**The Catholic University of America**
**School of Architecture and Planning**

**Architecture Program Report for 2015 NAAB Visit for Continuing Accreditation**

**Degree Title:**   Bachelor of Science in Architecture (B.S.Arch) 126 credits, 4 year, pre-professional
Master of Architecture (M. Arch), 60 credits, 2 year, professional
Master of Architecture (M. Arch), 111 credits, 3 year, professional

**Year of the Previous Visit:** 2009
**Current Term of Accreditation:**
*As a result, the professional architecture program: Master of Architecture was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to review the following Conditions and the progress that has been made in each area:*

*5. Studio Culture*
*6. Human Resources*
*8. Physical Resources*
*12. Professional Degrees and Curriculum (M. Arch only)*

*The accreditation term if effective January 1, 2009. The program is scheduled for its next full accreditation visit in 2015*

Submitted to:   The National Architectural Accrediting Board
Date:            September 7th, 2014

NOTES:
1. All sections should be in Ariel 10 pt. type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
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Name and contact information for the following:

**Program Administrator**:  Randall Ott

**Chief administrator for the academic unit in which the program is located (e.g., dean or department chair):**  Randall Ott

**Chief Academic Officer of the Institution:**  Provost James Brennan

**President of the Institution**:  John Garvey

**Individual submitting the Architecture Program Report:**  Randall Ott

**Name of individual to whom questions should be directed:**  Randall Ott

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**I.1.1.    History Mission**

*A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education.*

The decision to found The Catholic University of America was made by the bishops of the United States on December 2, 1884. Pope Leo XIII, who was a source of encouragement from the beginning, gave the decision his formal approbation on April 10, 1887. The anniversary is commemorated annually as Founders Day. A certificate of incorporation was registered in the District of Columbia on April 21, 1887. After papal approval of the university's first constitutions was given on March 7, 1889, and what is now called Caldwell Hall was completed, the university opened with thirty-seven students of the sacred sciences on November 13 of the same year.

The campus followed the example of the Prussian universities of the nineteenth century. Very soon the conduct of research and the training of graduate students to carry it on became the hallmark of university status. By 1900, fourteen institutions offering instruction for the doctorate, The Catholic University of America among them, considered themselves ready to form the Association of American Universities, which is now a sixty-member body. Until 1904, undergraduate programs were not offered by the university.

As the article in its name suggests, The Catholic University of America was founded when it was thought that for some time to come, American Catholics would be able to maintain only one institution of university standing. There had been occasional demands for such an institution for several decades. Meeting in their Second Plenary Council, in 1866, the bishops, who were interested especially in the higher education of the clergy, had expressed a desire to have under Catholic auspices a university in which "all the letters and sciences, both sacred and profane, could be taught." Although some Catholic colleges of the period had announced graduate offerings in the 1870s, they had defined them by adding courses rather than by the pursuit of investigation that graduate work is understood to entail.

Seen in the context of the development of American higher education as a whole, the institution that began with the decision of the bishops in 1884 became the principal channel through which the modern university movement entered the American Catholic community. The life of The Catholic University of America has been more or less co-terminus with the movement, which now extends on an international scale. A particularly visible contribution of the university to the Church in the United States and to the nation at large has been its preparation of teachers, many of them diocesan priests or members of religious communities of men and women, for service in schools, seminaries and colleges throughout the country.

The expansion of the university into the arts and sciences began in 1895 with the opening of what were called at the time the "faculties for the laity." Instruction in law and technology were included. A structural evolution led to a comprehensive academic reorganization in 1930. In that year, in accord with patterns that had become general in the United States, the College and the Graduate School of Arts and Sciences were established. The School of Engineering and Architecture was also a product of this reorganization. The School of Law had been established early in 1898, in the third year after its beginning as a department.

The addition of several professional schools since 1930, which incorporated the National Catholic School of Social Service in 1947 and the former Columbus University in 1954; the consolidation that resulted in the establishment of the School of Religious Studies in 1973; the integration of the College and Graduate

School into a single School of Arts and Sciences in 1975; and the return of the School of Education to departmental status in 1986 have resulted in a complex of eleven Faculties or Schools in Architecture and Planning, Arts and Sciences, Engineering, Law, Library and Information Science, Music, Nursing, Philosophy, Religious Studies, Social Service and Metropolitan College.

Undergraduates are admitted to the Schools of Architecture and Planning, Arts and Sciences, Engineering, Music, Nursing and Philosophy. A common admissions authority applies the same general standards to all six schools. Metropolitan College also admits undergraduates and employs admission criteria appropriate for the non-traditional student. To a considerable extent, undergraduates participate in the same classes in general subjects, share in other features of undergraduate life, and are governed by common regulations.

The composition of the university's student body has changed several times during its first century. At present, it resembles more than ever before what would be regarded as a typical American institution. About forty-five percent of all students are undergraduates. Of the other fifty-five percent who are post-baccalaureate students, roughly two-thirds are in professional schools. The latter have gained in proportion as the number of clerics and religious, who once constituted a large segment of students in arts and sciences, has declined.

When the university was established, its governance was delegated by the bishops to a board of trustees of seventeen members. An act of Congress in 1928 amended the original certificate of incorporation to allow, among other things, an increase in the membership of the board. Lay membership, however, was minimal until 1968. Under bylaws that it adopted in that year, the board, which now has fifty members, has equal numbers of clerical and lay members.

An official statement of the aims of the university that the trustees promulgated in 1970 transmits consistently the goals of the founders of a century ago. The first rector, Bishop John Joseph Keane, gave succinct form to these goals when he portrayed the institution that he was chosen to head as "a living embodiment and illustration of the harmony between reason and revelation, between science and religion, between the genius of America and the church of Christ."

His words have been a guide for a century and will be a continuing challenge as long as the university endures. There are specific articulations of the University's Mission and Aims and Goals:

**Mission Statement of The Catholic University of America**

> *As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world.* (Approved by the Board of Trustees, December 12, 2006)

**Statement of Aims and Goals of The Catholic University of America**

**Aims of the University**

> The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency serving the needs of human society. It welcomes the collaboration of all scholars of good will who, through the process of study and reflection, contribute to these

aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic university, it desires to cultivate and impart an understanding of the Christian faith within the context of all forms of human inquiry and values. It seeks to ensure, in an institutional manner, the proper intellectual and academic witness to Christian inspiration in individuals and in the community, and to provide a place for continuing reflection, in the light of Christian faith, upon the growing treasure of human knowledge.

As a member of the American academic community, it accepts the standards and procedures of American institutions and seeks to achieve distinction within the academic world.

Faithful to the Christian message as it comes through the Church and faithful to its own national traditions, The Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community as well as to serve the nation and the world.

**Goals of the University**

The Catholic University of America was founded in the name of the Catholic Church in the United States by Pope Leo XIII and the bishops of this country as a national institution of learning. Given its origins and the historic role of its ecclesiastical faculties, this university has a responsibility to the Church in the United States that is special to it: It is called to be an intellectual center of highest quality, where the relation between revealed truth and human truth can be examined in depth and with authority. It seeks, moreover, to do this in the light of the American experience. It is for this reason that, from its inception, the university has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, The Catholic University of America has evolved into a modern American university, committed not only to graduate but also to undergraduate and professional education and to the cultivation of the arts. At every level, the university is dedicated to the advancement of learning and particularly to the development of knowledge in the light of Christian revelation, convinced that faith is consistent with reason and that theology and other religious studies themselves profit from the broader context of critical inquiry, experimentation and reflection.

The university aims at achieving and maintaining in higher education a leading place among Catholic and other privately endowed, research-oriented institutions of comparable size, purpose and tradition. In particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy and canon law.

The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but also because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The university seeks the advancement of knowledge within a context of liberal studies, a context which reflects both its concern for the whole person and the distinctive wisdom to which it is heir as a Catholic institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the university seeks to educate men and women

who can represent their respective professions with distinction and who are formed by the learning and values inherent in its academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the university accords priority to religious and philosophical studies and to those programs which advance the Catholic tradition of humanistic learning and which serve the contemporary and future needs of society and the Church. In supporting particular programs the university takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The university recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, the university seeks men and women who are not only professionally competent but who also can contribute to its Catholic, moral and cultural milieu. The university seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the university recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation's capital and its unique relationship with the Catholic Church in America provide it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the university seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in the Church, but also through factual investigations and discussions of principles which influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that "the Christian mind may achieve . . . a public, persistent, and universal presence in the whole enterprise of advancing higher culture" (***Gravissimum educationis***, n. 10).  (Approved by the Board of Trustees on June 21, 1980)

In the context of 21st century education, the 2006 University Mission specifically references the dialectic of faith and reason—a recognition of the increasing role of instrumental rationality in day-to-day life, and the university's effort to interface with that reality.  Pragmatic disciplines such as Engineering and Nursing have long been part of the community, but recent direct expressions of that effort are the university's rising research agendas in the sciences (particularly the Vitreous States Laboratory), and the establishment of a Business School.  Thus the university remains an active and progressive investigator of contemporary trends in academia.  One can also see in the Mission and understanding that the environment in which we and our students act has now become global.

*A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*

**School Mission**

The school's Mission Statement of 2007 was recently revised and updated through a year-long process. The faculty at their annual faculty retreat in 2014 formally adopted the revised Mission.  We say revised, as opposed to new, as the 2007 Mission was still viewed as timely, and after discussion by committee and the full faculty, it was felt that much of that statement still reflected the direction the school wished to go.  "Building Stewardship' was still a mission with considerable relevance.  In some respects, the school

had been quite proactive in 2007 by articulating a statement that related to, for instance, sustainability—both physical and social.  It was felt that, if anything, we wished to move further in that direction.

The major changes were in more specifically articulating the way our Mission related to the university's Mission.  It was also felt that the Mission could be articulated with greater depth and specificity given the substantial changes at the school, in order to reveal more clearly how the school actualizes its mission-related efforts.  The prior Mission had been three general paragraphs.  While we understand the purpose of brevity in a mission, it was felt the school had developed a series of programs very directly expressing the core concerns of the Mission, and these should now be stated explicitly.  This resulted in the six specific 'features' of our program.

Such school statements are not formally endorsed by the institution per se; in the process of revising the Mission, numerous conversations with the provost occurred.  Immediately upon its adoption by the school, the Mission was provided to the central administration, and the Public Affairs office.  Concurrent with drafting a revised Mission, an effort at renewed strategic planning was done, resulting in a new strategic plan.  That is reported upon elsewhere in this document.

### CUArch School Mission Statement

*"We face a fundamental question which can be described as both ethical and ecological. How can accelerated development be prevented from turning against man? How can one prevent disasters that destroy the environment and threaten all forms of life, and how can the negative consequences that have already occurred be remediated?"* -- Pope John Paul II

Our school's mission, *Building Stewardship*, focuses on preparing architects and designers to assume a personal responsibility for the beauty, equity, and wellbeing of the world. We stress the interdependence of the words 'building' and 'stewardship'.

We focus on how 'stewardship' itself must be planned, designed, constructed and studied, as process and result — how humanity must actively *embrace, envision and build* a collective ethos of stewardship. Experienced in the integrative, creative and holistic process of designing and dwelling, architects and planners are uniquely positioned to help forge a compelling contemporary attitude toward stewardship for society at large. In addition, our school focuses on how we must be capable *stewards* when we indeed do physically build. We must care deeply for the impact our projects will have upon past, present and future human efforts and upon the fragile natural wonder of our globe.

We interpret 'stewardship' broadly: it encompasses understanding the built and natural environments, and protecting and preserving resources as well as human and nonhuman life. It urges us to consider the sacred and social dimensions of our existence and world. It makes us promote social and environmental justice and advance the quality of human life. This broad interpretation of stewardship encompasses a variety of aspirations, including beauty, ethical responsibilities, community involvement, and responsible development, preservation of the urban fabric, appropriate technological innovation, livability, spiritual growth, diversity and cultural tolerance. We propose that responses to the evolving challenges facing our communities require dynamic strategies and innovation.

Professing this vision and practice of *Building Stewardship* manifests in our school's teaching, research and service attention to the three relationships at the heart of all human habitation: our relationship with others (Social dimension), our relationship with nature (Environmental dimension), and our relationship with God (Sacred dimension).  Far from being conformist or safe, *Building Stewardship* demands our students and faculty to imagine, strive, experiment and deploy new, inspiring, and provocative architectural and planning alternatives for a world that can

no longer be addressed using conventional solutions.

Our school pursues this mission emphasizing six unique features:

1.  Washington, D.C. Metropolitan Region, as a Learning Laboratory: Our mission resonates powerfully within our nation's capital. We encourage a hands-on immersion in the reality of stewardship. We embrace our city and its diverse metropolitan area through numerous cooperative projects with local and federal governmental agencies, funding organizations, arts and museum groups, local universities, and international governments and institutions. Our Urban Practice and Real Estate Development graduate concentrations as well as the Master of City and Regional Planning take full advantage of this unmatchable urban resource. Additionally, CUAdc, our design collaborative, provides *pro bono* design services to nonprofit and community groups. For comparative purposes, we augment the experience of Washington with an outstanding array of foreign travel options.

2.  The Sacred dimension of professing architecture and planning: Unlike most schools of architecture and planning in the country, we engage and celebrate our relationship with God as an important dimension of *Building Stewardship*. As part of the national university of the Catholic Church in the United States, our principles are critically informed by the ethical, religious, philosophical, and societal potentialities of our discipline. Bringing the spiritual dimension is accomplished with a careful, respectful and open sensitivity. The Sacred Space and Cultural Studies graduate concentration offers a unique educational opportunity for those interested in deepening this topic.

3.  High quality graduate choices: our school offers graduate students in architecture four distinct concentrations — *Emerging Technologies & Media, Sacred Space and Cultural Studies, Urban Practice,* and *Real Estate Development* — to focus their professional, master's degree as well as three master's degree programs — *City and Regional Planning*, *Sustainable Design*, and *Facilities Management* — that could be undertaken jointly with the M. Arch.

4.  Individualized, direct, and personal education. Our class sizes, faculty: student ratio, the mission of CUA, long-standing teaching tradition, and committed professors guarantee a remarkable level of access, attention, and interaction between faculty and students at both undergraduate and graduate levels. This generates the best conditions for a successful, transformative, and fulfilling educational experience.

5.  Design Excellence: We focus on design methodology as a model for stewardship efforts. We emphasize exemplary design through the exploration of projects at a variety of scales, programs and cultural settings using a balance of theoretical/technical knowledge and hand/digital craft. Our belief is that good design means good stewardship.

6.  Interdisciplinary Study: Researchers and practitioners must be good observers and listeners. Our school broadens students' understanding of the world around them and the challenges of stewardship. We engage other campus disciplines in the work of the school, so that students understand architecture's place within a larger, interconnected, and dynamic context.

Our belief is that we are all stewards of this earth. Architects and planners have the skills to forge a true difference in humanity's future.

We feel the relationship of the school's Mission to the University's is now clearer, specifically in the interest the school has in the area of the study of sacred space—a nationally unique initiative.  This directly aligns our Mission with the larger institutional context.  Previously, this was implied but not directly articulated.  The school's position within a vibrant metropolitan region like Washington DC was also articulated clearly.  It was felt that this is a sizable recruitment advantage for the school and should be

very directly mentioned.  The revised Mission also puts emphasis on the new evolved multi-disciplinary character of the school; in 2007, that initiative was only beginning.  We felt we now had the specific options fully developed and thus could directly address that area in the Mission.  Further, the concentration format for the M. Arch is now explicitly stated; moving to concentrations was a core step in giving the M. Arch identity.  We felt is should be explicitly addressed in the Mission.

In the context of 21st century education, the 2014 revision of the Mission offers a decisive view of what design education could be over the next several decades at our school.  The emphases on specialization, sustainability, multi-disciplinarity, and Washington DC as a relevant urban model are proactive and realistically reflect what the school can hope to achieve.  Our program is developed around the philosophy that successful stewardship comes from the collaboration between design professionals, policy and science experts, and members of the community, CUArch graduate programs take an interdisciplinary approach that builds on the University's rich heritage as a graduate and research center.

**Brief History of the School of Architecture and Planning at The Catholic University of America**

**1911-1940**
At the turn of the century the gifted architect Frederick Vernon Murphy returned to Washington from the Ecole des Beaux Arts in Paris and introduced himself to the Rev. Thomas J. Shahan, fourth rector of The Catholic University of America. In 1911, impressed with Fred Murphy's drawings, Rector Shahan found a place in the unused attic space at McMahon Hall for a small but lofty Department of Architecture. Together, these two great friends planned the early campus, building Gibbons and Maloney Halls, the University Center, the John K. Mullen of Denver Memorial Library, and the old gymnasium, an immense structure that would play a pivotal role in the unfolding saga of architecture at CUA.

A faculty of one, Professor Murphy taught drawing, design, painting, history and construction to a small but devoted contingent of students. The department remained in the attic of McMahon Hall until after World War I, when returning veterans forced a growing department to move into the Social Center on the top floor of the old gymnasium. High above the basketball games, the lights were never out as inspired faculty and students captured two national Paris prizes, two American Academy in Rome prizes, four Fontainebleau prizes, and 14 Beaux Arts Institute of Design prizes. In 1928, Thomas H. Locraft won the Paris Prize. He subsequently became the second chair of the department in 1949, following Professor Murphy's retirement.

**1940-1961**
World War II reduced the department from 50 to six students, but returning veterans in 1947 swamped the one-room studio, forcing a second move to the remodeled Navy Barracks. Faculty and courses were greatly expanded and a new five-year degree program was introduced. Enrollment and programs continued to grow, and the search for larger and improved facilities continued. In 1961 the temporary Navy Barracks building was finally demolished and the department was moved to the third floor of Pangborn Hall. With further increases in enrollment requiring more space, increasingly weary faculty and students shifted back and forth between Pangborn, St. John's Hall, and the Archbishop's Chancery on Rhode Island Avenue, the latter two sites being slated for demolition.

**1959-1980**
During the tenure of the third chair, Dr. Paul A. Goettelmann, from 1959 through the early 1970s, anti-Vietnam War and environmental concerns affected college campuses nationwide. During these critical times, Dr. Goettelmann served as a calming influence in his department. His leadership and talent as an educator convinced architecture alumnus and benefactor Benjamin T. Rome to establish the Patrick Cardinal O'Boyle Foreign Studies Program in 1970, and more recently to endow this important program in perpetuity. Dr. Goettelmann led the department through difficult years with wisdom and charm.

Succeeding chairs, professors Forrest Wilson and Peter Blake, developed innovative programs such as the nationally known Summer Institute for Architecture and the four-year Master of Architecture program

for students holding non-architectural degrees. Other programs included the four-year pre-professional degree, with sub concentrations in design, history, planning, and construction management. During the terms of the chairs Wilson and Blake, enrollment in architecture continued to increase.

**1980s-1996**
In the mid 1980s, the university president, the Rev. William J. Byron, S.J., made available the recently abandoned old gymnasium to the department. An ingenious plan to restore and transform the old gymnasium into a new center for architectural studies was developed by graduate students under the guidance of Professor John V. Yanik and transformed into buildable form by professors Yanik and Walter D. Ramberg. Once considered impractical, the proposal was given a new chance for life in the form of a small but dramatic demonstration project constructed in a portion of the old gymnasium, championed by the newly appointed Associate Dean and Chair Stanley Ira Hallet and Professor Yanik.

A series of exhibits, lectures, and events held in the demonstration project rallied alumni support. A strong Executive Alumni Council was formed, and the entire departmental structure was reorganized by the new chair. Course offerings and programs grew as an expanded faculty brought in new talent and energy.

With the assistance of the university's Office of Development, a major campaign to develop funds to renovate the old gymnasium and other support facilities was initiated. The Clarence Walton Media Center was developed and a Model Shop was installed for the construction of furniture and architectural models. The fully equipped Leo A. Daly, Jr., Computer Aided Design Laboratory was implemented through private support, primarily that of the office of his son, Leo A. Daly III, a CUA alumnus, as was his father.

The dedication of the renovated former gymnasium as the Edward M. Crough Center for Architectural Studies on Oct. 19, 1989, brought the history of the architecture program at CUA full circle. The $4 million renovation provided a physical presence and sense of community appropriate to an academic unit that had long served the university.

On May 19, 1992, the Board of Trustees voted to separate the architecture and planning program from the School of Engineering and establish the School of Architecture and Planning, effective Sept. 1, 1992. Stanley Ira Hallet, FAIA, was appointed dean and James O'Hear III, RA, was made associate dean of the school. Professor Hallet served as dean until 1996, when he was succeeded by Gregory K. Hunt, FAIA.

**1997-the Present**
 In keeping with the spirit of renovation that had earlier given an impressive new identity to the architecture program, a partial renovation of the lower floor of the Crough Center was initiated to provide new studio, shop, and classroom space for the school. Completed in the spring of 1997, this latest building project demonstrated yet again the university's continued commitment to providing the best facilities for the study of architecture on the CUA campus.

Under the leadership of Dean Hunt, the school embarked on several new initiatives, including additional foreign study opportunities, extensive curriculum revisions, innovative design-build programs and explorations in applied digital design technology. Dean Hunt focused his attention on the formulation of a school strategic plan and on revisions to the structure and content of both the undergraduate and graduate curricula. He founded a new spring semester abroad program in Rome and implemented several unique initiatives involving active architectural service to the local community and the D.C. government. Under Dean Hunt's stewardship, the school has replaced the former four-year M. Arch. program for students without previous degrees in architecture to an accelerated three-year M. Arch. program. He championed the introduction of two new graduate concentrations: one in Urban Design and one in Urban Conservation.

In 2003, Randall Ott joined the School of Architecture and Planning as dean. With his administrative team of Ann Cederna (Associate Dean for Graduate Studies), Luis Boza (Associate Dean for Undergraduate Studies), Barry Yatt (Associate Dean for Research), and August Runge (Assistant Dean for

Administration), Dean Ott continues to advance the school.  Multi-displinarity has been a goal, in order to provide students with additional options for study and for joint degree options.  The range of expertise of the faculty has been expanded.  Concentrations were introduced to the M. Arch degree (Cultural Studies/Sacred Space, Emerging Technologies and Media, Real Estate Development, and Urban Design). These concentrations allow students to explore areas of research and design in greater depth and specificity. In fall 2008, the school successfully launched two new graduate programs: Master of City and Regional Planning and Master of Science in Sustainable Design.  In the fall of 2014, the school launches another new graduate program in Facilities Management.  Discussions of diversification within the undergraduate program are now underway (see strategic planning).

**Chronology**
1895 –  Technology courses first offered through the School of Sciences
1911 –  The first architecture degree program, including a four-year Bachelor of Science in Architecture and Bachelor of Architecture, was founded.
1915 –  The first Bachelor of Science in Architectural Engineering and the first Bachelor of Architecture degrees awarded.
1930 –  The School of Engineering was formed, composed of the Departments of Civil, Electrical and Mechanical Engineering, and the Departments of Architecture, Drawing and Mechanics.
1931 –  The first doctoral degree was awarded.
1935 –  The name of the school was changed to the School of Engineering and Architecture. Master of Architecture and doctoral degrees in architecture were added to the curriculum.
1947 –  The five-year Bachelor of Architecture degree replaced the original four-year Bachelor of Architecture degree.
1956 –  The Bachelor of Science in Architectural Engineering degree was phased out.
1964 –  The degree programs Master of City and Regional Planning and Master of Architecture in Urban Design were added to the curriculum.
1970 –  The four-year Bachelor of Science in Architecture degree and the two-year Master of Architecture first professional degree (4+2) replaced the five-year Bachelor of Architecture first professional degree.
1975 –  Known as the Fast Track Program, a four-year Master of Architecture, a first professional degree for students holding degrees in fields other than architecture, was inaugurated.
1978 –  An undergraduate program, leading to a Bachelor of Science in Architecture degree, for students holding two-year Associate degrees in architectural technology was initiated.
1980 –  The Master's degree program in City and Regional Planning and Urban Design were discontinued.
1981 –  Undergraduate sub-concentration options, in design, history, city and regional planning, and building construction were introduced.
1984 –  The 4+2 professional degree program was changed to a 4+1 program, with a Bachelor of Science in Architecture awarded after four years and the first professional Bachelor of Architecture degree awarded after an additional year.
1986 –  The doctoral program was suspended.
1989 –  The first Bachelor of Architectural Studies (post-professional) degree was awarded.
         The Edward M. Crough Center for Architectural Studies was inaugurated.
1992 –  The Department of Architecture and Planning became the School of Architecture and Planning.
1999 –  The five-year Bachelor of Architecture degree program was terminated and replaced with a 4+1.5 year Master of Architecture program. Two graduate concentrations in Urban Design and Urban Conservation were implemented.  The four-year Fast Track Master of Architecture program for students holding degrees in fields other than architecture was terminated and was replaced with a three-year Master of Architecture program.
2005 –  The sub-concentrations in the Bachelor of Science in Architecture were eliminated.
         The graduate concentrations were revised to include the following: Cultural Studies/Sacred Space, Design Technologies, Digital Media, Real Estate Development and Urban Design.  The Real Estate Development concentration offers all of its required courses in the evening and students can enroll either full- or part-time.

2007 – The advanced standing option (4+1.5 year Master of Architecture) program is curtailed and emphasis for internal applicants shifts to the 4+2 professional program.

2008 – The Master of City and Regional Planning program in reinstated and a Master of Science in Sustainable Design in introduced.

2011 – The School celebrates the 100th anniversary of organized design coursework at CUA.

2012 – Two graduate concentrations (Design Technologies, Digital Media) are combined into a new concentration— Emerging Technologies and Media.  Explorations of ideas for an addition to the Crough Center are made.

2014 – The advanced standing option (4+1.5 year Master of Architecture) is reinvigorated for internal applicants in response to enrollment issues.  The school launches a MSFM degree—Master's Science in Facilities Management.

In keeping current with the contexts and concerns of 21st century design education, the graduate accredited curriculum in architecture at CUArch offers a range of advanced concentrations for students committed to becoming stewards of the social, natural, and built environment.  Specialization is becoming more and more a reality of everyday practice in all the design disciplines.  The sheer number of discrete disciplines is also rising.  The degree of technical and logistical information necessary to realize buildings and larger urban development's today has grown exponentially today compared to 30 years ago.  Following the recent recession particularly, firms either are entering niche markets or increasing in size dramatically through consolidation to maintain a generalist, broad-based character.  We need to graduate students who understand and interface with those realities.  The nature of the profession is changing rapidly.  While CUArch remains a strong design program, it recognizes these realities and seeks to become a leader in these trends through the steps it has taken in program and concentration diversification.

The number of joint degree options now available while one takes the M. Arch degree also represents a key realization by the school about the diversified future of the design professions.  A number of certificate programs are also now being offered.

Further, the faculty in architecture has made strides over the past six years to move toward greater research productivity, with consequent enhancements of students' ability to participate in even more specialized endeavors and explorations.

*A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*

Our program benefits the institution in many ways.  We bring a rather unique expertise in the issue of integrative design to the campus, which is a matter of some interest to many other disciplines.  The school dedicated a faculty member in the initial teaching efforts of the 'First Year Experience' format being developed by the campus in order to try to give wider access to that integrative design approach across the campus.  Another way is the recent development of the joint certificate in Real Estate with the new business school at CUA.

With relation to its specific expertise, the school has been active on the campus.  The school provides direct support to the university in its facilities and physical planning efforts.  For example, the university recently underwent a major campus planning effort.  Two of the school's faculty participated as core members of the group reviewing and advising upon those activities.  The dean personally participated in the vetting of firms applying to perform that task for the campus.  The dean also was directly involved as a member of the review committee working on the oversight of the major 'campus town' development across Michigan Avenue, a partnership between the institution and a developer.  The school has been active in sharing its specific disciplinary expertise with the campus.  The school has been successful in bringing publicity to the campus through its design/build outreach efforts—most significantly over the past

several years by designing an 'Hermitage' for the Franciscan Monastery in the neighborhood, which resulted in a nearly full-page article in *The Washington Post*. The school's recent efforts in the National Solar Decathlon were also widely reported upon locally and regionally. The school's CUAdc outreach effort continues to help the campus represent itself to the surrounding community and city. With the school's recent moves into the area of sustainability, several of its faculty have been called upon by the campus to participate in various energy audits, LEED certification efforts, and other initiatives the support the campus' effort to be a responsible steward of the environment. Several courses have involved students in those efforts. As the school now contains that expertise, it has willingly shared it.

CUA is an institution of a very specific kind, which has benefits to our program. Given the institution's strengths in areas of philosophy and theology, our undergraduates take course in these areas with true national and international experts. As a review of the undergraduate curriculum makes clear, the courses required there for an undergraduate degree at CUA are more numerous than one might expect to see at other institutions. This gives a particular and unique flavor to our undergraduate curriculum, and has manifested itself at the graduate level in the concentration in cultural and sacred studies.

The institution through its own strategic planning efforts took an initiative over the past few years to evolve a more robust 'First Year Experience' program for freshmen. This was a major effort for the campus, one which changed many perceptions of the undergraduate experience. For too long given its strong graduate orientation, it has been said of CUA that it is a dozen schools in search of a campus. The First Year Experience was an attempt to address this. The program brings students from all disciplines together in dedicated cadres for the first year, making sure that students from every school become familiar with students in other widespread areas of the campus' offerings. Students take numerous courses in these cadres, and move through coursework together. Despite that fact that this necessitated many changes in professional undergraduate curricula on campus (architecture, engineering and nursing, for example) the professional schools were actually leaders in helping foster this initiative. It has greatly increased the sense on campus by undergraduates of belonging to a larger entity—CUA. For the professional schools, identity by undergraduates had been too firmly entrenched within the schools themselves. Architecture programs nationally trend in that direction, given the intensity and time commitment of studio education. The First Year Experience has allowed all schools to understand better what the campus has to offer. Further, it has improved retention and facilitated transfers across campus. The architecture faculty has been very supportive of the effort, and, as mentioned above, directly participated in the teaching of the program, campus-wide. The school had considerable experience in taking students out into venues across the region, and that expertise was avidly shared with the whole campus. Relating CUA more clearly with its metropolitan area was one aspect of the First Year Experience effort, and here we feel we were able to make a significant contribution. Again, that forms a core part of our school's Mission.

*A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

At its most basic, the accredited program is structured around three important but very different experiences: the First Year Experience, the Comprehensive Building Studio, and Concentrations/Thesis. Each of these has its meaning and purpose, and each represents a facet of what strong professional education in a disc pine today should be—the ways by which we can encourage the holistic development of young professionals.

As mentioned above, the campus itself has taken steps over the past few years to strengthen and better integrate its approach to liberal arts education for undergraduates (specifically the First Year Experience). This goes far beyond simply a roster of courses, and engages students in direct interaction with students from across campus in a series of courses, allowing them to form a better understanding of the complexity of the university and its larger Mission. The First Year Experience addresses the breadth of contemporary society—the overall context in which our actions as design professional must occur. Prior

to the development of this particular agenda by the campus, the program felt that it had become too 'siloed' within its own disciplinary boundaries.  Students took coursework out on the campus, and those credits were organized in various ways, but the program's connections with a broader understanding of liberal arts coursework were not obvious.  The more integrated approach of the First Year Experience has given new focus to students' coursework beyond the Crough Center, and helped develop a larger sense of CUA as an institution.  Over the remaining years of the undergraduate experience, students take further distribution courses, but do so with a better understanding of what the purpose of those efforts are.

The Comprehensive Building Studio effort at our school is rather unique, and for many students forms the culmination of their undergraduate experience at CUA.  To a large degree, it functions as an undergraduate capstone.  The initiative came out of our 2004 Strategic Plan.  Comprehensive Design, as we see it, is fundamentally how various bands outside of studio in the curriculum are brought into studio in an integrated way – thus achieving a result that centers on more than just design studio's traditional vocabulary of formal or typological concerns.  We also regard Comprehensive Design as a capstone phase through which an intermediate student must pass before beginning to specialize their study of architecture.  Skill at Comprehensive Design is what would make the person an "architect" in the same sense as what makes a doctor a "doctor," though any doctor might also achieve additional expertise beyond this while becoming a surgeon or an anesthesiologist.  Since our school has considerable expertise in design education, we felt we should attempt to be a leader in the area of Comprehensive Design.

The studio serves the culmination of the undergraduate studio sequence and is also a required course for students in the three-year Master of Architecture program.  We expanded the credit hours dedicated to Comprehensive Design from six to nine.  The additional three credits were conceived as a co-requisite, supplement course (Comprehensive Studio Supplement) that would consider material gleaned from other courses and discuss it in direct relation to activities in the design studio itself.  Further strategies developed included: hiring some of the part-time instructors who handle coursework in other bands of the curriculum to come in and participate in studio juries as a way of supervising those extra three credits; organizing a roster of practicing professionals to act as consultants to the studio and using technology to better facilitate the teamwork approach to the work; and establishing a framework of teaming.  As these strategies were implemented, we began revising other curricular bands to insure that other coursework taught in the same semester was relevant to Comprehensive Design.  We hired full-time technical faculty to assist in the integration of structures, systems, sustainability, tectonics, etc., into the comprehensive design semester.  We named a dedicated "coordinator" of this comprehensive studio effort, and arranged for appropriate compensation and/or release time for that person.  The coordinator works directly with the Associate Dean for Undergraduates, and has primary responsibility for setting up the project, coordinating the various faculty involved, setting major jury and pin-up dates, procuring yet additional guest jurors from the profession, and insuring homogeneity of grading.

Comprehensive Building Design Studio (CBDS) is organized as a semester-long team project where six to seven students work collaboratively under the guidance of design faculty. They are to work collaboratively throughout the entire process and have consultants brought in throughout the semester to provide the necessary expertise. Each team works closely with external consultants through all phases of the design and documentation process to develop fully integrated environmental systems, structural systems and details for a complex project.  The disciplines represented by these practitioners reflect the many constituent groups required to complete a comprehensive architectural project successfully: architects, landscape architects, electrical engineers, mechanical engineers, plumbing engineers, structural engineers, lighting designers, detailers and sustainability experts. Students are encouraged to develop their technical competence within a framework that encompasses social and environmental issues related to design.  The teams are assigned a real project in the city in which the university is located.  This allows for direct contact with the clients, a strict budget, and the need to address zoning regulations and building codes. Although the schemes will remain unbuilt, the students have nonetheless learned about working with clients with specific budgetary restrictions and understand zoning regulations

and building codes as they relate to the project. Students are also asked to incorporate issues of sustainability into the design proposals.

Probably the most unique component of our new attitude toward Comprehensive Design is the use of a 'teaming' format in a semester-long project. Students work in groups on a group project, selecting "firms" of their peers. Given current trends in the profession, very little office effort today relies on the so-called isolated or solitary genius. Teaming has become a de facto methodology for virtually any project of any size beyond a single-family home. Additionally, reflecting current trends in production software (REVIT, ArchiCAD), real-time collaborative working environments are the standard, and we recognize that today's students cannot afford to be ignorant of this fact. We felt that if Comprehensive Design was to be truly comprehensive, it had to reflect this fact. Students are forced to confront each other's strengths and weaknesses as the semester progresses. Students learn that collaboration, sharing, and precisely coordinated working methods will be central to their eventual success in the studio. Nonetheless, we recognize fully that the final determinant of whether a student has satisfied NAAB's standards for Comprehensive Design is an individual one. We are graduating individuals from our accredited program, not teams. A rigorous methodology was put in place to insure that all students master the full range of skills involved in comprehensive design in order to pass out of the course and move toward graduation. These checkpoints include oral exams in front of the project, carefully coordinated multi-instructor grading of every individual student, peer evaluations of students, etc. The final determinant, of course, of whether or not such a system works is if it can effectively identify students who have not 'made the grade' to pass Comprehensive Design. We have indeed stopped a number of individual students each semester since beginning this format.

Student reaction to our methodology in Comprehensive Design has been very interesting to observe, and in the end very supportive. When asked *during* the semester how they regard the studio, they almost all report that it is incredibly frustrating experience. The thing they bridle most against is the notion of working in teams. By the *end* of the semester, students widely report that doing Comprehensive Design this way has been one of the most, if not *the* most, important experience of their career to date. They often say that it has given them an entirely new appreciation for what it takes to make truly outstanding and deep architecture -- that it involves teamwork, it involves leadership, it involves a certain degree of compromise, it involves being able to make hard choices within an intense work environment, it involves understanding many people's diverse talents and contributions, and it involves no one being able to hide.

Recently, the school has increased the practicum-based component of Comprehensive Design through the bridging of professionals for various firms into the studio directly to interact with students on aspects of the coursework.

Thesis/Concentrations are the culmination of the graduate portion of the program. From a curricular standpoint, the school's Strategic Plan of 2004 developed a larger, more diverse array of graduate concentrations. The school's Strategic Plan of 2007 continued and amplified those changes. The School of Architecture and Planning now offers four areas of concentration available to students for more focused specialization during their graduate education.

CULTURAL STUDIES/SACRED SPACE: The pursuit of cultural studies and the investigation and design of sacred space is intrinsic to CUA's mission. This concentration affords students an opportunity to explore cultural studies and the related issues of settlement, geography and landscape.

DESIGN TECHNOLOGIES AND MEDIA: Simultaneously investigated at various scales ranging from global/local ecologies to building and product development processes, this concentration considers advanced and innovative design technologies and visualization techniques as catalytic tools for design inspiration and investigation. The profession of architecture is challenged by digital technologies in many ways. Some of these technologies expand the way we create, understand and modify space, as well as the way we experience it.

REAL ESTATE DEVELOPMENT (evening/weekend program): Modern architecture practice encompasses a wide array of architecture design challenges with a growing emphasis on privately financed residential and commercial real estate development projects. Real estate development in the 21st century includes a broad range of projects including urban mixed use, suburban new towns and adaptive reuse of historic structures, all requiring design expertise.

URBAN DESIGN: Urban design is the keystone that links architecture and planning. The spatial concerns of the architect and the public policy issues of the planner are brought together by the urban designer to create an implementable vision for the city that moves beyond the individual building and the limits of policies focused primarily on public health, welfare and safety.

Essentially, the specificity of the concentrations manifests itself in the Thesis effort. This stresses how each student must develop their own agenda for a design project and conduct the research and investigation to defend that attitude. The particularity of the concentrations becomes at that point a process stressing the unique contribution that each student feels they can make.

Taken together, these substantial efforts in the graduate and undergraduate programs have given each a distinct character. As much as the graduate program has come to be about specialization, the undergraduate program stresses the core aspects of general architectural design. The freshmen curriculum stresses the location of the program within a liberal arts context. We feel these efforts encourage the holistic development of young professionals. As a trio of experiences, they cover much of the terrain upon which a design professional must act, ranging from society as a whole, to broad-based offering of architectural services, to the increasing specialization in all disciplines today.

The timing of these efforts within the overall curriculum is not arbitrary. The First Year Experience introduces the incoming undergraduate student to the campus, the Comprehensive Building Design Studio culminates the undergraduate experience, and Thesis/Concentrations culminate the graduate experience.

## I.1.2. Learning Culture and Social Equity

*A copy of all policies related to learning culture (including the Studio Culture Policy):*

CUArch Policy on Studio Culture:

In keeping with CUArch's mission of Building Stewardship, the school's policy on studio culture emphasizes a series of key elements inherent to the school:

1. The faculty, staff and students of CUArch are to be engaged and active citizens within the school, the university, and their community;
2. The faculty, staff and students of CUArch enhance and maintain the quality of life for all members of the CUArch community;
3. The faculty, staff and students of CUArch understand the impacts and consequences of their behaviors and actions; and
4. The faculty, staff and students of CUArch work to uphold an ethical and professional environment for all members of the CUArch community.

Engaged and Active Citizens
A community is a collective group with a shared culture. In order to be successful, a community must balance the rights of individuals with the needs of the collective. The CUArch community is composed of a group of individuals with diverse socioeconomic and cultural backgrounds, as well as varying beliefs, philosophies and viewpoints. Our passion for the study of architecture, however, binds us as a shared culture and we strive to instill lifelong learning methods and an overall passion for design and learning.

The full participation of its faculty, staff and students is required to maintain the culture of the CUArch community. A constant and continuing respect for the diversity of opinions, expertise, cultural backgrounds, political perspectives, methods/media, and formal preferences that make the CUArch community vibrant is required of all its members. It is understood that a diversity of ideals and goals among faculty and students is a great asset to the school. The school's success, as well as the individual success of its faculty and students, is a personal responsibility. All members of the CUArch community are expected to:

- Have a respect for others without discrimination as to race, color, religion, gender or sexual orientation
- Take initiative to improve the school
- Lead by example
- Mentor students in earlier stages in the program
- Seek out collaborative opportunities both within and outside of the school
- Take advantage of the cultural and natural resources in the area
- Actively work to enforce studio culture policies

Quality of Life
A successful community requires that each member of the community maintain a positive and healthy lifestyle. Students and faculty who do not maintain a healthy lifestyle cannot fully participate in and contribute to a healthy academic community. To ensure a well-rounded lifestyle, CUArch has the following expectations of its community members:

Faculty:
- Exercise, teach and model effective time management
- Respect the university's desire to develop full, well-rounded citizens
- Respect the non-studio commitments of their students
- Recognize that architectural education is an evolving enterprise and be aware of new models in education
- Encourage students to participate in activities that will broaden their understanding of the world
- Come to studio on-time and prepared to teach
- Use studio time well and equitably among students
- End class on time
- Work with other faculty to develop integrated coursework that reinforces architecture as a holistic discipline
- Respect and work to the overall goals of the studio in the larger context of the curriculum while still maintaining individuality in studio sections

Students:
- Devote sufficient time to non-architecture coursework, as an intensive study of the liberal arts and sciences is fundamental to the study of architecture
- Show up on-time and ready to work
- Use studio time well
- Maximize the value of the studio environment by working in studio

Behaviors and Actions:
Maintaining positive and constructive behaviors and actions is vital to the success of any community. The CUArch community is committed to maintaining constructive and respectful relationships between its faculty, staff and students. The exchange of ideas, whether they be in the informal setting of the studio outside of class time, during established studio hours, or during a formally coordinated review, should always be constructive and respectful. The following is expected in the CUArch community:

All:
- Respect the diversity of opinions and beliefs at all times
- Respect and appreciate the diverging design paths that students might take

- Be mindful of how you communicate yourself to others (e.g., verbal and nonverbal communication, the appearance and content of your workspace,
- etc.) and recognize how your words and actions may be perceived by others
- Conduct themselves in a committed, passionate, open, supportive and respectful way during public reviews of work
- Utilize student reviews as an opportunity to facilitate discussion as well as an occasion to consider differing viewpoints and possibilities

Faculty:
- Respect and adhere to due dates and assigned jury dates/times
- Articulate and adhere to rigorous, explicit grading guidelines and apply them uniformly
- Clearly communicate and adhere to university grading policies
- Clearly communicate the standards of student readiness to proceed to the next level
- Challenge and support students with a wide range of skills, educational backgrounds, disabilities and learning needs
- Inform invited guests and jurors of the expectations of the review
- Reiterate to invited guests the school's commitment to a culture of respect, engagement and professionalism
- Students:
- Make clear arguments for their work and present them coherently
- Attend and participate fully in their classmates' reviews
- Submit thoughtful and constructive faculty evaluations
- Adhere to the university's policies on academic dishonesty

Ethical and Professional Environment
A positive working environment is expected for all members of the CUArch community. All public areas of the building should, at all times, be places that are conducive to receiving instruction from faculty, engaging in constructive dialogue with classmates, studying and production of design work. The public spaces include, but are not limited to, studios, classrooms, fabrication and computing labs, and plotting rooms. Additionally, bathrooms and outdoor spaces adjacent to Crough should be maintained in a similar manner. Each member of the community must be considerate of unique working conditions of the Crough Center. To achieve this, CUArch expects the following from its community members:

All:
- Respect for the equipment, work products and work space of others, which prohibits their use without prior permission
- Keep the studio clean on a daily basis by throwing away your own garbage and refuse
- Recycle materials in their proper containers
- Exercise of caution and responsibility for their own safety, as well as that of others

Faculty:
- Consider the material use and natural resource implications of assignments
- Students:
- Elimination of noise pollution by the use of headphones at all times
- Plan work in such a way that minimizes the amount of waste generated
- Maintain all public spaces in a professional manner and understand that profane and/or disrespectful postings will not be tolerated.
- Leave the studio better than you found it at the beginning of the semester, which requires students to remove their personal items from the building at
- the end of every semester

Continuing Assessment of Studio Culture
There are several mechanisms in place to ensure that the policy on studio culture is being embraced and followed within the school:

- School-wide town hall meetings for faculty, staff and students to discuss the policy as a community
- Monthly AIAS & CSI meetings for students to engage in a private and open discussion
- Studio coordinators to ensure goals of studio are being met within the spirit of the policy on studio culture
- Annual strategic planning efforts to reassess and evaluate the school's mission and priorities
- End-of-the-semester course evaluations to assess course goals and faculty performance
- Yearly review of policy by faculty and students

*Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established:*

Our Studio Culture Policy is openly available to the entire community on the CUArch website: http://architecture.cua.edu/res/docs/forms/Studio-Culture-Policy.pdf.  A great deal of effort has been expended since the prior NAAB visit in this subject.  That is detailed extensively under Part Three.

*Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*

A great deal of effort has been expended since the prior NAAB visit in this subject.  That is detailed extensively under Part Three.

*Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*

A great deal of effort has been expended since the prior NAAB visit in this subject.  That is detailed extensively under Part Three.  Various meetings, dates and methods are detailed there.

*Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*

See the policy stated in full below.

*Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*

CUA has an established policy on this subject, entitled:  Student Academic Dishonesty Policy.  It is freely available at:  http://policies.cua.edu/academicundergrad/integrityfull.cfm.

*Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts*

The campus has a policy related to diversity.  It is given verbatim below from CUA's website.  It provides various links to other related issues and policies.  This relates to faculty, staff and students.

**I. Policy**

No person will be denied employment, admission, or educational opportunity, or otherwise be discriminated against at The Catholic University of America in its programs or activities on the basis of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, political affiliation, status as a veteran, or any other basis protected by applicable Federal and District of Columbia laws. These laws include, but are not limited to, the Civil Rights Act of 1866; the Equal Pay Act of 1963; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Executive Order 11246, as amended; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973; the Age Discrimination in Employment Act, as amended; the Americans With Disabilities Act; the Civil Rights Act of 1991; the D.C. Human Rights Act of 1977 as amended; The Veterans Readjustment Benefits Act, as amended; and the Genetic Information Nondiscrimination Act of 2008. The Catholic University of America prohibits sexual discrimination, including sexual harassment and sexual assault/violence. Nothing in this equal opportunity policy shall require The Catholic University of America to act in a manner contrary to the beliefs and teachings of the Catholic Church.

The Catholic University of America takes affirmative action to employ qualified women, minorities, veterans, and individuals with disabilities.

Retaliation against complainants, alleged victims, or witnesses is prohibited pursuant to the University's Non-Retaliation Policy. Acts of retaliation will result in disciplinary action regardless of the outcome of the underlying complaint.

To comply with federal requirements regarding non-discrimination in admissions and operations, the Board of Trustees approved non-discrimination statement must appear in all University publications, such as catalogs and brochures. A required non-discrimination statement also must appear in written advertisements that are used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at http://compliance.cua.edu/Tax/DirectorPublications.cfm.

The following office has been designated to handle inquiries regarding the application of this policy, as well as overall campus coordination for purposes of Title IX compliance: Equal Opportunity Officer/Title IX Coordinator/Director Employee Relations, 170 Leahy Hall, 620 Michigan Avenue, Washington, D.C. 20064, tel. (202) 319-6594, TITLEIX-COORDINATOR@CUA.EDU. Inquiries also may be directed to the Office of Civil Rights, United States Department of Education, http://www.ed.gov/about/offices/list/ocr/index.html.

See the University's Title IX Website for additional information.

The school does not have a plan independent of this campus-wide plan. Nor is it clear that the school would be allowed to operate in some fashion other than through this plan. For faculty hires, for example, the school's approach to this is direct: hire the best applicant available. Given the inherent diversity of major metropolitan cities like Washington DC, and given this city's international character and attractions too many people, that simple methodology has led to a notably diverse faculty in A&P. The chart below shows the considerable diversity in making tenured or tenure-track offers and hiring and in recent times.

| Name | Gender | Race | Rank | Religion | Hired, Declined |
|------|--------|------|------|----------|-----------------|
| **Spring 2003** | | | | | |
| Randall Ott | Male | Caucasian | Tenured | Lutheran | Hired |
| **Spring 2004** | | | | | |
| Adnan Morshed | Male | Bangladeshi | Tenured | Moslem | Hired |
| Adam Drisin | Male | Caucasian | Tenure-Track | Unknown | Declined |

***Spring 2005***

| | | | | | |
|---|---|---|---|---|---|
| Luis Boza | Male | Latin-American | Tenure-Track | Roman Cath. | Hired |
| Shahin Vassig | Female | Turkish | Tenured | Moslem | Declined |

***Spring 2006***

| | | | | | |
|---|---|---|---|---|---|
| Paul Elnahas | Male | Middle Eastern | Tenure-Track | Moslem | Declined |
| Carlos Barrios | Male | Latin-American | Tenure-Track | Roman Cath. | Hired |

***Spring 2007***

| | | | | | |
|---|---|---|---|---|---|
| Chris Grech | Male | Caucasian | Tenured | Roman Cath. | Hired |
| Hazel Edwards | Female | African Amer. | Tenured | Episcopalian | Hired |
| Raj Barr | Male | Sri Lankan | Tenure-Track | Roman Cath. | Hired |

***Spring 2008***

| | | | | | |
|---|---|---|---|---|---|
| Jia Lu | Female | Chinese | Tenure-Track | Buddhist | Hired |
| Soolyeon Cho | Male | Korean | Tenure-Track | Christian | Hired |

***Spring 2009***
None

***Spring 2010***

| | | | | | |
|---|---|---|---|---|---|
| Carlos Reimers | Male | Latin-American | Tenure-Track | Roman Cath. | Hired |
| Julio Bermudez | Male | Latin-American | Tenured | Roman Cath. | Hired |
| Brad Guy | Male | Caucasian | Tenure-Track | Episcopalian | Hired |

***Spring 2011***

| | | | | | |
|---|---|---|---|---|---|
| David Thaddeus | Male | Middle Eastern | Tenured | East. Orthodox | Declined |
| Brendan Beazley | Male | Caucasian | Tenure-Track | Unitarian | Declined |
| Hollee Becker | Female | Caucasian | Tenure-Track | Roman Cath. | Hired |
| Julie Kim | Female | Korean Amer. | Tenure-Track | Roman Cath. | Hired |

***Spring 2012***

| | | | | | |
|---|---|---|---|---|---|
| Patricia Andrasik | Female | Caucasian | Tenure-Track | Roman Cath. | Hired |
| Char. Hostovsky | Male | Caucasian | Tenure-Track | Roman Cath. | Hired |
| Shady Attia | Male | Middle Eastern | Tenure-Track | Moslem | Declined |

***Spring 2013***

| | | | | | |
|---|---|---|---|---|---|
| Hyojin Kim | Female | Korean | Tenure-Track | Roman Cath. | Hired |

***Spring 2014***
None

Faculty participate directly and substantively in the hiring process, and largely control the result. As diversity in hiring has not been difficult to achieve, it is not a direct, stated part of our Strategic Planning.

### I.1.3.    Responses to the Five Perspectives
*A narrative description of the program's response to each of the five perspectives.*
*A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.*
*A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

**A. Architectural Education and the Academic Community**. *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.  In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

The Catholic University of America is an established and respected full-service institution of higher learning, one providing a rich academic setting where students may pursue pre-professional undergraduate and professional graduate studies in architecture. Various programs in the arts, humanities, sciences, philosophy, theology and other profession disciplines such as engineering, nursing, law library science, and social work comprise an academic environment of intellectual inquiry.  In addition to professional degree programs, additional courses in science, social studies, humanities and the liberal arts, along with elective courses in a variety of subject areas, are also required. Along with the wide range of courses available at the university, student may also draw upon the multitude of courses offered by the fifteen universities comprising the Consortium of Universities in the Washington Metropolitan area.

Special requirements of our campus' undergraduate curriculum relate to the university's mission.  Our architecture undergraduates are required to take several elective distribution courses in philosophy and several elective distribution courses in Theology and Religious Studies.  In addition, our program has the sole graduate concentration available in the United States in Cultural and Religious Studies in architecture.  We feel these are fairly unique additional distribution requirements from a national perspective, and offer added breadth.  As noted previously, the First Year Experience for freshmen has also improved the cohesion and focus of our students' experience beyond the architectural curriculum.

Our school has generated links with the campus. Within the undergraduate program, we offer many links with other units on campus. With the larger university and the School of Arts and Sciences, our curriculum affords students the opportunity to be a member of the University Honors Program. Students electing this option take all non-architecture courses within the Honors program and complete the Honors Capstone Seminar in their final semester. In 2006, the school began offering a minor in architecture to students enrolled in the School of Arts and Sciences. Students enrolling in six courses (18 cr. hrs.) within the School of Architecture and Planning may receive a minor in architecture upon graduation.  We offer two programs in cooperation with the School of Engineering. Students interested in a more rigorous math and science curriculum may elect to take an intensified set of math and engineering courses through the School of Engineering. The schools also offer a joint degree program where students graduate in five years with the Bachelor of Science in Architecture and the Bachelor of Civil Engineering.

Additionally, we have specially developed a cooperative agreement with Gallaudet University in DC to allow deaf and hearing impaired students to receive a Bachelor of Science in Architecture from CUA at the same time that they complete a bachelor's degree from Gallaudet. Under the program, students enroll in the liberal arts and sciences courses at Gallaudet and their architecture courses at CUA.  We work with the university's Office of Disability Services to provide the appropriate level of translation services in all courses taken on the CUA campus.

Given the need to offer larger amounts of graduate aid assistance over the past few years, the school has implemented many new 'Research Assistant' positions for our graduate students—one is now being made available for nearly all full-time tenured and tenure-track faculty, as well as for our labs and service areas (woodshop, fabrication lab, computers area).  In lieu of direct tuition remission, students are given aid to perform about 10 hours per week of direct assistance on faculty scholarly, research, or creative projects, and/or training on complex machinery and software.  This runs the gamut of all areas of faculty and lab interests, and involves students in detailed activities such as library and source research, experiments, verification, fabrication equipment, and so forth.  Further, we have been able to maintain the level of offering Teaching Assistantships for our graduate architecture students.  This offers opportunity for the learning of teaching skills—which can have applicability even in professional office contexts.  We estimate that approximately 50% of the graduate students enrolled in the M. Arch at any one time are

serving in either a Research Assistant or Teaching Assistant role.  A small number do both during their time as graduate students at CUA.  We feel these efforts enhance graduate learning.

The School has active student chapters of AIAS and CSI. The AIAS chapter hosts an annual job fair, and traditionally organizes the popular Beaux-Arts Ball.

The campus library system serves our school effectively. Our program's immediate proximity to the campus's main library resources gives our students easy access. Further, the recent moving of the architectural library into the Crough Center has improved its use.  Strong and close links have developed between our school and university offices such as Admissions, the Registrar, and Human Resources, etc. We have worked to streamline our accounting practices with the university's treasury offices.

**B. Architectural Education and Students**. *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

Given the national and international missions and recruitment efforts of the CUA, our students come from across the country and across the world.  Our program offers students a unique environment in which to study a diversity of outlooks and cultures. This is truly one of the greatest strengths of our program. The result is a mixture of students of diverse backgrounds, ages and life experiences in studios and lecture courses.

Related to this, our students in both the pre-professional and professional programs are afforded the opportunity for extensive study abroad.  This is greatly facilitated by the Washington DC region's excellent air-links to global destinations.  CUA's study abroad programs range in length from one-week to semester-long.  Yearly, we have offered full semester 15-credit programs utilizing fully-fledged studio spaces in Rome, Barcelona (recently discontinued) and Paris, as well as a summer-long 15-credit travelling program.  These programs involve our students with local practitioners.  Those programs have been rather Euro-centric in orientation, reflecting the special interests of our students in studying in traditionally Catholic locales, particularly Rome, where CUA has a study center.  Nonetheless, short trips are taken from those venues to other cultures/religions/traditions entirely, such as recent excursions to Tunisia, Istanbul, Moscow/St. Petersburg, and Auschwitz.  Further excursions occur related to specific design studios; recently, such trips have included India and Germany.  In addition, shorter, special programs occur, such as our 'Spirit of Place' design/build experience, which realizes a small structure in international locations.  The program is two weeks in length, and exposes students oftentimes to unusual building practices and techniques.  Recent venues for that study abroad experience have included Nepal, Finland and Ireland.  In Nepal, aspects of Hindu and Buddhist faith were studied in the creation of a Magar Memorial Shrine to the Ancestors.  The 'Spirit of Place' initiative is rather unique, and recently resulted in a hardbound book by ORO Press, documenting our students' work.  CUA also has in the past run a three-week-long program in Jerusalem, touring the Holy Sites of the three monotheistic faiths. International conflicts and security concerns have prevented this from running since the prior NAAB visit, but as of this writing it is being promoted again for this next summer, with a broader appeal to students across campus as well (the program, when it has occurred, is housed at the Pontifical Biblical Institute just outside the old walls of Jerusalem).  We have a tenured faculty member with deep ties in Israel. Further, we also are the only school of architecture in the world with access to the internationally renowned Casa Malaparte, on Capri, off Naples, Italy.  CUA runs a one-week workshop each summer that is open to CUA students as well as practitioners and faculty and students from other institutions.

Another unique international initiative is our 'Embassy Lecture Series'—something only possible due to our location in Washington DC.  Typically each year we partner with an embassy in the city to profile the architecture of their culture.  Recent countries so profiled have included Italy and Spain.  Typically, this

includes lectures done at the school by architects from that country, but also includes an event at the embassy itself, allowing our students access to some of DC's most intriguing spaces.

Further, the school has developed a faculty of quite international background, with tenured and tenure-track members originating from Bangladesh, Argentina, Italy, Malta, Korea, Cuba, and so forth. Further, the school has tenured and tenure-track members of Hispanic, African American, Asian, and Caucasian descent. Faculty critic/student ratios in the studios are typically 1:10 to 1:12, allowing for a very fertile learning environment in which students may pursue their individual architectural inquiries. Further, our Walton Critic program has recently brought eminent architects to the school to teach from Finland, Argentina, England and Spain, as well as American practitioners from San Francisco and Albuquerque.

Recent design build opportunities have involved the National Solar Decathlon in Irvine, CA (constructed initially here on campus at CUA) and our CUAdc Design/Build collaborative regularly conducts work in the community, most recently designing an Hermitage for the Franciscan Monastery in our Brookland neighborhood. Such projects deal with buildability, budgets, technology, and so forth. They also provide service-related experience to students.

Our program strives to inculcate students in distinctive decision-making about their careers. As already mentioned, master's students may elect one of four graduate concentrations. Through these specialized studios, required companion courses and concentration electives, students have an opportunity to focus more fully on specific areas of architectural design. We would argue that few programs nationally have the opportunity for concerted 'distinctive' study areas such as we have. In concert with the dual degree opportunities in Planning, Sustainability, and Facilities Management, our students are challenged to truly make decisions from a robust group of options. There is no better experience in life-long learning.

Students are involved in most of our school's committees. At the beginning of each year, we solicit undergraduate and graduate student interest for serving on most of the governing committees within the school. These committees include Strategic Planning, Curriculum, Faculty Search, Lectures, Facilities and Exhibitions. Further, several students have been regular participants in the school's recent (2013-2014) strategic planning efforts, attending meetings and discussions, and commenting on drafts of the plan. Students are exposed to the oftentimes political, budgetary, and conceptual nature of running a faculty and design school.

**C. Architectural Education and the Regulatory Environment**. *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

CUA's IDP Educator Coordinator (Barry Yatt for all but two years of the last two decades) has been active in informing and educating students regarding IDP and ARE, in submitting their eligibility forms to NCARB (though now no longer needed), and in mentoring many of them while in school and after graduation. Students are updated annually at both school-wide "town hall" meetings and at targeted IDP sessions. In particular, freshmen, graduate students, and high school summer session students are presented with tailored information on the particulars of architectural registration. Several of these sessions have been led by members of NCARB's national staff since they are a local resource for us, and by the DC state IDP coordinator. A significant amount of information distribution has happened through a fairly extensive internship website specific to CUA that is regularly updated. Note that, since interns are eligible upon graduation from high school, we are unable to inform them "prior to the earliest point of eligibility", but we do speak of it during the first couple weeks of the students' first fall semester. In addition, the school's library collection includes NCARB ARE study guides and students are encouraged to use the EPC (Emerging Professional's Companion) as a resource. In fact, the school is looking into the possibility of

starting an EPC "club" of the type that Prof. Charles Cimino pioneered at Wentworth in Spring 2014, presented at the 2014 coordinator's conference.

**D. Architectural Education and the Profession**. *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

Teamwork we feel is crucial, becoming a larger part of day-to-day practice.  The school consciously reinvented its method of handling Comprehensive Design over the past decade to include a substantive degree of teamwork. Every student taking our accredited degree undergoes this 'rite of passage'.  It closely replicates the character of contemporary, collaborative practice. Rigorous controls are in place, however, insuring that every student achieves individual proficiency nonetheless in Comprehensive Design.  Over the past three years, further evolution of this studio has occurred.  We have entered into agreements with local firms to be sponsors of sections of this studio, and to become directly involved in the pedagogy.  Firms utilize multidisciplinary talent in the metropolitan region to structure groups of consultants, who meet with student teams.  Further, juries of the projects happen often at the firms' offices, involving office staff directly in a professional context.  As far as we are aware, our approach to Comprehensive Design is nationally unique.  It relates directly to this perspective.

Further, our course in Professional Practice stresses aspects of the profession's ethical responsibilities to our citizens, and also how our profession relates to other professions involved in the built environment (see Curricular area of the APR). Our M. Arch program's five concentrations give students opportunities to study from a wide array of coursework in areas not typically covered in a basic M. Arch degree. Our steps toward multidisciplinary activity in the school (the MCRP, MSSD and MSFM degrees) give us true opportunities for much more interaction between architects and other associated design professionals. Dual degree tracks for these new programs with our M. Arch degree have already been devised and advertised.  The large number of part-time, practicing professionals who teach in our architectural program gives students day-to-day opportunity to interact with licensed practitioners.

Our approach to integrating related disciplines into our coursework is best shown by our recent approach to the National Solar Decathlon, where we teamed up with other local universities—George Washington University for Engineering, Landscape Design, and Interiors, and American University for Communications.  The three universities' students were bought together constantly, in meetings, charrettes, and finally in construction.  This gave well over 100 of our architecture students over a two-year period a chance to see a very complex multidisciplinary activity unfold.  Significant was the fact that not only these varied disciplines were represented, but also the differing cultures of three institutions had to be joined.

We have a strong relationship with the local AIA chapter.  Recently, the chapter moved its operations into a new space called the District Architecture Center, in downtown Washington DC, with enhanced lecturing and exhibition areas.  We have held lectures there in cooperation with the AIA chapter, and also in the past year alone have mounted two extensive exhibits of work from our studios in the exhibition area.  The collaboration increases almost every semester.  Typically, our Walton Critic also lectures for the District Architecture Center.  Truly, our relationship with the local AIA has never been stronger. Routinely, students and faculty participate in AIA awards competitions, such as the AIA Unbuilt Awards. Both faculty and students have recently won such awards, and been exhibited by the AIA.  We consider our program to be the most active in the region in that regard.

Already mentioned were the school's 'Spirit of Place' design build efforts internationally, which also relate to the global component of this perspective.

Faculty members of the School vary in professional experience, age, expertise and educational background. In addition to full-time tenured and tenure-track faculty members, the School also relies on the extensive involvement of part-time lecturers and critics drawn from various architectural practices and organizations in the Washington DC metropolitan area. These faculty associates teach in both the classroom and the design studio and sustain vital operational links between the academy and practice.

**E. Architectural Education and the Public Good**. *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

In addition to the requisite knowledge and expertise that characterize them as professionals, architects are expected to assume their responsibilities for the health, safety and welfare of the public with high moral and ethical standards. The practice of architecture is thus based on a certain "professional compact" founded on ethical judgments and actions and the highest levels of respect and integrity when dealing with colleagues, clients, building users and society as a whole. A fundamental tenet of The Catholic University of America is an underlying belief in the value of human life and the basic dignity of the individual. This tenet is echoed in the School of Architecture and Planning's mission statement. From this belief flows a deep commitment to a moral and ethical relationship to our fellow man and an acceptance of the necessity of maintaining the highest standards of conduct in our dealings with others. As a professional school within the university, the School of Architecture and Planning embraces this moral and ethical commitment and seeks to infuse all aspects of its program with its full meaning and importance. From the beginning, students pursue their studies in an atmosphere of academic freedom and truthful inquiry. They are encouraged to respect the aspirations, investigations and contributions of their colleagues while following their individual paths of discovery. At the same time, the faculty attempts to reinforce these principles directly in their own classes and also in their own relationships with each other and with the students. The most fundamental principle the school is obligated to impart is that as individuals and as architects, we must accept without question our profound responsibility to be stewards for the well-being of our fellow man and the planet we all inhabit.

While this sentiment has impacts across the program, there also are very specific initiatives in this area, such as:

The 'Urban Institute Studios', ran by a long-term Instructor with deep ties to the local communities of Washington DC, takes on neighborhood revitalization projects in the surrounding areas, providing design opportunities in working with ward groups, special interest groups and community stake-holders. It provides a real-world embrace of the kinds of complex decision-making processes (community meetings, hearings, and so forth) that occur often in daily professional practice. Uniquely for our school, these studios provide experience particularly in landscape projects, involving street furniture, urban infrastructural issues, planting, and so forth. The projects have resulting in considerable good will between these communities and the school. Each typically also results in a spiral; bound booklet distributed to various governmental agencies and officials.

The Librii Project, an attempt to create a new model (based on a shipping container) for transportable libraries for Africa—the first piece will be transported to Accra, Ghana. The first module is being constructed adjacent to the school as of this writing. It is being done by our students and faculty in cooperation with an outside 501(c) 3 organization.

It is important to also note the effort of our CUAdc initiative, which works with many local community groups and non-profits on design/build exercises.

A cross-reference to these 'five perspectives' occurs in the following two sections.

### I.1.4 Long Range Planning

*A description of the process by which the program identifies its objectives for continuous improvement. A description of the data and information sources used to inform the development of these objectives. A description of the role of long-range planning in other programmatic and institutional planning initiatives.*

Our Self-Assessment Procedures:  We have a range of formal measures and processes for self-assessment of the quality of the accredited architecture program.  These involve both internal and external groups, and range from strategic planning, curricular review, student/alumni surveys and course evaluations, current student feedback, the school's Executive Development Board, and various requirements from our central administration.

The school has a standing Strategic Planning Committee.  Membership is proposed by the administration, and then approved by voice vote at the annual Fall Faculty Retreat (virtually all of our committees work that way).  Given strategic planning's importance for the any organization, the meetings and discussions of that committee are typically open to everyone—both full-time and part-time faculty and staff.  Student leaders also participate.  When others not formally rostered to the committee attend, typically they participate as would any committee member.  Very few actual votes are counted; largely the group works by consensus and the showing of hands if need be.  We have not had the problem occur of members of the committee arguing about who should or should not be allowed to 'vote'.  Broad consensus has been the methodology.

Executive Development Board:  a further method of self-assessment is an advisory/development group of alumni and friends.  This group was established in 2003—it has now completed more than a decade of work on behalf of the school.  In addition to its participation in fundraising, the school's Executive Development Board is intended to advise the administration and faculty in the goals, curriculum, and mission of the school. Made up of alumni and other prominent local practitioners, the Executive Development Board plays on active advisory role in issues ranging from curriculum and facilities to alumni affairs and continuing education. They are a primary 'external' reviewing body of the school's major initiatives. It meets in Spring and Fall, and function as our predominant assessment group from an alumni perspective.  Approximately half of its agenda typically is devoted to ongoing issues of the profession, curriculum, and so forth.  The remainder of the time is spent on development, alumni relations, alumni awards, and so forth.  The Dean co-chairs the group with the Chairperson of the board.  Meetings are announced to the faculty and staff, and are, effectively, open to all who would choose to come.  Typically, one or both of the Associate Dean might also be in attendance, as well as occasionally one of the Directors of the other programs.  Faculty do come to observe, and also to make presentations.  Each meeting is associated with a reception, open to all school faculty, staff and students.

School Strategic Planning Timeline and Actions:  The school has internally gone through one major autonomous cycle of strategic planning since its last accreditation visit in 2009, and one additional university-led iteration.  Those occurred in the Fall 2013 and Spring 2014 (school-based), and the Fall 2011 and Spring 2012 (university-based).  The school-based effort was enacted formally at the Fall 2014 'Faculty Retreat'—roughly at the time of the completion of this APR.  There was an additional and important, though more circumscribed, step in strategic planning in early 2013—the drive to initiate a Facilities Management Program.  That was a newly strategic planning initiative that largely followed and extended the emphasis of the 2007 plan toward multi-disciplinarity.

A year-and-a-half prior to writing our 2008 APR, the school had done a major action in strategic planning, resulting in the school's strategic plan of 2007. That plan was extensive, involving moving the school toward multidisciplinary status (the initiation of the Planning and Sustainability degrees), as well as a host of other major changes. That 2007 strategic plan was a transformative effort, with all the work and disruption that such efforts cause. Its work extended well into 2011—impacting a number of years relevant to this APR as well (that plan is available upon request; it will be placed in the team room). We are happy to say that the major facets of that plan were achieved.

In terms of further strategic planning, in the 2011-2012 academic year the university launched and completed a major strategic planning effort *for the entire campus*. This was done in conjunction with a campus master planning effort (focusing on facilities). We felt it was not wise to proceed with an autonomous, school-based strategic planning effort without first seeing the direction of the university's own, larger efforts and priorities. That university process required involvement by all of CUA's schools. In architecture and planning it resulted in a 3-page text response and a 10-page chart response prepared by our Strategic Planning Committee (available upon request; it will be placed in the team room). We were told that our school was the first to complete its response, and had done so substantively and in depth. The materials incorporated many dozens of action items in response to various university goals and initiatives. That response was submitted in May of 2012. It was prepared with coordination by the then Assistant Dean, Michelle Rinehart, working with the dean and strategic planning committee. Work on those action items is continuing. The 2011-12 academic year was predominantly devoted to the potential new opportunity to do an addition to the Crough Center (this was involved with the campus master planning effort). That was an understandable focus of the school during that 8 to 12 month period. Driving toward that addition was, *de facto*, our school-based strategic planning effort in 2011-12, beyond that requested by the central campus. The fact that the addition did not go forward is unfortunate, but is understandable given the enrollment realities. We learned that in summer of 2012.

The 2012-2013 academic year comprised the school's first participation ever in building a house for the National Solar Decathlon, and that was a consuming emphasis (some efforts on that, of course, had been underway for at least 18 months prior). Some felt that project took emphasis away from strategic planning over that academic year. However, the Solar Decathlon had itself been related to our stated strategic planning ideas, and had in fact become the major plank of our overall perception of our mission ('Building Stewardship'). The goal with the Decathlon was to give the school's recent steps in sustainability true credibility, externally. The school's performance in the Decathlon was a crucial step there—and a rewarding one. The strategic planning process not only has to occur, but, more importantly, the requisite follow-through on those plans has to occur, or else the planning process becomes pointless. The school prides itself on not only having written strategic plans, but having taken them seriously subsequently and implementing them. Our participation in the Decathlon was a step of that sort. The point was made that the school did produce 10 pages of possible action items in May 2012, and was indeed working on those as well.

By the Spring of 2013, it was clear that enrollment trends downward had not reversed, or even mediated. The school's administration had many discussions of this. The conversation also extended to involving the Directors of the new programs—Sustainability and Planning, as enrollment stress there was also apparent. A preliminary discussion with the Strategic Planning Committee occurred. An initiative coming out of that was the idea of adding a Facilities Management Degree—some preparatory work on that had been underway for some time. One can read from this that the school's administration did not feel the problem for the school was its recent diversification; quite the opposite. The school had seen considerable dual-degree enrollment emerge between the architecture and other programs. This indicated interest in alternate or dual tracks by students coming out of the undergraduate program. The possible new degree was discussed at length by the school's Executive Development Board at its Spring 2013 meeting. That group was very positive on the idea, giving unanimous support. Based on that, a motion was taken to the Strategic Planning Committee to propose formally that program. It passed unanimously, though there was concern expressed by several faculty members that the idea was "too rushed." The 2007 plan, which first proposed multi-disciplinary activity, had taken over two years to

develop. Still, the idea of this new program followed in the footsteps of that prior plan, and most members of the committee saw it as a logical extension. It also was fully in keeping with the school's mission of 'Building Stewardship'—the idea that what happens to a building after construction is as important as how that building was designed. Curricular development happened over the summer of 2013, led by Barry Yatt, who had been asked to direct the new program. The full faculty acted on the strategic planning motion at the Fall Faculty Retreat, and the program was taken through university level approvals in the Fall of 2013. It enrolled its first student in a quiet launch in January, 2014, with the intent of a full launch in Fall 2014.

In fall of 2013, as the Decathlon wound down, attention was duly directed toward a further autonomous strategic planning effort giving more disciplinary specificity to what was produced for the university in May 2012. A reconsideration of the direction of the school was necessary given the large changes in financial and enrollment realities—which was in considerable, dynamic flux during 2012-2013, with understandably unclear implications at that point. The enrollment landscape is a highly fluid one, and what had been envisioned just 12 months earlier for the university already needed a broader rethinking. That resulted in the plan worked on over the academic year of 2013-14 and approved in Fall 2014 (it will be placed in the team room).

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

This works in various ways, some ongoing, some specific to situations: For instance, relating to 'Architectural Education and the Academic Community', we have the curriculum committee constantly and typically discussing how the professional curriculum and our distribution coursework relate. But more specifically, cases emerge such as the "First Year Experience' campus initiative. The school in fact feels it was a leader there, as one of the professional schools arguing for this initiative's adoption, even though it presented considerable change to our curriculum. Our school's participation in that effort was effected by the Curriculum Committee, working with the school's administration. Our offering of larger amounts of graduate aid assistance through 'Research Assistant' positions for our graduate students was another aspect of long-range planning.

Regarding 'Architectural Education and Students', the school's 2007 strategic planning effort (work on which extended well into 2011) was fundamentally directed toward making a multidisciplinary environment that could give students a better view into the complexity and diversification occurring nationally and internationally in the design professions. Our concern was that remaining only an architecture-specific' entity would deny our students that knowledge. The beginning of the Planning and Sustainability Programs (and in 2014 the beginning of the Facilities Management Program) came directly out of such strategic planning initiatives. All of those initiatives also involved the Executive Development Board of the school. There would be much more that could be said on related topics of relevance to this perspective. For example, the concentrations in the M. Arch degree relate directly to this. That was a strategic planning initiative from as early as 2004. It is ongoing still. The school's deep roots in study abroad came out of a strategic planning initiative of more than 20 years ago. That would include efforts like the Spirit of Place initiative. The CUAdc Design/Build collaborative comes out of the 2004 strategic planning initiative, which desire to get us more involve din the community. In terms of this current APR, we can say that we certainly are still active on those long-range planning efforts. Student leaders were involved in the drafting of the 2014 Strategic Plan, same as in the other recent plans.

Regarding 'Architectural Education and the Regulatory Environment'
While the school has been active in informing and educating students regarding IDP and ARE, issues surrounding internship have not been addressed with the same regularity. In terms of long-range planning, this issue was put on the table in a 'white paper' prepared by the Dean in response to the beginning of a new Strategic Planning initiative in fall of 2013. Through that process, internships was made a plank of the recently drafted 2013/2014 strategic plan. This shows how such an issue enters into strategic planning. Discussion of the issue was slated for the fall 2014 faculty retreat. However, the size

of the agenda at that retreat, and the length of discussion of beginning new undergraduate degree tracks pushed that discussion until the first faculty meeting of the fall 2014 semester. Actions to continue the efforts to directly place students, while in studio, in professional offices through the Real Estate Concentration in the M. Arch program were continued.  This was viewed by the strategic planning group as a very interesting approach.  Discussions are currently underway informally between the administration and the person leading that initiative to have them focus more regularly and substantively on a larger internship initiative for the entire architecture curriculum.

Regarding 'Architectural Education and the Profession', perhaps the best example is our approach to integrating related disciplines into our coursework is shown by our recent approach to the National Solar Decathlon, where we teamed up with other local universities—George Washington University for Engineering, Landscape Design, and Interiors, and American University for Communications.  This was an aspect of our desire to go forward with the Decathlon.  The drive to participate in the Decathlon arose from joint interest in the architecture and sustainability programs, with the strong support of the Executive Development Board.  The desire to work with surrounding universities came out of our desire to show our students the full range of disciplines necessary to build the built environment today.  The entire effort played out over 30 months, and involved several dozen faculty (form the three universities) and well over 100 students.  In terms of financial and time commitment, it was one of the largest efforts the school has ever mounted.

Regarding 'Architectural Education and the Public Good', the school feels this has been the predominant thrust of our strategic planning, particularly in developing the school's mission of 'Building Stewardship' (see above).  The desire to convey to students the importance of the built environment for all is very clear there.  That mission evolved out of long-range planning.  The school's offering of a Sustainability degree, and our making it a popular dual degree option with eh M. Arch responds to this perspective.  Also efforts like CUAdc are of great importance to this perspective, and emerged from long-range planning.  The small Hermitage realized for the Franciscans is a direct expression of this perspective.  The current 'Librii Project' also shows this.

### I.1.5.    Program Self Assessment

*A description, if applicable, of institutional requirements for self-assessment.*

Campus Requirements for Self-Assessment:  CUA's central administration coordinates conformance with the procedures for our Middle States Association of Colleges and Schools (MSACS) accreditation.  Various members of our faculty in architecture participate, including the dean.  As a part of that process, our school prepares detailed reports for the central administration on our assessment procedures for our coursework.  In those reports, we of course provide information on how NAAB assesses our school.  In addition to the process of regional accreditation, the central administration requests that each school file an 'Annual Report'; these reports document challenges and achievements that the school has faced within the past year.  They also include lists of individual faculty accomplishments, student accomplishments, etc.  We also incorporate commentary on curricular changes and strategic planning efforts underway at the school.  In many respects, these campus 'Annual Reports' closely parallel the types of annual reports that architecture programs make to NAAB. (See also the discussion above about the campus' major effort in 2012).

*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.  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.*

Curricular Review in Self-Assessment:  The primary purpose of the curriculum committee is to assess the efficacy of the school's curriculum at both the undergraduate and graduate levels. Members of the committee determine whether courses are satisfying the student performance criteria required for accreditation. They also examine the courses in light of broader curricular objectives. The committee asks each faculty member to assess their own courses with regard to the accreditation criteria. They also ask the coordinator for each studio level to hold collective reviews of the student work in each to ensure that criteria are being met in each studio section.  Recent curricular initiatives have included the development of graduate concentrations to allow for student specialization and the broadening of the undergraduate curriculum. Additional initiatives include the creation of the Comprehensive Building Design Studio as the culminating studio in the undergraduate program, the restructuring of core courses to allow students to travel abroad more easily, and the reformulation of the freshman experience in the School of Architecture and Planning.

Faculty Assessment:  In addition to the curriculum committee mentioned above, faculty members provide continual assessment of the program through their active involvement in the strategic planning process and as members of the school's other governance committees. In addition, faculty members assess the quality of the school's administration.  For example, each time a dean is appointed or reappointed, a mandatory meeting is held between the full-time faculty and the President and Provost of the university. The *Faculty Handbook* outlines the parameters of that process.  As an additional assessment tool related to faculty performance, we have recently instituted the use of the *Faculty Workload Sheet*.  This has provided useful information on the overall time commitment of full-time faculty to the program.

Course Evaluations:  As required by the university, all courses are evaluated by students at the end of each semester. The student comments are made directly available to the program's administrators, as well as to the faculty of record. The results of these course evaluations are considered in faculty members' annual performance reviews (both for part-time instructors and for full-time faculty).  The program's administrative team discusses these evaluations, and identifies issues or problems for resolution with the individual faculty member.

Student Assessment Surveys:   The program surveys students and graduates to obtain objective as well as subjective data that may be beneficial in future strategic planning efforts and ongoing assessment efforts.  This has increased considerably over the past several years, as enrollment has become a controlling issue.  For example, the Spring 2014 graduating class of outgoing seniors was surveyed with several specific agendas in mind, in additional to a typical roster of satisfaction questions.  45 out of 60 seniors replied—a good sampling.  The survey was prepared and administered by our new team in recruitment.  It was configured to give it direct comparison with national surveying done by *Design Intelligence*, using that as a benchmark.  (The student groups surveyed were somewhat different:  just seniors from CUA versus Seniors and graduating M. Arch student from *Design Intelligence.*)

The school had shifted early in Spring of 2014 to offering larger amounts of direct aid for graduate students (potential graduate students coming into our program from our undergraduate track face a 'cliff' in financial aid, since university-wide financial aid packages—'tuition discounting'—are no longer available to them).  The school effectively decided to do greater tuition discounting itself.  This was done in consultation with the central administration, though the school had to shoulder the costs of this—taking funds effectively from its reserve account.  That cannot continue indefinitely, and carries risks that the school becomes dependent upon it.  Nonetheless, the effort was seen as essential to test the degree to which increased aid could staunch a flow outward, given other competing programs' enhanced aid packages.  One thrust of the surveying in the Spring of 2014 was to get information on how instrumental that added aid was.

A further agenda in surveying was the tracking of our peer-group—the other schools that were in competition for our senior graduates.  Another goal was to ascertain how extensively the improving job market was impacting student recruitment (i.e.:  now that many seniors could get jobs, is this impacting their decision to enroll?).

The results of the survey fully confirmed the importance of added scholarship aid.  Amongst those who decided to enroll at CUA for graduate study, it was cited as the predominant issue.  Amongst all of the issues cited on which CUA "could focus on improving," the largest by far was simply 'cost'.  The second most important issue in attendance was the joint degree options.  The survey indicated the large percentage of students who were indeed applying to Catholic (suggesting that student perceptions of the graduate program were okay), and gave us better information on the peer group.  Some surprises emerged: it was rather startling, for instance, the degree to which our students remain focused on the East Coast in terms of exploring graduate options.  There was no dominant competitor for the students who decided to stay at CUA (the Univ. of Maryland, Cornell, Univ. of Penn., and Wash U. were mentioned somewhat more often than others, but not at all predominantly).  Among students enrolling elsewhere there was a similar range and lack of predominance (RISD, Columbia, WAAC, IIT, etc.).  The largest percentage of senior students was those heading directly into practice (35.5 %; the percentage attending at CUA was 31%, and the percentage going elsewhere for graduate school 22%).  This drive to immediately enter the workforce was not unexpected, but raises real challenges (the recession could hit us on both ends this way).

The most unexpected aspects of the results were some of the qualitative issues raised.  Nationally, *Design Intelligence* reports that nearly 60% of student rate their program as 'Excellent' upon graduation.  CUA's number was only 9%.  34% of students nationally rate their program as 'Above Average'; CUA's number was 64%.  Nationally the percentage saying 'Average' was 6%, while CUA's number was 20%.  Looking at these figures together, the fundamental difference is a large shift from 'Excellent' nationally to just 'Above Average' at CUA, with some further downdraft into the category of "Average".  The survey results were disclosed via e-mail to the faculty after graduation, and much discussion occurred.  Views of the survey results were varied.  Some felt that a few of its questions were perhaps misleading.  Yet it was pointed out that CUA has nearly 7% of its graduating seniors saying the program is "Below Average', while the national number there is just 1%.  It seemed hard to ignore the fact that CUA had a rather lower profile comparatively than it should in students' assessment of the overall quality of the program.  Most felt the result was noteworthy and needed to be discussed.  (Some suggested that the somewhat different study groups—seniors versus all graduates—caused the disparity.)

Further surveying of incoming grad students was set for immediately after the beginning of classes in Fall 2014, in addition to the exit survey.  A member of the senior, tenured faculty was asked to work with the new recruitment team throughout the summer in order to increase the number of questions and quiet concerns about the degree of involvement in the process by longstanding faculty.  Further it was resolved to attempt additional assessment measures by scheduling a one-hour meeting with the graduate associate dean and each incoming senior student, as a method of developing not only better data for scholarship purposes but also for one-on-one surveying.  The recruitment team will be attending those meetings.  Further, the matter was slated for discussion at the Fall 2014 faculty retreat.

Also of concern, and relevant for immediate strategic planning purposes, was the surveyed students' view that 'Design/Build Opportunities', 'Technology', and particularly 'Internship Placement' were major areas CUA should emphasize in the future.  By far these were the largest citations.  Each involves resource allocation of both dollars and time.  The mention of design/build could represent the simple fact that CUA has done much more of this lately—in other words, we have built an expectation though the Solar Decathlon, CUAdc, the Spirit of Place, and so forth.  Yet clearly it shows that student attitudes are receptive.  Technology (particularly in CAD-CAM equipment) has been a focus of the school's, but efforts in more basic aspects of the study of technology have not been as strong as the school's studio-based design expertise.  This citation likely portends real shifts in emphasis amongst our student base, and the school must respond.  Internships was an area already cited in the new 2014 drafting of the strategic plan—but largely this came out of the administration giving voice to the issue (faculty interest remained modest at best, frankly).  It was an important plank in the plan, with a plea that real resources be dedicated here.  The survey results made clear that students were focused there—hardly a surprise, given the economy).  The faculty not interested in stressing this area were likely still immersed in a 2007

mentality in which our students were getting a half dozen job offers crossing the graduation stage.  For too long, CUA had been able to count on the very strong Washington DC metro region's economy, which insulated the program for several years into the recession.  But parents were becoming increasingly concerned about manifold bad publicity about the profession in general.  The school had to have answers.  The fact that by 2014 many of its graduates were again receiving offers could not be counted to call the situation stabilized and thus no area of concern.  This issue, too, was slated for much discussion at the Fall 2014 retreat.  The recent survey has changed some thinking here.  The matter is slated for discussion at the Executive Development Board's fall meeting.

Other Methods of Current Student Feedback:  Students in the program provide other assessment through a variety of mechanisms. The student organizations within the school cover a variety of assessment topics in their membership meetings, such as AIAS.  Additionally, the school holds town hall meetings (typically twice per semester) where the entire student body and faculty meet to discuss important issues for the school.  At the start of every academic year, students are asked to participate as members of the school's governance committees, including strategic planning, curriculum, and faculty search. Where possible, students are represented on each committee by at least one graduate student and one undergraduate student.

*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).*

The surveying will have impact on immediate strategic planning objectives—opening up an opportunity for greater emphasis on internships, for example.  That particular discussion is overdue.  The advice provided by the Executive Development Board is instrumental to our strategic planning.  The very idea of multidisciplinary activity in the school, as begun through the 2007 plan, was first posited by the Board.  As mentioned above, the drive a year ago to accelerate and offer the recent Facilities Management Program was supported by the Board.

*A description of the role the five perspectives play in self-assessment.*

Regarding 'Architectural Education and the Academic Community', we participate fully in the university's regular interactions with Middle Sates accreditation, both actual visits and interim reports, using many materials prepared for NAAB in the process of showing them how our program is assessed.  CUA's own wider campus assessment procedures and efforts are well-known to us in the school.  CUA also performs regular evaluations of its programs, from a campus-wide perspective.  The School of Architecture and Planning is scheduled for that internal assessment in the spring of 2014, roughly at the same time as the NAAB visit.

Regarding 'Architectural Education and Students', our efforts at surveying are an attempt to gain self-assessment data in a direct way.  Our maintenance of a chapter of AIAs as well as other student groups are efforts to glean information from students about their perceptions of their education.  The group of students meeting with the Dean is also a method of self-assessment.

Regarding 'Architectural Education and the Regulatory Environment'
Given student commentary on the need to increase attention to internship in the recent survey, we have continued the initiative to create direct internships in the M. Arch Real Estate Concentration, and begun discussions to employ the faculty person leading that initiative to broaden the effort across the school.

