



SCHOOL OF
**ARCHITECTURE,
PLANNING & PRESERVATION**

ARCHITECTURE PROGRAM

**University of Maryland
School of Architecture, Planning and Preservation
Architecture Program**

Architecture Program Report for 2017 NAAB Visit for Accreditation

Master of Architecture

Path A: (pre-professional degree + 60 credit hours)

Path B: (degree + 105 credit hours)

Year of the Previous Visit: 2011

Current Term of Accreditation: six-year term

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Section 1. Program Description

I.1.1 History and Mission

History of the University of Maryland: The [University of Maryland](#) (UMD), College Park, is a public research university (Carnegie classification: R1 Doctoral Universities – Highest Research Activity) located in College Park, Maryland, within the Capital Beltway, approximately seven miles from the center of Washington, D.C. The institution was founded in 1856 as the Maryland Agricultural College and was designated the state's land-grant institution in 1864. Today, UMD is the flagship institution of the [University System of Maryland](#). In fall 2015, the undergraduate enrollment was 27,443 and the graduate enrollment was 10,697, making UMD the largest university in the State of Maryland as well as the largest institution in the Washington Metropolitan Area. The University is a member of the [Association of American Universities](#) as well as the [Big Ten Conference](#) in athletics. The University of Maryland offers 127 undergraduate degrees and 112 graduate degrees organized within twelve colleges and schools. The [Middle States Commission on Higher Education \(MSCHE\)](#), under authority of the U.S. Department of Education, is the regional accrediting agency for the University of Maryland. The University is currently conducting a self-study as part of the requirements for the 2017 accreditation review.

The Maryland Agricultural College (MAC) was founded in 1856 in response to soil depletion and low crop yields caused by intensive tobacco farming in the Chesapeake Bay watershed. The fledgling institution was awarded land grant status in 1864. The Civil War signaled tumultuous times for the nascent college. Maryland, a state bordering the Confederacy, had allegiances split between North and South. Faced with political and financial problems, the institution sold off nearly half of its original property and fell into bankruptcy during this time. In 1866, the Maryland legislature assumed half ownership of the college. The Agricultural Experiment Station was established in College Park, Maryland in 1888 as a combined state agency, stockholder institution and MAC department. The intervention by the state and the location of the Agricultural Experiment Station buoyed the institution and prepared it for the 20th Century.

The first decade of the 20th Century saw modest expansion of the College Park campus and progress toward financial stability for the institution. A catastrophic fire in 1912 challenged the institution's viability; lacking sufficient insurance, the college teetered on the brink of financial collapse for another four years until the State of Maryland took full control over the college and renamed it the Maryland State College of Agriculture in 1916. In the same year, females were enrolled in College Park for the first time, however the campus remained racially segregated until 1951. The institution operated as the Maryland State College of Agriculture until it was consolidated with the University of Maryland in Baltimore in 1920, providing an undergraduate educational venue for the largely graduate and professional University of Maryland in Baltimore.

University leadership during the Great Depression, World War II and the immediate post-war period sought to capitalize on the institution's proximity to Washington, D.C. Much of the current form of the campus is the result of building campaigns that, in part, benefited from the proximity to the federal city. In the late 1950s, leadership worked tirelessly to raise the University's academic standards. After two unsuccessful attempts, the University garnered a successful bid to establish a Phi Beta Kappa chapter on campus in 1962. The final quarter of the 20th century witnessed restructuring of the state's higher education system with the University of Maryland, College Park, designated it as the flagship campus in 1988. Efforts were successfully launched to improve undergraduate education, recruit and retain distinguished faculty members, and develop diversity goals for under-represented minorities. The 1990s saw the University's first capital campaign and major restructuring of the University's academic organization, moving from a divisional system to a more traditional system of colleges and schools. Over the past 25 years, the academic reputation of the University of Maryland has moved from being a "safety school" to a competitive, first-choice destination for undergraduates. Recent independent [rankings](#) consistently list the University of Maryland as a top performer on most assessments, a marked improvement from the 1990s. The improvement in undergraduate education and student life has been bookended by an increased focus on [research](#) throughout the institution, built in part by our strategic location in the Washington-Baltimore Metropolitan Region.

The [mission](#) of the present-day University of Maryland, College Park is to provide excellent teaching, research and service. The [2015 Mission and Goals Statement](#) considers Institutional Identity, Institutional Capabilities, and Institutional Objectives and Outcomes as primary objectives, with specific focus on undergraduate education, graduate education, diversity and inclusion, research and innovation, university outreach, partnerships and engagement, and improving university infrastructure and resources. Since 2010, Dr. Wallace D. Loh has led the University of Maryland in his role as President. Loh continues his predecessors' work in advancing the academic reputation of the University. In 2015, President Loh established the [Flagship 2020 Commission](#), "to chart a road map to competitive excellence – to become a top 10 flagship university, equal to the best in the nation, as our state mandate reads." The Flagship 2020 Commission is a university-wide comprehensive initiative, comprised of several workgroups tasked to: devise a [Strategic Plan Update \(2015-2020\)](#); develop a plan for Strategic Budgeting and Finance; create strategies for Innovations and Efficiencies in Education and Research; explore avenues for Innovations and Efficiencies in Administrative Operations; and investigate new approaches for Revenue Generation. In 2013, President Loh launched the [Academy for Innovation and Entrepreneurship](#), which has directly engaged students and faculty members in the Architecture Program. He has overseen the redesign of the [General Education Program](#) at the undergraduate level and the reorganization of the [Graduate School](#) into a more efficient, academically responsive and user-friendly component of university life. In 2015, President Loh signed a [partnership agreement](#) with the world-renowned [Phillips Collection](#) in Washington, D.C. that has led to the creation of the [University of Maryland Center for Art and Knowledge at the Phillips Collection](#). Dr. Loh has worked hard to strengthen the institution's commitment to diversity and to create a climate of accountability and respect, as evidenced by the appointment of the University's first Associate Vice President and Chief Diversity Officer to head up the University's [Office of Diversity and Inclusion](#). Loh championed the idea that a great university needs a great college town. The [Greater College Park](#) initiative is a project endorsed by Loh that seeks to create dynamic academic spaces, a public-private research hub, and a vibrant downtown community. President Loh has committed the University to [cutting its carbon footprint in half by 2020](#) and has supported expansion of academic programs that engage environmental conservation, resilience and sustainability topics. In 2012, President Loh announced that the University of Maryland would leave the Atlantic Coast Conference to join the [Big Ten Conference](#), "not only to ensure the financial vitality of Maryland Athletics..., but the extensive opportunities in the Committee on Institutional Cooperation for collaborations with our peer AAU and flagship universities in education, research, and innovation." In February of 2016, President Loh announced a [Strategic Partnership](#) between the University of Maryland flagship institution and the University of Maryland Baltimore campus, intended to empower the two institutions to reach the highest levels of national prominence in education, research and economic impact on the state. The University of Maryland Baltimore houses the medical school and numerous professional schools. Collaboration between the two institutions better positions the University to tackle some of the biggest problems of our age.

