Publications include journal article on Aalto.													X											
Michael Ambrose	Recognized scholar in digital design media and computational design. Design partner in international architecture/urban design practice. International education, teaching and professional practice experience.						X																		
William Bechhoefer	Book: "Visions of Place: Regionalism and Architecture, 2010. Forty years of award-winning teaching and practice involving multiple cultures world-wide.																		X						
Matthew Bell	Recognized architect in the design of large-scale urban designs, campus plans and schools. AIA national honor award in 2007, school design awards in 2009, 2010.																				X				
Carl Bovill	Background in Mechanical Engineering and Architecture; involved in energy design since 1975. Recent papers explored energy simulation process and fractal nature of Doric temples.							X										X							
Gary Bowden	Directed the Commercial Design Studio in the Baltimore office of Maryland's largest A & E firm for over 15 years.																					X	X		
Adam Bridge	Archaeological research and typological study of traditional Arabian buildings and geographic variations of construction methodologies. Development of educational and interpretive frameworks for related exhibits.						X																		
Filippo Caprioglio	Recognized expert in new urban intervention and adaptive reuse of historic buildings in valuable urban contexts, combined with research in new technology and materials.																X								
Ronit Eisenbach	Licensed architect. Twenty years teaching. Inter-disciplinary Scholar/Practitioner/Curator of Installation and Exhibit Design. Co-author book - "Installations by Architects." Kibel Gallery Chair, National Building Museum Education Committee member.	X																							
Lester Escobal	Recent on-site participation in non-Western planning and architectural charrettes in UAE and Saudi Arabia focusing on design, freehand and digital media production techniques.				X																				
Richard Ettlin	Ph.D. scholar of Renaissance through modern. Five books, AIA books awards 1995 and 1992, SAH Hitchcock Book Award 1992, Assoc. American Publishers book award 1991.														X			X							
Isabelle Gournay	Expertise in Franco-American architectural connections. Recent research on "everyday modernism", design vs. policy in affordable housing, iconic planned communities.		X									X													
Steve Hurtt	Architect in urban and campus design, 37 years architecture administration and studio instruction at all levels; articles on drawing, urban form, architectural theory, history, education.																								
Brian Kelly	30 years teaching experience; one of four top papers at International Conference on Beginning Design Student (2006); registered architect with significant experience in design leadership.						X															X			
Julie Kim	Past director of graduate program in Architecture in Michigan; developed graduate curriculum, professional experience with urban scale projects including architecture and landscape programs.				X																				
Carl Lostritto	Investigates the roles of design computation and digital media in architecture and architectural education.				X										X										
Courtney Miller Bellairs	Research interest in art and architecture and visual communication. Practices as an artist/painter. Currently serves as Assistant Dean for Student Affairs.				X																				
E. Fuller Moore	Graphic communication and sustainable design; author of five books; LEED-AP; Registered Architect.												X												
Peter Noonan	Practicing architect, principal in award-winning firm focused on building craft, documented in two monographs, over 250 peer-reviewed awards. Research on Finnish architecture, senses, place studies.																X								
Deborah Oakley	Registered architect and engineer with broad practice experience; co-founder and one-time president of Building Technology Educators' Society; published research in structures education.								X									X							
Mark Ramirez	Founding Principal of Square 134 Architects, recognized for design portfolio, project management skills and strong technical background. Two AIA design awards in 2008 for Commercial Architecture.					X																			
Garth Rockcastle	Founding partner of award-winning firm specializing in adaptive reuse, mixed-use development; 30-plus years as design educator; focus on intersection of public art, community and environment.																								
Albert Rubeling	Practicing architect and founder of 30-year-old firm. Nationally recognized lecturer and published author of two books on design firm startup.																					X			
Thomas Schumacher (deceased)	ACSA Distinguished Professor; numerous publications on modern and contemporary architecture and urbanism; specialty in Italian Modernism; registered architect; Fellow American Academy in Rome.					X																			
Beyhan Cagri Trock	Registered architect with extensive experience in educational and institutional architecture, sustainable site design and outdoor classrooms, graphic and digital media.						X																		
Robert L. Vann	PhD specialist in ancient architecture and field Archaeology. 2 books		X							X															
Isaac Williams	Designs schools nationally, internationally; presented at international conferences in Germany, U.A.E, US. Co-founded >forward, a graphic design firm; designed publications and websites.																X								
B. D. Wortham-Galvin	Assistant Professor, director of the non-profit Urban Dialogues, Inc. and holds degrees in American Studies, Anthropology, Historic Preservation and Architecture.															X									



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**Faculty Credentials Matrix -- Winter 2009 and Spring 2009**

Faculty member	Summary of expertise, recent research or experience	ARCH 101	ARCH 170	ARCH 224	ARCH 226	ARCH 242	ARCH 401	ARCH 403	ARCH 411	ARCH 413	ARCH 418	ARCH 420	ARCH 427	ARCH 428/628	ARCH 435	ARCH 445	ARCH 448	ARCH 461	ARCH 470	ARCH 478/678	ARCH 601	ARCH 654	ARCH 655	ARCH 670	ARCH 797	ARCH 798	ARCH 799
		<b>WINTER 2009</b>																									
Isaac S. Williams	Designs schools nationally, internationally; presented at international conferences in Germany, U.A.E. US. Co-founded >forward, a graphic design firm; designed publications and websites.																			X							
B. D. Wortham-Galvin	Assistant Professor, director of the non-profit Urban Dialogues, Inc. and holds degrees in American studies, anthropology, historic preservation and architecture.																			X							
Robert L. Vann	Ph.D., specialist in ancient architecture and field archaeology. Two books.													X													
<b>SPRING 2009</b>																											
Michael Ambrose	Recognized scholar in digital design media and computational design. Design partner in international architecture/urban design practice. International education, teaching and professional practice experience.						X																X				
Matthew Bell	Recognized architect in the design of large-scale urban designs, campus plans and schools. AIA national honor award in 2007, school design awards in 2009, 2010.																						X				
Michael Binder	Training in architecture and engineering; member of 2005 Decathlon team and mentor of 2007 and 2009 teams; instructor of studio and tech classes.									X																	
Wouter Boer	Practicing architect; received Palladio Award for residential design.															X											
Carl Bovill	Background in mechanical engineering and architecture; involved in energy design since 1975. Recent papers explored energy simulation process and fractal nature of Doric temples.								X								X										
Christopher Calott	Founding principal of Calott & Gifford, Architecture/Urban Design; extensive teaching experience as visiting professor; research interests in regionalism, contested borders, public space.																				X						
Jennifer Carney	Registered architect and independent practitioner; extensive experience in practice with firms in District of Columbia and Maryland.							X																			
Kristina Crenshaw	Project designer in firm focusing on mixed-use development; teaching assistant for junior-level studio; AIA School Medal for Excellence in the Study of Architecture.						X																				
Daniel Curry	Specializes in designing high performance, sustainable, education environments on urban sites. Strong emphasis on a contextual urban design response on recent projects.																				X						
Karl Du Puy	Architect/Urban Design professional with 33 years teaching experience; recognized five times by University for excellence in teaching design and history/theory of urbanism.						X															X					
Frank Durkin	Principal of design firm; DC AIA award 2008; participant in Thomas Schumacher symposium 2010.							X																			
Ronit Eisenbach	Licensed architect. Twenty years teaching. Inter-disciplinary Scholar/Practitioner/Curator of Installation and Exhibit Design. Co-author book - "Installations by Architects." Kibel Gallery chair. National Building Museum Education Committee member.	X	X																								
Lester Escobal	Recent on-site participation in non-Western planning and architectural charrettes in UAE and Saudi Arabia focusing on design, freehand and digital media production techniques.					X																					
Isabelle Gournay	Expertise in Franco-American architectural connections. Recent research on "everyday modernism", design vs. policy in affordable housing; iconic planned communities.										X	X															
Colleen Gove Healey	Masters Thesis Award and Faculty Excellence in Design Award from MAPP; recipient of six local AIA housing awards in less than four years in practice.						X																				
Brian Grieb	A practicing architect and educator, focus in foundational studios teaching urban design and the relationship of context and place to building design.						X																				
Josh Hill	Designs contextual residential and educational projects and has received 3 AIA design awards for recent projects.						X																				
Brian Kelly	30 years teaching experience; one of four top papers at International Conference on Beginning Design Student (2006); registered architect with significant experience in design leadership.																								X	X	
Julie Kim	Past director of graduate program in Architecture in Michigan; developed graduate curriculum; professional experience with urban scale projects including architecture and landscape programs.							X																			
Eric Leshinsky	Practicing architect and artist; interests in public space, community design and visionary green building strategies.						X																				
John Mauldin-Jeronimo	Associate Dean, External Affairs for MAPP; career in city planning; director of NAAB, consultant to Canadian counterpart CACB and People's Republic of China.																				X						
Courtney Miller Bellairs	Research interest in art and architecture and visual communication. Practices as an artist/painter. Currently serves as Assistant Dean for Student Affairs.															X											
Peter Noonan	Practicing architect, principal in award-winning firm focused on building craft, documented in two monographs, over 250 peer-reviewed awards. Research on Finnish architecture, senses, place studies.																				X						
Deborah Oakley	Registered architect and engineer with broad practice experience; co-founder and one-time president of Building Technology Educators' Society; published research in structures education.								X												X						
Mark Ramirez	Founding Principal of Square 134 Architects, recognized for design portfolio, project management skills and strong technical background. Two AIA design awards in 2008 for Commercial Architecture.																			X							
Garth Rockcastle	Founding partner of award-winning firm specializing in adaptive reuse, mixed-use development; 30-plus years as design educator; focus on intersection of public art, community and environment.																				X						
Fred Scharmen	Works locally and internationally on infrastructure and development projects. Published research on architecture and interaction design, videogame landscapes, and cultural resonances of professional title regulation.						X																				
Thomas Schumacher (deceased)	ACSA Distinguished Professor; numerous publications on modern and contemporary architecture and urbanism; specialty in Italian Modernism; registered architect; Fellow American Academy in Rome.							X							X												
Madlen Simon	Educator/practitioner/scholar with experience in design of building skin, funded research and publications on design education, co-pi on Solar Decathlon 2011.																				X						
Beyhan Cagri Trock	Registered architect with extensive experience in educational and institutional architecture, sustainable site design and outdoor classrooms, graphic and digital media.							X																			
Robert L. Vann	Ph.D., specialist in ancient architecture and field archaeology. Two books.		X	X																							
Isaac S. Williams	Designs schools nationally, internationally; presented at international conferences in Germany, U.A.E. US. Co-founded forward, a graphic design firm; designed publications and websites.								X												X						
B. D. Wortham-Galvin	Assistant Professor, director of the non-profit Urban Dialogues, Inc. and holds degrees in American studies, anthropology, historic preservation and architecture.																				X			X			

**University of Maryland**  
**Architecture Program Report**  
 Submitted September 2010, Revised February 2011

**Faculty Credentials Matrix -- Summer 2009 and Fall 2009**

Faculty member	Summary of expertise, recent research or experience	ARCH 170	ARCH 223	ARCH 224	ARCH 225	ARCH 227	ARCH 242	ARCH 343	ARCH 400	ARCH 402	ARCH 404	ARCH 410	ARCH 412	ARCH 422	ARCH 426	ARCH 428/628	ARCH 443	ARCH 448	ARCH 470	ARCH 478/678	ARCH 479/679	ARCH 483	ARCH 600	ARCH 611	ARCH 654	ARCH 673	ARCH 674	ARCH 700	ARCH 770	ARCH 797	ARCH 798	ARCH 799
<b>SUMMER 2009</b>																																
Gary Bowden	Directed the Commercial Design Studio in the Baltimore office of Maryland's largest A & E firm for over 15 years.																					X										
Alistair Dearie	Registered architect; senior associate with Baltimore, Maryland firm specializing in campus planning.																					X										
Karl F. G. Du Puy	Architect/Urban Design professional with 33 years teaching experience; recognized five times by University for excellence in teaching design and history/theory of urbanism.															X		X														
Lester Escobal	Recent on-site participation in non-Western planning and architectural charrettes in UAE and Saudi Arabia focusing on design, freehand and digital media production techniques.						X											X														
Courtney Miller Bellairs	Research interest in art and architecture and visual communication. Practices as an artist/painter. Currently serves as Assistant Dean for Student Affairs.							X																								
Robert L. Vann	Ph.D. specialist in ancient architecture and field Archaeology. 2 books.	X	X													X						X										
<b>FALL 2009</b>																																
Michael Ambrose	Recognized scholar in digital design media and computational design. Design partner in international architecture/urban design practice. International education, teaching and professional practice experience.								X																							
William Bechhoefer	Book: "Visions of Place: Regionalism and Architecture, 2010. Forty years of award-winning teaching and practice involving multiple cultures world-wide.																										X					
Matthew Bell	Recognized architect in the design of large-scale urban designs, campus plans and schools. AIA national honor award in 2007; school design awards in 2009, 2010.																											X				
Michael Binder	Training in architecture and engineering; member of 2005 Decathlon team and mentor of 2007 and 2009 teams; instructor of studio and tech classes.												X																			
Carl Bovill	Background in Mechanical Engineering and Architecture; involved in energy design since 1975. Recent papers explored energy simulation process and fractal nature of Doric temples.									X														X								
Jennifer Carney	Registered architect and independent practitioner; extensive experience in practice with firms in District of Columbia and Maryland.								X																							
Matthew Daw	Degrees in architecture and civil engineering; registered in multiple states; teaching experience; interests in sustainability, historic preservation and community development.																							X								
Karl F. G. Du Puy	Architect/Urban Design professional with 33 years teaching experience; recognized five times by University for excellence in teaching design and history/theory of urbanism.																								X							
Ronit Eisenbach	Licensed architect. Twenty years teaching. Inter-disciplinary Scholar/Practitioner/Curator of Installation and Exhibit Design. Co-author book -- "Installations by Architects." Kibitz Gallery Chair. National Building Museum Education Committee member.	X								X																						
Lester Escobal	Recent on-site participation in non-Western planning and architectural charrettes in UAE and Saudi Arabia focusing on design, freehand and digital media production techniques.							X																								
Richard Ettlin	Ph.D. scholar of Renaissance through modern. Five books, AIA books awards 1995 and 1992, SAH Hitchcock Book Award 1992, Assoc. American Publishers book award 1991.															X				X												
Caterina Frisone	Italian historical background applied to contemporary architectural and urban design, supported by interdisciplinary interests (Art, Industrial design, Publishing) and results (design awards, publications, public recognitions).																X						X									
Amy Gardner	Principal investigator of UM's SD2011, SD2007 entries. Founding coordinator of 600/611, stewardship leading to 5 awards for courses. Two AIA, one industry award for creative work.																									X						
Isabelle Gourmay	Expertise in Franco-American architectural connections. Recent research on "everyday modernism", design vs. policy in affordable housing, iconic planned communities.				X										X																	
Steven Hurtt	Architect in urban and campus design, 37 years architecture administration and studio instruction at all levels; articles on drawing, urban form, architectural theory, history, education.								X											X												
Brian Kelly	30 years teaching experience; one of four top papers at International Conference on Beginning Design Student (2006); registered architect with significant experience in design leadership.							X																						X		
Hooman Koliji	Architect and landscape architect with more than 10 years professional experience; research includes theories of architectural representation, landscape, theory and history, Islamic architecture.								X																							
Carl Lostritto	Investigates the roles of design computation and digital media in architecture and architectural education.									X										X												
Peter Noonan	Practicing architect, principal in award-winning firm focused on building craft, documented in two monographs, over 250 peer-reviewed awards. Research on Finnish architecture, senses, place studies.																							X								
Andrew Pressman	Wrote six "Practice Matters" articles for <i>Architectural Record</i> ; author of five critically acclaimed books on design and practice; editor-in-chief of <i>Architectural Graphic Standards</i> .																													X		
Luis Diego Quiros	Scholar, principal in own firm and published practitioner abroad; MArch Thesis on Environment and Human Behavior.																							X								
Mark Ramirez	Founding Principal of Square 134 Architects, recognized for design portfolio, project management skills and strong technical background. Two AIA design awards in 2008 for Commercial Architecture.								X																							
Garth Rockcastle	Founding partner of award-winning firm specializing in adaptive reuse, mixed-use development; 30-plus years as design educator; focus on intersection of public art, community and environment.																															
Madlen Simon	Educator/practitioner/scholar with experience in design of building skin, funded research and publications on design education, co-PI on Solar Decathlon 2011.																															
Jaw Tung	Registered engineer, structural search and rescue volunteer.																							X								
Robert L. Vann	Ph.D. specialist in ancient architecture and field Archaeology. 2 books.			X										X																		
Isaac S. Williams	Designs schools nationally, internationally; presented at international conferences in Germany, U.A.E, US. Co-founded >forward, a graphic design firm; designed publications and websites.																							X								
B. D. Wortham-Galvin	Assistant Professor, director of the non-profit Urban Dialogues, Inc. and holds degrees in American studies, anthropology, historic preservation and architecture.																													X	X	

**Faculty Credentials Matrix -- Winter 2010 and Spring 2010**

Faculty member	Summary of expertise, recent research or experience	ARCH 101	ARCH 170	ARCH 224	ARCH 226	ARCH 242	ARCH 401	ARCH 403	ARCH 405	ARCH 411	ARCH 413	ARCH 418	ARCH 420	ARCH 423	ARCH 427	ARCH 428/628	ARCH 445	ARCH 460	ARCH 461	ARCH 470	ARCH 478/678	ARCH 479/679	ARCH 481	ARCH 601	ARCH 635	ARCH 655	ARCH 670	ARCH 797	ARCH 798	ARCH 799
<b>WINTER 2010</b>																														
Ronit Eisenbach	Licensed architect. Twenty years teaching. Inter-disciplinary scholar/practitioner/curator of installation and exhibition design. Co-author book- "Installations by Architects." Kibel Gallery chair. National Building Museum Education Committee member.																				X									
Garth Rockcastle	Founding partner of award-winning firm specializing in adaptive reuse, mixed-use development; 30-plus years as design educator; focus on intersection of public art, community and environment.																					X								
<b>SPRING 2010</b>																														
Michael Ambrose	Recognized scholar in digital design media and computational design. Design partner in international architecture/urban design practice. International education, teaching and professional practice experience.																							X			X			
Matthew Bell	Recognized architect in the design of large-scale urban designs, campus plans and schools. AIA national honor award in 2007, school design awards in 2009, 2010.																									X				
Ralph Bennett	Registered architect since 1969; 19 publications; 7 competition awards; practice principal; 12 design awards; 7 competition awards to students; 31 years studio instruction; sustainability work since 1973.										X																	X		
Michael Binder	Training in architecture and engineering; member of 2005 Decathlon team and mentor of 2007 and 2009 teams; instructor of studio and tech classes.									X														X						
Carl Bovill	Background in Mechanical Engineering and Architecture; involved in energy design since 1975. Recent papers explored energy simulation process and fractal nature of Doric temples.							X	X										X											
Kristina Crenshaw	Project designer in firm focusing on mixed-use development; teaching assistant for junior-level studio; AIA School Medal for Excellence in the Study of Architecture.						X																							
Karl F. G. Du Puy	Architect/Urban Design professional with 33 years teaching experience; recognized five times by University for excellence in teaching design and history/theory of urbanism.															X														
Ronit Eisenbach	Licensed architect. Twenty years teaching. Inter-disciplinary Scholar/Practitioner/Curator of Installation and Exhibit Design. Co-author book - "Installations by Architects." Kibel Gallery Chair. National Building Museum Education Committee member.																													
Lester Escobal	Recent on-site participation in non-Western planning and architectural charrettes in UAE and Saudi Arabia focusing on design, freehand and digital media production techniques.				X																									
Richard Etlin	Ph.D. scholar of Renaissance through modern. Five books, AIA books awards 1995 and 1992, SAH Hitchcock Book Award 1992, Assoc. American Publishers book award 1991.			X																	X				X					
Amy Gardner	Principal investigator of UM's SD2011, SD2007 entries. Founding coordinator of 600/611, stewardship leading to 5 awards for courses. Two AIA, one industry award for creative work.																							X						
Isabelle Gourmay	Expertise in Franco-American architectural connections. Recent research on "everyday modernism", design vs. policy in affordable housing, iconic planned communities.											X	X																	
Colleen Gove Healey	Masters Thesis Award and Faculty Excellence in Design Award from MAPP; recipient of six local AIA housing awards in less than four years in practice.						X																							
Brian Grieb	A practicing architect and educator, focus in foundational studios teaching urban design and the relationship of context and place to building design.						X																							
Steven Hurtt	Architect in urban and campus design, 37 years architecture administration and studio instruction at all levels; articles on drawing, urban form, architectural theory, history, education.							X																						
Brian Kelly	30 years teaching experience; one of four top papers at International Conference on Beginning Design Student (2006); registered architect with significant experience in design leadership.																											X	X	
Hooman Koliji	Architect and landscape architect with more than 10 years professional experience; research includes theories of architectural representation, landscape, theory and history, Islamic architecture.							X											X											
Carl Lostritto	Investigates the roles of design computation and digital media in architecture and architectural education.																				X									
Katherine Melliush	Practicing architect and educator; interests in vernacular architecture and the experience of space.						X																							
Courtney Miller Bellairs	Research interest in art and architecture and visual communication. Practices as an artist/painter. Currently serves as Assistant Dean for Student Affairs.	X																												
Paul Mortensen	Registered architect with extensive experience in urban design and master planning.							X																						
Peter Noonan	Practicing architect, principal in award-winning firm focused on building craft, documented in two monographs, over 250 peer-reviewed awards. Research on Finnish architecture, senses, place studies.																					X								
Elijah Northen	Architect with expertise in single and multi-family residential, institutional and commercial design; focus on photography and digital manipulation, 3D modeling and visualization.																X													
Cheryl O'Neill	Architect, urban designer; principal with Torti Gallas and Partners with design leadership of residential, mixed-use, urban projects. Thirty years of practice includes mentoring, teaching design studio.								X																					
Christopher Pfäeffle	Recognized adaptive reuse innovator. Recent conversion of 1923 era grain elevator into mixed use development awarded "Best High-Rise Development in Americas" by Americas Property Awards 2009.																								X					
Luis Diego Quiros	Scholar, principal in own firm and published practitioner abroad; MArch Thesis on Environment and Human Behavior.		X					X																						
Garth Rockcastle	Founding partner of award-winning firm specializing in adaptive reuse, mixed-use development; 30-plus years as design educator; focus on intersection of public art, community and environment.																								X					
Albert Rubeling	Practicing architect and founder of 30-year-old firm. Nationally recognized lecturer and published author of two books on design firm startup.																					X								
Maden Simon	Educator/practitioner/scholar with experience in design of building skin, funded research and publications on design education, co-pi on Solar Decathlon 2011.																							X						
Robert L. Vann	Ph.D. specialist in ancient architecture and field Archaeology, 2 books.			X									X										X							
Brittany Williams	Practicing architect, architectural student co-leader of 2007 Solar Decathlon team, critic and mentor to 2011 team; advocate of sustainable building strategies.																							X						
Isaac S. Williams	Designs schools nationally, internationally; presented at international conferences in Germany, U.A.E, US. Co-founded >forward, a graphic design firm; designed publications and websites.																				X		X							



- Resume for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR: (See Part IV. Section 2. for a resume for each faculty member, full-time and adjunct who taught in the program during Fall 2008, Spring 2009, Fall 2009, Spring 2010, and Fall 2010.)
  
- A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students:
  - The University of Maryland's policies and procedures are on the web at:  
<http://www.ohrp.umd.edu/compliance/hrc/articleV.html>
  - Faculty: The School follows all policies and procedures of the University of Maryland with regard to issues of equity and diversity in faculty appointments, re-appointments, and promotions. The School has an Equity Administrator, (currently the Assistant Dean). The role of the Equity Administrator is defined by the Equity Council. See Equity council role at this link:  
<http://www.president.umd.edu/EqCo/index.htm>. Click tabs for more information. The Architecture Program developed a diversity plan several years ago, which serves as the equity plan for the School in general. The Equity Administrator briefs search committees at the beginning of faculty searches. The Equity Officer is an *ex officio* member of all search committees and of the Appointments, Promotions and Tenure Committee.
  - Staff: The School follows all policies and procedures of the University of Maryland with regard to issues of equity and diversity in staff hiring and promotions. The School has an Equity Administrator (see above for details), who briefs search committees at the beginning of staff searches.
  - Students: The Assistant Dean, as Equity Administrator, oversees the Graduate Assistant appointment process.
  
- A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives
  - See Part I, Section 1.2. for details on Diversity Plan and how the program is engaged in and benefits from multiple initiatives for diversity.
  
- The school's policy regarding human resource development opportunities: Human resource development opportunities are available to faculty and staff and participation is encouraged. Examples follow:
  - A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure: Eleven of the nineteen tenure/tenure-track faculty + professors of the practice during the period Fall 2008 – Fall 2010 are licensed in the U.S. (see table below for list of faculty licensed in U.S. jurisdictions) Eleven of the sixteen tenure/tenure-track faculty who teach studio or chair Master of Architecture thesis committees are licensed in the US. All of the Full Professors and Associate Professors and Professors of the Practice who teach studio are licensed. One of the Assistant Professors is licensed in the US, two are licensed in foreign jurisdictions, and the other two are progressing towards US registration. Nine of the faculty are members of the American Institute of Architects (AIA). (see table below for details).

The AIA Potomac Valley Chapter meets on campus, in the LEAFHouse, the University of Maryland's entry into the Solar Decathlon 2007. The Program Director serves as a member of the board of the AIA Potomac Valley Chapter, acting as liaison to the School and communicating current information to the faculty. The Dean and Director attend the AIA National Conventions. In addition, this board member arranges for AIA events to take place in the School. Public lectures convey Continuing Education credits. The registered architects and AIA members remain current in their knowledge of the changing demands of practice and licensure by fulfilling continuing education requirements. All faculty benefit from attendance at public lectures. Information about the changing regulatory environment of practice is presented to all faculty, along with students, at the All-Program meetings at the beginning of the Fall semester. An IDP coordinator serves as the point person for up-to-date information about the licensure process.

<b>Faculty Licensed in U.S Jurisdictions</b>			
tenure/tenure-track, professor of the practice			
Fall 2008 - Fall 2010			
<b>faculty</b>	<b>rank</b>	<b>U.S. registration</b>	<b>teaches studio and/or available to chair thesis committees</b>
Ambrose	Assistant	no	yes
Bell AIA	Professor	DC, MD, NY	yes
Bovill	Associate	HI	yes
Bowden FAIA	Prof. of the Practice	MD, VA	yes
Cronrath AIA	Professor	PA, NE, LA	yes
Eisenbach	Associate	MI, NY, MD	yes
Etlin	Professor	no	no
Gardner AIA	Associate	DC, MD	yes
Gournay	Associate	no	no
Hurt AIA	Professor	OH, MD	yes
Kelly AIA	Associate	DC	yes
Koliji	Assistant	no (Iran)	yes
Noonan AIA	Prof. of the Practice	DC	yes
Oakley	Assistant	VA	yes
Quiros	Assistant	no (Costa Rica)	yes
Rockcastle FAIA	Professor	MN, IL, ND, NY, MI, IA, WI, PA, NV, CO, FL, OH, VA, MD, DC, DE	yes
Schumacher	Professor	NJ	yes
Simon AIA	Associate	NY	yes
Vann	Professor	no	yes
Williams	Assistant	no	yes

- A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
  - Sabbatical leave is available to faculty. The University of Maryland's sabbatical leave policy is on the web at: <http://www.faculty.umd.edu/SabbProf/>. One faculty member is currently on sabbatical for the Fall semester and one faculty member has a sabbatical approved for the upcoming Spring semester. In addition, full or partial leave is available for faculty members to pursue professional opportunities. One faculty member is currently on full leave, pursuing research in Paris. Three faculty are currently on partial leave in order to combine significant practice with their academic responsibilities.
  - A major aspect of faculty development is travel to present research, scholarship, and creative work at conferences. Faculty travel expenses are part of the Architecture Program budget. The budget includes an annual allowance of \$2,500 for Assistant Professors, \$500 for Associate Professors, and \$250 for Full Professors. When budget permits, additional funding is allocated to faculty travel (see priorities below). The Faculty Handbook sets forth the faculty travel policy as follows: *The Architecture Program follows the University of Maryland Travel Policy as articulated by 301.0 VIII-11.00 Policy on University System Travel (Approved by the Board of Regents, February 28, 1992)*. This policy can be viewed on line at:  
  
<http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionVIII/VIII1100.htm>
- Priorities for Assigning Travel Funds:
  1. Highest priority is to be given to tenure-track faculty members giving papers or presentations at academic conferences.
  2. High priority is to be given to tenured faculty giving papers or presentations at academic conferences.
  3. Moderate priority is to be given to official disciplinary representations of our programs at national and regional meetings (i.e., a faculty member is attending a conference in official capacity as representative of the Program/School and will report back to the faculty).
  4. Moderate priority is to be given to travel requests to pursue research (i.e., travel funds to go to New York and work in the Avery Library) and scholarly interests (assuming no outside support is needed).
  5. Low priority is to be given to mere attendance at conferences and/or informal meetings with colleagues who share similar scholarly, creative, and/or professional interests.
  - Additional faculty development opportunities:
    - Mentoring of junior faculty by senior faculty
    - University of Maryland grants such as the CAPAA grants
    - Public lectures and exhibits at the School
    - Release time for projects such as consulting on the University of Maryland's East Campus Development
    - Leave without pay to pursue scholarship and/or professional activities
    - Partial leave to pursue professional activities
    - The University of Maryland offers training and development opportunities for faculty and staff. Information is on the web at: <http://www.uhr.umd.edu/development/>. Staff participate in the training courses. For example, the Architecture Program Assistant has taken courses in:
      - New Employee Orientation - October 2006

- Microsoft Excel Level 1 - July 2007
- AIA-CES training in Washington DC at AIA Headquarters Sept 2007
- Work Smarter, Not Harder - October 2009
  
- Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.
  - Former Dean taking Fall 2010 Sabbatical for writing a book draft on Adaptive Reuse, and several creative works including projects in Philadelphia, Denver and Minneapolis
  - Former Dean took Fall and Spring 2004 – 2005 Sabbatical for travel and writing, course release in Fall 2008 for consulting to the University on campus planning issues, partial leave in Spring 2009 to teach in University of Notre Dame's Rome Program and pursue research in Rome resulting in new course development
  - Faculty member taking Partial leave with FTE between 75 and 85% for the past 10 years. Active practice with Ehrenkrantz Eckstut & Kuhn Architects to pursue: Large-scale urban design projects (Crown Farm, National AIA Award 2007); Campus Planning projects (GWU, Geo. Mason, St. Johns College in Annapolis); School Design Projects (School Without Walls, in DC, Stoddert Elementary School); (one national school design award, one local preservation award for School Without Walls); Community Center Design (Deanwood Community Center) and Two semester sabbatical Fall 2007- Spring 2008 at 50% pay
  - Faculty member taking Full and partial leaves with FTE between 0 and 65% from Fall 2005 to present. In 2005 – 2006, architectural practice grew to include a new scope of work and new knowledge grew through research into sustainable practices so as to be able to steward the Solar Decathlon effort; in 2006 – 2007 architectural practice grew again and knowledge grew through further research into sustainable practices and LEED-AP accreditation; in 2007 – 2008 new knowledge culminated in the Solar Decathlon competition; in 2008 – 2009 a commission for a large architectural project tied together professional, academic, and research interests, linking sustainability, new construction technologies, affordable housing, and urban design; in 2009 – 2010 practice continues gaining projects focused on sustainably minded residential projects and research ramping up for a next solar decathlon effort; in 2010 – 2011 practice continues and knowledge is ramping up for Solar Decathlon 2011 competition.
  - Faculty member taking 90% FTE leave 2010 – 2011 to open DC office for a Canadian firm specializing in international school design
  - Faculty member taking 100 % FTE Leave Fall 2010 to pursue research as Scholar in Residence at the Institut National d'Histoire d'Art in Paris, sabbatical in 2006 – 2007 with position as Smithsonian Associate.
  - Faculty member took Partial Leave to Pursue Practice: Spring and Fall 2007 75% FTE: Ayers Saint Gross / Notre Dame Projects -- Campus Planning, Landscape Design, Partial Leave to Pursue Practice: Spring 2008 25% FTE: Ayers Saint Gross / Harvard Alston Initiative -- Campus Planning



- Attendance at Professional Meetings: “Groundhog Day: The Iterative and Reiterative in Beginning Design Education” Fresh Air – National Meeting of the Association of Collegiate Schools of Architecture, Philadelphia, Pennsylvania (permeated as one of 4 best papers from the 2006 National Conference on the Beginning Design Student). 2007, “Groundhog Day: The Iterative and Reiterative in Beginning Design Education” National Conference on the Beginning Design Student, Iowa State University, Ames, Iowa. 2006
- ACSA Representative to American Institute of Architects National Diversity Conference, San Francisco, CA, May 2009.
- School of Architecture, Planning & Preservation co-hosted joint meeting of the ARCC/EAAE in Summer 2010, Faculty member participated in organizing committee, moderated paper sessions, serves on editorial board for proceedings
- Faculty member presented papers at 2010 ACSA Annual Meeting and International Arts in Society Conference in Venice in Summer 2009, and AIA National Convention in Spring 2008 with funding from Architecture Program
- Faculty member presented papers at 2009 ACSA Annual Meeting, CAADRIA2008 International conference in Thailand, ASCAAD2007 International Conference in Egypt, with funding from Architecture Program
- Dean and Program Director attend ACSA Annual Meetings, Administrators Conferences, and AIA Annual Convention with funding from School and Architecture Program
- ACSA Councilor attends ACSA meetings with funding from Architecture Program
- Faculty member presented two papers at ACSA Annual Meeting 2008 in Houston, presented paper at CSAAR Conference, Sharjah, UAE in 2008, presented paper at Third Annual International Design Conference in Berlin in 2009
- Faculty member presented paper at ACSA East Central Regional Conference in 2007, Featured speaker at Eco Wave 2006 Conference on Green Design in 2006, with funding from Architecture Program
- Faculty member moderated session at ACSA National Conference in 2009 with funding from Architecture Program
- Faculty member was PI of Solar Decathlon 2007, Two faculty are PI and Co-PI of Solar Decathlon 2011 with funding from School
- Faculty member presented papers at 2007 ACSA National Meeting and 2003 ACSA Southeast Regional Conference with funding from Architecture Program
- Faculty member published paper in 2010 CELA Conference Proceedings with funding from Architecture Program
- Faculty member presented papers at Building Technology Educators’ Symposium in 2006 and 2008, 2007 ACSA Annual Meeting with funding from Architecture Program
- Architecture Program hosted Building Technology Educators’ Symposium in 2006

- Two faculty members served as 2008 – 2009 University of Maryland Center for Teaching Excellence Lilly Teaching Fellow with funding from University of Maryland
  - Faculty member presented paper at 2009 Third Annual International Design Conference in Berlin, 2008 Great Schools by Design Conference in Texas, 2008 International Symposium at University of Maryland, 2008 ACSA Annual Meeting with funding from Architecture Program
  - Architecture Program hosted *Defining the 21<sup>st</sup> Century Urban School* International Symposium 2008
  - Dean and Architecture Program students and faculty competed in the 2008 History Channel The City of the Future: A Design and Engineering Challenge, winning the IBM Technology Award
  - Faculty and students competed in the 2010 ULI Hines Competition, placing in top 4 teams and traveling to San Diego
  - Faculty member presented paper in Visions of Place: Regionalism and Architecture Symposium at University of Maryland in 2008
  - School hosted Visions of Place: Regionalism and Architecture Symposium in 2008, published book in 2010
- A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure:
    - The University of Maryland's policies, procedures, and criteria for faculty appointment, promotion, and tenure are on the web at <http://www.faculty.umd.edu/policies/index.html> **Criteria for faculty appointment, promotion, and tenure, excerpted from that document, are as follows:**

The criteria for appointment, tenure, and promotion shall reflect the educational mission of the University of Maryland at College Park: to provide an undergraduate education ranked among the best in the nation; to provide a nationally and internationally renowned program of graduate education and research, making significant contributions to the arts, the humanities, the professions, and the sciences; and to provide public service to the state and the nation embodying the best tradition of outstanding land-grant colleges and universities.

Each college, school, and department shall develop brief, general, written Criteria for Tenure and/or Promotion. The criteria to be considered in appointments and promotions fall into three general categories: (1) performance in teaching, advising, and mentoring of students; (2) performance in research, scholarship, and creative activity; (3) performance of professional service to the university, the profession, or the community. The relative importance of these criteria may vary among different academic units, but each of the categories shall be considered in every decision. The criteria for appointment to a faculty rank or tenure shall be the same as for promotion to that rank (or for tenuring at the rank of associate professor), whether or not the individual is being considered for an administrative appointment. An academic unit's general Criteria for Tenure and/or Promotion must receive the approval of the next level administrator. Any exceptional or unusual arrangements relating to criteria for tenure and/or promotion shall be specified in writing at the time of appointment and shall be approved by the faculty and administrator of the first-level unit, by the Dean of the school or college, and by the Provost.

#### A. Teaching and Advisement

Superior teaching and academic advisement at all instructional levels (or reasonable promise thereof in

the case of initial appointments) are essential criteria in appointment and promotion. Every effort shall be made to recognize and emphasize excellence in teaching and advisement. The general test to be applied is that the faculty member be engaged regularly and effectively in teaching and advisement activities of high quality and significance. The responsibility for the evaluation of teaching performance rests on the academic unit of the faculty member. Each academic unit shall develop and disseminate the criteria to be used in the evaluation of the teaching performance of its members. The evaluation should normally include opinions of students and colleagues.

#### B. Research, Scholarship, and Artistic Creativity

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction. Each academic unit shall develop and disseminate the criteria for evaluating scholarly and creative activity in that unit. Research or other activity of a classified or proprietary nature shall not be considered in weighing an individual's case for appointment or promotion.

#### C. Service

In addition to a demonstrated excellence in teaching and in research, scholarship and artistic creativity, a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of the faculty member, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of junior faculty to the point that it interferes with the development of their teaching and research.

#### Assistant Professor

The appointee shall have qualities suggesting a high level of teaching ability in the relevant academic field, and shall provide evidence of potential for superior research, scholarship, or artistic creativity in the field. Because this is a tenure track position, the appointee shall at the time of appointment show promise of having, at such time as he or she is to be reviewed for tenure and promotion in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, the qualities described under "Associate Professor" below. In most fields the doctorate shall be a requirement for appointment to an assistant professorship. Although the rank normally leads to review for tenure and promotion, persons appointed to the rank of Assistant Professor after the effective date of this policy shall not be granted tenure in this rank.

#### Associate Professor

In addition to having the qualifications of an Assistant Professor, the appointee shall have a high level of competence in teaching and advisement in the relevant academic field, shall have demonstrated significant research, scholarship, or artistic creativity in the field and shall have shown promise of continued productivity, shall be competent to direct work of major subdivisions of the primary academic unit and to offer graduate instruction and direct graduate research, and shall have served the campus, the profession, or the community in some useful way in addition to teaching and research. Promotion to the rank from within confers tenure; appointment to the rank from without may confer tenure.

#### Professor

In addition to having the qualifications of an Associate Professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service. The rank carries tenure.

#### Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and,

when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

- The School of Architecture, Planning, & Preservation's policies on Appointment, Promotion, and Tenure are on the web at <http://www.arch.umd.edu/MAPP/APT%20Policy%20approved%203%20May%202006.html> Criteria for faculty appointment, promotion, and tenure, excerpted from that document are as follows:

Decisions on promotion of tenured faculty members shall be based on the academic merit of the candidate as evaluated using the relevant criteria, as stipulated in this article 2 and below in article 3, Categories of Achievement. Decisions on the renewal of untenured appointments and on promotion involving the granting of tenure shall be based on the academic merit of the candidate as evaluated using the relevant criteria and on the academic needs of the School. Considerations relating to the present or future programmatic value of a candidate's particular field of expertise, or other larger institutional objectives, may be legitimately considered in the context of a tenure decision. In no case, however, may programmatic considerations affecting a particular candidate be changed following the first renewal of the faculty contract of that candidate.

2.2 Any change in the nature of the School's or the unit's programmatic needs which may have a bearing on the candidate's prospects for tenure should be brought to the attention of the candidate at the earliest possible time. In addition, first-level units shall make the best possible effort to advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. The advice and assessments provided to untenured candidates should avoid simplistic quantitative guidelines and should not suggest or imply that tenure decisions will be based on the quantity of effort or scholarly activity, independently of its intellectual property.

### 3. Categories of Achievement

The APT Committee and its designated subcommittees shall consider the performance of candidates in (a) teaching and advising; (b) research, scholarship, and creative activities; and (c) service and leadership. Performance in these areas shall be evaluated in the context of the School's mission and requirements, and against generally accepted standards of excellence prevailing in the field of a candidate, in the School, and in the University. Superior promise or performance, as appropriate to a candidate's rank, is expected. Minimum qualifications pertaining to each rank are described in the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty, available on line at <http://www.faculty.umd.edu/policies/UMDpolicy.html>.

Because the School's mission includes both traditional academic pursuits and professional education in the fields of architecture, urban design, urban and regional planning, and historic preservation, considerable diversity of achievement may be offered in the evidence supporting a candidate's request for appointment or promotion. Consequently, in assessing a candidate's work, the Dean, APT Committees, and any faculty as may properly be involved in the review process shall take such diversity into account. Both internal and external evidence and assessments shall be secured when required by University policy.

#### 3.1 Teaching and Advising

High-quality teaching and advising is central to the School's mission. Consequently, the intellectual content and instructional effectiveness of a candidate's interactions with students, whether in structured

courses, mentoring and advising activities, design reviews, thesis and dissertation committees, or informal occasions, shall be of paramount concern in decisions regarding appointments, reappointments, promotions, and tenure awards.

Ordinarily, evidence of performance in this area shall be gathered from three sources: (a) course evaluation questionnaires administered to students, (b) course material, and (c) peer class visitations. When such sources of information are not available in full or in part, as may be the case for candidates with limited prior teaching experience, efforts shall be made to supply alternative bases of assessment of successful or promising teaching and advising. Summaries of a candidate's scores on course evaluation questionnaires should be compared with mean scores of similar format courses in the candidate's program, or, when appropriate, in the School or University. When available, a small number of students' comments from such questionnaires or from unsolicited written communications may be included to more specifically illuminate the candidate's approach or contribution. Course material, such as syllabi, bibliographies, supplemental readings, Web pages, etc., should be evaluated for their clarity and rigor. Contributions of outside guests and external activities such as field trips should be assessed for effectiveness and integration with instructional objectives. Development of new courses, introduction of innovative techniques and technologies, effective training and oversight of teaching assistants, preparation of textbooks, instructional awards, and fund-raising for course or curriculum development should also be considered as evidence of meritorious teaching.

### 3.2 Research, Scholarship, and Creative Activities

Significant contributions to the generation and dissemination of knowledge, to artistic creation, and to advances in professional fields are essential components in the School's mission. Both the distinction of a candidate's efforts in these areas and the continuing and sustained productivity of such efforts shall be of prime concern in appointment, reappointment, and promotion decisions. Evidence of promise or accomplishment, as appropriate to a candidate's rank, is likely to be dependent on a candidate's specific area of work. For faculty engaged in creative professional activities, such evidence shall include recognition of design, planning, or other creative work through publication, awards, success in national or international competitions, or other appropriate peer review. For faculty engaged in more traditional scholarship and research, the evidence shall include publications in the form of books, book chapters, articles in journals or papers in proceedings, citations, reviews, and research reports. Success in obtaining funding of research proposals may also be considered, where appropriate, as an indicator of a candidate's scholarly standing. Because professional design and planning work are central activities of a significant number of the School's faculty, review committees shall consider that such work often involves higher levels of responsibility and longer time frames than those ordinarily entailed in more traditional academic output such as journal articles, papers, or monographs. Likewise, it may take years for junior faculty to develop a career to the point where they can gain significant design or planning commissions. In such cases, peer evaluation by distinguished practitioners of unbuilt or heretofore unrecognized designs or plans shall constitute documentation of meritorious accomplishment. Participation in editorial boards, conference organizing or scientific committees, submission of reviews for journals or other publishing entities, and invitations to lectures, design competition juries, and the like, though properly considered in the category of service activities, shall also be viewed as evidence of a candidate's national and international reputation in scholarship and creative work.

### 3.3 Service and Leadership

Self governance and application of knowledge and professional expertise are important parts of the School's mission. Thus, in addition to demonstrated excellence in teaching and advising, and in research, scholarship, or artistic creativity, candidates for appointment, reappointment, or promotion should have established a commitment to leadership and service activities commensurate with their area of expertise. Such commitment may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of all faculty members, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of faculty members, in particular of those on tenure track, to the point that it interferes with the

development of their teaching, scholarship, or creative work.

- A list of visiting lecturers and critics brought to the school since the previous site visit. (asterisk indicates member of under-represented group)

Spring 2005

- Visiting Lecturers
- Visiting Critics
  - Scott Ruff, Assistant Professor, Syracuse University
  - Filippo Caprioglio, Partner, Caprioligo Associati, Mestre Italy

Fall 2005

- Visiting Lecturers
  - John Torti, Torti Gallas and Partners
  - Léon Krier
  - Amy Weinstein, Weinstein and Associates, Washington DC
  - Joseph Burns, Thornton-Tomasetti Group
  - Thomas Knoche
  - Frank Schlesinger, Frank Schlesinger Associates Architects
  - Deborah Berke, Deborah Berke & Partners Architects LLP New York, NY
- Visiting Critics
  - Andrew Klamon, Concord Eastridge, Vice President / Development
  - Kristin M. Wisniewski, Ayers Saint Gross Architects and Planners, Baltimore Maryland

Spring 2006

- Visiting Lecturers
  - James Corner, Field Operations, New York, NY
  - Diane Ghirardo, Professor, USC School of Architecture
  - Ralph Bennett
  - Paris Glendening, Former Governor of Maryland
  - Susan Begley
  - Michael Alcorn
  - Robert Dorgan
  - Bruce Lindsey, Co-Director, Rural Studio Auburn University
  - Dale Mulfinger
  - James Howard Kunstler
  - Elizabeth Gilboy
  - Terri Fisher
  - Roger K. Lewis
  - Maurice Cox\*
  - Chris Pfaeffle
- Visiting Critics

Fall 2006

- Visiting Lecturers
  - Julie Snow, Julie Snow Architects, Inc.
  - James Garrison, Garrison Architects, New York, NY
  - William G. Allman, Curator of the White House
  - Dana Reitz
  - Karla Maria Rothstein
  - Marc Tsurumaki
- Visiting Critics
  - Filippo Caprioglio, Partner, Caprioligo Associati, Mestre Italy ARCH 400g

- Linnaea Stuart, Ayers Saint Gross Architects and Planners, Baltimore Maryland ARCH 400g
- Kristin M. Wisniewski, Ayers Saint Gross Architects and Planners, Baltimore Maryland 400g

#### Spring 2007

- Visiting Lecturers
  - Timothy Beatley
  - Gregg Pasquarelli, SHoP Architects and Yale University
  - Kathryn H. Anthony, Ph.D.
  - Geraldine Forbes Isais AIA
  - Theodore C. Landsmark, Ph.D.
  - Marshall E. Parnell FAIA
  - Joseph T. Landers III
  - Michael Sarbanes
  - Tim McDonald, Onion Flats, Philadelphia Pennsylvania
  - Nader Tehrani, Office dA, Boston, Massachusetts
  - Michael Vergason
  - John Stainback
  - Marc Tsurumaki, Lewis.Tsurumaki, Lewis Architects, New York, NY
- Visiting Critics
  - Michael Vergason, FASLA, FAAR (Kea Professor S'07), Michael Vergason Landscape Architects, LTD, Alexandria, VA 22314
  - Stephen Bartlett AIA, Principal, Ballinger, Philadelphia, PA 19107
  - William F. Conway AIA, Associate Professor & Principal with Conway + Schulte Architects, College of Design, University of Minnesota, Minneapolis, MN 55455
  - Phoebe Crisman, University of Virginia, School of Architecture, Charlottesville, VA 22904
  - Craig Spangler AIA, Principal, Ballinger, Philadelphia, Pennsylvania 19107
  - Renee Cheng\*, Associate Professor & Head of School of Architecture, College of Design, University of Minnesota, Minneapolis, MN 55455
  - Jerri Smith AIA, Senior Associate Principal, Kohn Pedersen Fox, New York, NY10019
  - Barbara Mullenex, Partner, OPX, Washington, DC 20036
  - Stephen Muse FAIA, Muse Architects, Bethesda, Maryland 20814
  - Amy Weinstein FAIA, Washington, DC
  - Jude LeBlanc, Associate Professor, Georgia Institute of Technology, ARCH 601
  - Richard Rosa, Associate Professor, Syracuse University, ARCH 601
  - Sedef Altun, Akdeniz University, Antalya, Turkey, ARCH 601

#### Fall 2007

- Visiting Lecturers
  - Matthew Daw, PE, Keast & Hood
  - Zachary Kates, PE, Thornton Tomasetti, Inc.
  - David Foxe, Massachusetts Institute of Technology
  - Rob Wellington Quigley FAIA, Rob Wellington Quigley Architect
  - Patricia Johanson, Environmental/Landscape Artist
  - Frank Grauman AIA, Principal, Bohlin Cywinski Jackson
  - Ronnette Riley FAIA, LEED, AP, Principal, Ronnette Riley Architect
  - Vincent Chang, MA DipArch, RIBA, AIA Partner, Grimshaw Architects
  - Andrew Whalley, BArch, AADip, AIA, RIBAPartner, Grimshaw Architects
  - David Miller FAIA, Partner, Miller-Hull Partnership, LLC,
  - Charles H. Thornton, Ph.D., PE Chairman, Charles H. Thornton and Co., LLC,
  - Richard Sennett, Professor of Sociology, London School of Economics, and Bemis Professor of Social Sciences, Massachusetts Institute of Technology
  - Matthew Daw

- Zachary Kates
- David Foxe
- Visiting Critics
  - Bradford Grant\* AIA, NOMA Director, School of Architecture and Design; Assoc Dean – College of Engineering Architecture and Computer Sciences, Howard University
  - Michael Swartz AIA, David M. Schwarz Architectural Services, Washington, DC
  - Jamie Tilghman AIA, DMJM Design, Arlington, VA
  - Jane Treacy RA, Treacy & Eagleburger Architects P.C., Washington, DC
  - Amy Weinstein FAIA, Weinstein Associates, Washington, DC and Distinguished Kea Professor UMCP
  - Phil Eagleburger AIA, Architects, Treacy & Eagleburger Architects P.C., Washington, DC
  - Mario Gooden\* AIA, Huff& Gooden Architects, Charleston SC; Adjunct, Yale University
  - Chris Harvey AIA, The Design Collective, Baltimore, Md.
  - Douglas McCoach AIA, Director, Baltimore City Planning Department
  - Mahendra Parekh\* AIA, Acting Director, Institute of Architecture and Planning, Morgan State University
  - Amy Weinstein FAIA, Weinstein Associates, Washington, DC and Distinguished Kea Professor, UMCP
  - Jason Boris, Assistant Professor, Pennsylvania State University, ARCH 400g

#### Spring 2008

- Visiting Lecturers
  - Quintus Miller, Miller & Maranta, Basel, Switzerland
  - Hansy L. Better Barraza, Studio Luz, Boston, Massachusetts
  - Matthew Crenson, Ph.D.
  - Hagy Belzberg, Belzberg Architects, Santa Monica, California
  - Michael Meridith, MOS, New York, NY and Harvard University
  - Hilary Sample, MOS, New York, NY and Yale University
  - Scott Erdy, Erdy McHenry Architecture and University of Pennsylvania, Philadelphia, Pennsylvania
  - Mason White, Lateral Architecture, Toronto, Canada
  - Eric Naslund, Studio E Architects, San Diego, California
  - Michael Kelly\* Executive Director, District of Columbia Housing Authority
  - Andrea Ponsi
  - Giovanni Caprioglio
- Visiting Critics
  - Eric Naslund, FAIA, Kea Professor 2008, Studio E Architects, San Diego, CA 92101
  - Robert B. Berry Jr., AIA, RTKL Associates, Inc., Washington, DC 20036
  - Bill Bonstra, AIA LEED AP, Bonstra / Haresign Architects, Suite 400 Washington, DC 20009
  - Charles Debelius, Associate Professor, College of Architecture + Design, University of Tennessee, Knoxville, TN 37996
  - Sara Caples AIA and Everardo Jefferson\* AIA, Caples/Jefferson Architects, New York, NY 10018
  - Julie Ju-Youn Kim\*, RA, Associate Professor, Director, Graduate Programs in Architecture, School of architecture, University of Detroit Mercy, Detroit, MI 48221
  - Jean-Francois Lejeune, Professor, School of Architecture, Room 323E Architecture building 48, University of Miami, Coral Gables, FL 33146
  - Bill Bechhoefer FAIA, Emeritus Professor, Kea Professor, Bethesda, MD 20816
  - James Cooper, Associate Professor, Pennsylvania State University ARCH 601

#### Fall 2008

- Visiting Lecturers
  - Filippo Caprioglio, Partner, Caprioligo Associati, Mestre Italy
  - Travis Price III AIA



- Guy Fallacara
- Luc Tamborero
- Lori Brown, Associate Professor, Syracuse University
- Patricia Patkau, FRAIC, FAIA, RIBA
- John A. Powell
- Bing Thom\*, MAIBC, FRAIC, AIA
- Lori Brown
- Visiting Critics

#### Spring 2009

- Visiting Lecturers
  - Frances Halsband, Kliment Halsband Architects, New York, NY
  - Robert Embry, Jr., The Abell Foundation
  - Léon Krier
  - Moshe Safdie, Moshe Safdie and Associates Boston, Massachusetts
  - Scott Gerald Shall, AIA International Design Clinic, Assistant Professor, Temple University
  - Chris Calott, University of New Mexico
  - Blaine Brownell, Transstudio
  - Gregg Pasquarelli, SHoP Architects and Yale University
  - Eiiisabetta Terragni
  - William D. Williams \*
  - Carl Elefante
  - Phoebe Crisman
- Visiting Critics
  - Ralph Bennett, Professor Emeritus, University of Maryland
  - Betsy Boykin, CORE studiodesign, Baltimore Maryland
  - Gary Bowden\*, Professor of the Practice Emeritus, University of Maryland
  - Andrea Crumbach, Behnisch Architekten, Cambridge, MA
  - Frances Halsband, Kliment and Halsband, New York, NY (Kea Distinguished Professor)
  - John Hill, Professor Emeritus and Founding Dean, University of Maryland
  - Michael Marshall\*, Marshall Architects, Washington, DC
  - Lora Schwartz, Smith Group, Washington, DC
  - William D. Williams+, University of Virginia, Charlottesville, VA
  - Colden Florance, Smith Group, Washington, DC
  - Frances Halsband, Kliment and Halsband, New York, NY (Kea Distinguished Professor)
  - Roger K. Lewis, Professor Emeritus, University of Maryland
  - Megan Walsh, M W Architects, Washington, DC