Regarding 'Architectural Education and the Profession', students also mentioned in the survey the value of design/build efforts.  This shows the efforts of the school over the past decade in design/build have registered with our students.  The Spirit of Place projects, the CUAdc initiative, and the recent Solar

Decathlon participation were directed in that area. The surveying indicates the importance of such efforts for the school, and we intend to continue them. In the recent financial discussions about rescissions, for example, the idea was put on the table to possibly eliminate CUAdc. The faculty took that off the table, given the results of the survey showing studnets' interest in such efforts. In that way, sefl-assessment efforts directly impact our decisions.

Regarding 'Architectural Education and the Public Good', this relates directly to our stated mission, which evolved out of numerous efforts in self-assessment, particularly shown here through the actions of the Executive Development Board. The board is one of our methods of self-assessment, bringing thought from practitioners and alumni into the school. The board was instrumental in helping the school form the 2007 strategic plan, which led to the mission.


**I.2.     Resources**

**I.2.1.    Human Resources & Human Resource Development**
*The APR must include the following:  Faculty/Staff*

*A matrix for each of the two academic years prior to the preparation of the APR, 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. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room).*
*A resume (see Appendix 2 for the format) 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 the following URL address and the following files names for the Faculty Staff Matrix:

| | |
|---|---|
| url: | http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm |
| username: | accreditation |
| password: | cuaArchitecture=1420 |

*(case sensitive)*

- 1_2_1 Faculty Credentials Matrix_Fall 12.pdf
- 1_2_1 Faculty Credentials Matrix_Spring 13.pdf
- 1_2_1 Faculty Credentials Matrix_Summer 13.pdf
- 1_2_1 Faculty Credentials Matrix_Fall 13.pdf
- 1_2_1 Faculty Credentials Matrix_Spring 14.pdf
- 1_2_1 Faculty Credentials Matrix_Summer 14.pdf

*http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm*

*A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*

The Catholic University of America believes in the goals of equity and diversity.  Each advertisement used to recruit faculty and staff includes the following text:

"The Catholic University of America is an AA/EO employer and does not discriminate on the basis of race, color, national origin, age, sexual orientation, religion, veterans' status or physical or mental disabilities. The Catholic University of America was founded in the name of the Catholic

Church as a national university and center of research and scholarship. Regardless of their religious affiliation, all faculty members are expected to respect and support the university's mission."

Faculty hires are reviewed by the campus's AA/EO faculty officer. That review includes a list of all applicants, resumes and credentials. For staff hires, the Human Resources Office oversees conformance with these procedures. A comprehensive list of all staff applicants is prepared for that review. If a particular hire for either faculty or staff is proposed and that person is not a member of a protected class, a specific justification must be stated in writing as to why the preferred candidate was selected.

The Catholic University of America admits students of any race, color, national or ethnic origin, sex, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the university. CUA is the national university of the Catholic Church in the United States. While that identification with the Catholic Church officially defines the institution as well as the community that constitutes it, CUA also affirms without hesitation that women and men of all religious traditions are welcomed and embraced in that community. A person's religious preference or lack thereof is not in any way considered a factor in the admission process of The Catholic University of America. Everyone at Catholic University is expected to respect women and men of other faiths and those who have no religious preference. The Catholic Church recognizes the good in other religious traditions. Rooted in genuine respect for other faith traditions there is no institutional effort to proselytize anyone who does not share the Catholic faith and it is the university's policy not to permit other faiths to proselytize on campus.

The university's Office of Admissions processes all applications to the school's pre-professional program. Graduate admissions are handled within the program and the Graduate Admissions Committee follows the same policies as outlined by the university. The school's Experiences in Architecture program, a three-week career discovery program, has been an effective recruiting program for the school's pre-professional program.

The school and the university are committed to increasing access to a four-year education at CUA. The school's minority population has seen a slow but steady increase in recent years. The program has experienced growth in its part-time student population. We have developed several opportunities for these part-time students, including the graduate concentration in Real Estate Development, which is offered as an evening program with either full- or part-time enrollment options. CUA also continues its long-term partnerships with the area's community colleges, allowing for a seamless transfer for students with A.A. degrees in architecture into our pre-professional program. While the school's female population is lower than the national average, we have experienced significant increases in female students enrolled in the two tracks for the Master of Architecture professional degree.

*A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2.).*

The university provides a number of programs that foster equal opportunity and diversity on campus. The Office of Equal Opportunity conducts all investigations of all discrimination complaints on campus. The Office of Global Education advocates on behalf of the foreign students and faculty scholars to ensure that they are afforded every opportunity to complete their educational objectives, and provides opportunities for intercultural education and exchange by providing educational and cultural programs that foster greater understanding and appreciation for other cultures and traditions. The Office of Disability Support Services coordinates assistance for all students with disabilities in order to promote equal access to all CUA programs and services. The Office of the Dean of Students maintains the university's Multicultural Education and Awareness division. They sponsor and promote a range of activities on campus. The division provides information about campus resources and minority scholarships and also mentors cultural student organizations, including the Latin Alliance, the African Council Committed to Enlighten Students and Society (ACCESS), and the Filipino Organization of Catholic University Students (FOCUS).

The program continues to develop initiatives to foster an environment of equal opportunity. These initiatives include: 1) increasing the number of female practitioners and educators invited as jurors, lecturers and visiting studio critics, 2) establishing the Gonzalez Hispanic Graduate Student Scholarship, 3) outreach efforts such as participation in the metropolitan Washington chapter of the ACE Mentorship program, 4) support for recruitment events such as the AIAS/ACSA College + Career Expo.

*The school's policy regarding human resource development opportunities, such as: a description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure; 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; 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.*

For much of the past decade, the school has had ample funds for faculty travel to conferences and professional meetings over the past decade, but in the last year several clear challenges have emerged regarding this. The situation may have shifted decisively. The need for budget cuts related to enrollment has now affected this area.

The fundamental document related to human resource development opportunities for faculty and staff in architecture is the 'Policy on Professional Development'. Much wordage below is taken directly form that policy.

The school promotes the professional development activities of our full-time regular employees; such efforts are critical to our remaining a forward-looking educational venue. The school wishes to make every reasonable attempt to support faculty and staff in their professional development endeavors. Oftentimes such efforts involve considerable costs for travel or fees. The school seeks to assist with these costs. The policy makes no distinction between faculty and staff – offering the same benefits to both. The policy states that for faculty the greatest priority will be given to involvements that can directly contribute toward tenure or promotion, and that the priority will be given to the applications of tenure-track faculty members.

The school does have a standard financial request form used by everyone to request funding for trips. Approval from the dean's office should be sought for all professional development activities to ensure proper reimbursement. Only with prior approval from the dean's office can funds be disbursed. That form is submitted to the Dean's Office for approval. Receipts are required for reimbursement (typically, we do not provide advances). Typically, faculty and staff are responsible for their own travel arrangements; the dean's office does not normally perform those services. For faculty going to professional meetings, there is an assumption that the person's involvement will exceed the level of mere attendance. Presentations or other participations involving peer-review or direct invitation (moderatorship, panel participation, etc.) will be accorded the highest priority for reimbursement. Compensation for mere attendance at meetings is considered if school funds are ample. Travelers are asked to make every reasonable effort to contain costs, including timely reservations, requesting applicable participant discounts, conducting research on alternate lodging opportunities requiring the use of a rental car, making an exhaustive flight search, use of alternate airports, the consideration of off-hours/weekend travel, and so forth.

The policy notes that: while such discretionary support is ultimately contingent upon the overall availability of general funds within the school, the school's administration puts a priority on this form of faculty and staff support.

Faculty and staff are considered excused from their normal duties to pursue approved professional development work. The faculty or staff member, however, must make every effort to insure coverage of

their area of responsibility during their absence from campus.  This is particularly critical in the case of regularly scheduled course meetings.  Ultimately, it is the responsibility of the individual faculty member to make sure that alternate arrangements are in place for covering their coursework and to insure that all students, co-instructors and coordinators are aware of the absence.  Any absences from campus for reasons other than professional development must be approved by the Associate Deans' offices.  School employees also travel extensively in support of our study abroad programs.  That type of travel is covered separately, as a part of the school's study abroad financial accounts.

Generally, when funds were available, the school sought to support at least *two* major professional development efforts involving substantial costs per year by each faculty or staff member.  Until recently, even yet additional trips were routinely covered.  The policy set guidelines for compensation of trips depending on venue—this ranged from $750 to $2100 per trip.

Through 2009-2012 academic years, virtually all trips requested by full-time faculty, whatever the rank, were able to be fully funded.  This included airfare, hotel, fees, incidentals, etc.  Food typically was not a part of that coverage.  Oftentimes, expenditures were not truly capped; whatever receipts were produced at the end of the trip were covered—even if the travel had exceeded the upset amount approved by the Dean on the form.  Many expenditures for trips approached the range of $1600 to $2,000 (see chart below).

Beginning with the 2012-2013 academic year, the Dean made clear to faculty and staff that limits would need to be placed on travel expenses.  Fees for conferences have grown dramatically, as many organizations have begun to struggle themselves with budgetary restrictions.  Everyone at the school was warned that foreign travel particularly, given its high costs, would place more of the burden upon the traveler.  Economies were encouraged.  The Dean placed a limit of $1600 on any trip.  There was some complaint about this; in one case particularly, the Dean restricted funding available to an international trip by two faculty who had collaborated on an international competition entry (the project had placed in the competition) to only one increment of $1600.  The faculty members involved were asked to decide if one would go, or if that amount would be split and both would go.  Neither went, ultimately.  Boards of the project were sent and put on display, however.  The Dean similarly restricted funds available for a trip to an ACSA international conference in Seoul.  Other examples ensued.  Many faculty members understandably felt that their own personal research was exemplary and warranted some sort of exception or special consideration.  Rather than get into such difficult decisions, the administrative team recommended that the line simply be made firm.

As the 2013-2014 academic year commenced, the Dean began only approving $1200 per trip.  This caused considerable faculty discord.  Discussions are ongoing.  The school received yet further cuts in the summer of 2014 for the next year.  The tenured senior faculty were called together by t he Dean for a series of confidential discussions, at which numerous proposals were put forward for dealing with the cuts—one aspect of which was the further curtailment or outright elimination of travel funds.  Reductions of $25,000 to $10,000 in funds available for this were discussed.  Views were mixed, yet the reality of the situation was becoming apparent.  As it stands as of this writing, a cut of approximately $15,000 will be made to this area.  The Dean is committed to supporting tenure-track faculty first, as stated in the policy.  The majority of travel expenses for tenured faculty may shift to those faculty members themselves.

This situation is not unique to Architecture and Planning.  All schools on campus are facing similar concerns and cuts.  Reductions or elimination of support for faculty travel has been proposed in Arts and Sciences, for example.  The issue is campus-wide.

Since the past NAAB visit, the funded trips have been:

| Faculty Member | Role | Venue/Presentation | Date | Place |
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**2009**

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| Barr-Kumar, Raj | Presenter | International Sustainability Conference | 2009 | Panama City |
| Barr-Kumar, Raj | Panelist | National AIA Leadership Council | 12, 2009 | Washington, DC |
| Cho, Soolyeon | Attendee | International Building Performance Simulation Association Conference | 01, 2009 | Chicago, IL |
| Cho, Soolyeon | Attendee | ASHRAE Conference | 06, 2009 | U. Cal., Davis; San Jose, CA |
| Cho, Soolyeon | Presenter | 11th International Building Perf. Simulation Association Conference | 07, 2009 | University of Strathclyde, Glasgow, Scotland |
| Cho, Soolyeon | Attendee | ASHRAE Technical Meetings | 07, 2009 | Louisville, KY |
| Geiss, Matthew | Presenter | ACSA 97th Annual Meeting. "Embedded Sensations: Material, Technology & Scales of Perception." | 03, 2009 | Portland, OR |
| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 04, 2009 | Minneapolis, MN |
| Miller, Iris | Invitee | Japanese Garden Intensive Semina Research Center for Japanese Garden Art & Historical Heritage (Partially Funded) | 12, 2009 | Kyoto, Japan |
| Morshed, Adnan | Sess. Ch. | Annual Meeting 2009, SAH | 2009 | Pasadena, CA |
| Morshed, Adnan | Presenter | Architecture Moves conference. "From the Spirit of St. Louis to the Dymaxion House: Buckminster Fuller's Aesthetics of Ascension." | 10, 2009 | Cooper Union, NYC |
| Parikh, Raj | Presenter | ACSA Southwest Fall Conference | 10, 2009 | Albuquerque, NM |
| Rinehart, Michelle | Attendee | ACSA Administrators Conference | 11, 2009 | St. Louis, MO |
| Willis, Robert F. | Attendee | VRA Conference | 03, 2009 | Toronto, Canada |
| Yatt, Barry | Attendee | IDP Coordinator's Annual Conference | 08, 2009 | Portland, OR |

**2010**

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| Barr-Kumar, Raj | Presenter | Oxford Roundtable, "The Copenhagen Protocol: Problems and Possibilities" | 03, 2010 | Lincoln College, Oxford, England |
| Cho, Soolyeon | Attendee | Renewable Energy Workshops & Conference | 02, 2010 | Austin, TX |
| Cho, Soolyeon | Attendee | ASHRAE Conference | 06, 2010 | Albuquerque, NM |
| Cho, Soolyeon | Presenter | SimBuild 2010 Conference | 08, 2010 | New York, NY |

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| Edwards, Hazel | Attendee | ACSP Administrators Conference Market CUA's MCRP program | 10, 2010 | Minneapolis, MN |
| Gusevich, Miriam | Presenter | 40th Loeb Fellowship Harvard Univ. "Smart Broadband, Smart Grid, Smart Growth." | 09, 2010 | Cambridge, MA |
| Guy, G. Bradley | Presenter | Southeast Construction & Demolition Recycling Conference | 12, 2010 | Charlotte, NC |
| Levine, Julius | Attendee | Association of Collegiate Schools of Archtecture Conference. | 03, 2010 | New Orleans, LA |
| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 04, 2010 | New Orleans, LA |
| Meany, Judith | Attendee | Urban Land Institute Spring Conf. | 04, 2010 | Boston, MA |
| Meany, Judith | Attendee | APA Conference | 04, 2010 | New Orleans, LA |
| Morshed, Adnan | Presenter | 1st International Meeting, European Architectural History Network. "Architecture on the Margin: Female Entrepreneurs in Rural Architecture in Bangladesh." | 06, 2010 | University of Minho |
| Morshed, Adnan | Panelist | Annual Conference on South Asia; "New Directions in the Study of Bangladesh's Society, History and Culture." University of Wisconsin | 10, 2010 | Madison, WS |
| Palacio, Julian | Presenter | SIGRADI Conference. "Data Urbis: Digital processes of analysis and intervention in the contemporary city." | Fall, 2010 | Bogota, Colombia |
| Rinehart, Michelle | Attendee | ACSA Annual Conference | 03, 2010 | New Orleans, LA |
| Willis, Robert F. | Attendee | VRA Conference | 03, 2010 | Atlanta, GA |

**2011**

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| Bermudez, Julio | Attendee | 7th Savannah Symposium: "The Spirituality of Place." | 02, 2011 | Savannah, GA |
| Bermudez, Julio | Research | Research work with neuroscience team at the University of Utah Brain Institute. | 03, 2011 | Salt Lake City, UT |
| Bermudez, Julio | Presenter | ARC Consortium Conference. *Presentation: "Empirical Aesthetics: The Body and Emotion in Extraordinary Architectural Experiences."* | 04, 2011 | Detroit, MI |
| Bermudez, Julio | Presenter | American Philosophical Association | | |

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| | | (Central Region). *Presentation: "The Empirical Profile of Beauty. Validating Classical Aesthetics through Two Massive Surveys of Extraordinary Architectural Experiences."* | O3, 2011 | Minneapolis, MN |
| Bermudez, Julio | Co-chair & Present. | 3rd Architecture, Culture and Spirituality (ACS) Symposium. *Presentation: "Outcomes of the Architectural Extraordinary: An Empirical Study."* | 06, 2011 | Serenbe, GA |
| Bermudez, Julio | Planner | "Urbanity, Spirituality and Well Being" International Symposium at Harvard Divinity School. | 11, 2011 | Cambridge, MA |
| Bermudez, Julio | Planner | 4th Architecture Culture and Spirituality Symposium. | 11, 2011 | Isla Mujeres, MX |
| Cho, Soolyeon | Attendee | ACSA 99th Annual Meeting. "Multiscalar Spatial Strategy." | 03, 2011 | Montreal, Quebec, Canada |
| Cho, Soolyeon | Attendee | ASHRAE Conference | 03, 2011 | Las Vegas, NV |
| Edwards, Hazel | Attendee | American Planning Association Conference to market the MCRP Program at CUA. | 04, 2011 | Boston, MA |
| Gusevich, Miriam | Presenter | 41st Urban Affairs Association. "Urban Pentimento, rebuilding cities and rebuilding public trust." | 03, 2011 | New Orleans, LA |
| Gusevich, Miriam | Presenter | International Conference European Urban Research Association. "Urban Pentimento" | 06, 2011 | Copenhagen, DN. |
| Gusevich, Miriam | Presenter | ECONOMY, Conference "Architecture, Ecology and Economy" Session. | 07, 2011 | University of Wales, England |
| Guy, G. Bradley | Presenter | Environment & Business Council of New England C & D Recycling Summit | 01, 2011 | Framingham, MA |
| Guy, G. Bradley | Presenter | ARCC Spring Research Conference | 04, 2011 | Detroit, MI |
| Guy, G. Bradley | Presenter | Canada Green Build Conference | 04, 2011 | Ryerson University, Toronto, Canada |
| Guy, G. Bradley | Presenter | Sustainable Building 2011 International Conference | 10, 2011 | Helsinki, Finland |
| Guy, G. Bradley | Presenter | USGBCGreenbuild International Conference | 10, 2011 | Toronto, Canada |

| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 04, 2011 | Boston, MA |
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| Llewellyn-Yen, Bethan | Presenter | ACSA 99th Annual Meeting. "Multiscalar Spatial Strategy." | 03, 2011 | Montreal, Canada |
| Morshed, Adnan | Presenter | American Culture Association. "Spiritualizing Verticality, Verticalizing Spirituality: Architect Hugh Ferriss' 1929 Metropolis of Tomorrow." | 04, 2011 | San Antonio, TX |
| Morshed, Adnan | Presenter | 2011 Vernacular Architecture Forum, Annual Meeting. "Thus Spoke the Woman; Women's Empowerment and Ecological Awareness in Bangladesh." | 06, 2011 | Falmouth, Jamaica |
| Morshed, Adnan | Lecturer | BRAC University; 3 lectures on "Contemporary Architectural Theory." | Fall, 2011 | Dhaka, Bangladesh |
| Reimers, Carlos | Participant | BienESTAR Invited Workshop | 08, 2011 | El Paso, TX |
| Reimers, Carlos | Presenter | ACSA 2011 Fall Conference. "The Less Explored Roles of Architects in the low-income Settlements of Texas." | 09, 2011 | Houston, TX |
| Rinehart, Michelle | Attendee | ACSA Annual Conference | 03, 2011 | Montreal, Canada |
| Rinehart, Michelle | Attendee | ACSA Administrators Conference | 11, 2011 | Los Angeles, CA |
| Willis, Robert F. | Attendee | VRA Conference | 03, 2011 | Minneapolis, MN |
| Becker, Hollee | Presenter | Austral-Asian Housing Researcher's Conference. "Lateral- Load-Resistant Pre-fabricated Replacement Housing." | 02, 2011 | Adelaide, Australia |
| Becker, Hollee | Presenter | ACSA 100th Annual Meeting. "The Autonomous Nature of Creativity in Juxtaposition to the New Structuralism." | 03, 2011 | Boston, MA |

**2012**

| Becker, Hollee | Presenter | Smart & Sustainable Building Environments Conf.: "Sustainable, affordable housing using locally grown bamboo." | 07/2012 | Sao Paulo, Brazil |
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| Bermudez, Julio | Attendee | Te2 (TRANSelement) Symposium on Innovation and Collaboration in Architecture, at CUA Catholic University of America | 04, 2012 | Washington DC |

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| Bermudez, Julio | Co-Chair & Presenter | 4th Architecture, Culture and Spirituality Symposium. Presentation: *"Usus In Praesens: Sketching as a Meditation Practice of Being Present through Architecture."* | 04, 2012 | Isla Mujeres, MX |
| Bermudez, Julio | Attendee | Summer Institute of Catholic Social Thought, Washington DC | 06, 2012 | Washington DC |
| Bermudez, Julio | Presenter | Academy of Neuroscience for Architecture (ANFA) 2012. *"IMRI Study of Architecturally-Induced Contemplative States."* | 09, 2012 | La Jolla, CA |
| Gureckas, Vytenis | Attendee | *Is Drawing Dead?* Symposium Yale School of Architecture | 02, 2012 | New Haven, CT |
| Gusevich, Miriam | Presenter | 42nd Urban Affairs Association,. "Sibbesborg, A New Town in a Post Industrial World." | 04, 2012 | Pittsburgh, PA |
| Gusevich, Miriam | Presenter | BRAC University; 3 lectures | 04, 2012 | Hofstra, NY |
| Guy, G. Bradley | Presenter | Annual Environmental Business Council of New England | 01, 2012 | Framingham, MA |
| Guy, G. Bradley | Presenter | C&D World 2012 Conference | 03, 2012 | Nashville, TN |
| Guy, G. Bradley | Panelist | LCA 12th Annual Conference; "Life Cycle Assessment Methods for Building Materials Recovery & Reuse" | 09, 2012 | Tacoma, WA |
| Guy, G. Bradley | Attendee | ASCA Fall 2012 Conference (Partially Funded) | 09, 2012 | Philadelphia, PA |
| Hostovsky, Charles | Attendee | Association of Collegiate Schools of Planning | 10, 2012 | Cincinnati, OH |
| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 2012 | Atlanta, GA |
| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 2012 | Los Angeles, CA |
| Levine, Julius | Attendee | Association of Collegiate Schools of Planning | Fall, 2012 | Cincinnati, OH |
| Levine, Julius | Research | Grant solicitation with several funding individuals and foundations for Joint CUA/Jerusalem Institute for Israel studies to assess light rail impact on Arab & Jewish residents. Palestinian colleagues will also participate. | 11, 2012 | Jerusalem, Israel |
| Morshed, Adnan | Invitee | Production of a TV Documentary on | | |

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| | | Urbanization as director and host. | 2012 | Dhaka, Bangladesh |
| Morshed, Adnan | Presenter | Society of Architectural Historians (SAH) Annual Conference | 04, 2012 | Detroit, MI |
| Morshed, Adnan | Panelist | ACSA 100th Conference.  Panel: A Conversation with Leo Marx on "Technology: The Emergence of a Hazardous Concept." | 04, 2012 | Boston, MA |
| Morshed, Adnan | Invitee | Masterplanning the Future International Conference | 10, 2012 | Xi'an Jiaotong, Suzhou, China |
| Reimers, Carlos | Presenter | ACSA 2012 Regional Conference. "Beyond the Trailer" | 09, 2012 | Philadelphia, PA |
| Rinehart, Michelle | Attendee | ACSA Annual Conference | 03, 2012 | Boston, MA |
| Williams, Terrance | Invitee | Municipal Arts Society "Summit" on the Future of Midtown | 10, 2012 | New York, NY |
| Yatt, Barry | Attendee | IDP Coordinator's Annual Conference | 07, 2012 | Chicago, IL |

**2013**

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|---|---|---|---|---|
| Andrasik, Patricia | Attendee | American Physical Plant Association (APPA) | 08, 2013 | Minneapolis, MN |
| Andrasik, Patricia | Attendee | DIVA software plug in for Rhino Conference (Partially Funded) | 10, 2013 | MIT, Cambridge, MA |
| Andrasik, Patricia | Attendee | AASHE Conference Presentation + Solar Decathlon Team Visit | 10, 2013 | Nashville, TN |
| Barr-Kumar, Raj | Attendee | Intern Development Program (IDP) | 08, 2013 | Chicago, IL |
| Becker, Hollee | Presenter | Bangladesh Development Conf. "Laminated Bamboo Structure for Flood Adaptive Buildings." | 02/2013 | U. Cal, Berkeley |
| Becker, Hollee | Presenter | American Society for Engineering Education Conference. "The Structures – Design Studio Link." | 06/2013 | Atlanta, GA |
| Becker, Hollee | Presenter | Association of Collegiate Schools of Architecture Conference. "The New Subtropical Cities." | 10/2013 | Florida Atlantic, Fort Lauderdale, FL |
| Becker, Hollee | Presenter | Association of Collegiate Schools of Architecture Conference. "Laminated Bamboo Structures | | |

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|---|---|---|---|---|
| | | for a Changing World." | 10/2013 | Florida Atlantic, Fort Lauderdale, FL |
| Bermudez, Julio | Presenter | ARCC Research Conference: "Memory, Social Interaction and Communicability in Extraordinary Experiences of Architecture." | 03, 2013 | Charlotte, NC |
| Bermudez, Julio | Lecturer | International Symposium at Harvard Divinity School. "'Spiritualizing' Modernity and the City: The Future of Urbanism, Wellbeing and Spirituality" | 06, 2013 | Boston, MA |
| Bermudez, Julio | Presenter | EDRA, "The Effect of Gender, Age, and Education in Extraordinary Aesthetic Experiences." | 2013 | Providence, RI |
| Gusevich, Miriam | Presenter | Culture of The Suburbs Symposium. "Corporate Fashions". | 06, 2013 | Hofstra Univ., NY |
| Guy, G. Bradley | Presenter | Reuse Symposium, Ft. Ord Reuse Authority and California State University at Monterey Bay | 12, 2013 | Seaside, CA |
| Hostovsky, Charls. | Presenter | Assoc. of Collegiate Schools of Planning Administrators & AESOP Joint Conference. "Landscape Ecology (Partially Funded) | 07, 2013 | Dublin, Ireland |
| Kim, Hyojin | Chair | 2014 ASHRAE Winter Conference | 01, 2013 | New York, NY |
| Kim, Julie | Presenter | BTES Annual Meet. Roger Williams "Down the Rabbit Hole and Out Again:  Reflections on Building Technology in Design Studio." | July, 2013 | Providence, RI |
| Kim, Julie | Presenter | Invited lecture and Exhibition at Kibel Gallery, University of Maryland | 03, 2013 | College Park, MD |
| Levine, Julius | Attendee | APA Conference & Fellows Meeting | 2013 | Chicago, IL |
| Meany, Judith | Attendee | National Planner's Conference | 04, 2013 | Chicago, IL |
| Morshed, Adnan | Chair | Environment & Urbanization at Development Policy Conference | 02, 2013 | U. Cal, Berkeley |
| Reimers, Carlos | Presenter | BRAC University' Culture of the Suburbs.: "Informal  Suburbs." | 06, 2013 | Hofstra Univ., NY |
| Rinehart, Michelle | Attendee | ACSA Annual Conference | 03, 2013 | San Francisco, CA |
| Yatt, Barry | Attendee | IDP Coordinator's Annual Conf. | 07, 2013 | Miami, FL |

**2014**

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|---|---|---|---|---|
| Andrasik, Patricia | Attendee | Façade Tectonics Conference | 01, 2014 | USC; LA, CA |
| Bermudez, Julio | Attendee | Frascari II Symposium: "Confabulations" Washington/Alexandria Architecture Center | 03, 2014 | Alexandria, VA |
| Bermudez, Julio | Presenter | EDRA *"Measuring Architectural Phenomenology through Qualitative"* | 05, 2014 | New Orleans, LA |
| Bermudez, Julio | Presenter | 6th Architecture, Culture and Spirituality Symposium. *Presentation: "Culture, Nature & Spirituality in the Architecture of Wine"* | 06, 2014 | Toronto, Canada |
| Bermudez, Julio | Presenter | ANFA 2014 Conference. *Presentation: "IMRI Study of Architecturally-Induced Contemplative States. Part II"* | 2014 | La Jolla, CA |
| Bermudez, Julio | Presenter | International Symposium for Contemplative Studies. *Presentation: "Externally-induced Contemplation: A Neuroscience study of Architecture."* | Fall, 2014 | Boston, MA |
| Gusevich, Miriam | Presenter | "McMillan Slow Sand Filtration Plant, Washington, DC (1906); History, Controversy and Alternative Visions." Nineteenth Century Studies Assoc. | 03, 2014 | Chicago, IL |
| Guy, G. Bradley | Presenter | World of Modular | 03, 2014 | San Antonio, TX |
| Guy, G. Bradley | Presenter | USGBC Greenbuild | 10, 2014 | New Orleans, LA |
| Morshed, Adnan | Presenter | Keynote Speech, Louis Kahn Project (Partially Funded) | 02, 2014 | Aachen University, Amsterdam, NL |
| Morshed, Adnan | Panelist | College Art Association Annual Meet. (Partially Funded) | 02, 2014 | Chicago, IL |
| Morshed, Adnan | Presenter | ACSA International Meeting | 06, 2014 | Seoul, South Korea |
| Yatt, Barry | Attendee | IDP Coordinator's Annual Conference | 08, 2014 | Miami, FL |

In addition to these papers, presentations, articles, books, exhibits, and awards, which rarely generate funds, the faculty is increasingly pursuing funded research. The chart below shows grants awarded since the prior NAAB visit. While grants support specific research projects, the indirect costs they pay help fund the university's operating budget, indirectly helping to support non-research scholarship such as the cost of faculty travel to present papers.

Scholarly efforts of all kinds have been assisted by the school's establishment of an Associate Dean for Research. This dean and the research committee he chairs have developed programs that provide significant support and mentoring. Their efforts to date have included:

- Creating a faculty scholarship database for compiling and disseminating scholarship opportunities and the foundations that offer them and for tracking and reporting projects and grant proposals being pursued by individuals on the faculty.
- Establishing a faculty scholarship website that documents work being pursued, executed, and completed, and that quietly encourages a level of friendly competitiveness among the faculty.
- Holding a series of Pecha Kucha evenings and receptions at which students, faculty members, and other members of the school and professional community show and talk about their creative work, generating discussion and getting feedback.
- Outreach to other faculties at the university to explore and encourage interdisciplinary work and go after collaborative grant programs.
- Assisting with the writing of publications and grant proposals, taking advantage of the associate dean's experience and successes in publishing.

A scholarship culture does not grow overnight, particularly in a discipline that is not immediately identified with research in the way that engineering and physics are. But we are encouraged by the results achieved in these last few years and look forward to continued growth and development.

**Architecture Awards listing Per OSP System**

| School Investigator | Grantor | Date Opened | Date Ended | Award Amount |
|---|---|---|---|---|
| Cho, Soolyeon | Battelle | 5/16/2009 | 6/30/2009 | $ 5,800.00 |
| Guy, G. Bradley | PWC | 1/1/2014 | 12/31/2014 | $ 39,612.00 |
| Guy, G. Bradley | NE | 6/5/2014 | 6/30/2014 | $ 23,400.00 |
| Guy, G. Bradley | NSF | 2/1/2013 | 8/31/2013 | $ 26,447.00 |
| Guy, G. Bradley | CMRA | 9/15/2010 | 9/14/2011 | $ 10,009.00 |
| Jelen, Willam | NREL | 11/29/2012 | 11/23/2013 | $ 100,000.00 |
| Miller, Iris | Foggy Bottom ADIC | 6/17/2009 | 12/31/2009 | $ 15,600.00 |
| Yatt, Barry | DARPA | 12/18/2010 | 11/4/2011 | $ 185,160.00 |
| | | | **Total Awards since 2009 =** | **$ 406,028.00** |

Typically, the school has shown considerable support for faculty becoming involved in competitions, and in encouraging faculty to enter local and regional awards programs. Success has been seen. For instance, since the prior NAAB visit, two facutly have been awarded prizes in the AIA DC 'Unbuilt Designs' competition, competing against the region's professionals.

The campus has polices regarding a typical level of activity in sabbatical leaves and unpaid leaves of absence (faculty members have utilized the provision in the *Faculty Handbook* related to a one-year paid medical leave, for example). The approval of sabbaticals requires a plan for activities. Sabbaticals approved since the prior visit have been:

| Name | Job Title | Activity Type | From_Dt | Thru_Dt |
|------|-----------|---------------|---------|---------|
| Morshed, Adnan Z. | Associate Professor | SAB | 9/1/2011 | 12/31/2011 |
| Jenkins, Eric J. | Associate Professor | SAB | 9/1/2008 | 5/30/2009 |

*A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*

The Catholic University of America's methods for faculty appointment, promotion, and tenure are controlled by *The Faculty Handbook*, which includes a fully comprehensive section on such issues. This document is available on the web. The university's methods for faculty appointment, promotion, and tenure are fairly typical by national standards.

Faculty members are hired on the recommendation of the faculty and dean, and upon the approval of the Provost/President. We conduct advertised national searches for all tenure-track positions. Our typical method of the opening's dissemination has been an advertisement in the *ACSA News*. Our internal search committee process has been as follows: The dean proposes a roster of search committee members and a committee chair to the faculty, who then conduct a vote. The search committee conducts the actual review of applications and the interviews. The committee makes recommendations to the dean, regarding the suitability of candidates and a ranking of suitable candidates. Technically, the dean would have some purview to accept or reject that recommendation, but in cases at our school since the past accreditation visit, the recommendations of the search committee have been followed.

As mandated by the *Faculty Handbook*, each school establishes an elected Committee on Appointments and Promotions (CAP Committee), typically of five members with three-year staggered terms of service. The dean nominates faculty members for service on that committee as openings occur, and the faculty conducts a vote (typically at our fall faculty retreat). In addition, the campus has an Academic Senate—an elected body consisting of faculty representatives from across the campus and school and central administrators. That group establishes the Senate's CAP Committee.

CUA's tenure-track probationary clock is six years. Two interim reviews for reappointment occur during that time: one in the second year of service and one in the fourth year of service. For initial reappointments, the school CAP Committee acts, and then the dean adds his or her recommendation. Reappointments are approved by the Provost/President without Senate level review. Denial of reappointment means termination, after one year of additional service in the fourth-year review phase.

A tenure-track person may apply for tenure at any time, but must apply by the six year of service and can apply only once. So if an early application is made (before the normal timeframe of six years), the timing must be selected carefully and the candidate must insure that they are qualitatively ready for the application. External letters of assessment are a required part of the process. Denial of tenure means termination after one year of additional service. Applications for tenure require senate action in addition to the Provost/President, and, in the end, require the approval of the Board of Trustees. Once the school has completed its actions on a tenure case, the dean represents the case in a meeting with the Senate CAP Committee. Following that, the full Senate considers the case and makes a recommendation to the Provost/President, who then represents the case to the Trustees. Tenure does not result in an automatic raise. Again, we feel that our school's own decisions about faculty tenure have been very well respected through this process.

The current Provost established a university orientation program for all new faculty on campus, which includes several major presentations on the issues of tenure and faculty promotion. Deans from across the campus attend and speak at a session of that program specifically devoted to the issue of tenure. That is ran by t he Provost, and occurs throughout the new faculty member's first year of service.

The *Faculty Handbook* deals extensively with promotions. Promotion cases are handled by the same review groups, in the same order. Ranks at CUA are typical by national standards: Assistant Professor, Associate Professor, and Full (Ordinary) Professor. Upon being awarded a promotion, typically an automatic raise (10%, not funded by the school's budget) is added centrally to the person's compensation. Denial of promotion does not affect a person's employment status.

All of these decisions encompass the standard triad of reviews of a faculty member's teaching, research and service. Student course questionnaires are always a part of this process. The *Faculty Handbook sets* out procedures for appeals from any adverse decision. There have not been any appeals of CAP actions within our school since the past accreditation visit. CUA does not have a post-tenure review policy.

The school does not have its own separately evolved set of understandings, definitions, or procedures related to the criteria for reappointment, tenure and promotion. We exclusively make use of the university's *Faculty Handbook*. We should note, however, the *Faculty Handbook* does contain several sections related to "Equivalent Criteria" in disciplines outside the standard humanities and sciences. Architecture is given such criteria. For Architectural Design, the *Handbook* says: "Executed or proposed architectural projects published in professional journals of national or international scope, projects recognized by regional or national awards, or work that has gained peer recognition for excellence in architecture (including contributions to the profession, history, technology, or theory), or allied disciplines." We feel that the special character of our profession is well respected in these words, and we have used them extensively in preparation of our cases for promotion and tenure.

The Handbook also sets our various other potential ranks for those teaching in the institution. We have used of such alternative nomenclatures. Visiting faculty positions are used. We also have extensively experimented with the nomenclature of Professor of Practice, as a way of enticing those who wish a more extensive role than that of an instructor but who do not wish to undertake a tenure-track appointment.

*A list of visiting lecturers, critics and exhibits brought to the school since the previous site visit.*

| Event type | Date/Event | Presenter | Faculty Organizer |
| --- | --- | --- | --- |
| **2009** | | | |
| Lecture | 22-Apr-09, Is Global Warming a Hoax? | Chris Barnet | Chris Grech |
| **2010** | | | |
| Lecture | 1-Feb-10, Bombay - Past and Present | Dhiru A. Thadani | Adnan Morshed |
| Lecture | 31-Mar-10, From Gaze to Gaz:  A New Interpretation of Humayun's Tomb - Garden and the Nizamuddin Area of Delhi | James Wescoat Jr. | Adnan Morshed |
| Lecture | 31-Mar-10, India's Changing Landscape:  Buildings andBeyond | Brinda Chinnappa Somaya | Adnan Morshed |

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|---|---|---|---|
| Lecture | 6-Apr-10, Relevance of Traditional Materials, Technology and Craftsmanship in Contemporary Architecture and Interior Design | Nimish Patel | Adnan Morshed |
| Lecture | 12-Apr-10, Architecture and Cultural Significance: Conservation and Contemporary Projects | Rahul Mehrotra | Adnan Morshed |
| **2011** | | | |
| Professional Training Program | 10-Jan-11, 2030 Challenge Training Program | David Bell, Roger Chang, Paul Totten, Oliver Baumann, David Borchardt, Dale Brentrup, Karen Butler, John Finnerty, Chris Gorthy, Omar Howit, Samantha Lafluer, Tom Krajewski, Greg Mella, Peter O'Connel, Eric Oliver, Scott Sklar | Chris Grech |
| Lecture | 2-Feb-11, Smart Cities | Susan Piedmont-Palladino | Rauzia Ally |
| Lecture | 4-Feb-11, Sustainable Structures | Mark Webster | Chris Grech |
| Lecture | 7-Feb-11, The Power of Culture and Architecture | Wade Davis | Travis Price |
| Lecture | 16-Feb-11, Sustainable Design | Pliny Fisk | Rauzia Ally |
| Lecture | 18-Apr-11, Architecture: On the Brink | Edward Mazria | Chris Grech |
| Symposium | 28-Apr-11, CUArch Design Council: forum for practitioners, academics and students | Paul Seletsy (Kieran Timberlake), Sean Quinn (HOK), Brok Howard (HOK), Mitchell Dec (Glumac), Patricia Andrasik | Patricia Andrasik |
| Lecture | 7-Sep-11, Dreams and Reality from the Roots of Contemporary German Architecture | Alan Balfour | Vyt Gureckas |
| Lecture | 21-Sep-11, Future Building Techniques | Werner Sobek | |
| Lecture | 29-Sep-11, Silence in Architecture | Juhani Pallasmaa | Julio Bermudez |
| Lecture | 6-Oct-11, Dwelling and the Indeterminate | Karla Britton | Julio Bermudez |
| Symposium / Conference | 6-Oct-11, Transcending Architecture: Aesthetics and Ethics of the Numinous | | Julio Bermudez |

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|---|---|---|---|
| Lecture | 7-Oct-11, The Sacred in Architecture | Juhani Pallasmaa | Julio Bermudez |
| Lecture | 8-Oct-11, Transcending Aesthetics: Architecture and the Sacred | Kristen Harries | Julio Bermudez |
| Lecture | 12-Oct-11, New Tendencies in Our Approach to Architecture | Stefan Behnisch | Vyt Gureckas |
| Lecture | 26-Oct-11, Emerging and Future Directions for Architecture and Planning | Adele Naude Santos | Ist George Marcou Lecture |
| Lecture | 9-Nov-11, Old and New: Contextual Urban Space and Architecture in European Cities | Karin Kellner, Lutz Schleich & Eckhard Wunderling | Vyt Gureckas |
| Lecture | 16-Nov-11, Drawn to Architecture | Eric Jenkins | Howard University Lecture Series |

**2012**

| | | | |
|---|---|---|---|
| Professional Training Program | 29-Feb-12, 2030 Challenge Training Program | Roger Chang, Paul Totten, Paul Tseng, Oliver Baumann, David Borchardt, Karen Butler, Chris Gorthy, Samantha Lafluer, Greg Mella, Peter O'Connell, Eric Oliver, Scott Sklar | Chris Grech |
| Student Group Activity | 28-Mar-12, Social Meeting of Sacred Space and Cultural Studies graduates/alumni | | Julio Bermudez (with Ana Garcia Bilbao) |
| Symposium | 13-Apr-12, TRANSelement | Bill Hellmuth, Tomas C. Quigley, Martin Rajnis, Dylan Savage, Anil Gupta, | Rauzia Ally |
| Lecture | 12-Sep-12, Ineffable Architecture: Building Poetry by Thinking with your Hands | Alberto Campo Baeza | Julio Bermudez |
| Lecture | 19-Sep-12, Current Works and Reflections | Alberto Campo Baeza | Julio Bermudez |
| Lecture | 17-Oct-12, Reflecting Absence | Michael Arad | 2nd George Marcou Lecture |
| Products Show | 5-Nov-12, Product show at CUA | | Barry Yatt |
| Pecha Kucha | 28-Nov-12, Faculty presentations | Patricia Andrasik, Fernando Iribarren, Chris Grech, Julian Pallacio, Bob Willis, David Dewane, Julie Kim | Barry Yatt |
| Workshop | 14-Nov-12, Long Form Research in a Short Form World | | |

**2013**

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|---|---|---|---|
| Exhibit | 23-Jan-13, Box of Miracles, Contemplating a 21st Century Convent | | Julio Bermudez |
| Lecture | 13-Feb-13, Ist Lecture in Contemporary Spanish Architects Series | Anton Garcia-Abril | Carlos Reimers |
| Lecture | 13-Mar-13, 2nd Lecture in Contemporary Spanish Architects Series | Carme Pinos | Carlos Reimers |
| Career Day | 26-Feb-13, Career Day | | Barry Yatt |
| Lecture | 10-Apr-13, 3rd Lecture in Contemporary Spanish Architects Series | Francisco Mangado | Carlos Reimers |
| Symposium / Conference | 11-Apr-13, Reclaim + Remake International Symposium | Charles Kibert, Chris pyke, Jan Jongert, Scott Boylston | Brad Guy |
| Lecture | 22-Apr-13, Shaping Southwest: Understanding the Past and Envisioning the Future | Eric Jenkins | DC Preservation League in cooperation with the Southwest Neighborhood Assembly |
| Exhibit | 1-Jun-13, Concepts: The 2013 Washington UNBUILT Awards | Julie Kim | Julie Kim |
| Symposium / Conference | 27-Jun-13, Innovation in Modular Construction: Modular Constuction Summit | Brad Guy | |
| Workshop | 13-Jul-13, Architectural Drawing on the National Mall | | Eric Jenkins |
| Lecture | 11-Sep-13, Can Architecture uplift our spirit and prevent the weight of material from crushing us? | Claudio Silverstrin | Julio Bermudez |
| Student Group Activity | 28-Sep-13, US Green Building Council Green Apple Day of Service | | Brad Guy |
| Lecture | 9-Oct-13, Craig Edward Dykers | Craig Edward Dykers | 3rd George Marcou Lecture |
| Lecture | 17-Oct-13, Works and Inspirations | Claudio Silvestrin | Julio Bermudez |
| Lecture | 24-Oct-13, Second Hand Spaces | Inaqui Carnicero | Carlos Reimers |
| Lecture | 20-Nov-13, Mies van der Rohe: A Negative Theology | Thomas Mical | Carlos Reimers |

**2014**

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|---|---|---|---|
| Exhibit | 18-Jan-14, Jersey City's Harsimus STem Embankment | | Eric Jenkins |

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| Lecture | 31-Jan-14, Recent Urban Design Interventions in Madrid | Gines Garrido | Carlos Reimers |
| Exhibit | 1-Feb-14, Unwrapping the Hanbok + Villa of Veils: Rendering the Body Present | Julie Kim | UMD |
| Lecture | 5-Feb-14, Resolution for Architecture: Recent works | Joseph Tanney | Carlos Reimers |
| Exhibit | 19-Feb-14, Professing Architecture: Connecting Architecture, Culture, and Spirituality | Randall Ott, Claudio Silvestrin, Sacred Culture Students | Julio Bermudez |
| Pecha Kucha | 28-Feb-14, Faculty presentations | Faculty | Adnan Morshed, Chris Grech |
| Lecture | 5-Mar-14, NY Masjid:  The Mosques of New York and the Problem of Spiritual Space | Jerrilyn Dodds | Carlos Reimers |
| Lecture | 19-Mar-14, Frank Llyod Wright's Sacred Architecture:  Faith, Form and Building Technology | Anat Geva | Carlos Reimers |
| Student Group Activity | 19-Mar-14, 2014 Architecture Career Fair | Hollee Becker | CUAIAS |
| Symposium / Conference | 24-Mar-14, Materials Health: the Architect's Evolving Role | | Brad Guy |
| lecture | 26-Mar-14, UMD Spring Lecture Series: Unwrapping the Hanbok + Villa of Veils: Rendering the Body Present | Julie Kim | UMD |
| Leadership Development Program | 4-Apr-14, Beyond Green | David Bell, Chris Grech, Anica Landreneau, Apryl Webb, Bungane Mehlomakulu | Chris Grech |
| Lecture | 22-Apr-14, The Greening of Architecture | Phillip Tabb | Carlos Reimers |
| Lecture | 23-Apr-14, The Serenbe Community | Phillip Tabb | Carlos Reimers |
| Student Group Activity | 24-Apr-14, 2012 Beaux Arts Ball | Hollee Becker | CUAIAS |
| Student Group Activity | 30-Apr-14, Senior Appreciation Dinner | Hollee Becker | CUAIAS |
| Student Group Activity | 2-May-14, Social Meeting of Sacred Space and Cultural Studies graduates/alumni | | Julio Bermudez |
| Lecture | 2-Oct-14, Neuroscience and the Design of Architectural Space | Julio Bermudez and Milton Shinberg | 2014 Design DC |
| Student Group Activity | 25-Oct-14, 2014 Beaux Arts Ball | Hollee Becker | CUAIAS |
| Jury Panel | 25-Aug-03, NAIOP MD DC Design Excellence Awards Jury Panel | Julie Kim (juror) | Julie Kim |

Workshop                                            Hollee Becker            CUAIAS

*Students:  A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3).*

The School of Architecture and Planning's Admission Committee is made up of program and concentration directors, the Graduate Dean, and the Administrative Assistant. The Dean of Graduate Studies, as director of the Admissions Committee sets up fall and spring meeting dates for the review of application materials. The application review process is a simple process involving committee members and other faculty members on an as need basis. The process is now, as of two years ago, online except for review of required portfolios which are submitted in hard copy. The committee will have several meetings in October and February/March of each year. Once Graduate Admissions logs in all application materials, the application is designated as complete and available for review. Our committee meets together as a group to review applcations so that we can discuss, in person, individual applicants and share physical portfolios. Each committee member logs in their decision to accept or reject an application. Once all applications are reviewed, the committee looks at each application, as a group, to formalize a final accept or reject. If a marginal vote is present, the committee may seek input from faculty who may know that applicant. Then a final discussion and decision is made. Student Teaching Assistant and Research Assistant positions are identified at the time of application review. These decisions are formalized in the acceptance letters. Scholarships are awarded with the same process.