History of the School of Architecture, Planning and Preservation

The [School of Architecture, Planning and Preservation](#) is a professional school located on the campus of the University of Maryland, College Park. The School is a non-departmentalized unit headed by a Dean, and assisted by two Associate Deans and an Assistant Dean. The academic units of the School are [Architecture](#), [Urban Studies and Planning](#), [Historic Preservation](#), [Real Estate Development](#), and an interdisciplinary Ph.D. program in [Urban and Regional Planning and Design](#). The academic units are headed by directors who also serve as faculty members within their respective units. [College Profiles](#) from the [Office of Institutional Research, Planning and Assessment](#) indicate that the School enrolled 201 undergraduates and 264 graduate students in 2015. The number of instructional faculty members from the same period totaled 53, with an additional 21 faculty members whose assignments are primarily in research. Twenty staff members serve in the School. The School is also the administrative home of the [National Center for Smart Growth Research and Education](#), the [Environmental Finance Center](#), and U.S. Economic Development Administration - [University Center](#), in partnership with Morgan State University.

In 1964, an American Institute of Architects committee recommended that the University of Maryland establish an architecture school. The committee suggested that the program be located on the College Park campus and to establish both an undergraduate major in architecture and a graduate program that leads to the professional Master of Architecture degree. At its inception, the School offered only the

Bachelor of Architecture degree (which was initially accredited in 1967), but the new program also offered coursework in urban planning, historic preservation and building economics, in addition to the curriculum required for a NAAB-accredited degree. The Bachelor of Architecture degree was phased out in 1987; in its place a pre-professional Bachelor of Science in Architecture and Master of Architecture programs were implemented. The Master of Architecture has been continuously accredited by the NAAB since 1985.

In 1970, the accredited Master of Community Planning degree was established in the School of Social Work and Community Planning at the University of Maryland, Baltimore. The Planning program moved to the College of Behavioral and Social Sciences on the College Park campus in 1988, joining the School of Architecture in 1992 during the University's reorganization following a period of economic contraction. A certificate program in Historic Preservation was initiated in 1980, led by an Architecture program faculty member. Reflecting the increasingly diverse and interdisciplinary nature of the unit, the School was renamed the School of Architecture, Planning and Preservation in 2000. By 2001, a Master of Historic Preservation degree was established and the Ph.D. program in Urban and Regional Planning and Design followed in 2002. The National Center for Smart Growth Research and Education was established in the same year when the School successfully competed for enhancement funds provided by the State Legislature, a proposal coincident with initiatives in the Maryland Governor's office. The most recent academic program to join the School was the Master of Real Estate Development, which was launched in 2006. It is during this period that the School adopted the motto, "Collaborative Education for a Sustainable Future," which captured the aspirations of the academic programs.

The [mission](#) of the present day School is to educate architects, planners, preservationists, developers and the many allied stakeholders whose work and scholarship focus on the quality of the built environment, and promote social justice, cultural value, resource conservation and economic opportunity. The School is headed by a Dean, the highest-ranking administrator in the unit, who reports directly to the [provost](#). The Dean exercises broad oversight in matters regarding budget, policy and procedures, appointments, promotion and tenure, strategic planning, alumni affairs and development. Since 2010, [David Cronrath, AIA](#), has led the School in the role of dean. Cronrath will step down from this position on October 1, 2016 and will be succeeded by [Sonia Hirt, Ph.D.](#)

Dean Cronrath's tenure spans the period of time since the last NAAB visit. He led efforts to refine the School's [strategic plan](#), implement governance policies and procedures compliant with University standards, and create a transparent and effective internal budgeting process. The Dean established a [Board of Visitors](#), whose mission is to serve as advisors, ambassadors and advocates for the School. Working closely with the School's development officer, the Dean has successfully rebuilt bridges with the School's alumni and substantially increased the School's endowment. He has improved relations between the School, its programs, students and faculty members, and the broader University of Maryland community. Dean Cronrath initiated several long overdue renovations to the Architecture Building, which have positively impacted teaching-learning environments. Cronrath also brought a much needed vision to the School's evolving digital resources by expanding digital fabrication and server capacity, refreshing workstations, renegotiating plotting services provided by an external vendor, and invigorated the [Technology Solutions Center](#) (TSC), a service-oriented management team for digital resources. [The Partnership for Action Learning in Sustainability \(PALS\)](#), a university-wide initiative, was also implemented during Dean Cronrath's tenure. PALS is designed to provide innovative, low-cost assistance to local governments while creating real-world problem-solving experiences for University of Maryland graduate and undergraduate students.

The Dean oversaw all activities of the Architecture program from the School's foundation until 1992, when the Urban Studies and Planning program joined the unit. At that point, it became apparent that the Architecture program would need to follow a similar structure as the Planning program, which was led by a director. By 1997, the faculty voted to appoint a director to oversee the administrative functions of the program. Professor [Brian Kelly, AIA](#), currently serves as director of the Architecture program. In 2013, the Dean appointed a clinical faculty member, [Michael Ambrose, AIA](#), associate director to assist the director in administering the program.

The Architecture Program's mission is to "instigate change through teaching, experience and scholarly activity, which prepares the next generation of broadly educated, highly-skilled architects and designers to be problem seekers/solvers in collaborative learning and professional environments." This mission statement is a component of the [2015 Strategic Plan](#), which was developed between 2013 and 2015 by the program. Governance in the Architecture program is established by the Plan of Organization, which was originally adopted in 2000 and has since been updated several times. Architecture is the only program in the School to offer both undergraduate and graduate degrees, enrolling some 260 students at the undergraduate level and 90 at the graduate level in 2015. In the same year, the Architecture program was served by 13 tenured/tenure-track colleagues, 16 individuals with part-time teaching roles serving as lecturers, two clinical faculty members, and one professor of the practice. One full-time administrative assistant is assigned to Architecture, but the program benefits from several additional School staff members who lend specialized expertise to the program.