#### Fall 2009

- Visiting Lecturers
  - Johanne Riegels Østergård, Danish Institute for Study Abroad Visiting Critics
  - Ruth Adler Schnee, Ruth Adler Schnee Interior and Textile Design
  - Thomas R. Fisher, Assoc. AIA, University of Minnesota, College of Design | Professor and Dean
  - Steve Ziger AIA, Ziger/Snead Architects | Partner Baltimore, Maryland
  - Mark Joseph, Ph.D., Case Western Reserve University, Mandel School of Applied Social Sciences
  - Adèle Naudè Santos FAIA, MIT, School of Architecture and Planning | Professor and Dean
  - Ruth Adler Schnee
  - Terri Sarris
  - Beverly Willis
- Visiting Critics
  - Kristin M. Wisniewski, Ayers Saint Gross Architects and Planners, Baltimore, Maryland,

ARCH 402

- Catharine Barsoum, OMA Rotterdam, Arch 402
- Steve Ziger AIA, founding partner Ziger/Snead, Kea Professor, University of Maryland
- Christopher Cobb, PE
- William Bechhoefer FAIA, Professor Emeritus, University of Maryland
- Ralph Bennett AIA, Professor Emeritus, University of Maryland, President of Bennett Frank McCarthy Architects
- Sonja Duempelmann, Ph.D., Assistant Professor, Landscape Architecture, University of Maryland
- Alexis Gregory, RA, Professor of Architecture, Savannah College of Art and Design
- Michele Lamprakos, Ph.D., preservation specialist, Shalom Baranes Architects
- Susan Rogers, Assistant Professor and Director of Center for Community Design Resource Center, University of Houston

Spring 2010

- Visiting Lecturers
  - R. Donahue Peebles\*, The Peebles Corporation | Chairman and CEO, *The Peebles Principles: Tales and Tactics from an Entrepreneur's Life of Winning Deals, Succeeding in Business and Creating a Fortune from Scratch*
  - Ronit Eisenbach, University of Maryland | Associate Professor of Architecture *Installations by Architects: Building Questions, Building Dialogue*
  - James Wines, SITE Environmental Design | President and Creative Director, Penn State University | Professor of Architecture
  - Alvaro Rojas Quiros AIA\*, University of Design, Costa Rica | Dean FoRo Arquitectos | Principal *The Wings of Daedalus: An Experimental School of Architecture in Costa Rica*
  - Christopher Payne, Photographer, *Asylum: Inside the Closed World of State Mental Hospitals*
  - Michael Graves, Princeton University | Robert Schirmer, Professor of Architecture, Emeritus, Michael Graves & Associates | Founder and Principal, *Schumacher Symposium Keynote Lecture*
  - Christopher Shea, East Baltimore Development Inc. | President and Chief Executive Officer, University of Maryland School of Social Work, 525 W. Redwood Street, Baltimore, MD 21201, *Getting It Right: Rebuilding Baltimore's East Side*
  - Adam Gross, University of Maryland | Spring 2010 Kea Distinguished Professor, Ayers Saint Gross | Principal, *Kea Distinguished Professor Lecture*
  - Mark Robbins, Syracuse University | Dean, School of Architecture, Colvin Institute Symposium Neomie Colvin Lecture, *The Future of Nostalgia*
  - Harvey Molotch + Crispin Sartwell
  - Kevin Hinders
  - Aaron Bryant, Curator of the James E. Lewis Museum of Art at Morgan State University, Doctoral student of American Studies at University of Maryland
  - Tunney Lee\*, Professor Emeritus of Architecture and City Planning, MIT and the Chinese University of Hong Kong
  - Patrick Kenneth Jadin, Howard University and University of Maryland
  - Robert Houston\*, Photographer, Baltimore
  - Ralph Bennett, Professor Emeritus, University of Maryland
- Visiting Critics
  - Colden Florance, FAIA, Smith Group, Washington, DC
  - Adam Gross FAIA, Ayers/Saint/Gross Architects, Baltimore, MD (Kea Professor)
  - Kathleen O'Meara, Maryland College of Art and Design
  - Glenn L. Smith\*, Chair, Graduate Landscape Architecture Program, Morgan State U.
  - Scott Vieth, Ayres Saint Gross Architects and Planners, Baltimore, MD
  - Chris Gray, Ballinger, Philadelphia, PA
  - Luanne Greene, Principal, Ayers Saint Gross, Architects and Planners
  - Matthew Geiss, Catholic University of America

- Kristin M. Wisniewski, Ayers Saint Gross Architects and Planners, Baltimore Maryland

A list of public exhibitions brought to the school since the previous site visit(exhibits in Kibel Gallery unless noted Linear Gallery):

Fall 2006

*The White House Meets the Bulldozer: Harry Truman's Renovation 1947–1952*

Spring 2007

*Installations by Architects*

*Smart Growth and Choices for Change*

*Cities are for People*

Fall 2007

*Macro to Micro: Grimshaw Architects*

*Waclaw Zalewski: Shaping Structures*

Spring 2008

*Affordable Housing: Designing an American Asset*

*School Buildings: The State of Affairs*

Fall 2008

*Feminist Practices: interdisciplinary approaches*

Spring 2009

*Casa Cattaneo: A Jewel of Italian Rationalism*

*Places of Refuge: The Dresser Trunk Project*

*Subsequent Action: Creative Work on Neglected Ground*

Fall 2009

*Ruth Adler Schnee: A Passion for Color and Design*

Spring 2010

*Letarouilly Then and Now: Images of Rome*

*Installations by Architects: Building Questions, Building Dialogue*

*Digital Conceptions* (Linear Gallery)

*Most Daring Dream: Robert Houston Photography and the Poor People's Campaign* (Linear Gallery)

## Students

- A description of the process by which applicants to the accredited degree program are evaluated for admission: The admissions committee, composed of faculty, evaluates each candidate based on a portfolio of creative work (free-hand drawing, painting, sculpture and/or other examples of proficiency in the visual arts), transcripts, letters of recommendation, personal statement and Graduate Record Examination performance. The Student Affairs Coordinator prepares a notebook for each committee member, containing a rubric for evaluation of each student. The rubric contains the following categories: portfolio, GPA, GRE scores, TOEFL scores if applicable (for international students), personal statement, letters of recommendation. The rubric includes reference scores for GPA, GRE, and TOEFL, so the committee members can consider how each student's profile compares with University norms. Students with a GPA less than 3.0 are excluded from consideration; unless the

portfolio or other element of the application is so compelling that a case can be made to the Graduate School to accept a student who does not meet their minimum GPA requirement. Transcripts and portfolios of students with GRE scores below University of Maryland averages are scrutinized carefully for evidence that the student is capable of graduate-level work. International students whose TOEFL scores fall below the University of Maryland's acceptable levels are generally excluded from consideration, because they would likely be required to take a year of remedial English courses and be placed under restrictions that would make it impossible for them to engage in the full Master of Architecture curriculum. Once the admissions committee members have ascertained that a student would be acceptable to the Graduate School, then the personal statement, recommendations, and portfolio become the focus of the review. For applicants to the Master of Architecture degree [degree + 109 credits] track, the portfolio often does not include architectural work, per se, but offers insight into a candidate's visual thinking abilities, ability to organize information, drawing skill, design experience, experience with a range of visual arts, experience with fabrication processes, and craft ethic. For applicants to the Master of Architecture degree [pre-professional degree + 109 credits], the portfolio is a record of achievement in a pre-professional architecture program and, hence, a good predictor of achievement in a professional program in architecture. For applicants with professional experience, the portfolio may also contain examples from practice, giving further insight into the applicant's promise. Admissions committee members evaluate the portfolios of applicants to this track for evidence of preparedness to undertake the rigors of the ARCH 600/611 Comprehensive Studio/Advanced Technology suite of courses. Applicants who show promise, but do not demonstrate sufficient preparedness, may be offered admission to the Master of Architecture degree [degree + 109 credits] track with one year of advanced standing. Personal statements are studied for evidence of an applicant's commitment to the study of architecture. Letters of reference from faculty offer evidence of candidate's prior achievement in an academic environment. Letters of reference from employers offer evidence of professional promise and work ethic. Committee members complete the rubrics, scoring each category from 1 – 5. The Student Affairs Coordinator compiles the scores from all rubrics and creates a ranked list of candidates. The Admissions Committee then meets to establish ranges for 1) students to recruit, 2) students to admit, 3) students to wait list, and 4) students to reject. See Part II. Section 3. for a description of the process by which the preparatory or pre-professional education of students admitted to the professional program is evaluated.

A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable:

The Architecture Program and the Student Affairs office in the School support students through the stages of admission, acceptance, GA/TA positions and scholarships, pre-orientation advising, orientation on campus and academic advising each semester.

For academic advising, students may see an academic advisor at any time and can choose whether they would like to meet in person with an advisor prior to registration each semester. All new students must meet with an advisor during their first semester. Each student's curricular path is reviewed prior to signing up for courses. Students use a worksheet for their path, available on the STUDENTS/Advising section of the website. The Coordinator of Student Affairs and the Assistant Dean, Student Affairs guide students through this process.

The Coordinator of Student Affairs, the Assistant Dean, Student Affairs, and the Architecture Program Director are available if students have a special need or concern and can help students find assistance through other professionals on campus. When appropriate, students are referred to various units, such as the Disability Support Service or the Counseling Center, where they may obtain additional support.

Career guidance is supported through a system of faculty mentors. Each tenured/tenure track faculty member is assigned a small number of mentees each year. Meetings with mentees happen informally or formally and range from office hours to collegial meals with a Professor in his/her home. Students may approach any member of the faculty for advice regarding their areas of special interest informally, during regular office hours or by appointment.

Many students find internships and positions through networking with professionals and lecturers, as well as full-time faculty. Students meet potential employers in the School through reviews, visiting critics, thesis final juries, AIA sponsored events such as Career Evenings and Lecture Series and Symposia. The Professional Practice Course and the Careers in Architecture Elective introduce students to a number of guest professionals. The School also hosts an annual Career Fair, introducing students to a diverse range of firms across the region.

The Scholarship Committee works with student applicants for three scholarship/internships with regional firms Torti-Gallas, Design Collective, and David M. Schwarz and advises students in the application process for the national Zimmer Gunsul Frasca scholarship/internship.

Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities:

- ARCH 700 Urban Design Studio travel to Italy for a conference at the Restoring Ancient Stabiae site, funded by grant
- ARCH 601 Topical Studio travel to Thailand
- ARCH 600/611 Comprehensive Design Studio/Advanced Technology field trips to visit project sites and building types (example: winery) and construction sites
- Architecture Program offers several Study Abroad programs every year
- Architecture Program provides scholarships that partially fund participation in Study Abroad programs for all graduate student applicants
- Architecture Program funds a scholarship to send one or more students to Ghost Studio in Canada every summer
- All sections of ARCH 401 travelled to Shepherdstown, West Virginia last Spring for a site visit
- This fall, all sections of ARCH 400 travelled to Meridian Park in DC
- Studios regularly visit sites
- Incoming Graduate Students participate in an Interdisciplinary Study Tour. Locations include Baltimore Fall 2009, Annapolis Fall 2010
- The Scholarship Committee assists students in preparing applications for a travelling fellowship that provides \$10,000 in travel support for a student each summer. Recipients in the last two years have been thesis students who used the travel for research in support of their theses.
- The Architecture Program assisted in the development of a summer off-campus study program at the Northern Cheyenne Nation in Montana.
- The Architecture Program sponsored an Architecture In the Schools program, with a team of students teaching in the local Northwestern High School for half a semester.
- Students travelled to San Diego in Spring 2010 to present their ULI Competition submission

Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities:

- Active AIAS chapter
- Active NOMAS chapter
- Active USGBC Students chapter, funded student to attend GreenBuild, resulting in an exhibit in the student-curated Linear Gallery
- Student participation in USGBC National Capitol Region student design competition, resulting in second place entry

Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program,

opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio:

- Creation of student-curated Linear Gallery with faculty advisor
- Funded international conference attendance to present research
- Presentations at GRID
- Exhibit of student work “Digital Conceptions” in Linear Gallery
- Papers co-authored by faculty and students
- Student participation in 2007 and 2011 Solar Decathlons funded by DOE
- Continuing student participation in excavations with Restoring Ancient Stabiae program in Italy
- Study Abroad programs every summer
- ARCH 601 students travelled to Thailand for field research as part of their architectural design studio
- ARCH 700 students travel to Italy this Fall to participate in a conference in Stabiae as part of their urban design studio

Evidence of support to attend meetings of student organizations and honorary societies:

The Architecture Program funds one or more students per year to attend AIAS Forum with the understanding that they will staff the University of Maryland table during the College Fair portion of the meeting. In addition, the AIA Potomac Valley funds travel for several students to attend AIAS Forum.

**I.2.2. Administrative Structure & Governance**

Administrative Structure

The University of Maryland, College Park, is the flagship institution of the University of Maryland, comprised of 12 Universities administered by the Chancellor. The School of Architecture, Planning & Preservation is one of 15 Schools and Colleges of the University of Maryland, College Park, which is administered by the President.

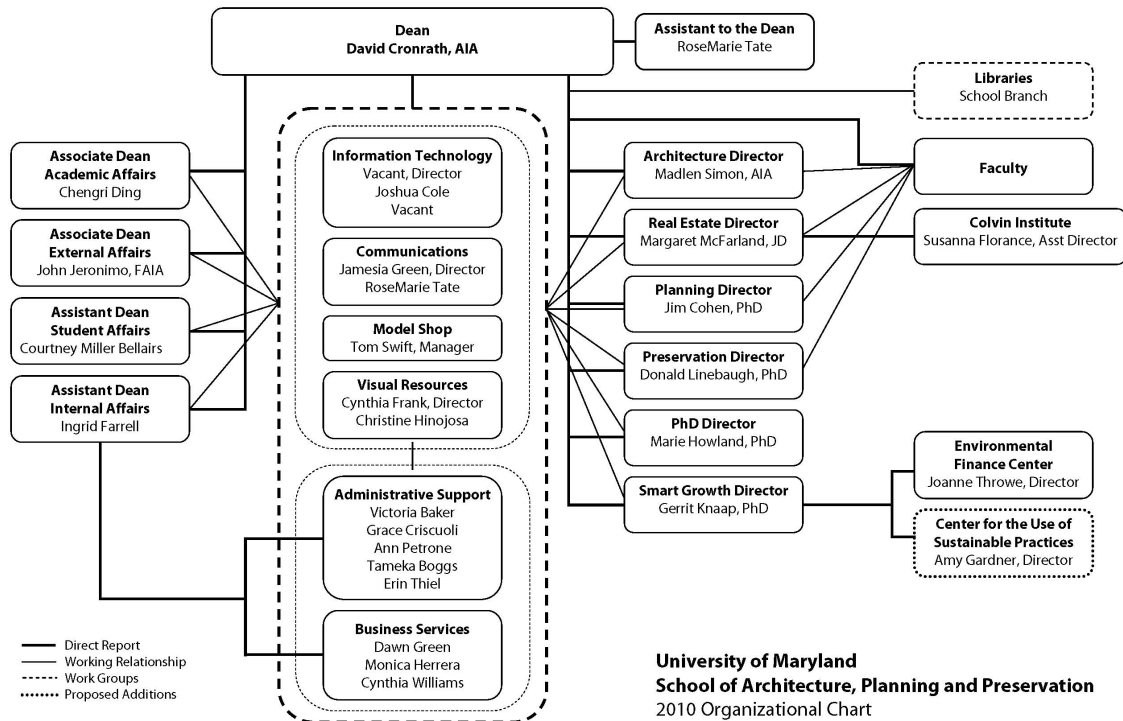
The Architecture Program is one of five academic programs within the academic unit of the School of Architecture, Planning & Preservation. The sister programs are: Planning, Historic Preservation, Real Estate Development, all offering Masters degrees, and the interdisciplinary PhD Program. The National Center for Smart Growth (NCSG) is the School’s research center. The Dean is the administrator of the School. The five academic programs and the NCSG are administered by Directors. The faculty are appointed by the Dean and assigned to individual programs. Joint appointments are possible. The Appointments, Promotion, and Tenure process is administered at the School level. This administrative structure fosters the School’s growing identity as a place for interdisciplinary teaching and research. The directors have adopted the vision, “Collaborative Education and Research for a Sustainable Future.” (see section xxx for a discussion of dual degrees, certificates, and interdisciplinary competitions).

The duties and responsibilities of the Architecture Program Director are set forth in the Architecture Program Plan of Organization.

Associate Deans for Academic Affairs and External Affairs plus Assistant Deans for Student Affairs and Internal Affairs serve the School, reporting to the Dean.

Four support services, Information Technology, Shop, Visual Resources, and Communications, serve the School, led by Directors or Coordinators reporting to the Dean. The Dean of the Libraries administers the Architecture Library, which is housed within and serves the School. A specialist Librarian from the Library faculty is assigned to the School.

An Assistant supports the Dean. Other Administrative Support and Business Services are shared by the administration of the School and Programs.



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### Governance

The Architecture Program is an open community in which establishment of policies and procedures, including curriculum review and program development, are widely discussed. Faculty, students, and staff are members of standing committees of the School. Recommendations of committees are brought to faculty meetings for discussion by the full faculty and student and staff representatives. The Dean, Associate Dean, and Director often meet with committees to stay informed about issues and give their perspectives; a weekly staff meeting clarifies administrative issues. Faculty and student post-mortems at the end of each semester are useful in identifying issues and for clarifying procedures.

Faculty, Staff, and Students are all represented by the School Assembly, which meets once a month at a meeting chaired by the Dean. Faculty, Staff, and Students of the Architecture Program are also represented by the Architecture Program Assembly, which meets once a month at a meeting chaired by the Director. The Architecture Program students are all members of the Architecture Students Assembly, which is led by elected representatives from each studio year level. The Architecture Students Assembly holds twice annual Retrospective meetings, elects its officers, elects Ombudspersons, nominates student members of Architecture Program committees (Curriculum Committee, Diversity Committee, Student Affairs Committee, Faculty Search Committee), and sends representatives to the Architecture Program Faculty meetings. Architecture students also serve on the Dean's Student Advisory Council.

### Other degree programs offered in the same administrative unit as the accredited architecture degree program:

- Bachelor of Science in Architecture
- Master of Historic Preservation
- Master of Community Planning
- Master of Real Estate Development
- Master of Architecture/Master of Historic Preservation
- Master of Architecture/Master of Community Planning

Master of Architecture/Master of Real Estate Development (pending approval)  
Master of Science in Architecture  
PhD in Urban and Regional Planning and Design

**I.2.3. Financial Resources**

Program budgets: Current fiscal year report(s) showing revenue and expenses from all sources (see table below)

ARCHITECTURE#111003									
NAME	2011 Budget	Vacant Unassigned Budget	Temporarily Available (in current year)	2011 FTE	Base Salary	Additions to Salary	Effort (to be verified)	Projected '11 Expenditures	Projected '11 Surplus/(Deficit)
<i>STATE INCOME/EXPENSES</i>									
<b>FACULTY</b>									
**Professor	\$ 93,717.00			1.00	\$ 93,717.00		0.85	\$ 79,659.45	\$ 14,057.55
**Associate Professor	\$ 90,033.00			1.00	\$ 90,033.00		0.35	\$ 31,511.55	\$ 58,521.45
**Associate Professor	\$ 75,849.00			1.00	\$ 75,849.00		0.50	\$ 37,924.50	\$ 37,924.50
**Assistant Professor		\$ 42,805.00		0.60			0.00	\$ -	\$ 42,805.00
Assistant Professor	\$ 71,144.00			1.00	\$ 71,144.00		1.00	\$ 71,144.00	\$ -
Associate Professor	\$ 85,859.00			1.00	\$ 85,859.00		1.00	\$ 85,859.00	\$ -
Professor of the Practice		\$ 37,500.00		0.60			0.00	\$ -	\$ 37,500.00
Associate Professor	\$ 73,034.00			1.00	\$ 73,034.00		1.00	\$ 73,034.00	\$ -
Professor	\$ 125,818.00			1.00	\$ 125,818.00		0.50	\$ 62,909.00	\$ 62,909.00
Professor	\$ 154,635.00			1.00	\$ 154,635.00		1.00	\$ 154,635.00	\$ -
Associate Professor	\$ 92,582.00			1.00	\$ 92,582.00		1.00	\$ 92,582.00	\$ -
Assistant Professor	\$ 64,500.00			1.00	\$ 64,500.00		1.00	\$ 64,500.00	\$ -
Professor of the Practice	\$ 32,711.00			0.50	\$ 32,711.00		0.75	\$ 49,066.00	\$ (16,355.00)
Assistant Professor	\$ 58,500.00			1.00	\$ 58,500.00		1.00	\$ 58,500.00	\$ -
Professor	\$ 161,160.75			1.00	\$ 161,160.75		1.00	\$ 161,160.75	\$ -
Associate Professor (includes increment and 1mt summer salary)	\$ 125,500.00			1.00	\$ 95,028.00	\$ 20,000.00	1.00	\$ 125,500.00	\$ -
VACANT (**Professor)		\$ 50,000.00		0.50			0.00	\$ -	\$ 50,000.00
VACANT --Assistant Professor		\$ 5,673.00	\$ 62,000.00	1.00			0.00	\$ -	\$ 62,000.00
VACANT --Professor		\$ 4,064.00		0.50			0.00	\$ -	\$ 4,064.00
Professor	\$ 101,783.00			1.00	\$ 101,783.00		1.00	\$ 101,783.00	\$ -
Assistant Professor	\$ 68,647.00			1.00	\$ 68,647.00		0.10	\$ 6,864.70	\$ 61,782.30
<b>Budgeted Salaries</b>	<b>\$ 1,475,472.75</b>	<b>\$ 140,042.00</b>	<b>\$ 62,000.00</b>	<b>18.70</b>	<b>\$ 1,445,000.75</b>	<b>\$ 20,000.00</b>	<b>\$ 13.05</b>	<b>\$ 1,256,632.95</b>	<b>\$ 415,208.80</b>
<b>Turnover</b>	<b>\$ (58,142.00)</b>								<b>\$ (58,142.00)</b>
<b>Adjuncts</b>								\$ 164,367.00	\$ (164,367.00)
<b>Grad Assistants</b>	\$ 173,952.00							\$ 245,429.61	\$ (71,477.61)
<b>Instructional Expenses</b>								\$ 24,000.00	\$ (24,000.00)
<b>*Operating Expenses-- Faculty travel, Student Travel, Professional Expenses, Dues, Misc. expenses, etc</b>								\$ 44,698.00	\$ (44,698.00)
<b>Program Advancement (research support, publications etc)</b>								\$ 87,802.53	\$ (87,802.53)
<b>Dean's 1% Reallocation (FY 2011)</b>		\$ (17,933.25)							\$ (17,933.25)
<b>Provost's 1% Reallocation (FY 2011)</b>		\$ (17,933.25)							\$ (17,933.25)
<b>Provost's 1% Reallocation (FY 2012)</b>		\$ (17,933.25)							\$ (17,933.25)
<b>1% Contingency for Base Cuts</b>		\$ (17,933.25)							\$ (17,933.25)
<b>Total ARCH State Budget</b>	<b>\$ 1,591,282.75</b>	<b>\$ 68,309.00</b>	<b>\$ 62,000.00</b>	<b>\$ 18.70</b>	<b>\$ 1,445,000.75</b>	<b>\$ 20,000.00</b>	<b>\$ 13.05</b>	<b>\$ 1,822,930.09</b>	<b>\$ (101,338.34)</b>
<i>OTHER ONGOING INCOME/EXPENSES</i>									
<b>Provost-- additional enrollment</b>	\$ 100,000.00								\$ 100,000.00
<b>Summer Revenue</b>	\$ 14,166.00								\$ 14,166.00
<b>Sabbatical Support (Eisenbach)</b>	\$ 20,000.00								\$ 20,000.00
<b>Study Abroad</b>	\$ 15,000.00								\$ 15,000.00
<b>Foundation Revenue</b>									\$ -
<b>TOTAL Ongoing ARCH Budget</b>	<b>\$ 1,740,448.75</b>	<b>\$ 68,309.00</b>	<b>\$ 62,000.00</b>	<b>\$ 18.70</b>	<b>\$ 1,445,000.75</b>	<b>\$ 20,000.00</b>	<b>\$ 13.05</b>	<b>\$ 1,822,930.09</b>	<b>\$ 47,827.66</b>
<b>One-Time Carryforward</b>	<b>\$ 4,159.00</b>								<b>\$ 4,159.00</b>
<b>Total ALL Sources</b>									<b>\$ 51,986.66</b>





Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.  
 (see table below, data source: University of Maryland Budget Office)

<b>UMCP</b>			
<b>Architecture</b>			
<b>Expenditures for NAAB Accreditation Report</b>			
	<b>Civil Engineering</b>	<b>CLIS</b>	<b>Architecture</b>
Expenditures - FY10 State Supported	\$3,019,777	\$2,541,828	\$4,586,427
Credit Hours Taught			
UG	7489	183	7107
Grad	4280	6724	4449
Total	11769	6907	11556
\$/Credit Hour	\$257	\$368	\$397
Students			
UG	391	0	208
Grad	202	514	268
Total	593	514	476
\$/Student	\$5,092	\$4,945	\$9,635
Civil Engr w/% of Dean	\$3,477,728		
Civil Engr w/o % of Dean	\$3,019,777		

Institutional Financial Issues: Pending reductions or increases in enrollment and plans for addressing these changes.

- no pending reductions or increases in enrollment

Pending reductions or increases in funding and plans for addressing these changes.

- The Provost's strategy for accomplishing the ambitious goals of the Strategic Plan involves recapturing money from the Schools and Colleges and reallocating those funds to initiatives that move the University forward. The Schools and Colleges are thus incentivized to work towards the goals of the Strategic Plan. Each year the Provost takes back 1% for reallocation and the Dean takes back 1% for reallocation. The Provost's funds are reallocated based upon competitive proposals, with some Schools and Colleges losing funds and others gaining back more than they gave up. Each year, the Dean and Directors of the School's programs plan the School's response to the Provost. This year, the School received funding to support the development of two i-Series courses, part of the new General Education requirements. Success in these competitive proposals is key to the financial

viability of the Architecture Program. If we were to lose funds each year, the program would reach a point where there would be no funds left for anything except tenure/tenure track faculty salaries. And then the next year, there would be insufficient budget to pay the salaries of tenure and tenure/track faculty.

- The Provost has empowered the Deans to incentivize Programs and Departments to compete for funds with proposals that advance the Strategic Plan. In the past, the Dean has reallocated funds based upon competitive proposals from the program directors. The new Dean may have a new strategy for use of the reallocation funds.

Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).

- No changes planned

Any other financial issues the program and/or the institution may be facing.

- Insufficient funding to replace faculty who have left the program through death, retirement, etc.
- Increased reliance on adjunct faculty to staff courses at a lower cost than full-time faculty
- Replacing full-time faculty means losing funding that pays adjunct salaries, leading to higher teaching loads for remaining full-time faculty
- Faculty and staff furloughs for the past three years.
- Budget is tied up in salaries of a large staff.
- Dwindling operating budget challenges the ability of the Architecture Program to offer faculty development funds
- Loss of state funding challenges the Architecture Program to become more entrepreneurial, seeking alternate revenue sources including grants, donations, and other opportunities.
- The recession is making it increasingly difficult for students to pay for their education, as job opportunities for both students and parents decrease. Students graduate with loans that may exceed \$100,000 and have difficulty finding jobs. While the demand for financial aid has risen, endowments have been down, so scholarship funds are less. The demand for Graduate Assistantships has risen, but the eroding budget situation will likely force the Architecture Program to cut graduate assistant positions.

#### **I.2.4. Physical Resources**

A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas:

The Great Space (#11) is the hub of the Architecture Program. Surrounded by studios and labs, the Great Space is active at most hours, with students crisscrossing the space on their way to work areas, with students working at tables, with pinups and reviews on the moveable walls than can delimit the space into three separate work areas or review spaces, with social events such as First Fridays.

Studio Spaces: Studios for juniors, seniors and graduate students in four studio levels plus thesis are ranged about the Great Space. One additional studio, known as the Troll Studio due to its location under the bridge, has "hot desks" for the freshmen and sophomore students in ARCH 242.

Project Review and Exhibition Spaces: In addition to the flexible review spaces that are set up in the Great Space, there are several additional venues for pin-ups and reviews. Thesis reviews generally take place in the Great Space and the Kibel Gallery. There are three conference areas on the ground floor, the North Conference Area, the South Conference Area, and the Thesis Conference Area, that serve for pinups for studios and for thesis committee meetings. Room 1111 plus several large and small classrooms on the first level are reserved for the Architecture Program from 1 – 7pm on Mondays, Wednesdays, and Fridays, for use as review and pinup spaces. The first floor mezzanine, overlooking the

Great Space, is used for the display of current student work. The Kibel Gallery and Linear Gallery on the ground floor host travelling exhibits and twice-annual displays of thesis students' work.

Instructional spaces: An auditorium seats large lectures of approximately 300 students, 3 large technology classrooms seat approximately 50 students each, 6 seminar rooms seat approximately 19 students each. One additional seminar room in the Library is available for Architecture Program use.

Computer facilities: The Technical Service Center (TSC), located on the ground floor, serves the School's Information Technology needs. There are two computer labs, the Digital Resource Lab on the ground floor and the Digital Media Lab on the first floor. The Digital Output Center on the ground floor is a printing facility with large format scanner and printers. The Digital Fabrication Lab on the ground floor has a laser cutter and 3D printer.

Workshops: The Woodshop on the ground floor offers manual and power tools for student use.

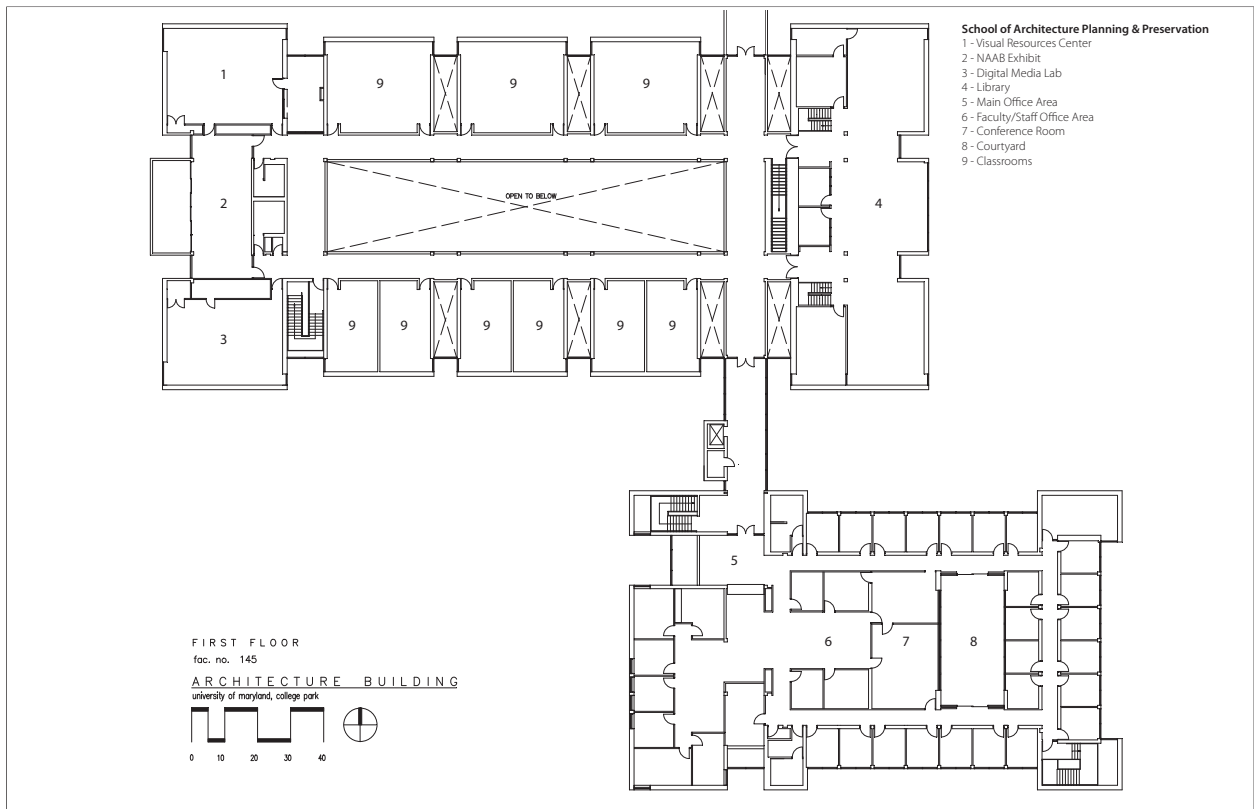
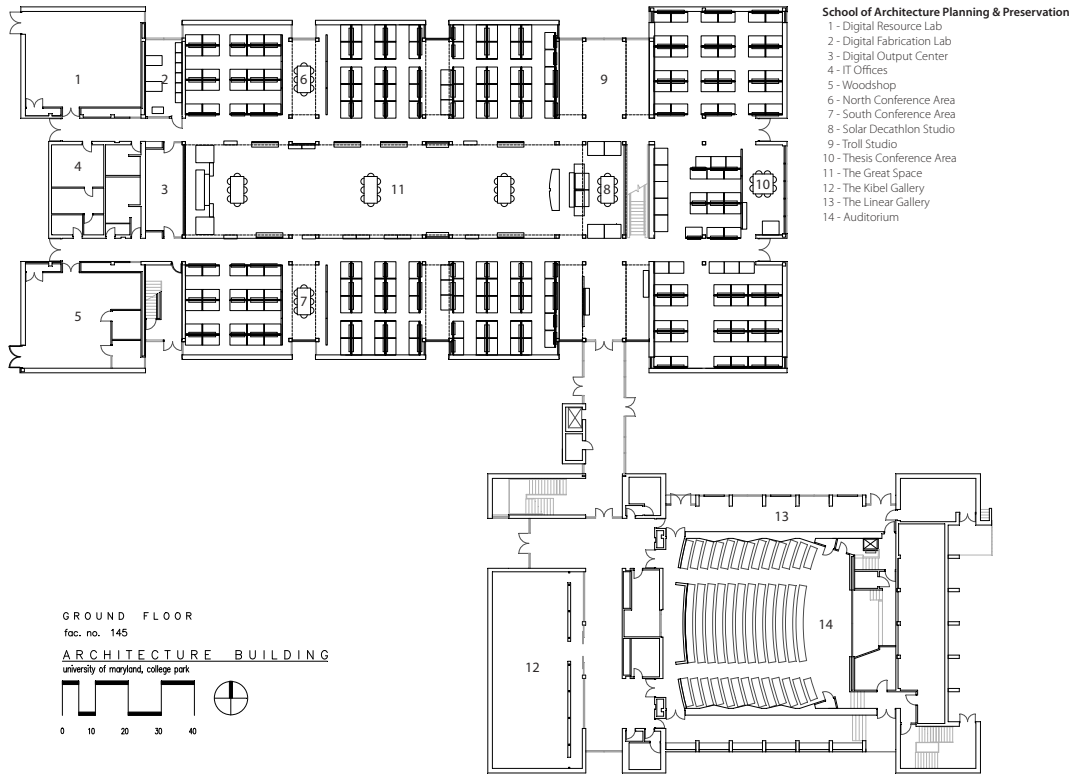
Library: The Architecture branch library is housed on the first floor of the School.

Visual Resource Center: The VRC is housed on the first floor of the School.

Offices: The Main Office Suite is located on the first floor, with reception desk, faculty and staff offices, conference room, kitchen, and courtyard.

Research Areas: The Solar Decathlon Lab is located on the ground floor. The Center for the Use of Sustainable Practices in Architecture (CUSP) is located across the Mall in the National Center for Smart Growth in Preinkert Hall.

Student Lounge: The student lounge is located on the ground floor.



A description of any changes to the physical facilities either under construction or proposed:

- New elevator installed for ADA compliance
- Skylight replacement scheduled to commence during Fall 2010
- VRC addition completed Spring 2010
- Digital Fabrication Lab completed Spring 2010
- Library Renovation completed
- Linear Gallery completed Fall 2008

A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program:

DRL (Digital Research Lab) Architecture Bldg. Room 0111 Hardware:

35 Dell GX755 with Windows XP  
1 HP 5000 GN Printer  
1 HP 5200 DTN Printer

DML (Digital Media Lab) Architecture Bldg. Room 1115 Hardware:

15 Apple G5 with 10.4  
8 Dell GX280 with Windows XP  
1 HP 5000 GN Printer  
1 HP 5200 DTN Printer

CHL (Caroline Hall Lab) Caroline Bldg. Basement Hardware:

3 Dell GX 620 with Windows XP  
2 Dell GX 755 with Windows XP  
2 Dell GX260 with Windows XP  
1 HP P2055 DN  
1 Epson 1680 Scanner

DOC Digital Output Center Architecture Bldg Room 0101A Hardware:

2 Xerox WorkCentre 7335 PTN Color and B/W copier  
2 HP Designjet T1100PS 44" Color plotter  
1 KIP 2200 36" B/W plotter  
1 KIP 2000 36" large format scanner  
3 Dell computers

TSC (Technology Solution Center) Architecture Bldg Room 0113 IT Staff:

3 FTEs (2 unfilled)  
4 Arch Graduate Assistants

Spare Equipment

3 mac G3 laptops  
2 Dell Latitude D600

RDCServer Equipment & VMs:

1 Dell 2950 server  
1 Apple RAID  
1 APC Power Surge Protector  
6 Virtualized Windows Servers

NCSG GIS Lab Preinkert Hall Room 1112 Hardware:

4 Dell GX 755

Technology Classrooms Architecture Bldg Rooms 1101, 1103, 1105:

LCD projector  
Media control system  
Windows computer  
VCR/DVD/CD player

Clicker receiver  
Overhead projector  
Laptop cables  
Stereo program audio  
Data jack/wireless access

Auditorium Architecture Bldg Room 0204 All Technology Classroom technology and the additional features listed here:

Campus cable tv  
Auxiliary input panel  
Wireless microphone  
Slide Projector(s)  
Lectern microphone  
Laser disk player  
Audiocassette deck  
Audio recording capability

Lab Software Windows Software:

ArchiCAD  
Argus 13.0  
Autodesk 3DS Max 2011  
Autodesk AutoCAD 2011  
Autodesk AutoCAD Architecture 2011  
Autodesk Revit Architecture 2011  
Autodesk Revit MEP 2011  
Autodesk Revit Structure 2011  
Autodesk Ecotect 2011  
Blender  
CS4 Premium Suite  
EIAS Animator  
Energy-10  
ESRI ArcView 9.3  
Form Z 6.6  
Grasshopper (plugin)  
Bonzai 3D  
Google Earth  
Keakythea  
Maya 7.0  
McAfee AntiVirus  
Multi Frame 10.3  
Office Suite 2003  
Rhino 4.0  
Sketchup Pro 7.0  
SPSS 17.0

Lab Software Apple Software:

ArchiCAD  
Blender  
CS4 Premium Suite  
EIAS Animator  
Final Cut  
FormZ 6.6  
Google Earth  
Maya 7  
Office 2008  
Sketchup Pro 7.0

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it:

- Inadequate number of faculty offices – the Program is presently making do with the available space, with faculty on partial leave sharing office space with each other and accommodating adjunct faculty in their offices.
- Studio furnishings out of date, do not readily accommodate multi-modal work including digital and manual drawing and modeling – the Dean and Associate Dean plan to raise funds for new studio furnishings.

### **I.2.5. Information Resources**

#### Library: Executive summary

Understanding the intellectual, sensual, and technical traditions of architecture is no small task. Architecture provides a framework for human interaction and consequently forms the setting for activities ranging from the trite to the profound. Best practices for educating students in the professional practice of architecture requires students to develop an ability to find and assess information sources and that these research skills be incorporated into the design process. Unlike doctoral students who must research comprehensively, design students and practicing architects face time constraints on the amount of searching, reading, and applying the necessary research. Thus mastery of rapid web- and library-based bibliographic searching and critical analysis is an essential professional practice. The effective 21<sup>st</sup> century architecture library must be an extension to the studio and partner to the educational mission of the program in order to develop this practice.

Through both virtual and physical library faculty, staff, resources and facilities all program students, faculty, and staff have convenient access to literature, information, visual, and digital resources that supports development of critical thinking and problem-solving necessary for excellence in professional architectural education at the Bachelor's and Master's level. Students, faculty, and staff have 24-7 access to online resources, such as the *Avery Index* and *Art & Architecture Complete*, digital course reserves via *Blackboard*, as well as studio work, student theses, and faculty publications deposited in *DRUM (Digital Repository of the University of Maryland)*, along with real-time access to a reference librarian via the *AskusNow* service. The physical site of the library is conveniently located on the same level as classrooms, pin-up space, and the Visual Resource Center, and is one floor above studios. As an important extension to studio, instructors often bring or direct students to the library during studio hours in order to enhance instruction and critique. Currently, the library is retrofitting the footprint to include an instructional and pin-up space. Convenient access to the school librarian, Patricia Kosco Cossard, M.A., M.L.S., has been facilitated by a 2007 renovation which reconfigured service, collection, and office space to meet the needs of the 21<sup>st</sup> century student. The current architecture librarian is a national leader in the field of architectural librarianship, serving as Moderator of the Architecture Section of the Art Libraries Society of North America (ARLIS) (2007-2009), current Chair of Academic Division of ARLIS (2010-2011), and member of the ACRL Task Force on Visual Literacy Standards. Furthermore, program members have access to other faculty librarians, archivists and curators in allied fields, i.e. art & art history, historic preservation, GIS, and construction engineering.

Innovations covered in this report include: electronic books (2009- ), and consolidation of books classified as NA (LC system) (2007- ), library renovations (2007) and (2010), digitization of architectural resources (2006- ), "Restoring Ancient Stabiae" (2007- ), learning outcomes assessment (2008- ), information literacy curriculum development (2005- ).

#### Institutional Context and Administrative Structure

The Architecture Library is part of the Art and Architecture Branch, one of eight libraries at the University. It is located in Room 1102 of the School. The Art Library is conveniently across the street in the Art-



Sociology Building. Librarian subject specialists are cross-trained to provide reference on demand. The Art & Architecture Branch is led by an interim Branch Manager who also serves as the liaison to the Communications and Philosophy departments although they are not served by the collections in this branch. Administratively, the branch is a member of the Public Services Division of the University of Maryland Libraries, currently led by a librarian, who directly reports to the Dean of the Libraries. The present Dean began her tenure as dean at UML in September 2009, being preceded in academic year 2008-2009 by an Interim Dean, and prior to that the former Dean (1996-2008). Currently, UML is working towards a final draft of a new strategic plan. It is now proceeding through its final review.

Librarians at the University of Maryland have faculty rank with eligibility for permanent status (comparable to tenure) <[http://www.lib.umd.edu/groups/la/plan\\_of\\_organization2007.doc](http://www.lib.umd.edu/groups/la/plan_of_organization2007.doc)>. Thus, librarians, especially subject librarians, have similar rights and responsibilities for instruction, service and research. All three Art & Architecture branch librarians hold the rank of Librarian III with Permanent Status. The *Plan of Organization* for the School of Architecture, Planning & Preservation, and for the Architecture Program provide to the school librarian *ex officio* membership among the Architecture Program faculty. By nature of this, she has participated in a number of program instructional research priorities, such as, "Restoring Ancient Stabia," the Solar Decathlon (2007, 2011), ARCH 400: Introduction to Studio. She has also provided service to the School as a member on Architecture faculty search committees (2009) and chair of the School's Library Advisory Committee.

### Resources and Services

#### Collections:

The architecture collection's focus is to directly support the curriculum of the Program, thus collecting has changed comparable to curriculum change. The Library has six distinct collection storage sections: circulating books (stacks and folio), non-circulating books (reference, atlas, and oversize), current periodicals, bound periodicals, and special collections, as well as two "reading rooms," one on the main floor and the other on the mezzanine (which is currently being retrofitted to return it to its previous use as an instructional space). The library holds 32,225 print titles, comprised of 31,457 books, (including 623 theses, 1,741 rare architectural books. We also hold another 1,663 pieces of World's Fair ephemera and graphics and 772 print serial titles (guided by the AASL *Core List of Periodical Titles for Programs in Architecture* <<http://www.architecturelibrarians.org/corelist2009.html>>). In addition there are another 67,167 titles in UML classed as NA's (1,219 of which will be transferred from the Art Library to the Architecture Library), including 112 digitally published items. The library subscribes not only to the three primary architectural indices: *Avery*, *Art & Architecture Complete*, and *BuildingGreen*, but nearly 50 other databases that support the program, and through these, access to a world of full-text periodical literature and visual images. UML also provides access and training to *Endnote* bibliographic management software. The monograph collection focuses on building types, case studies, individual architects and firms, urban architecture, and increasingly sustainability, blue-green architecture, and construction history. Periodical collection is particularly strong holding valuable historic titles. Collecting has been expanded to electronic books, either separately (as captured in the 112 titles above) or via publishers' bundled packages of monographs. Collection development is moving towards electronic books because they afford 24-7 availability of text and image to studio students who continue to work outside of library hours. The availability of archival-quality electronic journals for the field of architecture is relatively small compared to art history and technology. To alleviate this, the prior chair of the Architecture Section of ARLIS has spear-headed a collaboration with JSTOR to develop packages geared towards professional architecture education.

The Collection Development Policy for the University of Maryland Libraries is available on the Libraries' Website [www.lib.umd.edu/CLMD/Staff/CMstaff.html](http://www.lib.umd.edu/CLMD/Staff/CMstaff.html).

#### Facilities:

The library was renovated in 2007 and a section of the mezzanine is currently being retrofitted as seminar/studio space for instruction that crosses studio and research. The 2007 renovation was designed

*pro bono* by the Dean of the School (2005-2010) with input from library staff and librarians. It moved and reconfigured the circulation desk, created two new offices in the reading room on the main floor, which was also rearranged to provide for a copy center, and added a case to mount library displays. The renovations to the first floor reading room greatly enhanced the ambience of the library. The placement of the new offices has greatly enhanced access to the librarian strengthening the collaboration between the Program and the library. Many students and faculty drop in during studio with relevant research questions and service requests. At the same time, access to the activity of students in the reading room is likewise enhanced, enabling the librarian to see or hear whether/when her assistance is needed. Finally, centering the circulation desk on the entrance door axis and within the site line of the librarian has enabled a friendly and ready environment between the library staff and its patrons. These changes to the physical space have directly affected the library's support for the program. The resulting regular face-to-face recognition between students and librarian has enhanced the role of the librarian in the curriculum, directly eventuating in the current small retrofitting of the mezzanine reading room. Via Architecture Program "instructional support" funds, this space will be used as a seminar space by ARCH 400 and ARCH 600, in Fall 2010. A projector and laptop will be available for use during class-time, and homasote boards are being mounted to serve as both a screen for projected images and a site for pin-ups. A new student technology fee has been approved for the UML in 2010-11. This fee is to be used to acquire equipment for improved teaching environments within UML. This small retrofit is to provide data for a proposal for a more enhanced space. The fee may also be used to provide access to digitization hardware for patrons, this is sorely lacking at present.

#### Staffing:

The Library has the equivalent of 1.5 full-time librarians and 2 full-time staff members, along with a number of student assistants that are shared within the Art & Architecture Branch. For a short period, from 2008-2009, there was an additional school librarian, Lara Otis, M.A., M.L.S., who has since been reassigned to become the GIS Librarian in the main library, McKeldin. She maintains ties to the architecture library by continuing to do collection development for Planning and Historic Preservation, and in aggressive outreach to students via her GIS program.

#### Services:

Services provided by staff in the Architecture Library or via the main library include course reserves, circulation, photocopying, printing, faculty document delivery, and interlibrary loan. Services provided in-house by staff include special collections paging, special permission loans for non-circulating materials for studio use, ready reference. Services provided by librarians only include: digital reference, research assistance on demand, research strategy development by appointment, citation research, curatorial help (special collections), rights and reproduction permission (special collections), purchase on demand via faculty request (soon to automated), rush purchasing of course material, library research instruction, quick bibliographies-on-demand to support studio instruction, research bibliographies for long term research projects (via approved faculty buyout), digital project management consultation, collection assessments for new programs, serial reviews, and research curriculum development or instruction (via approved overload).

#### Funding:

Funding for the Library remains stable and sufficient for continued growth. A portion of the new Student Technology fee will go towards collection building.

#### Innovations: Digitization:

Libraries exist to preserve society's cultural artifacts and to provide access to them. If libraries are to continue to foster education and scholarship in this era of digital technology, it is essential for them to extend those functions into the digital world. Thus, the Architecture Library has increased its value to the Program with the following digitization efforts:

Based upon the Library's World's Fair Collection and the seminar HONR 219F (taught by Architecture Faculty with assistance from subject librarian), the *Treasury of World's Fair Art & Architecture* <<http://www.lib.umd.edu/digital/worldsfairs/index.jsp>> was published by UML Digital Collections in 2006. It contains a comprehensive digitization of the ephemera and graphics holdings for the Centennial Exposition (Philadelphia, 1876) and the Louisiana Purchase Exposition (St. Louis, 1904), and a selection of digital surrogates for 30 other fairs from 1851-1986. The *Treasury* also includes *Essays on the Material Culture of the World's Fairs* a collection of essays written by seminar participants. The *Treasury* won the *Worldwide Books Award for Electronic Resources* in 2008. It continues to attract more than 50 reference questions and/or requests for publication rights to images per year.

The UML has participated as a member of the Internet Archive <<http://www.archive.org/>> since 2009 by which several rare books from the Architecture rare book holdings, documenting architectural history and theory, have been digitized and are now available in their entirety at the Internet Archive. Italian, English, French and German architectural standard texts of the 16th-, 18th- and 19th-Century have been selected to enhance the architectural holdings available free on the web. This inaugural group includes works by Wilkins, Durand, Pugin, Viollet-le-Duc, Gurlitt, and a hand-pressed 16th-Century variant to Vitruvius' *Ten Books* with original woodcuts.

#### Bibliography:

The involvement of the program with the ancient site of Stabiae began in 1997 when a young architect from Castellammare di Stabia began a master's program at the School of Architecture of the University of Maryland. For his thesis topic he was interested in working on some aspect of the "archaeological park." He succeeded in bringing together the Superintendent of Archaeology of Pompei UMD faculty to sign a formal accord creating the "Restoring Ancient Stabiae" (RAS) project. The mission of RAS is to develop and manage an Archaeological Park according to a comprehensive 2001 Master Plan to be established for the entire site. The research and discovery opportunities in Stabiae are vast--At least six villas explored by the Bourbons remain buried and areas of the town have yet to be explored since Vesuvius' eruption. The Program has included studios and field seasons in Stabiae since 2001. However a challenge for the study of Stabiae is that there are no bibliographies available specifically for Stabiae. Thus the Architecture Subject Librarian was recruited to collect, preserve and make accessible high-quality and relevant research materials to facilitate the students and researchers especially during field seasons. In 2007, a 10<sup>th</sup> of her time was bought out so that she could develop a bibliography. Since then, the Architecture Subject Librarian has recruited two other practicing librarians and one Information Studies student to contribute to the development of this resource. Currently, the Architecture Subject Librarian has received a \$5,000 Library Faculty Research Grant to make this resource freely and publicly available via publication by the UML Digital Collections.

#### Information literacy curriculum development (2005-):

The Architecture Subject Librarian has developed a curriculum for information literacy according to the ARLIS

##### *Information Competencies for Students in Design Disciplines*

<<http://www.arlisna.org/pubs/onlinepubs/informationcomp.pdf>>. It begins with basic learning outcomes for architecture students in Architecture Safari for UNIV100: Introduction to the Student at the University; develops with intermediate-level learning outcomes in ARCH 400: Architecture Studio I (for undergraduate majors) and ARCH 404: Graduate Architecture Design Studio I (Path B MSA students); and finishes at the expert-level skill building for ARCH 797: Pro-Thesis Seminar.

In 2010, the Architecture Subject Librarian and an Architecture Program faculty member received a curriculum development grant from the School to develop a best practice named "Rapid Bibliographic Assessment" (RBA) as a fundamental skill of the practicing architect. As a pedagogical technique it will develop analytical and synthetic thinking applied to data resources. Mastering technique and developing analytical thinking constitute the primary mission of a beginning design studio. The learning outcome of

this studio is that students will develop an intermediate level of critical judgment. We believe that ARCH400 is the appropriate course level to introduce RBA with it being iteratively taught in the future throughout the Studio progression whenever gathering and analyzing data is appropriate.

Library instruction participates in the University's Learning Outcomes Program, <<http://www.lib.umd.edu/groups/ilt/assessment.html>>. Subject Librarian has used a student outcomes assessment instrument, based upon *Information Competencies for Students in Design Disciplines*, for Architecture Safari (2008- ), as well as, ARCH 400

#### Visual Resource Collection: Introduction

In the intervening years between the last NAAB visit and now, the Elizabeth D. Alley Visual Resources Collection (VRC) has been in a state of transition. In 2004, there was curiosity about digital images but slide projectors were still borrowed on a daily basis. Now, only one faculty member uses a slide projector regularly, students use slides as an intermediate medium to get to the digital product, and nearly everyone has a laptop. Compared to six years ago, we have gone from 10 slide projectors to 2, from 2 LCD projectors to 7, and we have projection technology built into classrooms.

As image media and delivery systems change, so must the VRC. In order to support the Architecture program, the VRC must take advantage of the Internet to access multiple image sources, encourage the use of social media for teaching, collaborative projects, and communicating; get faculty and students to integrate their personal image collections with our institutional collection; understand and promote proper copyright issues; and manage the VRC's assets in a way that keeps up with the changing technologies of presentation and storage. These ideal goals come up against budget and staff restraints that have necessitated creative thinking, as well as limits to what can actually be done.