*A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.  Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*

All faculty expenses for travel for field trips w/students are to be covered by a special fee levied upon the students attending the trip.  School compensation is *not* normally offered to faculty for field trips.  The Director of Foreign Study advises faculty members on setting that fee and receives that fee from students traveling.  Faculty members are not to handle student funds under any circumstances.

In the past advising was conducted by all regular faculty. As the graduate program became more complex, with the introduction of new specialized programs and concentrations, there was a need to have specific support from experts in each of these fields. The current advising practice for graduate students is as follows. The Dean of Graduate Studies advises all new incoming students. MARCH 2 students start their first semester in a concentration. Some of these students are also joint degree students, studying two masters program simultaneously. Therefore, these students are also required to meet with their concentration and program directors. MARCH 3 students start meeting with their concentration directors in their second year of study, when they enter their concentration. The Graduate Dean continues to see all students throughout their curriculum on an as need basis. There is an open door policy regarding advising and guidance. Additionally, as problems arise, students may be called in for meetings to address specific issues.

Regular faculty act as mentors to students. Faculty may seek out students and students may look to faculty for direction regardless of their program of study. There is also an open door policy between faculty and students in this regard. The Graduate Dean is responsible for acting as liaison between programs, concentrations, foreign travel opportunities, and outside opportunities students are interested in. Curriculum tracking is looked at and revised to accommodate the specific interests of student's one on one. Also, tracking is revised to accommodate part time and full time attendance of each student.

The School of Architecture and Planning organizes a Job Fair in March of each year to facilitate student and potential employer meetings. In the past as many as 150 firms participated. In recent years, with the

down swing of the economy, as few as 30 firms attended. Employers send representatives to sell their firm and students line up with resume and portfolio in hand to interview and be interviewed.

Additional measures are underway for student job placement. Many years ago, the school had an internship program, placing students in firms for credit but no pay. The program was closed for several years. There is now an increased need for schools to play an active role in job placement after graduation. Being in a metropolitan area, we are fortunate to be able to assist our students in this regard. We are starting a new internship program, with a couple of students already in firms working.

The University offers additional personal and technical support services for students, from English proficiency, to writing, computers, health, and personal counseling needs.

The School offers an array of travel opportunities for field trips, both at home and abroad.


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

For professional societies, primary venue for participation in our school is the CUAIAS.

The Catholic University of America chapter of AIAS has over 30 active members ranging from first year students to graduate students.  The purpose of the group is to instill qualities of leadership in its members through acts of service to the school and the community.  The service activities of the past three years include:

- Workshops in portfolio creation and management
- Workshops for improvement of basic skills in AutoCAD, Revit, Rhino, Adobe Suite and Microsoft Office
- Senior Appreciation Dinner:  a small in house pizza party with door prizes held after final review.
- Architecture Career Fair:  An annual event in which area Architecture and Construction firms are invited to CUArch to meet and interview students.  The event has successfully placed students in summer internships and permanent positions after graduation.
- Beaux Arts Ball:  In 2012 the Beaux Arts Ball was held at the Fillmore in Silver Spring and hosted a battle of the bands.  This year, the Beaux Arts Ball will be hosted at the Woolly Mammoth Theatre Company in DC and returns to traditional format including design competitions for masks and art.  This Ball is open to all Architecture students, alumni and professionals in the Metro area.

AIAS is the custodian of the Studio Culture Policy at CUArch.   The committee annually reviews and, if required, updates the Studio Culture Policy.   Meetings are held monthly to receive concerns, comments or feedback from any student, staff or faculty member.  In an advisory capacity, the studio culture chair raises concerns at the Town Hall Meetings for students who do not wish to do so themselves or, if appropriate, arranges meetings between the students and administrators to address concerns.

Board Members from CUAIAS have travelled to Grassroots and FORUM conferences with funding help from the administration.  These conferences help our students connect with and learn from other AIAS chapters.

The primary venue for honor society participation in our school is Tau Sigma Delta:

Background
Tau Sigma Delta is the Honor Society in Architecture and the Allied Arts. The students of the School of Architecture and Planning at the Catholic University of America founded the Beta Phi Chapter of Tau Sigma Delta, which has operated uninterruptedly since 1990 inducting a total of 622 members during this

period. There are approximately 40 active members at any time at CUArch. The society is directed by its student officers who are elected annually by the student membership. The faculty advisor holds the responsibility to give continuity to the society and keep its memory and files.

Activities and Events
Every Fall semester, Tau Sigma Delta invites all juniors in the top 20% of their class and with a minimum GPA of 3.00 to join the honor society with a turnout close to 90%. The Fall Induction Ceremony is celebrated with an informal dinner supported and sponsored by the Office of the Dean of the School of Architecture and Planning. Inductees and their relatives, members, and faculty are invited. The main objective of the event is to recognize and welcome new members who are entering the chapter. The ceremony is conducted by the Chapter student officers with the participation of the Chapter's Faculty Advisor and the Dean of the School. This format of induction ceremony has been in place during the last three years successfully.

In the Spring semester, the society holds two events. The first is the honors convocation ceremony, which is celebrated the Friday previous to the University Annual Convocation. The ceremony is conducted by the Assistant Dean or the CUArch Officer of Student Records with the participation of a special speaker selected among the CUArch faculty by all the active members of the Chapter. The main purpose of the ceremony is to confer the society honor stole to the chapter graduating students. The stole will be worn during the baccalaureate Mass that same day and the convocation ceremony the following day. The Faculty Advisor of the Chapter and the Dean of the School of Architecture and Planning confer the stoles to the students. The second event is the Baccalaureate Mass in which members of all the university's honor societies, their relatives, friends, and university faculty congregate at the Basilica of the Immaculate Conception the afternoon previous to the convocation ceremony. This event concludes with an evening gathering and reception sponsored by the upper administration of the university.

During the last years, the society has also been proactive in their activities acknowledging and promoting academic excellence among our students. In the Fall of 2012, Tau Sigma Delta created the TSD Brown Bag Meetings to discuss about themes of academic interest. Meetings have included topics such as "Effective Time Management in Architecture" and "Women's Leadership in Architecture" with special guest faculty, practitioners, and personalities of the architecture world.

Faculty Advisor 2011-Present
Dr. Carlos Reimers

| | |
|---|---|
| 2014-2015 Officers | 2014 Honors Convocation Speaker |
| Julia Dallas, President | Dr. Julio Bermudez |
| Ariadne Cerritelly, Secretary | |
| Alexandra Stuckey, Treasurer | |
| | |
| 2013-2014 Officers | 2013 Honors Convocation Speaker |
| Rebecca Murray, President | Prof. Hollee Becker |
| Thomas Soldiviero, Secretary | |
| Anna Rickert, Treasurer | |
| | |
| 2012-2013 Officers | 2012 Honors Convocation Speaker |
| Christine Jimenez, President | Prof. Eric Jenkins |
| Lillian Heryak, Secretary | |
| Corey August, Treasurer | |
| | |
| 2011-2012 Officers | 2011 Honors Convocation Speaker |
| Emily Anderson, President | Prof. Bethan Llewelyn |
| Amanda Seligman, Secretary | |
| Corey August, Treasurer | |

*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.*

The most immediate and substantive way that this occurs is thorough our use of graduate student research assistantships as a method of direct student aid support.  Below is a chart including the research assistantships offered from 2012-2014:

2012-2013 Research Assistantship Assignments

| *Reason for RA* | *Faculty* | *Last Name* | *First Name* | *Fall Semester* | *Spring Semester* |
|---|---|---|---|---|---|
| *admin* | *Rinehart* | *Belanger* | *Johanna* | *X* | *X* |
| CBDS | Kim | Aschettino | Marisa | X | X |
| CUAdc | Jelen | Morgado | Ruben | X | X |
| Cultural/Sacred | Bermudez | Norkin | Ben | X | X |
| Design Tech | Boza | Fernald | Brittany | X | X |
| lecture series | Ott | Darling | Joseph | X | X |
| MCRP | Edwards | Mann | Gregory | X | X |
| MCRP | Edwards | Yordanov | Kaloyan | X | X |
| MSSD | Grech | Miller | Katherine | X | X |
| SHOP | McKibbin | Connor | Alexandra | X | |
| SHOP | McKibbin | DiGiovanni | Patrick | X | X |
| SHOP | McKibbin | Styer | Charlotte | X | X |
| SHOP | McKibbin | Chute | Christian | | X |
| SHOP (3D Printer) | McKibbin | Blabolil | Bobby | X | |
| SHOP (CNC) | McKibbin | Haak | Jeremy | X | |
| SHOP (Laser Cutter) | McKibbin | Ycaza | Jaime | X | X |
| Solar Decathlon | Jelen | Blabolil | Bobby | X | |
| Solar Decathlon | Jelen | Haak | Jeremy | X | |
| Solar Decathlon | Jelen | Harrington | Jessica | X | |
| Solar Decathlon | Jelen | Noell | Kyle | X | X |
| Solar Decathlon | Jelen | Capodilupo | Corin | | X |
| Solar Decathlon | Jelen | Stacy | Amanda | | X |
| Solar Decathlon | Jelen | Weller | Kristen | | X |
| tenure/admin | Bermudez | Ro | Brandon | X | X |
| tenure/admin | Boza | Moore | Brandon | X | |
| tenure/admin | Cederna | Colligan | Marisa | X | X |

| tenure/admin | Kim | Lem | Toni | X | X |
|---|---|---|---|---|---|
| tenure/admin | Ott | Hosko | Matthew | X | X |
| tenure/admin | Williams | Bollino | Michael | X | X |
| tenure/admin | Yatt | DiManno | Anthony | X | X |
| tenure-track appt. | Andrasik | Fiblueil | Liz | X | X |
| tenure-track appt. | Becker | Rolando | Abigail | X | |
| tenure-track appt. | Guy | Ainsworth | Claire | X | X |
| tenure-track appt. | Guy | Holsinger | Benjamin | X | |
| tenure-track appt. | Hostovsky | Bezilla | Elizabeth | X | |
| tenure-track appt. | Morshed | Hostick | Vanessa | X | X |
| tenure-track appt. | Reimers | Clements | John | X | X |
| Urban Design | Jenkins | Horton | Ryan | X | |
| Urban Design | Jenkins | Gillespie | Scott | | X |

2013-2014 Research Assistantship Assignments

| admin | Runge | Belanger | Johanna | X | |
|---|---|---|---|---|---|
| admin | Runge | Esposito | Liz | X | X |
| admin | Runge (Dewane) | Donnelly | Erica | | X |
| CBDS | Kim | Aschettino | Marisa | X | X |
| Cultural/Sacred | Bermudez | Norkin | Ben | X | |
| Cultural/Sacred | Bermudez | Motley | Chris | | X |
| Digital Media | Fici Pasquina | Soltanifar | Azita | | X |
| lecture series | Reimers | Darling | Joseph | X | X |
| MCRP | Edwards | Pierson | Emily | X | X |
| MCRP | Edwards | Da Silva Pereira | Filipe | | X |
| MSSD | Grech | Miller | Katherine | X | X |
| SHOP | McKibbin | DiGiovanni | Patrick | X | X |
| SHOP | McKibbin | Paddack | Martin | X | X |
| SHOP | McKibbin | TBA | TBA | X | X |
| SHOP | McKibbin | Weller | Kristen | X | X |
| SHOP | McKibbin | Lem | Toni | X | X |
| SHOP | McKibbin | Motley | Chris | X | X |
| Solar Decathlon | Jelen | Capodilupo | Corin | X | |
| Solar Decathlon | Jelen | Weller | Kristen | X | |
| tenure/admin | Bermudez | Schmalzel | Matthew | X | X |
| tenure/admin | Boza | Fernald | Brittany | X | X |
| tenure/admin | Cederna | Colligan | Marisa | X | X |

| tenure/admin | Kim | Lem | Toni | X | X |
|---|---|---|---|---|---|
| tenure/admin | Ott | Hosko | Matthew | X | X |
| tenure/admin | Williams | Bollino | Michael | X | |
| tenure/admin | Yatt | DiManno | Anthony | X | X |
| tenure-track appt. | Andrasik | Burke | Thomas | X | X |
| tenure-track appt. | Andrasik | Donnelly | Erica | X | |
| tenure-track appt. | Andrasik | Paraon | Ana | | X |
| tenure-track appt. | Becker | Hunnell | Marie | X | X |
| tenure-track appt. | Guy | DiGiovanni | Patrick | X | X |
| tenure-track appt. | Guy | Hofmann | Eric | X | |
| tenure-track appt. | Hostovsky | Sullivan | Ben | X | X |
| tenure-track appt. | Hyojin Kim | Williamson | Jennifer | X | X |
| tenure-track appt. | Hyojin Kim | Herry | Shawndra | | X |
| tenure-track appt. | Morshed | Heryak | Lillian | X | X |
| tenure-track appt. | Reimers | Clements | John | X | X |
| Urban Design | Jenkins | Foley | Matthew | X | X |

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

As examples of such support from recent years, we cite:  In 2014, a student was sent to represent CUArch at the Crystal Competition in April.  In 2013, four students were funded by the school to participate in the AIAS 'Forum' in Chicago, IL.  In 2012, five students were funded to attend the AIAS 'Grassroots' Conference in Alexandria, VA.  In 2010, four AIAS students were funded to attend "Grassroots' as well.

While Tau sigma Delta has a national organization and runs meetings, neither student nor the faculty advisor from CUA have participated since the last accreditation visit in 2009.
A Pizza Dinner is regularly held at the school for Tau Sigma Delta as part of its yearly celebrations.


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

*The APR must include the following:*
*A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*

The institution is headed by a Board of Trustees, which meets quarterly.  The University President coordinates the activities of several Vice Presidents, including the campus' chief academic officer—the Provost.  The Deans of schools report directly to the Provost.  The Provost regularly holds Deans' Councils (typically monthly comprised only of the deans) and also meetings of the Academic Leadership Group (also monthly), which includes not only deans but heads of other functions on campus related to the academic areas and services, like libraries, CUA press, and so forth.  Faculty are represented campus-wide by the Academic Senate, on which each dean serves and also on which serve representatives elected from each schools (with varying number of representatives depending on school size).  Architecture and Planning has one faculty representative elected to the Senate.  The Senate has a

Graduate Board and an Undergraduate Board.  Each school is headed by a Dean.  In departmentalized schools, Chairs are named by a process laid out in the Faculty handbook.  In non-departmentalized schools, the Dean may name Associate Deans and Assistant Deans.  Typically, Associate Deans have faculty rank, and Assistant Deans have more of staff function.  Architecture and Planning is not departmentalized, and thus for uses the nomenclature of Associate and Assistant Deans, in the fashion just described.


*A description of the program's administrative structure.*

Dean Randall Ott:  The dean has fundamental academic responsibility for the program, including: establishing and administering the school's budget, the hiring of full-time faculty and school staff, recommending reappointment/tenure/promotion actions (in conjunction with the school's CAP Committee), chairing monthly faculty meetings, and conducting annual faculty and staff evaluations.  The Dean admits graduate students upon the recommendation of the school's admission committee.  The Dean also has fundamental responsibility for representing the program in its external relationships, such as with AIA, ACSA, NCARB, AIAS, NAAB, CSI, DBIA, and various other professional organizations.  The Dean serves as the primary liaison with alumni, donors, the campus's other units, and so forth.  The Dean's time is 100% devoted to academic administration and outreach, and he does not regularly teach. The Dean is a licensed architect and member of the AIA. Deans at CUA serve for four-year terms, and can be reappointed.

The Dean may appoint Associate Deans as needed.  Typically in our school, the Dean informally submits names of candidates to be Associate Dean to the faculty for a vote of concurrence. This has been the case with all such appointments under the current Dean.  Term limits for Associate Deans have not been explicitly stated.  To date, Associate Deans have not been submitted for reaffirmation.  A normal level of gradual turn-over in the position has occurred.  Two Associate Deans have been named for academics, one leading the graduate program and one leading the undergraduate program.

Associate Dean Ann Cederna:  The Associate Dean for Graduate Studies reports directly to the Dean and represents the school on the university's Graduate Board.  This position has fundamental curricular development duties for the graduate M. Arch program, with purview over the concentration coordinators of the program's graduate concentrations.  This position conducts basic hiring of instructors for the graduate program, advises graduate students, schedules graduate courses, revises catalogue copy, establishes criteria and selections for TA positions, and supervises the graduate admissions committee. The job primarily is directed toward internal relationships.  Usually, this person teaches one course per semester (due to various special duties, this has varied somewhat.).  The Associate Dean is a licensed architect.

Associate Dean Luis Boza:  The Associate Dean for Undergraduate Studies reports directly to the Dean, and represents the school on the university's Undergraduate Board.  This position has fundamental curricular development duties for the undergraduate B.S.Arch program.  This position conducts basic hiring of instructors for the undergraduate program, schedules undergraduate courses, revises catalogue copy, and advises undergraduate students.  CUA's undergraduate admissions process is centrally administered, but this position handles all undergraduate transfers into our program and confers with the central administration on various matters in undergraduate admissions.  The job primarily is directed toward internal relationships.  Usually, this person teaches one course per semester. The Associate Dean is a licensed architect.

Faculty evaluations are performed by these two academic Associate Deans.  They also make recommendations on raises on behalf of faculty to the Dean.  Faculty report each year on their activities at the school, using a campus instrument—the FAR (Faculty Activity Report).

Another Associate Dean has been appointed to a recently created, school-wide position—Associate Dean for Research. That is filled by Barry Yatt. This deals with grantsmanship, scholarship, partnering opportunities, and so forth.

Further administrative roles in the school are those of Concentration Coordinator (coordinates the coursework for each of the four concentrations), Thesis Director (coordinates thesis schedules, committees, juries), Coordinator of Comprehensive Design (coordinates the relationships with firms and externals for CBDS), Director of the Summer Institute (devises specialized coursework themes for our summer sessions), and Director of Foreign Programs (manages the arrangements for off-campus programs). The last role is currently filled by the school's Assistant Dean.

While not directly impacting the accredited program, the school notes that it has two further administrative positions. One of these is Director of The Catholic University of America Design Collaborative (CUAdc), our community outreach arm that performs projects in the community. The other is Director of Experiences in Architecture, our summer program marketed at high school students exploring a possible career in architecture of the environmental design fields.

The faculty of Architecture and Planning still operates as a 'faculty-of-the-whole'—meaning that the school has not sought, and is unlikely in the near future to seek, departmentalization. (Departmentalization was discussed seriously in 2008/2009 as our new graduate programs commenced, but was not favored by the majority of the faculty.) We operate as one entity for purposes of faculty reappointment, tenure, promotion, strategic planning, and other aspects (facilities, computers, and so forth). There are faculty curricular sub-groups who manage the curricula of the various programs. Changes in curriculum, however, are placed under consideration for vote and enactment by the entire faculty, operating as a 'faculty-of-the-whole'. We have found this method productive for us.

*A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.*

Architecture faculty, students and staff all participate in the formulation of policies and procedures at all levels of the institution.

University Level: Representatives of the School of Architecture serve on the Academic Senate and its various committees, including Appointments and Promotions, Faculty Economic Welfare, Planning and Budget, and the Graduate and Undergraduate Boards. The school is also represented on the Standing Committees of the Board of Trustees in the area of finance (the Dean has served as Senate Representative on this committee for the past decade). An architecture student represents the school's student body on the Cardinal Student Association.

The school's faculty and administration participate fully in campus governance. Both the dean and an elected architecture faculty representative sit on the campus's Academic Senate. The Dean currently serves as the Senate's representative on the campus's Budget and Planning Committee -- a committee of only six members campus-wide. The Dean also attends campus-wide leadership meetings called by the university president, usually once per semester. The campus, too, involves school personnel in campus planning activities: Recently school faculty members were involved in the campus' development of a master plan.

School Faculty Committees: The faculty of the school participates in the formulation of policies and procedures through participation in the school's committees. These committees include Strategic Planning, Curriculum, Faculty Search, Lectures, Exhibitions, Graduate Admissions, and Facilities. These committees include student members who are actively engaged in all functions of the committee. Where possible, the student body is represented by both one undergraduate and one graduate student. The officers of the school's student organizations serve as liaisons to the administration on matters of student

life.  In terms of faculty involvement in the curriculum, the curriculum committee is fundamentally a faculty committee; at CUA, curricular development is a faculty prerogative.  The school's administration is involved in the process to the degree to which curricular decisions have financial impacts, but the fundamental responsibility and obligation for curricular development lies with the faculty.  The curriculum committee typically has two student representatives, one graduate and one undergraduate.

A set of independently developed school bylaws exists, which establishes committees and membership.

*A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

Master of City and Regional Planning
Master of Science in Sustainable Design
Master of Science in Facilities Management
Master of Architectural Studies

THE CATHOLIC UNIVERSITY
OF AMERICA
School of Architecture
and Planning
Organizational Chart
2014

```
President
   |
Provost
   |
 Dean
```

External Affairs | Research | Academic | Academic | Administrative

- Executive Development Board
  - EDB Chair
- Associate Dean Research
  - Center for Sustainable Design
- Associate Dean Graduate Studies
  - MSSD Director
  - MCRP Director
  - MSFM Director
  - Thesis Director
  - Urban Practice
  - Sacred/Cultural Space
  - Real Estate Development
  - Emerging Media & Technology
  - Summer Institute for Architecture
  - International Programs
  - Full-time Faculty
  - Part-time Instructors
- Associate Dean UG Studies
  - UG 100 Level Coordinator
  - UG 200 Level Coordinator
  - UG 300 Level Coordinator
  - UG 400 Level Coordinator
- Assistant Dean Administration
  - Design Technology Resources Administrator
  - Manager of Fabrication Facilities
  - Assistant to the Dean
  - Manager of Student Advising & Registration
    - Administrative Assistant
    - Administrative Assistant

## I.2.3.   Financial Resources

*The APR must include the following:  Program budgets:  Current fiscal year report(s) showing revenue and expenses from all sources:*

**Fiscal Year 2015**

**Summary:  Revenue and Expenses**

| | Source | Current | Projected |
|---|---|---|---|
| Expenses | **Full-time Faculty** | $91,000 | $1,565,000 |
| | **Instructor** | $144,300 | $501,000 |
| | **Staff** | $67,000 | $404,000 |
| | **Fringe** | $147,900 | $519,500 |
| | **General Expenses** | $425,500 | $1,360,000 |
| | **Scholarship** | $0 | $590,000 |
| | **Total** | **$875,700** | **$4,939,500** |

| | | | |
|---|---|---|---|
| Revenue | **Development** | $1,000 | $20,000 |
| | **Grant** | | |
| | **Budgeted Allocation** | | $5,425,150 |
| | **Total** | **$1,000** | **$5,445,150** |

*Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year:*

These forecasts are based on taking the prior year's financial results and increasing it by 4%.  That figure was developed after much discussion of various methods by the administrative team.  While it seems that the situation in enrollment is turning around, we cannot be sure of that at this point, and we do not feel that the upswing will be as rapid as the slide.  Since some years of the slide in enrollment were as pronounced at 10%, we felt comfortable projecting increases of a lessor scale, such a4 4%.

**Fiscal Year 2016 - Projected**

**Summary:  Revenue and Expenses**

| | Source | |
|---|---|---|
| **Expenses** | **Full-time Faculty** | $1,627,600 |
| | **Instructor** | $521,040 |
| | **Staff** | $420,160 |
| | **Fringe** | $540,280 |
| | **General Expenses** | $1,414,400 |
| | **Scholarship** | $613,600 |
| | **Total** | $5,137,080 |

| | | |
|---|---|---|
| **Revenue** | **Development** | $20,800 |
| | **Grant** | **$0** |
| | **Budgeted Allocation** | $5,642,156 |
| | **Total** | **$5,662,956** |

**Fiscal Year 2017 - Projected**

**Summary:  Revenue and Expenses**

| | Source | |
|---|---|---|
| **Expenses** | **Full-time Faculty** | $1,692,704 |
| | **Instructor** | $541,882 |
| | **Staff** | $436,966 |
| | **Fringe** | $561,891 |
| | **General Expenses** | $1,470,976 |
| | **Scholarship** | $638,144 |
| | **Total** | $5,342,563 |

| | | |
|---|---|---|
| **Revenue** | **Development** | $21,632 |
| | **Grant** | **$0** |
| | **Budgeted Allocation** | $5,867,842 |
| | **Total** | **$5,889,474** |

*Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities:*

**Fiscal Year 2009**

**Summary:  Revenue and Expenses**

**Source**

| | | |
|---|---|---|
| Expenses | **Full-time Faculty** | $1,540,000 |
| | **Instructor** | $1,017,000 |
| | **Staff** | $493,000 |
| | **Fringe** | $532,300 |
| | **General Expenses** | $1,218,100 |
| | **Scholarship** | $155,500 |
| | **Total** | $4,955,900 |

| | | |
|---|---|---|
| Revenue | **Development** | $61,000 |
| | **Grant** | |
| | **Budgeted Allocation** | $5,647,400 |
| | **Total** | **$5,708,400** |

**Fiscal Year 2010**

**Summary:  Revenue and Expenses**

**Source**

| | | |
|---|---|---|
| Expenses | **Full-time Faculty** | $1,480,100 |
| | **Instructor** | $1,019,000 |
| | **Staff** | $439,000 |
| | **Fringe** | $553,100 |
| | **General Expenses** | $1,743,000 |
| | **Scholarship** | $220,000 |
| | **Total** | $5,454,200 |

| | | |
|---|---|---|
| Revenue | **Development** | $36,000 |
| | **Grant** | |
| | **Budgeted Allocation** | $6,354,500 |
| | **Total** | **$6,390,500** |

**Fiscal Year 2011**

**Summary:  Revenue and Expenses**

**Source**

| Expenses | | |
|---|---|---|
| | **Full-time Faculty** | $1,518,000 |
| | **Instructor** | $1,122,000 |
| | **Staff** | $504,000 |
| | **Fringe** | $599,200 |
| | **General Expenses** | $1,687,000 |
| | **Scholarship** | $338,000 |
| | **Total** | $5,768,200 |

| Revenue | | |
|---|---|---|
| | **Development** | $14,000 |
| | **Grant** | |
| | **Budgeted Allocation** | $6,260,100 |
| | **Total** | **$6,274,100** |

**Fiscal Year 2012**

**Summary:  Revenue and Expenses**

**Source**

| Expenses | | |
|---|---|---|
| | **Full-time Faculty** | $1,639,000 |
| | **Instructor** | $1,164,000 |
| | **Staff** | $458,500 |
| | **Fringe** | $718,100 |
| | **General Expenses** | $1,722,000 |
| | **Scholarship** | $293,000 |
| | **Total** | $5,994,600 |

| Revenue | | |
|---|---|---|
| | **Development** | $67,000 |
| | **Grant** | |
| | **Budgeted Allocation** | $6,302,100 |
| | **Total** | **$6,369,100** |

**Fiscal Year 2013**

**Summary:  Revenue and Expenses**

**Source**

| Expenses | | |
|---|---|---|
| | **Full-time Faculty** | $1,696,460 |
| | **Instructor** | $991,250 |
| | **Staff** | $489,000 |
| | **Fringe** | $662,100 |
| | **General Expenses** | $1,443,289 |
| | **Scholarship** | $396,500 |
| | **Total** | $5,678,599 |

| Revenue | | |
|---|---|---|
| | **Development** | $73,600 |
| | **Grant** | |
| | **Budgeted Allocation** | $6,364,844 |
| | **Total** | **$6,438,444** |

**Fiscal Year 2014**

**Summary:  Revenue and Expenses**

**Source**

| Expenses | | |
|---|---|---|
| | **Full-time Faculty** | $1,658,000 |
| | **Instructor** | $774,617 |
| | **Staff** | $285,700 |
| | **Fringe** | $597,500 |
| | **General Expenses** | $1,346,750 |
| | **Scholarship** | $486,000 |
| | **Total** | $5,148,567 |

| Revenue | | |
|---|---|---|
| | **Development** | $28,000 |
| | **Grant** | |
| | **Budgeted Allocation** | $5,719,378 |
| | **Total** | **$5,747,378** |

*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.*

**SCHOOL COMPARISON**

**FISCAL YEAR 2014**

### EXPENSES BY SCHOOL/DEPARTMENT/UNIT - TOTAL

| School/Department | FTE Enrollment | Total Direct Costs | Direct Cost Per Student |
|---|---|---|---|
| Architecture and Planning | 730.6 | $ 6,224,898 | $ 8,520 |
| Engineering | 1,024.4 | 7,114,137 | $ 6,945 |
| Nursing | 701.5 | 4,663,744 | $ 6,648 |
| Social Service | 796.5 | 3,340,312 | $ 4,194 |

### EXPENSES BY SCHOOL/DEPARTMENT/UNIT - UNDERGRADUATE

| School/Department | FTE Enrollment | Total Direct Costs | Direct Cost Per Student |
|---|---|---|---|
| Architecture and Planning | 356.3 | $ 3,481,122 | $ 9,770 |
| Engineering | 581.8 | 4,630,926 | 7,960 |
| Nursing | 484.5 | 3,491,053 | 7,205 |
| Social Service | 75.9 | 411,442 | 5,421 |

### EXPENSES BY SCHOOL/DEPARTMENT/UNIT - GRADUATE

| School/Department | FTE Enrollment | Total Direct Costs | Direct Cost Per Student |
|---|---|---|---|
| Architecture and Planning | 374.4 | $ 2,743,776 | $ 7,328 |
| Engineering | 442.7 | 2,483,211 | 5,609 |
| Nursing | 217.0 | 1,172,691 | 5,404 |
| Social Service | 720.6 | 2,928,870 | 4,064 |

*Institutional Financial Issues:  A brief narrative describing:  Pending reductions or increases in enrollment and plans for addressing these changes.*

The school has been undergoing pronounced enrollment declines for the past four years, and the projection is for a decline of similar, if not as large, decline for the upcoming year (2014-15).  A chart is shown below (and is repeated verbatim in Part Three).  This is, frankly, the major issue facing this program (and many peer programs nationally).

School Total Headcount (Graduate and Undergraduate)
AY  2004 – 2005          **376**
AY  2005 – 2006          **369**
AY  2006 – 2007          **441**
AY  2007 – 2008          **469**
AY  2009 – 2010          **502**
AY  2010 – 2011          **469**
AY  2011 – 2012          **431**        (298 undergraduate and 133 graduate)
AY  2012 – 2013          **389**        **(**254 undergraduate and 135 graduate)
AY  2013 – 2014          **342**        **(**239 undergraduate and 103 graduate)
AY  2014 – 2015          **330***       (*Projection:  225 undergraduate and 105 graduate)

The program swelled up in 2008, 2009 and 2010 to a size that was not intentional.  This was driven initially by the strong economy and a surge of undergraduates, and then by an initial further 'bump' in graduate enrollment resulting from the recession.  While this caused facilities concerns, it also gave the school greater faculty and technical resources to make the most of a more diversified array of offerings. Nonetheless, the school never had the intent of being more than 425-450 students.  Nor can they be adequately housed in the current Crough Center (the drive toward an addition was part of this mix—a result of the huge surge in enrollment of 2006-2010).  At this point, the school hopes to rise back up to 425 students and remain stable there.  This goal has been discussed with the central administration.  It will, we feel, allow the school to have a strong architecture program as well as maintain the diversity of its new programs.  Indeed the new programs are the primary way that we envision getting there.

Over the next several decades, the profession is unlikely to see a substantive upward change in its attractiveness as a career or overall level of compensation, given current trends.   The predominant reality thus will likely be further employment and enrollment stress in that specific discipline.  A likely brief spurt of full employment for architects as we come out of this current recession is unlikely to change the larger dynamic at hand.  Until such systemic issues are resolved on a much larger national and professional stage, long-term stress for the discipline's academic programs will probably exist. Continuously for several decades, the profession has gotten smaller and less politically powerful, as aspects of Interiors, Construction Management, Project Finance, Sustainability, and Real Estate Development have frankly left our professional purview and established competing mechanisms, organizations, and procedures of their own (the entire LEED phenomenon is only the most recent and obvious example of this).  Our school's movement toward diversification, beginning with the 2007 strategic plan, was prompted by a consideration of these realities.  Architects, per se, will over the long term simply control less and less of the overall 'activity' related to the built environment.  At this point, there is not anything clearly visible on the horizon that could foster an increase in the profession's overall market share.  The lack of embrace of alternate formats/modalities in architectural academia reinforces this.  For example, while other disciplines fully and passionately embrace online learning, for example, little drive toward this is evident in our discipline.  The fundamental process of studio education in architecture has not changed substantively since the 1950's (and the changes that have occurred reflect mostly the adoption of computer technologies).  Nor has the assessment of the studio results changed substantively.

Related to this, compensation and student loan issues are affecting private architecture programs severely.  Again, it is hard to envision this changing any time soon.  In Metro DC, living costs are high, and compensation for architects, while above the norm nationally, still makes it hard for students with high loan debt to make the profession work after graduation.  Parents have certainly seen the implications of this—questions from them focus obsessively around such issues.  Time to licensure is a huge concern (recent discussions about this are early recognition that the current system is not working).  Our school has to respond to this climate.  A bump upward in enrollment over the next three to four years will not change the overall direction of downward trend in employment, marketing savvy and market share in this specific discipline.

We do not foresee the professional architecture program enlarging beyond 300 students again, counting both graduate and undergraduate.  The desired overall headcount of the school of 425 would be achieved through diversification.  Online potentials for Sustainability and Facilities Management offer growth without stressing facilities resources.  It is likely that NAAB will be accrediting proportionally fewer of the school's students over the next several decades.  The school's plan for this is already well underway:  the thrust of our strategic planning over the past decade takes that direction.  New programs have been built, and more are being contemplated and researched.  Much graduate diversification has already been achieved; undergraduate diversification is currently under discussion.

Even so, the situation is fluid, with the distinct possibility of a 'shake-out' nationally—particularly amongst private programs.  Many steps are necessary to insure reaching a point of stabilization.  For the first time, the school hired specifically with the intent of recruitment for the architecture program.  We began that process in Fall 2013 with a part-time 'Instructor-level' recruiter.  This was augmented by the flipping in Fall of 2014 of one of our visiting positions to that of a newly conceived Assistant Professor of Practice position in the area of recruitment.  We now have, approximately, ½ FTE of new assistance there.  Full-fledged recruitment and marketing plans have been drafted by that team, and work is underway.  Methods of direct calling to prospective students have been put in place, using faculty.  More extensive marketing and brochure materials are in production.  Increasing amounts of the Associate Deans' time is being allocated directly to recruitment.  The school's website was substantially resurfaced, using expertise outside of CUA, though with substantive oversight by CUA's Public Affairs Office.  The changes made were considerable, with a dynamic gallery or work and a better representation of the life of the school.  Rates of hits, bounce, and time of viewing are being actively watched.  The school has been proactive in recognizing the situation facing it and in making changes.

_Pending reductions or increases in funding and plans for addressing these changes.  Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).  Any other financial issues the program and/or the institution may be facing._

There has been financial pressure on the school for several years related to declines in architecture's enrollment, particularly.  This now has been exacerbated additionally by financial pressure appearing campus wide, due to enrollment in various other disparate disciplines.  For some time, the school has been protected from undergoing transformative budget cuts despite a drop in enrollment by the fact that the entire campus continued to see enrollment increases.  That has now dropped off somewhat, too, with impacts that are unclear as of this writing.  Nonetheless, overall enrollment at CUA today generally still remains strong by historical standards (the campus faced several decades of continual enrollment decline in the 1970's and 1980's).  Still, it is obvious that greater attention has been turned to Architecture and Planning's enrollment by the entire campus over the past year.  None of this is unexpected given the circumstances.  It will have implications.

As no one had ever anticipated nor desired that the school would rise to a headcount of 520 in 2009, the initial several years of drops subsequently were seen as a good thing—in fact the school actively tried to raise standards in order to reduce enrollment at that time.  Concern by the central administration was expressed at the beginning of the FY11, however, when the headcount in the school dropped to 431.  In response, firmer controls on spending were voluntarily imposed by the dean's office in that academic year.  Expenditures levelled off [see chart on 'Tuition, Allocation & Expenses' above].  The real degree of expense reduction is masked somewhat in that chart by the school's involvement in the Decathlon, which added considerably to one-time expenditures, particularly in FY12 & FY13.  Even so, the overall trend of spending began to lower.  Given that the school had become relatively well-resourced, the initial voluntary cuts were not visible, day-to-day.  It would be fair to say that faculty and students, particularly, saw little impact of that cutting.  The administration did begin a series of methods for tracking faculty productivity, however, looking closely at individual salary and credit hour yield and using multipliers to project how much a given person would have to teach to truly handle the true cost of employing them at the school (an instrument was developed, and studied in each full-time faculty members individual case).  In several

cases, multiple years were tracked in order to see trends.  This led to a series of meetings between the administration and several faculty members with low productivity.  The meetings proved tense, yet the facts were on the table for all parties to see, and emphasis was placed on the reality that all faculty had to be aware of their own contribution, and how it compared with others.   A further issue was the realization that the way we were handling thesis was widely limiting faculty productivity.  This was very apparent in several cases.  The administration had the first discussions about altering fundamentally the thesis process.

New central controls were placed on expenditures from discretionary accounts by all schools.  In planning our school's resources for FY12, Architecture and Planning made further, much more visible voluntary reductions—amounting to approximately $300,000.  Still, these cuts were largely handled through declines in the number of studio courses and smaller seminars being offered, and thus were also felt only modestly.  Most cuts were handled through such consolidation.  The administration did, however, begin more extensive discussions with faculty and staff about the implications of the downward enrollment trend.  It was a subject of a major financial presentation made at the 2012 Fall Faculty Retreat.  More extensive financial information was prepared than in past years, under the supervision of the school's new Assistant Dean, August Runge.  More exacting tracking of many expenditures began.  It still was stressed that at this point the school was expending more than ever on a *per student basis*, and that quality of education was not being affected.  What became apparent, though, was that the most sizable method of cost reduction was the trimming of a large part of the adjunct faculty—which has obvious impacts on the relation of the program to the profession.  One can hardly view it as advantageous long-term.  Also, the resources there are some of the most efficient one can employ.  Yet, given the rigidity of tenure and tenure-track regimens, that area was going to need to be cut substantially.

In the spring of 2013, several discussions happened between the dean and the central administration.  While the voluntary cutting had had effects on the bottom line, the drop-off in enrollment was still outpacing the cuts.  The Dean was asked to prepare reduction regimens at several scales, for upper administration review and decision.  The faculty was made aware; a key juncture seemed to have been reached.  Charts showing the impacts of reductions at the following levels for AY 2013 – 2014 were made, ranging from $400,000 (moderate), $800,000 (visible and impactful on program quality), $1,200,000 (critical, with likely concentration and/or program changes or closures), and $2,000,000 (transformative, leading to a different quality of school).

These levels of cuts were discussed informally with the senior, tenured faculty.  At the very same time, the school's effort in the Decathlon was moving forward into its heaviest phase of costs; those added costs would have to be managed on top of whatever overall level of cut was mandated.  It was clear now that the level of cutting necessary could not be handled solely through lessening the use of instructor-level faculty, nor simply through reductions in elective courses offered.  As the summer progressed, the mandated cut was set at only $500,000.  Impacting that choice was a professional climate that was now beginning to show more employment for architects again, and rising projections that the profession would soon recover some of its lost ground.  The central administration had no intention of ramping down something only to have to immediately work on rebuilding it.  In the opinion of the school's administration, that level of cut was highly supportive of the school.

These cost discussions were not being visited solely on architecture and planning.  The Law School was an emphasis as well, and CUA began to devise and report on much more detailed 'income/cost' model data comparing all schools and departments.  The cut was based on solid information and comparison.

Projected enrollment numbers for the start of AY 2013 – 2014 did not show improvement in architecture and planning, nor stabilization.  This became apparent in April of 2013.  In fact the decline would likely exceed slightly the prior year's decline.  At that point the recessionary climate clearly began to affect the graduate program as well.  Stress in student loan markets began.  It also became clearer that there was some enrollment stress of a wider nature across the campus.  The political discussion on this was very frank, and played out over several faculty meetings:  in order for the school to retain control of its budget

and be a full partner in the decisions at hand, the school had to show that it could take responsibility and be cognizant. Also, it was noted that the considerable drop in enrollment also should allow considerable cutting of costs—there simply were fewer students to serve. Given the numbers involved, we would be on track to spend even more per student now than ever. This was viewed as not advisable, under the circumstances. Quite substantial cuts at the Law School had now become necessary, and the entire campus entered a climate of RIF (reduction in force). Discussions occurred in Architecture and Planning about layoffs in staff.

