

The Catholic University of America

Interim Progress Report for Year Five

November 30, 2020

Instructions

1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

Interim Progress Report Year 5

The Catholic University of America

School of Architecture and Planning

M. Arch. [pre-professional degree (137 credits) plus 60 graduate credits]

M. Arch. [non-pre-professional degree plus 111 graduate credits]

Year of the previous visit: 2015

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Mark Ferguson

Title: Dean

Email Address: fergusonma@cua.edu

Physical Address: 620 Michigan Ave, Washington – DC, 20064

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Robin Puttock

Title: Associate Dean for Undergraduate Studies

Email Address: puttock@cua.edu

Physical Address: 620 Michigan Ave, Washington – DC, 20064

Text from the previous VTR and IPR Year 2 Review is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

1.2.4 Financial Resources

2015 Visiting Team Assessment: The financial challenges of the school are directly related to declining student enrollment and the disproportionate number of faculty.

The program reached a high point of enrollment in 2008-2009 at 504 total students (376 undergraduates and 128 graduates). This visiting team evaluated the professional portion of the program: the graduate programs. As mentioned in Section I 2.1 Human Resources and Human Resource Development, there is concern about the inability to fund an adequate number of staff positions to support the program. In 2008-2009, the number of graduate students was one-third of the total enrollment, with 12 total staff members to support the program. At this visit, the staff count is down to 4. The number of staff is inadequate to support the program.

Signs of an enrollment increase are good. The enrollment numbers have increased since last year to 344 total students (233 undergraduates and 111 graduates). The school felt confident that these numbers would continue to go up since the number of applicants has been increasing. The school's goal is a total enrollment cap of 430 students (232 undergraduates and 133 graduates).

At the time of the team visit, a university budget had not yet been approved for next year, which also concerns the team.

The Catholic University of America, 2017 Response: Financial resources remain an area of concern for the school. Developments since the 2015 visit have limited further the school's direct budgetary allocation. NAAB notes in its report that 'The financial challenges of the school are directly related to declining student enrollment and the disproportionate number of faculty.' In the intervening two years, some attrition has taken place and several faculty members have resigned from the school. Since we still function as a 'faculty of the whole' as opposed to being departmentalized, faculty numbers in all program areas can affect staffing resources in architecture. Associate Professor Hazel Edwards (our Director of Planning) left for Howard University as Director of Architecture. Associate Professor Chris Grech moved back to his family home in Malta and resigned from CUA. An additional faculty member in the planning program was not reappointed as the four-year point, and is no longer at CUA. Yet another faculty person in sustainability was not approved for tenure and was offered instead a part-time professor of practice position, resulting in some further partial cost savings. Overall, these changes resulted in a substantial rebalancing of the ratio of faculty to student headcount and promised the opportunity to reallocate funds and possibly undertake staff hires. Further, the central administration offered to add two externally funded architecture faculty positions to the school in the area of classical studies (see section on the 'new classical initiative'). Thus, while there were losses in various collateral programs due to regular faculty attrition, there were also faculty augmentations in architecture in a new potential growth area. Relating to NAAB's comment above, all of this was positive on the level of resources and potential rebalancing. However, in the Spring of 2016 CUA encountered the first signs of campus-wide enrollment stress. Broad, long range demographic trends have become more challenging for many private universities. CUA's financial aid regimen proved difficult in this new market. This necessitated campus-wide budget cuts for the 2016/2017 academic year. Campus-wide changes in the recruitment/financial aid process were implemented to adjust to this new reality. Results in fall 2017 were better, but still not at the higher enrollment yields of, for example, 2013. The result was further campus-wide budget cuts for this current fiscal year. The school's tenured faculty and administration met several times in summer of 2017 to cooperatively plan for the cut allocated to us. The majority of the cut had to be covered with the open faculty positions mentioned above (this did not affect the

funding for the new classical positions, which was external to the school). A further substantial amount of the cut was allocated from our already modest funds for instructors (see below). Smaller amounts were cut from study abroad program costs and from plotting. The change in plotting expenditures resulted in our instituting, for the first time, plotting credit limits for each student (this had not only financial benefits but sustainability benefits, as our free-for-all 'plot-till-you-drop' mentality had encouraged considerable waste). A final change was the asking of tenured faculty to do one extra course per year (see below). Overall, enrollment signals in architecture are mixed, though trending guardedly upward. The freshmen count for Fall of 2015 was 65 in architecture—a fairly high number which gave us some confidence that numbers would rise consistently. The freshmen Fall 2016 count, however, was only 45—a result of the campus-wide stress mentioned above. The freshmen Fall 2016 count was back to 62. To put this in perspective, the long-term internal goal we have for freshmen yield is approximately 70. That would give us an undergraduate program in architecture of about 280+/- and graduate program in architecture of about 70, for a total headcount in architecture of 350+/- . Adding in our other programs, we would have a total headcount in the school of about 400. There are signals in these freshmen numbers that this is by no means unrealistic, but we are not there yet. Looking further into the future, the best opportunity to permanently address any financial concerns about the school will be through fundraising. As noted under Human Resources, the most essential step in that regard has already been taken—the addition of a full-time development professional to the school's staff. In a single year, the yield from this step has exceeded projections. It was hoped initially that the school could raise a target of about \$550,000 a year in cash and pledges. The total so far in the first year has been nearly \$750,000 in cash and pledges. One major component of that was a multi-year pledge of \$100,000 per year for four years to support the new initiative in Classical Architecture and Urbanism (see section on changes to the program below). Another \$200,000 general pledged bequest was made. These funds cannot all be used immediately for pressing needs; much of the money raised is for dedicated purposes and will likely flow in over a number of years. But the overall result has greatly exceeded expectations. Some general funds have indeed been booked and have been expended on marketing, guest critics (here we have been able to begin to address the need for further adjuncts from downtown teaching in our program), and other general purposes. Again, we feel this new source of funds is the most substantive, long-term way to address generally the financial health of the school. Further success here in subsequent years would help wean the school off of its near complete dependence upon tuition revenue as its source of funds, and would move it toward a model more typical amongst private programs of enjoying substantial development support.

The Catholic University of America, 2020 Response: Financial resources are still an area of concern. Several small yearly budget cuts have followed since we last reported to NAAB. We note once again that NAAB remarks in its report that 'The financial challenges of the school are directly related to declining student enrollment and the disproportionate number of faculty.' The enrollment situation had been stable since we last reported, but given the pandemic has now moved lower again (not just within the school, but across the campus in terms of new freshmen). Enrollment may be an ongoing concern for some years, given the national economic situation. There is important and generally positive news to report on support staffing and the overage of faculty, however. Still, given the pandemic, those opportunities are now challenged, too. First we will report on support staff, second on a process entitled 'Academic Renewal' (related to faculty count), and third on enrollment.

b. Progress in Addressing Not-Met Student Performance Criteria

The Catholic University of America, 2020 Response: Narrative satisfied by Two-Year IPR.

II. Progress in Addressing Causes of Concern

Funding Support for tenure-track travel, adjunct faculty, and core staff

2015 Visiting Team Assessment: The visiting team supports maintaining the program's unique multi-disciplinary faculty, even during transitional budget and enrollment stabilization:

- There is concern that the tenure-track faculty do not have adequate resources to support scholarship travel needs (faculty report a number of instances of out-of pocket expenses to support trips).
- The adjunct faculty support the reconfigured comprehensive design experience by providing vital professional role models for students. Students consult with the outside firms of these faculty members to improve building design projects and to establish summer internship and future employment connections. Therefore, the reduction in funding for hiring adjunct faculty is of concern.

There is a need to restore core support staff for the program in order to stabilize it:

- There is an immediate need to fill the two staff positions recently vacated and a need to provide release time for faculty to assist with student advising. As the program awaits new staff hires, the associate deans are dealing with advising, scheduling, contract writing, registration, and graduation requirements.
- The team is concerned because the support staff have been reduced from 12 staff in 2008-2009 to 4 at the time of the current visit, and to 6 when the new positions are filled. The current support staff are Assistant Dean August Runge, Shop Supervisor Davide Prete, Computer Technician Daryoush Ghalambor, and Assistant to the Dean Pat Dudley.