#### Institutional Context of The Collection

The primary mission of the Elizabeth D. Alley Visual Resources Collection is to meet the teaching and research needs of the School's faculty, students, administration, and staff by providing digital images, slides, videos, DVDs, and related audiovisual and photography equipment, as well as support for various Internet-related teaching methodologies. The Collection is located in the School of Architecture, Planning, and Preservation, upstairs from the studios and next-door to the classrooms, and therefore easily accessed by faculty and students.

The VRC is independent from both the Library System at the University of Maryland, and the other Visual Resources Collection on campus in the Art History Department. The Architecture Program is by far the greatest user of the VRC with the history professors and their students using images daily. The design studio faculty also uses images for precedent studies and to convey design ideas and theory, while their students in the studio sequence use images for research and inspiration. The VRC provides teaching materials based largely on faculty and student request. Recognizing that faculty members take photographs during their travels around the world, the VRC has a policy that encourages and accepts all gift images.

#### Administrative Structure

Permanent Staff: The Visual Resources Collection Director, a 75% FTE exempt employee, reports directly to the Dean of the School. The Director supervises the Assistant Director, who is also a 75% FTE exempt employee. There is no other permanent staff for the VRC. At the time of the 2004 NAAB report, there was a faculty committee to support the work of the VRC and represent its interests to the School. This committee, unfortunately, no longer exists.

Written goals for the Visual Resources Collection are reviewed, assessed, and revised during the Director's annual Performance Review and Development process, with the Dean of the School, as mandated by the Personnel Office at the University of Maryland.

Professional Status: The Director position is an Associate Staff position within the University personnel structure, has a written position description, and reports directly to the Dean of the School of Architecture,

Planning, and Preservation. The current Director holds a Master of Architecture Degree and a professional architecture license, which have proven to be as asset to the faculty and students in their research and preparation of visual materials. The Assistant Director position has a written position description, calls for a college degree in a related field, and reports to the Director. The current Assistant Director holds a Bachelor of Fine Arts degree along with previous image collection and computer database experience. Both positions would be more beneficial to the School and programs as full time positions, especially when building the digital collections.

Professional Development: Both the Director and Assistant Director are members of the Visual Resources Association (VRA), the International Association of Image Media Professionals, and attend local chapter meetings and national conferences when possible. The VRA provides contact with other Image Directors at universities and museums through e-mail listserv correspondence, chapter meetings, and conferences. Additionally, the Director and Assistant Director maintain relationships with colleagues on and off campus, which provides valuable professional insights into the rigors, and rewards of the respective positions.

Temporary Staff: The VRC hires undergraduate students (preferably architecture majors) when Federal Work-Study Grant monies are available. The Dean's Office assigns four Graduate Assistants per semester, down from the six Graduate Assistants that were assigned until 2007. Student employees have a high rate of turnover--two to three years--combined with the need to take time off in order to complete studio projects, means that they are not as dependable as permanent staff, and are not available to work over the summer or over winter break.

#### VISUAL RESOURCES CENTER COLLECTIONS Content, Quality, Currency, Suitability, Range and Quantity

While the quality of digital images held by the VRC is high, the quantity of digital images immediately accessible and available for student and faculty use is low. Concurrently, while the quality and quantity of slide images is high, we need to convert them to a usable format. Because of current staffing levels, this is a very slow process.

Assets in the Visual Resources Collection consist of: digital images, slides, DVDs, VHS tapes, and glass lanternslides, along with projectors, cameras, and photographic lights. These holdings include the following items:

- 20,070 digital images in the digital archive, 7,579 of which are available in LUNA, the campus online database. This is a university password protected website that holds any images the VRC and other participating departments upload to it. LUNA will also hold personal collections, as well as a link to Flickr, allowing for searching of multiple image sources.
- 6,810 digital images that have not yet been catalogued.
- 373,011 slides, including slide gifts from faculty and friends of the school
- 520 DVDs/VHS tapes available to faculty and students (may be signed out overnight).
- Glass Lantern Slides representing Architectural History.

Extent of image content and subject coverage: The VRC holdings cover all aspects of architectural history from prehistory to the present, the depth of which is demonstrated by the fact that most buildings and sites are documented by general views, exteriors, interiors, plans, sections, elevations, and design sketches. Cities are documented using aerial views, plans and maps, street scenes and public space views. The Special Collections include Typologies, Projects by Architects (un-built works), Urban Planning, Photography, Architectural Drawing, Science and Technology, Structures, and Art & Sculpture to support the School's programs and promote connections to related fields of study.

The Director and faculty have made a concerted effort to add images from regions not adequately represented in the VRC, specifically in the Non-Western countries. Sustainable architecture is another building type that needs more documentation, and images are being added in a regular way. The

Directors and student assistants generate image requests in order to enhance VRC holdings and to replace deteriorating slides with more current digital images.

Historic Preservation images are categorized according to their location or by their structure or construction category based on building methods. Two prominent architects in the field of preservation, Orin Bullock and R. Chandlee Forman, donated their historic preservation collections consisting of photographs, slides, drawing, books, and field notes, to the School of Architecture, Planning, and Preservation. Mr. Forman's and Mr. Bullock's slides were incorporated into the VRC holdings, and Mr. Bullock's notes, books, and artifacts are now housed in Hornbake Library's Special Collections for better access and archival storage.

Urban Planning images are also integrated within the collection, classified by city or within the Urban Design category.

Extent of video/DVD content: The DVD and VHS video collection represents individual architects, building studies, public policy, architectural historic time periods, and related subjects taught in the School's programs. The Real Estate Development Program Director and the Urban Studies and Planning faculty have made significant requests to enhance these holding over the past two years. DVDs and Videos are purchased exclusively from commercial vendors.

Digital Image Availability: The VRC uploads digital images into a web-based digital asset management system called Luna. Luna allows for keyword searching, exporting to PowerPoint, and searching of Flickr as well as its own archive. This is accessible by faculty and students via University user ID and password. It is currently in the process of being tested in the School, and should be formally introduced in the fall of 2010. Images are tagged with information exported from the VRC's FilemakerPro database. Images are identified by country and city location, name, building type (i.e., religious, residential, commercial, etc.), architect, dates and keywords. The FilemakerPro database allows key word searching, source information, more extensive record keeping, exportability to the digital asset management system, and the ability to create the occasional report and/or slide label.

Image Sources: Image acquisition is directly related to course needs first, per faculty and student requests, and anticipated areas of interest, second. Images are purchased from commercial sources, duplicated from faculty or student sources, and scanned from books, periodicals, drawings, and slides. Scanning (requires a two week turn-around time) allows for the actual scanning, image processing, classification, and labeling.

Back-up of digital image collection: Digital assets are stored on a server that is backed up by the University nightly. Digital copies are also stored on a hard-drive that resides in the VRC. A University server also backs up all images in the Luna database.

Lending Equipment: Equipment is current to support the needs and technology of courses being taught today.

- Three LCD projectors carts for connection to a laptop
- Two LCD projectors connected to MacMini computers on carts
- Two portable LCD Projectors for off-campus use
- Two VCR/DVD players with monitors
- Two slide projectors on a cart
- Three point and shoot cameras
- One digital video camcorder
- Two digital Flip cameras - video
- One memory card reader

VRC In-house Equipment:

- One 8 ½ x 11 flat bed scanner
- One 11 x 17 flat bed scanner

- Two Nikon slide scanners with batch scanner attachment
- Four computer work stations
- Two computer work stations for Director, Assistant Director
- One Nikon SLR camera with two lenses for copywork and public events

Funding: Since the 2001/2002 academic year the Collection budget has been \$10,000. However, for the past three years we have been required to give back a portion (due to state budget issues), resulting in an actual budget of \$9,382.00. The director manages this budget and pays for the following items: licensing fees for commercial digital images, DVDs, reference books, replacement bulbs, batteries, office supplies, LCD projectors, lending cameras and video cameras. This money is sufficient for image acquisition and most equipment purchases, and the director has even funded new computers from this budget. The budget does not cover staff salaries. This is the one area where the Collection is in serious need of additional support.

Two part time permanent staff members are not sufficient to maintain growth of the digital collection in a manner to support the number of courses offered in the School of Architecture, Planning, and Preservation. The quantity of digital images available for use is lacking compared to the number of courses being taught. If the Director and Assistant Director were full time positions, then more images could be processed into the digital asset management system. A standard training protocol will need to be put in place to bring the entire school community up to speed on using the Luna digital image database. Increasingly, there are other sources of images available beyond just scanning the current slide collection. It is the goal of the Director to build a website that combines links to the VRC's image collection with resources such as ARTstor, and other building image websites. There are also tools such as Flickr, and video (YouTube) that could be used to greater advantage as sources for images, and to share information from the VRC.

#### Collection Development Policy Statements

In 2004, the most important goal for the year was to create a digital image collection. We are well on our way to that goal, but need to keep in mind the following points:

Responding to faculty requests for course material in a timely manner;  
Adding images through scanning and commercial purchases on subjects that are under-represented in the collection;  
Building a web accessible digital image database to support teaching, research, and course web sites;  
and  
Meeting the equipment needs of faculty and students.

To that end, the VRC policies regarding collection development are to do as follows:

- Honor all requests for images that will build the School's collection and that be used in a class or for research purposes.
- Require a two-week turn around for all image processing.
- Accept slide and image donations, with actual collection acquisition to be determined by the Director, based on quality and identification of images.
- Open the VRC to all members of the School of Architecture, Planning, and Preservation community.
- Provide copyright assessment and guidance for use of images. All images are subject to copyright assessment before being used in a paper or to illustrate a website. Patrons are responsible for determining the appropriate copyright responsibility if using images for something other than classroom use.

#### Additional Services

The VRC staff provides the following services:

- Personal orientations for all new users of the VRC.
- Lending light sets and cameras for documentation of architectural work.
- Helpful hints for photographing architectural drawings and models.
- Source research when students are looking for book sources for a particular building or site

- Documentation of events around the building

Collaborations on Campus: The Director has developed partnerships and has collaborated on projects with Office of Information Technology, the Associate Director of Technology in the College of Arts and Humanities, and the Director of the Art and Archaeology Slide Collection on campus in the pursuit of building and managing the digital image collection called Luna. Currently, the director is working with the Knowledge Resource Initiative committee on campus to establish protocols for capturing knowledge via video across campus and then redistributing it back to various university constituents.

Agreements are in place with the Architecture Library for special borrowing privileges of non-circulating material for copywork photography and for research. The VRC supports the Landscape Architecture Program when their faculty members teach courses in this building. Faculty teaching courses in the Honors Program at the University of Maryland have also been given borrowing privileges for class lectures.

#### Summary

According to Visual Resources Association White Paper, *Advocating for Visual Resources management in Educational and Cultural Institutions*; p.2, published October 2009:

“The digital landscape has proven more complex than its analog predecessor, as has been demonstrated in other information service areas such as libraries or computing. Important considerations for decisions about the future of visual resources services should include:

1. Multiple Sources for Image Content
2. Strategies for Integrating Personal and Institutional Image Collections
3. Social Computing and Collaborative Projects
4. The Life-Cycle Continuum of Image Resources
5. Rights and Copyright Compliance
6. Visual Literacy”

It is the goal of the VRC Director to keep these six points in mind while guiding the collection forward so that the collection continues to be a relevant resource used by both faculty and students. It is important to keep current with technologies and anticipate needs for teaching and research. Limited staff time has limited the growth of the digital collections, at the same time causing the need to focus on specific projects. It is important to maintain and promote the unique portions of the collection, while looking to outside sources for more readily available materials as a way to manage limited resources.

### **I.3. Institutional Characteristics**

#### **I.3.1. Statistical Reports**

##### Program Student Characteristics

- Demographics of all students enrolled in the accredited degree programs (see table below)
  - Demographics compared to those recorded at the time of the previous visit (see table below, data source IRPA)
  - Demographics compared to those of the student population for the institution overall (see table below, data source: IRPA)
- Qualifications of students admitted in the fiscal year prior to the visit (see table below, data source: IRPA)
  - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit (see table below, data source: IRPA)



**Graduate student demographics, Fall 2004-Fall 2009**

**At the university**

Gender	Race/Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
X Female	X American Indian:U.S.	17	18	15	13	13	12
	X Asian:U.S.	305	313	323	374	404	424
	X Black/African-American:U.S.	454	465	467	507	522	458
	X Foreign	1032	1002	989	925	985	1021
	X Hispanic:U.S.	153	176	186	174	182	182
	X Unknown:U.S.	270	273	274	291	299	295
	X White:U.S.	2544	2606	2604	2658	2661	2709
	Total	4775	4853	4858	4942	5066	5101
X Male	X American Indian:U.S.	11	11	13	12	12	13
	X Asian:U.S.	324	353	360	382	411	438
	X Black/African-American:U.S.	263	271	268	307	313	325
	X Foreign	1563	1488	1462	1479	1526	1518
	X Hispanic:U.S.	133	131	148	149	151	157
	X Unknown:U.S.	288	283	273	269	279	302
	X White:U.S.	2436	2537	2566	2617	2767	2799
	Total	5018	5074	5090	5215	5459	5552
<b>Total</b>	<b>Total</b>	<b>9793</b>	<b>9927</b>	<b>9948</b>	<b>10157</b>	<b>10525</b>	<b>10653</b>

**ARCH -- Architecture**

Gender	Race/Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
X Female	X American Indian:U.S.						
	X Asian:U.S.	5	4	3	3	1	4
	X Black/African-American:U.S.	1	2	1			1
	X Foreign	5	3	3	1	3	6
	X Hispanic:U.S.	2	2	2	1	3	4
	X Unknown:U.S.	3	3	2	2	1	2
	X White:U.S.	18	21	19	25	27	34
Total	34	35	30	32	35	51	
X Male	X American Indian:U.S.			1	1	1	1
	X Asian:U.S.	2	2	4	6	5	4
	X Black/African-American:U.S.	1	1	1	1	1	1
	X Foreign	3	2	4	2	2	
	X Hispanic:U.S.	3	3	4	6	4	3
	X Unknown:U.S.	3	4	4	2	3	3
	X White:U.S.	30	29	24	26	22	23
Total	42	41	42	44	38	35	
<b>Total</b>	<b>Total</b>	<b>76</b>	<b>76</b>	<b>72</b>	<b>76</b>	<b>73</b>	<b>86</b>

**At the University-Master's students only**

Gender	Race/Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<b>X Female</b>	<b>X American Indian:U.S.</b>	5	8	6	7	6	8
	<b>X Asian:U.S.</b>	159	159	159	205	226	240
	<b>X Black/African-American:U.S.</b>	212	213	210	237	237	224
	<b>X Foreign</b>	273	262	297	314	333	365
	<b>X Hispanic:U.S.</b>	76	91	107	91	84	85
	<b>X Unknown:U.S.</b>	132	112	104	104	110	119
	<b>X White:U.S.</b>	1318	1360	1352	1341	1349	1397
	<b>Total</b>	2175	2205	2235	2299	2345	2438
<b>X Male</b>	<b>X American Indian:U.S.</b>	7	8	10	7	6	4
	<b>X Asian:U.S.</b>	229	242	254	272	276	278
	<b>X Black/African-American:U.S.</b>	134	143	139	170	166	176
	<b>X Foreign</b>	422	367	399	452	505	512
	<b>X Hispanic:U.S.</b>	83	77	84	83	81	87
	<b>X Unknown:U.S.</b>	129	113	106	101	118	130
	<b>X White:U.S.</b>	1323	1357	1350	1391	1442	1496
	<b>Total</b>	2327	2307	2342	2476	2594	2683
<b>Total</b>	<b>Total</b>	4502	4512	4577	4775	4939	5121

- Time to graduation – the University of Maryland’s Office of Institutional Research, Planning, & Assessment (IRPA) does not track this data for the Architecture Program’s Master of Architecture degree programs

Program Faculty Characteristics

- Demographics for all full-time instructional faculty (see table below, data source: IRPA)
  - Demographics compared to those recorded at the time of the previous visit (see table below, data source: IRPA)
  - Demographics compared to those of the full-time instructional faculty at the institution overall (see table below, data source: IRPA)



- Number of faculty promoted each year since the last visit (see table below, data source: IRPA)
  - Compare to number of faculty promoted each year across the institution during the same period. (see table below)
- Number of faculty receiving tenure each year since the last visit (see table below, data source: IRPA)
  - Compare to number of faculty receiving tenure at the institution during the same period (see table below, data source: IRPA)

ARCH program faculty receiving tenure after fall 2004:

Madlen Simon	Aug-07
Ronit Eisenbach	Aug-09

ARCH program faculty promoted through tenure ranks, fall 2004-fall 2009:

Matthew Bell	Professor	Aug-07
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At the University - faculty with tenure dates:

7/04 - 8/09	324
9/09 - 12/09	6
1/10 - 7/10	5

Data source: IRPA frozen data

- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit and where they are licensed (see table below, data source: faculty CVs)

Faculty licensed in U.S Jurisdictions

registered architects in 2004 - 2005	where faculty were licensed in 2004-5	faculty maintaining licenses in 2005-6	faculty maintaining licenses in 2006-7	faculty maintaining licenses in 2007-8	faculty maintaining licenses in 2008-9	faculty maintaining licenses in 2009-10	faculty maintaining licenses in 2010-11
Bechhoefer FAIA	MD				retired from practice	retired from practice	retired from practice
Bell AIA	DC	yes	yes	yes	yes	yes	DC, MD, NY
Bennett AIA	MA, MD, VA, DE, DC	yes	yes	yes	yes	yes	MA, MD, VA, DE
Bovill	HI	yes	yes	yes	yes	yes	HI
Bowden FAIA	MD, VA	yes	yes	yes	yes	X	X
Calott AIA	X	X	X	X	X	CA, NM	X
Carney	X	X	X	X	X	MD	X
Cronrath AIA	X	X	X	X	X	X	PA, NE, LA
Curry	X	X	X	X	X	MD, DC, VA	X
Dearie AIA	X	X	X	X	X	X	MD
DuPuy	NY, MD	yes	yes	yes	yes	yes	NY, MD
Eisenbach	MI, NY	yes	yes	yes	yes	yes	MI, NY, MD
Gabrielli AIA	MD, PA	yes	yes	yes			
Gardner AIA	DC	yes	yes	yes	yes	yes	DC, MD
Grieb AIA						MD	MD
Hurtt AIA	OH	yes	yes	yes	yes	yea	OH, MD
Kelly AIA	DC	yes	yes	yes	yes	yes	DC
Kim AIA	X	X	X	X	MD, MI	X	X
Lewis FAIA	VA, MD, DC	yes	X	X	X	X	X
McInturff FAIA	MD, DC, WV, VA	X	X	X	X	X	X
Melluish AIA	X	X	X	X	X	MD	MD
Moore	X	X	X	X	OH		OH
Mortensen	X	X	X	X	X	WA, CA, MD	WA,CA, MD
Noonan	DC	yes	yes	yes	yes	yes	yes
Noonan AIA	DC	DC	DC	DC	DC	DC	DC
Oakley	VA	VA	VA	VA	VA	X	X
Pressman FAIA	X	X	X	X	X	ME, NM, NJ, NY	ME, NM, NJ, NY

Faculty licensed in U.S Jurisdictions

	MN, NY, NJ, MD, VA, IA, MI, ND, IL, WI, NV, OH, FL, DC						MN, IL, ND, NY, MI, IA, WI, PA, NV, CO, FL, OH, VA, MD, DC, DE
Rockcastle FAIA		yes	yes	yes	yes	yes	
Rubeling FAIA	X	X	X	X	X	X	DE, DC, GA, MD, PA, VA
Sachs	OH	X	X	X	X	X	X
Schlesinger FAIA	NCARB	X	X	X	X	X	X
Schneck AIA	X	X	X	X	X	X	MD, DC, VA, NJ
Schumacher	NJ	yes	yes	yes	yes	yes	X
Sewell AIA	X	X	X	X	X	X	MA, DC
Simon AIA	X	X	NY	NY	NY	NY	NY
Weese AIA	NY	X	X	X	X	X	X
"X" indicates a year in which the faculty member did not teach in the architecture program							
"yes" indicates that the faculty member maintained registration							
data source: faculty CVs							

I.3.2. Annual Reports

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UNIVERSITY OF  
MARYLAND

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT

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August 31, 2010

To: National Architectural Accrediting Board

From: Dr. <sup>ML</sup>Mona Levine, Associate Vice President for Institutional Research,  
Planning and Assessment

Subject: Statistical Reports

All data provided by the Office of Institutional Research, Planning and Assessment for use in the NAAB Annual Report Submission since the last visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education Statistics.

### **I.3.3. Faculty Credentials**

See Faculty Resumes in Part IV. Section 2. For academic credentials of each instructional faculty who teaches in the professional degree program

See Faculty Matrix in Part I. Section 2.1 for each faculty member's course assignments and brief description of the educational experience and recent scholarship and/or professional experience that supports their qualifications for ensuring student achievement of student performance criteria

### **I.4. Policy Review**

A list of the documents to be placed in the team room:

- Academic/Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
  - Position descriptions for all faculty and staff
  - Rank, Tenure, & Promotion
  - Reappointment
  - EEO/AA
  - Diversity (including special hiring initiatives)
  - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum



## **Part Two (II). Educational Outcomes and Curriculum**

### **II.1.1. Student Performance Criteria**

The Architecture Program offers two paths to the Master of Architecture degree. Students with an undergraduate degree in any field earn the professional degree by taking 109 credits in three and a half years. In this report, this path is referred to as the Master of Architecture Degree [degree + 109]. These students spend their initial two years in a rigorous sequence of courses in the Architecture Program's three disciplinary areas: 33 credits in Design/Drawing/Practice, 16 credits in Technology, and 15 credits in History/Theory. Student progress is reviewed in the second year; students progressing successfully move on to final year and a half of study. In the final 1 ½ years, students fulfill 30 required credits in the area of Design/Drawing/Practice and Technology in the following courses: Comprehensive Studio/Advanced Technology, a Topical Studio, Thesis Pro-Seminar, Thesis, and Thesis Research. Students take 15 credits in elective courses and seminars, which may be combined to fulfill the requirements for a certificate in Urban Design, Historic Preservation, or Real Estate Development.

In academic year 2010 – 2011, the Architecture Program will complete the transition to a new sequence of graduate design studio courses. The old sequence, the ARCH 400, 401, 402, and 403 graduate studios, parallel the undergraduate studios. These studios were phased out at the end of the past academic year. Students graduating in Fall 2010 and Fall 2011 will have taken this old studio sequence. The new studios, the ARCH 404, 405, 406, and 407 studios include all of the course material from the 400-403 series, compressing it into three semesters, and add a fourth semester studio focused on Urban Design. The two-fold rationale is: 1) the faculty believes graduate students learn at a faster pace than undergraduate students, and 2) the addition of the Urban Design studio gives students in the 3 ½ year program an opportunity for in-depth exploration of one of the Architecture Program's key areas of expertise. Students graduating in Fall 2012 will have taken the new studio sequence.

Occasionally, a highly qualified student with an undergraduate major in Architecture including at least two semesters of studio, two semesters of history/theory and two semesters of technology is given a year of advanced standing. These students' preparatory/pre-professional education is evaluated to document their fulfillment of the relevant Student Performance Criteria (see Part II. Section 3).

Students with a pre-professional degree in Architecture earn the professional degree by following the two year Master of Architecture with Advanced Standing path, taking 60 credits in three and a half years. In this report, this path is referred to as the Master of Architecture Degree [pre-professional degree + 60]. 36 of these credits are in the disciplinary area of design/drawing/practice, 3 credits are in technology, and 15 credits are electives and seminar, which may be combined to fulfill the requirements for a certificate (see above). Students in the two year path may be graduates of University of Maryland with a Bachelor of Science in Architecture degree or students with a Bachelor of Science degree (or equivalent, for International students) from another University. These students' preparatory/pre-professional education is evaluated to document their fulfillment of the relevant Student Performance Criteria (see Part II. Section 3).

SPC Matrices for Master of Architecture degree [pre-professional degree + 60 credits] track, Master of Architecture degree [degree + 109 credits] track (new studio curriculum), and Master of Architecture degree [degree + 109 credits] track (old studio curriculum):

Student Performance Criteria Matrix - Master of Architecture [Pre-professional degree + 60 credits]																																
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC met in pre-professional program																																
	Realm A											Realm B											Realm C									
ARCH 101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>																<input type="checkbox"/>	<input type="checkbox"/>							
ARCH 170	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>						<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>
ARCH 225	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																						
ARCH 226	<input checked="" type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																						
ARCH 227	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
ARCH 242	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>																								
ARCH 400	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>
ARCH 401	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>
ARCH 402	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
ARCH 403	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>
ARCH 410	<input type="checkbox"/>				<input type="checkbox"/>									<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>								<input type="checkbox"/>		
ARCH 411	<input type="checkbox"/>				<input type="checkbox"/>																<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
ARCH 412	<input type="checkbox"/>				<input type="checkbox"/>																<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
ARCH 413	<input type="checkbox"/>				<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>						<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SPC met in NAAB-accredited program																																
	Realm A											Realm B											Realm C									
ARCH 460	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	
ARCH 600	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	
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ARCH 611	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	
ARCH 654	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															<input checked="" type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ARCH 700	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>										<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
ARCH 770	<input type="checkbox"/>																				<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARCH 797	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARCH 798	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Student Performance Criteria Matrix - Master of Architecture [Degree + 109 credits] new studio curriculum																																		
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9		
SPC met in NAAB-accredited program																																		
	Realm A											Realm B											Realm C											
ARCH 404	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>								
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ARCH 410	<input type="checkbox"/>				<input type="checkbox"/>										<input type="checkbox"/>	<input type="checkbox"/>														<input type="checkbox"/>				
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ARCH 413	<input type="checkbox"/>				<input type="checkbox"/>										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																	
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ARCH 443	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>																										
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ARCH 797	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												<input type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARCH 798	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ARCH 799	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

Student Performance Criteria Matrix - Master of Architecture [Degree + 109 credits] old studio curriculum																																	
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
SPC met in NAAB-accredited program																																	
	Realm A											Realm B											Realm C										
ARCH 400	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	
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ARCH 611	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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ARCH 799	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**I.2 Curricular Framework**

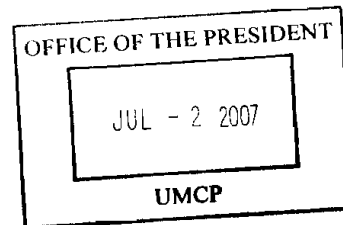
**II.2.1. Regional Accreditation**

A copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation:



June 29, 2007

Dr. C. D. Mote, Jr.  
President  
University of Maryland, College Park  
Main Administration Building  
College Park, MD 20742-0001



Dear Dr. Mote:

At its session on June 28, 2007, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. The Periodic Review Report is due June 1, 2012.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*, which can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of University of Maryland, College Park. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Michael J. Kiphart, Vice President.

Sincerely,

Jessica S. Kozloff  
Chair

c: Dr. William E. Kirwan, Chancellor, University System of Maryland Central Office

## II.2.2. Professional Degrees and Curriculum

Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree:

- Master of Architecture Degree [pre-professional degree + 60 credits] (Path A)
- Master of Architecture Degree [degree + 109 credits] (Path B)
- Dual Master of Architecture Degree [pre-professional degree + 60 credits] + Master of Real Estate Development Degree (Path A)
- Dual Master of Architecture Degree [degree + 109 credits] + Master of Real Estate Development Degree (Path B)
- Dual Master of Architecture Degree [degree + 109 credits] + Master of Historic Preservation Degree (Path B)
- Dual Master of Architecture Degree [pre-professional degree + 60 credits] + Master of Community Planning Degree (Path A)

An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

<b>DEGREE: MArch [pre-professional degree + 60 credits]</b>			<b>Path A</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	ARCH 654	Urban Development and Design Theory	3
	ARCH XXX	Architectural History Elective	3
			15
2	ARCH 601	Topical Design Studio	6
	ARCH 460	Site Analysis and Design	3
	XXXX XXX	Directed Advanced Elective	3
	XXXX XXX	Directed Advanced Elective	3
			15
3	ARCH 700	Urban Design Studio	6
	ARCH 797	Thesis Proseminar	3
	ARCH 770	Professional Practice	3
	XXXX XXX	Directed Advanced Elective	3
			15
4	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
	ARCH XXX	Architecture Seminar	3
	XXXX XXX	Elective	3
			15
<b>total credits</b>			<b>60</b>

**Path B track to the Master of Architecture Degree [degree + 109 credits] – new curriculum:**  
 ARCH 404, 405, 406, 407 (see table below). The foundation studio sequence has been re-designed. Learning objectives and student performance criteria previously addressed in four studios have been redistributed into the first three foundation studios. This change acknowledges that graduate students are capable of learning at a faster pace than undergraduates. This change frees up the fourth studio in the sequence for an urban design studio. Architectural design studios were numbered ARCH 400, 401, 402, and 403. The curriculum lacked an urban design studio. The old curriculum was phased out in Spring 2010. This gives graduate students on the “Path B” to the Master of Architecture Degree an experience that parallels that of the graduate students on the “Path A” track.

<b>DEGREE: MArch [degree + 109 credits] new curriculum</b>			<b>Path B</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 404	Studio I	6
	ARCH 410	Technology I	4
	ARCH 443	Visual Communication	3
	ARCH 426	Fundamentals of Architecture	3
			16
2	ARCH 405	Studio II	6
	ARCH 411	Technology II	4
	ARCH 445	Visual Analysis	3
	ARCH 427	Theories of Architecture	3
			16
3	ARCH 406	Studio III	6
	ARCH 412	Technology III	4
	ARCH 654	Urban Development and Design Theory	3
	ARCH XXX	Architectural History Elective	3
			16
4	ARCH 407	Studio IV	6
	ARCH 413	Technology IV	4
	ARCH 460	Site Analysis and Design	3
	ARCH 635	History of Modern Architecture	3
			16
5	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	ARCH XXX	Architecture Seminar	3
	ARCH XXX	Architecture Elective	3
			15
6	ARCH 601	Topical Design Studio	6
	ARCH 797	Thesis Proseminar	3
	ARCH XXX	Architecture Seminar	3
	ARCH XXX	Architecture Elective	3
			15
7	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
	ARCH 770	Professional Practice	3
	XXXX XXX	Elective	3
			15
			109

**Path B track (old) to the Master of Architecture Degree [degree + 109 credits] – old curriculum:**  
 ARCH 400, 401, 402, 403 (see table below). The foundation studio sequence paralleled the undergraduate studio sequence. Architectural design studios were numbered ARCH 400, 401, 402, and 403. The curriculum lacked an urban design studio. The old curriculum was phased out in Spring 2010.

<b>DEGREE:</b>	<b>MArch [degree + 109 credits] old curriculum</b>		<b>Path B</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 400	Studio I	6
	ARCH 410	Technology I	4
	ARCH 443	Visual Communication	3
	ARCH 426	Fundamentals of Architecture	3
			16
2	ARCH 401	Studio II	6
	ARCH 411	Technology II	4
	ARCH 445	Visual Analysis	3
	ARCH 427	Theories of Architecture	3
			16
3	ARCH 402	Studio III	6
	ARCH 412	Technology III	4
	ARCH 654	Urban Development and Design Theory	3
	ARCH XXX	Architectural History Elective	3
			16
4	ARCH 403	Studio IV	6
	ARCH 413	Technology IV	4
	ARCH 460	Site Analysis and Design	3
	ARCH 635	History of Modern Architecture	3
			16
5	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	ARCH XXX	Architecture Seminar	3
	ARCH XXX	Architecture Elective	3
			15
6	ARCH 601	Topical Design Studio	6
	ARCH 797	Thesis Proseminar	3
	ARCH XXX	Architecture Seminar	3
	ARCH XXX	Architecture Elective	3
			15
7	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
	ARCH 770	Professional Practice	3
	XXXX XXX	Elective	3
			15
			109



<b>DEGREE: MArch [pre-professional degree + 60 credits] + MRED</b>			<b>Path A</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	ARCH 654	Urban Development and Design Theory	3
	RDEV 688X	Introduction to Principles, Policy and Practice	3
			15
winter	RDEV 688E	Managing Differences Negotiating Agreements	3
2	ARCH 601	Topical Design Studio	6
	ARCH 460	Site Analysis and Design	3
	RDEV 688A	Development Law, Process and Ethics	3
	RDEV 630	Fundamentals of Finance and Development	3
			15
summer	RDEV XXX	Elective	3
3	ARCH 700	Urban Design Studio	6
	ARCH 770	Professional Practice	3
	RDEV 689M	Entitlements and Market Analysis	3
	RDEV 688L	Asset Management	3
			15
4	ARCH 797	Thesis Proseminar	3
	ARCH XXX	Architectural History Elective	3
	RDEV 650	Essentials of Design & Construction Mgmt	3
	RDEV 688G	Planning Policy, Practice and Politics	3
			12
5	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
	RDEV 688I	Capstone (Feasibility Analysis of Thesis)	3
			12
total credits			75

<b>DEGREE: semester</b>	<b>Dual - MArch [degree + 109 credits] +MRED course#</b>	<b>course name</b>	<b>Path B credits</b>
1	ARCH 404	Studio I	6
	ARCH 410	Technology I	4
	ARCH 443	Visual Communication	3
	ARCH 426	Fundamentals of Architecture	3
			16
winter	RDEV 688E	Managing Differences Negotiating Agreements	3
2	ARCH 405	Studio II	6
	ARCH 411	Technology II	4
	ARCH 445	Visual Analysis	3
	ARCH 427	Theories of Architecture	3
			16
summer	RDEV688G	Planning Policy, Practice and Politics	3
3	ARCH 406	Studio III	6
	ARCH 412	Technology III	4
	ARCH 654	Urban Development and Design Theory	3
	ARCH XXX	Architectural History Elective	3
			16
4	ARCH 407	Studio IV	6
	ARCH 413	Technology IV	4
	ARCH 460	Site Analysis and Design	3
	ARCH 635	History of Modern Architecture	3
			16
summer	RDEV689M	Market Analysis and Entitlements	3
5	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	RDEV 688A	Development Law, Process and Ethics	3
	RDEV 688X	Introduction to Principles, Policy and Practice	3
winter	RDEV 688E	Managing Differences Negotiating Agreements	3
6	ARCH 601	Topical Design Studio	6
	ARCH461	Sustainability in Architecture	3
	RDEV 688D	Residential Property Management	3
	RDEV 630	Fundamentals of Finance and Development	3
7	ARCH 797	Thesis Proseminar	3
	ARCH 700	Professional Practice	3
	RDEV 650	Essentials of Design and Construction Management	3
	RDEV XXX	Elective	3
			12
8	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
	RDEV 688I	Capstone (Feasibility Analysis of Thesis)	3
			12
			127

<b>DEGREE: Dual - MArch [degree + 109 credits] +MHISP</b>			<b>Path B</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 404	Studio I	6
	ARCH 410	Technology I	4
	ARCH 443	Visual Communication	3
	ARCH 426	Fundamentals of Architecture	3
			16
2	ARCH 405	Studio II	6
	ARCH 411	Technology II	4
	ARCH 445	Visual Analysis	3
	ARCH 427	Theories of Architecture	3
			16
3	ARCH 406	Studio III	6
	ARCH 412	Technology III	4
	ARCH 654	Urban Development and Design Theory	3
	HISP 600	Intro. Seminar in Preservation	3
			16
4	ARCH 407	Studio IV	6
	ARCH 413	Technology IV	4
	ARCH 460	Site Analysis and Design	3
	ARCH 635	History of Modern Architecture	3
			16
summer	HISP 600	Internship	3
5	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	HISP 610	Doc. And Research Methods	3
	HISP 680	Preservation Economics	3
			15
6	ARCH 601	Topical Design Studio	6
	ARCH XXX	Architecture Seminar	3
	HISP 630	Preservation Planning and Policy	3
	HISP 640	Preservation Law	3
			15
7	ARCH 797	Thesis Proseminar	3
	ARCH 770	Professional Practice	3
	HISP 650	Studio	6
	HISP 670	Conservation of Historic Buildings	3
			15
8	ARCH 798	Thesis	6
	ARCH 799	Thesis Research	3
	ARCH XXX	Architectural History Elective	3
			12
			124

<b>DEGREE: Dual - MArch [pre-professional degree + 60 credits] + MCP</b>			<b>Path A</b>
<b>semester</b>	<b>course#</b>	<b>course name</b>	<b>credits</b>
1	ARCH 600	Comprehensive Design Studio	6
	ARCH 611	Advanced Technology	3
	URSP 605	Planning History and Theory	3
			12
2	ARCH 460	Site Analysis and Design	3
	ARCH 654	Urban Development and Design Theory	3
	ARCH XXX	Architectural History Elective	3
			9
3	ARCH 700	Urban Design Studio	6
	URSP 600	Planning Research Applications	3
	URSP 606	Urban Economics	3
			12
4	ARCH XXX	Approved Elective	3
	URSP 601	Research Methods	3
	URSP 604	Planning Process	3
	URSP XXX	Elective Social Requirement	3
			12
5	ARCH 770	Professional Practice	3
	ARCH 797	Thesis Proseminar	3
	URSP 704	Community Planning Studio	3
			9
6	ARCH 798	Thesis	3
	ARCH 799	Thesis Research	6
			9
summer			6
total credits			69

Students in the Master of Architecture Degree [degree + 109 credits] and the Master of Architecture Degree [pre-professional degree + 60 credits] tracks may use the 15 elective credits to pursue the following concentrations leading to certificates:

Urban Design – 21 credit hours from an approved list of courses

Historic Preservation – 16 credit hours required (HISP 600, HISP 640, HISP 610, HISP 701, + 2 HISP electives)

A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively:

(see tables above)

A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree:

**Path A track to the Master of Architecture Degree [pre-professional degree + 60 credits]**

- Design, Drawing, & Professional Practice (36 credits)
  - Comprehensive Studio ARCH 600 – 6 credits
  - Topical Studio ARCH 601 – 6 credits
  - Urban Design Studio ARCH 700 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits
  - Thesis – 3 credits
  - Site Analysis and Design ARCH 460 – 3 credits
  - Professional Practice – 3 credits
- Technology (3 credits)
  - Advanced Technology ARCH 611 – 3 credits
- History/Theory (6 credits)
  - Urban Development ARCH 654, History Elective – 6 credits
- Electives + Seminars (15 credits)

**Path B track to the Master of Architecture Degree [degree + 109 credits]**

- Design, Drawing, & Professional Practice (60 credits)
  - Foundations Studios (old curriculum ARCH 400, 401, 402, 403; new curriculum ARCH 404, 405, 406, 407) - 24 credits
  - Comprehensive Studio ARCH 600 – 6 credits
  - Topical Studio ARCH 601 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits
  - Thesis – 3 credits
  - Visual Communication ARCH 443 & Visual Analysis ARCH 445 – 6 credits
  - Site Analysis and Design ARCH 460 – 3 credits
  - Professional Practice – 3 credits
- Technology (19 credits)
  - Technology sequence ARCH 410, 411, 412, 413 – 16 credits
  - Advanced Technology ARCH 611 – 3 credits
- History/Theory (15 credits)
  - Fundamentals ARCH 426, Theories ARCH 427, Urban Development ARCH 654, History of Modern Architecture ARCH 635, History Elective – 12 credits
- Electives + Seminars (15 credits)

**Dual MArch Degree [pre-professional degree + 60 credits] + MRED Degree**

- Design, Drawing, & Professional Practice (36 credits)
  - Comprehensive Studio ARCH 600 – 6 credits
  - Topical Studio ARCH 601 – 6 credits
  - Urban Design Studio ARCH 700 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits

- Thesis – 3 credits
- Site Analysis and Design ARCH 460 – 3 credits
- Professional Practice – 3 credits
- Technology (3 credits)
  - Advanced Technology ARCH 611 – 3 credits
- History/Theory (6 credits)
  - Urban Development ARCH 654, History Elective – 6 credits
- Electives + Seminars (15 credits)

#### **Dual March Degree [degree + 109 credits] + MRED Degree**

- Design, Drawing, & Professional Practice (60 credits)
  - Foundations Studios (old curriculum ARCH 400, 401, 402, 403; new curriculum ARCH 404, 405, 406, 407) - 24 credits
  - Comprehensive Studio ARCH 600 – 6 credits
  - Topical Studio ARCH 601 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits
  - Thesis – 3 credits
  - Visual Communication ARCH 443 & Visual Analysis ARCH 445 – 6 credits
  - Site Analysis and Design ARCH 460 – 3 credits
  - Professional Practice – 3 credits
- Technology (19 credits)
  - Technology sequence ARCH 410, 411, 412, 413 – 16 credits
  - Advanced Technology ARCH 611 – 3 credits
- History/Theory (15 credits)
  - Fundamentals ARCH 426, Theories ARCH 427, Urban Development ARCH 654, History of Modern Architecture ARCH 635, History Elective – 12 credits
- Electives + Seminars (15 credits)

#### **Dual MArch Degree [degree + 109 credits] + MHISP Degree**

- Design, Drawing, & Professional Practice (60 credits)
  - Foundations Studios (old curriculum ARCH 400, 401, 402, 403; new curriculum ARCH 404, 405, 406, 407) - 24 credits
  - Comprehensive Studio ARCH 600 – 6 credits
  - Topical Studio ARCH 601 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits
  - Thesis – 3 credits
  - Visual Communication ARCH 443 & Visual Analysis ARCH 445 – 6 credits
  - Site Analysis and Design ARCH 460 – 3 credits
  - Professional Practice – 3 credits
- Technology (19 credits)
  - Technology sequence ARCH 410, 411, 412, 413 – 16 credits
  - Advanced Technology ARCH 611 – 3 credits

- History/Theory (15 credits)
  - Fundamentals ARCH 426, Theories ARCH 427, Urban Development ARCH 654, History of Modern Architecture ARCH 635, History Elective – 12 credits
- Electives + Seminars (15 credits)

### **Dual MArch Degree [pre-professional degree + 60 credits] + MCP Degree**

- Design, Drawing, & Professional Practice (39 credits)
  - Comprehensive Studio ARCH 600 – 6 credits
  - Community Planning Studio URSP 704 – 3 credits
  - Community Planning Field Instruction URSP 703 – 6 credits
  - Urban Design Studio ARCH 700 – 6 credits
  - Thesis Pro-seminar – 3 credits
  - Thesis Research – 6 credits
  - Thesis – 3 credits
  - Site Analysis and Design ARCH 460 – 3 credits
  - Professional Practice – 3 credits
- Technology (3 credits)
  - Advanced Technology ARCH 611 – 3 credits
- History/Theory (6 credits)
  - Urban Development ARCH 654, Planning History and Theory URSP 605 – 6 credits
- Electives + Seminars (15 credits)

### A list of off-campus programs, description of facilities and resources, course requirements, and length of stay:

- Summer study abroad programs, led by Architecture Program faculty, to Paris, Rome, Stabiae, and a variety of other places. Programs are 6 weeks or 3 weeks in length. 6 week programs offer two 3-credit courses, including electives and Visual Analysis. 3 week programs offer one 3-credit course.
- Spring semester study abroad program, led by Architecture Program faculty, to Kiplin Hall in Great Britain. Course requirements are ARCH 407 Studio IV, ARCH 413 Technology IV, ARCH 460 Site Analysis and Design, ARCH XXX Architectural History Elective.

### **II.2.3. Curriculum Review and Development**

#### Curriculum Review Process and Committee Membership (Excerpt From the Architecture Program Plan of Organization):

#### C. Curriculum Committee

##### 1. Membership

The Director shall appoint a committee of up to four Faculty members and from this group designate a chairperson, to oversee committee business. The appointments shall include two Faculty members representing Design, one representing History/Theory, and one representing Building Technologies. Additionally, the Director shall appoint one undergraduate and one graduate student to serve on the committee.

##### 2. Duties and Responsibilities

The Curriculum Committee shall be responsible for:

- a. Developing the long range educational goals and policies of the Program.
- b. Periodically reviewing the educational programs and curricula and recommending measures to the Directors, and Faculty to ensure the most effective use of resources and an appropriate level of coordination among the various disciplines and areas.
- c. Maintaining compliance with the requirements for degree completion and recommending to the Directors, and Faculty any changes in courses and curricula as may be submitted by the Faculty, faculty committees, or the Student Assembly.

## POLICIES AND PROCEDURES

Curriculum Committee

Architecture Program

School of Architecture, Planning and Preservation

University of Maryland

*Approved by ARCH Faculty: 7 April 2004*

*Amended by ARCH Faculty:*

### Preamble

This document shall establish the Policies and Procedures of the Curriculum Committee of the Architecture Program.

The Policies and Procedures of the Curriculum Committee are to be consistent with the Plan of Organization of the School of Architecture, Planning, and Preservation, and with the Policies and Procedures of the University of Maryland.

### I. Curriculum Committee Mission

The composition, duties and responsibilities of the Curriculum Committee are outlined in the Architecture Program Plan of Organization. This section reproduces the Curriculum Committee Mission Statement as stated in the Plan of Organization.

#### 1. Composition

The Director shall appoint a committee of up to four Faculty members and from this group designate a chairperson, to oversee committee business. The appointments shall include two Faculty members representing Design, one representing History/Theory, and one representing Building Technologies. Additionally, the Director shall appoint one undergraduate and one graduate student to serve on the committee.

#### 2. Duties and Responsibilities.

The Curriculum Committee shall be responsible for:

- a. Developing the long-range educational goals and policies of the Program.
- b. Periodically reviewing the educational programs and curricula and recommending measures to the Directors, and Faculty to ensure the most effective use of resources and an appropriate level of coordination among the various disciplines and areas.



- c. Maintaining compliance with the requirements for degree completion and recommending to the Director, and Faculty any changes in courses and curricula as may be submitted by the Faculty, faculty committees, or the Student Assembly.

II. Policies and Procedures

- 1. Monthly Meetings
  - a. The Committee shall meet monthly on the second Wednesday of the month during the spring and fall semesters. A simple majority of the Committee Members will constitute a quorum.
  - b. Committee Members shall provide the Chairperson with advance notification of their intention to participate in meetings.
  - c. In the event the Chairperson determines a quorum is not possible, or that no continuing business and/or no new business has been submitted to the committee, such monthly meetings may be cancelled. The Chairperson shall provide advance notification of any meeting cancellation.
- 2. Ex-officio Membership
  - a. The Dean of the School of Architecture, Planning, and Preservation, as well as Associate Deans, and the Architecture Program Director serve as ex-officio (non-voting) members of the Curriculum Committee.
- 3. Emergency Meetings
  - a. The Chairperson is empowered to call emergency meetings of the Curriculum Committee.
  - b. The Chairperson shall provide written advance notice to each committee member and ex-officio member.
- 4. Sub-committees
  - a. The Chairperson is empowered to form temporary sub-committees of the Curriculum Committee in order to address specific business. Such sub-committees may be composed of Committee members, Architecture Program Faculty members, representatives of the Student Assembly, or other individuals designated relevant to the task at hand.
  - b. Upon conclusion of assigned tasks, sub-committees shall report findings to the Curriculum Committee.
- 5. Meeting Agendas
  - a. The Committee Chairperson is responsible for developing and circulating a meeting agenda in advance of committee meetings.
  - b. All Faculty members of the Architecture Program as well as members of the Student Assembly are entitled to submit business items for inclusion in meeting agenda.
- 6. Meeting Minutes, Communication, and Records
  - a. The Committee Chairperson is responsible for circulating meeting minutes to Committee members, ex-officio members, and posting minutes for view by Faculty members and members of the Student Assembly.

- b. The Committee Chairperson shall communicate committee recommendations in writing to the Architecture Program Director in a timely manner for inclusion in Architecture Program Faculty Assembly agenda.
  - c. The Architecture Program Director's office shall keep up to date records of Curriculum Committee minutes, course syllabi, curricula, policies and procedures.
  - d. The Architecture Program Director's office shall provide clerical assistance to the Committee Chairperson for the purpose of recording, distributing, and archiving committee business.
  - e. The Committee Records shall serve as the official source of information for curricula, course descriptions, policies and procedures of the Architecture Program.
7. Role of the Faculty Assembly in Approving and Amending Curriculum Committee Policy and Procedures, Curricula,
- a. The Curriculum Committee serves in an advisory capacity to the Architecture Program Faculty Assembly.
  - b. Prior to enacting amendments to Curriculum Committee Policies and Procedures, Curricula, and Course Descriptions all proposals must be ratified by the Architecture Program Faculty Assembly.
  - c. The Curriculum Committee Chairperson shall act as spokesperson for committee proposals at the Faculty Assembly.
  - d. The Curriculum Committee Chairperson shall incorporate into this document any amendments to Curriculum Committee Policies and Procedures that have been ratified by the Architecture Program Faculty Assembly.
  - e. The Curriculum Committee shall utilize the following procedures for Curriculum and Course Description amendments that have been ratified by the Faculty assembly:
    - i. The Dean of the School of Architecture, Planning, and Preservation, or the Dean's designee to oversee curriculum, shall provide administrative support during the period that School and University committees review the amendments ratified by the Architecture Program Faculty Assembly.
    - ii. The Architecture Program Director and/or Curriculum Committee Chairperson shall serve as liaison to the Deans, or the Dean's designee, during this period.
    - iii. The Architecture Program Director and/or the Curriculum Committee Chairperson shall provide the Dean, or the Dean's designee, with information necessary to complete the required Program and/or Course change forms.
    - iv. The Dean, or the Dean's designee, shall ensure that all proposals are reviewed in a timely manner and will report the status of proposed amendments to the Architecture Program Director and Curriculum

Committee Chairperson at regular Program Assemblies and Curriculum Committee meetings.

8. Submission of Course Syllabi, Synopses and Independent Study Proposals
  - a. The Curriculum Committee shall keep a copy of current course syllabi and synopses.
  - b. The Curriculum Committee shall advise the Program Director as to the required content of syllabi.
  - c. The Committee Chairperson shall call for submission of course syllabi one week prior to the commencement of an academic term.
  - d. The Committee Chairperson shall report to the Program Director at the first faculty meeting of each term concerning compliance with syllabi submission.
  - e. The Curriculum Committee shall regularly review course syllabi for compliance with curricular and accreditation standards.
  - f. The Program Director and the Curriculum Committee Chairperson shall work with new faculty in an advisory capacity to develop course syllabi that are compliant with curricular and accreditation standards.
  - g. The Curriculum Committee shall review independent study proposals for the Winter Term and Spring Semester at the December committee meeting and proposals for Summer Session and Fall Semester at May committee meeting.
  - h. The Curriculum Committee shall review Summer Session course proposals at the December committee meeting and Winter Session course proposals at the May committee meeting.

Role of the curriculum review process relative to long-range planning and self-assessment.:

The Curriculum Committee holds an annual planning charrette open to all Architecture Program faculty for the purpose of long-range planning and self-assessment. Some examples of initiatives completed during Curriculum Committee charrettes are:

- Assessment of delivery of Student Performance Criteria in the area of Professional Practice, resulting in curricular change in the studio courses
- Assessment of foundations studio sequence for Master of Architecture degree [degree + 109 credits] track, resulting in curricular changes that added an urban design studio and changed the course numbers

### **II.3. Evaluation of Preparatory/Pre-professional Education**

The Architecture Program has developed a procedure for evaluating the preparatory/pre-professional education of students admitted to the accredited program with Advanced Standing.

The requirements for admission with Advanced Standing are a B.S. in Architecture degree or equivalent, transcript, 3.0 minimum GPA, portfolio, personal statement, references, GRE, TOEFL (international

students). The Admissions Committee reviews transcript to confirm that required courses (corresponding to requirements of the University of Maryland B.S. in Architecture) have been completed successfully. Committee reviews portfolio to confirm that student work demonstrates preparedness to undertake the Comprehensive Studio. If all of these factors are satisfied, then the student is offered advanced standing and placed in the 2 year Master of Architecture Advanced Standing (pre-professional degree + 60 credit) program. In a small number of cases, students are awarded one year of advanced standing and placed in the second year of the 3 ½ year Master of Architecture (degree + 109 credit) program. These students may have a B.S. in Architecture degree, but require additional studio education to prepare them for the Comprehensive Studio or they may have a B.A. in Architecture degree that includes a minimum of two semesters of studio and two semesters of technology.

Students admitted with Advanced Standing from the University of Maryland's B.S. in Architecture Program are expected to have met the following SPC in their preparatory/pre-professional education: A.1, A.3, A.5, A.6, A.9, A.10, B.9, B.11. (These students will also have met the following SPC, which are met in both pre-professional B.S. in Architecture degree and professional Master of Architecture degrees at University of Maryland: A.7, A.8, B.3, B.4, B.5, B.8, B.12. They will be required to meet these criteria again in their graduate education at University of Maryland.) The Student Performance Criteria Matrix for the Master of Architecture degree [pre-professional degree + 60 credits] track in Part II. Section 1 documents SPC that are expected to have been met in the pre-professional degree (A.1, A.3, A.5, A.6, A.9, A.10, B.9, B.11). It also indicates SPC that are met in both the pre-professional degree and the professional degree (A.7, A.8, B.3, B.4, B.5, B.8, B.12).

Students with undergraduate degrees from institutions other than University of Maryland's Architecture Program who are admitted with Advanced Standing are advised that, prior to receiving authorization to register for courses, they must have their pre-professional preparation evaluated and approved. Students are asked to present course materials including syllabus, documentation of all coursework assigned, and examples of their work on every project, paper, exam, essay, or other course assignment for faculty and advisor review. The evaluation and approval is documented on a rubric and saved in the student file containing the admissions and advising records.

The rubric includes SPC that are expected to have been met in preparatory/pre-professional education completed at another institution follows: A.1, A.3, A.5, A.6, A.9, A.10, B.9, B.11.

## **II.4. Public Information**

### **II.4.1. Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, the Architecture Program includes in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5:*

*In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.*

*Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not by itself, recognized as an accredited degree.*

*The University of Maryland School of Architecture, Planning & Preservation offers the following NAAB-accredited degree programs:*

*M.Arch (pre-professional degree + 60 graduate credits) M.Arch (non-pre-professional degree + 109 credits)*

*Next accreditation visit for both programs: 2011*

This text appears on the Architecture Program website at: [http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm)

Along with the NAAB Accreditation Letter [http://www.arch.umd.edu/architecture/about\\_the\\_program/NAAB\\_2005\\_LTR.pdf](http://www.arch.umd.edu/architecture/about_the_program/NAAB_2005_LTR.pdf)

This text is also incorporated into the Graduate Catalog <http://www.gradschool.umd.edu/catalog/programs/arch.htm> and the Undergraduate catalog: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/2/s/2083>

This text is also included in print materials distributed for recruitment of students.