Through working with Human Resources and the Provost, several staff positions in architecture and planning were changed and several eliminated. One Assistant Dean left the school for another institution. That positon was left unfilled. The slide library (at that point a declining function) was closed and that staff position eliminated outright. The half-time computers position was eliminated. The remaining full-time computers position was reconceived and upgraded. The staff person in that role was given an opportunity to fill that new role in a probationary way. That did not prove effective, and a search was launched. The largest percentage of the $500,000 of cuts was managed through such cuts in staff. Also, further reductions were made in instructor-level faculty. Tighter controls were placed on catering, trips, supplies, events, lecture series, and so forth. The faculty retreat was held at CUA, not off-site. Controls were placed on spending for the Walton Critic. Constraints were placed on Decathlon spending (given the level of gifted products, those cost turned out to be less than originally forecasted). One could mention a dozen other steps taken. As the AY 2013 – 2014 progressed, the Provost was provided with several updates of how the school was doing in making its mandated cuts.

The Provost approved the school's plan to make a Professor of Practice hire in the area of recruitment. This was not a new position, but a recasting of an existing visitor's position. Spending on advertising and website work was actually increased. The website needed a resurfacing, and this was handled externally, at a reasonable cost. This was viewed as an essential step. Work on that was ongoing through much of AY 2013 – 2014, with full roll-out in March of 2014.

The chart that follows shows the relative declines in tuition yield at the school versus the level of reductions in budget. It shows clearly that the decrease in revenue from the school has not been fully matched by a decline in budget.

Also shown is a chart that illustrates the spending per headcount of students in the school. This reveals the same story, shown in a different format. The impacts of enrollment have not resulted in less funds to expend per student in our program, but have increased the funds spent per student tin the program. Viewed form that perspective, the program is better funded than ever, from a relative standpoint. The cuts, while substantive, are not be impacting the day-to-day experience of a student, in that more money is being expended to educate every student that in the past. That is an assessment based purely on dollars, but not an irrelevant one.

## Architecture: Tuition, Allocation, & Expenses
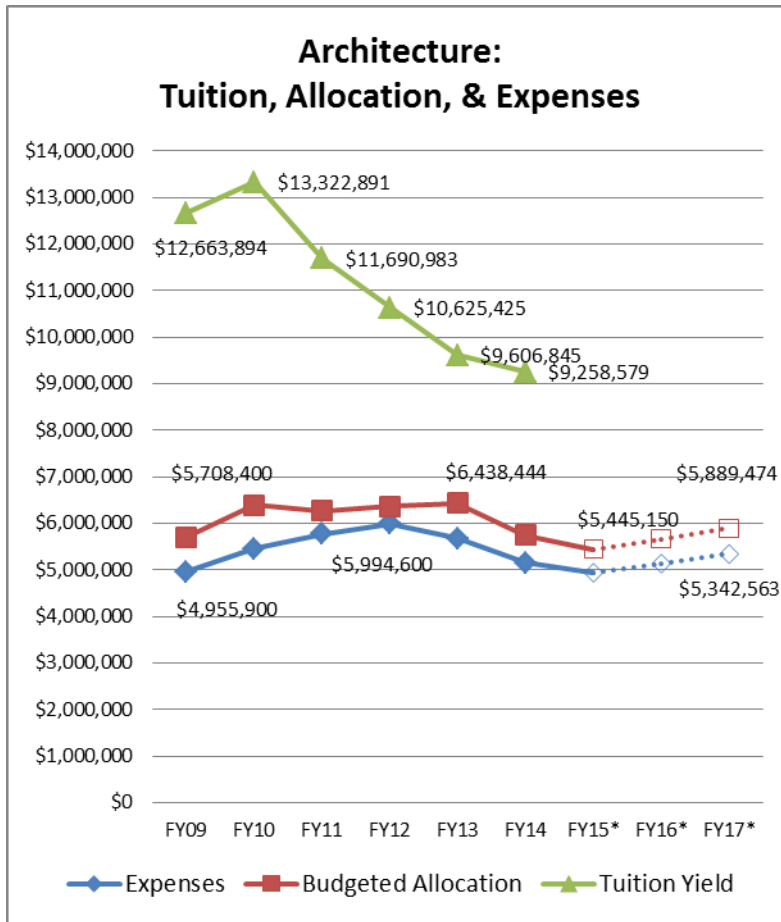


Data for the graph above
Architecture: Tuition, Allocation, & Expenses

| Fiscal Year | Expenses | Budgeted Allocation | Tuition Yield |
|---|---|---|---|
| FY09 | $4,955,900 | $5,708,400 | $12,663,894 |
| FY10 | $5,454,200 | $6,390,500 | $13,322,891 |
| FY11 | $5,768,200 | $6,274,100 | $11,690,983 |
| FY12 | $5,994,600 | $6,369,100 | $10,625,425 |
| FY13 | $5,678,599 | $6,438,444 | $9,606,845 |
| FY14 | $5,148,567 | $5,747,378 | $9,258,579 |
| FY15* | $4,939,500 | $5,445,150 | N/A |
| FY16* | $5,137,080 | $5,662,956 | N/A |
| FY17* | $5,342,563 | $5,889,474 | N/A |

*Projected
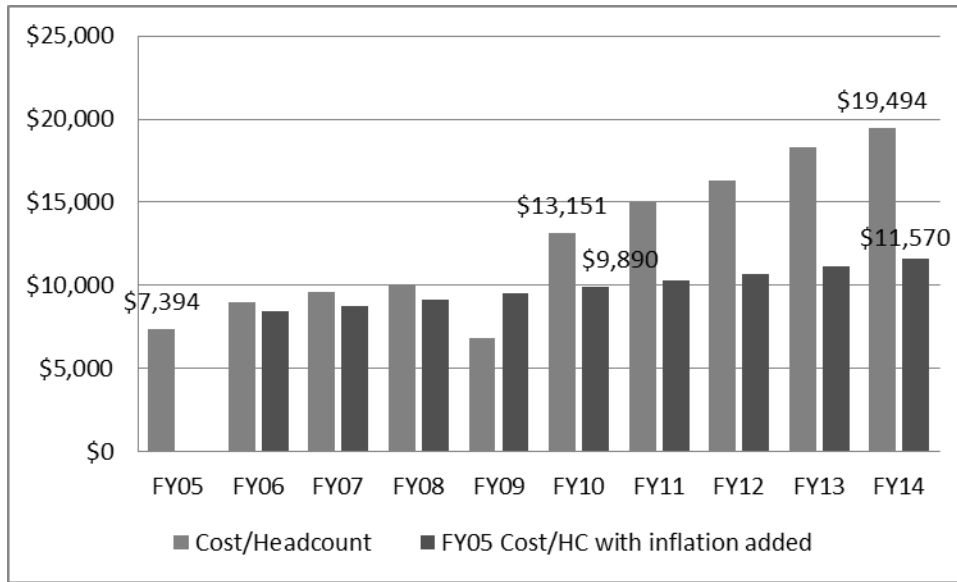
As the chart shows, despite enacting the cuts, spending per student still increased in AY 2013 – 2014, given that headcount was declining by an even greater margin.  The central administration remained very supportive with the school and its architecture program, particularly.  This to some degree reflects the campus' history with this discipline.  For several of the campus' most difficult decades, architecture and several other schools had been the only bright spots in enrollment.  The campus has stood by the school strongly in this decline.

As summer of 2014 began, further budgetary stress became apparent from a campus-wide perspective.  The Dean assembled the senior, tenured faculty for series of meeting in late Spring of 2014 to advise on proactive planning for further cuts.  It was felt best to approach this by operating as a 'faculty-of-the-whole', with all tenured members from all programs in the room.  A roster of possible cuts of approximately $200,000--$500,000 was considered and apportioned, and advice given by the faculty across all of them.  It was stressed that at this point these cuts would be felt directly in academic programs—the closure of the M. Arch concentrations was examined, as was the closure of the planning program.  What was becoming clear through these discussions is this:  the real problem at this point is that the school simply has too many faculty resources.  In any case, it seems everyone felt greater transparency was visible.

All schools and areas of the campus were facing such cuts at that point.  In truth, this cut was still a manageable if more noticeable one.  Enrollment projections as of the writing of this APR are still declining.  Likely the expenditure per student will also rise in the current AY 2014 – 2015.  A retirement of a tenured member of the faculty and the decision of a Professor of Practice to re-enter full-time practice (the improving economy made this necessary in that case) made handling the next cuts more manageable, as did the end of the Solar Decathlon effort.  That eased the budgetary situation.  The dean called the senior, tenured faculty together for a special summer session in mid-summer 2014.  The mood was more realistic and accepting of the core situation.  Overall, a map for the cuts was made by all in the room.

From a broader accreditation perspective, what can be said about these cuts over the past several years is that the school continues *to expend more in educating each enrolled student than it ever has*.  That is the essential fact.  It cannot be credibly held that the school is under-resourced—quite the opposite.  If the school had sufficient resources in 2009, it has even more now when viewed through a student

headcount equation. The central administration is being quite patient about the situation, even at it faces budgetary stress elsewhere on campus. The core NAAB program has not been damaged to date. Many of the enhancements as devised by the school during the enrollment bulge remain in place. The real issue is the future.


**I.2.4.    Physical Resources:**  *The APR must include the following:  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.*

CROUGH CENTER - LOWER LEVEL
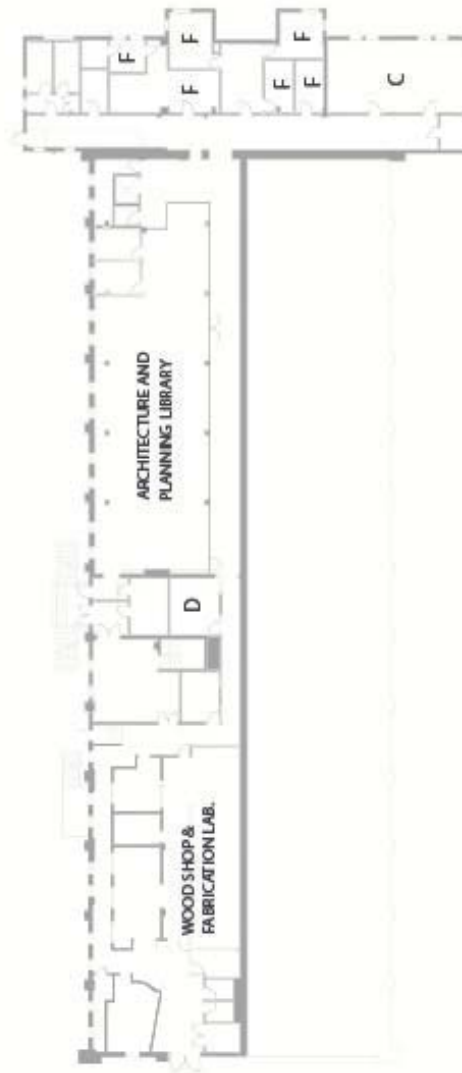
WOOD SHOP &
FABRICATION LAB.

ARCHITECTURE AND
PLANNING LIBRARY

D

F

F

F

F

F

C

F - FACULTY OFFICE
A - ADMINISTRATIVE
C - CLASSROOM
D - COMPUTER/DIGITAL LAB
S - STUDIO

CROUGH CENTER – FIRST FLOOR

F - FACULTY OFFICE
A - ADMINISTRATIVE
C - CLASSROOM
D - COMPUTER/DIGITAL LAB
S - STUDIO

CROUGH CENTER - SECOND FLOOR
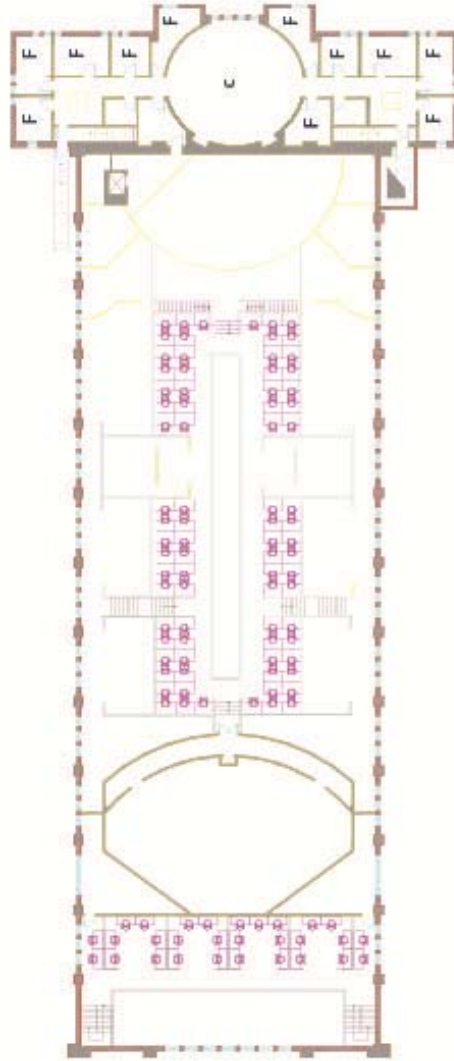
F - FACULTY OFFICE
A - ADMINISTRATIVE
C - CLASSROOM
D - COMPUTER/DIGITAL LAB
S - STUDIO

**History and Description:**  The School of Architecture and Planning moved into the Crough Center in October, 1989.  We are nearing our 25th-year anniversary in that facility.  Prior to 1989, architecture, then a large department of the School of Engineering, was housed on the third floor of Pangborn Hall – the Engineering Building.  While at Pangborn, architecture also had used of several other small ad-hoc spaces both on and off campus.  The renovation of the Crough Center allowed architecture to consolidate its various facility needs, establish its independent identity as a school on campus, and paved the way for substantial growth and programmatic expansion over the past two decades.

The Crough Center's location on campus could not be better; our facility is a two-minute walk from the CUA Metrorail stop (a crucial issue of access for our teaching associates), a one-minute walk to the main campus library, and a one-minute walk to the campus's student activity center and dining facility – the Pryzbyla Center.  We are truly at the 'heart' of the campus.

The creation of the Crough Center is an interesting adaptive reuse story.  The old campus gymnasium, lying adjacent to Pangborn Hall, had sat idle for some time after the building of a new recreational facility – the Dufour Center – far away on the north end of campus.  The old gymnasium building consisted of a front office area of several floors, a huge, clear-span, bow-string-trussed, basketball court area, and a lower level with a sizable swimming pool.  While idle, the main basketball space of the old gymnasium was used as a drill hall and served as the venue for Pope John Paul II to address the assembled university and various presidents of Catholic colleges across the country during his visit to CUA's campus on October 7th, 1979.  A decade later, the old gym building was renovated by Vlastimil Koubek, AIA, Architect, and John Yanik, AIA, Associate Architect for Design.  Yanik was a longstanding member of the CUA faculty (now an Emeritus Professor).  The renovation received a *Merit Award* in 1990 from the Washington Chapter of the AIA.  The integrity of the clear-span character of the old gymnasium space was maintained by constructing a series of freestanding volumes and tiered mezzanine studio spaces down the long centerline of the prior basketball area.  A 100' long skylight illuminates the building's main walkway.  The unusual and unexpected spatial quality of the facility remains one of our most important recruitment tools to this day.  Potential architecture students and their parents are often astonished by the renovation's unusual and varied volumes, its multi-leveled overlooks, its wealth of opportunities for the display of large models, and its very active sense of inhabitation.  It serves as a very popular stopping point on campus-wide tours.  Fronting the building is the Perini Plaza, a formal bosque of trees

Essentially, the Crough Center is a large, open loft, subdivided by several double-story spaces:  the main exhibition area (the Joe Miller Gallery) and the lecture hall (Koubek Auditorium).  The majority of the studios are housed between these two spaces.  A further two-story zone of studios lies at the rear of the building.  The front area fundamentally serves for faculty offices and seminar spaces on several floors.  In 2003, the school gained full control of the building's basement (previously this had been the campus bookstore).  Today this houses our woodshop, fabrication labs, several suites of offices, a mid-sized classroom, and the new architecture library facilty (see below). Another notable space within the building is the Locraft Room: an oval, salon-like seminar space of approximately 900 sq. ft. on the second level used extensively for seminars, faculty meetings, receptions, development board dinners, etc.  It lies in immediate proximity to the majority of our faculty offices.  This recently underwent technical renovation.

In addition to the Crough Center, the school also regularly utilizes three rented study abroad studio spaces – in Barcelona, Paris and Rome.  While not owned directly by CUA, these are nonetheless rather important spaces for our program given the amount of study abroad we do.

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

Facilities Changes:   Crowded conditions were the largest issue during the last accreditation visit.  That situation has fundamentally changed over the past four years, and much commentary is made on that under Part Three.  The information here addresses other aspects.

The most substantive change to the facility since the past visit occurred in the summer of 2013—the relocation of the architecture library mateirals into the Crough Center.  After the School emerged independent of Engineering in 1989, the library resources of the two schools remained jointly held, in an Engineering, Architecture and Math Libraray in the adjacent Pangborn Hall (the engineering facility).  This served the school adequately, as the materials were held apart from the main holdings at the central library, and we had dedicted staff support that understood our needs.

Usage of the library by engineering had been declining for years, as more of their materials moved onto the web.  As of the itme of the move, the majority of the usage of the librarya was by architecture sudents.  Engineering had undergone strong enrollment growth over the past several years, and needed added space.  It was proposed to move the library out of Pangborn and consolidate it into the main library collections.

Our program was not enthusiastic about that option, for many pedagogical and staffing reasons.  It was unclear if dedicated staff would remain available to our collection.  While the main library lies as close to our building as Pangborn, the sense of physical separating would be greater, just given the size and anonymity of the main library.  The school presented information showing that 8 out of 9 regional competitors had library resources dedicated to the design school, and located within the design school.  All three programs other than ours in the metropolitan region have, right now, a superior library situation to what we have.    We were concerned about taking a step that might further disadvantage us compared with our competitors, especially in a climate of enrollment stress.  Issues of faculty recruitment were also voiced (some faculty applicants to the school ask about the location and dedicated staff of the library).  There also is the issue of taking books to studio—in our view a critical function.  Having the books right in the building would maximize the ability to run down to the library, get something, and bring it back up to studio.  Having it over in the main library could disrupt that.  Where the library was located in Pangborn, the space was hard to find.  It was on the second floor, down the hall from the elevator, with virtually no visible presence (other than a pin-board for dust-jackets).  We had dealt with the problems of that for 30+ years.  Routinely, if a faculty candidate asks to see the library, the dean would personally walk them over there to show them where it is.  Otherwise they will not find it.  We wanted to achieve improvement through any change in the library resources, not retrenchment.  For decades, since WWII, it has been the norm nationally to have a dedicated library function for design programs.  Our immediate regional peers show that, and more distant peers show that.  We use books very differently than many other disciplines.  Another sizable issue is journals.  Journals contain all the newly published buildings.  They are critical for the currency of a program.  Visibility within the school for those materials is important.  In the situation in Pangborn, we lack this, and it hurts us.  The Engineering materials would be moved in the main library.

After many discussions involving the library and central administration, it was resolved to move the architecture books and journals collection into the lower level of Crough.  When the lower level was extensively renovated 9 years ago, this was done with an eye toward eventually moving the library there.  Lighting was installed that could accommodate that function.  As far back as 15 years ago, the school had drafted plans for moving the architectural library into the Crough Center, long before enrollment had compressed space at Engineering.  It was the logical location.

Our plan used a full wall of glass exposing the library to the rather high use that occurs in the hallway in Crough's lower level.  One of our main classrooms was down there.  It also is immediately adjacent to our elevator, the fabrication labs, laser cutter labs, our new high-end computer lab, our 3-D printers, and our visual resource collection.  8 or 10 faculty offices are right there.  It is high use, and much more visible to anyone in our building than any location could be in the main library.  The lowest level is just a sensible place to put books, given their weight.  One concern was that in the original usage of the Crough Center for a gymnasium, the pool was located in this area.  Portions of the void of the historical pool still exist under the floor.  An engineering study proved that the floor could support the load; we suspected this would work since the campus bookstore—with high shelves—had been located their previously.  The space already had high quality aluminum windows.  Given the size of the space, a small reduction in total

architecture books would be necessary, but already the entire collection has substantive components housed remotely; the core situation would be much the same as before. Several offices were already located in the area (used by faculty) and would be converted into librarians offices.

A critical issue (and one much discussed) was the past and projected future of enrollment for the program. The lover level space in which the library would go had been used as an open studio loft. Under the very tight conditions that pertained when the school swelled to above 500 students, this area was a hot-desk studio situation for approximately 70 freshmen. However, recent enrollment trends downward had changed that calculus fundamentally. The school had lost about 175 students in headcount, greatly reducing desk needs. The future is very hard to predict, yet it was not our desire to see the program grow back to high levels of enrollment even if the economy turned around and applications surged. With changes in computer use amongst architecture students, the whole physical model of studio education is under reconsideration nationally. This topic was the sole subject of discussion at several faculty meetings. We felt, on the whole, that the Crough Center could certainly at this point accommodate its enrollment while also bringing the library inside the building, and also could likely do so for the foreseeable future. The threat of losing the library's distinctiveness as an 'independent, specialist staffed' function on the whole seemed the greater potential problem for the program. We are well aware of movement toward greater web publishing even in the design disciplines. Yet we do not feel this function will entirely disappear. In a web-based informational future, the availability of dedicated 'information science' staffing for our students and faculty might be even greater. The use of books and journals will change, but he core needs of our discipline will not.

Numerous studies were drafted showing desk capacities of the school with and without the library moved in. It was illustrated that we had a number of options available to us even if enrollment surged once more (different sorts of desks, different uses of the computer, etc.). There also was the issue of losing four offices, currently occupied by faculty. Yet two of these offices lacked windows, and two were very small. Given changes in the use of our visual resources lab (see human resources), that space became available. It was even larger than the area lost for these offices. As part of the project, several new office spaces were constructed in that area, and existing offices there converted for faculty use. It still represented a loss of one office, which has presented hard choices, but given declines in the number of faculty (predominantly retirements of faculty not to be replaced), this was not seen as a long-term problem.

Thus we moved forward with installing the library. The renovation cost of the project was modest, as it consisted predominantly of a wall of glass. The total expenditure was approximately $100,000. Portions of the school's reserve fund were used for the construction.

Other changes:

In the summer of 2009, just after the last NAAB visit, the school was able to construct two new administrative offices for its Assistant Dean and the new position of Associate Dean of Research, using space that had previously been a rather underused faculty lounge. Also, as part of that renovation, a new faculty Xerox area was constructed utilizing and reconfiguring space that had previously been wasted as a disused hallway. Also, two existing but underused 'crit-cube' areas were entirely reconfigured and expanded in size. New lighting, pin-up surfaces, furniture, and other upgrades were also made in these areas. These crit-cubes now function much more effectively and have substantially improved our critique/jury situation. These summer of 2009 upgrades required special approval from the central administration, given the existence of a capital freeze.

A mid-size storage room was converted to become a high-end computer lab, where GIS and other complex software can be accessed. This new computer lab has been a great addition to our facility. Access to the room is controlled by key-card reader, restricting its use to students in specific coursework and other specific projects. As part of that renovation, our 3D Printer Room was reconfigured to better utilize its space, allowing the purchase of yet another, larger, next-generation 3D printer.

A full renovation of the spray booth area was done in the summer of 2012, with the installation of much more effective air handling.  This has markedly improved air quality throughout the lower level of the facility.  Modest steps were taken toward the creation of a metal shop area, allowing the handling of more diverse materials.

This summer, Crough Center earned official LEED EB:O+M Certification. It is the first architectural school in the world to receive such a designation, and the first in the world to be certified by students through LEEDlab, a course piloted at our institution, designed to educate students about how our buildings perform throughout their life cycle. This has yielded numerous positive direct impacts to our facility.

Energy, electricity, and domestic water meters were installed in Crough in 2009, and last year data loggers which measure thermal comfort and produce psychometric charts were installed and tracked. Our data was compared against national building performance benchmarking codes. After determining  that our daylighting potential was sufficient without the mercury halide fixtures in the main studio spaces, students prompted the installation of an automatic shut-off switch from 8am – 3pm as the "lights off" program. This simple strategy has reduced energy use in the building by approximately 30 percent. Water calculations helped to acquire aerators on the faucets which reduced our water consumption rates by 10%. We developed and implemented a Green Cleaning Policy, an Integrated Pest Management Policy, a Landscape Management Plan, and a Best Management Practices Program with our Facilities Management Office which they are now using campus-wide. We replaced our air filters from MERV 8 to higher-performing MERV 13 offering greater particle reduction, thus probing our biggest concern; our air quality. As a result of the substantial data revealing four air-handling units to be inefficient, the Facility Management Office placed their replacement high on their Deferred Maintenance Budget.

Our next step is to capitalize on these efforts and our certification by producing signage to introduce our visitors and potential students to the sustainable attributes of our building, and to continue to employ our O&M measures to foster a sustainable academic environment.


*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.*

*Room 124*, located on the ground floor serves as the school's main Input/Computer Lab as well as a teaching classroom consisting of (10) ten high performance graphics Boxx workstations outfitted with Intel Core I7 CPU @3.50GHZ with 32 GB of RAM, with an additional 1 gig on the video card and hi-definition monitors.  The systems also have several inputs including fire wire for video capture, and DVD burners. Each workstation is loaded with wide range of software ranging from the basic word processing packages such as Microsoft Office to production programs like Autodesk Architecture and Autodesk Revit, too modeling and presentation tools including sketch-up, Rhino, and 3D Studio Max, as well as Adobe's Creative Suite.  This Lab has recently received cosmetic alterations, and is open exclusively to Architectural students twenty-four hours a day.

*Room 123*, located on the ground floor directly across from the Computer Lab serves as the school's main Output/Print Lab.  This lab is equipped with two HP ColorLaser 6015 heavy duty commercial color printers. Four large HP DesignJet 4520 post script42-inch 1200dpi plotters.  In addition to the printers and plotters, this room also has two large format (36") scanners connected to an Intel based desktop computers that serve the dual purpose of operating the scanners and printing to the printers and plotters.
*Room 123a*, also located on the ground floor in the rear of room 123 serves as the school of Architecture's server room and control center.  This space has the school's print server, management server as well as the file server. All of these servers are virtual machines that are hosted on a Dell PowerEdge R420 that connect to a SAN. The SAN is a Drobo B1200i that has a storage capacity of 18TB. Also we have a

secondary storage device which is a Drobo B800i that has 16TB capacity used for data backup purposes. A Cisco Catalyst 3750G and 3560G are responsible for connecting all the devices in the server rack.

*Room* 120, is on the first floor and is equipped with eight high end Boxx computers. These computers have the following specs Intel core I7 CPU @ 3.33 and 12 GB of RAM.

*Room 014,* located in the lower level, and is a part of the school's Fabrication Lab contains our cc router for which the Technology Support Center provides two Desktop support computers for router operations.

*Room 016,* is also located in the lower level and is a part of the Fabrication Lab as well.  It contains two Laser Cutters that have proven to be significant tools in assisting the students with their model building. The Technology Support Center also provides two Desktop support computers for operation of this equipment.

Room 015, is located in the lower level that is card accessible to grad students only. (This is the newly converted high-end computer lab mentioned above.)  In the lab there are seven Boxx computers with high end specs, Intel Xeon CPU@ 2.67GHz with 12 GB of RAM. Connected to them are dual monitors and 3D Connexion mice.

*Room 018,* Also located in the lower level serves as the school of Architecture's Structural Morphology Lab. It has two very powerful quad-core workstations with eight gigs of RAM and a state-of-the-art 3 Dimensional printer.

The University's central information technology operation, also known as Technology Services, provides faculty and staff members with a Desktop Computer for their academic and/or administrative work. Departments that need an extra desktop computer or a notebook/Laptop computer may purchase it from departmental funds.

Each computer is delivered with a standard configuration that includes Microsoft Windows 7, Microsoft Office 20013, web browsers, antivirus software and other utility software.

Desktop computers provided by   Technology Services to offices are in a mini-tower configuration, and at present include a flat panel LCD monitor, internal speaker, CD-RW/DVD-ROM combo drive, standard keyboard and optical scroll mouse.   Technology Services provides shared network laser printers in or near each department for academic or administrative use.  Older computers are replaced when the hardware is deemed obsolete for continued service.

Technology Services has been and continues to be a valuable support resource to the School of Architecture and Planning.  The school's major network support comes from Technology Services as well as the base software images for the Labs, i.e. the operating system, Microsoft Office and Internet browsing.

Wireless:  Technology Services has upgraded the Crough Center's wireless infrastructure since the last accreditation. We have a total of fifteen Cisco wireless access points throughout the building now. There are a total of eight on the ground floor, five on the second floor, and two in the basement. The students and faculty have enjoyed that the technology in available but there are complaints about the speed and reliability of the wireless infrastructure in the Crough Center.

Overall Computers Concerns:  The School of Architecture is equipped with very hi-tech and capable devices and labs.  As stated, most of this equipment is available to all students (24) twenty-four hours a day.  While this may appear to be of great benefit to the students, it all so is of great concern to the Technology Support Center staff.  Most if not all of these devices can be very sensitive and delicate, and if not handle properly, the life and operation of the equipment would be drastically compromised.  Given the (24) twenty-four hour access, but only have (12) hours of experienced coverage, the equipment

suffers an unusual amount of abuse and damage giving the students and faculty a false perception of an inefficiently managed lab.  It is therefore the recommendation of the Technology Support Center staff that the labs either be manned during all hours of access and/or closed from the hours of 11pm – 7am.

Note on Visual Resource Center:  The independent Visual Resources Center was absorbed into the Technology Resources Operation of the School in 2013.  The decreased use of physical slides compared to digital images reduced the demand for physical space to house the slides and associated equipment and eliminated the need for human resources to manage the vast library of slides. The majority of the slide library was consolidated with the University's central archives division.  Web use has largely outmoded the database called Embark. For it we had bought 16,000 slides from a Canadian company, ArchiVision.

Other Visual Resources inventory such as cameras, projectors, and other A/V equipment were merged with the School's central technology resources operation that is located on the first floor of the Crough Center in room 124.  Digital cameras are available for students to borrow.  Mostly, the cameras remain in the office since the students bring their works to be photographed. A mobile photo studio is available to students that includes: two tungsten lights and black cloth background.  A slide scanner is available, a Nikon Coolscan 5000, has an attachment that holds 50 slides for continuous scanning.  It encounters little use.

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

Problems in Operations and Services:   The major problems relate to normal aging of the facility over the past 25 years of service as a design school.  Major improvements happened prior to the last accreditation visit (such as an entirely new roof over the bulk of the building), but issues remain and are unlikely to be easily addressed until the entire facility undergoes a necessary renovation.  Electrical usage remains high and has effectively tapped out the building's capacity.  No disruption of service has yet occurred, but could ensue if large new demands were placed upon usage (computer issues always could see this become a reality).  Air quality has been improved by the spray booth renovation.  HVAC concerns are rising, however.  Throughout much of the summer of 2014, AC failed in the main space of the building (and simultaneously caused very cold conditions in other areas).  This has now been repaired and functionality is normal.  Yet it shows the degree of 'systems aging' that we are facing.  Issues continue with stucco problems on the exterior.  There also remains an issue with buzzing lights in the main studio space.  A number of studies have been done, using consultants.  There are concerns about whether this can be effectively addressed without a full electrical upgrade of the building.  Study continues.  Wireless issues have been addressed in several ways.  Coverage in the building (particularly in some of the offices) remains spotty.  Access is generally acceptable in the open studios.  While all of these problems are undoubtedly annoyances, they do not in and of themselves rise to the level of significant.  However, we do feel that in aggregate they indicate that a full renovation and upgrade is essential in the near future.  There currently is no active plan to achieve that, however.  A renovation was considered to be a part of the intention several years ago to do an addition onto the building; but enrollment drops have put those plans on hold (see Part Three).

Much of the studio furnishings (tables, stools) in the building are of a very old vintage.  They function and are very sturdy, but image is a problem, as is easy functionality with computer use.  Several spaces have been fitted out with lower, more modern work tables.  Students have been surveyed several times over the past year in an effort to determine student preference for table height, work station configuration, etc. Discussions of expanding that effort at improving furnishings are ongoing, as of this writing.

### I.2.5.    Information Resources
*The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:*
- *A description of the institutional context and administrative structure of the library and visual*

*resources.*

- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
  o *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
  o *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
  o *Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional/print and electronic).*
  o *Demonstrates sufficient funding to enable continuous collection growth.*
  o *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

**The Library**

**Collections**
Architecture and planning materials are acquired and maintained to support the research, teaching and learning of the School of Architecture and Planning.  These materials are used by:

- Students enrolled in undergraduate courses offered by the School
- Students enrolled in master and doctoral degree programs offered by the School
- Faculties of the School of Architecture and the School of Engineering
- Other University faculty, students, and staff
- Faculty, students, and staff of other Washington Research Libraries Consortium
- Any other clientele served by the subject area collections (including interlibrary loan requests).

The collections that support the School are largely in the following Library of Congress classifications: NA, NK, SB, TH, + H.  A broad statistical overview of number of titles and formats of the library holdings in the *dominant* classifications is as follows:

|            | HT 165.5-178 | HT 390-395 | NA     | NK    | SB 469 – 486 | TH    |
|------------|--------------|------------|--------|-------|--------------|-------|
| **monographs** | 724      | 127        | 11,048 | 1,331 | 333          | 1,085 |
| **serials**    | 2        | 5          | 193    | 34    | 5            | 66    |
| **theses**     | 0        | 0          | 187    | 0     | 0            | 2     |
| **DVD**        | 0        | 0          | 8      | 0     | 0            | 0     |

Selection is done by the subject librarian, who has set up a profile in the YPB approval plan that the University Libraries began in 1999.  The subject librarian acquires titles based on faculty suggestions and gleaned from catalogs, publisher web sites, subject specific listservs, etc.   Collection development, however, is multifaceted and like most university libraries, CUA acquires titles through a variety of subscription plans, models, and partnerships.  This is particularly true in the ever-increasing area of e-publications, including e-books, e-journals, databases, and educational tools (for., ex., citation management software; instructional, streaming video, etc.).

The library at CUA is a founding member of the Washington Research Library Consortium (WRLC), a consortium of 9 partner libraries of higher education.  Through this partnership, the users of the Architecture + Planning Library have access to the approximately 12 million titles through consortia loans that represents the combined holdings of these partner libraries.   Approximately 2 million of these items are in a shared collection storage facility. Monographs in shared storage are retrieved and delivered to library users within 24 hours; articles in bound journals are scanned and sent to the user's desktop within hours.

In the past two years, CUA has put additional resources into enhancing our interlibrary loan service; with our participation in RAPID ILL, we have significantly improved our fill rate for items that we do not own and cannot obtain through WRLC or the extensive library resources in the metro-DC region.

Our local collections are rich, but are so much richer when considered in a regional-national-global context, which technology is increasingly supporting.

**Services**

The Architecture + Planning Library exists, in large part, to support the varied curriculum and needs of the faculty and students of the School.  To that end, the services we provide include:

- Instruction
  The Architecture and Planning subject librarian provides introductory library instruction to first year students through the university's campus wide First Year Experience (FYE) program.  In addition and at the request of a faculty member, the librarian provides library instruction to upper level students that is more focused and may include how to use a subject specific database, ho to evaluate articles and web sites, plagiarism; how to cite published materials, etc.  One-on-one instruction is also provided through appointment.
- Reference
  The Architecture and Planning subject librarian assists faculty and students with their reference questions via email, walk-in, telephone, and IM (virtual reference).
- Study space
  For the convenience of the faculty and students in the School, a branch library was opened on site in Fall, 2014, that includes a quiet study space as well as a more casual seating area and is equipped with a printer/scanner and public workstations that provide visitors access to all of the library's e-resources.
- Reserves
  The School faculty makes use of the library's course reserve services.  Increasingly, these requests are e-reserves, with links to our subscription databases or scanned articles and book chapters made available to the specific class in Blackboard, the course management system in use on campus.
- Consortia Loan/Interlibrary Loan/Document Delivery
  Because we are a participating partner in the Washington Research Library Consortium (see Collections, above), the CUA community library resources are greatly expanded.  Materials are freely borrowed across institutions and from a shared collection facility and discoverable through a union catalog of the holdings of all 9 partner libraries.  The delivery of a requested item is expeditious. If the print title at a partner library it is most often delivered within 2-3 days.  If the requested print title is in the shared collection storage facility, it is delivered within 24 hours and if the requested item is an article that is in a journal at the shared collection facility, that article is scanned and delivered to the patron's desktop within hours.

  With the University Libraries participation in RAPID ILL for the past year and Get It Now! We have a fill rate of 85% for the borrowing of books and articles.

**Library Facilities and Personnel**

In May 2014, as a consequence of a campus administrative decision, the Engineering and Architecture Library in Pangborn Hall was closed.  In September, 2014, after months of discussion and planning between administrators at the University Libraries and at the School of Architecture and Planning, the Architecture and Planning Library opened on the ground level of the Crough Center for Architectural Studies.  Space previously used for freshman studio was reallocated to library space.  The glassed-in facility has an open, modern appearance and has been outfitted with library shelving, a lounge area,

public access computers, study space, and a new paint job, new carpeting, and new lighting.  The Architecture and Planning Library is one of four branch libraries in the University Libraries system.

Because the square footage available for a branch library was limited in an already crowded building, the determination was made to house the most frequently used titles and those that directly supported the curricula in the branch.  Additional architecture and planning titles are housed in the University Libraries central library, Mullen Library, as well as in the WRLC shared collection facility.

The branch library is open Monday-Thursday, 10 AM-10 PM, Sunday 1-5 PM and closed on Saturdays.  These hours are augmented by extended hours at the central library, Mullen Library, which is directly across the road from the Crough Center for Architectural Studies.  The facility is staffed by a full time architecture and planning librarian, a full time library technician a part time library assistant and 10-15 student workers

**Library Budget**

Funds for the purchase of new books and monographs are allocated by the University Librarian using a formula approved by the Academic Senate.  Elements of the formula include graduate and undergraduate enrollment, number of service courses (courses for non-majors) and the proximity of the mission of the school to the mission of the university.  Using 2013 data for the School of Architecture + Planning [230 undergraduates; 124 graduates], the FY2015 allocation for the purchase of monographs is $15,199.  Purchases of replacement copies of lost or missing titles are covered by fines and the purchase of expensive titles and/or reference titles may be paid from a general reference fund.

Funds for periodicals and databases are not based on the formula mentioned above, nor are they allocated by subject, but are supported through one budget for print and electronic continuations that is $1, 803, 00.00. Given that the price of continuations continues to rise annually and the library budget has remained static in the recent past, the University Libraries is challenged to make wise selections and continually review the usefulness of each title.

### I.3.    Institutional Characteristics

#### I.3.1.    Statistical Reports
*This section should include the statistical reports described in the* 2009 Conditions.

See the following URL address and the folder titled **I_3_1 Statistical Reports**

| | |
|---|---|
| url: | http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm |
| username: | accreditation |
| password: | cuaArchitecture=1420 |
| *(case sensitive)* | |

#### I.3.2.    Annual Reports
*The APR must include, in addition to the materials described in the* 2009 Conditions, a *statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.*

See the following URL address and the folder titled **I_3_2 Annual Reports**

url:                http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:           accreditation
password:           cuaArchitecture=1420
*(case sensitive)*


### I.3.3.  Faculty Credentials
*The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the* 2009 *Conditions, Appendix 2]*
- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*


See the following URL address and the folder titled **I_3_3 Faculty Credentials_Resumes**

url:                http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:           accreditation
password:           cuaArchitecture=1420
(case sensitive)

**I.4.** **Policy Review**
*The program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3 of the 2009 Conditions. A list of the documents to be placed in the team room should be included here in the APR.*

- 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
- 2007 CUA School of Architecture and Planning Strategic Plan
- 2014 CUA School of Architecture and Planning Strategic Plan
- 2012 CUA School of Architecture and Planning response to CUA Strategic Plan
- Publications by Faculty
- Student work
- Course Binders
- Survey results

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

**II.1.1.    Student Performance Criteria**
*The APR must include:*
- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*

**ARCHITECTURE PROGRAM OVERVIEW, CURRICULAR GOALS AND STUDIO CONTENT:**

The key to our comprehensive curriculum is teaching through integration and repetition. We feel that the studio is the most effective forum for teaching design concepts while incorporating material learned in other courses and revisiting criteria from prior studios.  All studios include teaching design, how to draw and model, either analog (manual) or digital (computerized), analysis, visual note taking, research, precedent studies, and questioning.  Studio is the fundamental venue for the integration of information in our curriculum.

By intent, the School of Architecture and Planning has a studio intensive curriculum.  From sophomore through graduate levels, each semester includes a design studio.  Students beginning as freshmen and moving all the way through the M. Arch 4+2 track at CUA take 9 professional design studios during their 12 semesters on campus.  Students moving through the M. Arch 3 track take six professional design studios during their six semesters on campus.   Those graduate students also take short-format introductory class (ARPL 500) in the summer before entering the professional studio sequence. That course approximates the content of the two introductory courses offered to freshmen.  The two tracks (the 4+2 track and the M. Arch 3 track) move very much in parallel. Elective courses for both tracks are combined while studios for undergraduates versus graduates are run separately. For example, content from the two sophomore level professional design studios (ARPL 201 & ARPL 202) constitutes the content in the first graduate studio in the M. Arch 3 track (ARPL 501).  Content from the two junior level professional design studios (ARPL 301 & ARPL 302) constitutes the content in the second graduate studio in the M. Arch 3 track (ARPL 502).  Students in both tracks take Comprehensive Building Design Studio at approximately the same basic point in their progression through the two curriculums (ARPL 402 and ARPL 602 are synonymous from a curricular standpoint).

**Undergraduate Studios:**
All Studios must be taken in sequence as each studio builds on the knowledge of the previous studio. Additionally, the studios at each year-level (and also our three three-credit-hour foundational courses) have quite specific foci of study as outlined below.  Each studio has a coordinator, who insures that the basic intents stated below are reflected in the actual studio assignments given across the entirety of the studio sections.

The undergraduate design studio courses are divided into the following sequence sets.

***The Architectural Foundation Sequence***
The Architecture Foundation Sequence is a set of three 3 credit introductory courses in architecture, design tools, and analysis/synthesis skills

> ***ARPL101 – Architectural Foundations I – Introduction to Architecture***
> ***ARPL 102 – Architectural Foundations II – Design Tools***
> The emphasis in first year is on enculturation to both the profession of architecture and University Life. Required courses in Mathematics, Physics, English Literature and Composition, Theology and Classical and Modern Philosophy prepare the student for future years of university level research, writing and study.  Three foundational courses in Architecture during the first three semesters provide students with an overview of the profession of architecture and its allied disciplines while at

the same time establishing essential skills in hardline and freehand drawing, model making, Digital tools, spatial analysis, design thinking and documentation and facility with architectural ordering systems and grammar. The goal of the first year program is to successfully transition the student from their prior experience (which are varied given the demographics of our program) to University life and community and to professional life and community in the profession of architecture.  ARPL 101 and 102 serve not only to prepare students for future courses and studios, but to offer opportunity of collaboration and an atmosphere conducive to the development of a productive and nurturing esprit de corps.  ARPL 101 and 102 are the freshman level endeavors. While they are not full design studios, requiring dedicated individual desk-space, they do offer an integration of discussions about the profession, projects in different contexts, graphic skills and case studies. ARPL 101 balances studies about the architect in both national and international arenas, case studies of modern, and contemporary projects throughout N an S America, Europe, Asia, and Africa, lessons in scales, landscape, formal graphic exercises and ordering devises. ARPL 102 introduces ideas of sustainability, studies of space and depth, form and structure, and technical and speculative drawing. Additionally, by the end of the freshman year, students will have had exposure to, and mastered, the basics of manual and digital drawing and model making skills

### ARPL 201 – Architectural Foundations III
In ARPL 201, students learn basic theories of design composition and design thinking through analysis and synthesis. These theories and processes are used to assess existing architectural and urban design projects by describing, diagramming, and documenting design intent graphically (2D and 3D, manually and digitally), orally, and in writing. Analytical lessons will then transition into synthesis through design thinking exercises. The intent of the course is to prepare students for subsequent design studios, where they will need to be able to think about and describe the design intent of their own projects.