The Catholic University of America, 2017 Response: For comments on the school's staff complement, see Human Resources above. Regarding concerns about recent reductions in adjunct hiring: progress on this has not been possible under the current regimen of budget cutting. The most recent round of budget rescissions (July 2017) actually heightened this concern by necessitating our losing of a large portion of our remaining part-time instructors. Only a couple instructors from downtown were employed in the Fall of 2017—with a similar if slightly higher number slated to be used in the Spring of 2018. The loss of direct, day-to-day professional expertise is lamentable. Still, the curriculum was covered effectively. The breadth of the multidisciplinary faculty members we have hired over the past decade served us well in this circumstance. In order to cover everything and also still maintain our historically low student/faculty ratio in studio, the faculty elected to assign its tenured members a loading of one extra course per year (doing two courses in one semester and three courses in the other semester). This also allowed flexibility to still offer a robust array of electives. Tenure-track faculty were left at the prior loading of two and two. While having to deal with such issues is far from optimal, we do feel we made this work effectively. The fact that we had, over the past two years, two entirely new additional hires in architecture (within the new classical track) helped—both of those people had extensive practice experience (one of them in fact still maintains his widely respected regional firm of eight employees). The prognosis for the 2018/2019 academic year would be much the same regarding use of instructors—we will likely only be employing a small number. It is ironic: typically, urban schools are criticized for being overly reliant on part-time instructors from downtown and thus for lacking the kind of dedicated curricular or coordinating functions provided by full-time faculty. We built a sizable full-time faculty and now find ourselves largely without part-timers from the profession. We should note that the two new full-time faculty did not consume resources that could have been spent on hiring instructors; those faculty members were funded external to the school. The concern about supporting faculty travel remains. Funds for this have even been tighter in the 2016/2017 academic year. We have been unable this year to support travel by the tenured faculty; some limited funds still exist to support tenure-track faculty.

The Catholic University of America, 2020 Response: Staffing changes: As NAAB reports, the school had 4 support staff at the time of the 2015 visit. At the time of our 2017 interim report, that count was 5. As of writing, the current count is 7 (until very recently, that count was actually 8, but the changes in teaching mode due to the pandemic led to one layoff). Over the past three years

there have been some changeover of staff. Cate Sullivan remains the school's Associate Dean for Administration and serves as chief of staff. Our prior administrative assistant left and was replaced (current occupant: Justin McPherson, began on 10/2018). Our prior shop coordinator left and was replaced (current occupant: Lorenzo Dealmeida). Our computers person decided to enter private practice and was replaced (see below). In addition, we were able to open and fill a position that had been vacant for some years: Manager of Student Records (current occupant: Alyssa Fields, new of 11/2019). In further addition, we were able to open and fill the position of Assistant to the Dean (current occupant: Paula Riff, new on 3/2020). Our university supplied full-time advancement director for the school (current occupant: Andrew Browne) was given a new assistant position, funded by the university (current occupant Linda Kueter). We thus had two full time development staff available to the school for the first time in its history. That, in total, took us to 8. We feel that this number is adequate to well support the school. However, several changes recently occurred. With a new dean set to arrive at the school (July 1st, 2020), our advancement director explored other opportunities on campus (not an unusual occurrence during such changeovers) and it was determined that he would begin serving the Engineering School. In the interim, though, given the reduction in advancement activities campus-wide caused by the pandemic, Browne and his assistant are both still serving our school as of this writing, as well as serving needs of Engineering. While their attentions are thus split, we do feel that in the current climate this is a workable situation—and thus we still count them in our current total. Those core functions (such as they can be at this time) are being performed. The potential to make new full-time hires there will depend on the progress of the pandemic, frankly, which has precipitated a hiring freeze. As a further change, our computers person was laid off (9/2020). That reduces our count back to 7. This was necessitated by the closure of our plot and print labs due to the pandemic (see pandemic response, below); there simply was not enough remaining functionality to justify retaining that position at this time. How, and at what level, to address that long-term will depend on the severity of the pandemic and the timing of further changes in coursework modality, as well as the current hiring freeze.

Academic Renewal: After having implemented several continuing years of small budgets cuts that were handled 'across the board' in a campus-wide percentage way, the central administration in cooperation with the dean's council late in 2017 decided that a systematic review of the campus's teaching resources was necessary. Given what the university could see in enrollment for the Fall of 2017, it was clear that the next year's budget would again present the need for a small reduction. The concern was that continuing to cut budgets simply by a standard campus-wide percentage risked not taking into account shifts in enrollment between various units (growth/decline). In order to produce a real understanding of which units on campus were under-resourced and which were over-resourced in teaching capability, a CPA firm was hired (Kennedy and Co.) to do a systematic review of actual coursework needs. This firm met with our school's administration (and all other schools on campus) several times to develop an overview of our specific teaching needs. One detailed area of discussion for us was our unusual 6-credit-hour studios, for example. We feel the CPA firm understood our needs and factored in all unusual courses appropriately. The results of the survey were shared with the dean's council and discussed. It was determined that approximately three dozen excess faculty positions existed on campus (where enrollment and course needs did not justify the number of faculty). Architecture was identified as one of the units having excess faculty. This did not surprise us; the school had added numerous faculty members when its headcount had topped 500. Now with a headcount much lower (approximately 300) there was likely excess capacity. A full-time, benefits eligible count of 19 faculty existed in the school in the fall 2017. It was determined by the CPA that a count of 14 faculty would be sufficient. Our unit was over-resourced in faculty by 5. After extensive review, the school's administration concurred in that analysis. Similar discussions occurred with other schools. The university decided to offer 'buy-out' packages to faculty, in order to avoid garner the sufficient retirements and not affect tenure. This was called "Academic Renewal." The packages offered were substantial (with several semesters of pay). A series of campus-wide offers were made to faculty meeting various criteria (years of service and so forth). Ultimately, the plans were extended to all faculty having tenure. These steps occurred in the Spring of 2018. Meanwhile, negotiations occurred with the central administration to recognize one prior non-reappointment in our MSSD program (discussed in the previous report—the person was still at that time in their final year of service) as one of

these 5 positions. This was accepted, reducing the overage in our school to 4. By the time of the completion of the Academic Renewal, 7 of our faculty had elected to take a plan and either retire or leave the faculty. We exceeded our goal by 3. Across the campus, more faculty elected plans than were necessary, meaning that tenure was never disturbed by the Academic Renewal process. We entered into further negotiations with the central administration given that we were now under-resourced in faculty count. We were immediately offered the opportunity to hire 3 new visiting faculty members (beginning in fall 2019). The candidates selected were members of our existing Instructors at the school. Initially, these positions were set at 75% of full-time. All three were reappointed for the fall of 2020 and were raised to being 100% appointees. It was decided not to initiate tenure-track searches immediately for these positions due to the decision of the current dean to step down at the end of the 2019-2020 academic year. Thus, a dean search was initiated instead. It was felt that the new administrator, once hired, should determine the characteristics of any future searches. The three visitors continue to serve with us as of this writing. A new dean joined us in Summer of 2020, and the prior occupant of that role continued with the school. Therefore, our faculty count (including the new dean) is now actually one higher than recommended in the Kennedy and Co. report. We feel that the Academic Renewal process gave us the opportunity to substantially refresh the faculty. All courses were taught effectively at a count reduced from the original 19 to the final 14 (now 15, if one counts the new dean). However, one faculty person has recently been denied reappointment, so that number would drop back to 14. Still, this is the amount the accountancy report said we should have. The several years since the reduction has occurred has convinced us that the Kennedy and Co. report was sound and had accurately represented our real needs. Relating to NAAB's comment on our disproportionate number of faculty, these changes will in the long term be beneficial in support staffing due to the potential for rebalancing between faculty and staff. When the school was allowed to hire the three new visitors, we felt that the highest priority, given the large number of faculty leaving, had to be placed on faculty immediately. Also, the staffing had been built back up to a reasonable number of 8, anyway, at that time. The ultimate decision about rebalancing and to what degree will be made by the new dean (Ferguson) over the next several years. As further good news to report, the two positions related to the classical concentration (previously funded external to the school) were brought as continuing budget lines into the school as part of the Academic Renewal process. Funding Support for tenure-track travel, adjunct faculty, and core staff: For comments on increases to the school's staff complement, see Financial Resources (1.2.4) above. Regarding concerns about recent reductions in adjunct hiring: this remains a concern, though has been ameliorated somewhat by an additional infusion of approximately \$100,000 added to our instructor budget in the wake of the Academic Renewal. This allowed the hiring back of a number of people from the Washington DC professional community who had not recently been able to teach at the school because of our overage of full-time faculty count. The curriculum is covered effectively and with a larger group of external, professionally-oriented instructors. We remain concerned, however, by continued rises in pay rates for instructors by surrounding universities and the degree to which this is disadvantaging our program comparatively. While at this time we are well-staffed regarding instructors, it still necessitates continued monitoring. The situation with funds for faculty travel has been radically changed, due to the pandemic. Prior to March 2020, we had been able to fulfill most travel request that were made. The precipitous drop-off of travel subsequently does not, of course, relate to any funding situation but to the pandemic. Virtually no requests have been made within the last 6 months. We do feel that we can still support such trips, when they resume.