#### **II.4.2. Access to NAAB Conditions and Procedures**

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the Architecture Program makes available on its website the following documents:

2010 NAAB Procedures for Accreditation [http://www.naab.org/accreditation/2010\\_Procedures.aspx](http://www.naab.org/accreditation/2010_Procedures.aspx)

2009 NAAB Conditions for Accreditation [http://www.naab.org/accreditation/2009\\_Conditions.aspx](http://www.naab.org/accreditation/2009_Conditions.aspx)

#### **II.4.3. Access to Career Development Information**

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the Architecture Program makes the following resources available to all students, parents, staff, and faculty on its website

[http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm):

www.ARCHCareers.org

*The NCARB Handbook for Interns and Architects* <http://www.ncarb.org/Publications.aspx>

*Toward an Evolution of Studio Culture* [http://www.aias.org/news\\_detail.php?nid=254#publications](http://www.aias.org/news_detail.php?nid=254#publications)

*The Emerging Professional's Companion* <http://www.epcompanion.org/>

National Council of Architectural Registration Boards (NCARB) <http://www.ncarb.org/>

American Institute of Architects (AIA) <http://www.aia.org/>

American Institute of Architecture Students (AIAS) <http://www.aias.org/>

Association of Collegiate Schools of Architecture (ACSA) <https://www.acsa-arch.org/home.aspx>

#### **II.4.4. Public Access to APRs and VTRs**

In order to promote transparency in the process of accreditation in architecture education, the program makes available on its website

[http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm) the following documents:

Annual Report 2009 (including the narrative)

[http://www.arch.umd.edu/downloads/NAAB/2009\\_Annual\\_Report.pdf](http://www.arch.umd.edu/downloads/NAAB/2009_Annual_Report.pdf)

NAAB Response to Annual Report 2009

[http://www.arch.umd.edu/downloads/NAAB/2009\\_NAAB\\_Response.pdf](http://www.arch.umd.edu/downloads/NAAB/2009_NAAB_Response.pdf)

Annual Report 2008 (including the narrative)

[http://www.arch.umd.edu/downloads/NAAB/2008\\_Annual\\_Report.pdf](http://www.arch.umd.edu/downloads/NAAB/2008_Annual_Report.pdf)

NAAB Response to Annual Report 2008

[http://www.arch.umd.edu/downloads/NAAB/2008\\_NAAB\\_Response.pdf](http://www.arch.umd.edu/downloads/NAAB/2008_NAAB_Response.pdf)

Annual Report 2007 (including the narrative)

[http://www.arch.umd.edu/downloads/NAAB/2007\\_Annual\\_Report.pdf](http://www.arch.umd.edu/downloads/NAAB/2007_Annual_Report.pdf)

NAAB Response to Annual Report 2007

[http://www.arch.umd.edu/downloads/NAAB/2007\\_NAAB\\_Response.pdf](http://www.arch.umd.edu/downloads/NAAB/2007_NAAB_Response.pdf)

Annual Report 2006 (including the narrative)

[http://www.arch.umd.edu/downloads/NAAB/2006\\_Annual\\_Report.pdf](http://www.arch.umd.edu/downloads/NAAB/2006_Annual_Report.pdf)

NAAB Response to Annual Report 2006

[http://www.arch.umd.edu/downloads/NAAB/2006\\_NAAB\\_Response.pdf](http://www.arch.umd.edu/downloads/NAAB/2006_NAAB_Response.pdf)

Visiting Team Report (VTR) 2005 (final edition of the most recent VTR, including attachments and addenda)

[http://www.arch.umd.edu/downloads/NAAB/2005\\_VTR.pdf](http://www.arch.umd.edu/downloads/NAAB/2005_VTR.pdf)

Architecture Program Report (APR) 2004 (most recent APR preceding the current document)

[http://www.arch.umd.edu/downloads/NAAB/2004\\_APR.pdf](http://www.arch.umd.edu/downloads/NAAB/2004_APR.pdf)

Final decision letter from the NAAB

[http://www.arch.umd.edu/architecture/about\\_the\\_program/NAAB\\_2005\\_LTR.pdf](http://www.arch.umd.edu/architecture/about_the_program/NAAB_2005_LTR.pdf)

#### **II.4.5. ARE Pass Rates**

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, the Architecture Program makes this information available to current and prospective students and their parents by linking its website to the results:

Pass Rates by School <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

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### Part Three. Progress Since Last Site Visit

#### 1. Summary of Responses to the Team Findings [2005]

“Reflecting on the positive implications of Sections I.3, I.4, and I.5 above, the team feels strongly that the Architecture Program should make a special effort to celebrate the quality of the program within the school, university, regional/professional community, among the alumni/ae, and, as appropriate, even nationally and internationally. It is the opinion of the team that the University of Maryland Architecture Program compares favorably with other more prominently recognized programs in the country, and this fact should become better known. Having assembled the impressive array of information, drawings, and models for this accreditation visit, the Program could capture the opportunity to use these materials to launch a comprehensive communication campaign to help advance its mission and long-range strategic plan. It is further recognized by the team that the favorable findings and conclusions stemming from this visit require only limited efforts for remedial urgencies. Accordingly, without the demands of such urgencies, the Architecture Program is ideally poised to devote new and fresh energy to lift the program to the next and higher level and this unique opportunity should be fully exploited.” (2005 VTR)

##### A. Responses to Conditions Not Met

The Visiting Team found no conditions “not met” in 2005.

##### B. Responses to Causes of Concern

###### Title of Cause for Concern: Diversity

Condition 4

**Comment from previous VTR [2005]:** While the make-up of the University is reasonably reflective of that of the state of Maryland, the composition of both the student body and faculty of the Architecture Program falls short of that model.

**Response from Program [2010]:** *The Architecture Program addressed this cause for concern directly, initiating its efforts with the formation of a joint faculty-student Diversity Task Force under the direction of a newly appointed African-American educator-practitioner, a Fellow of the American Institute of Architects and Professor of the Practice and Kea Distinguished Professor recently retired from practice as a Principal and member of the board of RTKL and co-chaired by an African-American graduate student. The Task Force completed its research and produced an extensive Diversity Plan, adopted by the Faculty in Spring 2008. The Faculty voted to transform the Diversity Task Force into the Diversity Committee, a joint faculty-student standing committee, to lead the implementation of the Diversity Plan. Pursuant to the mandate of the Diversity Plan, we have followed a ten-point approach to promoting a diverse and inclusive culture in the Architecture Program. Although we have not, and may never, achieve a situation in which the faculty and student body of the Architecture Program reflect the demographics of the University as a whole and the state of Maryland, we are vigorously working to demonstrate to all of our constituents that we value diversity and that we are working hard to progress towards our goals in this area. While we have not yet achieved our goals, we have enjoyed the fruits of our progress, as our efforts have resulted in a more vibrant culture. Please see section I.1.2, Learning Culture and Social Equity, for details of the Diversity Plan and our progress in the ten-point approach. Please see section I.3.1 Statistical Reports for demographic information. Please be aware that the actual extent of the diversity of our faculty and student body is not necessarily reflected in the statistics because our Latin American faculty member appears as “foreign” rather than Hispanic and our Latin American, Caribbean, and African students appear as “foreign” rather than as Hispanic and Black.*

**Title of Cause for Concern: Compensation**  
Conditions 5 and 6

**Comment from previous VTR [2005]:** Consideration must be given to adequate and equitable overall compensation, with particular emphasis currently placed on associate professors and administrative staff, and equitable rebalancing of the academic staff as retirement of senior faculty is experienced in the future.

**Response from Program [2010]:** *Compensation: Architecture Program faculty salaries at all tenured/tenure-track ranks have risen significantly since the last accreditation visit. The Faculty Salary Comparison table below compares Architecture Program salaries in 2005 and in 2010. In 2010, salaries are higher at every faculty rank. Architecture Program salaries in fiscal year 2009 are compared to ACSA School salaries in the region and around the country. When compared to ACSA schools in the Northeast Region, University of Maryland salaries are higher at every rank. When compared to all ACSA schools, Architecture Program salaries are higher at every rank. The Program salaries are also compared to salaries at the AAU Universities (see table below). In this comparison, they are competitive with the top research-intensive universities in the country.*

*Rebalancing of academic staff: There are currently 16 tenured/tenure-track faculty members in the Architecture Program. In addition, there is one half-time professor of the practice. The faculty numbers are unchanged from those reported in the last APR (2003-2004), but with retirements and new hires, the ranks are now more balanced. At the time of the last APR, there were 8 full professors, 6 associate professors, and 2 assistant professors. In Fall 2010, as a result of retirements, new hires, and positive tenure and promotion decisions, faculty ranks now include 6 full professors (including the new Dean), six associate professors, four assistant professors, and one half-time professor of the practice. We are currently searching for one additional faculty member with expertise in the area of Technology to replace a Technology faculty member we lost. This is being done in spite of the fact that the School has lost significant funds through state budget reductions.*

*Staff salaries in the School of Architecture, Planning & Preservation are within the range of staff salaries across the University of Maryland.*

Faculty Salary Comparison

	Fiscal Year	Faculty Rank	Minimum	Average	Maximum
Umd Architecture Program*	05 (04-05)				
		Professor	87,475	102,796	154,535
		Associate	65,278	69,554	74,103
		Assistant	58,330	58,330	58,330
Umd Architecture Program	10 (09-10)				
		Professor	93,717	118,988	154,635
		Associate	73,034	85,385	94,950
		Assistant	58,500	65,698	71,144
Umd Architecture Program	09 (08-10)				
		Professor	93,717	118,988	154,635
		Associate	73,034	85,385	94,950
		Assistant	58,500	65,698	71,144
ACSA Northeast Region**	09 (08-09)				
		Professor	82,027	94,119	109,626
		Associate	61,340	69,246	78,208
		Assistant	50,109	53,709	57,879
All ACSA Regions**	09 (08-09)				
		Professor	74,035	87,365	104,814
		Associate	57,720	65,587	76,047
		Assistant	49,049	53,865	59,895
* data source: Architecture Program budgets					
** data source: NAAB 2009 Report on Accreditation in Architecture Education					

The School of Architecture, Planning and Preservation Compared to the University of Maryland				
School of Architecture				
	*Avg School Salary	Range Across Campus		
		Low	High	
Admin Assistant II	\$36,640	\$30,305	\$46,893	
Coordinator	\$54,664	\$34,000	\$76,150	
Payroll Coordinator	\$52,513	\$39,507	\$65,150	
Business Manager	\$41,167	\$40,990	\$64,530	
Research Coordinator	\$56,500	\$49,890	\$59,500	
*Director (VRC)	\$61,757	\$61,757	\$66,744	
*Assistant Director	\$59,581	\$47,895	\$85,295	
*Assistant Dean	\$100,387	\$74,151	\$135,915	
*SHOP Manager	\$72,733			
IT Analyst	\$69,878	\$43,336	\$70,000	
* converted to 100% FTE				

University of Maryland compared to Association of American Universities (AAU)

School of Architecture, Planning & Preservation					
	Avg UM Salary	Avg AAU Salary	Low	High	
Professor	\$104,725	\$102,304	\$79,736	\$125,601	Professor
Assoc Professc	\$92,580	\$75,462	\$60,052	\$93,878	Assoc Professor
Assist Professc	\$68,485	\$60,963	\$49,647	\$72,550	Assist Professor

**Title of Cause for Concern: Faculty Retirement**

Conditions 5 and 6

**Comment from previous VTR [2005]:** The near-term retirement of six to eight senior faculty will require specific attention in sequential timing to prevent any erosion of the highly regarded academic instructional capacity, faculty culture, or overall collegiality.

**Response from Program [2010]:** Six senior faculty members including five full and one professor of the practice have retired and one full professor has passed away since the last visit. One assistant professor has left the program. Another assistant professor is leaving the program this coming winter.

*During this time period, the Architecture Program has added 5 faculty members, including 1 full professor, 1 associate professor and 3 assistant professors. These changes have resulted in a shift in faculty ranks, with fewer full professors and more associate and assistant professors.*

*With the loss of a significant number of senior faculty members, the Architecture Program has unquestionably lost some instructional capacity. However, the Architecture Program planned strategically for the three most recent retirements. These three emeritus faculty members agreed to continue to teach on an adjunct basis, so the Program continues to benefit from their academic contributions. This strategy assisted the Program in weathering the University's recent hiring freeze.*

*When the Program abruptly lost a senior colleague to illness, the faculty were able to find positive ways to move forward, even while deeply mourning the loss. Faculty members rallied to teach that colleague's History of Contemporary Architecture course in a collegial rotation, reinforcing a sense of community that helped to ease the feelings of loss. The faculty later celebrated our colleague's career with a two-day symposium that brought students, faculty from our School and around the country, alumni, practitioners and friends together for an event that contributed significantly to the intellectual life of the Program.*

*Faculty hired during the period since the last visit have all reinforced the Program's instructional capacity in the area of architectural design studio, adding to the Program's strength in the Comprehensive Studio, and adding instructional capacity in new areas, including Professional Practice, Sustainability, Landscape Architecture, School Design, and Digital Design. A search is currently on to replace the Technology faculty member who resigned in Spring 2009.*

*The Architecture Program's faculty culture and collegiality, while certainly challenged by the retirement and loss of many highly valued colleagues, are well-institutionalized and remain largely intact. Faculty culture and collegiality is reinforced by activities such as the School Assemblies, Faculty Meetings, Faculty Retreats, Curriculum Committee charrettes, Faculty and Faculty/Student Retrospectives, Mid-Semester and Final Reviews, Public Thesis Presentations, Lecture series receptions and dinners, Gallery*

*openings, Wednesday faculty/staff lunches, School social events such as the Art Auction, First Friday events, AIAS barbeque, NOMAS International Pot Luck, etc. The faculty culture promotes regular communication and collaborative decision-making. Faculty members have made a collegial effort to welcome, acculturate, and mentor new faculty.*

**Title of Cause for Concern: New Initiatives**

Condition 5

**Comment from previous VTR [2005]:** While new programmatic initiatives (such as historic preservation, IT management, associate dean for students, and others) are noteworthy, care must be exercised to not unduly erode designated faculty lines in order to staff those positions.

**Response from Program [2010]:** *Funding for new programmatic initiatives, along with budget cuts due to the economic downturn, and budget reallocations by Provost and Dean have eroded faculty lines to the point where the Architecture Program may be unable to hire a faculty member in a critical curricular area. New programmatic initiatives should be well-aligned with the University's Strategic Plan, in order to gain reallocation funds from the Dean and Provost. Last year the School received reallocation funds to explore the creation of the BAED, a new undergraduate degree in environmental design. Together with the new Dean, the faculty must decide whether or not to proceed to start a new degree program in the current economic climate. This year, the School received allocation funds to create two new i-Series courses in response to the University's new General Education requirements. The current economic downturn and subsequent weakening of state funding will compel the Architecture Program to act entrepreneurially to achieve new programmatic objectives.*

*The new Dean is re-examining the organizational structure of the School in order to rebalance funding allocations to faculty and staff, promoting academic excellence and providing efficient support of the academic mission*

**Title of Cause for Concern: Physical Plant**

Condition 7

**Comment from previous VTR [2005]:** The facility and its fixtures, furnishings, and equipment have generally reached an age where the near-term application of funds will be required to preserve the underlying value of the facility.

**Response from Program [2010]:** *There have been some improvements to the physical facility since the last visit including: 1. Renovation of the Architecture Library, 2. Addition to the Visual Resources Collection, 3. Creation of Digital Fabrication Lab out of a ground floor office space, 4. Renovation of the computer labs and continuing replacements of computer equipment, 5. Addition of the Digital Output Center (DOC), 6. Replacement of the elevator, 7. Addition of accessible door openers, 8. Construction of a translucent roof over courtyard. Some additional improvements are scheduled, including: 1. Skylight replacement during the Fall semester, and 2. Painting of studio spaces during the Winter break.*

*Furnishings, fixtures, and equipment are generally in working order, but appear shabby. Studio furnishings are in need of replacement, because the existing drafting tables do not readily accommodate the multi-media approach of current students, who tend to develop their projects through simultaneous manual and digital explorations and refer often to laptop computers for information. The student lounge furnishings do not readily accommodate student patterns of social interaction.*

**Title of Cause for Concern: Library Relocation**

Condition 8

**Comment from previous VTR [2005]:** The anticipated library development and relocation, potentially in conjunction with the College of Arts and Humanities, needs to be executed in such a way to preserve the library's all-weather connection and proximity to the Architecture Program student and faculty constituency.

**Response from Program [2010]:** *While a new library facility was anticipated in 2004, in the subsequent years a number of factors have led to this being abandoned for the foreseeable future. The factors include: economic downturn, new University Provost (2007), new Dean of the Libraries (2009), new Dean of the School of Architecture, Planning, and Preservation (2010). In the most current draft of the UM Libraries Strategic Plan the only mention of branch-based services is within the goal "Serving Our Communities," under the objective "Education: Examine where and how services can be best delivered to users; explore alternatives to branch-based services." More specifically, in FY2011 the Public Services Division will undertake three associated actions:*

- *Implement a book-paging service*
- *Explore where and how services can best be delivered to users, including the effectiveness of Information and Research Services and exploring alternatives to branch-based services*
- *Determine and implement next steps to improve and enhance the Library Liaison program*

**Title of Cause for Concern: Graphic Communication**

Criterion 12.2

**Comment from previous VTR [2005]:** As the continued development of digital technology is undertaken, care should be exercised to maintain the longstanding superior capabilities the program exhibits in hand generated presentation skills.

**Response from Program [2010]:** *The Architecture Program has encouraged students to build their abilities in manual drawing and model building at the same time they are building digital skills. In addition, students are encouraged to mix media and move back and forth between digital to manual media (for example, using the 3D printer or laser cutter to build elements of a physical model). Students admitted to the Master of Architecture degree [degree + 109 credits] track are required to complete a freehand drawing course with a B-range grade as a pre-requisite. This cohort of students learns strong manual drawing skills in the required ARCH 443 Visual Communication and ARCH 445 Visual Analysis courses and practice these skills in the design studio. Students admitted to the Master of Architecture degree [pre-professional degree + 60 credits] track will have demonstrated strong drawing ability in their portfolios. Six week Study Abroad programs in Rome and Paris, offered in alternating summers, include visual analysis courses with a sketchbook requirement. Returning students compile books and make presentations of their freehand travel sketches, making freehand drawing highly visible in the culture of the Program. Students are encouraged and in some cases required to maintain sketchbooks in studio courses. It is common to see students taking visual notes during public lectures in the auditorium.*

*Model-building is another highly visible aspect of the Architecture Program's culture. The Comprehensive Studio includes an extended period of design through manual modeling, wherein students are encouraged to explore design by physically modeling large-scale elements of their projects as if they were actually constructing the buildings from the ground up.*

*The strong preparation in manual drawing and modeling gives students a strong foundation in visual thinking and communication. Although many students present their Master of Architecture theses in largely digital format, the quality of their drawings and models is informed by their strong preparation in manual drawing and building.*

**Title of Cause for Concern: Course-Criteria Density**

Criteria 12.31, 12.32, 12.33, 12.34, 12.35, and 12.37

**Comment from previous VTR [2005]:** The NAAB requirements for as many as six student performance criteria are solely met by one required course, Professional Practice (ARCH 770), which represents less than 1 percent of the total classroom and studio time a student may devote to a 6- to 7-year academic career. This places an exceptional burden on the “success” of this course, whether measured in terms of student attendance, comprehensive syllabus, or faculty experience, and the Architecture Program should take care to devote ongoing attention to this course, its “delivered/received” content, and the broadening of coverage of these criteria in related required courses.

**Response from Program [2010]:** *The Architecture Program has responded to this cause for concern in two different ways, by strengthening the Professional Practice course and by addressing the student performance criteria in the realm of Leadership and Practice more broadly throughout the curriculum. Currently, only two student performance criteria, C.4 Project Management and C.5 Practice Management, are met solely in the Professional Practice course.*

*The Architecture Program searched for, and hired in 2006, a faculty member at the Associate Professor rank with many years of experience in teaching and research in the area of Professional Practice to lead the program’s instructional efforts in this area. This faculty member participated in the work of the Architecture Program Curriculum Committee (APCC) as it explored options for distributing the Student Performance Criteria dealing with the issues of practice more broadly throughout the curriculum and introducing students to this material earlier in their educations. The APCC determined that the best way deliver the material and to time it to reach students earlier in their educations would be to integrate it into the design curriculum.*

*At the time of the last visit, the student performance criteria concentrated in the Professional Practice course were:*

- 31. *The Legal Context of Architectural Practice*
- 32. *Practice Organization Management*
- 33. *Contracts and Documentation*
- 35. *Architects’ Leadership Roles*
- 37. *Ethics and Professional Judgment*

*At present, in the 2009 Conditions:*

- *31 has been replaced by C.7 Legal Responsibilities. This SPC is now met in the ARCH 797 Pro-thesis Seminar as well as in ARCH 770 Professional Practice.*
- *32 has been replaced by C.5 Practice Management. This SPC is still met solely in the Professional Practice course*
- *33 has been replaced in part by A.4 Technical Documentation, which is met in the ARCH 600/611 Comprehensive Design Studio/Advanced Technology courses.*
- *35 has been replaced by C.6 Leadership, which is now met in ARCH 799 Thesis, as well as in ARCH 770 Professional Practice*
- *37 has been replaced by C.8 Ethics and Professional Judgment, which is met in ARCH 797 Pro-thesis Seminar as well as in ARCH 770 Professional Practice*

## **2. Summary of Responses to Changes in the NAAB Conditions**

### **I.1.1 History and Mission: NEW in 2009**

The Architecture Program’s identity is best understood when considered within the context of its professional program within a multi-disciplinary School top-tier public research University. In Part I. Section 1.1, the Architecture Program has complied with the new condition by describing its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. This section explains how the School of Architecture has transformed into the multi-disciplinary School of

Architecture, Planning, & Preservation. The Architecture Program has also described the history and mission of the University of Maryland and how that history, mission, and culture is expressed in a contemporary context. Strategic plans documenting vision and mission of the Architecture Program; the School of Architecture, Planning, & Preservation; and the University of Maryland are excerpted in the APR, are available online, and will be available onsite.

The Architecture Program has described and provided evidence of the relationship between the Architecture Program, the School of Architecture, Planning, & Preservation, and the University of Maryland. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, and the unique synergies, events, and activities occurring as a result.

Finally, the Architecture Program has described and demonstrated how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

### **I.1.2 Learning Culture and Social Equity: NEW in 2004, REVISED in 2009**

During the period since the last accreditation visit, the Architecture Program has significantly changed its learning culture through two student/faculty initiatives. The Academic Studio Culture policy was developed over a two year period by a joint student/faculty task force and adopted in 2007. Rather than focus exclusively on studio culture, the task force instead considered the culture of academic life in general within the Architecture Program. The policy is a living document that is discussed every year in the All-Program meeting with students, faculty, and staff. The policy is regularly invoked for conflict resolution and student ombudspersons serve as resources for the use of the policy.

The policy initiative for social equity is the Diversity Plan, also developed by a student/faculty task force and adopted in 2008. Following the tenets of the policy, the program has pursued a variety of strategies to increase representation by individuals from underrepresented groups. (see I.1.2)

The Architecture Program has responded to the introduction and subsequent revision of the Learning Culture and Social Equity criterion by demonstrating how the Program integrates the core tenets of studio culture into all elements of the learning environment through the Academic/Studio Culture Policy and by demonstrating how the policies of the University of Maryland and the Architecture Program provide faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation – with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. In addition, the Architecture Program has demonstrated that the Diversity Plan serves as a clear policy that is communicated to current and prospective faculty, students, and staff and that it is reflected in the distribution of the program's human, physical, and financial resources. The Architecture Program has demonstrated that the Diversity Plan guides the Program's efforts to increase the diversity of its faculty, staff, and students during the term of the next two accreditation cycles.

### **II.1.3 Response to the Five Perspectives: REVISED in 2009**

The Architecture Program has responded to the revision in the five perspectives by demonstrating how it consistently addresses each of the newly framed perspectives within the context of the history, mission, and culture of the Program, the School, and the University (see Part I. Section 1.3). Furthermore, the Program has identified how these perspectives will continue to be addressed in the future through self-assessment and long-range planning (see Part I. Section 1.5).

### **I.1.4 Long-Range Planning: NEW in 2009**

The Architecture Program has responded to the new condition by demonstrating that, in its Strategic Plan, it has identified multi-year goals and initiatives for continuous improvement within the context of its mission and culture. The Architecture Program has acknowledged that it must re-assess its Strategic Plan in light of the University of Maryland's ambitious new Strategic Plan *Transforming Maryland: Higher*



*Expectations*, and in light of the School's subsequent revision of its own Strategic Plan. (see Part I. Section 1.4) The Program has identified how its multi-year goals and initiatives for continuous improvement address the Five Perspectives. (see Part I. Section 1.3) In addition, the Program has demonstrated that data to inform long-range planning is collected routinely from students, faculty, University administration, alumni, professional organizations, and the professional community. (see Part I. Section 1.5)

**I.1.5 Self-Assessment: REVISED** in 2009

The Architecture Program has responded to the revision connecting all four areas: history, culture, the five perspectives, and long-range planning by demonstrating how it routinely assesses its progress towards its mission, progress against the multi-year goals and initiatives identified in its Strategic Plan, and progress within the context of the five perspectives, using these assessments to guide long-range planning. (see Part I. Section 1.5)

**I.2.1 Human Resources & Human Resource Development: REVISED** in 2009

The Architecture Program has responded to the revision by demonstrating within the single category of Human Resources & Human Resource Development (see Part I. Section 2.1) how the Program promotes social equity, provides adequate human resources for a professional degree program in architecture, and maintains a clear policy regarding human resource development opportunities.

**I.2.2 Administrative Structure & Governance: REVISED** in 2009

The Program has responded to the revision by addressing separately, in Part I. Section 2.2, the two conditions of administrative structure and shared governance.

**I.2.3 Physical Resources: REVISED** in 2009

The Architecture Program has responded to the revision by demonstrating, through narrative and illustrations, that its physical facility provides appropriate space for each of the activities of the Program, including studio-based learning (design through making – both physical and digital, individual and collaborative work, critiques, reviews, exhibition), didactic and interactive learning, and the full range of faculty roles and responsibilities. (see Part II. Section 2.3)

**I.2.4 Financial Resources: REVISED** in 2009.

The Architecture Program has responded to the revision by providing requested information that projects the financial picture into the future. In a brief narrative, the Program has identified pending reductions and potential opportunities for increases in funding and outlined plans for addressing these changes. The narrative states that there are no pending reductions or increases in enrollment and no changes in funding models since the last visit. The narrative describes financial issues the Program faces resulting from the progressive losses in State funding combined with the University's strategic reallocation of funds.

**I.2.5 Information Resources: REVISED** in 2009

The Architecture Program has responded to this revision by demonstrating that the resources of the Architecture Library and the Visual Resource Center are appropriate to the Program's mission, size, enrollment, and learning objectives. (see Part I. Section 2.5)

**I.3.1 Statistical Reports: NEW** in 2009

The Architecture Program has responded to this revision by working with the University of Maryland's Office of Institutional Research, Planning and Assessment (IRPA) to report standardized information about students and faculty. IRPA was able to provide information on student demographics and qualifications. It was unable to provide information on time to graduation because the University does not track this information for the professional program's two tracks to the Master of Architecture degree.

IRPA was able to provide information on faculty demographics and on faculty promotions and tenure. It was unable to provide information on faculty licensure, because the University does not track this data. The Architecture Program was, however, able to report data on licensure gathered from faculty CVs. (see Part I. Section 3.1)

**I.3.2. Annual Reports: REVISED** in 2009

The Architecture Program has responded to this revision by providing the annual reports for years 2006, 2007, 2008, and 2009, along with all NAAB responses to these annual reports. The annual reports and NAAB responses are all part of the public information that the Architecture Program maintains on its NAAB Accreditation web page. The APR provides URLs linking these documents to Part I. Section 3.2 Annual Reports. ([http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm))

Also in this section is an initialed memo from the Associate Vice President for Institutional Research, Planning and Assessment on the letterhead of that office stating that "All data provided by the Office of Institutional Research, Planning and Assessment for use in the NAAB Annual Report submission since the last visit is accurate and consistent with reports sent other national and regional agencies, including the National Center for Education Statistics." (see Part I. Section 3.2)

**I.3.3 Faculty Credentials: NEW** in 2009

This new condition increases the expectation that the Program has engaged faculty either full or part-time whose current research, experience and expertise is appropriate to the subject matter being taught. The Architecture Program benefits from its location in a metropolitan region with easy access to public transit and highways that makes it possible to engage qualified faculty from Washington, DC, Baltimore, and Philadelphia. The Architecture Program has responded to this new condition by reporting faculty credentials (for all faculty teaching during the two and a half years leading up to the next visit) in a set of Faculty Resumes (see Part IV. Section 2) and providing excerpts in a Faculty Matrix (on the School website at [http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm)) linking current faculty research, experience, and expertise to the particular courses taught by those faculty.

**PART ONE (I): SECTION 4 – POLICY REVIEW: NEW** in 2009

The Architecture Program has addressed this new condition by listing the documents, including all documents listed in Appendix 3 of the 2009 Conditions, which will be provided in the team room during the visit. The Architecture Program is further addressing this new condition by collecting and organizing these documents for the team's review. (see Part I. Section 4 for list)

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA REVISED** in 2009

The Architecture Program has responded to the revision of the Student Performance Criteria (SPC) by conducting a self-assessment of the Master of Architecture degree curricula to determine how the extent to which these curricula address the three realms, encompass the two levels of accomplishment, and fulfill all of the criteria in each realm at the appropriate levels. The faculty used the SPC Matrix as a tool that enabled a broad overview of the curriculum. Based upon the self-assessment, Course Descriptions were revised. These course descriptions form the basis for faculty course planning and the information contained therein is reflected in the syllabus for each course. See Part II. Section 1 for a discussion of the Master of Architecture curricula in light of the three realms and two levels of accomplishment.

Specific SPC have also changed considerably since the last APR was written in 2004. That document was based upon the 1998 Student Performance Criteria. In its assessment, the faculty found that the Master of Architecture degree curricula deliver all of the new and revised Student Performance Criteria. Specific criteria new in 2009 include A.11 Applied Research, met in required topical studio and thesis pro-seminar, and C.9 Community and Social Responsibility, met in required urban lecture and studio courses. Sustainability has been elevated to ability. At the Faculty Retreat in Fall 2010, faculty affirmed that students should design with sustainability in mind across the studio curriculum and discussed diagramming as a strategy to demonstrate that ability. Life Safety has been elevated to ability. Students are reminded in multiple venues including the Spring 2010 Student/Faculty Retrospective, the Fall 2010 All-Program meeting, and mid-semester and final reviews, about their professional responsibility to protect the public health, safety, and welfare, and how that responsibility is enacted in the design and documentation process.

**II.2.1 Regional Accreditation: REVISED** in 2009

The Architecture Program has responded to this revision by reporting Administrative Structure in Part I. Section 2.2 and by reporting Regional Accreditation in Part II. Section 2.1. A copy of the most recent letter from the Middle States Commission on Higher Education, dated June 29, 2007, reaffirming accreditation, is attached. The letter states that the Periodic Review Report is due June 1, 2012.

**II.2.3 Curriculum Review and Development: NEW** *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION: NEW** in 2009

The Architecture Program has responded to the new condition by developing a new and rigorous procedure for review and evaluation of preparatory/pre-professional education for students with undergraduate degrees from other institutions admitted with advanced standing. Before these admitted students are permitted to register for classes, they must demonstrate that they have met, at their undergraduate institutions, all of the Student Performance Criteria that are met in the University of Maryland's B.S. in Architecture degree program. The difficulty of evaluating the preparation of international students from radically different educational backgrounds has resulted in no international students entering the Master of Architecture [pre-professional degree + 60 credits] program this Fall.

**II.4.1 Statement on NAAB-Accredited Degrees: NEW & REVISED** in 2009

All schools offering an accredited degree program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5. In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, the Architecture Program has responded by posting a web page titled "NAAB Accreditation" on the School website, which serves as an important source of information about the Architecture Program and is the first contact for many prospective students. This web page contains the exact language of the required Statement found in the *NAAB Conditions for Accreditation*:

**NAAB Accreditation**

*In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.*

*Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not by itself, recognized as an accredited degree.*

*The University of Maryland School of Architecture, Planning & Preservation offers the following NAAB-accredited degree programs:*

*M.Arch (pre-professional degree + 60 graduate credits) M.Arch (non-pre-professional degree + 109 credits)*

*Next accreditation visit for both programs: 2011*

The Architecture Program has provided the exact language of the required text for inclusion in the *Graduate Catalog*: <http://www.gradschool.umd.edu/catalog/programs/arch.htm>

And the *Undergraduate Catalog*: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/2/s/2083>

And the Architecture Program is providing the exact language of the required text as an element of the paper recruitment brochures for the Graduate and Undergraduate programs. The statement was included in a handout distributed to students at the All-Program Meeting this Fall and discussed as part of a presentation about the process of becoming an architect.

#### **II.4.3 Access to Career Development Information: NEW**

In order to assist parents, students, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program has made Career Development resources available to all students, parents, staff, and faculty on the *NAAB Accreditation* page of the School website:

[http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm).

The following resources are available on that webpage via links:

##### **Career Development Information**

www.ARCHCareers.org

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

National Council of Architectural Registration Boards (NCARB)

American Institute of Architects (AIA)

American Institute of Architecture Students (AIAS)

Association of Collegiate Schools of Architecture (ACSA)

#### **II.4.4 Public Access to APRs and VTRs: NEW**

The Architecture Program has responded to the revised condition by providing the APRs and VTRs on the *NAAB Accreditation* page of the School website:

[http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm)

#### **II.4.5 ARE Pass Rates: NEW in 2009**

The Architecture Program has responded to the revised condition by making ARE Pass rates available to students and parents by providing a link, on the *NAAB Accreditation* page of the School website

[http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm), that takes the viewer directly to this information on the NCARB website, <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>.

#### **Appendix 3: List of Documents to be Available in the Team Room (Part I: Policy**

**Review): NEW in 2009**

The Architecture Program has addressed this new condition by listing the documents, including all documents listed in Appendix 3 of the 2009 Conditions, which will be provided in the team room during the visit. The Architecture Program is further addressing this new condition by collecting and organizing these documents for the team's review. (see Part I. Section 4 for list)

#### **Appendix 5: Required Text for Catalogs and Promotional Materials: REVISED in 2009**

The Architecture Program has responded to the revised condition by providing the exact language of the required text (see Part II. Section 4.1) on the *NAAB Accreditation* page, linked to the *About the Program* page: [http://www.arch.umd.edu/architecture/about\\_the\\_program/accreditation.cfm](http://www.arch.umd.edu/architecture/about_the_program/accreditation.cfm)

And by providing the required text for inclusion in the *Graduate Catalog*:

<http://www.gradschool.umd.edu/catalog/programs/arch.htm>

And by providing the required text for inclusion in the *Undergraduate Catalog*:  
<http://www.umd.edu/catalog/index.cfm/show/content.section/c/2/s/2083>

And by designing an element of the paper recruitment brochures for the Graduate and Undergraduate programs that presents the required text.

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**Part Four: Supplemental Information**

1. Course Descriptions

## **ARCH 101 Foundations of Architecture**

**Course Description:** 1 credit. Elective.

Introduction to architectural design through an interactive, experiential learning process. Allows students who are interested in the profession to “try their hand” at it.

### **Course Goals & Objectives:**

- Students will experience the culture of architecture and design curricula.
- Students will be introduced to architectural design principles.
- Students will be introduced to architectural representation through model making and drawing.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.6 Fundamental Design Skills  
A.8 Ordering System Skills  
C.1 Collaboration  
C.2 Human Behavior

### **Topical Outline:**

Application of fundamental design ideas to design problems (35%)  
Thinking outside the box for creative, expressive design solutions. (25%)  
Drawing and modeling as a means of design investigation. (25%)  
The critique as a means to design refinement (15%)

### **Prerequisites:**

*UNIV 100 or permission of department. Restricted to students with less than 60 credits. Freshman standing.*

### **Offered:**

Spring; offered annually.

### **Faculty assigned:**

Ronit Eisenbach (F/T) (Spring 2009)  
Courtney Miller Bellairs (Adjunct) (Spring 2010)  
Course is designed and taught by graduate students who are mentored by faculty.



## **ARCH 170 Introduction to the Built Environment**

**Course Description:** 3 credits. Required course for BS Arch [pre-professional degree]; also fulfills requirements in the University CORE program of general education. Introduction to conceptual, cultural, aesthetic, and technical aspects of the built environment. Exposes students to architecture's methods of representation, analysis, problem solving, and design.

### **Course Goals & Objectives:**

- Students will explore such questions as: What is the built environment? What role does it play in our life? How does it come about? How are ideas and meaning embedded in the world we make?
- Students will comprehend conceptual basis of the design disciplines, terminology regarding form, function, and technology of buildings; and methods used in the design process.
- Students will explore issues related to intent, values and design; site, and context; buildings and cities, and relationships between culture, place and meaning;
- Students will increase their understanding of the human significance of the built environment.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.6 Fundamental Design Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
B.4 Site Design  
B.9 Structural Systems  
C.2 Human Behavior  
C.6 Leadership  
C.9 Community and Social Responsibility

### **Topical Outline**

The built environment as human habitat (5 %)  
Theoretical constructs for understanding & analyzing the built environment (20%)  
Architecture as a combination of form, function, technology (30%)  
Design methods and process (10%)  
Urban environments (15%)  
Exploring the relationships between culture, values, meaning and place (20%)

### **Prerequisites:**

None.

### **Textbooks/Learning Resources:**

Ching, Francis D.K. *Architecture, Form, Space and Order*  
Francescato Guido, *Supplemental Readings for Architecture 170*  
Website: <http://arch.umd.edu/Faculty/Eisenbach/Courses/ARCH170/>

### **Offered:**

Fall and spring semesters

### **Faculty assigned:**

Ronit Eisenbach (F/T)  
Luis Diego Quiros (F/T)

## **ARCH 223 History of Non-Western Architecture**

**Course Description:** 3 credits. Architecture history elective; fulfills requirements in the University CORE program of general education.

Survey of architectural history, including prehistoric vernacular; the Islamic world; Hindu and Buddhist traditions of Asia; and pre-European Africa and the Americas.

### **Course Goals & Objectives:**

- Students will identify and study cross currents between theory and practice in different cultures.
- Students will identify and study political, social and intellectual influences in architecture.
- Students will study the evolution of architecture with developments of building materials and techniques of construction.
- Students will study the evolution of architecture with that of city planning and landscape architecture.
- Students will study the decoration of buildings, especially painting and sculpture.
- Students will study the development of religious architectures (i.e., Buddhist, Muslim and Christian) and their variation from one culture to another.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity

### **Topical Outline:**

Polynesia and Micronesia (10%)  
Hindu and Buddhist India (20%)  
Sri Lanka, Cambodia, Thailand (10%)  
China and Japan (20%)  
Early churches of Armenia, Georgia, Ethiopia and Russia (10%)  
Islamic world (20%)  
Pre-Columbian cultures in North, Central and South America (10%)

### **Prerequisites:**

None.

### **Textbooks/Learning Resources:**

### **Offered:**

Summer only.

### **Faculty assigned:**

Robert L. Vann (F/T)

**ARCH 224 The Ancient Roman City: Pompeii and Beyond**

**Course Description:** 3 credits. Elective.

Survey of the architecture of the cities of Pompeii, Herculaneum, and Stabiae as a reflection of daily life in ancient Rome.

**Course Goals & Objectives:**

- Students will study the volcanic destruction of the region in antiquity
- Students will investigate the historical development of Pompeii prior to its destruction
- Students will investigate the subsequent history of the sites including their discovery and excavation
- Students will analyze Roman building types, their programs, and compare structures from Pompeii with better known examples from Rome and elsewhere
- Students will be exposed to the principles of archaeology and how the technology of scientific investigation of ancient cultures evolves

**Student Performance Criteria addressed:**

A.1 Communication Skills

A.5 Investigative Skills

A.7 Use of Precedents

A.8 Ordering Systems Skills

**Topical Outline:**

History of the Vesuvian Cities, their excavations, and their importance (10%)

Roman city planning (10%)

Roman building types (comparison of local building and comparative examples) (80%)

**Prerequisites:**

None.

**Textbooks/Learning Resources:**

Varies.

**Offered:**

Annually.

**Faculty assigned:**

Robert L. Vann (F/T)

## **ARCH 225 History of World Architecture I**

**Course Description:** 3 credits. Required for BS Arch [pre-professional degree].  
Survey of architectural history from prehistory through the year 1000 CE.

### **Course Goals & Objectives:**

- Students will identify and study the interaction between theory and practice in different cultures.
- Students will study the evolution of architecture with the development of building materials and construction techniques.
- Students will learn about the evolution of architecture along with that of city planning and landscape architecture.
- Students will study the decoration of buildings, especially painting and sculpture.
- Students will identify and become familiar with political, social and intellectual influences in architecture.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.5 Investigative Skills

A.7 Use of Precedents

A.8 Ordering System Skills

**A.9 Historical Traditions and Global Culture**

**A.10 Cultural Diversity**

### **Topical Outline:**

Development of building typology(50%)

Development of building materials and construction techniques (15%)

Building decoration (10%)

Urban context (10%)

Vocabulary of architecture (15%)

### **Prerequisites:**

Sophomore standing.

### **Textbooks/Learning Resources:**

Varies.

### **Offered:**

Fall term; offered annually.

### **Faculty assigned:**

Robert L. Vann (F/T)

## **ARCH 226 History of World Architecture II**

**Course Description:** 3 credits. Required for BS Arch [pre-professional degree].  
Survey of architectural history from 1000 to 1800 CE.

### **Course Goals & Objectives:**

- Students will identify and study the interaction between theory and practice in different cultures.
- Students will study the evolution of architecture with the development of building materials and construction techniques.
- Students will learn about the evolution of architecture along with that of city planning and landscape architecture.
- Students will study the decoration of buildings, especially painting and sculpture.
- Students will identify and become familiar with political, social and intellectual influences in architecture.

### **Student Performance Criteria addressed:**

#### **A.1 Communication Skills**

A.5 Investigative Skills

A.7 Use of Precedents

A.8 Ordering System Skills

#### **A.9 Historical Traditions and Global Culture**

#### **A.10 Cultural Diversity**

### **Topical Outline:**

Development of architecture in Europe and North America(80%)

Parallel developments in world architecture (20%)

### **Prerequisites:**

Sophomore standing.

### **Textbooks/Learning Resources:**

Varies.

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Robert L. Vann ((F/T) (Spring 2009)

Richard Etlin (F/T) (Spring 2010)

## **ARCH 227 History of World Architecture III**

**Course Description:** 3 credits. Required for BS Arch [pre-professional degree].  
Survey of world architecture from 1800 to the present.

### **Course Goals & Objectives:**

- Students will identify and study the interaction between theory and practice in different cultures.
- Students will study the evolution of architecture with the development of building materials and construction techniques.
- Students will learn about the evolution of architecture along with that of city planning and landscape architecture.
- Students will study the decoration of buildings, especially painting and sculpture.
- Students will identify and become familiar with political, social and intellectual influences in architecture.
- Students will gain familiarity with the rich architectural legacy of the Baltimore/D.C. metropolitan area, as they visit and analyze local landmarks and place in their cultural and aesthetic context.

### **Student Performance Criteria addressed:**

#### **A.1 Communication Skills**

#### **A.5 Investigative Skills**

A.7 Use of Precedents

A.8 Ordering System Skills

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

### **Topical Outline:**

The Return to Antiquity: England & France (10%)

19<sup>th</sup> Century Developments: Neo-Classicism; Gothic Revival; Ecole des Beaux-Arts, building techniques & materials, Arts And Crafts, Art Nouveau, search for an American style(20%)

"Modernisms" 1900-1940:Pre-World War I; Futurism; Expressionism; Art Deco; De Stijl

Concrete Technology; "International Style" Late Frank Lloyd Wright; Architecture And Politics(30%)

"Modernisms" after 1940:Europe & North America; South and Central America; Japan(15%)

Alternatives to the International Style1950s-1970s, Post Modernism, Deconstructivism, Starchitecture and Globalization (15%)

Recent Trends: *genius loci*, social justice, post-colonial India (10%)

### **Prerequisites:**

Permission required. Sophomore standing.

### **Textbook / Learning Resources:**

M.Moffett, M. Fazio and L.Wodehouse, *Buildings Across Time* (Boston: McGraw Hill, 2004)

Individual or group answers to end-of-class two-fold questionnaire on the most interesting topics and confusing information

Postings on BLACKBOARD ACADEMIC, including building IDs, instructor's Powerpoint presentations, sample and corrected examinations, external links to the Historic American Building Survey, Oxford Art Online and the Great Buildings Collection

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Isabelle Gournay (F/T)

Robert L. Vann (F/T)

## **ARCH 242 Basic Architectural Drawing**

**Course Description:** 3 credits. Required for BS Arch [pre-professional degree].

The study of drawing as a learned skill via observation, documentation, analysis synthesis. Students immersed in the conventions of architectural drawing primarily through freehand drawing.

### **Course Goals & Objectives:**

- Students will be introduced to drawing as a synthetic tool of representation and abstraction.
- Students will explore architectural drawing conventions, primarily through freehand drawing.
- Students will understand the role of drawing from observation, technical drawing (introduction via drafting) and speculative drawing in the research, study and production of architecture.
- Students will explore their individual processes via class discussions and iterative drawings in which they relate formal and creative approaches to end-product visual perceptions.
- Students will develop two- and three-dimensional compositional skills.
- Students will develop individual discipline and graphic initiative via use of a sketchbook.
- 

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.6 Fundamental Design Skills  
A.8 Ordering System Skills

### **Topical Outline:**

Perceiving: edges, shapes, spatial relationships, the *gestalt*, and light logic (45%)

Documenting: observation, techniques and drawing conventions (30%)

Synthesis: representation, abstraction, analysis, composition, concept and process development (25%)

### **Prerequisites:**

ARCH 170 or permission of department.

### **Textbooks/Learning Resources:**

Ching, Francis D. K., *Architectural Graphics*  
Ching, Francis D. K., *Form Space and Order*  
Ching, Francis D. K. *Design Drawing*  
Edwards, Betty. *The New Drawing on the Right Side of the Brain.*

### **Offered:**

Fall, spring, and summer semesters.

### **Faculty assigned:**

Lester Escobal (Adjunct)

## **ARCH 343 Intermediate Architectural Drawing**

**Course Description:** 3 credits. Elective.

Development of media techniques (including color pencil, pastel, graphite, ink, and watercolor) as vehicles for investigating color, composition and abstraction. Exploration of representation in architectural visual communication.

**Course Goals & Objectives:**

- Students will explore architectural drawing conventions through freehand and drafted drawings.
- Students will develop two- and three-dimensional compositional skills learned in ARCH 242 and 400.
- Students will be introduced to typical media including charcoal, graphite, pastel, color pencil, gouache and watercolor encountered in architectural practice in order to aid and enhance related skills and techniques in the representation and research of architecture.
- Students will continue developing verbal skills related to concept recognition, nuances of various media, and color theory.

**Student Performance Criteria addressed:**

A.2 Design Thinking Skills  
A.3 Visual Communication Skills

**Topical Outline:**

Line, tone and texture techniques (10%)  
Compositional issues with effective use of light logic (10%)  
Color theory (10%)  
Approaches to rendering (30%)  
Use of media for purposeful communication (20%)  
Media in abstract representation of spatial interpretation (20%)

**Prerequisites:**

ARCH 242 or permission of department. Architecture majors only.

**Textbooks/Learning Resources:**

Itten, Johannes. *The Elements of Color*  
Doyle, Michael. *Color Drawing, 2nd Edition*  
Kliment, Stephen A. *Architectural Sketching and Rendering*  
Porter, Tom. *Architectural Drawing Masterclass*  
Porter, Tom. *The Architect's Eye*  
Schaller, Thomas P. *Architecture in Watercolor*  
Yee, Rendow. *Architectural Drawing: A Visual Compendium of Types and Methods*

**Offered:**

Summer only; annually.

**Faculty assigned:**

Courtney Miller Bellairs (Adjunct) (Summer 2009)  
Katherine Melliush (Adjunct) (Summer 2010)



## **ARCH 400UG/ ARCH 400G Architecture Studio I**

**Course Description:** 6 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits], old curriculum.

Introduction to architectural design with emphasis on conventions and principles, visual and verbal communication skills, analysis, process, composition, promenade, program, and constructional and environmental responses.

### **Course Goals & Objectives:**

- Students will be introduced to the conventions and principles of architectural design.
- Students will develop an intellectual framework for the processes of analysis and synthesis.
- Students will develop awareness of the design process from both a personal viewpoint and an understanding of the methods of others.
- Students will explore issues related to site and context, and relationships between building and city.
- Students will complete a series of design projects that build upon each other as well as on previous educational experience.

### **Student Performance Criteria addressed:**

A.1 Communication Skills	B.2 Accessibility
A.2 Design Thinking Skills	B.3 Sustainability
A.3 Visual Communication Skills	B.4 Site Design
A.5 Investigative Skills	B.9 Structural Systems
A.6 Fundamental Design Skills	B.12 Building Methods and Materials
A.7 Use of Precedents	C.1 Collaboration
A.8 Ordering System Skills	C.2 Human Behavior
A.9 Historical Traditions and Global Culture	C.8 Ethics and Professional Judgment
A.11 Applied Research	C.9 Community and Social Responsibility

### **Topical Outline:**

Two- and three-dimensional spatial definition and composition (30%)

Precedent analysis (10%)

Manipulation of simple programs (10%)

Basic structural/constructional systems (10%)

Articulation of architectural promenades (20%)

Response to site and context (20%)

### **Prerequisites:**

For architecture majors only.

### **Textbooks/Learning Resources:**

Ching, F.D.K., Design Drawing. New York: John Wiley & Sons.

Ching, F.D.K., Architecture: Space Form and Order. New York: John Wiley & Sons.

Ching, F.D.K., Building Construction Illustrated. New York: John Wiley & Sons.

### **Offered:**

Fall only; annually. (ARCH 400G replaced by ARCH 404 in Fall 2009.)

### **Faculty assigned:**

#### ***Undergraduate (UG)***

Carl Lostritto (Adjunct), Courtney Miller Bellairs (Adjunct) (Fall 2008)

Brian Kelly (F/T) (Fall 2009 and Fall 2010)

#### ***Graduate (G)***

Julie Ju-Youn Kim (Adjunct) (Fall 2008)

(See ARCH 404 for graduate studios in Fall 2009 and Fall 2010.)

## **ARCH 401UG / ARCH 401G Architecture Studio II**

**Course Description:** 6 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits], old curriculum.

Continuation of ARCH 400 with introduction to building typology, urban and contextual issues, design of the vertical surface, and architectural interiors.

### **Course Goals & Objectives:**

- Students will extend their understanding of conventions and principles of architectural design introduced in ARCH 400.
- Students will explore the concepts of typology, morphology, and issues related to urban design.
- Students will strengthen analytic and synthetic skills through special emphasis on diagramming.
- Students will refine their awareness of the design process through a sequence of specific project and case studies.
- Students will expand their understanding of the critical context through the use of team as well as individually authored projects.

### **Student Performance Criteria addressed:**

A.1 Communication Skills	B.2 Accessibility
A.2 Design Thinking Skills	B.3 Sustainability
A.3 Visual Communication Skills	B.4 Site Design
A.6 Fundamental Design Skills	B.9 Structural Systems
A.7 Use of Precedents	C.1 Collaboration
A.8 Ordering System Skills	C.2 Human Behavior
A.9 Historical Traditions and Global Culture	C.9 Community and Social Responsibility
A.11 Applied Research	

### **Topical Outline:**

Two- and three-dimensional spatial definition and composition (10%)	
Precedent analysis (10%)	Building typology and morphology (10%)
Manipulation of simple programs (10%)	Introduction to façade design (10%)
Basic structural/construction systems (10%)	Development of the architectural interior (10%)
Articulation of architectural promenades (10%)	Fundamental urban design issues (10%)
Response to site and context (10%)	

### **Prerequisites:**

ARCH 400 with a grade of C or better. For architecture majors only.

### **Textbooks/Learning Resources:**

See course bibliography.

### **Offered:**

Spring only; offered annually. (ARCH 401G replaced by ARCH 405 in Spring 2010.)

### **Faculty assigned:**

#### ***Undergraduate (UG)***

Karl F. G. Du Puy (Adjunct), Josh Hill (Adjunct), Colleen Gove Healey (Adjunct), Brian Grieb (Adjunct), Kristina Crenshaw (Adjunct), Eric Leshinsky (Adjunct), Fred Scharmen (Adjunct) (Spring 2009)  
Brian Grieb (Adjunct), Colleen Gove Healey (Adjunct), Kristina Crenshaw (Adjunct), Katherine Melliush (Adjunct) (Spring 2010)

#### ***Graduate (G)***

Michael Ambrose (F/T) (Spring 2009)  
(See ARCH 405 for graduate studio in Spring 2010.)

### **ARCH 402UG/ ARCH 402G Architecture Studio III**

**Course Description:** 6 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits], old curriculum.

Studio focused on typologies, architectural promenade and sequence, public illustrating promenade, and urban housing types. Obligation to context explored including historical, typological, cultural, and physical.

#### **Course Goals & Objectives:**

- Students will build on the lessons of the first-year studio while engaging issues of urban design, building typology, and increasingly complex building programs.
- Students will explore issues related to promenade, facades, long-span structural systems, type and context, and issues of life safety and codes.
- Students will explore expanded scales of buildings and contexts, from the small town to the larger city and neighborhood, housing as urban infill, and institutional buildings as part of the city fabric.

#### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.2 Design Thinking Skills

#### **A.3 Visual Communication Skills**

A.5 Investigative Skills

#### **A.6 Fundamental Design Skills**

A.7 Use of Precedents

A.8 Ordering System Skills

A.9 Historical Traditions and Global Culture

A.11 Applied Research

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

#### **B.5 Life Safety**

B.9 Structural Systems

B.10 Building Envelope Systems

B.11 Building Service Systems

C.2 Human Behavior

#### **Topical Outline:**

Analysis and Design of an Urban Dwelling(s) (40%)

Analysis and Design of an Urban Place of Assembly / Public Building (40%)

Lecture (10%)

Seminar / Review / Jury (10%)

#### **Prerequisites:**

ARCH 401 with a grade of C or better. For architecture majors only.