Beginning in 2013, the Architecture program undertook a study to restructure and revise its Bachelor of Science in Architecture curriculum, which had remained substantially intact since the mid-1990s. The new curriculum, which was approved by the campus [Programs, Curricula & Courses Committee](#) in 2015, is currently in the process of being implemented. In addition to revising the BS in Architecture curriculum, a new Bachelor of Arts in Architecture curriculum was initiated to cater to the approximately 1/3 of undergraduates who want an undergraduate education in architecture but are not yet committed to pursuing a professional degree in the field at the graduate level. Some features of the revised BS curriculum include increased design thinking/making courses in the first two years of the program; enhanced curricular coordination between studio, history, drawing and technology courses; a revised technology sequence that mirrors many of Maryland's peer institutions; increased opportunities to take advantage of the undergraduate minors; and a semester abroad opportunity in the junior year. The architecture program not only provides coursework for its undergraduate and graduate degree programs, but also participates in General Education instruction for the University community at the undergraduate level. It works collaboratively with allied disciplines at the graduate level to provide access to advanced courses. In June of 2016, the National Council of Architectural Registration Boards approved the University of Maryland's bid to participate in the [Integrated Path to Architectural Licensure](#) initiative.

While the program benefits from its location within the University of Maryland, it is likewise an active participant. Faculty members engage the University in shaping both the culture and curriculum. Increasingly, they are joining colleagues in the Arts and Humanities, Engineering, and the Sciences to work on projects that require trans-disciplinary engagement. The [Academy for Innovation and Entrepreneurship](#) has been a vehicle for engaging faculty members, making connections across disciplines, and providing students with an opportunity to learn and lead alongside their faculty mentors. [The Partnership for Action Learning in Sustainability](#), although housed within the School's [National Center for Smart Growth](#), is in fact a vehicle for collaboration and building strategic relationships among the academic communities University-wide that engage its programs. Students in the Masters of Architecture thesis program who devise projects that have implications beyond the traditional boundaries of architecture have found the University to be a limitless source of expertise. For example, Austin Raimond (M ARCH '16) sought expertise from NASA for his thesis, "[Dwelling Beyond: Sustainable Design on Mars](#)," facilitated by campus connections. Anthony Pizzo's (M ARCH '12) thesis, "[Mothballed: Transforming the Carcass of a Naval Warehouse into an Agricultural Incubator](#)," benefited from direct interaction with faculty members in the College of Agriculture in order to better represent the dimensions of hydroponic food production. In her thesis, "[Catalyst: Architecture for Change and Social Justice](#)," Magalys Joyce (M ARCH '16) sought out expertise in the challenged Southwest Baltimore community through connections provided by colleagues in the National Center for Smart Growth.

Just as the institutional context benefits the Architecture program's community, our colleagues provide expertise to the University serving on a wide range of committees and initiatives, including the Architecture and Landscape Review Board, which is the group charged to assure aesthetic quality and design coherence for the campus. In addition, faculty members (and students) serve on the University Senate, contribute to the University's [Programs, Curricula, and Courses](#) committee, the [Vice President's Advisory Committee](#), and the Undergraduate Advisory Committee. Design work done by students in the

ARCH 700 Urban Design studio formed the basis for the University's development of an innovation district adjacent to the challenged core of College Park. One of the first visits President Loh made after his appointment was with the faculty members of the School of Architecture, Planning and Preservation to discuss his vision for a more vibrant College Park. Several faculty members have had direct input and impact on the process of building a better college town.

Since the 2011 NAAB visit, the Architecture program has had notable success in student competitions. In the fall of 2011, [WaterShed](#), a university-wide project lead by Architecture program faculty members and students, won the United States Department of Energy Solar Decathlon,. In [2014](#) and again in [2015](#), a multi-disciplinary team of students led by an Architecture program faculty member took first place in the [Urban Land Institute Gerald D Hines student competition](#). Maryland students also won top honors in [2015](#) and [2016](#) in the [American Institute of Architects Committee on the Environment / Association of Collegiate Schools of Architecture Top Ten for Students](#) awards competition.

I.1.2 Learning Culture

Learning Culture: The foundations of learning culture in the School of Architecture, Planning and Preservation are established by the University of Maryland's [Code of Academic Integrity](#) and [Code of Student Conduct](#), which are overseen by the [Student Honor Council](#) and the [Office of Student Conduct](#). These codes are applicable at both the undergraduate and graduate levels and links to these resources are found in the Architecture program's [student handbook](#) and [faculty handbook](#). Both handbooks also outline the program's parameters for academic integrity in the context of design studio as well as in the context of the thesis. The handbooks contain information regarding expectations for design reviews and criticism, as well as guidelines for conduct in studio. The handbooks are updated on a semester-by-semester basis and generally reflect current information. A first-year "learning guide" is annually issued to incoming students to inculcate them into the program's learning culture.

The Architecture program has traditionally sponsored a highly collegial teaching-learning environment. This is evident in the student-organized extracurricular programs that supplement instruction. The program's chapter of the American Institute of Architecture Students (AIAS) regularly sponsors lunchtime workshops where students who have particular expertise share their knowledge and skills with their peers. These workshops may take the form of mastering a new plug-in for a digital application, tutorials on graphics, or precedent analysis for novice students. AIAS works closely with the [American Institute of Architects Potomac Valley](#) (AIA PV) component to facilitate exchanges between seasoned professionals, emerging professionals and current students. A Skype lecture series is a signature piece of the Alpha Rho Chi (APX) contribution to the program's learning culture. APX regularly invites individuals from around the world who might otherwise find it difficult to come to College Park to participate in its series. The National Organization of Minority Architects Students (NOMAS) sponsors a series of social and cultural events designed to provide opportunities to share the diverse cultures that reside within the program. One popular event sponsored by NOMAS is a "Relieve the Stress" yoga session in the Great Space, which takes place during finals week. Architecture in the Schools puts University of Maryland students into mentoring roles with grade school students from local schools. The program culminates in a critique session hosted by our student leaders in the Great Space of the Architecture building, thus providing local youth with exposure to potential careers in architecture.