Long-Range Planning: Enrollment Stress

2015 Visiting Team Assessment:

More assistance is needed from the university to manage enrollment, marketing, and public relations for the school. Assistance in promoting the school's unique aspects will help with future enrollment. The faculty were quite frustrated by the lack of support for providing press releases for events and for handling the acknowledgements received.

In terms of increasing future enrollment, and possibly integrating the Department of Art, expansion of the physical facility will need to be explored.

The Catholic University of America, 2017 Response: There have been no actual steps to integrate CUA's Art Department into the School of Architecture and Planning (though it is still discussed occasionally). While the possibility of moving Art to Crough was considered a few years back, the cost of recreating that department's kilns proved to be substantial. Recent discussions on campus given campus-wide enrollment issues could rekindle the issue, however. A more likely area of cooperation now though is with Media Studies, given that this department has now moved into Crough (see Media Studies comment below). There has been a full-time hire for the school in development, exceeding our greatest expectations (see Faculty and Staff Resources). Over the past two years, the university has begun a Marketing Office, including a number of hires, and has expanded and revamped its Media Relations functions. The School's administration has met numerous times with those offices. Most immediately, a series of meetings have taken place over the Fall 2017 semester with the Vice-Provost and Dean of Graduate Studies and representatives of the Busch School of Business at CUA, in order to talk with architecture about graduate level recruitment augmentation and targeted marketing. The School of Business has numerous experts in the area of graduate recruitment and social media. A plan has been devised for such recruitment in architecture over a Dec-April window costing over \$36,000. This involves Google, Facebook and other common advertising platforms. Targeted analytics will be employed throughout. The cost of this marketing will be borne by the Vice-Provost and Dean of Graduate Studies. This will be the first fully modernized and social-media-oriented campaign in the history of our school. Another initiative was the full renovation of our website with a greater eye toward recruitment—now this is fully complete and being loaded as of this writing. Enrollment services at CUA has also been substantively augmented, with the hiring of a new Vice-President for Enrollment Management, who has brought in a new team. It is too early to know the exact impact these steps will make, but we are hopeful.

The Catholic University of America, 2020 Response: Enrollment is currently stable in our program, despite the overall campus facing wider challenges with the incoming freshmen class this current year due to the pandemic. Over the past four years, enrollment numbers have been: 2017, Undergraduate 209, Graduate 74, Total 283. 2018, Undergraduate 228, Graduate 66, Total 283. 2019, Undergraduate 226, Graduate 46, Total 272. 2020, Undergraduate 213, Graduate 75, Total 288. Graduate yield was down relatively from the period 2017-2019, due to the incredible strong practice market in the DC metropolitan area. It was very difficult to retain top students for graduate education from our own undergraduate program during that time. We do not feel this was due to any particularly aggressive added competition from other programs nationally—though some of that was evident to us anecdotally. Predominantly, we feel a larger percentage of our graduating seniors directly entered the workforce with their BS.Arch degrees, given the salaries being offered by downtown DC firms. Still, undergraduate recruitment had simultaneously picked up overall and generally offset those graduate declines. Much of this, we feel, was due to parents beginning, at long last, to see architecture as a better compensated and more competitive life choice for their children than previously. Projections for employment growth in the discipline were extremely strong prior to the pandemic. Once the pandemic occurred, with its wide impacts on employment in the region, we saw an immediate and predictable increase in graduate enrollment, reflecting widespread layoffs. This past spring, we had a much greater yield from our class of graduating seniors and from farther afield. Indeed, fresh graduate applications continued well into the summer. This more than offset the small decline we registered in undergraduates (much of that reflecting the challenges the university had in freshmen recruitment in the pandemic climate). It is unknown at this time how the recession will impact parental notions of the overall health of the profession going forward and the prospects for undergraduate enrollment. Predicting enrollment in this climate is extremely difficult. We feel that under the circumstances, the university is doing what it can. We were very well supported by the campus during the recession-induced upswing in graduate numbers for this fall. Numerous times we

requested additional scholarship support for our pool of aid in order to make attractive offers to all applicants; those requests were all supported and immediately fulfilled. Communication between then Associate Dean Becker and the central administration were frequent and fruitful. The larger volume was handled without stress. Given the overall headwinds the university may face for several years due to the protracted recession now underway, all we can do is continue to request as much support as possible. The priorities of the entire campus in such a climate will have to ultimately rule. We feel that enrollment will likely remain a stress point for the school and campus for some years to come. Long-Range Planning: Enrollment Stress: The initiative to infuse \$36,000 of central administration funding to dedicated marketing for the school did occur, under the aegis and help of the Busch School of Business. We found that this campaign did drive up inquiries in the program considerably, but this did not actually translate into higher enrollment. Our suspicion is that CUA's high tuition level proved challenging for many of the potential new applicants who did enquire. The university Marketing Office efforts have continued, including additional hires, with expanded and revamped Media Relations efforts. Many aspects of CUA's web presence, for example, were totally revised and updated over the past several years. Over the past six months, the arising of the pandemic and increased enrollment stress across the entire campus has not allowed this concern of NAAB's to be further addressed. We can say that communications with enrollment services is much improved over the past several years, and they continue to work with the school closely on all enrollment issues. The Art Department was, as part of the Academic Renewal, rolled into a new Benjamin T. Rome School of Music, Drama, and Art on campus. Therefore, options of incorporating art into architecture are over.

III. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

The Catholic University of America, 2020 Response: New Dean and Other Administrators: Of greatest significance was the search for and hiring of a new dean, Mark Ferguson. After a national search throughout the fall and spring, he assumed the position formally on July 1st, 2020. The school was very well supported by the central administration throughout the search process, with the use of a nationally recognized search firm. Ferguson entered academia from practice in New York City. The transition was smooth; the new dean has had opportunity to meet with the prior occupant (Ott, currently on sabbatical) on numerous occasions over the summer and subsequently. In addition, as part of this transition, the Associate Dean for Graduate Studies, Hollee Becker, stepped down from her position and remains with the school in her faculty role. Further, the current occupant of the Associate Dean for Undergraduate Studies, Patricia Andrasik, delivered triplets during the summer and has gone on a one-semester maternity leave (fall 2020). After extensive consultation with senior faculty members and discussion at faculty meetings, the new dean proposed to appoint two of the recently hired visiting faculty members (each of whom had been with the school in a teaching capacity for some years, and had been in these visiting roles for one year already) in a one-year interim fashion to the Associate Dean posts (Robin Puttock and Tonya Ohnstad). Those appointments were approved and have been made; they currently perform in those roles. We note that professors Andrasik and Becker remain available for ongoing advice and consultation. Andrasik's expected return to her role as Associate Dean for Undergraduate Studies will of course depend on personal circumstances as this semester concludes. Services continue as expected and the transitions have been so far been smooth. Pandemic response: As with all programs at campus, and likely most NAAB approved architecture programs nationally, we transitioned to all an online format in March 2020. While of course disruptive on many levels, the transition was smoother than we had initially anticipated. Final juries occurred in an exclusively online format and were well-received. No coursework disruptions occurred. With continued rise in national case count over the summer, CUA