### The Core Studio Sequence
The Core studio sequence consists of four 6 credit traditional design studios ranging in subjects from the fundamentals of architecture, to civic buildings in urban contexts to private spaces for dwelling, urban design and fabric, theoretical / specialized design problems.

The Core Studio sequence includes the majority of program requirements. Core Studios introduce students to issues of sustainability and the architect's ethical role in this regard.  Intensive studio work in architectural design is complemented by study in architectural history and theory, structures, technological systems, digital media and urban studies. In second year students are provided with the fundamentals of spatial composition and design thinking through intensive iterative design problems establishing the habit of rigorous design process. Students are also introduced to the materials and methods of building construction and tectonics. Later in the Core sequence, students undertake more complex design problems dealing with the subject of Sustainability with particular attention paid to site analysis and building orientation.

### ARPL 202 – Introduction to Architectural Design
ARPL 202 continues to explore the fundamental language of architecture. Students are expected to use and building on the knowledge gained in ARPL 101, 102, 201 and the history sequence. More specifically, ARPL 202 introduces architectural problems addressing essential spatial, formal, material, and experiential dimensions of architecture. The goal is to develop a student's foundational theoretical, methodological and communicational toolbox through a synthetic and analytical series of disciplined, systematic and open-ended design tasks involving a range of media (sketching, drafting, modeling and digital image editing / 3d). Students learn to discuss sequence of elements, progression, circulation, and hierarchy.  ARPL 202 Studio emphasize the importance of research and the use and application of precedent in the design process.  Focus is made on the "process" of design more so than merely the product in order to foster the habit of critical consideration of various approaches to problem solving.  Particular emphasis is made at this level on the syntax of

architectural and spatial grammar.   Simple spatial arrangement problems using "kits-of-parts" are used to allow students to develop sequences of Entry, Path and Arrival conditions while considering the perceptual and experiential variations created.  Examinations of precedent (e.g. Ching – Form, Space and Order) are used to extend the abstract studio projects to an array of architecture application both historically and culturally diverse.  The student uses simple programs on real locations surrounding the Washington metropolitan area (urban or landscape) to teach students how to respond to site, program, building type, environment, and idea through the pursuit of an all-encompassing scheme or parti.

***ARPL 301 – Architectural Design I***
***ARPL 302 – Architectural Design II***
The third year curriculum is an intensive year of using the tools gained in the first two years, and the introduction of new concepts of architecture and peripherally related fields. The ARCH 301 and 302 studios expand the student's horizons by offering foreign travel and study opportunities, expanding scales of learning into urban design, and reintroducing influence of human behavior into the studio.

ARPL 301 projects cover civic building, with existing site conditions to be dealt with. Designs are driven by programmatic needs and site constraints. Techniques in site analysis are covered in the beginning of this studio as an expansion of that undertaken at the second year level. Students study not only the physical and environmental factors that affect building design but also the social factors that must be considered in order for the building to become a good citizen and neighbor in the city. Pre-design analysis is an important component of this studio.  The needs of diverse client interests (the building owner, the tenants etc.) are evaluated as well as that of the larger "stakeholder" contingent of those occupants of the neighborhood and the city and regional governments.  The relative costs and construction time/impact variables of differ construction types are considered as a key element in beginning the design process.  The culminating project for this studio is a public civic building providing the students an opportunity to study the nature and meaning of a public buildings role in the community, its ability to represent group of people and meet its function and pragmatic requirements. An important part of this studio project is the design of building façade and its relation to existing context.

ARPL 302 studios focus on urban design and the making of community via a housing project. Students may elect to study with one of the semester long programs in Rome or Barcelona, or may focus on the culture and city design of Washington. These three different venues make up an intensive semester of non-traditional exposures and integrating these experiences into the design studio. This studio introduces the student to the implications of human behavior at the social (societal) level and its implications in the formation of the built (urban) environment.  The goal of the 302 studio is to get the students out of the Crough Center and into "the city" in order to directly experience the nature of urban space. A critical aspect of this studio is the role of documentation and analysis. Students engage the city visually through freehand sketching, intellectually through diagramming and historical research and socially through eating, shopping and simply living in the place.  Projects undertaken in this studio usually culminate in the design of a building, adjoining public space and multifamily housing (4-8 story apartment building) providing an opportunity to study the nature and scales of public and private space.  The designs are presented at a range of scales so as to show consideration of both the individual unit and the building as a whole.  Whether a piazza, a campo, an avenue or a river front, students are asked to design in a manner which illustrates an understanding of the history and taxonomy of the environment in which they work and an appreciation for the culture of making that has developed. An understanding of "critical regionalism" is an essential component of this discussion.

***ARPL 401 – Architectural Design III***
ARCH 401 is the Graduate Foreign Studies Design Competition Studio.  The studio sections are purposefully diverse in offerings so as to allow the student to pursue the area of study most suited to their interests.  Studio project assignments are established by the instructor in conjunction with their

particular research interests.  Each studio section are organized as a competition-style studio problem sponsored by the Graduate Foreign Studies Program.  Instructors for the various studio sections are asked to build on the topic / theme proposed by the studio coordinator.  Instructors are required to incorporate topics in the area of human factors such as human cognition, behavior and perception.  Students are also able and encouraged to take Liberal and Social Science electives at this level which is intended to allow for the exploration of potential graduate areas of concentration.  A winner is selected from each studio section who receives a position in and stipend for, participation in the School's Graduate Foreign Studies Program.


**The Capstone Studio**

The capstone studio is the final studio of the pre-professional Bachelors of Science in Architecture. The Comprehensive Building Design Studio serves and a culminating studio where all previous studios and lecture courses are integrated into a collaborative, interdisciplinary studio where students work with professional architects and consultants in the design of a complex building, its systems and construction details. The goal of this studio level is to allow the student to explore areas of practice that they may consider pursuing at the graduate level while at the same time assuring that they have mastered those skills and abilities necessary for them to participate in meaningful and productive internship experiences.

### ARPL 402 – Architectural Design IV: Comprehensive Building Design Studio

The final semester of the Bachelor of Science in Architecture program features a capstone Comprehensive Building Design Studio (CBDS).  This six-credit studio (ARPL 402) and its three credit required co-requisite (ARPL 432) is structured so as to require peer collaboration.

In this capstone curriculum, students are tested on their mastery of subjects learned in their professional studies through performance designing a hypothetical project based on the program requirements for a client on a real site.  The courses are organized in a way intended to simulate the work environment of architectural practitioners, and therefore comes with professional performance expectations.  It functions as a capstone for the accredited program – the four-year B.S.Arch program and the first two years of the M.Arch3 program.

The studio focuses on a rigorous semester-long team project that requires development of urban design, architectural design, construction systems, environmental systems, structural systems, and building envelope for a project with a moderately complex program. The studio component stresses collaboration among members of each student design team and with outside professional consultants. In the Comprehensive Building Design Studio (CBDS) and Comprehensive Building Supplement (CSS), students are challenged to include conceptual and technical aspects of architectural form and the integration of the various building assemblies and systems. In the CBDS/CSS, students move beyond conceptual and schematic design and consider the interaction of the various components of the building into one synthetic whole.

Each student is expected to bring the knowledge, skills, and understanding gained from all previous coursework and experiences to the development of a conceptually coherent, comprehensive, and integrated architectural design proposal. Studio work includes schematics, integrating major building systems and sustainable strategies with design at a conceptual level shown in conceptual drawings of structural, mechanical, passive environmental and lighting systems; design development, using large scale models and drawings to test initial ideas and the integration of these ideas; studying materials and details of assembly including vertical surfaces relative to framing systems, wall sections and details of assembly; and presentation with final models and drawings of site plan, plans, sections, and elevations.

The course explores comprehensive design working in a team, simulating architectural practice and therefore comes with **professional expectations for performance.** As the capstone studio for the undergraduate program and the threshold studio for the M. Arch III students, this course seeks to

bridge the academic studio with the professional studio. Working together with leading practitioners, students gain first-hand knowledge and experience about comprehensive and holistic design practices.

The structure of the studio incorporates a series of technical integration workshops: 1) PRE-DESIGN with Code/Zoning expert(s), Sustainable leader(s), Architect/Planner(s); 2). INTEGRATION with Structural, Mechanical, Sustainable Consultant(s); 3) INTEGRATION/OVERALL PROJECT DEVELOPMENT with Structural, Mechanical, Sustainable Consultant(s), Project Architect; and 4) DETAIL/WALL SECTION DEVELOPMENT with Technical Detailing Architect(s). Studio critics in concert with the firm professionals and their technical consultants offer the ability for students to develop the projects integrating design and building technology. Although the building as a whole is designed in teams of three or four students, each student is required to design, in detail, one part of the building from foundation to roof, from one column to the next, and from the exterior wall to about ten feet inside the building. This way, students demonstrate their understanding of construction, structural, and infrastructural systems, of the coordination of those systems, and of building envelope. At the end of the studio, before the final presentation, the CBDS faculty administers the oral defenses, one-on-one with individual students. The exams assess how much each student understands the various disciplines involved in the project design, as well as the comprehensive whole. We conducted Architectural, Sustainable, Structural, Mechanical, Electrical, and Plumbing Systems oral defenses this year.

**Graduate Level Studios:**
The graduate level studios must serve students coming in through two very different tracks -- the 4+2 track and the M. Arch 3 track. Additionally, the M. Arch 2 track has two tracks running simultaneously; i.e. the traditional M. Arch 2 track and the M. Arch 2 with Advanced Standing. Currently, only students from our CUA's undergraduate curriculum are eligible for the M. Arch 2 with Advanced Standing.

Students entering from our own undergraduate program move directly into ARPL 601 -- the first of the concentration studios. Students coming into our graduate program from another NAAB-approved undergraduate component of a 4+2 program also enter at ARCH 601, but a rigorous review of their work first occurs to determine that the 601 studio is the appropriate level for them. If they are behind in design studio development, they may be required to take an additional studio. All students who did not complete the CUA Arch Comprehensive Studio must take our ARPL 602 (the graduate version of ARPL 402, Comprehensive Building Design Studio), even if they took a comparable version at their own institution.

For students entering through the M. Arch 3 track, a required sequence of three professional design studios (ARPL 501, ARPL 502, and ARPL 602) and one short-format introductory course (ARPL 500) awaits them. Upon completing those, they move into the advanced studios, ARPL 601, ARPL 603 and ARPL 701.

### ARPL 500 – Introduction to Design and Graphics
This is the first course taken by students entering the M. Arch 3 track. It occurs as a short-format summer offering, and largely replicates the content of ARPL 100 & 102, our introductory courses for freshmen (see above).

### ARPL 501 – Architectural Design I
This graduate studio largely replicates the content of ARPL 201 & 202 (see above).

### ARPL 502 – Architectural Design II
This graduate studio largely replicates the content of ARPL 301 & 302 (see above).

### ARPL 602– Architectural Design III

This graduate studio largely replicates the content of ARPL 402 (see above).

### *ARCH 601 – Architectural Design (Concentration Topic in Introduction)*
In the Arch 601 design studio, current architectural topics, as related to each concentration, are explored. This "introductory" studio is meant to introduce concentration topics and issues in order to provide a basic framework from which more involved and complex projects can be studied. Projects are developed within specific contexts, in collaboration with professionals and consultants as appropriate, with complete model, drawing, and other representational requirements achieved.

### *ARPL 603 – Architectural Design (Concentration Topic in Complexity)*
The ARPL 603 design studio increases complexity by combining and mixing topics, always as related to the given concentration, to make for a sophisticated collage of architectural issues. Lectures, field trips, consultants, research topics, are overlaid to enhance and give depth to the project of study. Students are expected to juggle several foci simultaneously in attempts to reach one comprehensive project.

### *ARPL 701 – Architectural Design (Concentration Topic as All-Inclusive)*
All is 'fare game' in the ARPL 701 studio. Students are responsible for everything that has been covered in the Masters program, in their concentration. Complex issues, peripherally related to previous topics explored, can also be introduced. New outcomes are expected, which should lead to exploration outside of the box. Students are expected to be able to conduct a more personal exploration, beyond the project criteria identified by the critic, individualizing the objectives of the studio.

All graduate concentration studios are six credits, *given in conjunction with a concentration studio supplement / elective of three credits*. The supplement is used to further enhance the research and theoretical components, as appropriate to the concentration, of the design studio. In that the graduate studios of 601, 603, and 701 are based on specific concentrations, with highly specialized activities, *no NAAB criteria, on the matrix, have been identified.*

**Overview of the Capstone/Thesis Process**
When approaching any project, an architect or urban designer is expected to be familiar with the greater historic, architectural, theoretical, urban and practical contexts that surround their work. In this sense, architects are required to both ask and answer questions of themselves and the project as they proceed through any given design problem. These can be technical questions or theoretical ones; they can be questions of building typology or phenomenological space. As a culmination to each student's concentration curriculum, this two semester sequence serves as the capstone to their graduate studies. The revised capstone format allows students to select either the standard curricular track (the capstone studio sequence) or to apply into the independent thesis track.

The capstone studio sequence focuses on the development of a project, determined independently by each student and developed through the lens of a specific problem statement or question. The capstone studio sequence is comprised of two courses:

### **ARPL 696A – Capstone I**
Capstone I provides students with a critical, structural framework in the development of their capstone project. Although there is not a clear delineation between Capstone Studio I and Capstone Studio II, the focus of this course is to help the students in framing a particular question, developing a strategy for research, articulating research for incorporation through design and developing a clear design methodology. In addition to the initial project based research, students research and analyze architectural precedents, develop and analyze their building program, select and analyze a project site and initiate schematic design.

**ARPL 696B – Capstone Studio II**
The Capstone Studio II semester involves the further development of an architectural investigation initiated by the student in Capstone I. In this course, students work in a studio format with a single instructor. They continue to push forward their research and analysis from Capstone I through the production of diagrams and multiple design exercises - culminating in a significant architectural project/proposal. The conclusion of the two semester long capstone studio sequence is through a school wide and public forum of critical review, summary and celebration. After conducting two days of traditional design reviews with outside professionals, architects and faculty from other institutions, we hold an Awards Jury. The awards jury is a celebration of the top student work produced in each academic year and illustrates the diversity of student thought within a singular curriculum. A round-table discussion concludes the event which engages the awards jury, students, faculty, alumni and local practitioners in a conversation regarding the intellectual, theoretical, and practical and world topics as related to architecture. A multitude of awards are determined after the awards jury which are awarded to the students at graduation where thesis and capstone work is on display throughout the school.

The independent thesis track allows students to work with a select group of faculty advisors on a research driven design problem which contributes in some way to the body of knowledge of the broader field of architecture. The independent thesis is comprised of two courses:

**ARPL 696C – Independent Thesis I**
Students must apply to participate in the independent thesis program. As a part of their application, students are required to submit a 1-2 page thesis proposal containing a clear and concise thesis statement, a statement clarifying the contribution of the thesis to the field, an outline of previous academic experience which have influenced the investigation and a bibliography of at least three relevant sources in addition to the signatures of three faculty advisors indicating their approval of the thesis proposal. In Independent Thesis I, students initiate their research under the supervision of their Advocate (primary faculty advisor) and Advisory Group (secondary faculty advisors). Students are expected to work independently but typically meet with their Advocate on a weekly basis. Reviews with the entire Advisory Group are scheduled by the Thesis Director at set intervals throughout the semester. The research developed during this semester is intended to serve as the underpinning of a significant architectural project or proposal.

**ARPL 696D – Independent Thesis II**
Independent Thesis II is the culmination of the independent thesis track. The Independent Thesis II semester involves the testing of original research through a rigorously developed design methodology and culminates with a significant architectural project or proposal. Students are expected to work independently throughout the semester, meeting with their Advocate as required. Design reviews with the entire Advisory Group and any additional outside advisors are scheduled by the Thesis Director as set intervals throughout the semester. As with the capstone studio sequence, the independent thesis track concludes with two days of critical review by outside professionals, architects and faculty from other institutions. Following these reviews, the top students from the independent thesis track present their work at the Awards Jury (as outlined above).


**OTHER CURRICULI FOCI IN ARCHITECTURE PROGRAM**


*Digital/Analog Media*
The use of digital media infiltrates all aspects of the architecture curriculum today, from design studios, to program electives, to exhibitions, special independent study projects, through to final thesis projects. Digital media in the School of Architecture focuses on the use of digital tools and software as a means of exploring both theoretical and practical design. Through two-, three- and four-dimensional digital explorations, studios and related seminar classes expose students to the latest 3D modeling, rendering, visualization, technical, and editing software, as well as offer opportunities to apply such media to

architecture, design and allied fields at a variety of scales, including object and industrial design, exhibit design, set design, web design, landscape, urban design and planning. Our curricular efforts in digital media are greatly enhanced by our leadership position within the region in CAD-CAM technologies, including 3D printer, laser cutters, computer driven routers, digitizers, etc. Still, we feel strongly about hand/analog traditions in our discipline. Toward that goal, we stress essential skills in hardline and freehand drawing, and in model making.

### Architectural History & Theory
The sequence in History/Theory is composed of four courses. The first two of these, History of Architecture I and History of Architecture II cover the basic historical epochs, including study of non-western architecture. Our third course, History of Architecture III, covers the modern period. All three of these first courses cover broad aspects of architectural theory. These three courses in core history are supplemented by a final course in Advanced Theory. This course culminates in a series of 'debates' between students on rival positions in architectural theory. History courses are integrated to some degree with the design studios -- particularly being coordinated with the both second year design studios, as many students are taking those courses concurrently.

### Structural Systems
Three basic structural courses constitute our offerings in this band of the curriculum. The first two structures courses are taught in coordination with the fourth year curriculum including CBDS studio through systems design, sizing, and professional consultant participation.

### Environmental Systems
Two basic structural courses constitute our offerings in this band of the curriculum. The environmental systems electives have direct coordination with the third year studios and are reintroduced in the fourth year CBDS studio through systems design, sizing, environmental and sustainable impacts and professional consultant participation.

### Science and Sustainability Design
Our "Green Architecture" course is a required course in the M.ARCH 4+2 and M.ARCH 3 programs. Additionally a course on the theories and practice of LEED systems is being offered every spring and fall semester. Our MSSD program has brought several new offerings to this area of our curriculum.

### Professional & Social Practice
Architectural practice is the mechanism for turning designs into reality. Effective practitioners master both design and professional practice issues to ensure that their designs reach fruition. Our offering in this area is he course, Practice Management. This course addresses effective management of architectural projects, practices and careers. It reviews the current state of the profession; legal, fiscal and managerial issues associated with architectural practice; and the creation and negotiation of the contracts used by clients, architects and contractors in the design and construction of buildings.


**SPECIALIZED ELECTIVE & PROGRAM AREAS IN OUR CURRICULUM**

### Program and Concentration Electives
The school also offers numerous elective courses each semester, which may not be individually offered on a regularized basis. They are taught by both full time faculty and visiting critics hired specifically to target a specific area of interest or need. In addition, arrays of quite specialized elective coursework are offered by each M. Arch concentration. Those arrays of elective offerings are approved by the coordinators of each concentration. For some concentrations, that elective coursework is quite traditional and would normally be found within any architectural curriculum; in the case of other concentrations (real estate, CAD-CAM) this has led to the generation of entirely new rosters of electives for our school.

### Catholic University of America Design Collaborative (CUAdc)

This is another specialized area of elective coursework, not specifically related to any concentration. The mission of CUAdc is to train effective architects with a strong social commitment by guiding architecture students through actual design projects. CUAdc provides opportunities for students to learn outside of the classroom, thereby fostering a lifelong commitment to continuing education, and allows them to gain hands-on experience through work on actual projects with community clients. CUAdc projects are integrated into design studios, program electives, and independent study courses. CUAdc provides architectural services to those nonprofit and community groups in the District of Columbia who could not otherwise afford architectural design services with the ultimate goal of repairing and improving the city, its neighborhoods and its buildings. This initiative has considerable mission importance for our school, and of course relates quite directly to the idea of *Building Stewardship*.

***Summer Institute for Architecture (SIA):***
Each summer, CUArch conducts the Summer Institute for Architecture (SIA). SIA gives students the opportunity to expand their breadth of knowledge by participating in numerous CUArch undergraduate and graduate level courses, along with special programs, traveling studios and a special Speaker Series with industry professionals during the summer months. Courses in the SIA program include design studios, and elective courses, including history of architecture, graphics, furniture design, theory, and computer-aided design/fabrication.

SIA2014_HYBRID SCALE
A scale suggests a point of reference to understand the space of a situation, the constraints of a circumstance, or the limits of a context. Scales can be dynamic and multi-dimensional. They establish an extent, a magnitude, a size. As architects, we seek to exploit many balances to yield the speculative tensions between the figural and the literal; between past and future histories; between opposing dialectics. We consider the multiple meanings of measure, from the literal to the poetic. The rhythm or cadence of a structural logic imparts a sense of scale to an overall construct. The module of a material logic renders a unit of measure on a surface. The insertion of a building logic can amplify the fine and coarse grains of a city fabric. A textured surface marked by the passage of time makes present the scales of inhabitation within its folds. The slow filtering of light reveals a memory of the making process. The perceptual impact of a place is extended via phenomenological and figural extensions of the ideas. This circumstance is bigger or smaller than it seems. The senses of scale establish a point from which spatial understanding can emerge.

The 2014 summer's program offerings were:
    The Enrique Norten/TEN Arquitectos Studio:
    *Andrea Steele, Principal, TEN with Matt Geiss (CUA) and Julie Kim (CUA)*

    The MORPHOSIS Studio:
    *Scott Lee, Principal, Morphosis with Matt Geiss (CUA) and Julie Kim (CUA)*

The 2014 Speaker Series included:
    *Kai-Uwe Bergmann, Principal, BIG (Bjarke Ingels Group)*
    *Scott Lee, Principal. Morphosis*
    *Enrique Norten + Andrea Steele, TEN Arquitectos (to be rescheduled)*


SIA2013_ABSENCE
Pairs of opposites, in partnership, set up the condition of understanding one because of the presence (or absence) of the other. Embedded in the removal of something can be the heightened sense of yearning for it. As architects and designers, we create situations to amplify a set of conditions to alter our perceptions. A perforated roof plane modulates the sunlight's ability to penetrate the space bellow it while also offering much required desired shading from the harsh light. A structural system is ingeniously designed to soar to

unbelievable heights ... and it remains hidden from view. Advancements in the technology of making yield continuous surfaces - supple and smooth to the touch - belying their other side of joints, connection and attachments. A site's latent condition is brought into the foreground via careful and intentional layering and weaving new programs on and through it. Absence can also be considered as the space between silence and light. In a world where information and data are a click away and the visual cacophony can be deafening, it is worthwhile to step outside of that place in pursuit of another condition. In the words of Louis Kahn: Inspiration is the feeling of beginning as the threshold where Silence and Light meet. Silence, the unmeasurable desire to be, desire to be, desire to express, the source of new need, meets Light, the measurable, giver of all presence, by law, the measure of things already made, as a threshold which is inspiration, the sanctuary of art, the Treasury of Shadow ... The 2013 Summer Institute for Architecture studios and speaker series will speculate on the notion of absence. Can this idea serve as an operative logic seeking to amplify a circumstance while altering or denying access to another? Or is our access (visual or physical) simply choreographed via skillful manipulations of tectonic, infrastructural, and organizational strategies? How can we find the layers of complexity in the seemingly simple juxtaposition of opposites?

The 2013 summer's program offerings were:
    The NADAAA Studio:
    *Nader Tehrani, Partner, NADAAA with Julian Palacio (CUA)*

The 2013 Speaker Series included:
    *Lyn Rice, Principal, Rice + Lipka*
    *Nader Tehrani, Partner, NADAAA*
    *Mark Sexton, Principal, Krueck + Sexton*
    *Andrea Leers, FAIA, Leers Weinzapfel Architects*
    *Rhett Russo, Associate Professor, New Jersey Institute of Technology*


SIA2012_ON THE EDGE OF
Boundaries suggest limits aimed at containing an investigation, a situation, a context. They can establish a datum, a beginning point. They can also be permeable and dynamic. Architects may begin a design process by recognizing this edge, but will quickly move forward to unravel, to challenge, and to test the perceived limits of the circumstances or situation. What emerges are exciting open-ended models of practice; alternative lenses through which to consider geographical delineations; and innovative methods of collapsing theory and building.

The Catholic University of America's 2012 Summer Institute for Architecture will explore the implications of operating on a seam as a means to occupy a space between things, ideas, or territories. The notions of the edge as a boundary as much as a threshold anticipates a moment of maximum tension. Working at a range of scales, embracing multiple processes of design and making, faculty and students will test the limits of their own assumptions to propose alternative ways of occupying, dissecting, and engaging the line(s) of separation and connection.

The 2012 summer's program offerings were:
    The Diller, Scofidio + Renfro Studio:
    *Ben Gilmartin, Principal, DS+R with Julie Kim (CUA)*

    The TWBTA / Stoss LU Travel Studio:
    *Scott Bishop, Principal, Stoss LU; Billie Tsien, TWBTA; Peter Pasquale, TWBTA with Matt Geiss (CUA) and Bethan Llewellyn-Yen (CUA)*

The Reclaim and Remake Studio:
*Bradley Guy and Christine Lee*

The 2013 Speaker Series included:
*Ben Gilmartin, Principal, DS+R*
*Billie Tsien, Principal, TWBTA*
*Steve Vogel, FAIA, Professor/ (former) Dean, University of Detroit Mercy*
*June Williamson, RA, Associate Professor, City College of New York*

### *Experiences in Architecture (EIA)*

The Experiences in Architecture program at The Catholic University of America is an intense three-week workshop for students interested in architecture or other design related fields. Students are exposed to both the academic and the professional sides of the architecture arena, as the city of Washington, D.C., becomes their classroom.

The Experiences in Architecture program will better prepare you for the rigors of architecture school, giving you a head start, as well as acquaint you with campus life at the university level. Students who have participated in EIA's summer workshop, or a similar pre-college program, are better prepared for success at the university level

**REVISIONS TO THE ARCHITECTURE PROGRAM SINCE THE 2009 ACCREDIATION VISIT:**

The long period of transition from the B.Arch to the M. Arch in the fall of 1999 ended before the last accreditation of spring 2009. This enabled new focus and refinement of the M. Arch curriculum in these last years. The graduate program underwent much development of pedagogical themes i.e. design, history/theory, environmental, structural and construction technologies and professional practice headed by directors who could spearhead the development of content vertically between core courses. Additionally, graduate concentration directors worked together to find common goals between concentrations, which were part of an M. Arch degree. Additionally, they focused on individual and unique development of their own concentration content. Outside "star" architects were brought in to design studios, special studios were offered in professional offices collaborating with professionals on real projects, collaborations were had with architects and developers on real projects leading to site visits, proposals to cities, publications. These are just a few examples of these specialties found in individual concentrations.

Since the last accreditation visit in spring 2009, we have made several modifications to the undergraduate and graduate curriculums as need to:
- enhancing the programs academically and pedagogically
- address the issues with inconsistent enrollments
- and streamline the various program offerings, specifically the joint degrees


The following changes were made to our curriculum since the last Accreditation visit in spring 2009:

II.1.1.A  Revised the architecture foundation sequence from two 3 credit courses to a set of 3 three credit courses bridging first and second year to deepen their understanding and ability to use and implement design tools, and critical analysis and synthesis skills prior to entering the six credit core studio sequence

II.1.1.B  University implements the First Year Experience, a sequence of four foundational courses in Theology, Philosophy, and English,  for incoming freshman to give the student an integrated learning experience

II.1.1.C  Integration of Predesign and Site Design criteria into studio coursework in order to expand opportunities for students to take architecture program electives.

II.1.1.D  Relocated three course Structures sequence to bridge 4 year pre-profession and 2 year professional degrees in the 4+2. All three structures courses exist in the M. Arch 3 professional degree program.

II.1.1.E  Enhancement of Comprehensive Building Design Studio via greater professional involvement from local practitioners

II.1.1.F  Discontinued the third year semester abroad in Barcelona, Span

II.1.1.G  Revised the structure of the summer Graduate Foreign Studies program from a 15 credit summer program to a series of ala carte offerings including a 6 credit studio component in Rome, a 3 credit design-build excursion and a 3 credit immersive design workshop at Casa Malaparte in Capri, Italy

II.1.1.H Consolidation of digitally themed Graduate Concentrations, reducing the total number from five to four. The former Digital Media and Design Technologies concentrations were combined into the new Emerging Technologies and Media Concentration

II.1.1.I Revised the committee-based Thesis program into a studio-based graduate Capstone studio with the option of applying to conduct a committee / advisor based Independent Thesis

II.1.1.J Renewal of the existing M. Arch 2 Advanced Standing 3 semester track for CUA Arch undergraduates

**II.1.1.A        Revision of the Architectural Foundations course sequence**
As a result of the last accreditation visit in 2009, when we are asked to reduce the number of credits in our pre-professional architecture curriculum from 132 to 126, the faculty examined the studio sequence. Modifications were made to the studio sequence in order to reduce the number of credits while providing a strong foundational sequence of courses in order to prepare student for more rigorous and focuses core studios.

The previous sequence consisted of ARPL 101 (3 credits) introductory lecture course, ARPL 102 (3 credit) tools and skills studio based course. From this students would move into the traditional 6 credit studio structure in the fall semester of their second year.

The new Architectural Foundations sequence maintains ARPL 101 and ARPL 102 most as they were. However, ARPL 102 now contains greater emphasis on digital representation via 3d modeling, image editing and rendering.

Rather than a traditional 6 credit studio, ARPL 201 is now a 3 credit studio / lecture course where students learn basic theories of design composition and design thinking through analysis and synthesis. Students are brought into the context of Washington DC to analyze existing buildings and then return to the studio context to synthesize their finding in simple design exercises.

The transition into the 3 semester Architectural Foundations sequence has been effective in preparing students with the variety of skills needed to succeed in traditional 6 credit design studios. They are better with the tools for representing their ideas and more capable of analyzing precedent and applying the lessons learned from them.

**II.1.1.B        Implementation of the University First Year Experience:**
All students at The Catholic University of America take a series of four foundational courses in Philosophy, Theology, and English. In these courses, they read and study fundamental books in philosophical, theological, and imaginative literature. The FYE is inspired by the guiding principle of liberal education and the continuous search for self-knowledge. The study of this intellectual tradition honors that principle and accelerates the life-long learning process. Moreover, our core curriculum favors both the critical ability and free thinking of our students. Not only are they in better shape for the challenges of citizenship and morality, but also for all subsequent academic work in the major of their choice. By helping students cultivate their intellect, we greatly increase their chances of professional success. These are the reasons why exposure to philosophy, theology and writing courses are a critical component of the education of every undergraduate student.

The courses of The First-Year Experience are: The Classical Mind and The Modern Mind, Faith Seeking Understanding, and Writing: Logic and Rhetoric. These courses are not only meant to constitute a Core Curriculum, but are also designed to give the student an integrated learning experience. As such, they

are interconnected in three fundamental ways. The First-Year cohort is divided into <u>Learning Communities</u> of about 18 students. Students in the same Learning Community share the same instructors and advisors throughout their first year. Second, all four courses put a strong emphasis on essay writing, which in turn receives more detailed attention in the English sections. Finally, all FYE courses address crucial elements of the Catholic intellectual tradition, either from a moral, aesthetic or metaphysical perspective.

*Core Curriculum of the First Year Experience*
The core of the First-Year Experience is a sequence of four foundational courses in Theology, Philosophy, and English. These courses are:

> *Philosophy 201 and 202: The Classical Mind and the Modern Mind*
> Focused on the careful reading of foundational philosophical texts, these two courses will help you cultivate a sense of philosophical wonder and an openness to the awesome mystery of the world that we normally miss. Starting from the kinds of questions we ask in everyday life - what should I do? What is the meaning of all this? - You'll learn how to refine those questions and test out some of the answers that have most influenced how we understand ourselves.

> *Theology and Religious Studies 201: Faith Seeking Understanding*
> This one semester theology course continues the dialogue between reason and faith begun in The Classical Mind. Through readings from the Bible, the early Church fathers, and Vatican II documents, you'll explore - through faith and reason - God and God's creation.

> *English 101: Writing: Logic and Rhetoric*
> In this intensive writing course, you will learn to use writing to advance your thinking. As you discover more fully the connection between clear thinking and compelling writing, you will expand your powers of analysis and persuasion while establishing a firm foundation for all the writing you will do in college.

*Learning Communities:*
As part of your First-Year Experience at CUA, students take a core of liberal arts classes that will form the foundation of your education. With a group of about 18 fellow students, a team of teachers and librarians, and a dedicated academic advisor, you will embark on a four-course sequence in Philosophy, Theology, and English over the course of your freshman year. You will take all four courses with the same group of students, which is why we call this your Learning Community.

No matter what major students have chosen or plan to choose, these courses will help them to develop a flexible set of intellectual tools that apply to all academic disciplines and professional fields, from Art History to Mechanical Engineering. Student will learn how to ask questions, how to think critically, and how to present your arguments effectively in writing. Simply put, these courses are about learning how to learn.

But a Learning Community is more than just a group of students taking a few classes together. Each semester, Students will have opportunities to take your Learning Community experience beyond the classroom by going on group excursions into Washington, D.C., having dinner with your classmates and teachers, and participating in service learning projects. Learning Community will also provide support for the transition from high school to college, with a team of embedded librarians to help them navigate their first research assignments, and an academic advisor who will work with them to create what the university trusts will be a successful first year at CUA.

**II.1.1.C**　　　　**Integration of Pre-Design / Site Design criteria into Studios in favor of expanded Architecture elective offerings:**

With the reduction of total credits required from 132 to 126 by the previous NAAB report, the faculty and curriculum committee chose to consolidate the content of ARPL 221/521 Pre-Design (UG and G course) and ARPL 636 Site Design (G only) into several other studio based courses. It was felt that the course content was more effectively covered using studio instructional methodologies and actual studio based design problems. The content for ARPL 221/521 Pre-Design was distributed to ARPL 202, 301 and 401. The content for ARPL 636 Site Design was distributed to ARPL 402/602. Please note, prior to the change only graduate students were receiving the Site Design content. With the change, both UG's and G's are covering the content.

As a result of this shift, 6 additional credits at the UG level and 3 additional credits at the G level were made available for students to expand their knowledge base through elective offerings. Most graduate concentration electives because open for UG to take, with permission of the concentration directors. This allowed UG's to be exposed the various concentration electives and to utilize those skills at the UG level.

**II.1.1.D          Relocation of Structures coursework in the 4+2 program:**
During the curriculum revision in 2011-12, it was felt that the four course structures sequence could effectively be consolidated into three courses that spanned the 4+2 program. ARPL 441/542 Structures 1 (strength of materials) and ARPL 442/542 Structures 2 (comparative studies of structural systems in wood, steel, concrete, hybrid systems and innovative approached to structural support) were placed in the fourth year level in the curriculum to coincide with ARPL 402 Comprehensive Building Design Studio in order to foster integration between the two courses.

ARPL742 Advanced Structures was moved into the Graduate program. ARPL 742 explores the applications of concepts from Structures I and II in the design of structural elements in steel and reinforced concrete in accordance with code provisions.

**II.1.1.E          Changes in Comprehensive Design:**
Currently, the CBDS seeks to build bridges with the professional community and strengthen the ties between the academy and practice with an eye to the future of architectural practice. In spring 2014, six internationally recognized firms (SOM, Gensler, RTKL, Jacobs, Smith Group/JJR, and Perkins Eastman), with teams of architects, planners, and engineers, served as active consulting partners in the design studio. This partnership is mutually beneficial in that the academic institution engages the local professional community and the experience enables students to gain first-hand knowledge and awareness of architectural practices. Students learn by example as they see how professionals expand upon their varying levels of expertise in project team dynamics.

Over the course of the semester, our professional partners engaged the studio in design reviews from pre-design to 100% design development; led detail design workshops with red-markers ready to critique detail drawings; shared examples of best-practices from their respective offices; and instilled in our students a level of professionalism and seriousness about the architectural design process. Given the place of this studio as the capstone experience, it is uniquely positioned to bridge between the academic studio and the professional one. Practitioners have a responsibility to teaching and mentoring via the Intern Development Program (IDP). By introducing and integrating practitioners into the design studio, the transition from studio to office learning can begin.

While, historically, the studio strove to reinforce and demand holistic thinking, the way technical consultants were introduced in the past reinforced the opposite. While, in the past, the CBDS sought to claim this connection, because of the disjointed interaction with consultants over the course of the term, the bridge never materialized. To directly compare the previous structure and the current one, prior to Spring 2013, consultants were brought into the studio sequentially, i.e. structures then mechanical then sustainability. The studio relied on individual professionals outside of their places of employment. Because there was not the commitment of the firm, consultants might cancel at the last minute, leaving

the students without the desired and necessary technical feedback. At other times, the consultants came into the studio when the students were not ready or when it was too late to impact the design thinking process. Additionally, because of the sequential nature of disseminating information, students automatically defaulted to systems considered on their own as mutually exclusive components, not as integrally woven ones. To address this challenge, starting in spring 2013, we incorporated a series of paired workshops and presentations to encourage students to engage in a holistic design process. Students address questions of structure AND sustainability or structure AND environmental design collectively rather than in isolation from each other. Additionally, at each of the design reviews and workshops, our partnering firms brought in a diverse range of consultants to challenge students to consider the implications of one proposed system with another. Student teams cannot discuss only the structural system irrespective of the environmental design or sustainable design principles.

With the introduction of firms as consulting partners in the studio process, there is immediately a higher level of accountability on all sides. The professional community lives up to its commitments to the studio. A full range of practitioners from diverse disciplines all fully participated and engaged in the design review process.

Lastly, all graduate students of the MARCH 2 program, who did not graduate from the CUA undergraduate program, and MARCH 3 students, are required to take CBDS and its supplement regardless of whether or not they have taken it at their home institution. Prior to the last accreditation, this decision was made on a one on one basis by portfolio review.


**II.1.1.F          Discontinuation of the third year semester abroad in Barcelona, Span**
The Barcelona program was discontinued due to a smaller group of eligible students.  There were approximately 40 percent less eligible students for the 2015 sophomore international programs than the 2014 programs.  In addition to the School of Architecture and Planning Rome Program, the University has a presence in Rome with the CUA Rome Center.  The CUA Rome Center provides CUA programs with resources such as on-site, in-country faculty and staff.  CUA Rome center administrative staff assist in the coordination of many aspects of the programs.  The School can operate more effectively and efficiently in Italy compared to other countries due to the resources available at the CUA Rome Center.


**II.1.1.G          Revision to the structure of the summer Graduate Foreign Studies program**
The structure of the summer abroad program was changed to address several challenges.  The new model would allow students more flexibility with their academics, schedule, interests, and finances.  Many students were interested in study abroad for the summer, but they could not dedicate the entire summer to going abroad.  Cost was also a factor that discouraged some students from participating in a 15 credit all-or-nothing program.  Many students did not need the additional elective credits that had traditionally been included in the summer abroad program, while some were looking only for electives.  With the new structure, students could take an elective and/or a studio, anywhere from 1 credit to 12 credits, for a duration as short as eight days to as long as eight weeks.


**II.1.1.H          Consolidation of Digitally-based Graduate Concentrations:**
In 2013 The Design Technologies and Digital Media concentrations were combined to create the new Emerging Technologies and Media (ETM) concentration. The merge satisfied 2 important needs with graduate enrollments. Firstly, reducing the number of concentrations from 5 to 4 enables full enrollments in concentration studios and electives. Secondly, in an ever changing digital area, cross-fertilization between visualization and fabrication tools and alignment with the many other digital processes suggested an all-encompassing digital concentration rather than packaging them out separately into isolated concentrations. Thus, this new large digitally based concentration allows students to learn and work cross-platform, comprehensively and collaborative on all aspects of digitally based design, development, production and representation.

*Emerging Technologies and Media Concentration (ETM)*
Emerging Technologies and Media (ETM) focuses on digital Technology and Media as a means of exploring the transformative opportunities of emerging technologies during all phases of design, from theory and conception through visualization, representation, construction and beyond. Interdisciplinary in nature, the concentration engages emerging and innovative fields of inquiry and research. Collaborating with the profession, it is the intent of this concentration to respond to the continual application of digital tools and media to an ever-expanding process of research, conceptual modeling and design, sophisticated testing and effective communication of the work. The concentration operates under the notion that digital design technologies are catalytic tools in the process of design thinking, critical inquiry, and will lead to the creation and crafting of new solutions and strategies for today and the future of architecture.

**II.1.1.I          Capstone and Independent Thesis Program Reorganization**
From the Fall 2006 semester until the Fall 2010 semester, the required thesis program at the School of Architecture and Planning consisted of a sequence of three separate courses: Research Methodologies (3 credits), which helped students to develop effective methods of research and writing; Thesis Research (3 credits), in which students crafted a clear thesis statement and developed in-depth research and analysis surrounding their topic; and finally Thesis Design (6 credits), where students completed a significant architectural project or proposal based on their analysis and research. This sequence would take students a minimum of three semesters to complete and accounted for a total of 12 credit hours of the graduate curriculum.

In the fall of 2010, the faculty merged the Research Methodologies and Thesis Research courses into a single, 6 credit hour Thesis Preparation course. Thesis Preparation provided students with the same introduction to effective methods of research and writing, but provided a more immediate focus on the student's thesis and area of study rather than general topics or strategies. The Thesis Preparation course was part seminar, part discussion and part independent work (with selected faculty advisors). As with the previous sequence, Thesis Preparation was followed by Thesis Design as the culmination of the two semester, 12 credit hour sequence. Faculty and students alike were impressed with the improved depth of inquiry, quality of writing and rigorous theses which emerged from this revised thesis sequence.

Although the two semester Thesis Preparation, Thesis Design sequence was functioning well, there were two primary concerns raised in the spring of 2013. The first, and most pressing issue was the number of students which were taking more than two semesters to complete their thesis sequence. In the spring 2013 semester, only 58% of students completed the sequence in one year. Although the existing thesis program encouraged the most talented and driven students to thrive, it also allowed average and below-average students to struggle with the uncertainties of independent work. The second concern was that with an average of 50 or more students enrolled in the thesis sequence each semester and a requirement that each student work with a minimum of three faculty advisors, the load of thesis on the faculty was becoming overly burdensome.

The faculty met several times over the spring and summer of 2013 to determine the most effective and efficient way of restructuring the thesis program. Following lengthy discussion, it was determined that changing from the research driven, independent work of the thesis program to a project driven, studio based capstone sequence would provide students with both the freedom to  direct their work and process but also the structure required to encourage the success of all student types.

Under the restructured capstone sequence, students are required to take two classes: Capstone I and Capstone Studio II. Capstone I is a seminar and discussion course which prepares students to find all relevant information required of a thoughtful architectural proposal. The 3 credit course focuses on framing a question to inform the process of research and design, researching architectural precedents,

researching program options, researching building typologies, researching site and context information, etc… At the end of the Capstone I course, each student should have the knowledge required to undertake the process of design in the subsequent semester. In Capstone Studio II, students work in a studio format with a single instructor. The 6 credit course meets twice per week and has periodic design reviews typical of any studio course. This new structure is supported by a new 3 credit course, ARPL 636 Design Process and Methods, taken the first semester an MARCH 2 enters the program, and in the third semester of an MARCH 3 student. The course objective is to teach methods of research in a way that would benefit all classes graduate students are taking.

If students still wish to undertake an architectural thesis, they may apply to the independent thesis program. Only approximately 5-10% of each class is admitted into the program based on their research proposals, faculty support and past performance within the graduate program. Students in the independent thesis program take a two course sequence comprised of Independent Thesis I (3 credits) and Independent Thesis II (6 credits). In this program, students work independently with faculty advisors to develop rigorous, in-depth research that will contribute to the body of knowledge of architecture and culminate in an architectural proposal or design.

The new Capstone Studio Sequence combined with the option of the Independent Thesis Program has proven successful over the first academic year of implementation. In the spring 2014 semester, 87% of students completed the capstone or thesis sequence in one year. Although adjustments to the program are required as the programs evolve, the administration of the school feels that the current structure serves both the students and the faculty extremely well.