In the fall of 2015, the faculty initiated a Friday evening Petcha Kucha event to kick off the academic year and to engage topics pertinent to thesis. The event was well received and will be repeated in the future to engage a broad array of relevant themes. Our open studio space makes the teaching-learning environment open to all. First-year students regularly "eavesdrop" on conversations between faculty members and students in more advanced studios. Likewise, all faculty members participate in midterm and final reviews at all levels of the curriculum, gaining students a broad array of perspectives. Thesis reviews are the culmination of the academic year; the Great Space of the Architecture Building serves as the forum for this invigorating exchange of ideas and discourse.

Architecture program meetings are often more than simply business venues. In recent years, we have attempted to organize the meetings to include blocks of time for meaningful conversations that advance

our colleagues' collective understanding of evolving issues in academia and the profession. The 2015-16 focused largely on the [Defining Perspectives](#) that are a component of this document. The 2016-17 conversation will focus on Design Process and Studio Pedagogy, where as the 2014-15 meetings focused on topics related to development of our strategic plan. Brownbag lunchtime presentation sessions sponsored by the associate dean for research are offered throughout the year. These events bring together colleagues from across the School and permit faculty members to share (often evolving) ideas from their research, scholarship, professional and creative practices.

Studio Culture Policy: The Architecture program initially ratified the [Academic/Studio Culture Policy](#) in 2007. The policy was developed jointly by an ad hoc committee comprised of an equal number of students and faculty members, with leadership provided by a student and a faculty member serving as co-chairs. The decision was made to title the document and its procedures "Academic/Studio Culture Policy," because it was felt that all components of academic life ought to be reflected in the ideals and aspirations of the document, not just those associated with studio. In 2012, the program amended its Plan of Organization by creating a new standing committee to oversee Academic/Studio Culture. This committee is administered by a student and a faculty member, each serving as co-chair.

In practice, students and faculty members are the principal users of the policy, although the director of student services is one of the front-line allies when it comes to implementation. Realistically, students and faculty do require periodic refreshers regarding the intent and application of the policy. The program director and/or the director of student services often provide counseling for students and faculty. In most cases, problems are resolved without lengthy arbitration. Occasionally, an issue will require the intervention of the program director, but in practice rarely has this occurred more than once a semester. The Academic/Studio Culture Policy is a component of the [Student Handbook](#) and is also a stand-alone [PDF](#) found on the Architecture program website. Students and faculty members meet in the Architecture Program Convocation at the start of every semester where the policy is reviewed. The policy is also a component of the [Faculty Handbook](#), which is distributed to all faculty members at the beginning of each semester. The policy was last reviewed in 2012 and resulted in the recommendation to create a standing committee of the Architecture program focused on this topic. The policy will again be reviewed in AY 2017-18 as part of a regular five-year assessment of program policies.

I.1.3 Social Equity

The University of Maryland, College Park, an [equal opportunity/affirmative action](#) employer, complies with all applicable federal and state laws and regulations regarding nondiscrimination and affirmative action; all qualified applicants will receive consideration for employment. The University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, physical or mental disability, protected veteran status, age, gender identity or expression, sexual orientation, creed, marital status, political affiliation, personal appearance, or on the basis of rights secured by the First Amendment, in all aspects of employment, educational programs and activities, and admissions. Search and hiring practices for faculty, staff, and graduate assistantships are governed by [University Human Resources](#) policies and procedures.

The [Office of Diversity & Inclusion](#) (ODI) provides active oversight, coordination and evaluation of the University of Maryland's equity, diversity and inclusion activities; manages and tracks implementation of the strategic plan for diversity; and encourages and supports the efforts of units to achieve their diversity goals. [Transforming Maryland](#), the strategic plan for diversity and inclusion, guides the activities of this office. The ODI also maintains programs in several units across the campus including the [Lesbian Gay Bisexual Transgender Equity Center](#), [The Office of Multi-ethnic Student Education](#), the [University of Maryland Incentive Awards Program](#) and the [Nyumburu Cultural Center](#). Faculty and staff representatives from the School serve as liaisons to the Office of Diversity & Inclusion. The University also maintains an [Office of Civil Rights & Sexual Misconduct](#), in compliance with Title IX, as well as other federal and state civil rights laws and regulations. Following recent incidents in Ferguson, MO, and closer by in Baltimore, MD, as well as insensitivity to racial issues on several of the nation's major campuses, President Loh announced (February 2016) the [Maryland Dialogues on Diversity and Community](#) initiative that will

feature a series of events, lectures, symposia, discussions and listening sessions for UMD faculty, staff, students and alumni. It will begin with issues of race and racism, but will consider far more—gender, sexuality, class, ethnicity, language, religion and disability.

The School's [Plan of Organization](#) includes a standing committee on Diversity and Inclusion. During the 2015-16 academic year, the School undertook a year-long study of diversity issues, including climate surveys and the development of a [Diversity & Inclusion Strategic Plan](#), in response to the university-level initiatives. The plan provides goals, action items and assessment metrics, for leadership, climate, recruitment and retention, education, research and scholarship, and community engagement. In all hiring practices, the School follows University guidelines including those set forth by the [Equity Council](#), the [Procedures and Guidelines for Conducting Searches at the University of Maryland](#), and the [Equity Charge](#). The Assistant Dean, [Ingrid Farrell](#), serves as the [Equity Administrator](#) for the School. For tenured and tenure-track faculty members the dean, in consultation with the appropriate director, serves as the primary hiring official. The School has also been selected by the University to participate in a pilot program focused on increasing diversity in faculty hiring processes. This multi-faceted program includes consultations and training sessions for hiring officials and faculty members who serve on search committees. The School's [ADVANCE](#) Professor works through the NFS-supported UM-ADVANCE program to improve work environments, retention, and advancement of tenured and tenure-track women in ways that improve the culture for all faculty. Female faculty members meet monthly for ADVANCE Program brown-bag lunches focused on topics such as, the funded research process at UMD, getting professional work into the media, discussions about faculty research and teaching innovations.

Architecture developed its own [Diversity Plan in 2008](#), which led to the implementation of a standing Diversity Committee as a component of the program's [Plan of Organization](#) (proposed revisions forthcoming fall 2016). Effectively, members of this committee represent the concerns of the program at the level of the School and University. The program fully controls recruitment and hiring of non-tenure track faculty members, which has resulted in the hiring of women and individuals from under-represented groups to diversify the faculty. Likewise, in recent years, diversity has been actively considered in the appointment of the endowed [Kea Distinguished Professor](#) where, since 2011, nearly 40% of the appointments have been women or individuals from under-represented groups. The program hosts a chapter of the National Organization of Minority Architects Students and supports extracurricular curricular activities of that group. Both the program's [lecture](#) series and gallery contribute to social equity. The annual John Wiebenson Memorial Lecture focuses on architects who practice with a social purpose. In 2016, the Wiebenson endowment partially funded a symposium on contemporary practitioners titled, [Women Leading Architecture](#). The [Kibel Gallery](#) has an active schedule of [exhibitions](#) that regularly features themes relevant to social equity.