determined to only allow freshmen back to campus for the fall 2020 semester. All other student remained remote, in online coursework. The new dean, on consultation with the faculty, determined that all architecture coursework would be online—even for freshmen. (Freshmen only take one course—a basic lecture on introduction to architecture—in their fall semester, anyway. That course was one that could be easily transitioned to online. The Crough Center remains closed to all students as of writing. This was the circumstance that led to the decision to lay-off computer staff. All studios and other coursework are online. So far, while obviously not the optimal circumstance, complaints have not been made. We continue to feel the transition has been smoother than one would have anticipated. One consideration in the naming of two of our recent visitors to the Associate Dean roles was their familiarity with online modalities. Andrasik and Becker were also fully familiar and supportive of online modalities (perhaps our two most experienced faculty there), and the school felt it important that in this time of transition those positions be filled interim with people of similar capabilities. Obviously, the entire pandemic dynamic remains a rapidly moving situation; it is exceptionally hard to predict what exactly is in store for the upcoming spring semester, for example. We do not frankly know if the decision to close Crough will be extended or not. We do feel now, after more than a full semester of response, that we are ready for whatever circumstance should prevail. Our students remain supportive, if understandably frustrated, by these unforeseen circumstances. Facilities: After years of complaints, the situation with the buzzing lights was finally addressed in December 2018 when the lights were replaced with LED fixtures; this capital improvement cost \$40,000. Given the closing of Crough due to the pandemic, the opportunity was taken to do numerous upgrades. The entire front of the building was systematically repaired; a full stucco replacement was undertaken on the colonnade out front, for example. New doors and lighting were installed around much of the the building's perimeter, incorporating security upgrades. The total cost was \$400,000. While the woodshop remains closed, we are doing further extensive upgrades of capability there. Since May 2018, the University and the School have invested over \$1 million in upgrades to the building and the student facilities, including the aforementioned light replacements and exterior updates, as well as new computers and monitors, new heavy machinery in the woodshop, three new laser cutters, new 3D printers, new student desks and chairs for all the studios, all studios repainted and floors refinished, and a renovation of Koubek Auditorium with new carpet and chairs.

IV. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

The Catholic University of America, 2020 Response: In August 2020, faculty were asked to consider the 2020 NAAB Student and Program Criteria when writing their Fall course syllabi and to update the language of all of their future syllabi accordingly from this point forward. There are currently no plans to adapt our curriculum or classes to engage the 2020 Conditions as we believe the criteria are fully addressed.

V. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of low-pass student work for SPCs in the following cases--if there are any SPCs that have not been met for two consecutive visits, or if there are three not-met SPCs in the same realm in the last visit--as required in the Instructions.)

The Catholic University of America, 2020 Update: Must include student work evidence for B.1, B.2, B.5, and B.7:

FERGUSON &
SHAMAMIAN
ARCHITECTS

MARK FERGUSON, PARTNER

Curriculum Vitae

EDUCATION

1982 Master of Architecture, Princeton University, Princeton, New Jersey

1978 Bachelor of Architecture, Carnegie-Mellon University, Pittsburgh, Pennsylvania

Mark has maintained ties with the School of Architecture at Carnegie Mellon University by endowing a prize in 2007 for students and faculty of the School of Architecture to further their study of traditional and classical architecture and by joining the Dean's Council of the College of Fine Arts in 2019.

PROFESSIONAL REGISTRATION

1988 NCARB Certification

1983-present Colorado, Connecticut, Florida, Idaho, Illinois, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania

PRACTICE

1988-present Ferguson & Shamamian Architects, L.L.P., New York, New York; Co-Founder and Partner

Ferguson & Shamamian Architects is a ninety person firm located in New York, practicing for thirty one years in twenty three states and five countries. Each year it has approximately forty five projects on the boards or in construction and completes ten projects. The business is managed by two founding partners, eight principals, ten senior associates and seventeen

PRACTICE CONTINUED

associates. The firm collaborates with other professional practices and leads teams of landscape architects, interior decorators, engineers and other experts in the prosecution of its projects. Its primary focus is the design of private residences including city apartments, townhouses, suburban houses and country estates. Sixty percent of the projects executed have a budget between five and fifty million dollars and fifty percent of its projects are for repeat clients.

The firm has consistently reached out to recent graduates of universities for new hires. It provides career mentorship and continuing education. For its beginning architects it encourages the development of professional skills and the completion of the requirements for licensure. This has allowed the firm to retain employees and grow. The average tenure at the firm is nine years and for the Principals it is twenty years.

- 1984–1988 Parish-Hadley Associates, Inc., New York, New York; Project Architect
- 1983 Commissioned Work, Croton-on-Hudson, New York; Architect
- 1982–1983 Scofidio and Diller, New York, New York; Designer/Draftsman
- 1980 Stubbins Associates, Cambridge, Massachusetts; Designer/Draftsman
- 1979 Dyer/Brown and Associates, Boston, Massachusetts; Designer/Draftsman
- 1977–1978 Ketterer, Schinhofen, Campbell Architects, Pittsburgh, Pennsylvania; Designer/Draftsman

TEACHING

- 1997 Rhode Island School of Design, Providence, Rhode Island; Co-Instructor, Fall fourth year Design Studio
- 2019 University of Miami, Miami, Florida; Visiting Critic, Upper Level, Vernacular and Classical Architecture and Design, with Oscar Machado, Co-Instructor

PROFESSIONAL ORGANIZATIONS

1990–present American Institute of Architects

1992—present Institute of Classical Architecture & Art (formerly the Institute for the Study of Classical Architecture); Founding Member

2005–present Director, National Board of the Institute of Classical Architecture & Art

As an ongoing commitment to the National Education Committee, Mark has previously served as Chair and continues to participate in the annual Education Forum. He has regularly participated on juries for local chapter design competitions, the Alma Shapiro Prize, the Winter Intensive, and the Summer Intensive (after which he welcomes each Intensive class for a tour and “question and answer” session at Ferguson & Shamamian Architects). Mark has also served as the Chair of the National Board Executive Committee, the President Search Committee, the Strategic Planning Committee, the Advisory Council, and the Advocacy Ad Hoc Committee.

2014-2016 Chair, National Board of the Institute of Classical Architecture & Art

LECTURES

2019 “The Place of Houses”; ICAA Northwest

2019 “The Art of Practice”; University of Miami

2018 “The Art of Practice”; University of Notre Dame

2016 “Architects Think Differently: Why?”; Northeast Harbor Library, Mount Desert, Maine

2015 “Parish-Hadley, Tree of Life”; New York School of Interior Design
Panel Discussion

2013 “Inside the Business of Design”; The New School, New York, an Interview with Keith Granet

2012 “New Traditional Architecture”; Museum of the City of New York, Spring Symposium

2011 “Moments of Inspiration”; Design Leadership Summit

2011 “What Makes Me Tick?”; Design Leadership Summit, Copenhagen Denmark

2011-2014 “New Traditional Architecture”

ICAA New York NY

ICAA Southern California, Los Angeles CA

ICAA Northern California, San Francisco CA

ICAA Rocky Mountain, Denver CO

ICAA Texas, Dallas TX

2008 “The Personality of a House”; University of Miami

RECOGNITION

AD100 (2006-2019); Mizner Award for Residential Architecture (2018, 2019); Schuler Award for Architecture (2018); Stanford White Award for Architecture (2012, 2015, 2016, 2018); Palladio Award for Architecture (2008, 2010, 2017); Decorators & Design Building Stars of Design (2017); Acanthus Award (2016); Hyland Award for Architectural Design (2013); Arthur Ross Award for Architecture (2003); Residential Architect Merit Award (2001); Glenwood, Illinois Competition Honorable Mention (1996); Young Architects Award (1990)

PUBLICATIONS

Books:

New Traditional Architecture: Ferguson and Shamamian Architects, City and Country Residences, Mark Ferguson and Oscar Shamamian with Joseph Giovannini, Rizzoli 2011

The Parish-Hadley Tree of Life: An Intimate History of the Legendary Design Firm, Chapter by Mark Ferguson and Oscar Shamamian, Harry N. Abrams 2015

The Landscape Designs of Doyle Herman Design Associates, Foreword by Mark Ferguson, Images Publishing 2013

Contributor to several architectural and interior design survey books including: New York Splendor; Life at the Top; Classical Interiors; New Classicism; The New York Apartment Houses of Rosario Candela and James Carpenter; American Classicist; The ICAA Tenth Anniversary; and others.