**II.1.1.J  Renewal of the existing M. Arch 2 Advanced Standing 3 semester track for CUA Arch undergraduates**

The existing M. Arch 2 Advanced Standing Track was widely offered for all CUA Arch undergraduates coming into the graduate program approximately 8 years ago. Students flocked in to the graduate program padding enrollments. The Graduate Admissions Committee starting being more selective and rigorous with application review to increase the level of quality in the graduate program. With the downswing of the economy in schools of architecture across American, these enrollment numbers could not sustain themselves. The M. Arch 2 Advanced Standing track was offered with great selectivity in the last few years, at one or two students enrolled per year. That meant that the majority of the graduate students would follow the traditional 4 semester track. With increasing difficulty in maintaining enrollment targets, the School of Architecture has reinstituted the M. Arch 2 Advanced Standing track for fall 2014. CUA Arch undergraduate students with a minimum of a 3.0 GPA, a recommendation from the concentration director of their choosing and the graduate dean, and an exemplary portfolio are eligible. These students will take two concentration design studios instead of three, two concentration electives instead of three, two less architecture program electives, for a total credit count of 45 instead of the full 60 credits required of the M. Arch 2 program. They participate in the nine credit Capstone Studio sequence, which is comparable to the previously run thesis program, required of all graduate students regardless of degree.

**PERFORMANCE CRITERIA MATRIX**
*The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program.  The criteria encompass two levels of accomplishment:  **Understanding**—means the assimilation and comprehension of information without necessarily being able to see its full implication; **Ability**—means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.  The APR must include a matrix cross-referencing each required course with the performance criteria it fulfills. For each criterion, the school must highlight the cell on the matrix that points to the greatest evidence of achievement.*

- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
   - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
   - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

*In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)*
*[NOTE: Elective courses are not to be included on the matrix.]*

On the following pages, we illustrate two versions of the matrix of NAAB Student Performance Criteria. One matrix describes the accredited 4+2 M. Arch Track, and the other the accredited M. Arch 3 Track. Each matrix uses two colors to differentiate which criteria are met to the level of *ability*, and which criteria are met to the level of *understanding*.

**NAAB CRITERIA MATRIX**

M.Arch 2 (Pre-Professional Degree, 126 credits, 4 year + Professional Degree, 60 Credits, Two Year)

updated 7/15/2014

Legend:
- Ability (blue)
- Understanding (yellow)

**Courses (Course # — Course Title):**

- ARPL 101 — Architectural Foundations I: Intro to Architecture
- ARPL 102 — Architectural Foundations II: Design Tools
- ARPL 201 — Architectural Foundations III: Design Analysis & Synthesis
- ARPL 211 — History of Architecture I
- ARPL 231 — Introduction to Sustainability
- ARPL 202 — Introduction to Architectural Design
- ARPL 212 — History of Architecture II
- ARPL 232 — Environmental Design I
- ARPL 302 — Architectural Design III
- ARPL 314 — Introduction to Architectural Theory
- ARPL 333 — Construction 1: Assemblies and Detailing
- ARPL 331 — Environmental Design II
- ARPL 311 — History of Architecture III
- ARPL 301 — Architectural Design II
- ARPL 401 — Architectural Design IV
- ARPL 421 — Digital Construction Documents: BIM
- ARPL 441 — Structures I
- ARPL 402 — Comprehensive Building Design Studio (CBDS)
- ARPL 432 — CBDS Supplement
- ARPL 434 — Construction II: Materials and Methods
- ARPL 442 — Structures II
- ARPL 601 — Concentration Studio I
- ARPL 636 — Design Process and Methods
- ARPL 742 — Advanced Structures
- ARPL 603 — Concentration Studio II
- ARPL 742 — Advanced Structures
- ARPL 701 — Concentration Studio III
- ARPL 696A — Capstone 1
- ARPL 696B — Capstone 2
- ARPL 722 — Practice Management

**NAAB CRITERIA:**

- 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 Cultures
- 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.6. Comprensive 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 Behaviour
- 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 Judgement
- C.9. Community and Social Responsibility

# NAAB CRITERIA MATRIX

M.Arch 3 (Professional Degree, 111 Credits, Three Year)

Legend:
- ■ Ability (blue)
- ■ Understanding (yellow/gold)

**Course # — Course Title**

- ARPL 500 — Introduction to Design and Graphics
- ARPL 501 — Architectural Design I
- ARPL 511 — History of Architecture I
- ARPL 531 — Introduction to Sustainability
- ARPL 541 — Structures I
- ARPL 633 — Construction 1. Assemblies and Detailing
- ARPL 502 — Introduction to Architectural Design
- ARPL 512 — History of Architecture II
- ARPL 532 — Environmental Design I
- ARPL 514 — Introduction to Architectural Theory
- ARPL 542 — Structures II
- ARPL 601 — Concentration Studio I
- ARPL 611 — History of Architecture III
- ARPL 621 — Digital Construction Documents: BIM
- ARPL 731 — Environmental Design II
- ARPL 636 — Design Process and Methods
- ARPL 602 — Comprehensive Building Design Studio (CBDS)
- ARPL 632 — CBDS Supplement
- ARPL 634 — Construction II Materials and Methods
- ARPL 696A — Concentration Studio I
- ARPL 701 — Capstone 1
- ARPL 698B — Capstone 2
- ARPL 722 — Practice Management
- ARPL 742 — Advanced Structures

**NAAB CRITERIA**

- A.1. Communication Skills — A
- A.2. Design Thinking Skills — A
- A.3. Visual Communication Skills — A
- A.4. Technical Documentation — A
- A.5. Investigative Skills — A
- A.6. Fundamental Design Skills — A
- A.7. Use of Precedents — A
- A.8. Ordering Systems Skills — U
- A.9. Historical Traditions and Global Cultures — U
- A.10. Cultural Diversity — U
- A.11. Applied Research — U

- B.1. Pre-Design — U
- B.2. Accessibility — A
- B.3. Sustainability — A
- B.4. Site Design — A
- B.5. Life Safety — A
- B.6. Comprensive Design — A
- B.7. Financial Considerations — U
- B.8. Environmental Systems — U
- B.9. Structural Systems — U
- B.10. Building Envelope Systems — U
- B.11. Building Service Systems — U
- B.12. Building Materials and Assemblies — U

- C.1. Collaboration — A
- C.2 Human Behaviour — U
- C.3. Client Role in Architecture — U
- C.4. Project Management — U
- C.5. Practice Management — U
- C.6. Leadership — U
- C.7. Legal Responsibilities — U
- C.8. Ethics and Professional Judgement — U
- C.9. Community and Social Responsibility — U

updated 7/15/2014

**I.2.    Curricular Framework**

**II.2.1. Regional Accreditation**
*The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.*

*I=3 middle states Box 8*

**CHE** **Middle States Commission on Higher Education**
**MSA** 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

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OFFICE OF THE PRESIDENT
CUA

June 25, 2010

Very Rev. David M. O'Connell, C.M.
President
The Catholic University of America
Cardinal Station
Washington, DC 20064

Dear Very Rev. O'Connell:

At its session on June 24, 2010, the Middle States Commission on Higher Education acted:

> To reaffirm accreditation. To commend the institution for the quality of its
> self-study process and self-study report. To request a progress report, due
> by April 1, 2012, documenting (1) inclusion in the new strategic plan of
> measurable objectives, assignment of responsibilities, explicit links to unit
> plans, and appropriate assessment measure (Standard 2) and (2)
> continuing institutional supporting for the assessment of institutional
> effectiveness and of the achievement of intended student learning
> outcomes (Standards 7 and 14). The Periodic Review Report is due June 1,
> 2015.

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. 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*. If the action for
your institution includes preparation of a progress report, monitoring report or supplemental
report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be
obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-
being of The Catholic University of America. If any further clarification is needed regarding the
SAS or other items in this letter, please feel free to contact Dr. Robert A. Schneider, Vice
President.

Sincerely,

Michael F. Middaugh, Ed.D.
Chair

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia,
Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

**CHE**
**MSA**

**Middle States Commission on Higher Education**
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000  Fax: 215-662-5501  www.msche.org

## STATEMENT OF ACCREDITATION STATUS

**THE CATHOLIC UNIVERSITY OF AMERICA**
Cardinal Station
Washington, DC 20064
Phone: (202) 319-5000; Fax: (202) 319-5199
www.cua.edu

Chief Executive Officer:   Very Rev. David M. O'Connell, C.M., President

## INSTITUTIONAL INFORMATION

| | |
|---|---|
| **Enrollment (Headcount):** | 3466 Undergraduate; 3302 Graduate |
| **Control:** | Private (Non-Profit) |
| **Affiliation:** | Roman Catholic Church |
| **Carnegie Classification:** | Research - High Research Activity |
| **Degrees Offered:** | Certificate/Diploma, Associate's, Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship |
| **Distance Education Programs:** | No |

**Accreditors Approved by U.S. Secretary of Education:** American Bar Association, Council of the Section of Legal Education and Admissions to the Bar ; American Psychological Association, Committee on Accreditation ; Commission on Accrediting of the Association of Theological Schools ; Commission on Collegiate Nursing Education ; National Association of Schools of Music, Commission on Accreditation, ; National Council for Accreditation of Teacher Education

**Other Accreditors:** Accrediting Board for Engineering and Technology; American Chemical Society; American Library Association; Association of American Law Schools; Council of Social Work Education; National Architecture Accrediting Board; Nurses' Examining Board of the District of Columbia; National Recognition from the American Association of School Librarians in partnership with the National Council for the Accreditation of Teacher Education

**Instructional Locations**

**Branch Campuses:** None

**Additional Locations:** Brothers of Charity, Kruibeke, Belgium; Crystal City, Crystal City, VA;

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Hall of States, Washington, DC; Mindanao, 21 Rosales Street, Philippines; Naval Surface Warfare Center, West Bethesda, MD; Night Vision Lab, Fort Belvoir, VA; Southern Maryland Higher Education Center, California, MD.

**Other Instructional Sites:** Children's Medical Center, Washington, DC; Eagle Ridge Middle School, Ashburn, VA; Eleanor Roosevelt High School, Greenbelt, MD; Featherstone Professional Center, Midlothian, VA; Hilton Rockville, Rockville, MD; Library of Congress, Washington, DC; St. Charles Borromeo Church, Arlington, VA; VA Medical Center, Washington, DC.

## ACCREDITATION INFORMATION
**Status:** Member since 1921
**Last Reaffirmed:** June 24, 2010

**Most Recent Commission Action:**

June 24, 2010:
    To reaffirm accreditation. To commend the institution for the quality of its self-study process and self-study report. To request a progress report, due by April 1, 2012, documenting (1) inclusion in the new strategic plan of measurable objectives, assignment of responsibilities, explicit links to unit plans, and appropriate assessment measure (Standard 2) and (2) continuing institutional supporting for the assessment of institutional effectiveness and of the achievement of intended student learning outcomes (Standards 7 and 14). The Periodic Review Report is due June 1, 2015.

**Brief History Since Last Comprehensive Evaluation:**

November 16, 2005:
    To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2009-2010.

June 14, 2006:
    To acknowledge receipt of the substantive change request and to include the additional location in Ghent, Belgium provisionally within the scope of the institution's accreditation pending a site visit within six months after the additional location has been established. To include associate level degree programs within the institution's accreditation. The next evaluation visit is scheduled for 2009-2010.

April 18, 2007:
    To acknowledge receipt of the substantive change request submitted by the institution and to include the following additional locations within the scope of the institution's accreditation: Community and Family Services International, Manilla, Philippines, Bangsamoro Development Agency, Cotabato City, Philippines, Cotabato City State Polytechnic College, Cotabato City, Philippines, Mindanao State University, Marawai City, Philippines, and Western Mindanao State University, Zamboanga City, Philippines. To remind the institution of the pending site visit to the additional location in Ghent, Belgium. The next evaluation visit is scheduled for 2009-2010.

| June 28, 2007: | To thank the institution for receiving the Commission's representative, and to affirm inclusion of the additional location at the International Novitiate Canon Triest in Ghent, Belgium within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2009-2010. |
|---|---|
| June 30, 2009: | To acknowledge receipt of the substantive change request and to include the additional locations at Night Vision Lab, 10221 Burbick Rd., Suite 430, Fort Belvoir, VA 22060, and Naval Surface Warfare Center, Carderock Division, 9500 MacArthur Blvd., West Bethesda, MD 20817, within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2009-2010. |

**Next Self-Study Evaluation: 2019 - 2020**

**Next Periodic Review Report: 2015**

**Date Printed: June 25, 2010**

## DEFINITIONS

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

## EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

**II.2.2. Professional Degrees and Curriculum**
*The APR must include the following:*
- *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.*
- *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.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *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.*
- *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.*

| | |
|---|---|
| **NAAB Degree Offered:** | **Master of Architecture 2 (M. Arch 2) 2 year** |
| Pre-requisite Degree: | Bachelor of Science in Architecture (B.S.Arch) |
| Total Number of Credits: | Bachelor of Science in Architecture (126 cr)<br>Master of Architecture (60 cr, 45 with Adv. Standing) |

| Distribution of Courses | | |
|---|---|---|
| | General Studies | 0 credits |
| | Professional / Req'd Courses | 48 credits |
| | Professional Electives | 9 credits |
| | Other Electives | 3 credits |

| | |
|---|---|
| List of courses / cr hours | See below |

| **B.S.ARCH Tracking Sheet** | | |
|---|---|---|
| **Year one** | | |
| **Fall** | **CUA Course** | **cr** |
| ARPL101 | Introduction to the Built Environment | 3 |
| LC: PHIL201 | Classical Mind | 3 |
| LC: ENG101 | Rhetoric and Composition | 3 |
| HUM101 | The Classics in Conversation (or ENG102) | 3 |
| MATH108 | Precalculus | 3 |
| | | |
| **Spring** | | |
| ARPL102 | Design Tools | 3 |
| LC: PHIL202 | Modern Mind | 3 |
| LC: TRS201 | Faith Seeking Understanding | 3 |
| PHYS101 | 20th Century Concepts | 3 |
| MATH111 | Calculus | 3 |

| | | |
|---|---|---|
| **Year Two** | | |
| **Fall** | | |
| ARPL201 | Design Analysis and Synthesis | 3 |
| ARPL211 | Architectural History 1 | 3 |
| ARPL231 | Introduction to Sustainable Design | 3 |
| LSE | Liberal Studies Elective | 3 |
| SSE | Social Science Elective | 3 |
| | | |
| **Spring** | | |
| ARPL202 | Intro to Architectural Design | 6 |
| ARPL212 | Architectural History 2 | 3 |
| ARPL232 | Environmental Design 1 | 3 |
| TRS | Religious Studies Elective | 3 |
| | | |
| **Year Three** | | |
| **Fall** | | |
| ARPL301 | Architectural Design 1 | 6 |
| ARPL311 | History III: Mod Architecture | 3 |
| ARPL331 | Environmental Design 2 | 3 |
| ARPL333 | Construction 1 | 3 |
| LSE | Liberal Studies Elective | 3 |
| | | |
| **Spring** | | |
| ARPL302 | Architectural Design 2 | 6 |
| ARPL314 | Architectural Theory | 3 |
| APE | Program Elective | 3 |
| LSE | Liberal Studies Elective | 3 |
| | | |
| **Year Four** | | |
| **Fall** | | |
| ARPL401 | Architectural Design 3 | 6 |
| ARPL421 | Digital Construction Documents: BIM | 3 |
| ARPL441 | Structures 1 | 3 |
| ARPL | Program Elective | 3 |
| TRS | Religious Studies Elective | 3 |
| | | |
| **Spring** | | |
| ARPL402 | Comprehensive Build Design Studio | 6 |

| ARPL432 | Comprehensive Build Supplement | 3 |
|---------|-------------------------------|---|
| ARPL434 | Construction 2 | 3 |
| ARPL442 | Structures 2 | 3 |
| | **TOTAL CREDITS** | **126** |

| **MARCH2 Tracking Sheet - CUA Student** | | |
|---|---|---|
| **Year One** | | |
| **Fall** | | |
| ARPL601 | Concentration Studio 1 | 6 |
| ARPL | Concentration Elective 1 | 3 |
| ARPL636 | Design Process and Methods | 3 |
| LSE | Liberal Studies Elective | 3 |
| | | |
| **Spring** | | |
| ARPL603 | Concentration Studio 2 | 6 |
| ARPL | Concentration Elective 2 | 3 |
| ARPL742 | Advanced Structures | 3 |
| ARPL | Arch Program Elective 1 | 3 |
| ARPL | Advanced Theory Elective | 3 |
| | | |
| **Year Two** | | |
| **Fall** | | |
| ARPL701 | Concentration Studio 3 | 6 |
| ARPL | Concentration Elective 3 | 3 |
| ARPL696A,C | Capstone Studio 1/Independent Thesis 1 | 3 |
| ARPL | Arch Program Elective 2 | 3 |
| | | |
| **Spring** | | |
| ARPL696B,D | Capstone Studio 2/Independent Thesis 2 | 6 |
| ARPL722 | Practice Management | 3 |
| ARPL | Arch Program Elective 3 | 3 |
| | | |
| | **TOTAL CREDITS** | **60** |

| **MARCH2 Tracking Sheet - NON CUA Student** | | |
|---|---|---|
| **Year One** | | |
| **Fall** | | |

| ARPL601 | Concentration Studio 1 | 6 |
|---|---|---|
| ARPL | Concentration Elective 1 | 3 |
| ARPL636 | Design Process and Methods | 3 |
| LSE | Liberal Studies Elective | 3 |
| | | |
| **Spring** | | |
| ARPL602 | Comprehensive Building Design Studio | 6 |
| ARPL632 | CBDS Supplement | 3 |
| ARPL742 | Advanced Structures | 3 |
| ARPL | Arch Program Elective 1 | 3 |
| ARPL | Advanced Theory Elective | 3 |
| | | |
| **Year Two** | | |
| **Fall** | | |
| ARPL701 | Concentration Studio 2 | 6 |
| ARPL | Concentration Elective 2 | 3 |
| ARPL696A,C | Capstone Studio 1/Independent Thesis 1 | 3 |
| ARPL | Arch Program Elective 2 | 3 |
| | | |
| **Spring** | | |
| ARPL696B,D | Capstone Studio 2/Independent Thesis 2 | 6 |
| ARPL722 | Practice Management | 3 |
| ARPL | Arch Program Elective 3 | 3 |
| | | |
| | **TOTAL CREDITS** | **60** |

Concentrations          Master of Architecture Graduate Concentrations in the following
  - Urban Practice
  - Real Estate Development
  - Emerging Technologies and Media
  - Sacred Space and Cultural Studies

Minimum no. of cr/sem     Below 9 credits per semester results in part-time status

**NAAB Degree Offered:**     **Master of Architecture 3 (M. Arch 3) 3 year**

Pre-requisite Degree:      Bachelor's degree in any discipline other than Architecture

Total Number of Credits:   Master of Architecture 3 (111 cr

Distribution of Courses    General Studies              0 credits
                           Professional / Req'd Courses  102 credits
                           Professional Electives        11 credits

Other Electives        0 credits

List of courses / cr hours      See Below

| MARCH3 Tracking Sheet | | |
|---|---|---|
| **Year One** | | |
| **Summer** | | |
| ARPL500 | Introduction to Design and Graphics | 6 |
| | | |
| **Fall** | | |
| ARPL501 | Architectural Design 1 | 6 |
| ARPL511 | History of Architecture 1 | 3 |
| ARPL531 | Introduction to Sustainability | 3 |
| ARPL541 | Structures 1 | 3 |
| ARPL633 | Construction 1 | 3 |
| | | |
| **Spring** | | |
| ARPL502 | Architectural Design 2 | 6 |
| ARPL512 | History of Architecture 2 | 3 |
| ARPL514 | Architectural Theory | 3 |
| ARPL532 | Environmental Design Systems 1 | 3 |
| ARPL542 | Structures 2 | 3 |
| | | |
| **Year Two** | | |
| **Fall** | | |
| ARPL601 | Concentration Studio 1 | 6 |
| ARPL611 | History of Architecture 3 | 3 |
| ARPL621 | Digital Construction Documents: BIM | 3 |
| ARPL731 | Environmental System Designs 2 | 3 |
| ARPL636 | Design Process and Methods | 3 |
| | | |
| **Spring** | | |
| ARPL602 | Comprehensive Building Design Studio | 6 |
| ARPL632 | CBDS Supplement | 3 |
| ARPL634 | Construction 2 | 3 |
| ARPL | Concentration Elective 1 | 3 |
| ARPL | Arch Program Elective 1 | 3 |
| | | |
| **Year Three** | | |
| **Fall** | | |

| ARPL701 | Concentration Studio 2 | 6 |
|---|---|---|
| ARPL696A,C | Capstone Studio 1/Independent Thesis 1 | 3 |
| ARPL | Concentration Elective 2 | 3 |
| ARPL | Arch Program Elective 2 | 3 |
| ARPL | Theory Elective | 3 |
| | | |
| **Spring** | | |
| ARPL696B,D | Capstone Studio 2/Independent Thesis 2 | 6 |
| ARPL722 | Practice Management | 3 |
| ARPL742 | Advanced Structures | 3 |
| ARPL | Concentration Elective 3 | 3 |
| | | |
| | **TOTAL CREDITS** | **111** |

Concentrations          Master of Architecture Graduate Concentrations in the following
- Urban Practice
- Real Estate Development
- Emerging Technologies and Media
- Sacred Space and Cultural Studies

Minimum no. of cr/sem        Below 9 credits per semester results in part-time status

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

**EDUCATION ABROAD:**
Architecture studies at the School of Architecture and Planning are organized around the globe. To accommodate the wide variety of interests within our undergraduate and graduate student-body, the School offers an extensive variety of architecture travel-study programs.

**Rome Spring Semester Abroad**
CUA's Rome program offers third year undergraduate students, and students enrolled in the graduate program the opportunity to explore one of the world's most dynamic cities, with a wealth of historic, cultural, and architectural sites. In this semester-long program, students are accompanied by a design studio critic from CUArch as they engage in a full-semester program of study that includes design studio, field study, history, theory and the local language. Field trips, guest speakers, and visiting design critics from Italy and other European countries are integrated with each semester's design investigations.

*Facilities / Resources*
The CUA / St. John's residence hall are located in Prati, a residential neighborhood in Rome north of the studio location. The rooms are traditional residence hall style room, furnished with equipment needed for a long stay. The rooms are double occupancy. The buildings have a security guard in the lobby. Students also have access to a residence life hall director. Additionally the facility includes common rooms for students, common kitchen and eating spaces, and on-site laundry facilities. St. John's student residence buildings are close to commercial

areas, shopping, and restaurants.  Prati is accessible by bus and train.  It is approximately 20 minute walk to the studio space.

Studio and Classrooms:
Studio space and class room space are located in Palazzo Pio overlooking the Campo dei Fiori in Rome's centro storico.  The facility provides studios, classrooms, a library, computer lab, student lounge, conference room, administrative offices.  The studio spaces accommodate approximately 32 students.  There is an additional room for smaller meetings, reviews and juries.

*Course Requirements*
ARPL  302.R1  Studio                6 credits
ARCH 443.R1  Theory                3 credits
ARCH 574.R1  Field Study Elective    3 credits
ARPL  590.R1  Foreign Language      3 credits

*Length of Stay*
Beginning dates, end dates and program holidays correspond to the Spring Semester and the University Calendar. Approximately the length of stay is four months.


**Paris Fall Semester Abroad**
CUA's Paris program offers fourth-year undergraduate students, and students enrolled in the graduate program the opportunity to explore one of Europe's most vibrant cities through architectural design, planning and culture. In this semester-long program, students are accompanied by a design studio critic from CUArch as they engage in a program of study that includes design studio, field study, history, theory and French. Field trips, guest speakers, and visiting design critics from France and Europe are integrated with each semester's design investigations. Guest critics include architects Dominique Perrault, Jean-Francoise Bonn, Rodo Tisnado, Odile Decq and Frederic Borel.

*Facilities / Resources*
The program is based at The Récollets facilities in Paris.  The building was a convent erected in 1603 and has had several major renovations.  It is a landmark structure of the 10th arrondissement.  The Récollets serves as classroom, studio, and residences for the program.  The group that oversees The Récollets coordinates a residency program for students, researchers, artists, and writers to develop a project in Paris with a local organization.  Residential spaces in The Récollets ranges from 80-400 square feet.   Each unit includes a bedroom, bathroom, kitchen, and living space.

*Course Requirements*
ARPL 401.P1 Architectural Design III    [UNDERGRAD studio credit]    6 credits
ARPL 601.P1 Concentration Studio I      [GRAD studio credit]         6 credits
ARPL 603.P1 Concentration Studio II     [GRAD studio credit]         6 credits
ARPL 701.P1 Concentration Studio III    [GRAD studio credit]         6 credits
ARPL 513.P1 Foreign Studies History     [history elective]           3 credits
ARPL 503.P1 Field Study                 [program elective]           3 credits
ARPL 590.P1 Language                    [liberal studies elective]   3 credits

*Length of Stay*
Beginning dates, end dates and program holidays correspond to the Fall Semester and the University Calendar. Approximately the length of stay is four months.


**Summer Experience Abroad (SEA) Patrick Cardinal O'Boyle International Studies Program**

Each summer, CUArch conducts the Patrick Cardinal O'Boyle Foreign Studies Program in Europe. The School is offering a variety of experiences abroad that will give students flexibility with their time, academics, interests, and finances for the summer of 2014. Students can take anywhere from 1 credit to a full 12 credits, including a six credit studio in Rome, a three credit build project in Ireland and a three credit field study that includes an intensive workshop exploring various aspects of the Casa Malaparte in Capri Italy.   Visiting design critics from Italy and other European countries are integrated with each semester's design investigations

### Rome Studio
The focus of the studio will be how architecture responds to existing conditions and archeology of the city. The studio will begin with an intensive study of local architecture and its relationship to the surrounding urban fabric. The design project will begin at an urban scale examining site conditions leading into programmatic decisions. A small multi-function building will be explored taking the student from schematic design through detailing.

*Facilities / Resources*

*Rome Studio:*
The CUA / St. John's residence hall are located in Prati, a residential neighborhood in Rome north of the studio location. The rooms are traditional residence hall style room, furnished with equipment needed for a long stay.  The rooms are double occupancy.  The buildings have a security guard in the lobby.  Students also have access to a residence life hall director. Additionally the facility includes common rooms for students, common kitchen and eating spaces, and on-site laundry facilities.  St. John's student residence buildings are close to commercial areas, shopping, and restaurants.  Prati is accessible by bus and train.  It is approximately 20 minute walk to the studio space.

*Studio and Classrooms:*
Studio space and class room space are located in Palazzo Pio overlooking the Campo dei Fiori in Rome's centro storico.  The facility provides studios, classrooms, a library, computer lab, student lounge, conference room, administrative offices.  The studio spaces accommodate approximately 32 students.  There is an additional room for smaller meetings, reviews and juries.

*Course Requirements:*
ARPL 701 Graduate Design Studio
ARPL 503 Field Study and Malaparte Workshop

*Length of Stay:*
Beginning dates, end dates and program holidays correspond to CUA's summer dynamic sates and the university Calendar. The first day of the summer program abroad is 5/22/14 and the last day is 7/14/14

### Field Study and Malaparte Workshop
This course is taught mainly on-site in Rome, at the Casa Malaparte in Capri, and other Italian cities.  This sketching component sends students on site visits to various architectural and urban sites, dating from antiquity to the present day, in the area where they are studying. Through sketching, analytic diagramming, and the taking of other visual and written notes, students learn to observe, understand, and draw ideas from the built environment.  In addition to attendance at La Biennale di Venezia, the 2014 Field Study component included trips to Naples, Capri, Amalfi, Ravello, and Pompeii.

The Casa Malaparte workshop was a component of the 2014 Field Study course based at the Villa Malaparte in Capri, Italy.  The program was developed in 1995; it has been presented in

different formats over the course of almost two decades.  One of the goals of the workshop is to reflect upon the issues raised by the Casa Malaparte and its unique environmental characteristics.  Visiting guest have included personalities such as Richard Rogers, James Wines, Michael McDonough, and Antoine Predock. This year's visiting critic was Billie Lee. Students use the house and property as workspace and laboratory.  Local lodging vendors and hotels are used for student residence for the Casa Malaparte workshop and other trips outside of Rome.

*Course Requirements*
ARPL 701        Graduate Design Studio
ARPL 503        Field Study and Malaparte Workshop

*Length of Stay*
Beginning dates, end dates and program holidays correspond to CUA's summer dynamic dates and the University Calendar. The first day of the summer program abroad is 5/22/14 the last day is 7/14/14.

**Spirit of Place | Spirit of Design**
Each year, CUArch, in conjunction with Travis Price Architects, creates a unique Spirit of Place /Spirit of Design Design-Build Program. In this program, students travel to remote sites throughout the world to construct environmentally sensitive structures that are culture and place specific.

*Facilities / Resources*
 Students learn on-site depending on location of the project.  The Spirit of Place 2014 project was located in at Downpatrick Head, County Mayo, on the west coast of Ireland.   Accommodations are provided by several individual privately owned lodging places and bed and breakfasts.

*Course Requirements*
ARPL 505

*Length of Stay*
June 21, 2014 to July 6, 2014.


**II.2.3. Curriculum Review and Development**
*The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.*

There are several layers of review for all aspects of the both the undergraduate and graduate curriculums. The following list describes the levels of supervision for review. The flow of information and ideas occurs in both directions from top-down to bottom-up. The idea is that each person / committee is responsible for a particular aspect of the curriculum and that together, we can create a more unified, efficient and effective curriculum

Undergraduate
        Associate Dean for Undergraduate Studies
                -    Responsible for overall coordination of existing curriculum for the
                      undergraduate program

        CBDS Director

- Responsible for developing UG capstone studio (ARPL 402) objectives and integration with parallel courses

Studio Coordinators
- A studio coordinator is assigned for each studio. This person is responsible for overseeing the coordination of all studio sections within a particular studio level (ARPL 101, 102, 201, 202, 301, 302, 401)

Vertical Topic Coordinators (same for G & UG)
- We have developed several vertical topics that existing throughout the program from first year to the last year. These areas include Design, Structural Technologies, Environmental Technologies, Construction Technologies, History / Theory, Research / Management. Each vertical topic coordinator is responsible for coordinating the sequence of courses within a vertical topic (i.e. Structures 1, 2 and Advanced Structures or History 1, 2, 3 and Into to Theory)

Curriculum Committee (same for G & UG)
- The Curriculum Committee is comprised of all the members described above, plus some additional faculty members from our non NAAB accredited programs (Sustainable Design, Planning and Facilities Management). The curriculum committee is responsible for reviewing the existing curriculum and proposing / making recommendations to change the curriculum to the full faculty

Graduate
Associate Dean for Graduate Studies
- Responsible for overall coordination of existing curriculum for the Graduate program

Capstone / Independent Thesis Director
- Responsible for developing the G Capstone Studio sequence and Independent Thesis objectives and integration with parallel courses

Concentration Coordinators
- A concentration coordinator is assigned for each graduate concentration. This person is responsible for overseeing the coordination of all courses within a given graduate concentration.

Vertical Topic Coordinators (same for G & UG)
- We have developed several vertical topics that existing throughout the program from first year to the last year. These areas include Design, Structural Technologies, Environmental Technologies, Construction Technologies, History / Theory, Research / Management. Each vertical topic coordinator is responsible for coordinating the sequence of courses within a vertical topic (i.e. Structures 1, 2 and Advanced Structures or History 1, 2, 3 and Into to Theory)

Curriculum Committee (same for G & UG)
- The Curriculum Committee is comprised of all the members described above, plus some additional faculty members from our non NAAB accredited programs (Sustainable Design, Planning and Facilities Management). The curriculum committee is responsible for reviewing the existing curriculum and

proposing / making recommendations to change the curriculum to the full faculty

### II.3.    Evaluation of Preparatory/Pre-professional Education
*The APR must include the following:*
- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting "advanced standing." These are to be documented in a student's admissions and advising record (See also I.2.1).*

The procedures for evaluating student transfer credits and advanced placement in the B.S. Arch. and M. Arch. Curricula are as follows:

### Bachelor of Science in Architecture
CUA accepts applications for transfer students for admission in either the fall or spring semester. Final terms of admission are conditioned by the following:

(1) Credits must represent work that is applicable to a current curriculum in the university;

(2) Credits must represent work that is substantially equivalent in quality and quantity to the work pursued here for which it is to be substituted;

(3) Only courses passed with a grade of at least C (when D is passing) will be considered;

(4) No more than the equivalent of one semester's credit at CUA will be given for a semester of work done elsewhere;

(5) Of the last 36 to 40 semester hours of credit earned for the degree, 30 semester hours must be earned at CUA. For those entering at the sophomore or junior class level, distribution requirements may be modified.

On the recommendation of the dean, credit for educational experiences in programs of the armed services will be accepted for transfer after completion of at least one semester of full-time study in a degree program at CUA and for such courses as are substitutes for courses required in the degree program.

Transfer Students
The School of Architecture and Planning accepts transfer students at all levels of the B.S. Arch. Program, depending on the availability of studio space. Transfer students can be accepted for both the first and second semesters. Transfer students who have experience in architectural design will receive studio assignments based on a review of their portfolios. Portfolios are required as part of the application process for these students. Undergraduate transfer applicants should have a minimum cumulative grade point average of 2.70.

Transfer Students Holding an Associate Degree in Architecture
Students who hold an associate degree in architectural science or an equivalent degree from a two-year community college may be eligible for the special program leading to the degree Bachelor of Science in Architecture. Students are admitted to this program only in the fall. A minimum grade point average of 2.70 is required for admission. Students are admitted with junior status. Upon admission the student's portfolio and coursework is evaluated by the Associate Dean for Undergraduate Studies to determine proper placement in the program. Students who place out of any required course in the program must take elective courses to fulfill the credit requirements.

Transfer of Credit

To receive transfer credit for a course taken elsewhere, the student must submit an official transcript of transfer courses. All course work completed at colleges and universities within the United States and internationally are evaluated on a case-by-case basis by the Associate Dean for Undergraduate Studies. To receive transfer of credit, the student must adhere to the following procedure: (a) confer with the Associate Dean for Undergraduate Studies to determine whether the courses to be transferred are appropriate for the student's degree program, (b) present official transcript and descriptive materials for the course, including syllabus, textbooks, and the student's own work products. If accepted as transfer credit, the Associate Dean for Undergraduate Studies completes the attached transfer credit evaluation worksheet. The School of Architecture and Planning then submits the necessary documentation to the Office of the Registrar.

**Master of Architecture Program**
Transfer of Credit
Six semester hours of graduate work earned at another accredited institution, within the last 10 years, in which a student received grades of B or above may be applied toward course requirements for the master's degree, upon recommendation of the appropriate department and with the approval of the academic dean.

To receive transfer credit for a course taken elsewhere, the student must submit an official transcript of transfer courses. All course work completed at colleges and universities within the United States and internationally are evaluated on a case-by-case basis by the Associate Dean for Graduate Studies. To receive transfer of credit, the student must adhere to the following procedure: (a) confer with the Associate Dean for Graduate Studies to determine whether the courses to be transferred are appropriate for the student's degree program, (b) present official transcript and descriptive materials for the course, including syllabus, textbooks, and the student's own work products. If accepted as transfer credit, the Associate Dean for Graduate Studies completes the attached transfer credit evaluation worksheet. The School of Architecture and Planning then submits the necessary documentation to the Office of the Registrar.

Waiver from Professional Degree Requirements
All incoming students in the M. Arch. 2 and M. Arch. 3 tracks are required to meet with the Associate Dean for Graduate Studies to determine their placement within the program. Students who have taken pre-professional or professional courses at another institution that satisfy requirements for the Master of Architecture, may request to be waived from repeating the material at CUA. The procedure for requesting a waiver are the same as for the transfer of credits listed above.

If the coursework under review satisfied credit hours and requirements toward their previous degree, any waivers do not reduce the student's course of study below CUA's minimum credit hours for the degree. In this case, students must enroll in elective courses to satisfy the minimum degree requirements.

If a student is requesting a waiver based on transferred credits that did not count toward their previous degree, the minimum resident credit hours for the degree are reduced based on the transfer of credit that has been approved.

Advanced Standing
At the time of application to the M. Arch. Program, applicants are considered for advanced standing. Decisions regarding advanced standing are made based on the following criteria: (a) portfolio and personal statement, (b) undergraduate GPA, and (c) GRE scores. Students awarded Advanced Standing must meet with the Associate Dean for Graduate Studies to develop their program of studies. Students with Advanced Standing must complete 45 semester credit hours in design, history/theory, technology, planning and professional practice. Students who receive advanced standing are not waived out of any courses that satisfy any Student Performance Criteria.

**II.4.    Public Information**

*The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II:  Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.*

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

http://architecture.cua.edu/welcome/accreditation.cfm

CUA's professional program in architecture is fully accredited by the National Architectural Accrediting Board (NAAB), the sole agency authorized to accredit U.S. professional degree programs in architecture. The school received the maximum term of accreditation during its last review in February 2009.

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 Catholic University of America, School of Architecture and Planning offers the following NAAB-accredited degree programs:

Master of Architecture, Two Year, Professional degree, 60 graduate credits
Master of Architecture, Three Year, Professional degree, 111 graduate credits

Next accreditation visit for all programs: 2015

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

http://architecture.cua.edu/welcome/accreditation.cfm

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

http://architecture.cua.edu/jobs.cfm

The School of Architecture and Planning offers a JOB link to students on its website. The link is accessible from all pages on the website. It is here that we post all current job opening we received from practitioners in the field. In addition, we provide students with several other useful links such as:

The Catholic University of America's Office of Career Services

The university's Office of Career Services helps all CUA students and alumni prepare for their careers, acquire experience, learn job search skills and find employment. Their website contains Cardinal Connection, an online database of employment opportunities.

AIA Career Services
The national American Institute of Architects has many resources for architects to use while moving through their careers.

AIAdc
The local Washington, DC American Institute of Architects chapter has its Job Center for Employers and Job Seekers.

CSI Career Center
The Construction Specifications Institute has a Career Center to connect CSI members with potential employers.

CUA AIAS Annual Job Fair
Please check our upcoming events page for the next CUA AIAS Job Fair.

International Facilities Management Association (IFMA)
Search through the IFMA - Capital Chapter (DC)'s online jobs to find current DC area Facility Management employment opportunities.

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

**Visiting Team Report**
*A copy of the Visiting Team Report is kept in the Dean's Office. Those willing to see the APR can request it from Patricia Dudley, Assistant to the Dean*

**Public Access to the 2009 Accreditation Report**
*A copy of the 2009 Accreditation Report is kept in the Dean's Office. Those willing to see the APR can request it from Patricia Dudley, Assistant to the Dean*

## II.4.5.   ARE Pass Rates

| Year | Programming, Planning & Practice | | Site Planning & Design | | Building Design and Construction Systems | | Schematic Design | | Structural Systems | | Building Systems | | Construction Documents & Services | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | Pass Rate | # | Pass Rate | # | Pass Rate | # | Pass Rate | # | Pass Rate | # | Pass Rate | # | Pass Rate |
| 2012 (4.0) | 45 | 76% | 42 | 52% | 34 | 50% | 40 | 78% | 36 | 61% | 41 | 66% | 51 | 71% |
| 2011 (4.0) | 40 | 48% | 31 | 65% | 28 | 57% | 32 | 75% | 24 | 67% | 26 | 50% | 37 | 59% |
| 2010 (4.0) | 40 | 57% | 40 | 65% | 38 | 66% | 34 | 79% | 45 | 49% | 36 | 61% | 41 | 61% |
| 2009 (4.0) | 32 | 59% | 26 | 65% | 23 | 61% | 37 | 81% | 21 | 67% | 19 | 68% | 39 | 51% |

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**Part Three.      Progress since Last Site Visit**

**1.      Summary of Responses to the Team Findings [2009]**

**A.      Responses to Conditions Not Met**

**I.1.2 Studio Culture (Previously Condition #5):**
Statement of Condition from 1998 or 2004 Conditions for Accreditation:  *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

**Comment from previous VTR [2009]** This condition is not met. A first attempt at a Studio Culture Policy has been provided, but there is no consistent understanding among the faculty and students of the document's existence, nor its importance. A more interactive practice for educating the students about the positive aspects of the policy should be established. The traditional culture of studio is strongly embedded within the program however contemporary issues regarding studio culture need to be addressed in a systemic way. The culture has been negatively impacted by the combination of the high number of required hours and the limitations of the facilities.

**2015 Response from Program:** Since the prior visit, CUArch has made a concerted effort to heighten the awareness of the Policy on Studio Culture with the School of Architecture and Planning.  These efforts were undertaken to:

> 1-  Disseminate the current policy
> 2-  Review the policy for effectiveness
> 3-  Determine what (if any) revisions are necessary

Several forums for discussion and presentation of the policy were planned and carried out with various members of the CUArch community, including CUArch faculty, administration, staff and students since the last NAAB Accreditation visit. The following describes these in detail.

In the Fall Semester of 2009, the policy was e-mailed to all students, faculty and staff, and was discussed at our school wide 'Town Hall Meeting' (a meeting where all studio students are brought together in the auditorium for school-wide discussions or announcements).  This was repeated in Spring Semester 2010. In the Fall 2010, we increased our efforts, not only again e-mailing the policy but instituting a process whereby the policy was required to be discussed with students in all studio sections by each studio faculty member and/or year-level studio coordinator.  Such discussion and distributions of the policy have continued.

A student Studio Culture Committee was created following the NAAB visit; the committee works with faculty to further incorporate the policy into the studio setting.  During the Summer of 2011, we expanded this to become the 'Committee on Student Life,' whose mission is to serve as a liaison between the School of Architecture faculty, administration and student and to discuss and work towards ensuring the welfare of student life within the school of architecture. The committee is comprised of a senior faculty member chair, 2 additional faculty members, 2 student representatives, as well as a counselor from the University Counseling Center. The committee is currently chaired by Professor Julius Levine.  The committee worked over several semesters to compile information and to prepare some draft revisions of the policy.  That committee met with the administration at several points during the Fall 2010 semester.  It was ultimately decided that the issue was not so much that any changes were necessary to the policy itself, but rather that awareness had been lax.  For the Spring Semester 2011 we asked that the policy be included in all course syllabi and that the policy be discussed again at start of all studios by instructors and students.  Work by the Committee on Student Life continued.  The Studio Culture Policy was the *sole*

*subject* of a Fall 2011 'Town Hall Meeting' on August 31, 2011. In order to introduce the policy to new students, faculty and staff and to reiterate it to those continuing, we presented the entire policy to those in attendance and encouraged discussion for one hour. We also stated that subsequent discussions will be conducted within the each studio section with the studio critics. In order to allow for a more focused conversation between students and faculty, we mandated that following the Town Hall presentation, each studio coordinator select a day in which the policy will be discussed with each studio section. It was requested that a discussion ensue so that students have the opportunity to share what they feel is working or not working with respect to the policy. Studio Coordinators were asked to summarize the conversation and then forward it to the administrative team. A meeting occurred on those results on October 5th. We continued the process whereby the policy was discussed with students in all studio sections by each studio faculty member and/or year-level studio coordinator. For Spring 2012 the policy was again included in all course syllabi. The administrative team measured compliance of this, and found conformance.

On Wednesday, December 7, 2011, "Studio Culture / Student Participation" was the primary agenda item in our monthly faculty meeting. The discussion was framed as a follow up to feedback received in the studio section discussions. Faculty contributed their own thoughts and suggestions for improving student participation and the studio culture of the school. Some of the items discussed were: Can we develop a "grievance" protocol in the Policy on Studio Culture, and are there any ways we could go even further in disseminating awareness of Studio Culture? The idea of a Studio Culture installation (discussed below) came out of that meeting. Further, we discussed how AIAS could be rejuvenated and reinforced, how can we more effectively foster student participation, leadership and sense of community within the school, and how we can develop orientation activities upon entry to the CUArch program (or every year) that helps engender a sense of community.