STUDENT DATA			PRE-PROFESSIONAL RACE 2011			PRE-PROFESSIONAL RACE 2015		
	Count	Percentage		Count	Percentage		Count	Percentage
American Indian or Alaska Native	1	0.0%	American Indian or Alaska Native	2	0.0%	American Indian or Alaska Native	2	0.0%
Native Hawaiian or other Pacific Islander	2	0.0%	Native Hawaiian or other Pacific Islander	2	0.0%	Native Hawaiian or other Pacific Islander	2	0.0%
Black or African American	22	14.1%	Black or African American	27	14.4%	Black or African American	27	14.4%
Hispanic/Latino	122	63.2%	Hispanic/Latino	124	65.2%	Hispanic/Latino	124	65.2%
White	58	37.8%	White	58	31.0%	White	58	31.0%
Two or more races	3	1.9%	Two or more races	3	1.6%	Two or more races	3	1.6%
Unanswered/Other	3	1.9%	Unanswered/Other	3	1.6%	Unanswered/Other	3	1.6%
Race and Ethnicity Unknown	3	1.9%	Race and Ethnicity Unknown	3	1.6%	Race and Ethnicity Unknown	3	1.6%
TOTAL	152		TOTAL	152		TOTAL	152	
PRE-PROFESSIONAL GENDER 2011			PRE-PROFESSIONAL GENDER 2015					
	Count	Percentage		Count	Percentage			
Male	98	64.5%	Male	101	66.4%			
Female	54	35.5%	Female	51	33.6%			
TOTAL	152		TOTAL	152				
M ARCH 2011			M ARCH 2015					
	Count	Percentage		Count	Percentage			
American Indian or Alaska Native	1	0.0%	American Indian or Alaska Native	1	0.0%			
Native Hawaiian or other Pacific Islander	1	0.0%	Native Hawaiian or other Pacific Islander	1	0.0%			
Black or African American	2	1.0%	Black or African American	3	1.1%			
Hispanic/Latino	43	21.3%	Hispanic/Latino	32	9.0%			
White	42	20.3%	White	52	14.4%			
Two or more races	2	1.0%	Two or more races	1	0.3%			
Unanswered/Other	2	1.0%	Unanswered/Other	2	0.6%			
Race and Ethnicity Unknown	3	1.5%	Race and Ethnicity Unknown	3	0.8%			
TOTAL	57		TOTAL	57				
M ARCH Gender 2011			M ARCH Gender 2015					
	Count	Percentage		Count	Percentage			
Male	41	71.9%	Male	31	54.3%			
Female	16	28.1%	Female	26	45.7%			
TOTAL	57		TOTAL	57				
FACULTY DATA			TENURED/TENURE TRACK RACE 2011*			TENURED/TENURE TRACK RACE 2015*		
	Count	Percentage		Count	Percentage		Count	Percentage
American Indian or Alaska Native	0	0.0%	American Indian or Alaska Native	0	0.0%	American Indian or Alaska Native	0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%	Native Hawaiian or other Pacific Islander	0	0.0%	Native Hawaiian or other Pacific Islander	0	0.0%
Black or African American	8	8.0%	Black or African American	10	10.0%	Black or African American	11	11.1%
Hispanic/Latino	1	1.0%	Hispanic/Latino	1	1.0%	Hispanic/Latino	1	1.0%
White	89	89.0%	White	85	85.0%	White	85	85.0%
Two or more races	1	1.0%	Two or more races	1	1.0%	Two or more races	1	1.0%
Unanswered/Other	1	1.0%	Unanswered/Other	1	1.0%	Unanswered/Other	1	1.0%
Race and Ethnicity Unknown	1	1.0%	Race and Ethnicity Unknown	1	1.0%	Race and Ethnicity Unknown	1	1.0%
TOTAL	101		TOTAL	101		TOTAL	101	
TENURED/TENURE TRACK GENDER 2011			TENURED/TENURE TRACK GENDER 2015					
	Count	Percentage		Count	Percentage			
Male	61	60.4%	Male	62	61.4%			
Female	40	39.6%	Female	39	38.6%			
TOTAL	101		TOTAL	101				
NTT FACULTY RACE 2011			NTT FACULTY RACE 2015					
	Count	Percentage		Count	Percentage			
American Indian or Alaska Native	0	0.0%	American Indian or Alaska Native	0	0.0%			
Native Hawaiian or other Pacific Islander	0	0.0%	Native Hawaiian or other Pacific Islander	0	0.0%			
Black or African American	1	1.0%	Black or African American	1	1.0%			
Hispanic/Latino	1	1.0%	Hispanic/Latino	1	1.0%			
White	88	88.0%	White	88	88.0%			
Two or more races	0	0.0%	Two or more races	0	0.0%			
Unanswered/Other	1	1.0%	Unanswered/Other	1	1.0%			
Race and Ethnicity Unknown	0	0.0%	Race and Ethnicity Unknown	0	0.0%			
TOTAL	91		TOTAL	91				
NTT FACULTY GENDER 2011			NTT FACULTY GENDER 2015					
	Count	Percentage		Count	Percentage			
Male	60	66.0%	Male	61	67.0%			
Female	31	34.0%	Female	30	33.0%			
TOTAL	91		TOTAL	91				

Table 1 - Diversity Snapshot 2011 and 2015 summarized from NAAB ARS data. (click to enlarge)

Path toward diversity – Both the Architecture Program and the School have made considerable progress in creating a more diverse community of students and faculty members since 2011. A comparison of NAAB ARS Data from 2011 and 2015 (see Table 1) shows that the Architecture Program has moved toward higher representation of females in all categories, and improved demographic diversity in the undergraduate and graduate populations. Work continues to diversify the Tenured/Tenure-track faculty pool and to supplement the program's diversity through Non Tenure Track faculty hires. The University's Office of Institutional Research, Planning & Assessment data identifies the [School of Architecture, Planning, and Preservation](#) as one of the most diverse units on the College Park campus.