Periodicals:

Architectural Digest; *Beautiful Homes*; *C Magazine*; *The Classicist Journal*; *Connecticut Cottages & Gardens*; *Elegant Homes*; *Elle Décor*; *Galerie*; *Garden Design*; *Hamptons Cottages & Gardens*; *Home Entertainment*; *House and Garden*; *House Beautiful*; *InStyle*; *New Old House*; *New York Cottages & Gardens*; *New York Magazine*; *Period Homes*; *Quest*; *Residential Architect*; *Santa Barbara Magazine*; *Southern Accents*; *The New York Times*; *This Old House Magazine*; *Town and Country*; *Traditional Building*; *Traditional Home*; *Vogue*

Robin Z. Puttock, RA, LEED AP BD+C, WELL AP

puttock@cua.edu

703.967.0428

| | | |
|----------------------------|---|---------------------|
| Overview | A practicing architect with twenty years of professional, national award-winning, sustainable design experience and four years of academic teaching and research experience, currently a Visiting Assistant Professor and Interim Assistant Dean of Undergraduate Studies at The Catholic University of America. The project architect of eleven LEED certified buildings, including six Gold, and a US Department of Education Green Ribbon School. | |
| Education | Master of Architecture, <i>summa cum laude</i> Virginia Tech, Washington-Alexandria Architecture Center | 2016 |
| | Bachelor of Architecture, Minor Industrial Design, <i>magna cum laude</i> Virginia Tech 5 th Year at Washington-Alexandria Architecture Center 4 th Year Semester abroad in Europe | 1999 |
| Certifications | Registered Architect in Virginia | 2002 - present |
| | Registered Architect in Maryland | 2013 - present |
| | U.S. Green Building Council (USGBC) LEED AP Credential | 2003 - present |
| | U.S. Green Building Council (USGBC) LEED AP BD+C Specialty Credential | 2009 - present |
| | International WELL Building Institute (IWBI) WELL AP Credential | 2019 - present |
| | Climate Reality Leadership Corps, Founder - Former Vice President Al Gore | 2019 - present |
| | American Institute of Architects Member | 2002 – 2017 |
| Teaching Experience | The Catholic University of America - School of Architecture and Planning Interim Associate Dean of Undergraduate Studies (Fall 2020 – present) Chief Academic Officer (Fall 2020 - present) Visiting Assistant Professor (Fall 2019 – present) Instructor (Spring 2017 - Spring 2019) | Spring 2017-present |
| | <i>Courses and Roles outlined below:</i> | |
| | <i>Net Zero Sustainable Design Vertical Studio, Course Creator, Online Course</i> NZSD Vertical Studio is a 6-credit 4 th year and graduate level design studio that focuses on the 10 measures of sustainability as outlined by the American Institute of Architects COTE (Committee on the Environment) design competition. This studio partnered with Arlington Public Schools (APS) in Virginia to study 3 school sites under consideration for Reuse, with a focus on embodied carbon. Students work in teams, with design professionals across all disciplines present to school administrators and design and construction professionals. Students engage in all aspects of integrated design including site design, passive and active mechanical systems, as well as building performance analytics, using a wide variety of software to guide their design. | Fall 2020 |
| | <i>Human Centric Evidence Based Design for WELLbeing, Course Creator, Online Course</i> Human Centric Evidence Based Design for WELLbeing is a 3-credit Independent study course which uses the WELL Building Standard as a framework to explore the ways that the built environment affects human health and well-being. The course culminates in the students' passing of the WELL Accredited Professional Exam. | |

**Teaching
Experience
(cont.)**

Thesis II, Faculty Advisor, Online Course

Fall 2020, continued

Thesis II is the second semester of a year-long Master of Architecture Thesis sequence. This first semester consists mainly of research and the second semester consists mainly of design. This semester, I am the faculty thesis advisor for two students:

Julia Pryor: Maoming's New Home for Children

Thesis Statement: To design a sanctuary in Maoming, China that will heal through the creation of space that improves well-being with an evidence-based design approach considering biophilic and active design research.

Bridget Tweedy: Refugee Healing Center, Burlington, Vermont

Thesis Statement: Provide a sense of place to those who have lost their home; incite a spirit of healing to those who have endured trauma and uncertainty; establish a sense of community amongst people of diverse cultures; and to gather all the programs that support the resettled refugee community all under one roof in a community center in Burlington, Vermont.

Integrated Building Design Studio, Studio Coordinator

Spring 2020

Student teams won 3rd place and Honorable Mention of 31 teams

Integrated Design Studio is a 6-credit 4th year undergraduate and first year graduate studio which explores integrated design and team management, simulating architectural practice. Students are challenged to include conceptual and technical aspects of architectural form and the integration of the various building assemblies and systems.

Each year, my studio has a focus on sustainable design and we team with ZGF Architects. This semester we partnered with Arlington County Department of Environmental Services with the design of a new fire station in Arlington. Mid-semester, this course transitioned to online due to Covid-19.

Neuroarchitecture for Well-Being, Course Creator

Neuroarchitecture for Well-Being is a 3-credit course exploring the many ways the built environment impacts human health and well-being. The course focuses on how both theory and evidence-based design have influenced the programming and design of Civic Architecture including schools, libraries, and community centers. Topics include Neuroscience and Architecture, Environmental Psychology and Empathetic Design.

The Theory of Empathetic Design, as conceived by Robin Puttock and presented at CUA's Research Day 2017, is a design theory suggesting various ways architects can design spaces using empathy as the guide to reduce stress, and thus improve human mental health and well-being.

Mid-semester, this course transitioned to online due to Covid-19.

This course was featured in several publications including *The Catholic News Service*, *The Catholic Herald*, *Crux* and *This Week at Catholic University*.

**Teaching
Experience
(cont.)**

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| <p><i>Thesis I, Faculty Advisor</i></p> <p>Thesis I is the first semester of a year-long Master of Architecture Thesis sequence. This first semester consists mainly of research and I am the faculty thesis advisor for the two students listed above.</p> | <p>Spring 2020 (cont.)</p> |
| <p><i>Net Zero Sustainable Design Vertical Studio, Course Creator</i></p> <p><i>Student Team won CUA Competition Top Honors of 53 entries</i></p> <p><i>Student Team Poster Finalist in CUA Research Day, First-ever Architecture team Finalist</i></p> <p>NZSD Vertical Studio is a 6-credit 4th year and graduate level design studio that focuses on the 10 measures of sustainability as outlined by the American Institute of Architects COTE (Committee on the Environment) design competition. This studio partnered with Arlington Public Schools (APS) in Virginia to study 5 school sites under consideration for redevelopment. Students work in teams and travel to APS offices to present to school administrators and design and construction professionals. Students engage in all aspects of integrated design including site design, passive and active mechanical systems, as well as building performance analytics, using a wide variety of software to guide their design.</p> | <p>Fall 2019</p> |
| <p><i>Sustainable Strategies and Synergies Design Studio, Online Course, Course Creator</i></p> <p>Using the 3-credit Sustainable Strategies and Synergies in Building Assessment seminar course as a framework, this 3-credit seminar / studio course is a hybrid between an environmental design studio environment and a seminar course. This course builds on Environmental Design I passive design topics, realizes their inherent synergies, and assesses their impact on building performance through diagrams and third-party assessment.</p> | |
| <p><i>Integrated Building Design Studio</i></p> <p><i>Student teams won 1st and 2nd place of 29 competing teams</i></p> <p>Integrated Design Studio is a 6-credit 4th year undergraduate and first year graduate studio which explores integrated design and team management, simulating architectural practice. Students are challenged to include conceptual and technical aspects of architectural form and the integration of the various building assemblies and systems. My studio has a focus on sustainable design and we teamed with ZGF Architects and partnered with Montgomery County Maryland's Department of Public Libraries.</p> | <p>Spring 2019</p> |
| <p><i>Civic Architecture for Well-Being, Course Creator</i></p> <p>Civic Architecture for Well-Being is a 3-credit course exploring the many ways the built environment impacts human health and well-being. The course focuses on how both theory and evidence-based design have influenced the programming and design of Civic Architecture including schools, libraries, and community centers. Topics will include Neuroscience and Architecture, Environmental Psychology and Empathetic Design. The Theory of Empathetic Design, as conceived by Robin Puttock and presented at CUA's Research Day 2017, is a design theory suggesting various ways architects can design spaces using empathy as the guide to reduce stress, and thus improve human mental health and well-being.</p> | |

**Teaching
Experience
(cont.)**

Architectural Design II

Fall 2018

Architectural Design II is a 6-credit 3rd year design studio focusing on civic architecture, specifically the programmatic needs and site constraints. Techniques in site analysis are covered including 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.