#### **Textbooks/Learning Resources:**

Reading lists required on a project-by-project basis. See syllabus and project statements.

#### **Offered:**

Fall only; offered annually. (ARCH 402G replaced by ARCH 406 in Fall 2010.)

#### **Faculty assigned:**

##### ***Undergraduate (UG)***

Thomas Schumacher (F/T), Brian Kelly (F/T), Michael Ambrose (F/T), Mark Ramirez (Adjunct), Adam Bridge (Adjunct), Beyhan Cagri Trock (Adjunct) (Fall 2008)

Michael Ambrose (F/T), Hooman Koliji (F/T), Jennifer Carney (Adjunct), Mark Ramirez (Adjunct) (Fall 2009)

Ronit Eisenbach (F/T), Hooman Koliji (F/T), Paul Mortensen (Adjunct), Alastair Dearie (Adjunct) (Fall 2010)

##### ***Graduate (G)***

Michael Ambrose (F/T) (Fall 2008)

Steven Hurtt (F/T) (Fall 2009)

(See ARCH 406 for graduate studio in Fall 2010.)

## **ARCH 403UG / ARCH 403G Architecture Studio IV**

**Course Description:** 6 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits], old curriculum.

Investigations into the relationship between the man-made and the natural world including introductory issues of history, typology, environment, assemblage and material value.

### **Course Goals & Objectives:**

- Students will explore the relation of buildings to the landscape in academic, suburban and rural contexts.
- Students will expand organizational and *parti* skills with development of the site plan, including massing, contextual and environmental issues.
- Students will utilize academic campus buildings, structures for meditation in the open landscape, and multi-use complexes in urban and suburban contexts as means of exploring buildings' connections to landscape.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.2 Design Thinking Skills

#### **A.3 Visual Communication Skills**

A.5 Investigative Skills

#### **A.6 Fundamental Design Skills**

#### **A.7 Use of Precedents**

#### **A.8 Ordering System Skills**

A.9 Historical Traditions and Global Culture

B.1 Pre-Design

#### **B.3 Sustainability**

#### **B.4 Site Design**

B.8 Environmental Systems

B.9 Structural Systems

B.10 Building Envelope Systems

C.1 Collaboration

C.2 Human Behavior

C.8 Ethics and Professional Judgment

C.9 Community and Social Responsibility

### **Topical Outline:**

Lectures (5%)

Landscape Design (30%)

Building Design (40%)

Precedent Analysis (10%)

Site Analysis (15%)

### **Prerequisites:**

ARCH 402 with a grade of C or better. For architecture majors only.

### **Textbooks/Learning Resources:**

Lectures on site design, garden design, campus design provided by faculty.

### **Offered:**

Spring only; offered annually. (ARCH 403G replaced by ARCH 407 in Spring 2011.)

### **Faculty assigned:**

#### **Undergraduate (UG)**

Thomas Schumacher (F/T), Isaac Williams (F/T), Jennifer Carney (Adjunct), Frank Durkin (Adjunct), Beyhan Cagri Trock (Adjunct) (Spring 2009)

Luis Diego Quiros (F/T), Hooman Koliji (F/T), Paul Mortensen (Adjunct) (Spring 2010)

#### **Graduate (G)**

Julie Ju-Youn Kim (Adjunct) (Spring 2009)

Carl Bovill (F/T) and Steven Hurtt (F/T) (Spring 2010)

## ARCH 404 Graduate Architecture Design Studio I

**Course Description:** 6 credits. Required for M Arch [degree + 109 credits], new curriculum. Introduction to design, fundamental conventions and principles of architecture, visual and verbal communication, formal analysis, design process, spatial composition, architectural sequence, basic program, simple construction and environment.

### Course Goals & Objectives:

- Students will be introduced to the conventions and principles of architectural design.
- Students will develop an intellectual framework for the processes of analysis and synthesis.
- Students will develop awareness of the design process from both a personal viewpoint and a broad understanding and awareness of various design methods and process.
- Students will explore issues related to site and context, and relationships between building and context.
- Students will complete a series of design projects that build upon each other as well as on previous educational experience.

### Student Performance Criteria addressed:

A.1 Communication Skills	A.11 Applied Research
A.2 Design Thinking Skills	B.2 Accessibility
A.3 Visual Communication Skills	B.3 Sustainability
A.6 Fundamental Design Skills	B.4 Site Design
A.7 Use of Precedents	B.9 Structural Systems
A.8 Ordering System Skills	C.1 Collaboration
A.9 Historical Traditions and Global Culture	C.2 Human Behavior

### Topical Outline:

The course consists of a series of lectures, projects, readings, research activities, field trips, studio work, and review sessions requiring the development of skills in each of these interconnected activities

Lecture (20%)

Design Projects/Studio Work (30%)

Critical Readings (10%)

Research Activities (15%)

Field Studies (5%)

Design Reviews (20%)

### Prerequisites:

None. For Master of Architecture degree [degree + 109 credits] students only.

### Textbooks/Learning Resources:

Ching, F.D.K..*Architectural Graphics*.

Ching, F.D.K..*Architecture: Space Form and Order*.

Le Corbusier. *Towards a New Architecture*.

Leach, Neil..*Rethinking Architecture*.

Martinez, Benjamin and Block, Jacqueline. *Visual Forces*.

Nesbitt, Kate. *Theorizing a New Agenda for Architecture*.

### Offered:

Fall only; offered annually from Fall 2009 onwards.

### Faculty assigned:

(See ARCH 400G for graduate studio in Fall 2008.)

Ronit Eisenbach (F/T) and Carl Lostritto (Adjunct) (Fall 2009)

Michael Ambrose (F/T) (Fall 2010)

## **ARCH 405 Graduate Architecture Design Studio II**

**Course Description:** 6 credits. Required for M Arch [degree + 109 credits], new curriculum. Emphasis on building and facade typologies, architectural promenade, public infill buildings, and variable density urban housing. The urban context is explored in historical, typological and historical dimensions.

### **Course Goals & Objectives**

- Students will extend their exploration of architectural principles and conventions, ordering systems, basic composition and program types.
- Students will be introduced to the integration of sustainability strategies, structural systems and construction logic in the design process.
- Students will develop their design process through perception and analysis, diagramming, exploration of a range of expressive media, and model making.
- Students will develop a historical perspective on architecture, probing the relationship between design and diverse cultural concepts and rituals.
- Students will be introduced to relationships between architecture and allied professions, ethical issues in architectural practice, and the role of IDP in professional development.
- Students will expand their understanding of the critical context through the use of team as well as individually authored projects.

### **Student Performance Criteria addressed:**

A.1 Communications Skills

A.2 Design Thinking Skills

**A.3 Visual Communication Skills**

**A.6 Fundamental Design Skills**

A.7 Use of Precedents

A.8 Ordering System Skills

A.9 Historical Traditions and Global Culture

A.11 Applied Research

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

**B.5 Life Safety**

B.9 Structural Systems

C.1 Collaborative Skills

C.2 Human Behavior

C.9 Community and Social Responsibility

### **Topical Outline:**

Design projects / studio work (65%)

Research activities (10%)

Lecture (10%)

Field studies (5%)

Seminar / review / jury (10%)

### **Prerequisites:**

ARCH 404 with a grade of C (2.0) or better. For Master of Architecture [degree + 109 credits] students only.

### **Textbooks/Learning Resources:**

Ching, F.D.K., *Architectural Graphics*.

Ching, F.D.K., *Building Construction Illustrated*.

Ching, F.D.K., *Architecture: form, space and order*.

Le Corbusier, *Towards a New Architecture*.

### **Offered:**

Spring only; offered annually from Spring 2010 onwards.

### **Faculty assigned:**

(See ARCH 401G for the graduate studio in Spring 2009.)

Cheryl O'Neill (Adjunct) (Spring 2010)

## **ARCH 406 Graduate Architecture Design Studio III**

**Course Description:** 6 credits. Required for M Arch [degree + 109 credits], new curriculum. Investigates relationship between man-made and natural realms, including issues of assembly and material value. The architect's obligations to natural and urban contexts are explored in historical, typological, environmental and physical dimensions.

### **Course Goals & Objectives:**

- Students will continue to explore relationships between building and context, including environmental and cultural contexts.
- Students will demonstrate representational exploration in model making and drawing, utilizing hand and digital methods and perspective.
- Students will focus on precedents and formal types, examining the relationship between theory, type and technology in historical context.
- Students will explore constructional, structural and building systems as bases for formal order in terms of character, tectonics and detail evolution.
- Students will explore ethical issues involved in the architect's responsibility to the community, the environment and to historical resources.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.2 Design Thinking Skills

**A.3 Visual Communication Skills**

**A.6 Fundamental Design Skills**

A.7 Use of Precedents

**A.8 Ordering System Skills**

A.9 Historical Traditions and Global Culture

B.2 Accessibility

B.3 Sustainability

**B.4 Site Design**

B.9 Structural Systems

C.2 Human Behavior

C.8 Ethics and Professional Judgment

C.9 Community and Social Responsibility

### **Topical Outline:**

Lecture (20%)

Design Projects/Studio Work (40%)

Readings (5%)

Research Activities (10%)

Field Studies (5%)

Design Reviews (20%)

### **Prerequisites:**

ARCH 405 with grade of C or better. For Master of Architecture [degree + 109 credits] students only.

### **Textbooks/Learning Resources:**

Ching, F.D.K., *Architectural Graphics*.

Ching, F.D.K., *Building Construction Illustrated*.

Ching, F.D.K., *Architecture: form, space and order*.

Le Corbusier, *Towards a New Architecture*.

### **Offered:**

Fall only; offered annually from Fall 2010 onwards.

### **Faculty assigned:**

(See ARCH 402G for the graduate studio in Fall 2008 and Fall 2009.)

Michael Sewell (Adjunct) (Fall 2010)

## **ARCH 407 Graduate Architecture Design Studio IV**

**Course Description:** 6 credits. Required for M Arch [degree + 109 credits], new curriculum. Concentration on urbanism and urban design techniques. Sites range from high-density urban in-fill to greenfield development, offering settings for exploration of theories including Contextualism, Neo-Traditional design, and sustainable development.

### **Course Goals & Objectives:**

- Students will develop understanding of urban design problems at a variety of scales and in a range of cultural contexts.
- Students will develop the analytical means to graphically describe urban contexts, and representational skills necessary to communicate architectural ideas at urban scales.
- Students will develop an understanding of physical, cultural and historical aspects of existing sites.
- Students will refine the design skills that facilitate intervention in many-faceted urban settings.
- Students will develop an understanding of regulatory, ethical and development concerns bearing on urban contexts.

### **Student Performance Criteria addressed:**

A.1 Communication Skills	B.3 Sustainability
A.2 Design Thinking Skills	B.4 Site Design
A.3 Visual Communication Skills	B.5 Life Safety
A.5 Investigative Skills	<b>C.1 Collaboration</b>
A.6 Fundamental Design Skills	C.2 Human Behavior
<b>A.7 Use of Precedents</b>	C.7 Legal Responsibilities
A.8 Ordering System Skills	C.8 Ethics and Professional Judgment
A.9 Historical Traditions and Global Culture	<b>C.9 Community and Social Responsibility</b>
A.10 Cultural Diversity	

### **Topical Outline:**

Studies in the reading of context through abstract design exercises (10%)  
Examination of specific building/block relationships and the urbanism that defines them (10%)  
Assignments applying architectural problem-solving techniques and theoretical approaches to issues of context and architectural form at the urban scale (30%)  
Final project involving intensive site and landscape analysis, master planning and transformation of prototypes (35%)  
Critiques and reviews (15%)

### **Prerequisites:**

ARCH 406 with grade of C or better. For Master of Architecture [degree + 109 credits] majors only.

### **Textbooks/Learning Resources:**

See course bibliography.

### **Offered:**

Spring only; offered annually from Spring 2011 onwards.

### **Faculty assigned:**

Steven Hurtt (F/T)



## **ARCH 410 Technology I**

**Course Description:** 4 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits].

First course in a four-course sequence. Addresses climate, human responses to climate, available materials, topography and impact of culture. Principles of assembly, structure and philosophies of construction.

### **Course Goals & Objectives:**

- Students will gain an understanding of bio-climatic design in the context of the architect's responsibilities for resource conservation and the environment.
- Students will explore how building code constraints are structured to provide life safety through exiting criteria and occupancy, allowable floor area and construction type constraints.
- Students will gain an understanding of the ways in which zoning affects building mass, shape and placement.
- Students will gain an understanding of the materials and assemblies that are used to construct buildings.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

B.3 Sustainability

B.5 Life Safety

B.10 Building Envelope Systems

**B.12 Building Materials and Assemblies**

C.7 Legal Responsibilities

### **Topical Outline:**

Bio-climatic design principles, sun shading and solar access (10%)

Internal and external thermal loads, passive solar design principles (10%)

Basic principles of structural systems (5%)

Building codes and zoning (10%)

Foundation systems (5%)

Wood, heavy timber framing, light wood framing (15%)

Interior and exterior finishes in small- and large-scale buildings (10%)

Masonry, steel and concrete construction methods (20%)

Roofing, glass and glazing (15%)

### **Prerequisites:**

MATH 220, PHYS 121 & one of the following: BSCI 205, GEOG 140, GEOL 120, GEOL 123/METO 123/GEOG 123, or PHYS 122. Co-requisite: ARCH 400/404. For architecture majors only.

### **Textbooks/Learning Resources:**

Allen and Iano, *Fundamentals of Building Construction*, Fifth Edition, Wiley, 2009

Allen and Iano, *The Architect's Studio Companion*, Fourth Edition, Wiley, 2007

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Carl Bovill (F/T)

## **ARCH 411 Technology II**

**Course Description:** 4 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits].

Second course in a four-course sequence. Use and performance characteristics of primary building materials; principles of structural behavior; equilibrium and stability, stiffness and strength, types of stress, distribution of force and stress, resolution of forces, reactions, bending moments, shear deflection, buckling.

### **Course Goals & Objectives:**

- Students will gain an understanding of structural behavior and the application of contemporary structural systems.
- Students will be able to relate structural systems to construction materials and methods.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

#### **B.9 Structural Systems**

B.10 Building Envelope Systems

B.12 Building Materials and Assemblies

### **Topical Outline:**

Structure as an architectural tool (10%)

Preliminary proportioning of beams and columns (10%)

Building loads (10%)

Linear and rotational equilibrium (10%)

Resolution of forces and reactions (10%)

Lateral forces (10%)

Stress and strain, properties of materials in cross-section (10%)

Shear and moment in beams (10%)

Stiffness and deflection (10%)

Elastic buckling of compression members (10%)

### **Prerequisites:**

ARCH 410; co-requisite: ARCH 401/405. For architecture majors only.

### **Textbooks/Learning Resources:**

Allen and Zalewski, *Shaping Structures: Statics*, Wiley, 1997

Course Packet for Technology II

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Deborah Oakley (F/T) (Spring 2009)

Michael Binder (Adjunct) (Spring 2010)

## **ARCH 412 Technology III**

**Course Description:** 4 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits].

Third in a four-course sequence. Design of steel, timber and reinforced concrete elements and subsystems; analysis of architectural building systems. Introduction to design for both natural and man-made hazards.

### **Course Goals & Objectives:**

- Students will gain an understanding of structural behavior and the application of contemporary structural systems.
- Students will be able to relate structural systems to construction materials and methods.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

#### **B.9 Structural Systems**

B.10 Building Envelope Systems

B.12 Building Materials and Assemblies

### **Topical Outline:**

Building codes (10%)

Loading (10%)

Lateral forces – wind and seismic (10%)

Comparative properties of structural materials (5%)

Steel design (20%)

Wood design (20%)

Concrete design (20%)

Structure as an architectural tool (5%)

### **Prerequisites:**

ARCH 411 with a grade of C or better; Co-requisite: ARCH 402/406. For architecture majors only.

### **Textbooks/Learning Resources:**

*Statics and Strength of Materials for Architecture and Building Construction*, Third Edition, Onouye, Barry, and Kane, Wiley, 1999

*Building Construction Illustrated*, Third Edition, Ching and Adams, Van Nostrand Reinhold, 2000

Course Pack for Technology II and Technology III

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Deborah Oakley (F/T) (Fall 2008)

Michael Binder (Adjunct) (Fall 2009)

Rachel Cousart (Adjunct) (Fall 2010)

## **ARCH 413 Technology IV**

**Course Description:** 4 credits. Required for BS Arch [pre-professional degree] and M Arch [degree + 109 credits].

Final course in a four-course sequence. Theory, quantification, and architectural design applications for HVAC, water systems, fire protection, electrical systems, illumination, signal equipment, and transportation systems are covered.

### **Course Goals & Objectives:**

- Students will gain an understanding of the principles of the environmental and service systems that are a vital part of modern construction.
- Students will gain an understanding of how environmental and service systems are constructed, and how their construction and use relates to the larger environment outside the building.
- Students will gain an understanding of the way in which the envelope system of a building affects its environmental and service systems.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

B.3 Sustainability

B.4 Site Design

B.5 Life Safety

#### **B.8 Environmental Systems**

B.10 Building Envelope Systems

#### **B.11 Building Service Systems**

B.12 Building Materials and Assemblies

### **Topical Outline:**

Heat flow, heat loss and gain calculations (10%)

Heat flow and thermal mass (5%)

Balance point temperature, degree day energy analysis (5%)

Refrigeration cycle, air quality, small building HVAC systems (10%)

Large building HVAC systems (10%)

Plumbing (10%)

Fire protection (5%)

Electricity (15%)

Lighting, daylight and artificial (15%)

Vertical transportation systems (5%)

Acoustics and noise control (10%)

### **Prerequisites:**

ARCH 412; Co-requisite: ARCH 403/407. For architecture majors only.

### **Textbooks/Learning Resources:**

*Mechanical and Electrical Equipment for Buildings*, Eleventh Edition, Grondzik, Kwok, Stein, and Reynolds, Wiley, 2010

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Carl Bovill (F/T)

## **ARCH 418 Selected Topics in Architectural Technology**

**Course Description:** 1 - 3 credits. Elective.

An opportunity for students to join faculty as they explore an area of interest in architectural technology, within a curricular framework.

**Course Goals & Objectives:**

- Goals and objectives will be defined for each special topic.

**Student Performance Criteria addressed:**

Student performance criteria will be defined for each special topic.

**Topical Outline:**

Content is established in a proposal reviewed by the Architecture Program's Curriculum Committee and consisting of a combination of lectures, readings, field and/or archival research, projects or other activities. Time spent on topics varies by project.

**Prerequisites:**

Permission of department. Repeatable to a maximum of six credits, provided the content is different.

**Textbooks/Learning Resources:**

Varies by course.

**Offered:**

Spring 2009 ARCH 418A Sustainable Urbanism  
Spring 2010 ARCH 418M Measuring Sustainability

**Faculty assigned:**

Michael Binder, Lecturer, ARCH 418A Sustainable Urbanism  
Ralph Bennett, Professor Emeritus, ARCH 418M Measuring Sustainability

## **ARCH 420 History of American Architecture**

**Course Description:** 3 credits. Elective.  
American architecture from the late 17th to the 21st century.

### **Course Goals & Objectives:**

- Students will identify and study the political, social, economic and intellectual context behind the evolution of American architecture and its ideological framework, notably with regards to race and gender.
- Students will identify and study cross currents between American and European architectural theory and practice, and between artistic and architectural movements.
- Students will study the rise and evolution of the architectural profession in the United States, and the role of other key players in the building process, notably clients and structural engineers.
- Students will relate the evolution of American architecture with that of urban design practices and theories, building materials and construction techniques.
- Students will understand the evolution of two distinctly American building types: the picturesque single-family home in the suburbs and the tall office building in central business districts.
- Students will study and evaluate major trends of thought in American architectural criticism.
- Students will become familiar with the rich architectural legacy of the Baltimore/DC metropolitan area.
- Students will gain an awareness of preservation issues related to buildings seen in class.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity

### **Topical Outline:**

The contribution of Pueblo Indians; Spanish and British colonists (15%).  
Classicism in the New Republic; Jefferson's didactic designs (10%)  
Richardson, Sullivan and Frank Lloyd Wright: contributions and connections (15%)  
The "American Renaissance" and the impact of the Ecole des Beaux-Arts (15%)  
The Suburban Ideal and the enduring Picturesque Tradition in domestic architecture (15%)  
Evolution of the tall office building from cast iron fronts to recent skyscrapers (15%)  
Interwar trends: Art Deco, Modernism, Colonial Revival (10%)  
American architecture in a world perspective / Myth and reality (5%)

### **Prerequisites:**

ARCH 227 or permission of the department.

### **Textbooks/Learning Resources:**

David P. Handlin, *American Architecture*, London, 2004/ primary sources by Downing, Wright, Berlage/ required readings for landmark assignments.  
Postings on BLACKBOARD ACADEMIC, including building IDs, instructor's Powerpoint presentations, sample and corrected examinations, external links to the Historic American Building Survey, Oxford Art Online and the Great Buildings Collection.

### **Offered:**

Spring only; offered annually.

**Faculty assigned:** Isabelle Gournay (F/T)

## **ARCH 422 History of Greek Architecture**

**Course Description:** 3 credits. Elective.  
Survey of Greek architecture from 750-100 BC.

### **Course Goals & Objectives:**

- Students will trace the architecture of the ancient Greek world from the early 8<sup>th</sup> century through the end of the Hellenistic era in the 1<sup>st</sup> century BC.
- Students will investigate the development of the Greek orders first in their use in sacred temple architecture and later in a variety of public buildings.
- Students will trace the development of new building types in Greek architecture and recognize them as reflections of their cultural environment.
- Students will study the process of building in Greek architecture from the point of view of the client, building committee, financier, architect, mason and sculptor.
- Students will understand the continuity of the classical tradition from the Roman Empire to the present day.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture

### **Topical Outline:**

Introduction to architecture of Greek Bronze Age and "Dark Ages" (5%)  
Parallel development of Greek orders and temple architecture (40%)  
Urban planning and city services (10%)  
Acropolis and agora (10%)  
Major building types (30%)  
Continuity of the classical tradition (5%)

### **Prerequisites:**

ARCH 225 or permission of department.

### **Textbooks/Learning Resources:**

A.W. Lawrence, *Greek Architecture*.

### **Offered:**

Usually in fall term.

### **Faculty assigned:**

Robert L. Vann (F/T)

## **ARCH 423 History of Roman Architecture**

**Course Description:** 3 credits. Elective.  
Survey of Roman architecture from 500 BC to AD 325.

### **Course Goals & Objectives:**

- Students will be introduced to Roman architecture from the Republican period to the reign of Constantine – roughly from the 5<sup>th</sup> century BC to the early 4<sup>th</sup> century AD.
- Students will trace the development of the city of Rome and its buildings in chronological sequence emperor by emperor.
- Students will investigate the development of building typology from its Greek sources through its final development responding to the political, cultural, technological and economic conditions of the Roman world.
- Students will follow the development of Roman concrete from its early experimental period in the 3d century BC to its culmination during the reign of Hadrian in the early 2d century AD.
- Students will trace briefly the continuity of Roman architectural tradition from the Renaissance to the present day.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture

### **Topical Outline:**

Introduction of sources of Roman architecture in west and east (10%)  
Roman concrete (10%)  
Monuments of Rome (40%)  
Monuments of Pompeii (20%)  
Select Monuments of the Empire (20%)

### **Prerequisites:**

ARCH 225 or permission of department.

### **Textbooks/Learning Resources:**

Varies.

### **Offered:**

Usually during spring term.

### **Faculty assigned:**

Robert L. Vann (F/T)



## **ARCH 426 Fundamentals of Architecture**

**Course Description:** 3 credits. Restricted to students entering the M Arch [degree + 109 credits] program.

Intellectual and experiential introduction to a selection of fundamental concepts and ways of thinking, mainly through the analysis of pre-World War I Western architectural theory and practice.

### **Course Goals & Objectives:**

- Students will be introduced to a selection of fundamental concepts and ways of thinking about architecture – such as symbolism, typology, composition, proportion, tectonics, social responsibility.
- Students will discover and assess primary sources and established scholarship related to the pre-World War I Western tradition, from Vitruvius' *Ten Books of Architecture* to Paul Scheerbart's *Glass Architecture*.
- Students will become familiar with, and evaluate the significance of built and un-built "iconic" and "canonical" designs.
- Students will use their multi-faceted academic, professional and personal backgrounds as springboards for reciprocal learning.
- Student will learn to synthesize readings and class discussions by writing concise and well-structured response papers.

### **Student Performance Criteria addressed:**

#### **A.1 Communication Skills**

A.2 Design Thinking Skills

A.3 Visual Communication Skills

A.5 Investigative Skills

A.7 Use of Precedents

A.8 Ordering System Skills

#### **A.9 Historical Traditions and Global Culture**

#### **A.10 Cultural Diversity**

B.3 Sustainability

B.4 Site Design

B.8 Environmental Systems

B.9 Structural Systems

C.1 Collaboration

C.2 Human Behavior

### **Topical Outline:**

Facilitated by students' presentations of major theorists and/or practitioners (such as Alberti, Palladio, Laugier, Durand, Viollet-Le-Duc, Ruskin, Downing, Loos) thematic discussion of primary sources, following themes put forward in the textbook: "Underpinnings" (Standards of Judgment; Uses of the Past), "Conventions" (Design Method; Creation and interpretation of the Orders); "Principles" (Generative Planning – Tectonics and materiality – Decoration) (65%)

"Show-and-tell": besides "great buildings," exploration of personal incentives to study architecture (10%)

Exploration, through case studies, of the dynamic between "stakeholders": designers, clients and users (5%)

Analysis of canonical and iconic works of Western and non-Western architecture prior to 1945 (20%)

### **Prerequisites:**

None.

### **Textbooks/Learning Resources:**

Fil Hearn's [Ideas that Shaped Buildings](#) (Cambridge, Mass.2003).

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Isabelle Gournay (F/T) (Fall 2008, Fall 2009)

Cynthia Field (Adjunct) (Fall 2010)

## **ARCH 427 Theories of Architecture**

**Course Description:** 3 credits. Required for students entering the M Arch [degree + 109 credits] program.  
Topical discussions of Post-World War II western and non-Western architectural theory and criticism.

### **Course Goals & Objectives:**

- Students will be introduced to major ideas of Post-World War I Western and non-Western architecture and urbanism.
- Students will develop the capacity to comprehend and evaluate architectural theories within a societal and cultural framework.
- Student will learn to synthesize readings and class discussions by writing concise and well structured response papers.
- Students will select a specific topic within the course framework and write an analytical research paper demonstrating visual literacy and critical thinking.

### **Student Performance Criteria addressed:**

#### **A.1 Communication Skills**

A.2 Design Thinking Skills

#### **A.5 Investigative Skills**

A.7 Use of Precedents

#### **A.9 Historical Traditions and Global Culture**

#### **A. 10. Cultural Diversity**

### **Topical Outline (for 2009, based on students' selection of writings and research paper topics):**

Constructivism and Deconstructivism (15%)

Interwar Art and Architecture Theory: De Stijl - German Expressionism – MOMA's modernist campaign (10%)

Post World War II: Revisiting Modernism Le Corbusier. B. Zevi Louis Kahn ; J.A. Corderch (15%)

Learning From Philosophers: Michel Foucault, Henri Lefèvre's Gender Issues (10%)

Post Modernism: D.Scott Brown / R.Venturi, C. W. Moore / K. Bloomer; C. Jencks; R. Stern, M. Graves, L. Krier(15%)

"Contextualisms" H. Fathy, K. Frampton, C. Alexander, R. Moneo, T.Ando (10%)

Perspectives on Cities and Suburbs: F.L. Wright, J.Jacobs, T. Schumacher, Duany /, Plater-Zyberk / Speck, (Guest Speaker), *Suburban Nation* (15%)

Ecology and Sustainability: R. Carson;,I. Mcharg, K. Yeang, J. Wines, W. McDonough, J. Beardsley (10%)

### **Prerequisites:**

ARCH 426 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

Readings selected from anthologies compiled by K. Michael Hays, F. Mallgrave .K. Nesbitt, J. Ockman.  
Instructor's historical Powerpoint presentations posted on Blackboard Academic.

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Isabelle Gournay (F/T)

## **ARCH 428/628 Selected Topics in Architectural History**

**Course Description:** 3 credits. Elective.

An opportunity for students to join faculty as they explore an area of interest in architectural history, within a curricular framework.

### **Course Goals & Objectives:**

- Students will explore in depth selected topics in the history of architecture.
- Students will gain an understanding of some of the divergent canons and traditions of architecture, landscape, and urban design.
- Students will develop skill in reading, writing, speaking, and listening effectively.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity

### **Topical Outline:**

Content is established in a proposal reviewed by the Architecture Program's Curriculum Committee and consisting of a combination of lectures, readings, field and/or archival research, projects or other activities. Time spent on topics varies by project.

### **Prerequisites:**

Permission of department. Repeatable to a maximum of six credits, provided the content is different.

### **Textbooks/Learning Resources:**

Varies with the course.

### **Offered:**

Winter 2009 ARCH 428E/628E History of Egyptian Architecture  
Summer 2009 ARCH 428F History of French Architecture, Urbanism and Landscape  
Summer 2009 ARCH 428P/628P Architecture in Pompeii  
Fall 2009 ARCH 628F French Medieval Architecture  
Spring 2010 ARCH 428B History of British Architecture, Urbanism and Landscape

### **Faculty assigned:**

Robert L. Vann, Professor, ARCH 428E/628E History of Egyptian Architecture  
Karl F. G. Du Puy, Professor Emeritus, ARCH 428F History of French Architecture, Urbanism and Landscape  
ARCH 428B History of British Architecture, Urbanism and Landscape  
Robert L. Vann, Professor, ARCH 428P/628P Architecture in Pompeii  
Richard Etlin, Distinguished University Professor, ARCH 628F French Medieval Architecture

## **ARCH 435 History of Contemporary Architecture**

**Course Description:** 3 credits. Elective.  
Architectural history from World War II to 1990.

### **Course Goals & Objectives:**

- Students will identify and study the broad historical context behind the evolution of architecture since World War II and its ideological framework, notably with regards to politics, social, and cultural conditions.
- Students will identify and study crosscurrents between architectural theory and practice in different countries, and between artistic and architectural movements.
- Students will examine the architecture since World War II in the context of evolving methods and materials of design process and production.
- Students will exercise critical thinking towards current theory and criticism.
- Students will examine the evolving programmatic and typological development of architectural projects in the post-World War II era.
- Students will compare and contrast programmatic and stylistic approaches to major typologies: places of worship, mass housing, and art museums.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity

### **Topical Outline:**

Examination of the canonical work (architects, collaborators, and patrons) of this time period relative to evolving design theory and practice. (60%)

Analysis of contexts and issues globally, connection to historiography, social relevance, place-making. (20%)

Exploration of the influences of critical theory including Late Modernism, Postmodernism, Post-Structuralism, Critical Regionalism, and an emerging awareness of sustainability and ecological theory. (20%)

### **Prerequisites:**

Permission of department.

### **Textbooks/Learning Resources:**

Curtis, William, *Modern Architecture Since 1900*, Upper Saddle River, Prentice-Hall.

Jencks, C and Kropf, K, ed., *Theories and Manifestoes of Contemporary Architecture*, New York, Wiley-Academy.

Other readings on electronic reserve.

### **Offered:**

Spring.

### **Faculty assigned:**

Thomas Schumacher (F/T) (deceased) (Jan-Mar 2009)

Collegially taught faculty colloquium chaired by Brian Kelly (F/T) (Mar-May 2009)

## **ARCH 443 Visual Communication**

**Course Description:** 2 credits. Restricted to students entering M Arch [degree + 109 credits] program. Drawing from life and architectural drawing; conventions of architectural drawing to develop, communicate, and generate architectural ideas.

### **Course Goals & Objectives:**

- Students will develop visual and perceptual sensibilities necessary for the analysis and understanding of architecture.
- Students will develop facility with freehand drawing.
- Students will develop familiarity with the conventions of architectural drawing.
- Students will explore the relationship between architectural intention and architectural drawing.
- Students will use descriptive geometry and exercises in shade and shadow construction to address the definition of architectural form and space.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.6 Fundamental Design Skills  
A.8 Ordering Systems Skills

### **Topical Outline:**

Development of perceptual and visualization skills (15%)  
Development of freehand drawing skills (20%)  
Representation and articulation of architectural ideas (15%)  
Conventions of architectural drawing (25%)  
Descriptive geometry, shade and shadow (10%)  
Perspective (15%)

### **Prerequisites:**

Co-requisite: ARCH 401G / ARCH 404.

### **Textbooks/Learning Resources:**

Varies.

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

E. Fuller Moore (Adjunct) (Fall 2008)  
Caterina Frisone (Adjunct) (Fall 2009)  
E. Fuller Moore (Adjunct) (Fall 2010)

## **ARCH 445 Visual Analysis**

**Course Description:** 3 credits. Restricted to students entering M.Arch [degree + 109 credits] program. Study of visual principles of precedents through on-site observation, documentation and graphic analysis, recorded in architect's sketchbook.

### **Course Goals & Objectives:**

- Students will increase their facility in the drawing, analysis, and thus design, of architecture.
- Students will be introduced to various methods of analytical inquiry, and relate those methods to the design process.
- Students will gain awareness of important ideas and paradigms communicated through architectural treatises and built work.
- Students will explicate and apply architectural theory in understanding architectural form and principles.
- Students will become familiar with works of architecture and urban form worthy of study in the Washington DC/Baltimore metropolitan area.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.6 Fundamental Design Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture

### **Topical Outline:**

Abstract Composition (10%)  
Diagramming (25%)  
Analysis of architectural, urban and landscape precedents (40%)  
Introduction of theories of architectural, urban, and landscape design in the context of graphic representation of ideas (25%)

### **Prerequisites:**

ARCH 401G / ARCH 404, or permission of department.

### **Textbooks/Learning Resources:**

Varies; see syllabus.

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Wouter Boer (Adjunct) (Spring 2009)  
Elijah Northen (Adjunct) (Spring 2010)

### **ARCH 448 Selected Topics in Visual Studies**

**Course Description:** 1 - 3 credits. Elective.

An opportunity for students to join faculty as they explore an area of interest in visual studies, within a curricular framework.

**Course Goals & Objectives:**

- Students will develop skill in visual thinking.
- Students will develop skills in the use of representational media.

**Student Performance Criteria addressed:**

A.3 Visual Communication Skills

**Topical Outline:**

Content is established in a proposal reviewed by the Architecture Program's Curriculum Committee and consisting of a combination of lectures, readings, field and/or archival research, projects or other activities. Time spent on topics varies by project.

**Prerequisites:**

Permission of department. Repeatable to a maximum of six credits, provided the content is different.

**Textbooks/Learning Resources:**

Varies with the course.

**Offered:**

Spring 2009 ARCH 448E

Summer 2009 ARCH 448D

Summer 2009 ARCH 448F (study abroad)

Summer 2010 ARCH 448R (study abroad)

**Faculty assigned:**

Courtney Miller Bellairs, Senior Lecturer, ARCH 448E

Lester Escobal, Lecturer, ARCH 448D

Karl F. G. Du Puy, Professor Emeritus, ARCH 448F (study abroad)

Steven Hurtt, Professor, ARCH 448R (study abroad)

## **ARCH 460 Site Analysis and Design**

**Course Description:** 3 credits. Required for M Arch.

Principles and methods of site analysis; the influence of natural and man-made site factors on site design and architectural form, landscape theory.

### **Course Goals & Objectives:**

- Students will gain an understanding of interrelationships between nature and human intervention.
- Students will develop an awareness of thematic traditions in site design.
- Students will explore the history of site design as a potential source for precedent analysis.
- Students will develop the ability to observe, document, analyze and describe site conditions.
- Students will gain an understanding of technical, legal, regulatory and ethical determinants in site design.
- Students will study the relationship between human activities and their accommodation in the landscape.
- Students will develop an understanding of the diverse palette of materials employed in site design.
- Students will develop the ability to responsibly and effectively manipulate site conditions within a design scenario.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.2 Design Thinking Skills

A.3 Visual Communication Skills

A.4 Technical Documentation

A.5 Investigative Skills

A.6 Fundamental Design Skills

A.7 Use of Precedents

**A.8 Ordering System Skills**

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

A.11 Applied Research

B.1 Pre-Design

**B.2 Accessibility**

B.3 Sustainability

**B.4 Site Design**

C.1 Collaboration

C.2 Human Behavior

C.9 Community and Social Responsibility

### **Topical Outline:**

Landscape and site traditions, landscape theory (30%)

Landscape and site graphics (10%)

Topography and grading (15%)

In-depth case studies (20%)

Design process and review, broken out as follows (25%)

Mapping and site documentation (5%)

Climate and microclimate, soils and geotechnical issues (5%)

Hydrology and stormwater management (5%)

Movement systems (5%)

Utilities and infrastructure (5%)

### **Prerequisites:**

ARCH 400 / 404 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

Dee, Catherin. *Form and Fabric in Landscape Architecture: a visual introduction.*

### **Offered:**

Spring; annually (except Fall 2008)

### **Faculty assigned:**

Mouzayanal Khalil (Adjunct) (Fall 2008)

Hooman Koliji (F/T) (Spring 2010)



## **ARCH 461 Sustainability in Architecture**

**Course Description:** 3 credits. Elective.

Strategies of sustainability as related to the broader context of architectural problem solving.

### **Course Goals & Objectives:**

- Students will gain an understanding of the constraints that a healthy ecology places on the growth of human civilization.
- Students will study the ways that buildings have historically related to their environment.
- Students will gain an understanding of how design can minimize the impact of buildings and urban areas on the larger environment.
- Students will use energy simulation software to evaluate design options.

### **Student Performance Criteria addressed:**

A.2 Design Thinking Skills

A.6 Fundamental Design Skills

B.3 Sustainability

B.8 Environmental Systems

B.10 Building Envelope Systems

B.12 Building Materials and Assemblies

### **Topical Outline:**

Historical responses of buildings to climate and energy needs (5%)

Ecological limits to civilization growth (5%)

The ecology of Chesapeake Bay (5%)

Ecological principals related to green design (5%)

The fractal geometry of nature (5%)

Environmental economics (5%)

Passive solar design and super-insulated design (5%)

Passive cooling methods (5%)

Formal speculations on solar design (5%)

Theory behind energy simulation programs (5%)

Energy simulation of thermal design (5%)

Commercial scale design issues, the LEED rating system (5%)

Daylighting and sunlighting (5%)

Window systems for high performance (5%)

Energy simulation of the relationship between thermal and daylighting design (5%)

Indoor air quality (5%)

Green material choices (5%)

Green roofs (5%)

Urban design issues, new urbanism and transit oriented development (5%)

Alternative energy resources (5%)

### **Prerequisites:**

ARCH 401/404 and ARCH 410 or permission of department.

### **Textbooks/Learning Resources:**

The students are introduced to a wide range of books. No individual book has the range necessary for this course.

### **Offered:**

Spring only

**Faculty assigned:** Carl Bovill, (F/T)

## **ARCH 470 Computer Applications in Architecture**

**Course Description:** 3 credits. Elective.

Introduction to computer applications. Verticaldigital design media seminar exploring digital drawing and modeling processes. Students translate between digital and physical, media by continually postulating, testing and re-presenting.

### **Course Goals & Objectives:**

- Students will develop a digital design methodology integrating digital visualization techniques into the design process.
- Students will develop presentation techniques and design process documentation methods using digital technologies.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.6 Fundamental Design Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills

### **Topical Outline:**

Procedural introduction to applications/concepts (40%)  
Analytical/synthetic exercises utilizing applications (30%)  
Development of digital technique in the design process (20%)  
Critical readings (10%)

### **Prerequisites:**

ARCH 400/404 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

William J. Mitchell and Malcolm McCullough, *Digital Design Media*.  
Malcolm McCullough, *Abstracting Craft*  
Greg Lynn, *Animate Form*

### **Offered:**

Each semester.

### **Faculty assigned:**

Carl Lostritto (Adjunct) (Fall 2008, Fall 2009, Spring 2010)  
Mark Ramirez (Adjunct) (Spring 2009, Fall 2010)

## **ARCH 478/678 Selected Topics in Architecture**

**Course Description:** 1 – 4 credits. Elective.

An opportunity for students to join faculty as they explore an area of interest in architectural studies, within a curricular framework.

**Course Goals & Objectives:**

Varies with topic

**Student Performance Criteria addressed:**

A.1 Communication Skills

**Topical Outline:**

Content is established in a proposal reviewed by the Architecture Program's Curriculum Committee and consisting of a combination of lectures, readings, field and/or archival research, projects or other activities. Time spent on topics varies by project.

**Prerequisites:**

Permission of department. Repeatable to a maximum of six credits, provided the content is different.

**Textbooks/Learning Resources:**

Varies by course.

**Offered:**

Fall, winter, spring, summer.

**Faculty assigned:**

John Maudlin-Jeronimo, Associate Dean, ARCH 478C/678C Careers in Architecture

Albert Rubeling, Jr., Lecturer, ARCH 478C/678C Careers in Architecture

Isaac Williams, Assistant Professor, ARCH 478D Dubai by Design

ARCH 478Y Learning Places in Scandinavia

ARCH 678L Learning Places

ARCH 678R Reading Architecture

B. D. Wortham-Galvin, Assistant Professor, ARCH 478D Dubai by Design

ARCH678D Urban Dialogs

Deborah Oakley, Assistant Professor, ARCH 478I/678I Putting the "I" in BIM

Steven Hurtt, Professor, ARCH 478J/678J, The University Campus, Past, Present and Future

ARCH 478R Architectural Representation (study abroad)

Ronit Eisenbach, Associate Professor, ARCH 478Q/678Q Memory House/Desire House

Catarina Frisone, Lecturer, ARCH 478R Architectural Representation

Brian Greib, Lecturer, ARCH 478X Building Innovation

Richard Etlin, Distinguished University Professor, ARCH 678E Seminar in History of Structures: Vaulting

ARCH 678W Writing Architecture

Peter Noonan, Professor of the Practice, ARCH 678K Building Scandinavia: Craft & Culture

ARCH 678Z Sensing Architecture: Body and Place

**ARCH 481 The Architect in Archaeology**

**Course Description:** 3 credits. Elective.

The role of the architect in field archaeology and the analysis of excavating, recording, and publishing selected archaeological expeditions.

**Course Goals & Objectives:**

- Reading assignments concerning role of architect and surveyor on excavations.
- Students will analyze of published archaeological drawings
- Reading assignments focused on site work for upcoming summer field season.
- Training with surveying instruments
- Introduction to archaeological drawings (hypothetical case studies)
- Freehand Drawing, Measured Sketches, Finished Drawings
- Electronic recording and storage

**Student Performance Criteria addressed:**

A.1 Communication Skills

A.4 Technical Documentation

A.7 Use of Precedents

A.11 Applied Research

**Topical Outline:**

Reading assignments and discussion (25%)

Analysis of published drawings (25%)

Drawing hypothetical archaeological site (10%)

Electronic recording and storage (40%)

**Prerequisites:**

Permission of department.

**Textbooks/Learning Resources:**

Varies.

**Offered:**

Spring.

**Faculty assigned:**

Robert L. Vann (F/T)

## **ARCH 483 Field Archaeology**

**Course Description:** 3 credits. Elective.

Participation in field archaeology with an excavation officially recognized by proper authorities of local government.

### **Course Goals & Objectives:**

- Students will prepare for fieldwork by reading assignments concerning Pompeii and Stabiae. Requirements vary according to site (Italy, Israel, Turkey)
- Students will be trained in archaeological surveying and drawing.
- Students will learn to observe and record archaeological evidence.
- Students will be trained to interpret archaeological evidence.
- Students will prepare final drawings.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.4 Technical Documentation  
A.7 Use of Precedents  
A.8 Ordering Systems Skills  
A.11 Applied Research

### **Topical Outline:**

Reading and Preparation (25%)  
Field Recording (50%)  
Field Work Analysis (25%)

### **Prerequisites:**

Permission of department.

### **Textbooks/Learning Resources:**

Varies.

### **Offered:**

Summer sessions overseas.

### **Faculty assigned:**

Robert L. Vann (F/T)

## ARCH 600 Comprehensive Design Studio

**Course Description:** 6 credits. Required for M Arch.

Comprehensive building and site design. Course bridges gap between design and technology, practice and education. Explorations include integration of conceptual and technical aspects of architectural form and assembly, highlighting ways in which a building design is developed, coordinated and resolved.

### Course Goals & Objectives:

- Students explore connections between an architectural idea and its realization in built form at all scales through a single semester-long project.
- Students will connect design and technology by concentrating on the impact of material and technique on architectural form in a studio setting.
- Students will develop competence in integration of structural and environmental systems in building design.
- Students will develop competence in architectural design at the level of detail.
- Students will develop competence in generating conceptual, thematic, and technical solutions to architectural problems.

### Student Performance Criteria address:

A.1 Communication Skills

A.2 Design Thinking Skills

A.3 Visual Communication Skills

**A.4 Technical Documentation**

A.5 Investigative Skills

A.6 Fundamental Design Skills

A.7 Use of Precedents

A.8 Ordering System Skills

A.9 Historical Traditions and Global Culture

A.11. Applied Research

B.1. Pre Design

**B.2 Accessibility**

B.3 Sustainability

B.4 Site Design

**B.5 Life Safety**

**B.6 Comprehensive Design**

B.7 Financial Considerations

B.8 Environmental Systems

B.9. Structural Systems

**B.10 Building Envelope Systems**

B.11 Building Service Systems

**B.12 Building Materials and Assemblies**

C.1. Collaboration

C.2 Human Behavior

C.4 Project Management

### Topical Outline:

Development of architectural ideas through material and technique (60%)

Integration of structural and environmental systems (25%)

Building detail (15%)

### Prerequisites:

ARCH 403/ 407 or equivalent. Co-requisite: ARCH 611. Permission required. Architecture majors only.

### Textbooks/Learning Resources:

Edward Allen and Joseph Iano. *The Studio Companion: rules of thumb for preliminary design.*

Francis D. K. Ching. *Building Construction Illustrated*

Edward Allen and Waclaw Zalewski. *Form and Forces: designing efficient, expressive structures*

### Offered:

Fall only; offered annually.

### Faculty assigned:

Peter Noonan (P/T) (Fall 2008, Fall 2009, Fall 2010); Filippo Caprioglio (Adjunct) (Fall 2008);

Isaac Williams (F/T) (Fall 2008, Fall 2009); Luis Diego Quiros (F/T) (Fall 2009, Fall 2010);

Caterina Frisone (Adjunct) (Fall 2009); Amy Gardner (P/T) and Brittany Williams (Adjunct) (Fall 2010)

## **ARCH 601 Topical Studio**

**Course Description:** 6 credits. Required for M Arch.

Advanced architectural topics; theoretical, programmatic, contextual, socio-cultural, and technical, addressing but not limited to: design competitions, housing, sustainable design, public architecture, regional architecture, research and practice topics.

### **Course Goals & Objectives:**

- Students will develop analytical, spatial and compositional skills in solving and presenting solutions to complex architectural and urban design problems on complex sites, both in urban and suburban settings, Western and non-Western.
- Students will analyze a representative number of architectural and urban design antecedents appropriate to the building type and site studied. Precedent and applied design research.
- Students will develop competence in the integration of ADA standards, structural and environmental systems, and code issues appropriate to the building type and site studied.
- Students will gain understanding of architecture through exposure to the various cultural, social, technological and aesthetic forces that shape the environment.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

**A.2 Design Thinking Skills**

A.3 Visual Communication Skills

A.5 Investigative Skills

A.6 Fundamental Design Skills

A.7 Use of Precedents

A.8 Ordering System Skills

A.10 Cultural Diversity

**A.11 Applied Research**

B.1 Pre-Design

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

B.5 Life Safety

B.8 Environmental Systems

B.9 Structural Systems

B.10 Building Envelope Systems

**B.11 Building Service Systems**

C.1 Collaboration

C.2 Human Behavior

C.6 Leadership

### **Topical Outline:**

Design Thinking (50%)

Applied Research (50%)

### **Prerequisites:**

ARCH 600 or equivalent. Architecture majors only.

### **Textbooks/Learning Resources:**

As required by each topical studio.

### **Offered:**

Spring only; offered annually.

### **Faculty assigned:**

Madlen Simon (F/T) (Spring 2009) building skins

Garth Rockcastle (F/T) B.D. Wortham-Galvin (F/T) (Spring 2009) adaptive reuse

Daniel Curry (Adjunct) and Christopher Calott (Adjunct) (Spring 2009) rural/urban design

Brittany Williams (Adjunct) and Amy Gardner (F/T) (Spring 2010) solar decathlon

Madlen Simon (F/T) and Michael Binder (Adjunct) (Spring 2010) solar decathlon

Garth Rockcastle (F/T) and Christopher Pfaeffle (Adjunct) (Spring 2010) adaptive reuse

Michael Ambrose (F/T) (Spring 2010) aesthetics|media|politics

Isaac Williams (F/T) (Spring 2010) learning places

## ARCH 611 Advanced Architectural Technology Seminar

**Course Description:** 3 credits. Required for M Arch.

Application of technological issues in building design; integration of technology in architecture; technology as a form determinant in architecture, and related issues.

### Course Goals & Objectives:

- Students will develop the ability to integrate the architectural design with the structural, environmental, service and life safety systems necessary for the comprehensive design of a buildable architecture, including an understanding of building economics and construction cost control.
- Students will develop the ability to take an architectural design project into design development detailing.
- Students will develop the ability to document the design development in a precise way.

### Student Performance Criteria addressed:

A.1 Communication Skills

A.2 Design Thinking Skills

A.3 Visual Communication Skills

**A.4 Technical Documentation**

A.5 Investigative Skills

A.7 Use of Precedents

A.8 Ordering System Skills

A.9 Historical Traditions and Global Culture

**B.3 Sustainability**

B.5 Life Safety

**B.6 Comprehensive Design**

B.7 Financial Considerations

**B.8 Environmental Systems**

B.9 Structural Systems

**B.10 Building Envelope Systems**

B.11 Building Service Systems

B.12 Building Materials and Assemblies

**C.1 Collaboration**

C.2 Human Behavior

C.4 Project Management

### Topical Outline:

Strategic interactions of building systems (20%)

Sketch problems addressing the interaction of structure, HVAC and lighting design (20%)

Sketch problems addressing energy code compliance (5%)

Sketch problems addressing building square footage and cost control (5%)

Structural, HVAC and lighting design development drawings (50%)

### Prerequisites:

ARCH 413. Co-requisite: ARCH 600. Architecture majors only. Permission required.

### Textbooks/Learning Resources:

Allen and Iano, *Fundamentals of Building Construction*, Fifth Edition, Wiley, 2009

Allen and Iano, *The Architect's Studio Companion*, Fourth Edition, Wiley, 2007

### Offered:

Fall only; offered annually.

### Faculty assigned:

Deborah Oakley (F/T) (Fall 2008)

Carl Bovill (F/T) (Fall 2008, Fall 2009, Fall 2010)

Matthew Daw (Adjunct), Jaw Tung (Adjunct) (Fall 2009, Fall 2010)

Mike Binder (Adjunct) (Fall 2010)



**ARCH 628 Selected Topics in Architectural History**

**Course Description:** 3 credits. Elective.  
Varies with topic

**Course Goals & Objectives:**  
Varies with topic

**Student Performance Criteria addressed:**  
A.1 Communication Skills  
A.9 Historical Traditions and Global Culture

**Topical Outline:**  
Varies with the course.

**Prerequisites:**  
Permission of the department. Architecture majors only.

**Textbooks/Learning Resources:**  
Varies with the course.

**Offered:**  
Summer 2009 ARCH 628P Architecture in Pompeii  
Fall 2009 ARCH 628F French Medieval Architecture

**Faculty assigned:**  
Robert Vann, Professor, ARCH 628P Architecture in Pompeii  
Richard Etlin, Distinguished University Professor, ARCH 628F French Medieval Architecture

## **ARCH 635 Seminar in the History of Modern Architecture**

**Course Description:** 3 credits. Required for M Arch [degree + 109 credits].  
Advanced investigation of historical problems in modern architecture.

### **Course Goals & Objectives:**

- Students will ascertain the major principles of architectural design in the period 1750-1950.
- Students will learn to apply these principles to the design of contemporary architecture.
- Students will develop facility in the design of building facades, plans and sections.
- Students will improve graphic skills.
- Students will learn to work in teams.
- Students will learn to seek historical precedents through understanding the major issues that preoccupied an entire generation of architects.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
C.1 Collaboration

### **Topical Outline:**

Character and the “grand architecture” for public buildings – the lessons of eighteenth-century French academic Neoclassicism (20%);  
Eclecticism and the lessons of nineteenth-century Romanticism in the age of historical revivals (10%);  
Regular versus irregular symmetry and the lessons of nineteenth-century Romanticism in the age of the picturesque (10%);  
Beaux-Arts design method – cladding and modeling -- the lessons of Gottfried Semper’s and Auguste Choisy’s architectural theories (20%);  
Façade design – trabeation – the lessons of Greek Revival and Modern Concrete frame construction (20%);  
Façade decoration – modeling, sculpture and ornamentation (20%).

### **Prerequisites:**

ARCH 427 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

William Curtis, *Modern architecture since 1900*, Phaidon Press.  
Edward R. Ford, *Details of Modern Architecture*, MIT Press, vol. 1.  
Harry Mallgrave, *Modern Architectural Theory, A Historical Survey*, Cambridge University Press.

### **Offered:**

Annually.

### **Faculty assigned:**

Richard Etlin (F/T)

## **ARCH 654 Urban Development and Design Theory**

**Course Description:** 3 credits. Required for M Arch.

Advanced investigation into the history, theory and practice of urban design, planning and development.

### **Course Goals & Objectives:**

- Students will identify and study those attitudes of urban form, past and present, which, when thoroughly understood, will better prepare us to plan and design cities, sections of cities, urban places and buildings.
- Students will analyze a representative number of antecedents of modern urban form, evaluation them not only from an historian's perspective but also from their personal point of view.
- Students will understand and discuss patterns and processes in which cities have developed, the techniques of planning and designing for urban growth, some idealized concepts of urban form, and some of the tools presently used by urban designers, planners and architects to achieve design success.
- Students will share and communicate their visual, perceptual experiences and attitudes through class discussions and an individual class project or paper.
- Students will develop an urban design and planning vocabulary.
- Students will understand the connections between urban design and planning history, theory and practice throughout the world.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
**C.2 Human Behavior**  
C.6 Leadership  
C.7 Legal Responsibilities  
C.8 Ethics and Professional Judgment  
**C.9 Community and Social Responsibility**

### **Topical Outline:**

History of the city through time and place (40%)  
Definitions, examples and theories of urban form and space (10%)  
Visual and physical perception of the built environment (10%)  
Idealized, theoretical and utopian views of the city (10%)  
Current urban planning and design techniques, vocabulary and projects (15%)  
History as applied to present-day urban design practice (15%)

### **Prerequisites:**

ARCH 401/ ARCH 404 or permission of instructor.