I.1.4 Defining Perspectives

A. Collaboration and Leadership: The Architecture program's 2015 Strategic Plan articulates several positions that focus on values that underpin collaboration and leadership, which guide students, faculty, and staff in our shared educational mission. [WaterShed](#), the first-place award winner in the 2011 [United States Department of Energy Solar Decathlon](#), was the product of students and faculty members from the Architecture program collaborating with and leading an inter-disciplinary, university-wide team to victory. While all students in the program do not participate in the activities of the Solar Decathlon, numerous curricular and extra-curricular engagements permit students to interface with these activities and gain valuable insights into sustainable design. Likewise, the Decathlon has had a significant transformative impact on our recent curricular revisions, which will begin implementation in the 2016-17 academic year and will feature a required sustainable systems course (ARCH463), a direct spin-off of this effort. Similar success in the inter-disciplinary Urban Land Institute / Gerald D. Hines Student Competitions in 2014 and 2015 illustrate the effectiveness of Maryland's commitment to collaborative education and inculcating leadership skills in our students.

Collaborating and leading in the public realm -- In the context of the required curriculum, design studios at all levels regularly provide opportunities for collaboration and leadership. Beginning in 2014, the Architecture program was an early leader on campus in the nascent [Partnership for Action Learning in Sustainability](#) (PALS). Annually since 2014, students in ARCH 403, ARCH 407 and ARCH 700 have engaged problems impacting communities throughout the state. The nature of the projects generally require students to work collaboratively with their peers on urban design and master plan proposals for the communities. Ultimately, students return to these municipalities to make public presentations, memorialize their investigations through publications, and advocate change through websites such as the one devised by ARCH 700 students for [Ellicott City, Maryland](#). A PALS pilot program involving ARCH 403 and ARCH 407 focused on Salisbury, Maryland, the largest city on Maryland's Eastern Shore. Students wrestled with the impacts of sea-level rise and the implications of storm surges to an economically challenged downtown area. The Salisbury City Council recently passed a resolution to incorporate the student work into the implementation phase of the city's urban master plan. Likewise, several ARCH 601 Graduate Topical Design Studios have worked closely with firms and actual clients on projects that have had significant impact.

Collaboration through Integration -- The ARCH 600/611 Integrated Design Studio / Advanced Technology Seminar structures its design projects so that students must work collaboratively in the research, design and execution of an architectural project. In addition, students and faculty work closely with expert consultants from diverse disciplinary and professional backgrounds (structural, MEP, building envelope, energy-modeling, etc. consultants) to integrate principles and systems within their design propositions. The formation of teams for these encounters has ranged from a random selection of partners to design-thinking exercises devised to identify common traits among participants.

Leadership in Thesis -- The thesis sequence is designed to ensure each student undergoes a leadership experience by being an advocate for their design propositions. ARCH 797, Thesis Proseminar (3), ARCH 798 Thesis in Architecture (3), and the concurrent ARCH 799, Masters Thesis Research (6), all form the platform for an individually-authored and directed, two-semester long research and design experience. Students work in consultation with a three-person committee comprised of graduate faculty members and

expert consultants, who provide direction and support throughout the process. Thesis culminates in an end-of-semester public review in which the student leads the panel of reviewers and the assembled audience in a discussion of the background research, design process, and design proposition. The traditional role of teacher and student are often reversed at these final presentations, such that the student assumes a leadership role. Many thesis projects have had an impact beyond their final academic presentations through publication and presentation to stakeholders and constituencies.

Building awareness and confidence -- Leadership, personal branding and self-awareness of professional abilities are a component of an in-class seminar offered annually to all graduate students in ARCH 770: Professional Practice. At the undergraduate level, ARCH 478C: Careers in Architecture, a popular elective, helps to build student awareness of the multiple career paths open to those with an architectural education. The course conducts two workshops, one that through testing, seeks to develop an awareness of individual leadership skills and personality traits, and another focused on building awareness of communications skills, particularly as it applies to working with clients and project stakeholders. Our students regularly participate in national and regional forums where they make public presentations of their work or participate in panels and interviews. More recently, the Architecture program has enlarged this effort by asking students to introduce guests and lecturers at public venues. Feedback from professionals informs us that our students are exceptional in developing leadership skills and are ready to assume leadership roles in their firms.

Extracurricular opportunities -- There are many extracurricular activities that also build collaborative and leadership skills. The Architecture program benefits from several active student organizations, including AIAS, NOMAS, APX, Linear Gallery, and the Architecture Student Association. The Program regularly provides financial support for students to attend conferences and conduct activities germane to the organization. The program and School regularly supports students financially so they might participate in leadership opportunities like ULI and HUD Affordable Housing competitions, student leadership in the [National Collegiate Inventors and Innovators Alliance \(NCIIA\)](#), and student participation in the AIA Large Firm Round Table, among others.

Members of the AIAS board participate as *ex-officio* representatives at monthly meetings of the AIA Potomac Valley component (located on campus in *LEAFHouse*, second place winner of the 2007 US DOE Solar Decathlon). The Architecture Student Association (ASA) is the representative organization, of which all registered students are members. ASA provides representatives to the Architecture program's monthly meetings, standing committees, and ad hoc task forces. ASA organizes an end-of-semester event called the "Student-Faculty Retrospective," in which candid discussions are brokered in a town hall format that assess the successes and failures of the previous semester and offers suggestions for improvement within the program. Architecture in the Schools (AIS) volunteers teach an eight-week design thinking project to students in a local high school.

B. Design: The Architecture program is proud of its pluralist design milieu, which encourages students and faculty alike to engage a broad range of architectural approaches, languages, theories and techniques through open discourse. "Design excellence and inquiry that embraces the craft of building and urban design at all scales," is a core value of the Architecture program's 2015 Strategic Plan: Discover the Transformative Power of Design Thinking. We also advocate for an idea of "history and theory of architecture and urbanism as a way to understand the past, illuminate design concepts and principles, and inspire the future." This concept is evident throughout the Architecture program's curricula and in many of its extra-curricular offerings. The program embraces active learning and uses real-world problems as a basis for design education so that design thinking, problem solving, and community engagement are intertwined in many courses.

General education and design thinking -- Several of the foundational courses offered by the Architecture program have audiences beyond our discipline. ARCH 170: Design Thinking and Architecture, and ARCH 270: Design in Practice, offer instruction in design case studies and design methodology to students throughout the University of Maryland. These courses serve to introduce University of Maryland students

to the value of design thinking and for many students, serve as their singular undergraduate encounter with design disciplines.