Sustainable Strategies and Synergies in Building Assessments

Sustainable Strategies and Synergies in Building Assessments is a 3-credit course which builds on Environmental Design I passive design topics, realizes their inherent synergies, and assesses their impact on building performance through diagrams and third-party assessment.

Comprehensive Building Design Studio & Supplement

Spring 2018

Student team won 2nd place of 13 competing teams

Comprehensive Design Studio & Supplement is a 9-credit 4th year undergraduate and first year graduate studio which explores comprehensive design and team management, simulating architectural practice. Students are challenged to include conceptual and technical aspects of architectural form and the integration of the various building assemblies and systems. My studio had a focus on sustainable design and we teamed with ZGF Architects.

Architectural Foundations II: Design Tools

Architectural Foundations II: Design Tools is a 3-credit design studio course for 1st year students designed to develop the student's visual thinking and communication skills and to introduce systems of architectural representation in various media, both digital and analog.

Architectural Foundations III: Design Analysis and Synthesis, Studio Coordinator Fall 2017

In this 2nd year design studio, 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 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.

**Teaching
Experience
(cont.)**

- Environmental Design I* Spring 2017
- This course explores principles and passive design strategies for achieving thermal and visual comfort as well as energy and water conservation. Students learn to analyze climatic and site conditions for the development of massing, design for daylighting, solar shading, natural ventilation, thermally efficient wall sections, photovoltaic arrays, and water capture and retention systems. Lecture concepts are reinforced with labs that prepare students for the assignments. Selected student assignments are directly implemented into the student's current studio project.
- Lecture “Architecture for Well-being: The Theory and Evidence-based Design of Neuroarchitecture” October 2020
- A guest lecture at The Catholic University of America, Foundations of Architecture I
Associate Dean, Visiting Assistant Professor Tonya Ohnstad
A presentation exploring the role that architecture plays in human health and well-being, specifically examining both the theory and evidence in the emerging field of neuroarchitecture.
- Lecture “Practice, Teaching, Research” February 2020
- A guest lecture at The University of the District of Columbia
Professor Susan Kliman
A presentation exploring my work in the profession of architecture, the teaching of architecture and the service opportunities related to both.
- Lecture “Architecture for Well-being: The Theory and Evidence-based Design of Neuroarchitecture” September 2019
- A guest lecture at The Catholic University of America, Foundations of Architecture I
Dean Randall Ott
A presentation exploring the role that architecture plays in human health and well-being, specifically examining both the theory and evidence in the emerging field of neuroarchitecture.
- Lecture “The Silver Spring Library and Arts Center: The Urban Context and Iterative Process” March 2018
- A guest lecture at The University of Maryland, Architecture Design Studio III
Lecturers Brittany Williams and Lindsey May
A presentation of the urban context of Silver Spring, Maryland to support the student analysis of the studio project site. An exploration of the site, the program and the iterative design process of the Silver Spring Library as well as a presentation of the final design and post-occupancy analysis of the project.

**Teaching
Experience
(cont.)**

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| <p>Lecture “Codes of Sustainability from Option to Mandate: Implementation of Sustainability from Concept to Metering” A guest lecture at The Catholic University of America, Introduction to Sustainability Professor Patricia Andrasik A presentation of the role that codes play in the design of sustainable public projects. An exploration of how green mandates encourage design thinking and creativity.</p> | November 2017, 2016 |
| <p>Lecture “Sustainable Public Design: A Case Study of Silver Spring Library A guest lecture at Virginia Tech, Ideas Concepts & Representations Professor Meredith Sattler A presentation of the Silver Spring Library design as both a signature public building and as a sustainable design. A critical analysis of the successes and challenges of accomplishing both using both the LEED rating system and the Living Building Challenge as metrics.</p> | November 2016 |
| <p>Lecture “Rosslyn Sector Plan” A guest lecture at Virginia Tech, Theory of Urban Form Professor David Lever A presentation of the 50-year history of planning in Rosslyn, Virginia including my 20 years of experience as both an architect and a community member.</p> | October 2016 |
| <p>Lecture “Empathetic Design: How Elementary School Environments Designed to Reduce Stress Can Foster Inclusion of High Functioning Autistic Children” A guest lecture at Virginia Tech, Architecture and Urbanism Seminar Professor Susan Piedmont-Palladino A presentation of my Graduate Thesis Research: An exploration of learning theory, autism spectrum disorder diagnostic criteria, current mainstream environmental research and historic building type analysis culminating in fundamentals derived from an empathetic understanding of the designed inclusive educational environment.</p> | September 2016 |
| <p>Lecture “Sustainability: One Architect’s Evolution” A guest lecture at Virginia Tech, given to the entire student body at The Washington Alexandria Architecture Center Professor Paul Emmons A presentation of three of my professional projects to explore how the practice of sustainability in local public work has evolved since 2000.</p> | March 2016 |
| <p>Master of Architecture Thesis Advisor Annie McGuinness, “Living Loving Artifact” Christopher Odusanya, “Creative Space”</p> | Fall 2019 Fall 2019 |

**Teaching
Experience
(cont.)**

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|--|----------------|
| Architecture Studio Review Juror, University of Maryland | 2017 - present |
| Architecture Studio Review Juror, Catholic University of America | 2014 - 2017 |
| Architecture Studio Review Juror, Virginia Tech | 2014 - present |
| Curriculum Committee, The Catholic University of America | 2019 |
| City Vision Volunteer Faculty Member National Building Museum, Washington, D.C. | 1998 - 1999 |
| Teacher's Assistant, Statics, Virginia Tech | 1996 - 1997 |
| Middle School and High School Church Youth Group Leader, Arlington, VA | 2013 - present |

**Academic
Research /
Presentations**

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|---|----------------|
| Association of Collegiate Schools of Architecture (ACSA) 109 th Annual Meeting; Expanding the View, Special Session, <i>Abstract Approval</i> "Pedagogical Pivot: Designing Student Spaces for Emotional Health and Well-being" Paper to be submitted in November 2020 | September 2020 |
| Research Presentation at the Spring 2021 Environmental Design Research Association (EDRA) Conference; Just Environments: Transdisciplinary Border Crossings; Group Presentation and Visual Presentation "The Interschool Student Design Conversation: A Collection of Visual Essays from University Students in the Washington DC Area" <i>Pending Approval</i> | September 2020 |
| Association of Collegiate Schools of Architecture (ACSA) 109 th Annual Meeting; Expanding the View, Special Session, <i>Pending Approval</i> "Pedagogical Pivots: Making the Invisible Visible to Improve Well-being" with Ann Sussman, RA, author, researcher, founder of Hapi.org | August 2020 |
| Research Presentation at the Spring 2020 Environmental Design Research Association (EDRA) Conference; Transform: Socially Embedded Collaboration "Empathetic Design: How Elementary School Environments Designed to Reduce Stress Can Foster Inclusion of High Functioning Autistic Children" | April 2020 |
| Research Presentation at the Spring 2021 Environmental Design Research Association (EDRA) Conference; Just Environments: Transdisciplinary Border Crossings "The Interschool Student Design Conversation: A Collection of Visual Essays from University Students in the Washington DC Area" <i>Pending Approval</i> | September 2020 |
| Association of Collegiate Schools of Architecture (ACSA) 109 th Annual Meeting; Expanding the View, Special Session, <i>Pending Approval</i> "Pedagogical Pivots: Making the Invisible Visible to Improve Well-being" with Ann Sussman, RA, author, researcher, founder of Hapi.org | August 2020 |