### **Textbooks/Learning Resources:**

See course syllabus.

### **Offered:**

Fall; annually (except for Spring 2009).

### **Faculty assigned:**

Karl F. G. Du Puy, AIA (Professor Emeritus / Adjunct) (Spring 2009, Fall 2009, Fall 2010)

## **ARCH 655 Urban Design Seminar**

**Course Description:** 3 credits. Elective.

Advanced investigation into analysis and evaluation of design of urban areas, spaces and complexes, emphasizing on physical and social considerations; effects of public policies through case studies.

### **Course Goals & Objectives:**

- Students will research and evaluate certain cities, sections (neighborhoods) of cities and specific project areas within the urban context that best illustrate the urban design necessity;
- Students will identify and define those tools(urban renewal, joint development, innovative zoning, adaptive reuse) that the architect/urban designer/planner uses to achieve design success;
- Students will develop an urban design vocabulary;
- Students will understand the connections between the theory and practice of urban design;
- Students will further explicate the relationship between the individual building or building type and the neighborhood or city in which it resides.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
C.1 Collaboration  
C.2 Human Behavior  
C.7 Legal Responsibilities

### **Topical Outline:**

Urban design – definition in theory and practice, and role of history in design (20%)  
Zoning – legal basis, innovative techniques, and role of the government (5%)  
The street – form and the role of the pedestrian and as a transportation corridor (20%)  
The housing dilemma – where, how and at what densities (20%)  
Joint development – the role of government and the private sector (5%)  
Case studies – cities, areas of cities (neighborhoods), plans and personalities (30%)

### **Prerequisites:**

ARCH 654 or permission of department.

### **Textbooks/Learning Resources:**

Class reading list; on-line resources

### **Offered:**

Spring; offered annually.

### **Faculty assigned:**

Matthew Bell (F/T)

## **ARCH 670 Advanced Comprehensive Computer Technology in Architecture**

**Course Description:** 3 credits. Elective.

Comprehensive use of digital design technology. Use of digital modeling and animation to study design alternatives. Methods of representation to convey advanced design concepts and integration of technology.

### **Course Goals & Objectives:**

- Students will develop a digital design methodology integrating digital visualization techniques into the design process.
- Students will develop presentation techniques and design process documentation methods using digital technologies.
- Students will apply effective and efficient digital design methodologies and visualization techniques to the architectural design process.
- Students will explore relationships between digital and physical models through digital methods used as part of the architectural design process.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.8 Ordering System Skills  
A.11 Applied Research  
C.1 Collaboration  
C.6. Leadership  
C.8 Ethics and Professional Judgment

### **Topical Outline:**

Lectures/software demonstrations introducing core concepts (20%)  
Analytical/synthetic exercises utilizing computational applications (30%)  
Development of digital techniques, methods and processes in design media (20%)  
Critical readings (10%)  
Seminar discussions/presentations/critique (20%)

### **Prerequisites:**

ARCH 403/407 and 470 or equivalent.

### **Textbooks/Learning Resources:**

William J. Mitchell and Malcolm McCullough, *Digital Design Media*.  
Malcolm McCullough, *Abstracting Craft*  
Greg Lynn, *Animate Form*

### **Offered:**

Spring; annually.

### **Faculty assigned:**

Michael Ambrose (F/T)

## **ARCH 673 Seminar in Building Culture**

**Course Description:** 3 credits. Elective.

Major themes in the development of architectural building techniques and cultural value systems are developed through lecture, discussion and analysis of seminal readings and buildings.

### **Course Goals & Objectives:**

- Students will explore definitions of technology.
- Students will explore the tasks of architecture and how they are made manifest in building craft.
- Students will explore basic themes in the development of building technique.
- Students will explore basic themes in the development of Western traditions in technology and science as they relate to architecture.
- Students will explore the relationship between cultural conditions and building technique/technology.
- Students will explore strategies and theories of architectural assembly in Western architecture, from Vitruvius to current practice.
- Students will explore seminal criticism of themes in the Western tradition of architectural technology and science.
- Students will demonstrate and apply their knowledge in a project of their own design.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.7 Use of Precedents  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
B.10 Building Envelope Systems  
B.12 Building Materials and Assemblies  
C.1 Collaboration  
C.2 Human Behavior

### **Topical Outline:**

Material realization of architectural ideas, beginning with Vitruvius and extending through current practice.(50%).

Major themes in development of Western architectural building techniques and value systems (50%).

### **Prerequisites:**

ARCH 403/407 or equivalent.

### **Textbooks/Learning Resources:**

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Amy Gardner (F/T) (Fall 2009)  
Madlen Simon (F/T) (Fall 2010)

## **ARCH 674 Seminar in Regionalism**

**Course Description:** 3 credits. Elective.

Regional characteristics of culture, climate, and landscape as determinants of world architecture.

### **Course Goals & Objectives:**

- Students will understand how culture affects architectural/urban design decisions.
- Students will understand how landscape, climate and resource availability affect design decisions.
- Students will develop a cross-cultural viewpoint and explore the role of the architect in cross-cultural situations.
- Students will be introduced to architecture in many parts of the world, particularly in non-Western countries.
- Students will be introduced to regionalist architectural theory.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

A.2 Design Thinking Skills

A.5 Investigative Skills

A.7 Use of Precedents

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

C.2 Human Behavior

C.8 Ethics and Professional Judgment

### **Topical Outline:**

Determinants of vernacular architecture. (20%)

Vernacular architecture as a source of precedents. (10%)

Theories of "regionalism" and "critical regionalism". (15%)

Landscapes and cultural landscapes. (10%)

Culturally defined space perception. (5%)

The meaning of tradition (10%)

Politics, power and colonialism. (5%)

Economic systems and appropriate technology. (5%)

Architects in a global context. (10%)

Contemporary cross-cultural issues in practice. (10%)

### **Prerequisites:**

ARCH 600 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

Readings available on ELMS Blackboard.

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

William Bechhoefer (Professor Emeritus)

## **ARCH 700 Advanced Urban Design Studio VII**

**Course Description:** 6 credits. Required for 4+2 M Arch.

Studio problems and theories of urban design ranging from high density urban in-fill to suburban and greenfield development, introducing contextualism, neo-traditional design, transit-oriented development, sustainability, and building typology.

### **Course Goals & Objectives:**

- Students are introduced to design at the scale of the city, and the application of historical lessons to contemporary issues.
- Students develop the ability to understand and manipulate the relationship between the individual building, or building program, and the pressures of a surrounding urban context.
- Students are introduced to cultural differences between Western European urban traditions and those that evolved in the United States.
- Students are introduced to regional, technical and typological issues in urban and building form.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.5 Investigative Skills  
A.6 Fundamental Design Skills  
**A.7 Use of Precedents**  
A.8 Ordering System Skills  
A.9 Historical Traditions and Global Culture  
B.3 Sustainability  
B.4 Site Design  
**C.1 Collaboration**  
C.2 Human Behavior  
**C.3 Client Role in Architecture**  
**C.9 Community and Social Responsibility**

### **Topical Outline:**

Urban design problems at a variety of scales and cultural settings. (40%)  
Influence on existing sites of physical and cultural contexts. (25%)  
Typological and paradigmatic features of building programs. (20%)  
Application of architectural design problem-solving techniques to issues of context and architectural form. (15%)

### **Prerequisites:**

ARCH 600 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

Class presentation and lectures; field trips.

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Matthew Bell (F/T) (Fall 2008 and 2009)  
Matthew Bell (F/T) and Steven Hurtt (F/T) (Fall 2010)



## **ARCH 770 Professional Practice**

**Course Description:** 3 credits. Required for M Arch.

Project management, organizational, legal, economic and ethical aspects of architecture.

### **Course Goals & Objectives:**

- Students will develop an awareness of the issues, ideas, individuals, groups and resources that, collectively, contribute to building projects and have defined that nature of architectural practice.
- Students will gain an understanding of the nature of a profession in society; its role, expectations and obligations.
- Students will understand the various types and characteristics of firms and other entities that are engaged in (1) professional practice in the United States, and (2) the delivery of architectural services.
- Students will understand the legal basis and relevance of (1) “public health, safety and welfare”, (2) building codes, zoning and subdivision requirements, (3) aesthetic regulations and design review processes, and (4) statutory requirements for licensure.
- Students will be able to construct a philosophical basis for making ethical choices in guiding one’s moral choices and long-term professional development.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

**B.7 Financial Considerations**

**C.3 Client Role in Architecture**

**C.4 Project Management**

**C.5 Practice Management**

**C.6 Leadership**

**C.7 Legal Responsibilities**

**C.8 Ethics and Professional Judgment**

C.9 Community and Social Responsibility

### **Topical Outline:**

Firm culture and teamwork; what it means to be a professional; ethics; social responsibilities (10%)

Legal issues in practice (10%)

Marketing and design; proposals; communications; fees (10%)

Firm, project and time management; architects’ administrative roles (10%)

Financial management, or, the real “green” architecture (10%)

Architect-client relations; the regulatory environment; building codes, zoning ordinances (10%)

Leadership: project, firm, community, and society (5%)

Risk management; professional liability insurance; issues with BIM, IPD and green design (10%)

Construction cost control, building cost, value engineering, life-cycle cost (10%)

The firm; emerging models for practice; women in architecture, RFP responses (10%)

Interviews, resumes, portfolio (5%)

### **Prerequisites:**

ARCH 600 or permission of department. Architecture majors only.

### **Textbooks/Learning Resources:**

Pressman, Andrew. *Professional Practice 101: Business Strategies and Case Studies in Architecture*. 2d ed. Hoboken, NJ: John Wiley & Son, 2006

AIA Contract Documents – Student Edition, Version 4.3

### **Offered:**

Fall only; offered annually.

### **Faculty assigned:**

Albert Rubeling (Adjunct) (Fall 2008)

Andrew Pressman (Adjunct) (Fall 2009 and Fall 2010)

## **ARCH 797 Thesis Proseminar**

**Course Description:** 3 credits. Required for M Arch.  
Directed research and preparation of thesis program.

### **Course Goals & Objectives:**

- Students will identify a thesis project, expose and discuss its inherent theoretical and practical issues, collect site and program data, and analyze the findings of that research.
- Students will generate viable design concepts that explore alternative design approaches that can form the basis for the design effort of the thesis semester.
- Students will produce a thesis document that discusses issues and ideas raised by the project; discusses the site, building type and programmatic requirements of the selected site; identifies, analyzes and graphically presents studies of relevant program/site precedents; illustrated preliminary design concepts that verify a reasonable “fit” between site and program and represent differing design strategies; acts as a reference manual for the design project during the thesis studio; and, constitutes the M Arch Thesis Document when the conclusion chapter and final design drawings and models, produced in ARCH 798 and ARCH 799, are added.

### **Student Performance Criteria addressed:**

A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
**A.5 Investigative Skills**  
A.6 Fundamental Design Skills  
A.7 Use of Precedents  
A.8 Ordering Systems Skills  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
**A.11 Applied Research**

**B.1 Pre-Design**  
B.2 Accessibility  
B.3 Sustainability  
B.4 Site Design  
B.5 Life Safety  
C.2 Human Behavior  
**C.7 Legal Responsibilities**  
**C.8 Ethics and Professional Judgment**  
C.9 Community and Social Responsibility

### **Topical Outline:**

Exploration and codification of theoretical and practical aspects of design as a guide to the independent work of the student. (33%)  
Consideration of site and program, the city/suburb, the natural and cultural landscape, and the role of architecture/urban design in society. (33%)  
Consideration of social, political, cultural, legal and economic bases of architecture and urban design. (33%)

### **Prerequisites:**

ARCH 601. Architecture majors only.

### **Textbooks/Learning Resources:**

Varies based upon student thesis proposition.

### **Offered:**

Fall and spring.

### **Faculty assigned:**

Brian Kelly (F/T) (Fall 2008, Fall 2009, Fall 2010)  
B. D. Wortham-Galvin (F/T) (Spring 2009)  
Ralph Bennett (Adjunct) (Spring 2010)

## **ARCH 798 Thesis in Architecture**

**Course Description:** 3 credits. Required for M Arch.

Complements the research of ARCH 799, with presentation of the design research to student's thesis committee.

### **Course Goals & Objectives:**

- Students will demonstrate the ability to work in a timely manner, meeting all conceptual, thematic and technical requirements as outlined for the four thesis committee review critiques.
- Students will demonstrate competence at all design scales (urban, landscape and site design, architectural design, including the integration of building technologies and detail) through the production of a set of drawings and models that fully describe the thesis design.
- Students will publicly defend the thesis design before the thesis committee, faculty and invited guests.
- Students will produce for the thesis document a fully developed final design that documents the student's thesis design, and discusses how the design makes conclusions that validate or invalidate the initial premises of the ARCH 979 document.

### **Student Performance Criteria addressed:**

A.1 Communication Skills	B.3 Sustainability
A.2 Design Thinking Skills	B.4 Site Design
A.3 Visual Communication Skills	B.5 Life Safety
A.4 Technical Documentation	B.8 Environmental Systems
A.5 Investigative Skills	B.9 Structural Systems
A.6 Fundamental Design Skills	B.11 Building Service Systems
A.7 Use of Precedents	B.12 Building Materials and Assemblies
A.8 Ordering System Skills	C.2 Human Behavior
A.9 Historical Traditions and Global Culture	C.3 Client Role in Architecture
A.10 Cultural Diversity	C.6 Leadership
A.11 Applied Research	C.7 Legal Responsibilities
B.1 Pre-Design	C.8 Ethics and Professional Judgment
B.2 Accessibility	C.9 Community and Social Responsibility

### **Topical Outline:**

Developing an understanding of building technologies appropriate to thesis proposition (25%)

Integration of building technologies appropriate to thesis proposition (25%)

Materiality, building tectonics and detail as integral to the thesis proposition (25%)

Completion of Thesis Document (25%)

### **Prerequisites:**

ARCH 797, permission of department and 3.0 GPA overall. Co-requisite: ARCH 799. Architecture majors only.

### **Textbooks/Learning Resources:**

Varies based upon student thesis proposition

### **Offered:**

Fall and spring.

### **Faculty assigned:**

Gary Bowden (Adjunct) (Fall 2008)  
Brian Kelly (F/T) (Spring 2009 and Spring 2010)  
B. D. Wortham-Galvin (F/T) (Fall 2009)  
Ralph Bennett (Adjunct) (Fall 2010)

## **ARCH 799 Master's Thesis Research**

**Course Description:** 6 credits. Required for M Arch.

Development of master's thesis. Repeatable to a maximum of six credits, provided the content is different.

### **Course Goals & Objectives:**

- Students will demonstrate the ability to work in a timely manner, meeting all conceptual, thematic and technical requirements as outlined for the four thesis committee review critiques.
- Students will demonstrate competence at all appropriate design scales (urban, landscape and site design, architectural design, including the integration of building technologies and detail) through the production of a set of drawings and models that fully describe the thesis design.
- Students will publicly defend the thesis design before the thesis committee, faculty and invited guests.
- Students will produce for the thesis document a fully developed final design that documents the student's thesis design, and discusses how the design makes conclusions that validate or invalidate the initial premises of the ARCH 979 document.

### **Student Performance Criteria addressed:**

A.1 Communication Skills

**A.2 Design Thinking Skills**

A.3 Visual Communication Skills

A.4 Technical Documentation

A.5 Investigative Skills

A.6 Fundamental Design Skills

A.7 Use of Precedents

A.8 Ordering Systems Skills

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

A.11 Applied Research

**B.1 Pre-Design**

B.2 Accessibility

B.3 Sustainability

B.4 Site Design

B.5 Life Safety

B.8 Environmental Systems

B.9 Structural Systems

B.10 Building Envelope Systems

B.11 Building Service Systems

B.12 Building Materials and Assemblies

C.2 Human Behavior

**C.3 Client Role in Architecture**

**C.6 Leadership**

C.7 Legal Responsibilities

C.9 Community and Social Responsibility

### **Topical Outline:**

Pre-design(10%)

Schematic design (10%)

Design development (20%)

Exploration of architectural ideas through an appropriate level of design development (30%)

Preparation for thesis committee meetings and committee meetings (10%)

Public Presentation (20%)

### **Prerequisites:**

ARCH 797 and 3.0 GPA overall. Co-requisite: ARCH 798. Architecture majors only.

### **Textbooks/Learning Resources:**

Varies based on student thesis proposition

### **Offered:**

Fall and spring semesters.

### **Faculty assigned:**

Gary Bowden (Adjunct) (Fall 2008)

Brian Kelly (F/T) (Spring 2009 and Spring 2010)

B.D. Wortham-Galvin (F/T) (Fall 2009)

Ralph Bennett (Adjunct) (Fall 2010)

2. Faculty Resumes

**Mouzayan al Khalil**

**Courses Taught:**

ARCH 460 Site Analysis and Design

**Educational Credentials:**

Master of Landscape Architecture, Rhode Island School of Design 1999-2002 (Degree 2002)  
Bachelor of Fine Art, Lebanese American University 1994-1998 (Degree 1998)

**Teaching Experience:**

Lecturer, Architecture Program, University of Maryland, 2008  
Graduate Assistant, Landscape Architecture Program, Rhode Island School of Design, 2001

**Professional Experience:**

Senior Landscape Designer, Olin, Landscape Architects and Urban Designers, Philadelphia, PA, 2005 – present  
Landscape Designer, Stone Hill Design Associates Inc., Landscape Architects, Baltimore, MD 2004-2005  
Landscape Designer, Architerra, Landscape Architects, Cape Cod, MA 2003-2004  
Design Consultant, Martha Schwartz, Landscape Architects, Cambridge MA, 2003-2005  
Design Consultant, Mikyoung Kim Design, Landscape Architects, Brookline MA, 2002-2003

**Licenses/Registration:**

**Selected Publications and Recent Research:**

“Cutting Through the Modernist Idiom: Alvar Aalto”, Link: A Critical Journal on the Arts, Fall 2005  
“Landschaftsarchitektur in den USA”, Olin Partnership Interview, Garten + Landschaft, April 2007  
Architerra Advertisement Design, Spring Home and Garden, Enterprise Publishing of Cape Cod,

**Selected Professional Projects**

Yale University School of Management, New Haven CT, Project Manager, Olin, 2008  
Brooklyn Atlantic Yards Barclay Center, Brooklyn NY, Project Team Member, Olin, 2007  
Grand Avenue, Los Angeles CA, Project Team Member, Olin 2006  
Pennsylvania Academy of Fine Arts Streetscape, Philadelphia PA, Project Manager, Olin 2008  
Transbay Terminal and Plaza Competition, San Francisco CA, Project Team Member, Olin 2007  
Presidio Main Parade, San Francisco CA, Project Team Member, Olin 2006  
Dallas Trinity Lakes Competition, Dallas TX, Project Team Member, Olin 2006  
Syracuse Connective Corridor Competition, Syracuse NY, Project Team Member, Olin 2006  
Mill River Urban Waterfront Park, Mill River CT, Project Team Member, Olin 2006

**Michael A. Ambrose**

**Courses Taught:**

ARCH 402UG Architectural Design Studio III  
ARCH 401G Graduate Architectural Design Studio II  
ARCH 150 Discovering Architecture - University of Maryland  
ARCH 601 Graduate Topical Design Studio - aesthetics|media|politics  
ARCH 670 Advanced Comprehensive Computer Applications in Architecture Digital Modeling and Animation  
ARCH 404 Graduate Architectural Design Studio I

**Educational Credentials:**

B Arch, Temple University, 1996  
M Arch, Syracuse University, 2001

**Teaching Experience:**

Assistant Professor, University of Maryland, 2005 - present  
Lecturer, University of Maryland, 2004-2005  
Assistant Professor, Syracuse University, 2002-2004  
Adjunct Assistant Professor, Temple University, 2002  
Assistant Professor, Syracuse University, Florence Center, 2001  
Visiting Critic, Temple University, 1998  
Adjunct Assistant Professor, Philadelphia College of Textile and Science, 1997 - 1998  
Instructor, Drexel University, 1997 - 2000

**Professional Experience:**

Partner, Caprioglio Associati USA - Mestre, VE Italy & Washington, DC, 2009 -present  
Project Manager, Phillip D. Kunz Architects, Inc., Philadelphia, PA, 1999 - 2000  
Partner, Paradigm Design– Digital Media Studio, Philadelphia, PA, 1996 - 1997  
Intern Architect, Kunz Gordon Architects, Philadelphia, PA, 1996 -1999

**Licenses/Registration:**

Currently sitting for ARE in Pennsylvania

**Selected Publications and Recent Research:**

Ambrose, Michael A., and Lostritto, Carl, "*Animate Topologies – Blending Media and Architecture*" *Form•Z*, 2007-2008  
- Joint Study Program Report – "Digital Media in the Creative Process". Auto•Des•Sys, Inc., 2009.

*Ambrose, Michael A.*, "Agent Proocateur-BIM and the Design Studio-Questioning Roles of Abstraction and Simulation in Design Education." *ACSA 2009 – Association of Collegiate Schools of Architecture– 2009. Annual Meeting, Portland Oregon - Proceedings: "The Value of Design: design is as the core of what we teach and practice"* March 2009.

*Ambrose, Michael A. and LaCharité, Lisa*, "Representation and Re-Presentation – Emerging Digital Conventions of Architectural Communication." *CAADRIA2008 – The Association for Computer-Aided Architectural Design Research in Asia – International Conference Proceedings. 2008. Conference Chiang Mai, Thailand: "Beyond Computer Aided-Design"* April 2008.

*Ambrose, Michael A.*, "body|form|space Geometric Translations of the Body in Space." *ASCAAD2007 – Arab Society of Computer-Aided Architectural Design – International Conference Proceedings. 2007. Conference Alexandria, Egypt: "Embodying virtual Architecture"*, November 2007.

**Professional Memberships:**

Association for Computer Aided Architectural Design Research in Asia, 2006 - present  
The Association for Computer Aided Design in Architecture, 2003 – present

**William Bechhoefer, FAIA**

**Courses Taught:**

ARCH 674 Seminar in Regionalism

**Educational Credentials:**

M.Arch, Harvard Graduate School of Design, 1967

A.B., Harvard College, 1963

**Teaching Experience:**

Emeritus Professor (2007), Professor, Assoc. Professor, Asst. Professor, Instructor, University of Maryland, 1970-present

Fulbright-Hays Professor, Department of Architecture, Kabul University, Afghanistan, 1973-1974

Professor of Architecture, École des Beaux-Arts, Tunis, Tunisia, 1968-1969

**Professional Experience:**

William Bechhoefer, FAIA, Bethesda, MD, 1996-2005

Member, Alliance for Promoting Good Architecture in Adana, Turkey, 1995-

Overseas Professional Adviser, Project Amasya, Turkey, 1994-

Consulting Architect, Bennett Frank McCarthy Architects, Inc., Silver Spring, MD, 1987-

Partner with Youssof Seraj, Architect, Kabul, Afghanistan, 1973-1974

Principal, William Bechhoefer, AIA, Bethesda, MD, and Washington, DC, 1971-1996

Peace Corps Service: Architect with Sfax-Gafsa Mining Company, Tunis, Tunisia, 1967-1969

**Licenses/Registration:**

Retired (formerly DC, MD, VA)

**Selected Publications and Recent Research:**

Books

*Visions of Place: Regionalism and Architecture*. University of Maryland School of Architecture, Planning, and Preservation, College Park, MD, 2010.

*The Ottoman House*. Stanley Ireland and William Bechhoefer, eds. The British Institute of Archeology at Ankara and the University of Warwick, Coventry, UK, 1998.

Chapters in Books

"Sustainable Development and Eco-Tourism at Bamyan, Afghanistan". Bashir Kazimee, ed., *Heritage and Sustainability in the Islamic Built Environment*. WIT Press, UK, 2011.

"House and Urban Form in Amasya, Turkey: A Paradigm for New Neighborhoods". Stanley Ireland and William Bechhoefer, eds., *The Ottoman House*. The British Institute of Archeology at Ankara and the University of Warwick, Coventry, UK, 1998.

"Devale Village" and "Kabul". Paul Oliver, ed., *Encyclopedia of Vernacular Architecture of the World*. Cambridge University Press, 1997.

"Designing for a Temperate Climate". *Fine Homebuilding Great Houses: Energy-Efficient Houses*, 77-81. Newtown, CT: The Taunton Press, 1993.

"Synagogues". Joseph A. Wilkes, ed., *Encyclopedia of Architecture: Design, Engineering, and Construction*, Volume 4, 754-770. New York: John Wiley and Sons, 1989.

"Contextual Transformations of Traditional Housing in Kabul, Afghanistan". Setha Low and Erve Chambers, ed., *Housing, Culture and Design*, 335-355. Philadelphia: University of Pennsylvania Press, 1989.

**Professional Memberships:**

The American Institute of Architects



**Matthew J. Bell, AIA**

**Courses Taught:**

ARCH 655 Urban Design Seminar  
ARCH 700 Advanced Urban Design Studio VII

**Educational Credentials:**

B Arch, University of Notre Dame, 1983  
M Arch in Urban Design, Cornell University, 1989

**Teaching Experience:**

Lecturer, Cornell University, Ithaca, NY, 1988-1989  
Visiting Critic, University of Miami, Miami, FL, 1991  
Assistant Professor, University of Maryland, College Park, Maryland, 1989-1994  
Associate Professor, University of Maryland, College Park, Maryland, 1995-2007  
Professor, University of Maryland, College Park, Maryland, 2007-present

**Professional Experience:**

Principal, Ehrenkrantz Eckstut & Kuhn Architects, Washington, DC, 2000-present  
President, CADRE Corporation, College Park, MD 2000-present  
Vice President, Restoring Ancient Stabiae (Italy) Foundation, 2006-present  
Senior Urban Designer, Torti Gallas/CHK Architects, Silver Spring, MD, 1994-2000  
Community Architect, King Farm New Town, Rockville, MD 1997-1999  
Shalom Baranes Associates, Washington, DC 1984-1985

**Licenses/Registration:**

District of Columbia  
Maryland  
New York

**Selected Projects:**

***EE&K Architects***

Deanwood Community Center and Library, 2010 -Washington, DC  
George Mason University. Southwest and North Campus Sector Plans, 2005-2009 - Fairfax, VA  
St. John's College Master Plan, 2008-2009 - Annapolis, MD  
Mediterranean Institute for Biotechnology, 2008 - Benevento, Italy  
Crown Farm (Aventiene) Master Plan and New Town, 2005-2006 - Gaithersburg, MD

***Restoring Ancient Stabiae Foundation***

Master Plan for the Archeological Park at Stabiae (with L. Varone and T. Howe)  
Castellammare di Stabia, Italy 2001 to 2010

**Selected Honors and Awards**

Gerald Hines ULI Competition, 2010 (finalist), 2009 (Honorable Mention)  
Faculty advisor for the University of Maryland- Interdisciplinary student team  
National Honor Award for Regional and Urban Design, American Institute of Architects  
The Aventiene (Crown Farm), Gaithersburg, MD), 2007

**Professional Memberships:**

The American Institute of Architects  
Congress for the New Urbanism  
District of Columbia Building Industry Association

**Ralph Bennett, AIA, LEED AP**

**Courses Taught:**

ARCH 418M Measuring Sustainability  
ARCH 797 Thesis Proseminar  
ARCH 798 Thesis in Architecture  
ARCH 799 Thesis Research

**Educational Credentials:**

BA, Princeton University, 1961  
MFA, Princeton University, 1966

**Teaching Experience:**

Assistant Professor, Harvard University, 1972 - 77  
Instructor, Associate Professor, Professor, Prof. Emeritus, University of Maryland, 1977 - 2008

**Professional Experience:**

Bennett Frank McCarthy Architects, Inc.; Silver Spring, Maryland; President, 1989 - present  
Ralph Bennett Architect, an Office of Tully and Ingersoll Architects; Silver Spring, Maryland;  
Principal, 1984-89  
Massdesign Architects and Planners, Inc., Cambridge, MA, Silver Spring, MD; Principal, 1972-83  
Sert Jackson and Associates; Cambridge, Massachusetts, 1969-70  
Kallmann & McKinnell, Boston, Massachusetts, 1966-69, 1970-1972

**Licenses/Registration:**

Massachusetts, Maryland, Virginia, Delaware, NCARB Certificate

**Selected Buildings as Principal Architect**

Public Library, Mt. Rainier, MD, schematics to date, continuing consultancy, 2002 - present  
Raphael House, Rockville, Maryland; 30 unit group home for the elderly, 1989  
Belmont Glen, Prince William County, Virginia; 168 apartments, 1987  
Mary's House, Rockville Maryland; 15 room group home for the elderly in converted , 1984  
Dan-Mar Mfg. Co., Owings Mills, Maryland; with Henry Myerberg; 30,000 sf warehouse/office building, 1980  
Massanutten Manor, Strasburg, Virginia; 112 unit housing for elderly persons, 1979  
Louis W. Foxwell, Sr. Memorial Community, Baltimore, Maryland; 155 unit midrise housing for deaf persons, 1979  
Kirkwood House, Baltimore, Maryland; 261 unit housing for elderly persons, 1976  
Stephen Steriti Skating Rink, Boston, Massachusetts; Public Skating Rink in Boston's North End, 1972

**Selected Publications and Recent Research:**

"Residential Architecture: Shaping our Homes and Communities", a chapter on housing in Architecture: Celebrating the Past, Designing the Future, the 150th Anniversary Book for the American Institute of Architects, with Michael Pyatok, 2008  
Affordable Seniors Housing Handbook, Warren Gorham & Lamont, (annually republished) 1996-2005; Chapter on Design Issues  
Architectural Graphic Standards, John Wiley, 10th Edition, 2000; 10 pages on housing design  
Making Towns: Principles and Techniques, Univ. of Md. School of Architecture, 1994; Chapter "Five Unconventional Small Settlements in Maryland"

**Professional Memberships:**

The American Institute of Architects  
Congress for the New Urbanism  
USGBC Maryland

**Michael Binder**, LEED AP, Assoc AIA

**Courses Taught:**

ARCH 411 Technology II  
ARCH 412 Technology III  
ARCH 418A Selected Topics in Architecture: Sustainable Urbanism  
ARCH 601 Graduate Studio  
ARCH 611 Advanced Architectural Technology Seminar

**Educational Credentials:**

BS in Physics, University of Virginia, 1983  
MS in Physics, University of Wisconsin, 1985  
MS in Mechanical Engineering, University of Michigan, 1988  
M Arch, University of Maryland, 2006

**Teaching Experience:**

Graduate teaching assistant for ARCH 400UG, Fall 2006  
Lecturer, University of Maryland, 2008 - 2010

**Professional Experience:**

2008-present: Architect, Meditch-Murphey Architects: Chevy Chase, MD.  
2006-2008 : Intern Architect, Gardner Mohr Architects: Chevy Chase, MD.  
2005 : Research Intern, Sustainable Design Group, Inc.: Gaithersburg, MD.  
2004-2007 : Architecture Team Leader for the UM 2005 Solar Decathlon Team.  
1989-2001 : Propulsion Technology Engineer, Analex Corp & other NASA contractors.  
1988 : Senior Associate Engineer, IBM Corporation : Charlotte, NC.

**Selected Projects**

2008 – Bethesda Zero House – Bethesda, MD: A net-zero energy single family dwelling – submitted for LEED-H certification, .Meditch Murphey Architects – project Architect.

2007 University of Maryland LEAFHouse - Preliminary Design Team, Professional Mentor. (LEAFHouse was awarded Second Place in the 2007 Solar Decathlon sponsored by U.S. Dept of Energy, placing ahead of all other U.S. universities.)

2005 University of Maryland Solar Decathlon House - Architectural Team Lead

**Research, Scholarly, and Creative Activities**

Jankovsky, A., Fulton, C., Binder, M., Maul, W. and Meyer, C., "Real-Time Sensor Validation, Signal Reconstruction, and Feature Detection for an RLV Propulsion Testbed", NASA TM 1998-208807, October 1998.

Binder, M., "RL10A-3-3A Rocket Engine Modeling Project", NASA TM 107318, Jan. 1997

Binder, M., "A Transient Model of the RL10A-3-3A Rocket Engine", AIAA-95-2968, July 1995.

Binder, M. and Felder, J., "Predicted Performance of An Integrated Modular Engine System", AIAA 93-1888, June 1993.

**Professional Memberships:**

The American Institute of Architects – Associate Member

**Wouter Boer**

**Courses Taught:**

ARCH 445 Visual Analysis of Architecture

**Educational Experience:**

M Arch, University of Notre Dame. 2003

B Arch, Unitec Institute of Technology, Auckland New Zealand, 2001

**Academic Experience:**

Lecturer, University of Maryland, 2009

Adjunct Professor, University of Maryland, 2008

Teaching assistant, University of Notre Dame, 2001-2003

Teaching Assistant, Unitec Institute of Technology, 1999 - 2001

**Professional Experience:**

David Jones Architects, Washington DC 2003-present

Salmond Reed Architects, Auckland New Zealand 2000-2002

**Selected Professional Projects:**

Tonkel residence, Georgetown WDC, 2006-2009

Helmig Residence, Bethesda Maryland, 2006-2008

Ruesch Residence, Eastern Shore Maryland, 2004-2008

Pires Residence, Dewey Beach Maryland, 2003 - 2008

**Honors and Awards:**

Palladio Award given to Pires Residence, with David Jones Architects, 2008

Full Tuition Scholarship awarded to attend M Arch degree program at the University of Notre Dame, 2001

Honors received for studio work, Unitec Institute of Technology, 1997

**Carl Bovill, RA, NCARB**

**Courses Taught:**

ARCH 410 Technology I, Materials and Methods of Construction, Codes & Climate Design  
ARCH 611 Advanced Architectural Technology Seminar  
ARCH 413 Technology IV, Mechanical and Electrical Equipment  
ARCH 461 Sustainability in Architecture  
ARCH 403G Architecture Studio IV

**Educational Credentials:**

BS, Mechanical Engineering, University of California, Santa Barbara, 1969  
MS, Mechanical Engineering Thermal Systems, University of California, Berkeley, 1970  
M Arch, University of Hawaii, Honolulu, 1976

**Teaching Experience:**

Assistant Professor, University of Tennessee School of Architecture, 1984 -1990  
Associate Professor, California Polytechnic State University School of Architecture, 1990 - 1992  
Associate Professor, University of Maryland School of Architecture, 1992 - present

**Professional Experience:**

Institute of Environmental Stress, University of California, Santa Barbara, 1970 - 1973  
Interactive Resources, Inc., Architecture and Engineering, Point Richmond, CA. 1976 - 1984  
Maryland Green Building Council, 2001 - 2003

**Licenses/Registration:**

Hawaii  
NCARB Certificate

**Selected Publications and Recent Research:**

**Books**

*Fractal Geometry in Architecture and Design*, Birkhauser, Boston, 1996  
*Architectural Design, Integration of Structural and Environmental Systems*, Van Nostrand Reinhold, New York, 1991.

**Articles and Papers**

"The Doric Order as a Fractal," Nexus Network Journal, Volume 10, Number 2, Birkhauser Verlag, 2008.  
"The Energy Simulation Process," ACSA East Regional Conference, Catholic University, Washington DC, 2007.  
"Nature's Geometry," Featured Speaker at Eco Wave 2006 Conference on Green Design, San Francisco, 2006.  
"Fractal Geometry in Architecture and Design," Invited Speaker at FRACTARO 04, The First International Conference on Fractal Foundations for XXI Century Architectural and Environmental Design, Madrid, Spain, 2004.  
"The Philip Merrill Environmental Center," Society of Building Science Educators Retreat, Waycross, Indiana, 2003.  
"Fractal Geometry as Design Aid," Journal of Geometry and Graphics, Volume 4, Nol, 71-78, 2000.  
"A Fractal Analysis of Classical Ornament," Millennial Open Symposium on the Arts and International Computing Conference, University of Washington, Seattle, Washington, 2000.

**Professional Memberships:**

Society of Building Science Educators

**Gary A. Bowden, FAIA**

**Courses Taught:**

ARCH798 Thesis in Architecture  
ARCH799 Master's Thesis Research

**Educational Credentials:**

B Arch, Howard University, 1963  
M Arch, Carnegie Mellon University, 1967

**Teaching Experience:**

Instructor, Hampton University, 1967-1970  
Professor of the Practice, University of Maryland, College Park, 2001-2008

**Professional Experience:**

RTKL Associates Inc., Baltimore, MD, 1970-present  
Hampton University, Hampton, VA, 1967-70  
Skidmore, Owings and Merrill, New York, NY, Summer 1969  
RTKL Associates Inc., Baltimore, MD, Summer 1968  
Pittsburgh Urban Redevelopment Authority, consultant, Pittsburgh, PA, 1966-67  
Transportation Research Institute, Carnegie Institute of Technology, Urban Design Consultant Team, Pittsburgh, PA, Summer 1966  
Brown & Wright Associates, Washington, DC, 1963-65

**Licenses/Registration:**

Maryland, Virginia

**Selected Projects and Awards**

*Black Box of Meaning and Memory*, Reginald F. Lewis Maryland Museum of African American History and Culture, opened 2004.  
The Avenue at White Marsh, Certificate of Merit, International Council of Shopping Centers, 1999  
Congressional Plaza, Certificate of Merit, International Council of Shopping Centers, 1996  
Old San Juan Waterfront, AIA Citation for Excellence in Urban Design, 1991  
Cumberland Mall, Certificate of Merit, International Council of Shopping Centers, 1991  
Cumberland Mall, Co-Winner, Renovated Enclosed Mall over 1 Million SF, Monitor Centers and Stores of Excellence, 1991  
Erin Mills Town Centre, Honorable Mention, Monitor Centers and Stores of Excellence, 1990  
Citation for Leadership, Howard University, 1989  
Owings Mills Town Center, Award of Excellence, American Institute of Steel Construction, 1987  
Polo Park, Design Award, International Council of Shopping Centers, 1987  
Woodbine Centre, Honor Award, Society of Environmental Graphic Designers, 1987  
Owings Mills Town Center, Award of Excellence, Society of Environmental Graphic Designers, 1987  
White Marsh Mall, Architectural Award of Excellence, American Institute of Steel Construction, 1983  
Suburban Square Shopping Center Renovation, Merit Award, Baltimore Chapter/AIA, 1980  
Beachwood Place, Merit Award, Baltimore Chapter/AIA, 1980  
Paramus Park Shopping Center, Architectural Award of Excellence, American Institute of Steel Construction, 1974

**Professional Memberships:**

Fellow, The American Institute of Architects  
Urban Land Institute  
International Council of Shopping Centers

**Adam Bridge**, LEED AP

**Courses Taught:**

ARCH 402UG Architecture Studio III

**Educational Credentials:**

BA, Art History and Philosophy, Rutgers University, 1997  
M Arch, University of Maryland, 2000

**Teaching Experience:**

Teaching Assistant, University of Maryland, 1998-2000  
Lecturer, Maryland Institute College of Art, 2007  
Lecturer, University of Maryland, 2008  
Lecturer, Morgan State University, 2010

**Professional Experience:**

Intern, Torti Gallas and Partners, Silver Spring, MD, 1998-1999  
Intern, Treacy Eagleburger Architects PC, Washington DC, 1999-2000  
Associate, Ayers/Saint/Gross, Architects and Planners, Baltimore MD, 2001-Present  
Principal, Alter Urban LLC, Baltimore MD, 2006-Present

**Selected Projects**

2007 GLEASON LIBRARY, THE UNIVERSITY OF ROCHESTER Renovation/Interior  
Project Designer

22,000 SF of collaborative learning space, computer store and new entry  
2007 UNIVERSITY OF NOTRE DAME CAMPUS PLAN UPDATE South Bend, IN  
Project Designer

Physical plan for 8-year capital outlay  
2004 - 2008 MONTICELLO VISITOR CENTER New Construction  
Project Designer

48,000 SF of gallery, café, museum shop, and education wing  
2005-2006 RUTGERS UNIVERSITY DESIGN GUIDELINES Multiple Locations, NJ  
Project Designer

Physical, stylistic, and material guidelines for buildings and open space  
2003 - 2004 NORTH HALL, UNIVERSITY OF KENTUCKY New Construction  
Project Designer

**Honors and Awards**

2006 Honor Award, Maryland and Potomac ASLA, Rutgers University Design Guidelines with  
Ayers/Saint/Gross

2006 Finalist, University of Hong Kong Master Plan with Ayers/Saint/Gross

2003 Finalist, Guangzhou University City Master Plan with Ayers/Saint/Gross

1998 Honorable Mention, Louis Sullivan School of the Arts,

1998 Honorable Mention, Channahan, Illinois Town Center

**Professional Memberships:**

LEED AP

**Christopher Calott, AIA**

**Courses Taught:**

ARCH 601 Topical Studio – Urban Design

**Educational Credentials:**

BA, Honors, Brown University, 1983  
Certificate, Institute for Architecture & Urban Studies, 1982  
M Arch, Princeton University, 1987

**Teaching Experience:**

Visiting Professor, University of Minnesota, 1993  
Associate Professor, Auburn University, 1994-1996  
Visiting Professor, University of Miami, 1997  
Lecturer, University of California, Berkeley, 1996-1998  
Studio Coordinator, University of Arkansas Mexico Program, Mexico City, 1999-2002  
Visiting Professor, Instituto Superior de Arquitectura y Diseno, Chihuahua, 2005  
Visiting Professor, Universidad Autonoma de Ciudad Juarez, 2006  
Visiting Professor, Centro Metropolitano De Arquitectura, Mexico City, 2008  
Visiting Professor Professor, University of Maryland, 2009  
Visiting Professor, ISTHMUS, Panama City, 2006 and 2009  
Adjunct Professor, University of New Mexico, 2007-present  
Professor-in-Practice, University of New Mexico, 1998-2005

**Professional Experience:**

Intern, Michael Graves Architect, FAIA, Princeton, NJ, 1984-1985  
Project Designer, Arthur Erickson Architects, FAIA, Los Angeles, 1985-1986  
Lead Designer, Antoine Predock Architect, FAIA, Albuquerque, NM, 1987-1991  
Principal, Christopher Calott Architecture/urban Design, Los Angeles, 1992-2000  
Partner, INFILL SOLUTIONS: Development, Albuquerque, NM, 2001-present  
Principal, Calott + Gifford Architecture/Urban Design, Albuquerque, NM, 2000-present

**Licenses/Registration:**

California  
New Mexico

**Selected Publications and Recent Research:**

*The County Seat Courthouse Square, (Association of Collegiate Schools of Architecture, 1995)*  
*From Regionalism to WalMart, (Savanah College of Art & Design, 1999)*  
*Civil Regionalism, (Association of Collegiate Schools of Architecture, 2000)*  
*Border Studios, (Association of Collegiate Schools of Architecture, 2001)*  
*An Anatomy of the Border, (Association of Collegiate Schools of Architecture, 2004)*  
*FRONTERA/BORDER: Border Crossing at Anapra, Chihuahua – Sunland Park, New Mexico, (Arquine, 2005)*  
*Re-Construction of the Plaza Juarez, Ciudad Juarez, (Arquine, 2006)*  
*Urban Interlopers, (Metropolis, 2008)*  
*“Return to Common Ground” in The Plazas of New Mexico, (forthcoming Trinity Press, 2011)*

**Professional Memberships:**

The American Institute of Architects  
National Council of Architectural Registration Boards



**Filippo Caprioglio**

**Courses Taught:**

ARCH 600 Comprehensive Design Studio

**Educational Credentials:**

Degree in Architecture, Istituto Universitario Architettura Venezia, Italy, 1997  
M Arch Syracuse University, 2001

**Teaching Experience:**

Adjunct, IUAV, University of Venice, 1995 – 1999  
Assistant Professor, Syracuse University, 2002 – 2004  
Assistant Professor, Kent State University, 2008 – 2010  
Kea Distinguished Professor, University of Maryland, 2008  
Visiting Critic at several United States Universities  
Several public lectures in various Italian and foreign universities

**Professional Experience:**

Workshop srl Architecture, 1995 – 1999  
Partner, Caprioglio Associati Architects, 1999 - present

**Selected Professional Projects:**

“Il Gufo” retail store outlet, Noventa di Piave, Venice, 2008 (project architect)  
“Candiani Multiplex”, Mestre, Venice, 2007 (project architect with G. Caprioglio and D. Vatta)  
Transformation of an industrial building into eight loft apartments, Mestre, Venice, 2007 (project architect)  
“Ascension Church”, Mestre, Venice, 2006 (project architect with G. Caprioglio)  
Restoration and transformation in a private house of the Palazzo Lezze’s Barchessa, “Casin di Palazzo Lezze” by Baldassarre Longhena, Venice, 2006 (project architect)  
New residential complex for 81 apartments, Mestre, Venice, 2005 (project architect with G. Caprioglio and D. Vatta)  
External and internal renovation and new conference hall addition to an office building complex, Marghera, Venice, 2005 (project architect with G. Caprioglio and D. Vatta)  
Office and residential high-rise tower building, “Porta Marghera”, Marghera, Venice, 2005 (project architect with G. Caprioglio)  
Residential complex “Palazzo Moro”, Mestre, Venice, 2004  
Three new residential buildings for 32 apartments, Asseggiano, Venice, 2003 (project architect with G. Caprioglio and D. Vatta)  
New construction of a residential building for 14 apartments, Favaro Veneto, Venice, 2002 (project architect with G. Caprioglio and C+P)  
New residential building for six apartments, Stra, Venice, 2002 (project architect)

**Licenses/Registration:**

Italy  
European Union

**Selected Publications and Recent Research:**

*21<sup>st</sup> Century Houses, 150 of the world’s best*, “Casin di Palazzo Lezze”, Images Publishing, April 2010, pp. 80 – 84.  
*21<sup>st</sup> Century Interiors*, “Fama Consulting + Kiribiri Lounge Café”, Images Publishing, Jan 2010  
Monograph, Il Poligrafo, ed., *Giovanni Caprioglio Spazio e Contesto, recent works 1997 – 2007* with Dario Vatta and Filippo Caprioglio, 2007.  
Permanent member of the Scientific Committee of the magazine “Metre Idee per una citta’ possibile”, Marsilio Editore, since 2000.

**Jennifer L Carney, AIA**

**Courses Taught**

ARCH 403UG Design Studio IV  
ARCH 402UG Design Studio III

**Educational Credentials:**

B General Studies, University of Maryland, 1988  
M Arch, University of Maryland, 1992

**Teaching Experience:**

Lecturer, University of Maryland, Spring 1995, Spring and Fall 2009  
Lecturer, The Catholic University of America, Fall 2002-2004, Spring and Summer 2010

**Professional Experience:**

Principal, Jennifer L Carney, Architect, Rockville, MD, August 2006 – Present  
Consulting Architect, Treacy & Eagleburger Architects, Washington, DC Sept. 2007 – Present  
Senior Project Architect, Wiedemann Architects, Bethesda, MD, March 2000- August 2006  
Project Architect, Hickok Warner Fox Architects, Washington, DC, December 1997 - March 2000  
Project Architect, Wiedemann Architects, Bethesda, MD, September 1995-December 1997  
Intern Architect, Skidmore, Owings and Merrill, Washington, DC, Dec 1992-August 1995  
Intern Architect, University of Maryland, College Park, Campus Planning Study, Summer 1992  
Real Estate Development Intern, The David Kornblatt Company, Baltimore, MD,  
May 1987- May 1989,

**SELECTED PROFESSIONAL PROJECTS**

Daniel Residence, Potomac MD –Architect, Completed Fall 2009  
Jones Addition, Bethesda, MD- Architect, Completed Fall 2008  
Daniel Addition, Potomac MD- Architect, TBD  
Bella's Place, The Farm, St Michaels, MD – Senior Project Architect, Wiedemann Architects  
Green House, The Farm, St Michaels, MD – Senior Project Architect, Wiedemann Architects  
Prager Residence, The Farm, St Michaels, MD– Senior Project Architect, Wiedemann Architects  
Galleher Residence, Potomac, MD– Senior Project Architect, Wiedemann Architects  
Williams Cottage, Forest Glen, Silver Spring, MD -Senior Project Architect, Wiedemann Architects  
Junkin Residence, Potomac, MD– Project Architect, Wiedemann Architects  
Jamis-Dow Residence, Potomac, MD– Project Architect, Wiedemann Architects  
McGinn Residence, Arlington, VA – Team Project Architect, Wiedemann Architects  
Cranston Cottage, Chesapeake Beach, MD - Project Architect, Wiedemann Architects  
Haddad Residence, Chevy Chase, MD - Project Architect, Wiedemann Architects  
Dence Residence, Glenn Echo, MD - Project Architect, Wiedemann Architects  
Monument II Office Building, Herndon Virginia - Team Project Architect, Hickok, Warner Fox Architects  
GMU Law School, Arlington, VA - Team Intern Architect, Skidmore, Owings and Merrill  
Parkview Housing Project, Beijing China - Team Intern Architect, Skidmore Owings and Merrill  
United States Embassy, Ottawa, Ontario Canada - Team Intern Architect, Skidmore Owings and Merrill

**Licenses/Registration:**

Maryland

**Professional Memberships:**

The American Institute of Architects  
NCARB  
LEED Green Associate

**Rachel Cousart**

**Courses Taught:**

ARCH412 Technology III

**Educational Credentials:**

BA Social Thought & Analysis (Urban & Architectural Studies), Washington University in St. Louis, 2007

BS Civil Engineering, Washington University in St. Louis, 2007

Master of Structural Engineering, Washington University in St. Louis, 2009

Ph.D. Candidate, University of Maryland School of Architecture, Planning, & Preservation, current

**Teaching Experience:**

Teaching Assistant, Washington University in St. Louis, 2004 - 2007

Graduate Teaching Assistant, University of Maryland Historic Preservation Program, 2010

Lecturer, University of Maryland Architecture Program, 2010 - present

**Professional Experience:**

Architectural Associate, Saur & Associates Architects, St. Louis, MO 2006 - 2008

Project Engineer, Restoration Engineering Inc., Fairfax, VA 2009 -present

**Licenses/Registration:**

LEED AP+ Building Design & Construction

**Selected Publications and Recent Research:**

Cousart, R. C. (2009) *Rethinking the Covered Bridge: Modern Applications for Timber* (Master's thesis). Washington University in St. Louis, St. Louis, MO.

Current: Case study analysis of adaptive reuse building projects: social, technical, and economic aspects; graphic statics and simplified engineering methods in modern practice; evolution of common building traditions in the United States.

**Professional Memberships:**

American Society of Civil Engineers

Structural Engineering Institute

Association for Preservation Technology

INTBAU USA

**Kristina Crenshaw**

**Courses Taught:**

ARCH 401UG Architecture Studio II

**Educational Credentials:**

BS Arch, University of Maryland College Park, 2004

M Arch, University of Maryland College Park, 2007

**Teaching Experience:**

Teaching Assistant, University of Maryland School of Architecture, Planning and Preservation,  
Fall 2006

Lecturer, University of Maryland College Park, 2009 - present

**Professional Experience:**

Intern Architect, Knollwood Development, Largo, MD 2004 – 2006

Intern Architect, Wiencek and Associates, Gaithersburg, MD 2007 - 2008

Project Designer, StreetSense, Bethesda, MD 2008 – present

**Selected Projects**

Project Designer, StreetSense, Bethesda, MD 2008 – present

Marriott, Newark, NJ - 100% CD currently under construction

Le Pain Quotidien , 17th St Washington, DC - 100% CD

Mclean Health and Racquet, Mclean, VA - Bid Documents, interior renovation

Springfield Ave, VA - On going planning exercises

Park Potomac, Potomac, MD - Wayfinding

Intern Architect, Wiencek and Associates, Gaithersburg, MD 2007 - 2008

Private Residence, Rehoboth, DE - 100% CD, renovation project

Friendship Prep Academy, Washington, DC - Design Development

Intern Architect, Knollwood Development, Largo, MD 2004 – 2006

1401 Mercantile Lane, Largo, MD - 100% CD, Office Building

Private Residence, Gaithersburg, MD - 100% CD

Community Building Hazel Farms, DE - DD & early CDs

**Awards and Honors:**

AIA School Medal for Excellence in the Study of Architecture, 2007

**David Cronrath, AIA, RA**

**Courses Taught:**

Master of Architecture Thesis Committee Chair  
ARCH 601 Studio

**Educational Credentials:**

B Arch Pennsylvania State University, 1971  
M Arch, University of California-Berkeley, 1976

**Teaching Experience:**

Associate Professor, Temple University, Philadelphia, 1983 - 1994  
Professor and Chair, University of Nebraska-Lincoln, 1994 – 2000  
Visiting Critic, Department of Architecture, Kansas State University., Manhattan, KS., Spring Semesters 1996 & 97.  
Professor and Dean, Louisiana State University, Baton Rouge, 2000 - 2010  
Professor and Dean, University of Maryland, College Park, 2010 - present

**Professional Experience:**

Principal, FRIDAY Architects/Planners Inc., Philadelphia, 1983-1993  
Principal, Murphy Levy Cronrath, Philadelphia, 1980-1983  
Director, The Philadelphia Architects Workshop - A Community Design Center, Philadelphia, 1978-80

**Licenses/Registration:**

Pennsylvania  
Nebraska  
Louisiana  
NCARB Certificate

**Selected Publications and Recent Research:**

"The Art of Art and Architecture", InForm, Spring 2007.  
"120 Blondo Law Office", 34 AR, September 2000.  
"Locating Globalization: Architecture and Identity in the Age of Globalization". Hypomnemata, 2000.  
"The Place of Studio", Oz, Vol.19, 1997.

**Professional Memberships:**

The American Institute of Architects  
National Council of Architecture Registration Boards: Research and Development Committee, Grading Committee, Chair, Committee on Examination, New Vignette Grading Committee, Special Task Force on the Architectural Registration Exam, Architectural Registration Exam Graphics Subcommittee  
AIA Big Firm Roundtable, participant  
NAAB Accreditation: 10 visits  
LSU Museum of Art Advisory Board  
East Baton Rouge Parish Comprehensive Land Use and Development Advisory Committee  
Board Member, Center for Planning Excellence, Baton Rouge, LA  
Nebraska State Board of Examiners for Professional Engineers and Architects, (Secretary 1998-99, Chair from 1999-2000).