Evolution of design within the Maryland undergraduate curriculum – Since 2013, the Architecture Program has sought to evolve its curricula to provide meaningful, hands-on engagement with design during the initial years of a student’s undergraduate experience. Since the School instituted the BS in Architecture program in the 1980s, the first two years of the undergraduate curriculum heavily emphasized general studies and included only a few “gateway” courses in architecture. An analysis of our admissions data concluded that students were turning down the opportunity to participate in Maryland’s 4+2 program in favor of 5-year B.ARCH curricula offered at other institutions, in part because of the lack of design engagement in the initial years of their collegiate experience. The newly revised curriculum, currently being implemented, blends general education across the four-year duration of an undergraduate degree, moves the initial studio from the fifth semester into the fourth semester, and affords the opportunity to offer engagements with design thinking from the very beginning of an individual’s college education. A new course, ARCH 171: Design Thinking and Making in Architecture, provides students directly admitted to the Architecture program a first-semester introduction to design and design methodologies. Although design studio does not begin until the fourth semester, coursework in the second and third semester traces the history of design and develops means for representation of design ideas. ARCH 200 and ARCH 300, Design Media and Representation I and II, develop students’ drawing, model-making, and digital skills while working to bring these skills into concurrently offered courses in history, theory and technology. Parallel media courses in the graduate curriculum—ARCH 443: Visual Communication for Architects and ARCH 445: Visual Analysis—are structured similarly to encourage students to integrate knowledge gained in studio, history, theory and technology courses through drawing and digital media.

A multi-media design methodology -- Manual drawing/diagramming, physical modeling, and digital media are widely seen by students and faculty as an important triad of tools in the design toolkit, which, when used together, form a series of mutually corrective lenses through which to view the design process. Thus, the University of Maryland is not a purely digital architecture program, nor is it one grounded solely in the traditions of hand drawing. We are a hybrid program and view the wide-range of design media available as essential to understanding and developing a healthy design process.

Design methodology, design thinking, design process – The foundational design studios (ARCH 400-403 and ARCH 404-407) all focus on the development of a student’s ability to utilize the tools of design thinking in the iterative study and advancement of a design proposition. Early studios emphasize the development of observation, documentation, and analysis as a prelude to conceptualization, modeling and assessing design intentions. Throughout the curriculum, faculty members and students alike embrace multiple scheme generation, versioning and transformation as tools for broadening and advancing a problem. With Maryland’s strong connection to history, theory and context, precedent analysis is a regular component of design studio activities.

Consultation versus critique – In her book, *Design Juries on Trial*, Kathryn H. Anthony recounts many stories that portray studio teaching-learning environments as confrontational and contentious. This is certainly true of the standard method of critique, where a student pins up his or her work and then is assessed publicly by an instructor, expert guests and/or peers. The foundational teaching-learning method of [ARCH 600/611 the Integrated Design Studio / Advanced Technology Seminar](#) is built upon consultation. In practice, architects work with a wide variety of consultants from diverse disciplinary background with the common goal of advancing a project. With this in mind, the ARCH 600/611 studio/seminar employs a wide-range of experts to work with students in a consultation format, in order to critique the student’s approach to a design problem, but also to lay out multiple paths that a student might elect to pursue in the course of developing a project. In this format, which is typically free of the kind of confrontation associated with a pin-up, because the consultant is now seen to have a stake in the problem’s solution, students appear to learn more rapidly and develop one-on-one communication skills essential to professional practice. The experts who participate in this venue are coached in advance to always leave multiple options to pursue and not to solve the problem for the student.

Design and research – Le Corbusier styled “Creation” [Design] to be a “Patient Search,” perhaps not unlike research, which requires persistence and method in order to best understand the dimensions of a problem at hand. Developing methods of inquiry begins in the foundational studios, but these skills are refined at the graduate level, particularly in the ARCH 600/611 sequence and in the three-course thesis sequence ARCH 797/798/799. In this later array of courses, students advance individually authored topics from an initial concept to a fully-developed thesis, directed by a committee and working with the resources of a major university and metropolitan area at their fingertips. Focusing on topics ranging from inner city food deserts to inhabiting extreme environments bring issues of sustainability into high relief. In particular, our theses benefit from our location in a major public research institution where design can be informed by ideas in almost any field of study. Design that is beautiful and design that is relevant go hand-in-hand in our design philosophy at the University of Maryland.

Student designers recognized for excellence – The performance of students in prestigious national and international design competitions and awards programs is perhaps one of the best endorsements of design culture in an Architecture program. Testimonials to student design excellence include:

- 2011 United States Department of Energy Solar Decathlon – First Place, University of Maryland
- 2014 Center for Public Interest Design reGENERATION Competition – 2nd prize, Individual Student (ARCH 601)
- 2014 ACSA/AISC Steel Competition – Honorable Mention, Individual Student (ARCH 601)
- 2014 Urban Land Institute / Gerald D. Hines Student Design Competition – First Prize (\$50,000)
Interdisciplinary team of architecture, planning, real estate, and landscape architecture students
- 2015 ACSA/AIA COTE Top 10 – ARCH 600/611 Collaborative design project
- 2015 ACSA Steel Design Student Competition – Honorable Mention, Interdisciplinary team.
- 2015 Urban Land Institute / Gerald D. Hines Student Design Competition – First Prize (\$50,000) –
Interdisciplinary team of architecture, planning, real estate, and landscape architecture students
- 2016 ACSA/AIA COTE Top 10 – ARCH 600/611 Collaborative design project
- 2016 HUD Affordable Housing Competition – Second Place (\$10,000) – Interdisciplinary team of architecture and real estate development students

C. Professional Opportunity: The location of the School of Architecture, Planning and Preservation in the metropolitan Baltimore-Washington region is one of the major assets of the Architecture program that we seek to use to our strategic advantage.