**Academic
Research /
Presentations
(cont.)**

| | |
|---|--------------------|
| <p>Association of Collegiate Schools of Architecture (ACSA) 109th Annual Meeting; Expanding the View, Special Session, <i>Pending Approval</i> “Pedagogical Pivot: Designing Student Spaces for Emotional Health and Well-being”</p> | <p>August 2020</p> |
| <p>Scholarship of Design Submission to The Journal of Architecture Education February 2020 Issue “Othering” <i>Submitted</i> “Empathetic Design: How Sketches by Autistic Children Can Inform the Design of Educational Environments and Foster Inclusion”</p> | <p>2019</p> |
| <p>Graduate Written Thesis, “Empathetic Design: How Elementary School Environments Designed to Reduce Stress Can Foster Inclusion of High Functioning Autistic Children” A three-volume thesis presentation of the theory of Empathetic Design. An exploration of learning theory, autism spectrum disorder diagnostic criteria, current mainstream environmental research and historic building type analysis culminating in fundamentals derived from an empathetic understanding of the designed inclusive educational environment. Goal is to publish conclusions resulting from a partnership with a psychology professional in an effort to secure funding for additional research.</p> | <p>2016</p> |
| <p>Undergraduate Design Thesis, Montessori School, Alexandria, VA A design investigation of the Montessori method. Research methods included interviews with Montessori teachers, parents and students in MD and VA, as well as the study of written materials on and written by Maria Montessori. Thesis summary included in portfolio, provided upon request.</p> | <p>1999</p> |

**Professional
Experience**

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|---|------------------|
| <p>Partner, The Lukmire Partnership, Arlington, VA As a member of the firm’s senior leadership team, I played a key role in design, programming, construction, client relations, budgeting and project management. In addition, I helped lead the overall business strategy and business development. I exhibited expertise in national, state and local award-winning sustainable architectural design. I mentored several staff interns completing the Intern Development Program as well as many staff architects and associates.</p> <p>Projects led include:</p> <ul style="list-style-type: none"> Brown Station Elementary School, Gaithersburg, MD New 110,000 SF three story elementary school Achieved LEED for Schools 2009 Gold Project Architect and Manager, LEED Administrator <ul style="list-style-type: none"> Silver Spring Library and Arts Center, Silver Spring, MD New 95,000 SF five story library and arts center, future Purple Line Metro station Achieved LEED Gold NC2.2 Project Manager, LEED Administrator | <p>1999-2015</p> |
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**Professional
Experience (cont.)**

Francis Scott Key Middle School, Silver Spring, MD
New 145,000 SF middle school
Achieved LEED Gold NC2.2, Green Ribbon School, US Department of Education
Project Architect and Manager, LEED Administrator

Artisphere, Arlington, VA
65,000 SF three story interior fit-out of previous Newseum space in Rosslyn
Achieved Certified LEED CI 2009
Project Architect and Manager, LEED Administrator

England Run Library, Stafford, VA
New 30,000 SF one story library with a retail design focus
Project Architect and Manager

Arlington Branch Library and School Facility, Arlington, VA
New 45,000 SF two story library and school facility
Project Architect and Manager, LEED Administrator

Westover Branch Library, Arlington, VA
New 15,000 SF one story library
Project Architect and Manager, LEED Administrator

Bealeton Branch Library, Bealeton, VA
New 10,000 SF one story library
Project Architect and Manager

Downcounty Consortium Capacity Study I
Montgomery County Public Schools, Rockville, MD
Capacity Study for the southernmost section of the county
Project Architect and Manager

Downcounty Consortium Capacity Study II
Montgomery County Public Schools, Rockville, MD
Capacity Study for the middle section of the county
Project Architect and Manager

Building 233 Renovation, Ft. Myer, Arlington, VA
10,000 SF renovation of the horse stables
Project Architect and Manager

Silver Spring International Middle School
Montgomery County Public Schools, Rockville, MD
Feasibility Study for a renovation and addition to the existing 250,000 SF building
Project Architect and Manager

Olney Library, Olney, MD
New 25,000 SF one story library
Achieved LEED Gold NC2.2
LEED Administrator

**Professional
Experience (cont.)**

Bioscience Education Center, Montgomery College, Germantown, MD
New 130,000 SF three story college classroom building
Achieved LEED Gold NC2.2
LEED Administrator

Charles Houston Recreation Center, Alexandria, VA
New 35,000 SF one story community center
Achieved LEED Gold NC2.2
LEED Administrator

Pentagon Athletic Center, Phase II, Arlington, VA
10,000 SF two story renovation
LEED Manager

Arcola Elementary School, Silver Spring, MD
New 77,000 SF two story elementary school
Project Architect

Waters Landing Elementary School, Germantown, MD
12,000 SF two story addition
Project Manager

Harmony Hills Elementary School, Silver Spring, MD
29,000 SF one story addition
Project Manager

Additional Project Experience:

Odenton Regional Library, Odenton, MD
New 40,000 SF two story library
Achieved LEED Certified NC2.0
Project team member

Montgomery Village Middle School, Montgomery Village, MD
50,000 SF two story addition and 100,000 SF renovation
Project team member

Academic Building and Conference Center, College of Southern Maryland, Leonardtown, MD
New 48,000 SF three story classroom building
Project team member

Rosslyn Esplanade Study, Arlington, VA
Multi-block urban design study
Project team member

Kate Waller Barrett Library, Alexandria, VA
4,000 SF interior renovation
Project team member

Germantown Library, Germantown, MD
New 44,000 SF two story library
Project team member

**Professional
Experience
(cont.)**

- Intern, Gensler, Washington, D.C. 1998-1999
As an architecture studio team member, I attended client design meetings, prepared client presentation boards and models, and contributed to all phases of design using CAD. Projects included St. Paul's Community Centre in Capitol Heights, MD, and the Headquarters Building of Armstrong Industries.
- Intern, Appel Design Group, Union, NJ 1997-1998
As a member of this mid-size residential architectural firm, I contributed to all phases of design through attending client design meetings, participating in construction site visits, and drafting by hand and with CAD. In addition, I created the design portfolio for the office and staffed the firm's booth in an architecture conference in Atlantic City, NJ. Projects included multiple new home and addition projects in NJ.
- Intern, James J. Greener, AIA, Chatham, NJ 1995-1997
As the intern in this sole proprietor firm, I designed residential additions, measured existing homes for renovations and additions, visited construction sites, met with clients, photographed houses and drafted by hand and in CAD.
- Founder and President, Picture Perfect Home Renderings, Arlington, VA 2003 - present
As the founder of this business, I create and custom-frame renderings of homes. Media is pen and ink and colored pencil. In addition to accepting nationwide referrals, I have also built relationships with several local realtors and contractors who purchase my renderings for their clients. Samples available upon request.