During the Fall and Spring semesters of the 2011-2012 academic year, individual class-wide advising sessions were held. These sessions were a forum where students provided feedback to the Assistant Dean for Student and Academic Affairs. These sessions were implemented as the administration felt students may feel more comfortable talking in a smaller group than in the school-wide town halls. It was also believed that students might raise issues specific to their class they may not mention in larger school-wide forums. The findings were then presented to the Associate Deans for follow-up and continued discussion.

We feel these various steps indicate that we have indeed instituted, as requested by NAAB, "a more interactive practice for educating the students about the positive aspects of the policy."

During the Spring 2012 semester, CUArch faculty, administration, staff and students (led by AIAS) conceived of, designed, fabricated and installed a temporary installation in an effort to heighten the awareness of the Policy on Studio Culture with the School of Architecture and Planning. The team consisted of Associate Dean for Undergraduate Studies Luis Boza, Assistant Professor Hollee Becker (AIAS Faculty Representative), Bethan Llewellyn-Yen (Visiting Assistant Professor and Exhibits Committee Chair), Ryan Nuggent (AIAS President), Ryan McKibbin (Shop Coordinator) and several architecture students.

The installation is located in the main circulatory corridor / gallery in the Crough Center for Architectural Studies. The corridor is 80'-0" long and 8'-0" wide. The installation displays the four main points of the Policy on Studio Culture on the floor surface using laser cut, adhesive backed vinyl letters. Each letter is approximately 1'-6" high. The four main points span the length of the corridor and can be read in each direction of travel of the corridors as well as from the mezzanine above.

To accompany the vinyl letters, 18 posters were prepared to adorn the walls along the main corridor. Each poster features the image of a professional architect or architectural educator with a quote pertaining to the role of the architect in the community or society (these are visible on the walls in the photo). The posters were intended to reinforce a connection between the roles of each person and their community – be it in the community of your peers within the school or as a professional in service to the

larger society.  Initially planned as temporary installation to be on display for two weeks, the installation has remained in place for the entire spring semester.  Its unexpectedly high physical durability led to its becoming a *permanent* display.  Comment on the installation has been considerable.  It generated much discussion and provoked almost all students to consider the messages of studio culture.  It also generated widespread commentary amongst faculty, staff, visiting jurors, alumni, visiting lecturers, etc. All in all, the reach and impact of this installation has been huge, and for very little actual cost.

The floor installation is still in place as of this writing.  It continues to generate widespread interest by those who visit the building.  Over the years, students have become more accustomed to it, however, and one wonders the degree to which it still has enough novelty power to have impact with students.  One concern regarding the future of the installation is the need to sand the wood floor throughout the main level.  If such sanding occurs, the school would like to reconstitute the display, but change it in a visible way to renew its import.

The Associate Deans for Undergraduate and Graduate Studies, the Committee on Student Life, the AIAS and faculty continue to work together to discuss, propose and implement suggests to strengthen student participation and leadership. AIAS has faced reduced membership due to enrollment declines in the school.  A concerted effort to reinvigorate AIAS was made during the 2012/2013 academic year, led by faculty member Hollee Becker.  It has been successful.

NAAB also noted that the "high number of required hours and the limitations of the facilities" were impacting studio culture.  Those, too, have been addressed, and will be reported on in following sections.

As a result of the Focused Visit of 2012, the school was informed this condition had now been met. Activities in this regard are ongoing.


### I.2.1  Human Resources (Previously Condition #6):

Statement of Condition from 1998 or 2004 Conditions for Accreditation:  *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

**Comment from previous VTR [2009]:** This condition is not met. Overall, there is a very good student/faculty ratio. The support staff is hard working but minimal for the size of the program and does not provide for growth. Students, faculty and staff expressed strong concern over the lack of administrative clarity within the school. Frustration over organizational structure and the decision making process was evident. Additionally, students expressed strong concerns over advising effectiveness, timeliness, faculty assignments, course scheduling, and consistency. Both students and faculty expressed concern over excessive time delays in receiving feedback from course evaluations. This adversely affected the quality of course effectiveness and communication. Additionally, the team has concern over the lack of the critical nature of the course evaluation questions which may inhibit the quality of the feedback.

**2015 Response from Program:**  The school has undergone an increase in size and complexity over the past decade. Between 2003 and 2012 the count of 'regular' employees – including both faculty and staff – increased dramatically.  Multidisciplinary activity commenced (new programs in planning and sustainability, and now facilities management), new graduate concentrations were introduced into the professional program in architecture, and new initiatives like our CUAdc community outreach group (Catholic University of America Design Collaborative) were begun.  It was time to address issues of greater or clearer administrative structure.

In May of 2009, just after NAAB's visit, the school held a 'mini-retreat' on the issues of organizational structure and lines of communication. To lead the day-long mini-retreat, the school engaged a recognized organizational expert in the metropolitan region – Jacqueline Johnson of Jacqueline Johnson & Associates, LLC (JJ & A). Ms. Johnson not only ran the retreat, but had a prior series of meetings with several key groups of faculty, several groups of staff, a group of students, and the administrative team. The external review of our structure and procedures was very effective. A number of issues of concern (several of them regarding the specific performance of employees) were identified; the Dean and this consultant met a number of times confidentially.

The major outcome of that mini-retreat was the start of work on the creation of a series of chart options for a reorganization of the school's lines of reporting, options that would better reflect the school's new complexity and size. Ultimately, over the summer and the subsequent fall semester, 25 draft versions of organizational chart options were prepared and discussed by the strategic planning committee and the faculty & staff at large. All major variants for how a school of our type could be organized were researched, and examples of charts from other schools on campus and peer programs in design nationally were discussed. These 25 draft versions definitively tracked the status of the existing organization and proposed substantive changes toward new organizational strategies.

The final version was accepted and implemented at the start of the Spring 2010 semester. It was entered as a motion containing several discrete steps, which could have been achieved at once or sequentially over time. The first proposed step reorganized aspects of our staff reporting, the Summer Institute, foreign programs, faculty coordination, advising, development efforts, CUAdc, and our Experiences high school program. It also established a new Center for Sustainable Design and a new position of 'Associate Dean for Research' – outgrowths of prior strategic planning efforts that had yet to be implemented. The second step proposed that the school's faculty could 'departmentalize' in light of the new programs in planning and sustainability. Ultimately, the faculty and staff elected to implement the first phase of this reorganization, and leave departmentalization for future discussions. It was felt that the new programs were still establishing themselves and that departmentalization could be premature. It was decided that the faculty would continue to operate as a 'faculty of the whole' for the time being. Overall, this reorganizational effort answered the questions and concerns about structure emerging from the NAAB visit. We have now have had five years to operate under this new basis, and it has changed many aspects of how the school communicates and functions.

Initially in the revision, staff members were asked to report as two working groups to the two Assistant Deans (one of these Assistant Dean positions has been created since the NAAB visit, and the chart clarified the tasks handled by each Assistant Dean). Prior to the revision, all staff had reported directly to the dean—a method that the growth of the school had made problematic. The change allowed greater cohesion between staff, greater sharing of tasks, and more operational efficiency. Weekly staff meetings of these two working groups of staff were instituted. The chart also established the possibility that professional staff could directly supervise other staff – a necessary development given the increasing size of the school.

After a year under that new structure regarding the Assistant Deans, one of them resigned from full-time activity at the school in order to give greater time to an enlarging professional practice (that person remains with us in a part-time capacity, still teaching). In light of that resignation, we opened a search for a replacement Assistant Dean, but rearranged the two positions to make one of those positions function more as an 'Office Manager/Chief of Staff' who would supervise all staff. That title was determined to be "Assistant Dean for Administration." The other Assistant Dean would handle predominantly student and academic affairs, and would not supervise staff actively. The rationales were several: we felt even better staff integration of duties would occur if only one person was responsible for staff supervision; and we felt it would further clarify who faculty and students turn to when having a staff-related question. A search was launched for this new Assistant Dean under those parameters. Numerous staff members as well as the existing Assistant Dean participated in the interview process. A hire was completed. The new Assistant Dean held a similar position in program management at Georgetown University, here in

Washington DC, where they had supervised many staff and coordinated finances.  All office staff and laboratory staff now report to that person.  That change has been highly effective, verging on transformative on the level of day-to-day management.  We began to operate much more smoothly.

The reorganization also clarified the roles of the two Associate Deans – one directing the graduate programs and one directing the undergraduate programs.  It was definitively made clear that the Associate Deans will handle faculty evaluations.  Previously this had been done by the dean alone. This change allows those who are most familiar with the faculty work in courses to conduct the faculty evaluations.  The reorganization further clarified which committees and/or coordinating studio groups reported to which Associate Dean.  The two Associate Deans also now handle all course scheduling and course assignments.  Previously the dean had often been called upon to participate directly in aspects of those decisions.  The Summer Institute and foreign programs had been overseen by independent directors, reporting to the Dean. Due to the reorganization, these tasks are now supervised in a dual reporting manner by the two Associate Deans.  We had had many problems over the past few years with coordination of these functions, as they obviously impact academic decisions but also include many organizational and logistical aspects. This new reporting structure has greatly assisted in better integrating these functions into the academic programs.  The Summer Institute is now being supervised by Julie Kim, a tenure-track person with extensive experience in academic administration (she had previously served as the Director of the Graduate Program at the University of Detroit-Mercy).  CUAdc and our Experiences Program also now report to the Associate Deans.

Further, development efforts were consolidated and made to report directly to the dean.  Facility concerns and issues are directed to the Assistant Dean for Administration.  Financial, travel, and other administrative concerns are also directed there.  Our ability to turn around reimbursements quickly has greatly increased.

In aggregate, these changes in structure have helped to distribute responsibility more equally amongst the school's administrative team and have clarified our structure.  Questions related to those issues have largely ended.

In July of 2011, an administrative assistant was added to the school's staff.  This position was funded by growth in the new MCRP and MSSD programs.  This new person spends approximately ½ of their time in assisting the directors of those programs, and the other ½ on general administrative tasks for the entire school. Our ability to serve faculty and students of the programs has increased.  The school at that point was still on a growth trajectory.

Advising was a concern at the time of the 2009 visit.  Prior to the reorganization, faculty members were directly responsible in the routine advising process, with mixed results. Consistency of advising became a major issue at the school, particularly given the increasing complexity of the programs and the new potential for joint degrees. The graduate concentrations in the M. Arch also had added considerable advising complexity to the program. The chart established that advising for undergraduates would be handled predominantly by the Assistant Dean for Student and Academic Affairs.  The Associate Dean for Undergraduate Studies also participates in considerable upper-level advising.  Graduate advising is now done by the graduate Associate Dean directly, in concert with the concentration and program directors. Faculty members still participate with students as 'career mentors', *but no longer do routine advising*. These changes were successful. Complaints or concerns about advising have stopped completely.  The reorganization also resulted in the upgrade of our registration function. One staff person (identified as an area of concern by our organizational consultant and surrounding which there had always been some performance-related issues) was separated from CUA, and a new job description was created for a 'Student Records Manager.'  For this position, a person with professional credentials and experience in the area of student registration was hired, and began working closely with the Assistant Dean for Student and Academic Affairs on all aspects of advising and registration.

Course evaluations are now processed exclusively by the two Associate Deans. Previously, these came by campus custom to the dean's office directly, and that extra step always caused delays in getting this

information back to the faculty in a timely manner.  Now, the Associate Deans handle it directly, and communication with the faculty about course evaluations has improved.  The Dean and the Associate Deans meet each semester to go over the results of the course evaluations, in order to examine how those results should be addressed with faculty during their performance reviews.  Previously, that had been done largely by the dean alone as the school had been smaller and more manageable.  We have not actively sought, beyond what faculty request normally, to change the actual questions being asked.  The faculty have discussed this issue several times, but have decided that the questions cover the essential issues and provide effective feedback.  The questionnaire gives students the chance to write at great length, and some students indeed provide very long commentaries.

The consolidation of all development activities under the dean has progressed acceptably, though the effort of late has been hampered somewhat by upper level administrative changes (the university's VP of Development left CUA and a search was undertaken to fill that position; this has caused some delays in responding to donor's gifts, etc.; a hire was made and the situation now is improving a great deal).

The school was interested in exploring further steps regarding its organization structure, and departmentalization remains on the agenda. At the regular Fall Faculty Retreat in August of 2010, David W. Hinson, FAIA, Head of the School of Architecture at Auburn University, was brought to our school to make a presentation on departmentalization nationally at various architecture schools that are moving – like us – toward greater multidisciplinary work. He was selected for this presentation as Auburn has an overall complexity in architecture similar to our school, and has recently launched a planning program. Auburn's structure was discussed at some length at that faculty retreat. Subsequently, more research was conducted with Hinson's help and disseminated to our faculty on the architectural organization of the University of New Mexico, Syracuse, North Carolina at Charlotte, the University of Miami, Tulane, and others. Whether to departmentalize or not is still under active discussion.

As a result of the Focused Visit of 2012, the school was informed this condition had now been met.

Overall, this reorganization process since the prior visit has greatly assisted the school in handling its new complexity and size. However, the past several years have presented new challenges related to enrollment and budget.  These have affected the staff situation, particularly.  Enrollment issues have caused some additional turn-over and changes.

In Spring 2013, the Assistant Dean for Administration left CUA after serving here for 9 years, to take a post at Georgia Tech.  This was a loss for the school.  Given budgetary restrictions and enrollment declines, the decision was made not to replace this person.  In that the person no longer directly supervised any staff, this change did not have effect on the org chart, other than the elimination of that one position line.  By that point in time, the new registration person had become experienced in advising, and now preforms the majority of that function for the undergraduates, with supervision by the Associate Dean for undergraduates.  We feel this is working well.  No complaints have reemerged after one year of working in that configuration.

Further general staff declines have occurred, related to the computers area, particularly, as well as our media lab.  Those are dealt with under human resources of this report.  They have not affected directly the structure of the org chart and its reporting lines.

The org chart was also updated to show the new Facilities Management Program and its Director.


**I.2.3 Physical Resources (Previously Condition #8):**

Statement of Condition from 1998 or 2004 Conditions for Accreditation:  *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each*

*full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes*

**Comment from previous VTR [2009]:** This condition is not met. Although every student, except the freshmen, has a dedicated desk space, there is not adequate layout or pin up space or adequate space at each station. The desk space is so tight it hampers the proper execution of a design problem. The freshmen share a desk. Even in this area there is a problem with adequate space for proper seating and alignment to drawing boards. The faculty has adequate office space, however many offices do not have windows and there is no room for additional faculty. The areas for the IT network, printing, plotting and laser cutting are not properly ventilated. The heat generated by the equipment provides temperatures higher than acceptable for either people or the equipment itself. The woodworking shop is adequate and safety precautions are observed and students are being trained on the use of the equipment. However, the ventilation and dust exhaust system is a concern. The storage in the building is not adequate.

**2015 Response from Program:** This is a particularly complex issue, with much happening prior to the 2012 Focused Visit, and additional changes and evolution since. The impacts of declining enrollment have fundamentally changed the approach to this. First, we will review what occurred before 2012, and then what has happened since.

After NAAB visited in 2009, three significant initiatives were immediately undertaken to address the crowding in our facility: 1) a competition to select an architect for a renovation/expansion of the Crough Center, 2) direct reduction in student headcount, and 3) curricular revisions to the accredited program. The steps interact, at times reinforcing and at times mitigating one another. For example, we knew the drive to do an expansion of the Crough Center would be impacted by any overall decline in enrollment coupled with a reduction in the number of studios required. The school rapidly became much less crowded following 2010, and became more comfortably accommodated in the current Crough Center. It was then felt that the best approach to handling the school's longer term space needs will be to spend several years in a targeted fundraising effort related to an addition, even as we simultaneously watch carefully to see if there are further changes in enrollment trends. Certainly our physical needs are substantively different, and the trends are substantively different, than the last time NAAB visited. We will address each of the three major initiatives we have undertaken in some detail. We will also report on a number of other unrelated improvements in our facilities.

*1. University-Wide Discussions about the Renovation/Expansion of the Crough Center*
The school was asked to initiate a process for hiring an architect to plan an addition to our Crough Center facility. This was first real step toward what we hope will be a substantive upgrade in the way our school is housed. This initiative came out of several years of discussion with the central administration subsequent to NAAB's last visit to campus. As recently as five years ago, the school had a long history of uninterrupted growth, which made it a strong candidate for a facilities upgrade.

Even prior to the NAAB's 2009 Site Visit, the school and university had held many discussions about the need to expand and partially renovate the Crough Center. The addition of our new multidisciplinary programs, changes in teaching pedagogy (particularly regarding the computer), new lab needs (such as CAD-CAM), greater storage needs, and continued faculty growth made the step advisable – even beyond the issue of literal crowding of desks. Various air quality issues (as duly noted by NAAB) and pervasive roof leaks affected the existing structure. It became increasingly clear to everyone that major facility investments would be required in the next few years.

The idea of an addition has a long history. A 10,000 to 20,000 sq. ft. expansion to Crough on its east side has been shown in campus master planning documents for quite some time – at least since 2002. After receiving the VTR following the February 2009 visit, the Provost, University Treasurer and Dean Ott met in the spring of 2010 to discuss how this proposal could be energized and moved forward. While such an effort is unavoidably a long process, there was broad support at the level of the central administration for dealing seriously with the facilities concerns prevalent at Crough. Following that meeting, the facilities department began discussions with the school and began drafting a series of schematic designs

exploring additions in various configurations. As a first step toward establishing a more defined program for an addition, the school's Assistant Dean conducted a comprehensive review of the existing programmatic spaces in the Crough Center. The school's Executive Development Board (our professional fundraising and advisory group) discussed our facilities issues at both its Fall 2008 and Spring 2009 meetings, and a subcommittee of the board was established to begin working with the school's faculty 'Facilities Committee' on programming issues. Those groups met together several times in 2009 and 2010. At the Fall 2010 board meeting, the subcommittee reported on that work as well as various pricing scenarios and scheduling issues. The result was an informal timeline of tasks for trying to move an addition project forward. Fundraising needs were also discussed extensively. Prior to this, in the fall of 2009, the school held a major celebration related to the 20th-year anniversary of the original renovation of the Crough Center for use as an architecture school (before becoming the architecture school in 1989, it had been the campus gym). All groups of donors who originally participated in the creation of the Crough Center were invited back to campus for a reception attended by several hundred students and alumni. Most of the original donors attended and offered reflections. The anniversary event was also attended by the President, Provost, Treasurer, and other university vice presidents. For the event, a 64-page booklet was published by the school on the history, development, and future of the Crough Center. It included articles on how the building was originally renovated, how it has changed and been upgraded over the past 8 to 10 years, and how students in our Comprehensive Building Design Studio in the spring of 2008 used an expansion of Crough as a studio program. One thousand of these booklets were produced. They were distributed at the anniversary event and sent to other alumni and donors.

Offsetting and slowing all of these steps, however, were two considerations:  the massive national recession began to occur and University President Father O'Connell made known his decision to step down. The recession eventually necessitated a freeze on capital expenditures. As the university began a search for a new president, any steps toward future-oriented major facilities upgrades were naturally put on hold as well. Also, it became clear that any sort of fundraising effort directed at the school's alumni during a period of widespread unemployment in the design disciplines would take additional time.

A new president, John Garvey, joined CUA in the fall of 2010. Discussions and actions related to Crough continued. In November of 2010, Dean Ott and the new president met for a comprehensive briefing on the needs of the school; facilities concerns were a major item. As a result of that meeting, the school had strong support at the level of the central administration for moving forward as soon as conditions could allow. As evidence of that commitment, the university applied approximately $500,000 of bond funding to move forward with a full replacement of the Crough Center's roof.  That replacement is now complete, and the school has since been tight and dry.  The building has had pervasive leaks for years, and this reroofing was a critical step toward making the existing building fully weather-tight and ready for further renovation/expansion work. This fundamental repair is the most major facilities step with Crough since the addition of an elevator in 2005.

Numerous further meetings with the Provost and Treasurer occurred. On Friday, April 29th, 2011, an important meeting was held between the President Garvey and four members of the school's Executive Development Board.  Dean Ott also attended.  The needs of the school regarding facilities were discussed in great detail.  Over the next few months more meetings occurred between the school's administration and the Provost and Treasurer.  In the summer of 2011, it was definitively determined that the school would explore the option of an addition, with financial support for the planning process from the central administration, and studies of how to proceed were undertaken.  The subject was extensively discussed at the school's Fall Faculty Retreat of August 22nd, 2011.

Moving in parallel to these activities, the campus has been in process on a master planning exercise (required periodically by the District of Columbia), and the school was asked to have several of its faculty and the dean involved in the effort.  The needs of the school regarding space were discussed in that context as well.  The master plan included, in generic form, several surrounding options for expansion of various schools' facilities near the Crough Center, showing possible locations for space that could accommodate, for example, architecture, engineering or nursing.  The Engineering school, particularly, has developed a critical need for more space.  Various ways to move in concert were discussed, given

the very close proximity of the two schools on campus and their shared history (architecture was a department of Engineering for the first 75 years of its existence).

Given that the master plan would not be granted approval until late Spring of 2012 and that it would include no actual designations of specific schools for the various projected new academic buildings on campus, our school was asked to undertake the search for an architect but to do so in a quiet phase without public announcements of the results.

The faculty and the Executive Development Board developed a list of 100 possible firms. In October, 2011, and RFQ (request for qualifications) letter was sent by our school for an addition to the Crough Center to 26 architectural firms, both regionally and nationally, asking them to submit information on their ability to handle such an addition. The potential scope of the addition was stated to be approximately 20,000 sq. ft. (we have about 40,000 sq. ft. in our facility currently) – a sizable amount of new space that would fully transform how our programs could be offered. A committee was established composed of three members of the school's administration, three members of the faculty, and four members of our Executive Development Board. 19 firms responded to the RFQ letter. The committee met and cut the list to 7, based on a review of the materials provided by the firms. Those 7 firms visited campus for interviews. The 7 were cut to 3, and those three firms were given compensation ($20,000 per firm, for a total expenditure of $60,000) to prepare a schematic design for an addition. Significantly, the central administration provided these substantial funds for the competition, indicating its full support of the effort. The 3 firms were ARO of New York City (Architecture Research Office), LTL Architects of New York City (Lewis, Tsurumaki, Lewis), and Gray/Organshi of New Haven Connecticut.

The competition began in December of 2011 and the results were presented on January 18th, 2012, with the first deliberations by the committee occurring immediately thereafter. While most aspects of the process to date were kept confidential, the school did announce on its website that it was having the presentations and that the event would be open to the entire school and other interested groups such as alumni. Several hundred people were in attendance. An electronic drop-box was established so the committee could obtain feedback from anyone in attendance. Dozens of commentaries were received and reviewed. Material related to the schemes was placed on the school's website, to solicit further alumni commentary.

LTL Architects was selected. The school was asked to hold this information confidential until such time as the District of Columbia approved the campus master plan. That approval was received. However, given enrollment issues to be detailed in the next section, nothing was announced. It is highly unlikely that increases in tuition yield alone can justify such an addition at any point in the near future.

As mentioned above, the school produced a 64-page booklet on the history, development, and future of the Crough Center. It included articles on how the building was originally renovated, how it has changed and been upgraded over the past 6 to 8 years, and how students in our Comprehensive Building Design Studio in the spring of 2008 used an expansion of Crough as a studio program. Given the new seriousness at that time of the discussions for an addition, we produced a companion volume to that booklet one year ago which detailed the curricular initiatives at the school over the past several years. It was our expectation once the competition was completed to produce yet a third volume detailing the results. That volume, in concert with the prior two, was intended to be the first step in the launching of a fundraising campaign toward moving forward with the addition. The school contracted with several major figures in architectural criticism in the metro area to write essays discussing the results of the competition for use in that volume. We are also in possession of ample documentation of the schemes from the three architects. However, the probabilities have now changed. No third booklet was printed.

The Executive Development Board was made well aware of how recent enrollment issues are impacting the drive to an addition; the subject was a major issue of discussion at the Board's spring meeting in 2013 and was again in the fall 2013.

The most recent discussions with the central administration have indicated that the incoming freshmen class in architecture would need to rise again into the range of 80 students and become stabilized at that point for a couple years in order to justify the addition.  The most recent discussion occurred in the fall of 2012, where it was discussed if the idea of a joint addition to both Architecture and Engineering might make sense.  Both the Engineering dean and the Architecture dean attended.  But at this point all efforts are on stop.  There currently are no activities of any sort directed toward an addition of space for Architecture and Planning (see below).

*2. Direct Reduction in Studio Student Headcount within the Crough Center*
As an additional way of handling our spatial crowding, we began immediately and intentionally after the last NAAB visit to put in place better limits for admission to the program, resulting in a direct reduction in the number of studio students in the Crough Center.  An unintentional impact of an even greater scale, however, has now appeared:  enrollment decreases due to the ongoing recession.  The two of these together have largely eliminated the sense of crowding in the building, ending the urgency of the drive toward doing an addition.

In cooperation with CUA's Enrollment Management office and with the Provost's office, we reduced the number of new freshmen and transfer students being admitted to the architecture program in fall 2009 and fall 2010.  While this was fundamentally a step toward limiting overcrowding, it also had the side benefit of making our school somewhat more selective.  A parallel effort was made in 2009 with the graduate program, with the sole intent of improving selectivity.  At the time, these seemed like sensible steps, destined to raise the school's academic profile.

While the school grew considerably in the first year or two of the recession, the length of this contraction has seen application trends reverse in an unanticipated way-- something that few schools have been prepared for.  Anecdotally, the school has heard from many of its peers in private architectural education of similar enrollment dips—some severe.  Those we have the closest links with—private schools from Boston to Chicago—have mentioned such problems.  It is a real, national trend that has unknown but likely substantive long-term implications.  Since Catholic University is a private institution, with high tuition costs, it was likely that we would feel the effects of the slow economy at some point.  The drop-off in enrollment initially was in our graduate program.  Early in the recession, numbers in the graduate program increased dramatically, as B.S. Arch interns who were laid off returned to school to do something productive during that down time.  Now that we are in the fourth year of this recession, it seems we have largely worked through that population, and now are seeing the opposite trend—students avoiding graduate training simply due to its added costs, particularly in terms of student loan load.  Application rates to the school remain solid, but converting those applications into actual enrollees is proving challenging, particularly given the modest financial aid we have available.  New during the past three years, however, is that undergraduate enrolment is severely declining, too.

Below is a table showing the total headcount in the school from the three years prior to the 2009 visit, from the subsequent three years, and a projection for next year.  These include students enrolled in all of our programs, as the core issue is whether the building as a whole is crowded:

School Total Headcount (Graduate and Undergraduate)
AY  2004 – 2005          **376**
AY  2005 – 2006          **369**
AY  2006 – 2007          **441**
AY  2007 – 2008          **469**
AY  2008 – 2009          **520**     (the time of the Spring 2009 NAAB visit)
AY  2009 – 2010          **502**
AY  2010 – 2011          **469**
AY  2011 – 2012          **431**     (298 undergraduate and 133 graduate)
AY  2012 – 2013          **389**     **(**254 undergraduate and 135 graduate)
AY  2013 – 2014          **342**     **(**239 undergraduate and 103 graduate)
AY  2014 – 2015          **330***    (*Projection:  225 undergraduate and 105 graduate)

The headcount of 431 in the 2011- 2012 academic year dipped below our total headcount in AY 2006 – 2007, which stood at 441. That was the year which first showed large gains in enrollment. If our projection for 2014-2015 proves accurate, we will have about 200 fewer students in the program than when the prior site visit occurred. Our decline, overall, will be on an order of 40%. It cannot reasonably be said that the facility is now overcrowded. As these declines have been going on for four or five years, it will take that amount of time to see any sort of overcrowding reappear. We do not, frankly foresee it. The number of freshmen is, of course, a key figure in assessing headcount for future years; a dip of this sort in even one year has a tail that extends for four future years and possibly even for six years given the extent to which we use the undergraduate program as a feeder into our graduate program.

It is incredibly hard to predict in this climate what future numbers might look like. CUA's students are heavily dependent on loan availability. Upon seeing this enrollment trend continue downward over the past couple years, the school began doing much greater graduate level recruitment.

The results of this enrollment drop upon our perceptions of crowding have been immediate. Demand on critique spaces has lessened; most students now have a working desk and a lay-out desk available to them; all thesis students now have dedicated space; the auditorium more than effectively seats all of our students for our largest all-school lectures; all-school 'town hall' meetings have occurred in the auditorium without students needed to stand in back; seminars have their choice of small rooms in which to be held; and we were able to mount a major travelling exhibition on Tokyo's architecture in our Miller Exhibition Space throughout much of the 2012 Spring semester without compromising jurying (during our time of highest enrollment, our exhibit space had become, *de facto*, a constant jurying space). We were also able to hold two major symposia at the school recently that attracted large external audiences; both symposia were easily accommodated without interrupting the flow of the academic program. The space crunch relating to faculty offices has been eased somewhat. In addition, the school was given three additional remote offices in Gibbons Hall, several hundred feet from the Crough Center. A number of visiting faculty, as well as our CUAdc outreach arm, are being housed there. At this point, we feel our faculty office situation has become acceptable.

The only pressing space issue at the school is that of the need for more diversified spaces (technology labs, specialized materials storage, general storage, growth of CAD-CAM equipment needs, specialized spaces for the MCRP and sustainability programs, dedicated office space for our new Sustainability Center, etc.).

An important concern due to our changes to headcount is the loss of tuition revenue. Fewer students means lessened tuition intake, which could deleteriously impact the school's budget. That is dealt with in the budgetary area of the APR.

### 3. Curricular Revisions in the Architecture Program

As a further method of reducing crowding in Crough, the architecture program has implemented curricular changes that have reduced the number of studio desks required. NAAB in the 2009 VTR noted the high number of design studios required in our curriculum, each of which consumes space within our building. As part of our curricular reform implemented in the Fall of 2010, we eliminated one design studio from the sophomore year's requirements (see section on curriculum under 'Condition 12'). Prior to this change, students in the 4+2 architecture program took design studio both semesters of their sophomore year. This change of requirements eliminates the need for approximately 65 yearly desks, which translates to a savings of 32 studio desks per semester (the cohort of sophomores now alternate in taking studio between the fall and spring semesters). Thus, the total studio desks effectively required by the architecture program curriculum has been reduced.

The impacts of this reduction in the number of desks required are visibly apparent in the program. Students and design faculty complaints about the cramped conditions have been much reduced. Another small effect related to this change is simply a reduction in the number of adjunct instructor faulty needed to be accommodated in the building (sophomore design coursework had a high proportion of part-time

studio critics). Our ability to offer 'hot-desk' office space to instructors is much better now. That situation is not optimal, but it has become tolerable. A similar reduction in our roster of adjuncts teaching seminars has also occurred, due to enrollment decreases.

A project to achieve better air quality and full functionality in our spray booth area was engineered, bid, and is now complete and functional. This has largely resolved much of the air quality issues within the building, especially on our lower level. The dust concerns in the woodshop have lessened, too. All ductwork has been entirely cleaned and properly refitted. Unfortunately, the low ceiling in this lower level space makes more advanced dust collection systems with larger ducts impractical. Given the fact that the overall situation has shown improvement, we are waiting at this point to see what additional impact the spray booth renovations have on air quality in the lower level and throughout the building generally.

Portable air conditioning units have now been installed in the computer lab area, and the issue of temperature control in that space is now effectively resolved. To accomplish this, we underwent a complete electrical upgrade of the space.

*Summary on Facilities and Crowding*
As a result of the Focused Visit of 2012, the school was informed this condition had now been met.

Joining together the impacts of reduced headcount and curricular change, the need for an addition has been mitigated—likely permanently, unless national trends see a considerable reversal. Even so, it could take up to five years for that sort of reversal to impact all year levels of the program and return us to crowded conditions. The school does not foresee that in any case; everyone on campus understands that ramping the program at one point to 520 students was ill-advised. In fact, we are certain enough that overcrowding will not return to have placed the library within the lower level of the Crough Center (see facilities report above)

**Professional Degrees and Curriculum (II.2.2) [Previously Condition #12]:**

**Comment from previous VTR [2009]:** This condition is not met. The track for students with a pre-professional degree is a professionally intensive curriculum requiring 198 credits for the CUA students. The curriculum leading to the architectural degree must include at least 45 credit hours outside architectural studies either as general studies or as electives with other than architectural content. The team identified only 39 credits outside of architectural studies as a requirement.

There are many outstanding electives offered within the School of Architecture. However, the number of required credit hours with the architecture inhibit students from either pursuing special interests beyond the School of Architecture or competing minors or developing areas of concentration outside the program.

**2015 Response from Program:** A revised curriculum was prepared by the program's curriculum committee and approved by the faculty. It was implemented in the Fall of 2010. **(See Charts showing the prior and new curricula.)** These changes reduced the number of required credits for the 4+2 track from 198 to 186 – a reduction of twelve credits. One 6-credit-hour sophomore year-level design studio was eliminated, an architectural concentration seminar in the graduate track was eliminated, and outside elective requirements were changed. As the chart shows, the program now definitively requires that 45 credits be completed outside of architectural studies. Every student in the 4+2 track is now required to do the amount of non-architecture credits as mandated by NAAB.

Various other changes were also made. An introductory lecture course in general topics in architecture for freshmen was developed. A new site planning course was placed in the 5th year of the 6-year track (though subsequently changed). Subsequently this Site Design course was combined with a required undergraduate and graduate course, CBDS and its supplement, to enable development of site design conditions in the studio format. This also enabled both undergraduate and graduate students to benefit from this content. The Site Design course was previously a graduate course only. Consolidations were made in the number of structures courses offered at the undergraduate level. An additional course in

Construction methods was developed. Several of these changes were made in response to some of the specific performance criterion issues raised by NAAB.

Overall, we feel these changes have opened up greater flexibility in our program. Undergraduates now can consider minors outside of architecture. Students are currently pursuing minors in math, psychology, art, philosophy, and theology, to name a few. The less credit-hour-intensive curriculum gives our students a greater proportion of their time for exploration of the various other disciplines taught on campus.

**Student Performance Criterion 13.9 – Non-Western Traditions:**

**Comment from previous VTR [2009]:** This criterion is not met.  While there is evidence of awareness through lectures, the team did not find evidence of the understanding of the cannons and traditions of the architecture and urban design in the non-Western world.  Elective courses continue to offer outstanding opportunities to explore architecture and urban design in the non-Western World.

**2015 Response from Program:**  A revised curriculum was prepared by the program's curriculum The categories as "western" and "non-western" have been reevaluated during the past decade. Revisionist histories argue that cross-pollination of aesthetic and architectural ideas among various geographic regions and ethnically different peoples transpired in such ways that distinct classifications like western and non-western are no longer tenable. For instance, how does one explain the roots of Greek architecture without looking into Egyptian and Persian precedents? Medieval Spain was a fusion of Romanesque, Gothic, and Islamic (Moorish) styles.

In History and Theory classes at CUA we take these crucial issues into account as we develop our course outlines. We have made significant progress in including architectures of non-western contexts and areas that were previously overlooked or given only marginal status in conventional narratives.  Canonical history textbooks, such as Banister Fletcher's *A History of Architecture* and Marvin Trachtenberg and Isabelle Hyman's *Architecture From Prehistory to Post-Modernism*, have allotted very little space to cover non-western histories. While we continue to benefit from these books for their rich literature on western architectures, we have adopted revisionist textbooks, such as Spiro Kostof's *A History of Architecture* and Ching, Jarzombek, and Prakash's *A Global History of Architecture* for our history survey courses.

History-1 (3500 BCE-650 CE) provides an example of this integrative approach.  Here, we include (in addition to Egyptian, Mesopotamian, Persian, Greek, Roman, and Early Christian architecture), design and planning of Indus Valley civilization in India; Early Chinese civilizations; both *hinayana* and *mahayana* versions of Buddhist architecture in India and China; civilizations of the Americas, especially in the High Andes; Moche and Nazca civilizations and the architecture and planning of Teotihuacan; Hindu temple architecture; Buddhist caves and sculptures in Bamiyan; and Buddhist architecture in Japan.

In the introductory architectural theory course, we include the problematic of cultural relativism (that is, cultural expressions could be judged with a universal set of criteria), so as to make students aware of the theoretical premises on which categories like western and non-western were based in canonical narratives. Topics in this course include the critical analysis of both western and non-western architectural and design developments. For instance, we discuss both the Papal planning of Rome and the Mughal planning of Fatehpur Sikri in India. Or, the alternative building practices of Egyptian Hassan Fathy (Architecture for the Poor) and American Samuel Mockbee (Rural Studio) under the theme of "Architecture as Public Service/Social and Ethical Agendas." In the discussion of sustainable development, we include the eco-friendly designs in Portland (Oregon) and Grameen Housing (Bangladesh), demonstrating that the impetus for sustainable growth has indeed become a global phenomenon.

**Student Performance Criterion 13.17 – Site Conditions:**

**Comment from previous VTR [2009]:** This criterion is not met. The team found little evidence that site concerns are addressed in an analytical and comprehensive fashion in student work. Upper level undergrad and graduate student work does not consistently demonstrate site relationships to the same level as building design.

**2015 Response from Program:** In response to NAAB's concerns on site conditions, we added a new course to our curriculum in our recent curricular revision. That course is entitled: ARPL 636-01 Site Design – A Required Course for Professional Program Students (M.Arch2 and M.Arch3). It is a graduate offering taken by all students receiving the professionally accredited M. Arch degree. The course syllabus begins with the following description:

> *Studying natural and cultural landscapes – the relationship between nature and culture*
> The exploration, evaluation, and representation of landscape and site - natural, and cultural. The course will cover from regional landscape to garden scale: 1) natural landform and land cover; and 2) designed landscapes - those particularly special places that we have changed, created, placed values upon, or maintained.

The course syllabus identifies the following three major topics of study:

> *Physiography* - the study of physical features of the earth's surface including people's responses to topography and climate and soil and vegetation. Physiographic features comprise common geology, terrain and elevation, relief, water, climate, vegetation, typical land and water forms, ages and types of bedrock, wildlife, and landscape history including population and present-day human use.

> *Regional beauty of landscapes -* precedents to consider the evaluations and representations of beauty of a region's landscapes.

> *Designed landscapes* - conscious creations of nature and culture. Issues of good design explored, evaluated, and represented for designed landscapes.

This course relates to NAAB criteria #14, #15, and #17. We feel this new course will resolve the concerns expressed by NAAB. The first offering of the course will be in the Spring semester of 2011. The entire syllabus is attached at the end of this report.

Subsequently, this course in Site Design was eliminated with course content integrated into the undergraduate and graduate required courses CBDS and its supplement. It was felt that the objectives of the course were better suited for exploration in a studio environment. It was also the school's interest to have both the undergraduates and graduate students benefit from a previously graduate only course.


**Student Performance Criterion 13.23 – Building Systems Integration:**

**Comment from previous VTR [2009]:** This criterion is not met. Though shown in classwork, the team could not find consistent demonstration of building systems integration in the studio work.

**2015 Response from Program:** We have made considerable strides in advancing the integration of Building Systems in our student actual design projects in Comprehensive Building Design Studio. This work is done under the supervision of consultants brought in from the professional community who are experts in the integration of technical issues into design. Each team of students in our Comprehensive Building Design Studio works directly with one of these consultants.


**B.    Responses to Causes of Concern**

Formal governance and Communications

**Comment from previous VTR [2009]:** Due to very recent restructuring within the school's administration, the lack of a clear organization chart and individual faculty and staff responsibilities are of concern to the Team. Consistent teaching assignments, academic advising, course scheduling and coordination of due dates is also a concern.

**2015 Response from Program:** Much of our response to these issues is contained already in the commentary we make on Human Resources (Previously Condition #6) above. The org chart has recently been revised again (fall 2014), due to the loss of an assistant dean and other staff changes and consolidations. In this climate of financial austerity and reductions in force, one can predict it is likely that their will ensue future changes to the org chart. The situation is dynamic and fluid.

On the positive side, we can report that the hiring of a new staff person involve in registration and advising recently has been quite successful. We feel this squarely addresses the concerns of NAAB stated above. The use of a coordinator more aggressively for the undergraduate studios has lessened any voicing of complaints about coordination of due dates.

Site Design Including Accessibility

**Comment from previous VTR [2009]:** there is a lack of site integration into studio. Site designs are not as fully developed as building design. This also includes site accessibility.

**2015 Response from Program:** The many changes stated above (Student Performance Criterion 13.17 – Site Conditions) comment on our attitude toward this.

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

The Institution and the School have a long history of possessing a distinctive mission nationally, and the addition in the 2009 Conditions of further requests related to this has given us the opportunity to more fully report on what we do. That information is included in Part I above. This enhancement by NAAB also lets us highlight what we do *that is different from* many other schools as regards curriculum: CUA's undergraduate requirement for greater coursework in the area of Philosophy and Theology and Religious Studies is relevant here. We feel this is important. It is one reason that our undergraduate curriculum still contains 126 credits (when the norm nationally is 120). Our students take these extra courses and to some degree seek out CUA as an institution due to the availability and intensity of such coursework. It is what makes us distinct as an architecture program, making our program not simply the same as programs everywhere else overseen by NAAB. What causes distinction amongst NAAB program s is not necessarily just the ways each program interprets certain aspects of the architectural curriculum; in addition it can reflect the substantive differences in the institutions themselves, and the way these are handled in general education coursework.

The same could be said of the explicit request in the 2009 Conditions for information on long range planning. This is detailed extensively in Part I above, too. As a result of a strategic planning process, the school a decade ago actively set for itself a Mission distinct from that which might be encountered nationally, and has been fastidious in pursuing the implementation of that mission. The school has had several quite successful iterations of strategic planning since, including as recently as 2014.

NAAB has reconfigured the 'Perspectives' to some degree in the 2009 Conditions. The specific language regarding the regulatory environment parallels changes CUA has made some time ago to make its students aware of the internship process, including discussion s at Town Hall Meetings. Material on this is listing in Part I above. The changes related to "the Public Good" accord well with CUA's traditional mission of service. One long-standing absence from the assessment of NAAB programs (the notion of working directly in teams) is now treated more extensively in the 2009 Conditions. This matches well with

longstanding steps the school took to do Comprehensive Building Studio in a teaming configuration.  We feel we have been a true national leader there.

CUA has provided the newly required matrix on faculty/staff, showing the specific credentials.

CUA has provided the newly required letter from our regional accreditor.

The additional information required related to financial reports on a yearly basis has been included in this APR, as requested.

Many changes made as they affect the old criteria are treated in Part II above.  We feel we have accommodated those changes in our curriculum.

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**Part Four:        Supplemental Information**

   1.   Course Descriptions (see *2009 Conditions,* Appendix 1 for format)

See the following URL address and the folder titled **IV_1 Course Descriptions**

url:              http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:    accreditation
password:    cuaArchitecture=1420
*(case sensitive)*

   2.   Faculty Resumes (see *2009 Conditions,* Appendix 2 for format)

See the following URL address and the folder titled **I_3_3 Faculty Credentials_Resumes**

url:              http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:    accreditation
password:    cuaArchitecture=1420
*(case sensitive)*

   3.   *Visiting Team Report* (*VTR*) from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.

See the following URL address and the folder titled **IV_3 Visiting Team Reports_Focussed Evaluation Team Reports**

url:              http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:    accreditation
password:    cuaArchitecture=1420
*(case sensitive)*

   4.   Catalog (or URL for retrieving online catalogs and related materials)

Catalog Announcements:          http://announcements.cua.edu/
Course Catalog:                       https://home.cua.edu/catalog/

https://hcmcs.cua.edu/psp/shprd/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.CLASS_SEARCH.GBL?pslnkid=HC_CLASS_SEARCH_GBL_LINK&FolderPath=PORTAL_ROOT_OBJECT.HCCC_SS_CATALOG.HC_CLASS_SEARCH_GBL_LINK&IsFolder=false&IgnoreParamTempl=FolderPath%252cIsFolder=true

   5.   Response to the Offsite Program Questionnaire (See *2010 Procedures,* Section 8)

See the following URL address and the folder titled **IV_4 Offsite Program Questionnaire**

url:              http://architecture.cua.edu/welcome/accreditation-documents/2015-architecture-program-report-documents.cfm
username:    accreditation
password:    cuaArchitecture=1420
*(case sensitive)*

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