**Daniel Curry**, AIA, LEED AP

**Courses Taught:**

ARCH 601 Topical Studio

**Educational Credentials:**

BS Arch, University of Virginia, 1996

M Arch, University of Maryland, 2000

**Teaching Experience:**

Lecturer, School of Architecture, University of Maryland, 2002

Lecturer, School of Architecture, University of Maryland, 2009

**Professional Experience:**

Intern Architect, Richard Meier & Partners, 1995

Intern Architect, Corkill Cush Reeves, 1997-2001

Intern Architect, Moore Architects, 2001-2002

Senior Associate, Ehrenkrantz Eckstut & Kuhn Architects, 2002-2008

Director of Architecture, 3DG Architecture and Design, 2008-2009

Principal, Daniel Curry Architect, PLLC, 2009 - present

**Licenses/Registration:**

Maryland

District of Columbia

Virginia

**Selected Professional Projects**

Yorktown High School, Arlington, VA, Ehrenkrantz Eckstut & Kuhn Architects, 2006-2008

Brightwood Elementary School, Washington, DC, Ehrenkrantz Eckstut & Kuhn Architects, 2002-2006

GSA Regional Office Building, Washington, DC, Ehrenkrantz Eckstut & Kuhn Architects, 2003-2004

Crown Farm Design Guidelines, Gaithersburg, MD, Ehrenkrantz Eckstut & Kuhn Architects, 2005-2006

Crown Farm Community Facility, Gaithersburg, MD, Ehrenkrantz Eckstut & Kuhn Architects, 2005-2006

Kennedy Center Master Plan Study for DC Office of Planning, Washington, DC, Ehrenkrantz Eckstut & Kuhn Architects, 2004

One Washington Park, Newark, NJ, Ehrenkrantz Eckstut & Kuhn Architects, 2004-2007

Private Residence, Falls Church, VA, Moore Architects, 2002

National Evangelical Free Church, Annandale, VA, Moore Architects, 2001-2002

**Honors and Awards**

Boston Society of Architecture Unbuilt Architecture Awards, Exhibit Selection, Chamber of Memory/Dreams 1999

Urban Timepiece Competition, First Place, 1999

Kyle Kaufmann Honorary Scholarship, University of Virginia, 1996

**Professional Memberships:**

The American Institute of Architects

**Matthew J. Daw, PE, LEED® AP**

**Courses Taught:**

ARCH 611 Advanced Architecture Technology Seminar

**Educational Credentials:**

B Arch Drexel University, 1992  
B Civil Engineering, Drexel University, 1993  
Graduate Studies, Columbia University, 1995

**Teaching Experience:**

Mentor, Drexel University, 1998-2001  
Guest Lecturer, University of Pennsylvania, 2000  
Faculty Member, Philadelphia University, 2000  
Guest Lecturer, Johns Hopkins University, 2004  
Guest Lecturer, Clemson University, 2007-2009

**Professional Experience:**

Pakco Industrial Ceramics (ALCOA), Latrobe, PA, 1986 – 1989  
Maida Engineering, Inc., Philadelphia, PA, 1989 – 1994  
Malcolm Pirnie Incorporated, White Plains, NY, 1994 – 1996  
Weiskopf and Pickworth LLP, New York, NY, 1996 – 1997  
Keast & Hood Company, Philadelphia, PA, 1997 – 2001  
Robert Silman Associates, Washington, DC, 2001 – 2005  
Keast & Hood Company, Washington, DC 2005 – present

**Licenses/Registration:**

District of Columbia, Delaware, Florida, Maryland, New Jersey, New York, Pennsylvania, Virginia, Mississippi, West Virginia and Wyoming  
LEED® AP – Accredited Professional, USGBC  
NCEES, National Council of Examiners for Engineering and Surveying, Registered Professional

**Professional Memberships:**

Structural Engineer's Association of Metropolitan Washington, Current Chairman  
ACEC – Federal Procurement Advisory Committee Member  
AIA, DC and Baltimore Chapters, Affiliate Member  
United States Green Building Council, LEED® AP  
American Concrete Institute, International  
American Institute of Steel Construction  
Association for Preservation Technology-DC  
National Trust for Historic Preservation  
Engineers Society of Baltimore, Engineer's Club  
Volunteer, Baltimore Neighborhood Design Center  
Downtown Partnership of Baltimore  
DC Preservation League  
Volunteer, US Lighthouse Society  
Urban Land Institute

**Alistair James Dearie**, AIA, LEED AP, NCARB

**Courses Taught:**

ARCH 479C/679C Culture, Community & Architecture

**Educational Credentials:**

B Arch, University of Maryland, 1999

M Arch, Concentration in Regional and International Studies, University of Maryland, 2001

Urban Design Certificate, University of Maryland

**Teaching Experience:**

Teaching Assistant, University of Maryland, 1999 - 2001

Lecturer, University of Maryland, 2003 - present

**Professional Experience:**

Intern, Greenhorne & O'Mara, Greenbelt, MD, 1994 - 1995

Intern, Lloyd Lamont Design, Herndon, VA, 1995 - 1998

Senior Associate, Ayers/Saint/Gross, Washington, DC 2001 - present

Principal, GriD architects, Mt. Rainier, MD, 2009 - present

**Licenses/Registration:**

Maryland

NCARB Certification

**Selected Projects and Awards**

George Mason University, Art & Design Building, Fairfax, VA (Completed Fall 2009) Project

Architect/Lead Designer

*Honor Award, Fairfax County Exceptional Design Awards, 2010*

*Design Award, AIA Potomac Valley Chapter, 2010*

*Honor Award in un-built category, AIA Baltimore Chapter, 2006*

Gallaudet University, Denison House Renovation, Washington, DC (Completed Fall 2010) Project

Architect/Lead Designer

Universite Internationale di Casablanca, Campus Master Plan + Concept Architecture,  
Casablanca, Morocco (Currently Under Construction) Project Architect/Lead Designer for the  
Concept Architecture

Gallaudet University, Clerc Hall Renovation, Washington, DC (Un-built) Project Architect/Lead  
Designer

Highland House, Upper Tract, WV (Completed Fall 2010) Principal (w/ GriD)

**Selected Publications and Recent Research:**

"Redefining A City's Cultural Identity: A Concert Hall for St. Peter Port, Guernsey" (*Crit*, 2003)

"University of Maryland: A New Kind of Study Abroad" (*Between The Columns*, 2009)

*Making Connections: The DeafSpace Project*(Gallaudet University, 2008/2009)

Celebrating Deaf Culture, Ayers/Saint/Gross Blog-White Paper, September, 2010

Regarding the Clerc Hall Renovation at Gallaudet University, Washington, DC

<http://www.asg-architects.com/2010/09/03/celebrating-deaf-culture/>

**Professional Memberships:**

The American Institute of Architects



**Karl F. G. Du Puy, AIA**

**Courses Taught:**

ARCH 401UG Design Studio II  
ARCH 654 Urban Development and Design Theory  
ARCH 428B History of British Architecture, Urbanism, and Landscape (study abroad)  
ARCH 428F History of French Architecture, Urbanism, and Landscape (study abroad)  
ARCH 448F Selected Topics in Visual Studies  
ARCH 403 UG/G Design Studio IV, study abroad  
ARCH 413 UG/G Technology IV, study abroad

**Educational Credentials:**

Bouwkundig Ingenieur (M.Arch), Delft University of Technology, 1969.  
M.Arch (Honors), University of Pennsylvania, 1967.  
AB, Dartmouth College, 1964.

**Teaching Experience:**

Professor Emeritus, University of Maryland, 2008 – present.  
Professor, University of Maryland, 2002 - 2008.  
Associate Professor, University of Maryland, 1982-2002.  
Indo-American Fellow / Lecturer: School of Planning / Architecture (New Delhi, India), '83.  
Visiting Lecturer and Design Jurist: Centre for Environmental Planning and Technology, Ahmedabad, India and Chandigarh College of Architecture (Chandigarh, India), 1983.  
Assistant Professor, University of Maryland, School of Architecture, 1977-1982.  
Visiting Design Critic / Jurist & Lecturer: The Catholic University of America, University of Virginia, University of Southern California, City College of the City University of New York, Hunter College, and The Institute for Architecture and Urban Studies, New York City, 1972-present.

**Professional Experience:**

Principal, Karl Du Puy, AIA - Architect, Washington, D.C. and New York City, 1972 - present.  
Principal Urban Designer, Mayor's Office of Development, New York, New York, 1977.  
Deputy Director / Principal Urban Designer, Major's Office of Lower Manhattan Development, New York, NY, 1974-1976.  
Senior Urban Designer, Mayor's Office of Jamaica Planning and Development, New York, NY, 1971-1974.  
Urban Designer, Urban Design Group, Department of City Planning, New York, NY, 1969-1971.  
Project Consultant, Provincial / City Planning Board, The Hague, The Netherlands, 1968-1969.  
Draftsman / Architectural Assistant, Murphy Levy Wurman, Architects, Philadelphia, PA, 1965.

**Licenses/Registration:**

New York and Maryland

**Selected Publications and Recent Research:**

As an urban design professional, participated in numerous urban design/planning, research, development, zoning, and transportation studies funded by the City of New York, the City of Rockville, Maryland, the City of Sykesville, Maryland, the Center for Architectural Design and Research, UMD, and the Federal Government (UMTA & HUD), 1969 – present.  
Urban design work reported in numerous books, as well as reviewed and evaluated by critics in numerous professional magazines and newspapers, 1969 – present.  
New town paradigms, 13th, 19th, 20th c. British & French examples, CAPA award, UMD, 1996.

**Professional Memberships:**

The American Institute of Architects  
The Society for American City and Regional Planning History  
Rockville Pike and Town Center Urban Design Review Committee, Professional Advisor

**Francis X. Durkin**

**Courses Taught:**

ARCH 403UG Architecture Studio IV

**Educational Credentials:**

BA, Lehigh University, 1989

M Arch, University of Maryland,, 1995

**Teaching Experience:**

Lecturer, University of Maryland, 2001 - 2003, 2007 - 2009

**Professional Experience:**

The Architects Collaborative, Cambridge, Intern, 1988

Tsoi-Kobus Architects, Cambridge, Intern Architect 1989-1991

O'Neil & Manion Architects, Bethesda, Intern Architect 1994, 1995-1996

Hickok Warner Fox, later Hickok Cole Architects, Washington, Associate, 1996-2006

Square 134 Architects, Founding Partner, Washington, 2006-2010

Francis X Durkin Architectural Design, Arlington, 2010

**Licenses/Registration:**

In progress, Virginia

**Selected Projects**

**PRIVATE CONDOMINIUM: Private Residence**, The Residences at Harbourside – Washington, DC, Duplex condominium; 7,000 sf.2008

**Embassy of Luxembourg & Ambassador's Residence**, The Residences at Harbourside – Washington DC, Architect of Record; 12,000 sf 2008

**MULTI-FAMILY: The Residences at Harbourside** – Washington, DC

Construction Documents & construction administration for seven two-story, luxury residences. (Victor Shargai, designer) 2007

**The Harrison** – Washington, DC Design of a 40,000 sf low-rise rental apartment building at Harrison Street and Wisconsin Avenue NW 2007

**Jubilee Housing – Washington, DC** Renovation of 236 units of affordable housing in seven buildings. Role: Project Designer 2003

**The Corcoran – Washington, DC** 12-unit condominium conversion of apartment building in the Dupont Circle neighborhood. Role: Project Designer 2001

**MIXED-USE: Square 54** – Washington, DC Executive architect's project manager in conjunction with Design

Architect Pelli Clarke Pelli of New York. Role: Senior Project Manager (for the Architect of Record) 2006

**COMMERCIAL OFFICE BUILDING: 1401 New York Avenue, NW** – Washington, DC Design & documentation of reskin of existing office building. Role: Project Architect 2006

**Monument III at Worldgate** – Herndon, VA 175,000 sf office building & parking structure Role: Project Manager and Designer 2006

**777 6th Street, NW** – Washington, DC Project manager and designer of 187,000 sf Class A office building with five levels of below-grade parking in Chinatown. Role: Project Manager 2004

**MASTER PLANNING: Jack Kent Cooke Foundation** – Lansdowne, VA Master planning of site for foundation's new headquarters. Role: Planner 2003

**Selected Publications:**

Solomon, Nancy B. "Conforming to trend, Watergate Hotel complex is becoming condos," *Architectural Record*.

Boniface,Russell."Watergate Hotel to be Converted into Luxury Residences," *AIArchitect*.

**Ronit Eisenbach, RA**

www.roniteisenbach.com

**Courses Taught (Two academic years prior to current visit):**

ARC 101 Principles of Design  
ARC 170 Introduction to the Built Environment  
ARC 403 Grad Design Studio I – Design Fundamentals  
ARCH 478Q/678Q Memory House/Desire House Exhibition Workshop  
ARCH 478G/678G/ARTT498J Study Abroad: Examining Japanese Spatial Constructs through Literature and Architecture  
CPSP218A Sec - 0101 0102 Fall 2009:College Park Scholars Colloquium II: Arts

**Educational Credentials:**

Jr. Year Abroad, Bezalel Academy of Art, Jerusalem, Israel, 1984  
BFA, Rhode Island School of Design, 1985  
B.Arch, Rhode Island School of Design, 1986  
M.Arch, Cranbrook Academy of Art, 1993

**Teaching Experience:**

Visiting Studio Instructor, University of Michigan, 1992  
Assistant Professor, University of Detroit Mercy, 1993-1998  
Tenured Associate Professor, University of Detroit Mercy, 1998-2002  
Visiting Associate Professor, University of Maryland, 2002-2009  
Tenured Associate Professor, University of Maryland, 2009-present

**Director & Curator:**

Kibel Gallery, School of Architecture, Planning & Preservation, 2004-present

**Professional Experience:**

Intern & Design Architect, Payette Associates, Boston, MA, 1986-1990  
Principal, Studio R.E.D. (aka Chimaera Constructions) 1992-present

**Licenses/Registration:**

New York, Maryland, Michigan

**Selected Publications and Recent Research:**

Bonnemaison, Sarah and Eisenbach, *Installations by Architects: Experiments in Building and Design* (Princeton Architectural Press, 2010).  
Terri Sarris and Ronit Eisenbach, "The Radiant Sun: Ruth Adler Schnee, Mid-Century Designer," Documentary Film, Premiere Oct. 2009.  
Eisenbach, "Fast Forward, Play Back: Encouraging Dialogue and Reflection on Detroit," *Journal of Architecture Education* 62/1, September 2008, p 56-63.  
Eisenbach, "Placing Space: Architecture, Action, Dimension," *Journal of Architecture Education* 61/4, May 2008, pp. 76-83.  
Bonnemaison, Eisenbach, Gonzalez, eds. "Installations by Architects: Ephemeral Constructions, Lasting Contributions," *Journal of Architecture Education* 59/4, Special Issue, May 2006.

**Selected Curated Exhibitions**

Bonnemaison, Sarah and Ronit Eisenbach, curators, "Installations by Architects: Building Questions, Building Dialogue," traveling exhibit. Fall 2010-present.  
Eisenbach, Ronit and Jennie Fleming, "Simultaneous Presence: Sculpture at Evergreen 6," Evergreen Museum and Library, Johns Hopkins University, May-Sept 2010.

**Selected Installations:**

*Memory House/Desire House* Installation, Clarice Smith Performing Arts Center, Feb. 2010

**Lester Escobal**

**Courses Taught:**

ARCH 242 Basic Architectural Drawing  
ARCH 448D Drawing and Visualization

**Educational Credentials:**

M Arch, University of Maryland, 1995  
BDArch, University of Florida, 1992

**Teaching Experience:**

Lecturer and Design Jurist, University of Maryland, 1995 – present

**Professional Experience:**

Torti Gallas and Partners Inc., Silver Spring, MD, 1994, 1996-1998, 2005 -present  
RTKL Associates Inc., Washington, DC, 2000 - 2005  
Gensler, Washington, DC, 1998-2000  
Wiedemann Architects, Bethesda, MD, 1998  
Franklin E Grau and Associates, Miami, FL, 1992-1993

**Selected Professional Experience:**

Camana Bay Courtyard Houses and Condominiums, Design Architect, Grand Cayman, Cayman Islands, 2010  
Al Foah, Design Architect, 6 prototype courtyard and family compound houses, Al Ain, UAE, 2009  
Al Wasl Block 123, Project Architect, 70-unit condominium, Riyadh, Saudi Arabia, 2009  
Arabian Canal Townhomes, Design Architect, 5 prototype courtyard houses, Dubai, UAE, 2008  
Downtown Jebel Ali, Project Architect, architectural guidelines, Dubai, UAE, 2008  
Clarksburg Town Center Core, Project Architect, mixed-used center, entitlements/rezoning, architecture, and architectural guidelines, Clarksburg, MD, 2010  
Lionsgate at Woodmont Corner, Staff Architect, 158 unit high-rise condominium, Bethesda, MD, 2006  
North Bethesda Market, Design Architect, 200 unit high-rise condominium, North Bethesda, MD, 2006  
Lofts 14, Lofts 14 II, Cooper Lewis and Metropole condominiums, Project Architect, 245 total units, Washington, DC, 2005  
North Pier, Project Architect, construction administration, 297-units atop a pier, Jersey City, NJ, 2004  
Pentagon Row (Phase One), construction administration, 500-unit mixed-use center, Arlington, VA, 2001  
Skadden, Arps, Slate, Meagher, & Flom, LLP, Staff Interior Designer 225,000 SF, Washington, DC, 2000

**Memberships:**

Associate AIA, DC Chapter, 2000-2005  
CDT (Construction Documents Technologist), Construction Specifications Institute, 2002

**Honors and Awards:**

Lofts 14 (Lofts 14, Lofts 14 II, and Cooper Lewis Condominiums), 2006 AIA DC Chapter Merit in Historic Resources and Washington DC Mayor's Award for Excellence in Historic Preservation  
Van Nice Residence, 2001 AIA/DC Washingtonian Residential Design Award (with Wiedemann Architects)  
Bahçesehir New Town, AIA 2000 Honor Award, Urban design (with Torti Gallas and Partners)

**Richard A. Etlin, FAAR**

**Courses Taught:**

ARCH 635 Seminar in the History of Modern Architecture  
ARCH 478E/678E Seminar in History of Structures: Vaulting  
ARCH 428F/628F Seminar in French Medieval Architecture  
ARCH 226 History of World Architecture II  
ARCH 478W/678W Writing Architecture

**Educational Credentials:**

BA Cum Laude, Princeton University, 1969  
M Arch, Princeton University, 1972  
MA, Princeton University, 1973  
PhD, Princeton University, 1978

**Teaching Experience:**

Assistant Professor, University of Kentucky, 1975-1981  
Assistant Professor, University of Maryland, 1981-1983  
Associate Professor, University of Maryland, 1983-1989  
Professor, University of Maryland, 1989-2000  
Distinguished University Professor, University of Maryland, 2000-present

**Professional Experience:**

Chair, Discipline Screening Committee for Fulbright Scholar Awards in Architecture and City Planning. Council for International Exchange of Scholars, Washington, DC, 1985-1988  
Founder and President, Architectural Arts of Washington, DC, Inc., 1980-1986  
Founding Director, Restoring Ancient Stabiae (RAS), University of Maryland, 1998-2001  
Director, Castellammare di Stabia Urban Revitalization Project (CURP), University of Maryland, 2001-2003

**Selected Publications and Recent Research:**

"Vers une Poétique de l'art du cimetière," *Coré* no. 23 (December 2009), 3-8.  
"Auguste Choisy's Anatomy of Architecture," in *Auguste Choisy (1841-1909): L'Architecture et l'art de bâtir. Actas del Simposio Internacional celebrado en Madrid, 19-20 de noviembre de 2009*, eds. Javier Girón and Santiago Huerta (Madrid: Instituto Juan de Herrera, 2009), 151-81.  
"Génesis y estructura de las bóvedas de Arles," in *Actas del Sexto Congreso Nacional de Historia de la construcción*, Valencia, October 21-24, 2009, ed. Santiago Huerta et al. (Madrid: Instituto Juan de Herrera, 2009) 2 volumes: 1: 425-34.  
"Serial Barrel Vaults, Inverted Arches, and Rings: A Neglected Family of Structural Forms," in *Proceedings of the Third International Congress on Construction History*, Cottbus, May 20-24, 2009, ed. Karl-Eugen Kurrer, et al. (Cottbus: Brandenburg University of Technology, 2009), 3 vols. 2 : 543-51.  
*Symbolic Space: French Enlightenment Architecture and Its Legacy* (University of Chicago Press, 1994, paperback 1996).  
:International Architecture Book Award, American Institute of Architects, 1995.

**Professional Memberships:**

Fellow of the American Academy in Rome

**Selected National Fellowships**

Samuel H. Kress Foundation Travel Grant (2009)  
National Endowment for the Humanities Fellowship for University Professors (1998-99)  
Guggenheim Fellowship (1985-86)  
American Academy in Rome, Fellow in Italian Studies (National Endowment for the Humanities Post-Doctoral Fellowship) (1980-81)

**Cynthia R. Field, Ph.D**

**Courses Taught:**

ARCH 426 Fundamentals of Architecture

**Educational Credentials:**

B.A., Bryn Mawr College, 1963  
M.A. Columbia University, 1967  
Special Student, Harvard University 1967-69  
Ph.D. Columbia University, 1974

**Teaching Experience:**

Adjunct Faculty, Georgetown University School of Continuing Studies, Master of Professional Studies in Real Estate, 2010  
Lecturer, Catholic University School of Architecture, 2009, 2010  
Adjunct Professor, Joint Smithsonian/Corcoran College of Art and Design Master's in the History of Decorative Arts, 2005-2008  
Faculty, Parson's School of Design/Smithsonian Master's of the History of Decorative Arts, 1998-2005  
Adjunct Faculty, George Washington University Department of American Studies, 1974 - 76

**Professional Experience:**

Architectural Historian Emeritus, Smithsonian Institution, 2006- present  
Co-Chair, Latrobe Chapter of the Society of Architectural History Bi-Annual Conference, 2011, 2009-2011  
Chair, Architectural History and Historic Preservation, Smithsonian Institution, 1986-2006  
President, Society of Preservation for Historic Cement, 2006- present  
Board Member, Society of Architectural Historians 1998-2008  
Board Member and Founding Director, National Building Museum, 1980- present  
Board Member, Latrobe Chapter, Society of Architectural Historians, 2008- present

**Selected Publications and Recent Research:**

**Books:**

*The National Mall: Rethinking Washington's Monumental Core*, (Johns Hopkins Press, 2008)  
*Paris on the Potomac*, (Ohio State Press, 2007)  
*Adolf Cluss: Architect, from Germany to America* (German Historical Institute and Historical Society of the District of Columbia, 2005)  
*The Castle; An illustrated History of the Smithsonian Building*, (Smithsonian Press, 1993).  
*Robert Dale Owens's Hints on Public Architecture* (1849), Da Capo Press, 1977.

**Articles and Chapters:**

"A Model for the National Mall; The Design of the National Museum of Natural History", *Journal of the Society of Architectural Historians*, March, 2004  
"A Rich Repast of Classicism: Classical Sources in the Work of Montgomery C. Meigs", *Montgomery C. Meigs and the Building of the Nation's Capital*, (Ohio State Press, 2001)  
"The McMillan Commission's Trip to Europe," *Historical Perspectives on Urban Design: Washington, D.C. 1890 1910*, (George Washington University, 1984.)  
"Shadows of Yesterday, Shades of Tomorrow," *The Smithsonian Experience*, (Smithsonian Press, 1977).

**Professional Memberships:**

Society of Architectural Historians  
National Building Museum Board  
Society for the Preservation of Historic Cements  
Vernacular Architecture Foundation

**Caterina Frisone**

**Courses Taught:**

ARCH 443 Visual Communication  
ARCH 600 Comprehensive Design Studio  
ARCH 478R/678R Architectural Representation

**Educational Credentials:**

Laurea in Architecture, Polytechnic of Milan, (Italy), 1986  
M.Arch II, Syracuse University, 1987

**Teaching Experience:**

Teaching Assistant, Architectural Design, SCI-Arch, Ticino (Switzerland), 1987-1988  
Teaching Assistant, Architectural Design, Polytechnic of Milan, (Italy), 1990-1991  
Visiting Professor, Architectural Design, Syracuse University, Florence, (Italy), 1988-2006  
Visiting Professor, Urban Design, Cornell University, Rome, (Italy), 2004  
Visiting Professor, Architectural Design, CUA, Washington, D.C., 1998-2007  
Visiting Professor, Architectural Design, University IUAV of Venice, (Italy), 1991-2009  
Coordinator, Master in Architecture Ship+Yacht '09, University IUAV of Venice, (Italy), 2009  
Visiting Professor, Architectural Design, University of Maryland, 2009-present

**Professional Experience:**

Intern, Ivano Gianola Arch., Mendrisio, (Switzerland-TI), 1989-1991  
Architect, Lombardi&De Carli Ass., Venice, (Italy), 1991-2000  
Architect, Systematica, Venice, (Italy), 2000-2005  
Chief Architect, One Works, Marghera, Venice, (Italy), 1995-present  
Principal, Caterina Frisone, CFStudio, Marghera, Venice, (Italy), 1995-present

**Licenses/Registration:**

Milan, (Italy)

**Selected Projects:**

La Piazza del Mercato di Marghera

**Selected Publications and Recent Research:**

*The Andrea Doria. History, architecture, glamour of a ship*, (Caterina Frisone, 2006)  
*The architecture of the great ships in "Domus"*, #.911, p.6, (Caterina Frisone, 2008)  
*Beautiful ships, glamourised interiors in "Compasses"*, #004, pp.124-129, (Caterina Frisone, 2009)  
*Starck's hyper-kitsch*, in "Compasses", #006 pp.86-93, (Caterina Frisone, 2009)  
*Sustainable but attractive in "Compasses"*, #008 pp.102-107, (Caterina Frisone, 2009)  
*Discovering Dubai*, in "Compasses", #008 pp.32-41, (Caterina Frisone, 2009)  
*Università IUAV di Venezia. Master N+Y' 2009*, (Caterina Frisone, 2010)

**Professional Memberships:**

"Ordine degli Architetti e Ingegneri della Lombardia", Milan, (Italy)

**Amy E Gardner** AIA LEED-AP

**Courses Taught:**

ARCH 673 Building Culture  
ARCH 600 Comprehensive Design Studio  
ARCH 601 Topical Studio

**Educational Credentials:**

BS Arch University of Virginia, 1977  
M Arch, University of Virginia, 1985

**Teaching Experience:**

Assistant Professor, University of Maryland, 1989-1998  
Associate Professor, University of Maryland, 1998 - present  
Visiting Critic, The Catholic University of America, 1986, 1988

**Professional Experience:**

Intern, Darrell Downing Rippeteau, 1981- 1982  
Intern, Smith.Blackburn.Architects, 1985- 1986  
Project Designer, Shalom Baranes Associates, 1986- 1990, 1994, 1996- 1998  
Sole Proprietor, Gardner Architects, 1986- 1994  
Project Designer, CHK Architects and Planners, Inc, 1994- 1996  
Associate, Director of Design (Acting), The Hiller Group, 1998-2003  
Principal, Gardner Mohr Architects LLC, 2003-present

**Licenses/Registration:**

Washington, DC  
Maryland

**Selected Publications and Recent Research:**

Principal Investigator, US DOE Solar Decathlon 2009-2011 (in progress),  
Landwehr, Passivehaus on Lake Michigan (Feasibility Study), 2009  
Ayres, Residential Renovation / Sustainability Feasibility Study, 2009-present  
Blanchard, Renovation, 2009-pres  
Petrou, Renovation / Energy Study, 2008-present  
NMNH, National Museum of Natural History Renewable Energy Kiosks  
Hempstead Project, 2000 sf Renovations / Addition, 2006-2009  
Temperance Row, 10 units of affordable, sustainable housing in Washington DC, 2006- 2009  
Brubaker, K., (primary author) Gabrielli, J., Gardner, A., "LEAFHouse - A Smart, Adaptable, Resource-efficient Home Powered by Renewable Energy"  
Mid-Atlantic Regional Water Resources Research Institutes Regional Water Conference, 2008  
Gardner, A., (primary author) Gabrielli, J., Brubaker, K., "LEAFHouse", University of Maryland, Faculty Voice, April 2008  
Principal Investigator, US DOE Solar Decathlon, 2005-2007  
Gardner, A., (primary author) Gabrielli, J., "Studio 601: Extending Connections", Greening the Campus IV: Proceedings, © Ball State University, 2005  
Gardner, A., Gabrielli, J., "The Architecture Discipline", The Whole Building Design Guide, [www.wbdg.com](http://www.wbdg.com), 2005  
Glenmont Community, Housewright: Concept Study, 2003  
BookMobile, Interiors Project, 2003- 2008  
Bradley Project, 4000sf Renovations / Addition, 2003- 2007

**Professional Memberships:**

The American Institute of Architects  
USGBC



**Isabelle Gournay**

**Courses Taught:**

ARCH 227 History of World Architecture  
ARCH 426 Fundamentals of Architecture  
ARCH 420 American Architecture  
ARCH 427 Theories of Architecture

**Educational Credentials:**

PhD, Yale University, 1989 (Thesis advisor: Vincent J. Scully Jr.).  
Architecte DPLG (M.Arch.), Ecole Nationale Supérieure des Beaux-Arts, UPA 4, Paris, 1980.  
Certificate, Museum Training Program, Ecole du Louvre, Paris, 1980.  
Former Student, Art History Program, Ecole du Louvre, Paris, 1979.

**Teaching Experience:**

Associate and Assistant Professor, School of Architecture, University of Maryland, 1992-Present.  
Lecturer, Corcoran College of Art and MA in the History of Decorative Arts, The Smithsonian Associate, 2006-2007  
Lecturer, Emory University, 1992 and Architecture Doctoral Program, Georgia Tech, Spring 1991.  
Instructor, Agnes Scott College, 1990-1991 and Georgia State University, 1989..  
Resident Coordinator and Instructor, Paris Program, Georgia Institute of Technology, 1983-1988.  
Instructor, Ecole Régionale des Beaux-Arts, Reims, France, 1983-1986.

**Recent Research:**

Architecture Students at the École des Beaux-arts and the North American Scene -Summer 2009-present (with Marie-Laure Crosnier Leconte, conservateur en chef du Patrimoine), sponsored by Institut National d'Histoire de l'Art, Paris (including Scholar in Residence, F10)  
Modern Movement in Maryland (MOMOMA) Survey, 2001- 2008 Principal Investigator (with Mary Corbin Sies, Department of American Studies, UMD), funded through a Non-Capital Grant from the Maryland Historical Trust, and the Center for Architectural Design and Research, Inc. (CADRE), School of Architecture, Planning and Preservation, UMD (18 National Register Nominations Context essay, Bio-bibliography, Online exhibition, articles, scholarly papers, public lectures, member of advisory boards...)

**Selected Publications:**

**Books**

Co-editor (with Thomas P. Somma and Cynthia R. Field) ", Paris on the Potomac, The French Influence on the Architecture and Art of Washington, D.C., Ohio University Press / U.S. Capitol Historical Society, 2007

Co-editor (with France Vanlaethem) and contributor, Montréal Metropolis: 1880-1930, Stoddart, Toronto and Canadian Center for Architecture, Montréal, 1998, (French version published by Boréal, Montréal).

**Articles and Book Chapters**

"Greenbelt, Maryland: Beyond the Iconic Legacy" (with Mary Corbin Sies) and "Welcome Havens' from Sprawling Mass Suburbia: Rockville's Woodley Gardens and New Mark Commons in Rockville, Maryland," in Richard Longstreth editor, Housing Washington: Two Centuries of Residential Development and Planning in the National Capital Area, Center for American Places/University of Virginia Press, 2010

**Principal Professional Memberships:**

Society of Architectural Historians (Former President, local chapter / Chapter Liaison + ex officio board Member, 2000 - 2003)  
International Planning History Society (Council Member 2008 - present)

**Brian Grieb, AIA**, LEED AP, NCARB

**Courses Taught:**

ARCH 401UG Architecture Studio II  
ARCH 478X Selected Topics in Architecture: Building Innovations

**Educational Credentials:**

M Arch, University of Maryland, 2001  
Grad. Certificate in Urban Design, University of Maryland, 2001  
BS Arch, University of Maryland, 1999

**Teaching Experience:**

Lecturer, University of Maryland, 2003 - present  
Lecturer, Morgan State University, 2009 - present  
Graduate Teaching Assistant, University of Maryland, 2000 - 2001

**Professional Experience:**

Principal, GriD architects, p.c., Annapolis, MD, 2009 - present  
Project Architect, Design Collective, Inc., Baltimore, MD 2003 - 2009  
Assistant Project Manager, SHW Group, LLC, Greenbelt, MD, 1999 – 2003

**Selected Projects:**

New Library at Morgan State University, project architect, helped orchestrate the completion of the \$45-million facility which has become the architectural centerpiece for the campus.

“Ballpark Village,” a \$350-million mixed-use development that encompassed seven blocks in downtown St. Louis.

**Licenses/Registration:**

Maryland

**Selected Publications and Recent Research:**

Metalmag, July/August, 2008. pg.30  
Orrell, Rita C., “Product Focus: Facades” Architectural Record, February, 2007. pp. 175-176  
Schipper, K., “Jobsight: Morgan State University Library, Baltimore,” Stone Business, November, 2006. pp. 8-16  
Czarnecki, John E., “Record News,” Architectural Record, November, 2002. pg. 32  
“Revisiting a Type: Art and Architecture Library University of Maryland,” Trace. University of Maryland, Fall 2000. pg. 17  
“Waterfront Revitalization,” Trace. University of Maryland, Fall 2000. pp. 40-41  
James, Michael, “Designing a Form for One’s Memory,” The Baltimore Sun, December 17, 1996. Final Edition. pp. 1A

**Professional Memberships:**

National Council of Architectural Registration Boards  
American Institute of Architects  
LEED AP, United States Green Building Council

**Colleen Gove Healey**

**Courses Taught:**

ARCH 401UG Architecture Studio II

**Educational Credentials:**

M Arch, University of Maryland, May 2006

BS in Architecture, University of Maryland, May 2004

**Professional Experience:**

Project Designer, McInturff Architects Bethesda, Maryland, August 2006 – present

Washington National Ballet, Washington DC: 35,000sf, \$20million, invited competition

Potomac Valley Chapter- AIA Citation Award 2008

Architectural Intern, GTM Architects Bethesda, Maryland, Summer 2005

Architecture Intern, Ehrenkrantz, Eckstut, and Kuhn Architects, Washington, DC, Summer 2004

**Selected Projects:**

Rappahannock Ben Summer House, King George, VA, design team member, AIA Maryland Honor Award for Residential Architecture

Kit of Part, Washington, DC, AIA Maryland Honor Award for Interior Architecture

Bartlett Ignagni Residence

Washington National Ballet, Washington DC: 35,000sf, \$20million, invited competition

Potomac Valley Chapter- AIA Citation Award 2008

**Selected Publications and Recent Research:**

"A New Life for Stevens Elementary School and It's Neighbors", School of Architecture Planning & Preservation, Thesis Document, May 2006

"Preserving DC Neighborhoods & Schools: A Design Proposal for Historic Stevens Elementary School" District of Columbia School Board, January 2008

"Co-locating Community Resources Among Historic School Building Infrastructures", 21st Century School Fund, December 2007

"Public-Private Partnership in Community Building: Design Proposal", Foggy Bottom Advisory Neighborhood Commission, Washington, DC, February 2008

**Professional Memberships:**

Alpha Chi Omega Sorority

University of Maryland Board of Governors

Chair, Student and Young Alumni Committee, August 2007 - August 2008

Representative, School of Architecture, Planning & Preservation, August 2007 –present

University of Maryland School of Architecture, Planning & Preservation Alumni Association

President, August 2007- present

**Joshua O. Hill, AIA, LEED AP**

**Courses Taught:**

ARCH 401UG Architectural Studio II

**Educational Credentials:**

MArch, University of Maryland College Park, 2000

BS Arch, University of Maryland College Park, 1998

**Teaching Experience:**

Lecturer, Architecture Program, University of Maryland, 2009

Adjunct Faculty, Architecture Program, University of Maryland, 2004

Adjunct Faculty, Architecture Program, University of Maryland, 2001

Teaching Assistant, Architecture Studio Program, University of Maryland, 2000

Teaching Assistant, Architecture Program, University of Maryland, 1998 - 1999

**Professional Experience:**

Project Architect, Muse Architects, Bethesda, MD, 2001 – present

Intern Architect, Design Collective, Inc., Baltimore, MD, 2000 - 2001

Intern, Ayers Saint Gross, Baltimore, MD, 2000

**Licenses/Registrations:**

Maryland, 2008 - present

National Council of Architectural Registration Boards, 2007 - present

**Selected Professional Projects:**

Powell Residence, Chevy Chase, MD, Muse Architects, project architect, 2007 - 2009

Isaacson Residence, Chevy Chase, MD, Muse Architects, project architect, 2007 - 2009

St. Mary's College River Center, St. Mary's, MD, Muse Architects, project architect, 2006 – 2008

Ruppert Nurseries Corporate Headquarters, Laytonsville, MD, Muse Architects, project architect, 2005 – 2008

Somerset Elementary School, Chevy Chase, MD, Muse Architects, project architect, 2001 - 2004

Dunbar/ Hester Residence, Washington, DC, Muse Architects, project architect, 2002 - 2004

Silver Spring Town Square (unbuilt), Silver Spring, MD, Muse Architects, project architect, 2002 - 2003

Ignatius Residence, Washington, DC, Muse Architects, project architect, 2002 - 2003

Keiner Residence, Oxford, MD (unbuilt), Muse Architects, project architect, 2001 - 2002

University of Maryland South Campus Commons, Design Collective Inc, project architect, 2000 - 2001

**Selected Exhibitions:**

*The Work of Muse Architects*, University of Maryland Gallery Exhibition, 2004.

**Academic, Professional, and Public Service:**

Washington Architectural Foundation, Architecture in the Schools, 2003

**Professional Memberships:**

American Institute of Architects, 2002 – present

United States Green Building Council, 2009 - present

**Honors and Awards:**

Award, Baltimore Architectural Foundation Ideas Competition, 2001

Award, University of Maryland Alumni Association, 2000

**Steven W. Hurtt**

**Courses Taught:**

ARCH 402G Architecture Studio III  
ARCH 478J/678J The University Campus, Past, Present, Future  
ARCH 403G Architecture Studio IV  
ARCH 478R/678R Visual Analysis (study abroad)  
ARCH 700 Advanced Urban Design Studio VII (with Matthew Bell)

**Educational Credentials:**

BA, Princeton University, 1963  
MFA, Princeton University, 1965 (Professional Degree in Architecture)  
M Arch, Cornell University, 1967 (Urban Design)

**Teaching Experience:**

Lecturer, Cornell University, Dept of City and Regional Planning, 1968-1969  
Visiting Critic, University of Ohio, Athens, Ohio, Spring 1973  
Assistant and Associate Professor, University of Notre Dame, 1973-79, 1979 - 90  
Catholic University of American, Summer Sessions, 1975-1985  
Visiting Professor, U. Michigan, 1988-89  
Dean, University of Maryland, 1990-2004  
Professor, University of Maryland, 1990-present

**Professional Experience:**

Fisher, Nes, Campbell, Baltimore, 1965  
Tallman & Tallman, Ithaca, NY, 1966-1970 (part and full time)  
Ibsen Nelson Associates and NBBJ, Seattle WA, 1970- 1973  
Hurtt-Kenrick, Architects, PC, South Bend, IN, 1983-1990  
Steven Hurtt, Architect, 1990-present (mostly charrettes, consultation primarily with Thadani-Hetzel Partnership, Torti Gallas, and/or Ayers Saint Gross.  
Participation in Univ. of MD architectural review (Architectural Design Standards Board), Facilities Council, and various master planning, site planning, and architectural design schematic studies, 1990 - present.

**Licenses/Registration:**

Ohio, Maryland (active), Washington, Michigan, Indiana (previous)  
National Council of Architectural Registration Boards, #20.765

**Selected Publications and Recent Research:**

"College Town Dream," Faculty Voice, U. of MD, 2008  
"About Tom Schumacher," Journal of Architectural Education, 2009  
*Windsor Forum on Design Education*, The New Urban Press, 2004, co-edited; contributions were  
"Seven Myths of Architectural Education," "The Cornell Model, Learning from Colin Rowe," coauthored with Matthew Bell, "Characteristics of Studio Education in Architecture: A Primer for the Uninitiated, a Critique for the Informed."  
*Making Towns: Principles and Techniques*, Invited essays based on a lecture series, School of Architecture, University of Maryland, co-edited with Dhiru Thadani, and "Introductory Essay".

**Professional Memberships:**

Association of Collegiate Schools of Architecture  
National Building Museum  
National Trust for Historic Preservation  
Congress for the New Urbanism (founding member, membership not current)

**Brian Kelly, AIA**

**Courses Taught:**

ARCH 402UG Architectural Studio III  
ARCH 797 Thesis Proseminar  
ARCH 798 Thesis in Architecture  
ARCH 799 Masters Thesis Research  
ARCH 400UG ArchitecturalStudio I

**Educational Credentials:**

B Arch, University of Notre Dame, Magna cum laude, 1981  
M Arch, Cornell University, 1987.

**Teaching Experience:**

Assistant Professor, Syracuse University, 1985-1986  
Assistant Professor, Arizona State University, 1986-1987  
Assistant Professor, University of Maryland, 1987-1993  
Associate Professor, University of Maryland, 1993-present

**Professional Experience:**

Intern Architect, Skidmore Owings and Merrill, Chicago, 1981-1983  
Peterson-Littenberg Architects, New York, 1987  
Ayers/Saint/Gross, Architects and Planners, Baltimore, 1997-2008

**Licenses/Registration:**

District of Columbia

**Selected Publications and Recent Research:**

**Recent Publications**

"Architectural Theory and the Façade in the Work of Thomas L. Schumacher," *OpArch Column, Journal of Architectural Education*, March 2010

**Recent Scholarly Paper Presentations**

"Groundhog Day: The Iterative and Reiterative in Beginning Design Education," ACSA National Meeting, 2007, National Conference on the Beginning Design Student, 2007.

"A Case Study: Discerning the Thesis within Thesis," with Amy Gardner, AIA, ACSA Southeast Regional Conference, 2003

**Recent Professional Work:**

Design Guidelines, Harvard Allston Initiative, Harvard University, Ayers/Saint/Gross, 2008

Campus Plan History, Wake Forest University, Ayers/Saint/Gross, 2007 - 2008

Performing Arts Terrace, University of Notre Dame, Ayers/Saint/Gross, 2007

Irish Green, University of Notre Dame, Ayers/Saint/Gross, 2006 - 2007

Engineering Site Selection Study, University of Notre Dame, Ayers/Saint/Gross, 2006

West Campus Master Plan, Arizona State University, Ayers/Saint/Gross, 2004

Campus Planning, University of Chicago, Ayers/Saint/Gross, 2003 -2004

Campus Entrance (gateway), University of Notre Dame, Ayers/Saint/Gross, 2002

Campus Plan, University of Notre Dame, Ayers/Saint/Gross, 2001- 2002

Campus Plan Assessment, University of Virginia, Ayers/Saint/Gross, 1996

**Professional Service:**

Northeast Regional Director, Association of Collegiate Schools of Architecture (Service on ACSA Board of Directors, elected by ACSA member schools in the ACSA Northeast Region). Term 2008 - 2011  
American Institute of Architects-Potomac Valley, Education Director, Board of Directors. Term 2005 - 2008

**Professional Memberships:**

The American Institute of Architects

**Julie Ju-Youn Kim, AIA**

**Courses Taught:**

ARCH 400G Architectural Design Studio I  
ARCH 402G Architectural Design Studio III

**Educational Credentials:**

BA, Wellesley College, 1989  
M Arch, Massachusetts Institute of Technology, 1994

**Teaching Experience:**

Visiting Professor, Boston Architectural Center, Boston, 1994 - 1995  
Visiting Assistant Professor, University of Detroit Mercy, Detroit, 1996 - 1999  
Assistant Professor, University of Detroit Mercy, Detroit, 1999 - 2002  
Visiting Professor, International Studio, Lawrence Technological University, Southfield, 2004  
Associate Professor, University of Detroit Mercy, Detroit, 2002 - 2008  
Director, Graduate Program in Architecture, University of Detroit Mercy, Detroit, 2007 - 2008  
Lecturer, University of Maryland, College Park, 2008 - 2009

**Professional Experience:**

Intern, Skidmore Owings & Merrill, Washington DC, 1989 - 1990  
Intern, Keyes Condon Florance, Washington DC, 1990 - 1991  
Designer, ADD Inc, Cambridge MA, 1994 - 1996  
Partner/Co-founder, studiozONE, Detroit MI, 1995 - 2004  
Owner/Founder, c2 Architecture Studio, Detroit MI / Washington DC 1999 - present

**Licenses/Registration:**

Maryland (15529)  
Michigan (55031)

**Selected Publications and Recent Research:**

"International Practices" Invited panel participant with Will Alsop, Museum of Contemporary Art in Detroit, March 2008  
"Two Projects: Two Scales" Loranger Architecture Building, University of Detroit Mercy, 2008  
"building.practice" University of Illinois at Urbana Champaign, February 2006  
"technology•craft•invention: manipulations+translations" *ACSA Special Collaborative Grant Projects*, 2005 Central Regional Conference, Detroit, Michigan, October 2005; 93<sup>rd</sup> ACSA Annual Meeting, Chicago, Illinois, March 2005  
"WarehouseCollectorVoid" in *Collaborations*, FLAK, Detroit, Michigan, September 2004  
"Studies in Vehicular Culture" *ACSA Special Collaborative Grant Projects*, 92<sup>nd</sup> ACSA Annual Meeting, Miami, Florida, March 2004  
"The Organizational Complex," invited to critically review recent book by Reinhold Martin for *Technology + Culture* [publication date: June 2004]  
"between bodies and edges" :*Dichotomy*, Volume 15, 2003  
"if you could see the world through my eyes", ACSA East Central Conference Proceedings, *Weavings*, 2003  
"unwrapping," published with honored projects for the Grand Egyptian Museum Competition  
"electroorganicLANDSCAPES" : ACSA 90<sup>th</sup> Annual Meeting, New Orleans, Louisiana, 2002  
"sanctumSENTIENT" : ACSA South Central Meeting Conference Proceedings, *Odysseys*, 2002

**Professional Memberships:**

The American Institute of Architects

## **Hooman Koliji**

### **Courses Taught:**

ARCH 402UG Architectural Studio III  
ARCH 403UG Architectural Studio IV  
ARCH 460 Site Design and Analysis

### **Educational Credentials:**

PhD, Architecture and Design Research, Virginia Tech, (working on dissertation)  
M Landscape Architecture, Virginia Tech, 2009  
Doctoral Studies in Architecture, Shahid Beheshti University, Tehran, 2000-2004  
B.Arch, M.Arch, Shahid Beheshti University, 2000

### **Teaching Experience:**

Assistant Professor, University of Maryland, College Park, 2009- present  
Faculty Member, Shahid Beheshti University, Tehran, 2002-2009  
Graduate Teaching Assistant, Virginia Tech, 2005-2009  
Adjunct Faculty, Azad University, Shiraz, 2003

### **Professional Experience:**

Principal, Gozineh Consulting Group, Tehran, 2003- present  
Designer and Researcher, Land Design and Simulation Lab, Virginia Tech, 2005-2009  
Intern, Hill Studio, Roanoke VA, 2006-2008  
Principal, JA Workshop (Design-Build), Tehran, 2004-2005  
Practicing Architect, Tehran, 2000-2005

### **Selected Publications and Recent Research:**

*Dirineh Khaneh: Sketches from Iranian Architecture*, (Shahid Beheshti University Press, Tehran, 2005 first edition, 2010 second edition)  
*The Vertical Surface: From Demonstrating Details to A Performing Whole*, (*Architecture and Building*, Tehran, 2010)  
*The Architectural | Landscape Drawing*, (Art and Architecture Magazine, Dubai, 2010)  
*Between Sense and Intellect: Landscape Architecture and Ibn Arabi's Theory of Al-alam Al-khayal, Mundus Imaginalis*, (Council of Educators in Landscape Architecture (CELA) annual conference, Conference Proceedings, 2010)  
*Al-khayal: Between the Senses and the Intellect*, (Washington Alexandria Architecture Center (WAAC), Virginia Tech Symposium on Constructing Imagination, 2010)  
*Drawing as Architectural Scholarship*, (CELA annual conference, Conference Proceedings, 2009)  
*The Celestial Garden: Architecture Upon Symbolism and Representation*, (CELA annual conference, Conference Proceedings, 2009)  
*Seeing the Light in Grundy VA*, (*Landscape Architect and Specified News*, April 24:4, 2008, co-author)  
*Transportation Projects as Means to Enhance Way Finding and Community Enhancement in the Urban Context*, (Deans' Environment Forum, Virginia Tech, 2007, co-author)  
*Clay, Geometry, Light*, (GSA Research Symposium, Virginia Tech, 2007)  
*Hopes for the Future*, Editorial (*Iranian Architecture Magazine*, No 12+13, 2003)  
*Architectural Exhibition*, (Selected designs and drawings, the 40th anniversary of Shahid Beheshti University, Tehran, 2001)

### **Professional Memberships:**

LE: NOTRE (Thematic Network Project in Landscape Architecture, co-funded by the European Union)



**Eric Leshinsky**

**Courses Taught:**

ARCH 401UG Architecture Studio II

**Educational Credentials:**

M Arch, Rice University, 2006

BA, Columbia University, 1998

**Teaching Experience:**

Lecturer, University of Maryland, Spring 2009

Visiting Critic, University of Maryland, Fall 2008

Visiting Critic, University of Virginia, Spring 2008

Summer Studio Instructor, University of Houston / Hines School of Architecture, Summer 2005

**Professional Experience:**

Architect, PARAMeter, Inc., Baltimore, MD, 2006 – present

Intern Architect, FARO Studio Houston, TX, 2006

Intern Architect, Dillon Kyle Architects Houston, TX, 2005

Intern Architect, Ziger/Snead Architects, Baltimore, MD, 2004

Research and design consultant, East River Greenprint, New York, NY, 2003

Regional media coordinator, Trust For Public Land, New York, NY, 1998-2002

**Selected Projects:**

with GRAPH: ROWHOUSE EXTENSION, outdoor pavilion at private home, Baltimore, MD

THE PLANT, urban infill energy+education farm concept design, Baltimore, MD

collaboration with Fred Scharmen, Elizabeth Evitts-Dickinson, Lisa Ferretto, Prescott Gaylord, Thibault Manekin

with PARAMeter Inc.: WESTPORT LIGHTRAIL STATION EXPANSION + PEDESTRIAN

BRIDGE, schematic design, Baltimore, MD

REULAND RESIDENCE ADDITION, Baltimore, MD

HOLLERBACH RESIDENCE RENOVATION, Baltimore, MD

TURNER RESIDENCE, Baltimore, MD

LEARNING, Inc. Addition, Baltimore, MD

ALLEY HOUSE RENOVATION PROTOTYPE, Baltimore, MD

with PARAMeter Inc. + Ehrenkrantz Eckstut & Kuhn Architects + D.I.R.T. studio: WESTPORT WATERFRONT DESIGN GUIDELINES, Baltimore, MD

with PARAMeter Inc. + D.I.R.T. studio: SPRING GARDENS BRIDGE TRAIL, concept design, Baltimore, MD

WESTPORT WATERFRONT LANDSCAPE DESIGN + MASTER PLAN, Baltimore, MD

GWYNNS FALLS TRAIL MIDDLE BRANCH EXTENSION, concept design, Baltimore, MD

with FARO STUDIO: BAMBINO, airstream trailer prototype schematic design, Houston, TX

with ZIGER/SNEAD: GILMAN SCHOOL ARTS BUILDING, schematic design, Baltimore, MD

**Selected Publications and Recent Research:**

“The Plant”, with Fred Scharmen, Elizabeth Evitts-Dickinson, Lisa Ferretto, Prescott Gaylord, Thibault Manekin, for *Visionary Green Design and Development*, Bioneers Conference, Baltimore, MD November 2008

“Becoming Parks: Middle Branch Case Files”, with Fred Scharmen, wall-mounted artwork and bike tour for *WELCOME TO: One Park* (exhibition), Baltimore Festival of Maps and Current Gallery Baltimore, MD 2008

**Professional Memberships:**

LEED Accredited Professional, USGBC, 2008

**Carl Lostritto**

**Courses Taught:**

ARCH 400UG Architecture Studio I (with Courtney Miller Bellairs)  
ARCH 470 Computer Applications in Architecture  
ARCH 404 Graduate Architectural Design Studio I (with Ronit Eisenbach)

**Educational Credentials:**

BS Architecture, University of Maryland, 2006  
M Arch, University of Maryland, 2008

**Teaching Experience:**

Lecturer, University of Maryland, 2008 - 2010  
Lecturer, Catholic University of America, 2010

**Professional Experience:**

Consultant, Square134 Architects, Washington, DC, 2008 - 2010  
Consultant, Fielding Nair International, 2007 – 2010

**Selected Projects:**

Associate Designer for Fielding Nair, international educational facilities planning & research firm. Work focusing on architectural visualization and graphic design during the schematic design phase of three public school projects in Regina, Saskatchewan and Vancouver British Columbia.

**Selected Publications and Recent Research:**

*Animate Education: Early Design Education Pedagogy*(CAADRIA 2008 Proceedings of The Thirteenth Conference on Computer-Aided Architectural Design Research in Asia). With Michael Ambrose and Luc Wilson.

*CubeExplorer: An Evaluation of Interaction Techniques in Architectural Education*(INTERACT 2007: Rio de Janeiro, Brazil). With Hyunyoung Song, François Guimbretière, Michael A. Ambrose.

*Animate Topologies, Blending media and architecture*(2007-2008 formZ Joint Study JOURNAL 16 Partnerships in Learning) With Michael A. Ambrose.

*Introductory Digital Design Seminar: Thinking and Making* (2007-2008 formZ Joint Study JOURNAL 16 Partnerships in Learning)With Mark Ramirez.

*Teaching Systems-Thinking with Algorithmic Process: Introduction to computation and programming with Processing programming language* (ASCAAD 2009 Proceedings of The Fourth Conference of Arab Society for Computer Aided Architectural Design 2009).