**Practice
Awards**

- U.S. Department of Education Green Ribbon School Award 2012
Francis Scott Key Middle School, Silver Spring, MD
Inaugural Recipient of the USDOE Award, presented by President Barack Obama
Recognized for reducing environmental impact, promoting health, and ensuring a high-quality environmental and outdoor education to prepare students with the 21st century skills and sustainability concepts needed in the growing global economy.
- LEED Gold Certification:
Brown Station Elementary School, Gaithersburg, MD
Silver Spring Library, Silver Spring, MD
Olney Library, Olney, MD
Montgomery College Bioscience Education Center, Germantown, MD
Francis Scott Key Middle School, Silver Spring, MD
Charles Houston Recreation Center, Alexandria, VA
- LEED Certified Certification:
Artisphere, Arlington, VA (Commercial Interior)
Odenton Regional Library, Odenton, MD

Practice

Awards (cont.) 2016 Design Excellence Award Montgomery County, Maryland – Silver Spring Library
 Building of America Gold Medal – England Run Library
 2017 Better Together Award, Virginia Public Library Director’s Association – England Run Library
 Library Design Showcase 2012, American Libraries Magazine – England Run Library
 USGBC National Capital Region Chapter 2010 LEED for Schools Runner-Up – FSK Middle School
 USGBC Baltimore Chapter Green Leadership Award – Odenton Regional Library
 American City and County Excellence Award – Charles Houston Recreation Center
 Craftsmanship Award, National Building Congress – Germantown Library
 National AIA Continuing Education Small Firm Award 2000

Professional Research

- Downcounty Consortium Capacity Study – Lower Downcounty Area June 2015
 Prepared for Montgomery County Board of Education, Rockville, MD
 A comprehensive study of 12 elementary schools to address the overcrowding in the Downcounty Consortium of Montgomery County, MD. Research included existing building and site conditions, community input from 26 community meetings, capacity increase data resulting from design solutions of proposed additions, and current market cost data. The study has not yet been released to the public. Electronic version not including cost data available upon request. Final public presentation can be found online:
http://www.montgomeryschoolsmd.org/uploadedFiles/departments/facilities/construction/Studies/DCC_060115_Presentation.pdf
- Silver Spring International Middle School Feasibility Study June 2015
 Prepared for Montgomery County Board of Education, Rockville, MD
 A comprehensive study of a school facility currently housing a middle school and one of the overcrowded elementary schools in the concurrent Downcounty Consortium Capacity Study. The study is to addresses the overcrowding of the middle school while also addressing complex accessibility issues. Research included existing building and site conditions, community input from 6 community meetings, evaluation of design solutions and current market cost data. The study can be found online:
http://www.montgomeryschoolsmd.org/uploadedFiles/departments/facilities/construction/project/SSIMS_FeasibilityStudyrev111715.pdf
- Downcounty Consortium Capacity Study – Middle Downcounty Area June 2013
 Prepared for Montgomery County Board of Education, Rockville, MD
 A comprehensive study of 12 elementary schools to address the overcrowding in the Downcounty Consortium of Montgomery County, MD. Research included existing building and site conditions, community input from 26 community meetings, capacity increase data resulting from design solutions of proposed additions, and current market cost data. The study can be found online:
http://www.montgomeryschoolsmd.org/uploadedFiles/departments/facilities/construction/Studies/DCCES_2013-06-27_rev_2013-11-6_FINAL_REPORT.pdf

**Professional
Research
(cont.)**

Waters Landing Elementary School Feasibility Study October 2011
 Prepared for Montgomery County Board of Education, Rockville, MD
 A comprehensive study of an overcrowded, aging elementary school facility. Research included existing building and site conditions, community input from 6 community meetings, evaluation of design solutions and current market cost data. The study can be found online:
<http://www.montgomeryschoolsmd.org/uploadedFiles/departments/facilities/construction/studies/Waters%20Landing%20Feasibility%20Study.pdf>

**Academic
Honors**

2021 ACSA / EAAE Teacher's Conference Design Project Proposal, *Submission Pending*
 2020 ARCHITECT Magazine Studio Prize, *Submission Pending*
 2017 Part-time Faculty of the Year Nominee, The Catholic University of America
 Virginia Tech Alumni Association 2016 Merit Scholarship
 National Capital Region Chapter
 Tau Sigma Delta Architecture National Honor Society
 Phi Kappa Phi National Honor Society
 Golden Key National Honor Society
 Gamma Beta Phi Honors / Service Fraternity

**Professional
Service**

Journal of Architecture Education (JAE) 75:1, Built, Reviewer September 2020
 Association of Collegiate Schools of Architecture (ACSA) 109th Annual Meeting; Expanding the View, Reviewer August 2020
 Environmental Design Research Association (EDRA) Conference Moderator April 2020
 EDRA 51 Conference; Transform: Socially Embedded Collaboration
 Environmental Design Research Association (EDRA) Conference Reviewer 2019
 EDRA 51 Conference; Transform: Socially Embedded Collaboration
 Papers, Abstracts, Group Presentations, Posters and Shorts
 Superintendent's Advisory Committee on Sustainability, 2016-present
 Arlington Public Schools
 USGBC Greenbuild 2015 Host Committee 2014-2015
 Volunteer Committee Member for International Conference
 Building Level Planning Committee, Arlington Public Schools, Arlington, VA 2012-2014
 Discovery Elementary School designed by VMDO
 U.S. Department of Education Green Ribbon School Award 2017
 American Institute of Architects COTE Top Ten Award Winner 2017

**Teaching
Service**

CUA NAAB Accreditation Committee, Co-chair August 2020 - present
 Recruiting Chair, School of Architecture and Planning August 2020 - present
 Interschool Student Design Competition, Faculty Advisor July 2020 - present
 Curriculum Committee 2019 - present

Community

| | | |
|----------------|---|--------------|
| Service | Pastor Nominating Committee Secretary | 2017-2018 |
| | Board of Trustees, Little Falls Presbyterian Church, Arlington, VA Building Committee Chair Leader of Pro Bono projects including nursery renovation and youth building renovation | 2011-2015 |
| | Youth Group Leader, Little Falls Presbyterian Church, Arlington, VA Middle and High School Groups | 2013-present |
| | Vacation Bible Camp Leader, Little Falls Presbyterian Church, Arlington, VA Preschool and Elementary School-age Children | 2012-present |

References Available upon request

EDUCATION

2005 **Harvard University Graduate School of Design** Cambridge, MA
Master of Architecture

2000 **University of Minnesota** Minneapolis, MN
Bachelor of Arts dual major: Architecture and French, *Summa Cum Laude*

PROFESSIONAL FORMATION & ACADEMIC APPOINTMENTS

2019-present **Catholic University of America School of Architecture & Planning** Washington, DC
Associate Dean Graduate Studies School of Architecture and Planning *ad interim*
Visiting Assistant Professor
Director of Foreign Studies
Director CUA-DC Community Based Design Collaborative (NAAB approved)
Director Experiences in Architecture (summer High School immersion program)

2016 - Present **Rhetra LLC** Washington, DC
Co-founder
Collaborative practice established to design Kakenya Center for Excellence in Western Kenya

2015 - 2020 **University of Maryland: School of Architecture, Planning and Preservation** College Park, MD
Professional Track Faculty: Thesis, Option studio, core studio, topical construction seminar

2014 - 2019 **Catholic University of America: School of Architecture and Planning** Washington, DC
Adjunct Faculty: Studio Coordinator, Graduate Seminar, Construction + Methods, Design Tools
Director Summer Program: Experiences in Architecture

2010 - Present **OdA: Ohnstad Design & Architecture** Horten, Norway
Founding Principal

2010 - 2011 **NSW** Oslo, Norway
Sivilarkitekt

2010 **SPiR Arkitektur** Tønsberg Norway
Sivilarkitekt

2008, 2009 **Northeastern University, Architecture Department** Boston, MA
Part time Faculty: Design Studio, Construction Methods
Summer Discovery Coordinator

2007 **Harvard Graduate School of Design** Cambridge, MA
Assistant Instructor Option Studio, "Agile Involutions"

2004, 2006 - 8 **Kennedy & Violich Architecture** Boston, MA
Designer

2005 - 2006 **Frank O. Gehry Architects** Los Angeles, CA
Jr. Architect

2004, 2005 **Harvard Graduate School of Design** Cambridge, MA
Career Discovery Design Studio Instructor

2003 - 2004 **Harvard Graduate School of Design** Cambridge, MA
Core Studio, Teacher's Assistant

2003 **Ateliers Jean Nouvel** Paris, France
Designer

1995 - 2000 **Ohnstad Architects** Sioux Falls, SD
Architect Intern I

PUBLICATIONS

2018 **SEE/SAW**, UMD
Rhetra Project, Kakenya Center for Excellence

2004 **HARVARD PLATFORM**, Soft Studio