*Scripting Animation* (CAADRIA 2009 Proceedings of The Fourteenth Conference on Computer-Aided Architectural Design Research in Asia).

**John Maudlin-Jeronimo, FAIA**

**Courses Taught:**

ARCH 478C Careers in Architecture  
ARCH 770 Professional Practice

**Educational Credentials:**

BS, Cumberland College, 1967.  
B Arch, University of Miami, 1976.  
M Arch, Urban Design, University of Miami, 1979.

**Professional Experience:**

Associate Dean, School of Architecture, Planning, & Preservation, University of Maryland  
Planning Department, Miami Beach, Florida  
Planning Department, Miramar, Florida  
Architect/Urban Designer, Planning Department, Annapolis, Maryland  
Executive Director, National Architectural Accrediting Board  
Consultant, Canadian Architectural Certification Board

**Professional Memberships:**

Fellow, the American Institute of Architects  
Center for Quality Assurance in International Education  
Global Alliance for Transnational Education

**Katherine Speicher Melliush, AIA, LEED AP BD+C**

**Courses Taught:**

ARCH 401UG Architecture Studio II  
ARCH 343 Intermediate Architectural Drawing

**Educational Credentials:**

M Arch, University of California, Berkeley, 2005  
B Arch, Pennsylvania State University, 2002  
Interdisciplinary Minor in Architectural History, Pennsylvania State University, 2002

**Teaching Experience:**

Lecturer, University of Maryland, 2010 – present  
Critic, University of California, Berkeley, 2004-2005  
Lecturer, Pennsylvania State University, 2002

**Professional Experience:**

Project Architect, Design Collective Inc., Baltimore MD, 2008 - present  
Project Architect and Project Manager, Holt Hinshaw, San Francisco CA, 2005 - 2008  
Staff Architect, Kieran Timberlake, Philadelphia PA, 2002 - 2004

**Selected Projects:**

**DESIGN COLLECTIVE**

Community College of Baltimore County, Dundalk Campus Renovation of Buildings K & L ; includes library, cafe, bookstore and associated student and faculty services. Junior Designer/Project Architect, programming - construction documents.

. St. Louis Ballpark Village , a 700,000 SF phased mixed-use urban revitalization, Project Arch.

. West Towson Elementary School , Towson, MD. Project Architect.

**HOLT HINSHAW, SAN FRANCISCO, AUGUST 2005 - APRIL 2008**

. Sunglass Icon (Oakley) . Project Manager. Directed design and completion of 20 stores in 11 states over two years.

. Sunglass Icon (Oakley), Branding and Store Prototypes. Project Architect. multi-phase branding exercise to develop in-line and outlet store prototypes.

. Genentech South Campus Childcare , South San Francisco, CA. Job Captain, programming - schematic design.

. L.A. Fairchild Denim Bar . Contributed to the branding, design and documentation, 2 boutiques.

. Telegraph Ave. Condominiums (97 units), Oakland, CA. Schematic design and entitlement.

. Madison One Condominiums, Oakland, CA. 104 units, high-rise development. Schematic design.

**KIERANTIMBERLAKE, PHILADELPHIA, SEPTEMBER 2002 - AUGUST 2004**

. Renovation of Davenport College , Yale University. Staff Architect.. Hans Bethe House, Cornell University. Staff Architect, schematic design - design development.

. Old Union Masterplan , Stanford University. Staff Architect. Generated master planning and feasibility studies for Old Union and adjacent historic buildings.

. Renovation of Pierson College , Yale University. Staff Architect. Developed construction details and documents for the cafe and music rooms.

**Licenses/Registration:**

Maryland

**Selected Publications and Recent Research:**

*"Pierson College, New Haven,"* Architectural Record (Sara Hart, March 2005)

**Professional Memberships:**

The American Institute of Architects, 2009 - present

**Courtney Miller Bellairs**

**Courses Taught:**

ARCH 400UG Architecture Studio I (with Carl Lostritto)  
ARCH 448E Selected Topics in Visual Studies  
ARCH 343 Intermediate Architectural Drawing  
ARCH 101 Introduction to the Built Environment

**Educational Credentials:**

B Arch, University of Maryland, 1991  
M Arch, Yale University, 1996

**Teaching Experience:**

Visiting Lecturer, University of Portsmouth, Faculty of the Environment, Portsmouth, UK 1999  
Visiting Lecturer, London Institute, Central Saint Martins, London, UK 2001  
Senior Lecturer/Program Leader, University of Greenwich, London, UK 2000 - 2005  
Lecturer/Senior Lecturer, University of Maryland, 2006 - present

**Professional Experience:**

Intern, Lehman/Smith/Wiseman & Associates, Washington, DC 1991 - 1992  
AIAS National President, American Institute of Architecture Students, Washington, DC 1992 -1993  
Intern, Florance Eichbaum Esocoff King Architects, Washington, DC, summer 1994  
Intern, Koetter, Kim & Associates UK Ltd, London, UK 1996 - 1997  
Intern, David Chipperfield Architects, London, UK 1998  
Intern, Long & Kentish, London, UK 1998  
Artist/Designer, Studios Architecture, London, UK 1998  
Artist/Designer, Courtney Miller Bellairs, London UK and Maryland USA 1999 - present

**Professional Memberships:**

The American Institute of Architects, associate member, AIA 1999-2004

**Selected Publications and Recent Research:**

'How Geometry Can Bring Balance and Harmony to Your Paintings' artist profile, Artists & Illustrators magazine London, UK 2002  
'Shadows and Light in Watercolor - Courtney Miller shows how her architectural training and understanding of light and space inspire her paintings of buildings' artist profile Artists & Illustrators magazine London, UK 2000

**Honors and Awards:**

George Nelson Fellowship for Independent Research, Yale University 1995  
Moulton Andrus Prize for Excellence in Art and Architecture, Yale University 1996  
Royal Institute of Painters in Water Colors Young Artists' Award, London, UK 1999

**E. Fuller Moore, RA, LEED AP, NCARB**

**Courses Taught:**

ARCH 443 Visual Communication

**Educational Credentials:**

M Arch, Virginia Polytechnic Institute, 1969

B Arch, Virginia Polytechnic Institute, 1965

**Teaching Experience:**

Adjunct Faculty, University of Maryland, 2008; 2010

Emeritus Professor of Architecture, Miami University, 1999 - present

Associate Professor of Architecture, Miami University Professor of Architecture, 1980 - 1999;  
1973 - 1980; tenured, 1978.

Assistant Professor of Architecture, University of Oregon, 1969 - 1973.

**Professional Experience:**

Architectural model-building studio, 1999-present, Clearwater, FL and Edgewater, MD

Fuller Moore, Architect, 1969 – 1986; 1992 – 1999 (Barcus, Moore, Zwirn, Architects, Oxford,  
Ohio, principal, 1986 – 1992), Oxford, OH.

Intern, Zeb V. Lackey and Associates, Valdosta, GA, 1968; Ellis, Ingram and Associates,  
Valdosta, GA, 1965-8.

**Licenses/Registration:**

Georgia, Oregon, Ohio (current, #5761), Indiana, Florida.

**Selected Projects:**

Stewart Residence, Oxford, OH, 1997 (project architect).

Berg Residence, Oxford, OH, 1996 (project architect).

Springfield OH Art Museum addition (daylighting consultant; Glaser Associates, Architects).

Faith Lutheran Church, Oxford, OH (project designer, daylighted sanctuary and fellowship hall  
addition) 1991.

Three passive solar homes, Richmond, IN, (with A. Cline, co-designer; USHUD Cycle Five  
Design Award), 1981.

Passive solar home built for open market sale, Cincinnati, OH (USHUD Construction Award),  
1980 (project architect).

Frantz Residence, Cincinnati, OH (USHUD Construction Award), 1980 (project architect).

Architect's Residence, Oxford, OH (National Design Award, USHUD Passive Solar Residential  
Design Competition; seven other houses have been built using revisions of this design), 1980  
(project architect).

**Selected Publications and Recent Research:**

*Understanding Structures*. New York: McGraw-Hill (book on architectural structures), 1999, pp.  
286. (Translated and published in 2000 in two dialects of Chinese by McGraw-Hill Singapore;  
also translated in Farsi in 2002.)

*Instructor's Manual for Environmental Control Systems: heating lighting cooling*. New York:  
McGraw Hill, 1994, pp. 127.

*El Arte de la Maqueta Arquitectonica*. Mexico: McGraw-Hill Interamericana de Mexico, 1993, pp.  
124 (Spanish translation of *Modelbuilder's Notebook* – see below).

*Environmental Control Systems: heating cooling lighting*. New York: McGraw-Hill, 1993, pp. 429  
(book; translated into Spanish in 2004 and Farsi in 2003).

*Modelbuilder's Notebook*. New York: McGraw-Hill, March 1990, pp. 157.

**Professional Memberships:**

LEED Accredited Professional (2006)

National Council of Architectural Registration Boards, Certificate 17,547.

**Paul Robert Mortensen, RA, LEED-AP**

**Courses Taught:**

ARCH 403UG Architecture Studio IV, Coordinator  
ARCH 402UG Architecture Studio III, Coordinator

**Educational Credentials:**

B Arch, University of Notre Dame, 1983  
M Arch in Urban Design, Cornell University, 1986

**Teaching Experience:**

Visiting Jury Critic, University of Washington, 1990 - 1994  
Visiting Jury Critic, University of Maryland, 2001 - 2009  
Lecturer/Adjunct Professor, University of Maryland, College Park, Maryland, 2010

**Professional Experience:**

Intern/Architect, Cardwell Thomas and Associates, Seattle, WA 1983 - 1984, 1990 - 1992  
Project Architect, Koetter-Kim and Associates, Boston, MA 1987 - 1990  
Head of Planning, Seattle Commons Development, Seattle, WA 1992 - 1995  
Project Architect, Mithun Architects + Planners, Seattle, WA 1995 - 1996  
Associate, Moule and Polyzoides Architects and Urbanists, Pasadena, CA 1996 - 2000  
Associate Principal, Torti Gallas and Partners, Inc., Silver Spring, MD 2000 - 2009

**Licenses/Registration:**

Washington  
California  
Maryland

**Selected Publications and Recent Research:**

*Charles River North Station Thesis*, Boston, The Cornell Journal of Architecture #4, 1991  
*Williamsburg, VA Master Plan Competition Entry*, Competitions Magazine, 1994  
*Seattle Commons Master Plan*, Progressive Architecture Magazine, 1995

**Competition Awards and Recognition:**

Carnegie Mellon Campus Master Plan Competition, Participated on Michael Dennis Architect Winning Team, 1989  
Boston Visions International Urban Design Competition, First Place, 1989  
Williamsburg, VA National Master Plan Competition, Third Place, 1994  
Progressive Architecture Magazine Citation Award, Seattle Commons Master Plan, 1995  
Congress for New Urbanism (CNU) Merit Award for the Tacoma Salishan New Town Master Plan, With Torti Gallas and Partners, Inc., 2007  
National AIA Urban Design Award for the Tacoma Salishan New Town Master Plan, With Torti Gallas and Partners, Inc., 2007  
Congress for New Urbanism (CNU) Merit Award for the Crystal City, VA Master Plan, With Torti Gallas and Partners, Inc., 2009  
United States Green Building Council (USGBC) LEED-Neighborhood Design Certified Project for the Crystal City, VA Master Plan, With Torti Gallas and Partners, Inc., 2009

**Professional Memberships:**

Congress for New Urbanism  
United States Green Building Council

**Peter V. Noonan, AIA, LEED AP**

**Courses Taught:**

ARCH 600 Comprehensive Design Studio  
ARCH 478K/678K Building Scandinavia: Craft & Culture, (study abroad)  
ARCH 678Z Sensing Architecture: Body & Place  
ARCH 678N Nordic Architecture Seminar

**Educational Credentials:**

BS Arch., University of Maryland, 1988  
M Arch, University of Maryland, 1992  
Lahti Mouilinstitutti, Finland, Visiting Scholar, Cultural Exchange Fellowship, 1993

**Teaching Experience:**

Adjunct Faculty, University of Maryland, 1993 - 2005  
Professor of the Practice, University of Maryland, 2006 - present  
Juror, Catholic University of America

**Professional Experience:**

Intern, George Rixey Architect, Potomac, MD, 1986 - 88  
Staff Architect, A+B+S Architects, Washington DC 1988 - 90  
Consultant, Suzanne Reatig Architect, 1989 - 92  
Charette Team member, Antoine Predock Architects, fall 1993  
Project Architect, McInturff Architects, 1992 - 2002  
Principal, McInturff Architects, 2002- present

**Licenses/Registration:**

Registered Architect, Washington DC License #5672, 1994 - present  
USGBC LEED AP, 2005

**Professional Work – Built Projects:**

Odinec House, 2008  
Clark House, Great Falls, VA, 2006  
1247 Wisconsin Avenue, Mixed Use Project, 2006  
West Virginia University Alumni Hall & Presidents House, 2003  
Ecevit House, Potomac MD, 2004  
Pukke House, Potomac, MD, 2002  
Brandt House, Great Falls, VA, 2004  
Stone House, Bethesda, MD 2002  
Martin Shocket House, Chevy Chase, MD, 2000  
Mirza O'Keefe House, Arlington, VA 1999  
Armstrong House, Potomac, MD, 1998

**Selected Publications and Recent Research:**

Rock, Water, Wood: The Finnish Sauna as Ritual and Place, in *Visions of Place*, 2009.  
*In Residence*, McInturff Architects, Images Publishing Group, 2007  
*In Detail, House Design*, McInturff Architects, Images Publishing Group, 2001

**Professional Memberships:**

The American Institute of Architects, member, 1996 - present  
Potomac Valley Chapter of the AIA, Board of Directors, 2003 - 2008  
Potomac Valley Architecture Foundation, Board of Directors, 2005 - present  
Unites States Green Building Council, 2005 - present  
National Building Museum, member, 2005 - present



**Elijah Northen**

**Courses Taught:**

ARCH 445 Visual Analysis of Architecture

**Educational Credentials:**

BS Arch, University of Maryland, 2003

M Arch, University of Maryland, 2005

**Teaching Experience:**

Guest studio critic, 2005 - present

**Professional Experience:**

Designer, Michael Graves & Associates, 2005 - 2006

Designer, Alexander Design Studio, 2006 - 2009

Project Manager, JP2 Architects, 2009 - 2010

Architect, Ayers/Saint/Gross, 2010 – present

**Selected Projects:**

The National Library for the Study of George Washington - Mount Vernon, VA, Estimated Completion – spring 2013

DePauw University Masterplan – Feasibility Study

Marketplace at Fells Point - Baltimore, MD, Estimated Completion – spring 2012

The Overlook at Clipper Mill - Baltimore, MD – 2009

Pure Wine Café – Ellicott City, MD – 2009

**Licenses/Registration:**

Currently taking Architect Registration Examinations.

**Selected Publications and Recent Research:**

“Selection of Photographs,” *Waterlogged August Magazine*, 2009

“Noctambulism,” *Shots Magazine*, Issue 101, 2008

**Professional Memberships:**

LEED - AP

**Deborah J. Oakley**

**Courses Taught:**

ARCH 412 Technology III  
ARCH 611 Advanced Architectural Technology Seminar  
ARCH 411 Technology II  
ARCH 478I/678I Putting the “I” in BIM

**Educational Credentials:**

M Arch Virginia Polytechnic Institute and State University, 1992  
BS Civil Engineering, with distinction, Worcester Polytechnic Institute, 1982

**Teaching Experience:**

Associate Professor (Tenure-track), University of Nevada, Las Vegas, 2006–present  
Assistant Professor (Tenure-track), University of Maryland, College Park., MD, 2003–2006  
Assistant Professor (Non Tenure-Track), Philadelphia University, Philadelphia, PA, 1999–2003  
Visiting Assistant Professor, Philadelphia University, Philadelphia, PA, 1997–1999  
Instructor, Virginia Polytechnic Institute and State University, Blacksburg, VA, 1989-1990  
Teaching Assistant, Virginia Polytechnic Institute and State University, 1987-1991

**Professional Experience:**

Deborah Oakley Architecture, Philadelphia, PA and Berwyn Heights, MD, 2002–2009  
Children’s Design Group: Supporting Architect/Engineer, Montgomery, AL, 2000–2009  
Dewberry and Davis: Architect, Richmond, VA, 1993–1997  
Dewberry and Davis: Architect Intern, Roanoke, 1991–1993  
Dewberry and Davis: Structural Engineer, Fairfax and Marion, VA, 1982–1988

**Licenses/Registration:**

Registered Architect, R.A., Commonwealth of Virginia #010198  
Professional Engineer, P.E., Commonwealth of Virginia #016574

**Selected Publications and Recent Research:**

Oakley, Deborah J., “Building on the Information Model.” First International Conference on Structures in Architecture, Guimarães, Portugal. July 21-23, 2010. Publication pending, Leiden, The Netherlands: CRC Press / Balkema, Div. of Taylor & Francis, 2010.

Oakley, Deborah J, and Smith, Ryan E., Editors. Proceedings of the 2006 Building Technology Educators’ Symposium, 2006 Aug 3-5; Moscow, ID, Building Technology Educators’ Society, Inc., 2008, 401p.

Oakley, Deborah J. “Haptic Structures: The Role of Kinesthetic Experience in Structures Education.” 2006 Building Technology Educators’ Symposium, Aug. 3-5 2006, College Park, MD, Moscow, ID: Building Technology Educators’ Society, Inc., 2008. 289-302.

Oakley, Deborah J., and Ryan E. Smith, “Bridging the Gap: Reviving Pedagogic Discourse in Architectural Technology Education.” Fresh Air: Proceedings of the 2007 95th ACSA Annual Meeting, March 8-11 2007, Philadelphia, PA, Washington, D.C.: Association of Collegiate Schools of Architecture, 2007. 583-590.

**Professional Memberships:**

Building Technology Educators’ Society, Inc. (co-founder & President), 2009-2010  
University of Maryland Center for Teaching Excellence Lilly Teaching Fellow, 2008-09

**Cheryl A. O'Neill, AIA**

**Courses Taught**

ARCH 405 Graduate Architecture Design Studio II

**Educational Credentials:**

B Arch, Cornell University, 1980

M Arch, Cornell University, 1989

**Teaching Experience:**

Assistant Professor, Syracuse University, 1987 - 1991

Lecturer, the Catholic University of America, 1991 - 1992

Lecturer, University of Maryland, 1992 - 1994

**Professional Experience:**

Intern/Architect, Skidmore, Owings & Merrill, Boston, MA, 1980 - 1984

Architect, Don Hisaka & Associates, Boston, MA, 1985

Architect, Michael Dennis & Associates, Boston, MA, 1986

Architect, Shalom Baranes & Associates, Washington, DC, 1992

Principal, Torti Gallas and Partners, Silver Spring, MD, 1992 - present

**Registration:**

Massachusetts (currently inactive)

**Selected Awards:**

American Institute of Architects, Honor Award in Regional and Urban Design, 1997

Congress for the New Urbanism, Charter Award, 2001

HUD New Face of Public Housing Award, 2003

American Institute of Architects, Housing PIA Award, 2005

American Institute of Architects, Honor Award in Regional and Urban Design, 2006

Congress for the New Urbanism, Charter Award, 2006

Residential Architect, Project of the Year, 2006

**Selected Publications:**

"Learning from the Traditional City." *Progressive Architect*. January, 2005.

"The Making of Inner-City Neighborhoods." *Urban Land*. September, 2006.

"Infill Development." *Principles for Inner City Neighborhood Design*. (CNU, 1999)

"Urban Design Maps" with Matthew J. Bell, *Time Savers Standards for Urban Design* (McGraw-Hill, 2004).

"Martin Luther King Jr. Plaza." *Residential Architect*. 2006.

**Professional Memberships:**

The American Institute of Architects

The Congress of the New Urbanism

**Christopher Pfaeffle** AIA, NCARB

**Courses Taught:**

ARCH601 Topical Studio – Adaptive Reuse

**Educational Credentials:**

BFA Studies, University of South Carolina, 1983

B Arch, Pratt Institute, 1987

**Teaching Experience:**

Volunteer Assistant, Pratt Institute 1988-1990

Lecturer, University of Maryland College Park, Spring 2010

**Professional Experience:**

Founder and Design Principal, PARAMeter Inc., Baltimore, MD 1998 - present

Project Designer and Manager, Design Collective, Baltimore, MD 1996 - 1998

Project Designer and Manager, Gaudreau Inc., Baltimore, MD 1995 - 1996

Founder and Design Principal, Pfaeffle Architecture, New York, NY 1990 - 1992

Project Architect, Furman Foord Associates, Tenafly, NJ 1989 - 1990

Project Designer and Architect, Lev Zetlin & Associates, New York, NY 1987 - 1989

**Licenses/Registration:**

Maryland

New York

New Jersey

North Carolina

**Selected Projects:**

Silo Point

Turner House

Canal Street Malt House

**Selected Publications and Recent Research:**

*Subsequent Action: Creative Work on Neglected Ground*, University of Maryland, February 2009

*Silo Point-Industrial Strength Renovation*, Blueprints (National Building Museum), Winter 2008

*When Old Meets New*, Contract August 2008

**Professional Memberships:**

The American Institute of Architects

National Council of Architectural Registration Board

**Andrew Pressman, FAIA**

**Courses Taught:**

ARCH770 Professional Practice

**Educational Credentials:**

BS, Rensselaer Polytechnic Institute, 1977

B Arch, Rensselaer Polytechnic Institute, 1978

MDesS, Harvard University Graduate School of Design, 1994

**Teaching Experience:**

Assistant-in-Instruction, Harvard University, 1993 - 1994

Assistant Professor, University of New Mexico, 1995 - 1998

Associate Professor (with tenure), University of New Mexico, 1998 - 2003

Professor, University of New Mexico, 2003 - 2006

Professor Emeritus, University of New Mexico, 2006 - present

Lecturer, University of Maryland, 2009 - present

**Professional Experience:**

Project Manager, Norman Rosenfeld, FAIA, Architects, New York, NY, 1978-1983

Principal, Andrew Pressman, FAIA, Architect, 1983-present

**Licenses/Registration:**

Maine

New Mexico

New Jersey

Illinois (inactive)

New York

**Selected Projects:**

Adult Womens' Health Care Mall, Prototype 2007-2008

Mottahedeh Showroom, New York, NY 2005

Gymnasium, Princeton, New Jersey 2001-2003

Green Acre Classroom Facility, Wliot, ME 1996

Baha'i International Community Offices, New York, NY 1995

Florida Residence, Kissimmee, FL 1993

Fortune, Inc. Sailmakers (offices), Fallmouth, ME 1993

Prime Time (retail), Charleston, SC 1992

Pages for all Ages, Champaign, IL 1992

Oz Books, Southwest Harbor, ME 1992

**Selected Publications and Recent Research:**

*Professional Practice 101: Business Strategies and Case Studies in Architecture*, Second Edition  
Wiley, 2006.

*Architectural Graphic Standards*, Eleventh Edition, Wiley, 2007, Editor-in-Chief

"Integrated practice in perspective: a new model for the architectural profession", *Architectural Record*, May, 2007.

"Good leadership helps practice, the profession, and society", *Architectural Record*, September 2007.

"Creating a firm culture that supports innovative design", *Architectural Record*, February 2008

"It's a very good time to develop your firm's collaboration skills", *Architectural Record*, April 2009.

*Designing Architecture: The Elements of Process*, Routledge, expected 2012.

**Professional Memberships:**

The American Institute of Architects

**Luis Diego Quiros**

**Courses Taught:**

ARCH600 Comprehensive Design Studio  
ARCH170 Introduction to the Built Environment  
ARCH403UG Architecture Studio IV  
ARCH 150 Discovering Architecture: A Career Studio

**Educational Credentials:**

B Arch, Universidad del Diseno, 1999  
M Arch, Kansas State University, 2002

**Teaching Experience:**

Assistant Professor, Universidad del Diseno, Costa Rica, 1999 - 2000; 2000 - 2009  
Instructor, Kansas State University, Kansas, 2000 - 2002  
Visiting Teachers Program, Architectural Association, Summer 2002  
Joint Studio Harvard GSD - Universidad del Diseno, Fall 2007  
Assistant Professor, University of Maryland, 2009 -present

**Professional Experience:**

Architect, QUIRPA Constructore, 1999 - 2000  
Architect, Jaime Rouillon Architecture, Costa Rica, Summer 2002  
Architect – Studio Director, Datum Zero, NYC, 2002 - 2005  
Principal/Founder Luis Diego Quiros Arquitectura, Costa Rica, 2005 - present

**Licenses/Registration:**

Costa Rica

**Professional Work (Built Projects -two academic years prior to current appointment)**

M House Residence - San Jose, Costa Rica, 2008.  
Casa Amanecer Residence - San Ramon, Costa Rica, 2009.  
Yip Residence - San Jose, Costa Rica, 2009.  
Rocheng Offices - San Jose, Costa Rica, 2010.  
Garcia Residence, Interiors – San Jose, Costa Rica, 2010.

**Selected Publications and Recent Research:**

SU CASA Magazine: “M\_House” – San Jose, Costa Rica, 2008.  
SU CASA Magazine: “Best 50 Houses in Costa Rica: M\_House” – San Jose, Costa Rica, 2009.  
SU CASA Magazine: “Sustainable Dawn: Casa Amanecer” – San Jose, Costa Rica, 2009.  
SU CASA Magazine: “Harvard\_UniDis Joint Studio: Urban Proposal for the Renovation of San Jose, Costa Rica” – San Jose, Costa Rica, 2009.

**Professional Memberships:**

College of Federated Engineers and Architects of Costa Rica - CFIA, Costa Rica

**Mark Tomas Ramirez, AIA**

**Courses Taught:**

ARCH 402UG Architecture Studio III  
ARCH 470 Computer Applications in Architecture

**Educational Credentials:**

M Arch, Virginia Tech - Center for European Studies and Architecture, 1996  
B Arch, Virginia Tech, 1993  
Additional Studies: Minor: Urban Affairs and Concentration in Western History, 1993

**Teaching Experience:**

Guest Lecturer, University of Maryland, 2006- present

**Professional Experience:**

Principal/Co Founder, Square 134 Architects, Alexandria Virginia, 2006- present  
Associate/Project Manager, Hickok Warner Cole Architects, Washington DC, 1998-2006  
Project Architect, Still and Svitchen Associates, Washington DC, 1997-1998  
Staff Architect, LeMay Erickson Architects, Reston Virginia, 1996-1997  
Intern Architect, Sutton Yantis and Associates, Vienna Virginia, 1995-1996

**Selected Publications and Recent Research:**

Co-author, *Introductory Digital Design Seminar: Thinking and Making* (2007-2008 FormZ Joint Study Journal)

**Professional Memberships:**

The American Institute of Architects

**Awards:**

1401 New York Ave: Façade Renovation  
AIA/Potomac Valley Citation for Architectural Excellence: Commercial/Office, 2008

Columbia Center: 1152 15<sup>th</sup> Street, NW, Washington DC  
AIA Washington DC Chapter Award of Merit, 2008  
AIA Potomac Valley Chapter Honor Award, Commercial, 2008  
AIA Northern Virginia Chapter Award of Merit, Commercial Architecture, 2008  
NAIOP Maryland/DC Chapter Award of Merit, Best Urban Office over 1500,000 sf, 2008  
Mid Atlantic Construction Award of Merit, Office, 2008

Prosperity Medical Center A: 8505 Arlington Blvd. Fairfax VA  
Washington Business Journal Awards: Finalist: Best Special Use Construction, 2002  
NAIOP Awards of Excellence: Best Mid Rise 2-4 stories, 2002

Acterna Headquarters Building: 12410 Milestone Center Drive, Germantown MD  
Masonry Institute Design Award, Honorable Mention - Best Masonry Project, 2002  
Construction Excellence Award, Best Masonry Project, 2002  
The MCAA International Excellence in Masonry Awards, Best in Show: Brick, 2003  
Maryland NAIOP, Best Suburban Build to Suit, 2003

**Garth Rockcastle, FAIA**

**Courses Taught:**

ARCH 601 Design Studio -- Adaptive Reuse (with B.D. Wortham-Galvin)  
ARCH 479P/679P Urban Design in St. Petersburg

**Educational Credentials:**

B Arch, Pennsylvania State University, 1974  
M Arch (Urban Design), Cornell University, 1978

**Teaching Experience:**

Professor, University of Maryland, College Park, 2004-present  
Professor, University of Minnesota, Minneapolis, 1991-2004  
Associate Professor, University of Minnesota, Minneapolis, 1983-1991  
Assistant Professor, University of Minnesota, Minneapolis, 1978-1983  
Teaching Associate, Cornell University, 1975, 1976

**Professional Experience(past 10 years):**

Founding Partner, Meyer Scherer & Rockcastle, Ltd - Maryland Office, 2004-present  
Founding Partner, Meyer Scherer & Rockcastle, Ltd - Minneapolis Office, 1981-present

**Licenses/Registration:**

Minnesota, Illinois, North Dakota, New York, Michigan, Iowa, Wisconsin, Pennsylvania, Nevada, Colorado, Florida, Ohio, Virginia, Maryland, District of Columbia, Delaware

**Selected Professional Projects:**

**Museum of Outdoor Art and Artist Live/Work Community**, a \$90m, 250k sf adaptive reuse and new construction for a live/work artist community, an arts center, and e-generation facility, Denver, (2010-15)

**Envisioning Annapolis**, a \$200k privately funded initiative to foster community discussion and debate on future of the City, lead design workshops to envision alternatives to help overcome conflicts and stalemates, (2007-8)

**Waxter Center and Development**, a mixed-use development (including 450 units of affordable housing, a Senior Citizens center, commercial space and a 500 car parking ramp), 450,000 sf. \$80m, Baltimore, 2009-2012

**Selected Publications and Recent Research:**

- 2010 "Oil Culture: Reflections on Burtynsky's Oil and Maass's Crude World," Design Observer: Places Journal, August
- 2009 "The Lost Public Art of Gordon Matta-Clark," Design Observer: Places Online Journal, October
- 2008 Places Magazine Volume 21, NO 1 (Guest Editor) entitled *rePLACE*, conceived of theme issue, solicited articles and creative work, and wrote lead essay focusing on significance of reuse issue to future of our disciplines

**Selected Service:**

Board of Directors, PLACE (Projects Linking Art Community and Environment)  
Board of Directors, Prince Georges Arts Council  
Board of Advisors, Place Journal (an electronic on-line media)

**Professional Memberships:**

The American Institute of Architects  
Association of Collegiate Schools of Architecture  
Society of University and College Planners  
Urban Land Institute



**Albert W. Rubeling, Jr., FAIA**

**Courses Taught:**

ARCH 770 Professional Practice  
ARCH 487C Careers in Architecture

**Educational Credentials:**

Essex Community College, 1972-73 (no degree)  
B Arch, University of Maryland, 1977

**Teaching Experience:**

Guest Lecturer, Yale University School of Architecture, 1995  
Guest Lecturer, University of Maryland School of Architecture, 2000  
Lecturer, University of Maryland School of Architecture, ARCH 770, Fall 2008  
Lecturer, University of Maryland School of Architecture, ARCH 487c, Spring 2010

**Professional Experience:**

Rubeling & Associates, Inc. Architects, Baltimore, MD 1981-present  
Nes, Campbell and Partners, Architects, Baltimore, MD 1977-1981

**Licenses/Registration:**

Delaware, District of Columbia, Georgia, Maryland, Pennsylvania, Virginia

**Selected Projects:**

The Boys' Latin School of MD, Baltimore, MD – Campus Master Plan; conceptual design of the new 30,000sf Middle School; Architect for the new stadium and turf field  
Cathedral of Mary Our Queen, Baltimore, MD – Campus Master Plan; Architect and Principal for new 13,500sf Parish Center  
St James Academy, Monkton, MD – Four Campus Master Plans; Architect and Principal for new 10,000 St. James Center  
Basilica of the Assumption, Baltimore, MD – Campus Master Plan for the city block of Mulberry, Franklin, Cathedral and North Charles Streets  
Saint Joseph Manor, Baltimore, MD – Master Plan and Architect for 25,000sf residence and nursing center for retired priests of St. Joseph's Society of the Sacred Heart  
Our Lady of Grace Church, Parkton, MD – Campus Master Plans; Architect of the new 400-seat church and Parish Center  
Immaculate Conception Parish, Towson, MD – Campus Master Plan; Architect of the Perpetual Adoration Chapel

**Selected Publications and Recent Research:**

"How to Start and Operate Your Own Design Firm", McGraw Hill 1993  
"How to Start and Operate Your Own Design Firm" Second Edition, Allworth Press 2007  
AIA, National Convention 2010 Panel Speaker, "How to Start and Operate Your Own Design Firm"

**Professional Memberships:**

National Council of Architecture Registration Boards  
American Institute of Architects  
AIA Maryland  
AIA Baltimore  
Fellow, American Institute of Architects, College of Fellows  
Richard Upjohn Fellow, American Institute of Architects  
Chair Emeritus, AIA Trust

**Fred Scharmen, LEED AP**

**Courses Taught:**

ARCH 401UG Architectural Design Studio II

**Educational Credentials:**

M Arch, Yale University, 2006

BS Architecture, University of Maryland, 2001

**Teaching Experience:**

Adjunct Lecturer, Morgan State University, 2010 – present, ARCH 510, ARCH 103

Adjunct Lecturer, Maryland Institute College of Art, 2010 – present, ENV 200

Adjunct Lecturer, University of Maryland, College Park, 2009, ARCH 401UG

Teaching Fellow, Yale University, 2004 – 2006, ARCH 154b

**Professional Experience:**

Principal, Working-Group for Adaptive Systems, Baltimore, 2009 – present

Project Designer, Ziger/Snead Architects, Baltimore, 2007 – 2010

Project Designer, Keller Easterling Architects, New York, 2008 – 2009

Project Designer, Greg Lynn FORM, Los Angeles, 2006 - 2007

**Licenses/Registration:**

United States Green Building Council, LEED AP, 2.0

**Selected Projects:**

Villa #38, ORDOS100, Inner Mongolia, Presentation, Rendering, Graphics, Coordination and Project Delivery, Keller Easterling Architects, 2008

Maryland Department of Public Safety and Corrections Landmark Signs, Baltimore, Designer/Facilitator, Ziger/Snead Architects, 2008-Present

White House Redux, Washington DC, Design and Presentation, Keller Easterling Architects, 2008

Schloss, Coral, Soprano, Halo, Great Wall: Las Vegas, Project Designer, Greg Lynn FORM, 2006

Atlantis Sentosa, Singapore, Team Member, Greg Lynn FORM (with Gehry Partners, Arnell Group, and Kerzner International), 2006

w w w.architecture.yale.edu, New Haven, Designer and Editor, seven81, 2004-2006

Mikulski Center for Workforce Development, Baltimore, Project Designer, Alexander Design Studio, 2002-2003

Belski Residence, Barstow, Project Designer, 2002

**Selected Publications and Recent Research:**

Fred Scharmen, "Adaptive Reuse: Things, Containers, and Streets in the Architecture of the Social Web" in Interactions Magazine, July/August, 2010, ed. Molly Steenson (New York, Association of Computing Machinery, 2010).

Fred Scharmen, "Re-Scheming Pyramid Scheming", in Crit 69: Architects without Architecture, ed. Zach Heineman (New York, American Institute of Architecture Students, 2010)

Fred Scharmen, "ZORK and the Landscape of the Text Adventure Game", in A Brief Survey of Video Game Landscapes, ed. Gary Kachadourian, (Baltimore, 2010)

Fred Scharmen, with Eric Leshinsky and C. Ryan Patterson, "Evergreen Commons", public art installation in Simultaneous Presence, Sculpture at Evergreen 6, Jennie Fleming and Ronit Eisenbach, Curators, (Baltimore, 2010)

**Professional Memberships:**

United States Green Building Council

D:center Baltimore

**Thomas L. Schumacher, RA, FAAR(deceased)**

**Courses Taught:**

ARCH 402UG Architecture Studio III  
ARCH 403UG Architecture Studio IV  
ARCH 435 History of Contemporary Architecture

**Educational Credentials:**

American Academy in Rome, FAAR, 1969  
M Arch Cornell University, 1966  
B Arch Cornell University, 1963

**Teaching Experience:**

Assistant Professor, Princeton University, 1972 - 1978  
Assistant Professor, University of Virginia, 1978 – 1984  
Associate Professor, University of Maryland, 1984 – 1991  
Professor, University of Maryland, 1999 – 2009  
Over 100 lectures delivered at various universities in the US and abroad

**Professional Experience:**

Brown and Daltas, Architects, Rome, Italy, 1968  
Manfred Nicoletti, Rome, Italy, 1968  
I. M. Pei and Partners, New York, 1969 -1971  
Institute for Architecture and Urban Studies, 1971 - 1972

**Licenses/Registration:**

New Jersey

**Selected Professional Projects:**

Raffles Hotel, Singapore, 1969  
Canadian Imperial Bank of Commerce, Toronto, 1970 - 1971

**Selected Publications and Recent Research:**

**Books**

*Terragni's Danteum: Architecture, Poetics, and Politics Under Italian Fascism* (reprint of 1993, with altered title, below), 2004.  
"Giuseppe Terragni: Two Masterpieces", in *GA Casa del Fascio and Asilo Sant'Elia*, New York, Global Architecture, 1995.  
*The Danteum: Architecture, Poetics, and Politics Under Italian Fascism*. New York: The Princeton Architectural Press (revised paperback edition of 1985 below), 1993.  
*Surface and Symbol, Giuseppe Terragni and the Architecture of Italian Rationalism*, New York: The Princeton Architectural Press; London, ADT; Berlin, Ernst & Sohn, 1991.

**Articles in Refereed Journals**

"Horizontality: The Modernist Line," in *Journal of Architectural Education*. 59:1, 2005.  
"The Outside is the Result of the Inside: on the origins of some modern prescriptions concerning facades." in *Journal of Architectural Education*. 56:1, 2002.

**Honors and Awards:**

Distinguished Professor, ACSA, 1993  
Resident in Architecture, American Academy in Rome, 1967  
Rome Prize in Architecture, American Academy in Rome, 1967  
Robert Eidlitz Traveling Fellowship, Cornell University, 1964

**Professional Memberships:**

Society of Architectural Historians

**Michael P. Sewell, AIA**

**Courses Taught:**

Arch 406 Graduate Architecture Design Studio III

**Educational Credentials:**

BA, Hampshire College, 1988

B Arch, Tulane University, 1995

M Arch, Harvard University, 2001

**Teaching Experience:**

Lecturer, Roger Williams University, 2001 - 2003

Lecturer, Northeastern University, 2003 - 2005

Lecturer, Catholic University, 2008 - 2010

**Professional Experience:**

Michael Sewell Architect PLLC, Washington DC, 2009-2010

Shalom Baranes and Associates, Washington, DC, 2008

Skidmore, Owings and Merrill LLP, Washington, DC, 2005-2007

Ellenzweig Associates, Cambridge, MA, 2001-2005

Kohn Pedersen Fox Associates, New York, NY, 1997-1999

**Licenses/Registration:**

Massachusetts

Washington, DC

**Selected Projects:**

Robert Silman Associates Office Renovation, Washington DC, 2009-2010

AU Park Renovation

Mill Colony Renovation

Zero Energy Garage

Golden Triangle Bike Rack

Wellbuilt LLC

GSA SFO – senior associate with Shalom Baranes

American History Museum – design associate with SOM

Woods Hole – design associate with Ellenzweig

Bay-Adelaide – design associate with SOM

**Selected Publications and Recent Research:**

“AU Park Renovation and Addition” *AIA DC* Spring 2009

Smithsonian American History project featured in Washington Post, New York Times, Roll Call, NPR’s All Things Considered, Washington Business Journal, November and December 2008

**Professional Memberships:**

The American Institute of Architects

**Madlen Simon, AIA**

**Courses Taught:**

ARCH 601 Topical Studio  
ARCH 600 Comprehensive Design Studio  
ARCH 673 Building Culture

**Educational Credentials:**

AB, Princeton University, 1974  
M Arch, Princeton University, 1977

**Teaching Experience:**

Adjunct Associate Professor, Temple University, 1991 - 1992  
Assistant Professor, Kansas State University, 1992 - 1999  
Associate Professor, Kansas State University, 1999 - 2007  
Visiting Associate Professor, University of Maryland, 2006 - 2007  
Associate Professor, University of Maryland, 2007 - present  
Architecture Program Director, University of Maryland, 2008 - present

**Professional Experience:**

Intern, Skidmore, Owings & Merrill, New York, NY 1977 - 1979  
Intern and Project Architect, Edward Larrabee Barnes Associates, New York, NY 1979 - 1983  
Principal, Simon Design, New York, NY, Manhattan, KS, Hyattsville, MD, Jersey City, NJ  
1983 - present

**Licenses/Registration:**

New York  
NCARB

**Selected Projects:**

Scardino + Kelman Residence, New York, NY 2010-2011  
Hallmark Expansion, Kansas City, MO, project architect with Edward Larrabee Barnes Associates, 1979 - 1983  
Equitable Life Insurance Building, New York, NY, with Edward Larrabee Barnes Associates, 1983  
Jeddah International Airport, junior designer with SOM, 1977-1979

**Selected Publications and Recent Research:**

Solar Decathlon 2011, Co-Principal Investigator with A. Gardner 2009-present  
Sustainable Skins Studio: Design Exploration at the Interface Between Inside and Outside, *Rebuilding*, Proceedings of the 98<sup>th</sup> ACSA Annual Meeting, Bruce Goodwin & Judith Kinnard, eds. (Washington DC: ACSA Press, 2010) pp.309-316.  
Sealed Envelopes and Porous Skins: metaphor and meaning in the architectonic enclosure, Conference on the Arts in Society, Venice, Italy, 2009  
Tracing Bauhaus Influence on Current American Architectural Education, *Proceedings of the International Symposium on the German Presence in the USA*, Josef Raab and Jan Wիրrer, eds. (Berlin, Germany: LIT-Verlag, 2008) pp.561-579.  
*Palm Beach Cottages and Gardens* (New York: Cottages and Gardens Publications, 2007), April 2007 vol. 5, no. 6, pp. 56-63.

**Professional Memberships:**

The American Institute of Architects

**Beyhan Cagri Trock**

**Courses Taught:**

ARCH 402UG Architectural Studio III

**Educational Credentials:**

M Arch, University of Maryland, 1989

Specialization - Design for Developing Countries

B Arch University of Maryland, May 1982

BS Psychology, University of Maryland, 1979

**Teaching Experience:**

Lecturer, University of Maryland, 2008 - 2009

Adjunct Professor, Montgomery College, 2006 - present

**Professional Experience:**

TrockWorks Architectural Services, Bethesda, MD, 2004 - present

Principal in sole-proprietorship firm providing complete architectural services for commercial and residential projects, including remodeling and renovation.

Grimm and Parker Architects, Calverton, MD, 2000 - 2004

Architect for firm specializing in educational and institutional architecture.

Buckley Marketing Inc., (Vice President, Producer/Director) Columbia MD, 1991 - 1999

DNC Architects, Rockville, Maryland, 1989-1990

BLYTHE + NAZDIN ARCHITECTS, Bethesda, Maryland, 1987 - 1989

DNC Architects, Rockville, Maryland, 1984 - 1987

Shalom Baranes Associates, Washington, DC, 1983-1984

**Licenses/Registration:**

Maryland (1986)

**Selected Projects:**

Project Architect - Middletown Primary School, Frederick County Public

Schools. Responsible for project from pre-design to 100% CD

Project Architect - Largo Community Church, revised schematic design of assemblyhall/school addition to existing church

Architect - produced large share of CDs for Matapeake Elementary School in Kent Island, MD

Design - Developed plans and elevations for several Maryland public and private schools, including Thurmont Primary School which was subsequently repeated by Frederick County Public Schools as Middletown Primary School.

Interior Design - Played lead role in comprehensive interior design projects,

for Queen Anne's High School, Adelphi Elementary School, Rocky Hill Middle School, Thurmont Primary School, Matapeake Elementary School, and Middletown Primary School.

Site Design - Master planning for Washington Lee High School (Arlington, VA)

**Professional Achievements:**

Illustrator for James Goode, *One Hundred Best Addresses: a guide to Washington's best apartment houses*, Smithsonian Institution Press, 1985.

Illustrator for Warwick Ball, (*Archaeological Gazetteer of Afghanistan Recherche Sur les Grands Civilisations*), British Institute of Archaeology, Kabul, Afghanistan, 1982.

Muralist and coordinator of North and Central American Chilean mural-painting tour, Brigada Orlando Letelier, Oakland, California, 1981.

**Professional Memberships:**

American Institute of Architects

Rotary International

**Jaw Tung, PE**

**Courses Taught:**

ARCH 611 Advanced Architecture Technology Seminar

**Educational Credentials:**

B Civil Engineering, University of Maryland, 1994

**Teaching Experience:**

Lecturer, University of Maryland, 2009 - present

**Professional Experience:**

James Madison Cutts, Washington, DC 1994 – 2001

Thornton Tomasetti, Washington, DC 2001 – 2008

Keast & Hood Company, Washington, DC 2009 – present

**Licenses/Registration:**

District of Columbia

Maryland

Virginia

**Professional Memberships:**

American Society of Civil Engineers

Structural Engineer' Association of Metropolitan Washington

Virginia Task Force One Urban Search and Rescue Team, Structural Specialist

**Robert L. Vann**

**Courses Taught:**

ARCH 225 History of World Architecture I  
ARCH 423 History of Roman Architecture  
ARCH 428E/628E History of Egyptian Architecture  
ARCH 224 The Ancient Roman City: Pompeii and Beyond  
ARCH 226 History of World Architecture II  
ARCH 422 History of Greek Architecture  
ARCH 481 The Architect in Archaeology  
ARCH 483 Field Archaeology  
ARCH 227 History of World Architecture III  
ARCH 428/628 Selected Topics in Architectural History

**Education:**

Ph.D., Cornell University (Ithaca, New York) School of Architecture, Planning, and Design 1976  
The American Academy in Rome, 1972-1973  
The American School of Classical Studies in Athens, 1971-1972  
B.S. Degree in History of Art, University of Texas at Austin, 1968  
Department of Architecture, Texas Technological College (Lubbock, Texas) 1963-1967

**Honors and Awards:**

Lilly Teaching Fellowship, 1999, Taggart-McCann Lectureship, 1998, Fulbright Award for Turkey, 1991, Maryland Humanities Grant, 1988, Seagrant Award, 1982, American Research Institute in Turkey, 1973, Ford Foundation Fellowship, 1970-1971

**Academic Experience:**

Professor of Architecture, History of Architecture, University of Maryland, 1993-Present  
Associate Professor, Maryland, 1983-1993  
Visiting Instructor, Catholic University, 1990  
Adjunct Professor, Haifa University (Center for Maritime Studies), 1983-90  
Assistant Professor, Maryland, 1975-1983  
Visiting Professor, Rhode Island School of Design, 1980  
Visiting Instructor, Cornell (Summer), 1979

**Selected Publications, Reports, Papers, and Exhibitions**

(ed.), *Caesarea Papers: Straton's Tower, Herod's Harbour, and Roman and Byzantine Caesarea*, 1988. *Journal of Roman Archaeology Supplementary Series no. 5*. Ann Arbor: University of Michigan, 1992.

*The Unexcavated Buildings of Sardis, British Archaeological Reports International Series 538*, 126 pp, 124 illus, (Oxford: BAR, 1989).

"Food and Drink in Ancient Pompeii," *American Journal of Archaeology* 106.

"Survey at Aperlae in Lycia: the 2000 Season," *American Journal of Archaeology* 105 (2001): 272.

"The East Bath at Aperlae (Lycia)," *Adalya*, vol. 4. With Robert L. Hohlfelder and Kathryn Shedrick.

"The Underwater Church at Aperlae," *Adalya*, vol. 4. With Robert L. Hohlfelder.

"Survey of Classical Harbors in Turkey: 2000 Season at Aperlae in Lycia," *XVIII. Arastırma Sonuçları Toplantısı*, T.C. Kültür Bakanlığı Anıtlar ve Müzeler Genel Müdürlüğü (Ankara, Ankara Üniversitesi Basimevi).

**Professional Memberships:**

Archaeological Institute of America  
Society of Architectural Historians



**Brittany Williams**, Associate AIA, LEED AP

**Courses Taught:**

ARCH 601 Topical Studio - Solar Decathlon  
ARCH 600 Comprehensive Studio - Solar Decathlon

**Educational Credentials:**

BS Arch, University of Maryland, 2005  
M Arch, University of Maryland, 2007

**Teaching Experience:**

Lecturer, University of Maryland, 2010 - present

**Professional Experience:**

Project Designer, MTFA Architecture, Arlington, VA, 2008 - present

**Licenses/Registration:**

LEED AP

**Selected Projects:**

MTFA – Arlington Career Center Renovation  
MTFA – DHS NAC Master Plan

**Awards and Honors:**

Architectural Student Co-leader, 2007 LEAFHouse Team, US Department of Energy Solar Decathlon, Second Place, 2007.

**Professional Memberships:**

The American Institute of Architects, Associate

**Isaac S. Williams, LEED AP**

**Courses Taught:**

ARCH 600 Comprehensive Design Studio  
ARCH 478D/678D Dubai by Design (with B.D. Wortham-Galvin, study abroad)  
ARCH 403UG Architectural Studio IV  
ARCH 678L Learning Places  
ARCH 601 Architecture for Education Studio  
ARCH 678R Reading Architecture  
ARCH 478Y/678Y Learning Places in Scandinavia

**Educational Credentials:**

BS Arch Cum laude, University of Maryland, 2000  
M Arch, University of Maryland, 2002

**Teaching Experience:**

Visiting Design Review Critic, Catholic University of America, 2008  
Visiting Design Review Critic, Howard University, 2008  
Visiting Design Review Critic, Temple University, 2008  
Assistant Professor, University of Maryland, 2006 - present

**Professional Experience:**

Associate Principal, Fielding Nair International, Washington, DC Studio, 2010–present  
Senior Designer and Planner, Fielding Nair International, 2006–2010  
Associate, Ehrenkrantz Eckstut & Kuhn Architects, New York, 2004–2006  
Architectural Designer, Ehrenkrantz Eckstut & Kuhn Architects, New York, 2002–2004  
Partner, >forward, 2000–present  
Intern, Design Collective, 1998–2000  
Intern, Wiedemann Architects, 1996–1998

**Licenses/Registration:**

USGB LEED Accredited Professional, 2009

**Selected Publications and Recent Research:**

“Navigating the Stimulus for Schools” – Feature Article Learning by Design Newsletter, May 2009  
“Building Interface: Connecting the Experience of Learning to the Physical Environment.” Third Annual International Design Conference. Berlin, February 17, 2009.  
“Learning Places.” Invited Keynote Presentation. Great Schools by Design Texas Institute, Austin Texas, November 5, 2008.  
“School Buildings – The State of Affairs, a new architecture for a new education”  
Traveling Exhibit, University of Maryland School of Architecture, Planning, and Preservation. February – March 2008.  
“Defining the 21st Century Urban School.” International Symposium, University of Maryland School of Architecture, Planning, and Preservation. February 16, 2008.  
“Diversity Through Engagement: Bridging the Gap Between the Community and the Campus.”  
Seeking the City: Visionaries on the margins: 2008 American Collegiate Schools of Architecture Annual Meeting. Ed. Dietmar Froehlich and Michaela Pride. Washington: ACSA Press, 2008.

**Selected Professional Projects**

F.H. Collins Secondary School, Whitehorse, YK, Canada. Lead Project Designer, Fielding Nair International, 2010 – present  
Sir James Douglas School, Vancouver, BC, Canada. Lead Project Designer, Fielding Nair International, 2010 - present

**B.D. Wortham-Galvin, Ph.D.**

**Courses Taught:**

ARCH 478D/678D Urban Dialogues  
ARCH 601 Topical Studio – Adaptive reuse (with Garth Rockcastle)  
ARCH 678R Dubai by Design (study abroad, with Isaac Williams)  
ARCH 797 Thesis Proseminar  
ARCH 798 Thesis in Architecture  
ARCH 799 Thesis Research

**Educational Credentials:**

AB, Brown University, 1992  
MS, University of Pennsylvania, 1994  
M Arch, University of Maryland, 1998  
PhD, Massachusetts Institute of Technology, 2006

**Teaching Experience:**

Assistant Professor, University of Maryland, 2005-present

**Professional Experience:**

Intern, National Park Service, 1992- 1994  
Intern, Kallmann McKinnell and Wood, 1997  
Program Director, Mayors' Institute of City Design, 1998, 2006- 2007  
Director, Urban Dialogues, Inc., 2005-present

**Selected Publications and Recent Research:**

"The Fabrication of Place in America: The Fictions and Traditions of the New England Village," *Traditional Dwellings and Settlements Review*, Vol. 21. No. 2 (Spring 2010): 21-34.

"Building Sojourns," *Visions of Place: Regionalism and Architecture*, ed. William Bechhoefer (College Park, MD: University of Maryland, 2010): 155-174.

"Mythologies of Placemaking," *Places* 20.1 (2008): 32-39.

"Home Sweet Homestead: Remaking the Gulf Coast After Katrina," *Battleground States: Scholarship in Contemporary America*, Stephen Swanson, et al., eds. (Newcastle, U.K.: Cambridge Scholars Press, 2007): 160-182.

The IBM Innovation in Technology Award; The City of the Future: A Design and Engineering Challenge, The History Channel, with Michael Ambrose, Isaac Williams and Garth Rockcastle (2008)

"The Way We Think About The Way We Think: Architecture is a Paradigm for Reconsidering Research," *Journal of Architectural Education*, vol. 61, no. 1 (2007): 44-53.

**Professional Memberships:**

USICOMOS  
Vernacular Architecture Forum

3. *Visiting Team Report*[2005] (VTR) from the previous visit:  
[http://www.arch.umd.edu/downloads/NAAB/2005\\_VTR.pdf](http://www.arch.umd.edu/downloads/NAAB/2005_VTR.pdf)

*Focused Evaluation Team Reports* from any subsequent Focused Evaluations – not applicable

4. Catalog (or URL for retrieving online catalogs and related materials)

About the Program website: [http://www.arch.umd.edu/architecture/about\\_the\\_program/](http://www.arch.umd.edu/architecture/about_the_program/)

Graduate catalog: <http://www.gradschool.umd.edu/catalog/programs/arch.htm>

Undergraduate catalog:  
<http://www.umd.edu/catalog/index.cfm/show/content.section/c/2/s/2083>

5. Response to the Offsite Program Questionnaire - not applicable

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