Professional organizations -- The local component of the American Institute of Architects (AIA PV), is a strong supporter of the Architecture program. Its offices are housed in [LEAFHouse](#) (the 2007 University of Maryland award-winning entry to the US DOE Solar Decathlon), which is located on the University of Maryland campus. AIA PV provides one funded graduate assistantship annually to a student in the Architecture program. Additionally, AIA PV invites student participation in its monthly board meetings (the AIA PV vice-president is an ex-officio participant at the AIA PV board meetings). The component offers mentoring dinners, “speed-dating” resume and portfolio critiques, and outreach to our students from both experienced and emerging professionals. Through its philanthropic arm, the Potomac Valley Architecture Foundation, the AIA membership provides scholarships to outstanding students. In addition to the AIA PV, the AIA Maryland is an active organization that invites students to submit projects as part of its annual awards program and honors Merit Award winners at its annual awards banquet. AIA DC is one of the nation’s leading chapters with exciting events attended by students and faculty alike in its downtown Washington storefront location. The close proximity to the national headquarters of AIA, AIA DC, NCARB, NAAB and ACSA makes involvement in programs at these organizations easy for students and faculty.

Enhanced career services -- In 2015, the School instituted a new position director of student career services. The individual in this position is responsible for maintaining our web-based job board, organizing the annual career fair (robustly attended by over 50 firms each year), resume and portfolio workshops, interviewing technique sessions, and one-on-one counseling with students to assist in placement in both

traditional architectural workplaces and non-traditional venues (such as the annual Dean's Circle reception that provides a mixer for graduating M ARCH students and professionals).

Expanding awareness of our reputation -- Since its inception, the Architecture program has enjoyed a healthy relationship with firms throughout the Mid-Atlantic region. Even through the deep recession of 2008-10, we were able to place every graduate of the professional degree program in a D.C. or Baltimore-area firm. Maryland students are well regarded as possessing strong leadership, design and technical abilities. Support from firms has resulted in the establishment of a number of scholarships that directly support our students. Most notably, four firms with offices in the region offer summer [internship-scholarship programs](#) to graduate students. Students are provided with the opportunity to gain valuable practical experience, receive compensation commensurate to their standing, and return to school with sizable scholarships credited to their accounts. Since 2010, a concerted effort from the dean's office has served to reconnect the School with its alumni across the nation. The School annually hosts receptions at the AIA convention and other events have taken place throughout the country, reconnecting practitioners with their alma mater. The director of the Architecture program and the School's director of development work hand-in-hand to invite alumni to end of semester reviews, thereby strengthening our bonds with the profession.

Broadening undergraduate opportunities for careers in environmental design -- Since our last accreditation visit, we have redoubled our commitment to ARCH478C: Careers in Architecture, taught by a former chancellor of the AIA College of Fellows. This course offers (principally undergraduates) additional insights into architecture and its allied professions at a formative stage in their pre-professional education. Many students have discovered alternative career tracks outside of the traditional "architect" path as a consequence of this course. Likewise, other individuals have found that within the big tent of architecture, there are roles other than designer to which they may be best suited. In 2015, we initiated an undergraduate minor with the Civil Engineering program in Project and Construction Management. This program joined the Sustainability minor as one of the most popular options for undergraduates as they pursue their education. For the past several years we have worked on a new undergraduate degree structure that would address the fact that a considerable number of students who matriculate in the BS in Architecture program are unlikely to continue on in an M ARCH program, either here at Maryland or elsewhere. In the spring of 2015, following a multi-year discussion by the Architecture program faculty, our proposal for a 120 credit hour Bachelor of Arts in Architecture degree received full approval. This degree is intended to expose undergraduates to architecture while permitting them to prepare for graduate education that may lead in a direction other than the M ARCH degree. This program is currently being implemented and has already proven itself as a potentially popular major on campus.

Dual degree opportunities -- Since our last accreditation visit, we have implemented dual degrees at the masters level between Architecture and Historic Preservation, Architecture and Community Planning, and Architecture and Real Estate Development. Students who elect to participate in these dual degree tracks sacrifice their elective credits in order to focus on the required core elements of both degree programs. Students are able to complete the dual degree in less time than it would take to acquire both degrees sequentially. In addition, the dual degrees have proven to be formidable tools for students as they enter a highly competitive workplace.

Practitioners in residence -- [The Kea Distinguished Professor](#) endowment brings notable practitioners into the studio and classroom to enrich the teaching-learning environment. Since 2011, the year of our last accreditation visit, Kea Distinguished Professors have included Gregory Giammalvo, Daniel Brodki of ARUP, Daniel Solomon of Mithun | Solomon, Craig Spangler of Ballinger, Phil Freelon, of the Freelon Group, Sylvia Smith of FX Fowle, Jordan Goldstein of Gensler, Albert Rubeling of Rubeling and Associates, and Suzane Reatig of Suzane Reatig Architects. Kea Professors work alongside our studio faculty to expand and diversify the students' educational experiences. Every Kea Professor presents an annual school-wide lecture that benefits all of the students in the Architecture program.

Lectures and public programs -- Our robust lecture series focuses on significant issues of practice and architectural education and is also closely aligned with this perspective. In 2012-13, our series was

entitled, "[Conversations on Architectural Education and the Future of the Profession](#)," bringing over twenty practitioners, educators and critical thinkers together to postulate a trajectory for our discipline. In 2016, we hosted "[Women Leading Architecture](#)," which highlighted the contributions of five notable, contemporary, female practitioners who have changed the landscape of our profession. In 2014, Craig and Mimi Spangler endowed a new lecture series that features the work of a potentially influential emerging practitioner. In keeping with the spirit of the donors' gift we have designated the Spangler lecture to be the "students' choice lecture," where the Architecture Student Association nominates the list of potential speakers.

Practicing faculty members -- One of the obvious benefits of the metropolitan region is the ability to engage active practitioners in our teaching mission. A sizeable percentage of our pool of adjunct colleagues is comprised of registered practicing architects. Since 2011, the University added the titles clinical assistant, associate, and full professor to the list of titles under which we may hire colleagues. The new titles more accurately honor and reflect an understanding of the contributions of practitioners within our academic community. As of spring 2015, we have approved two colleagues to the title of clinical associate professor and one to the title of clinical professor. In addition, we have recently approved the title of adjunct professor to a part-time colleague who teaches history of architecture, thus indicating our value of colleagues who practice scholarly professions outside the realm of university tenure. ARCH 600/611: Integrated Design Studio / Advanced Technology Seminar, fully integrates practitioners from diverse disciplines into the teaching-learning environment and is led by a professor of the practice who heads an award-winning regional firm. Architects, structural, mechanical and civil engineers, landscape architects, energy consultants, and individuals from numerous other disciplines are regular paid contributors to this endeavor. Several of our studios are joint ventures with architecture firms that often lead directly to internships and full-time employment for our students.

Emerging professional resources -- AXP is part of the University of Maryland experience for all students. We hold annual information sessions (pizza provided) during the final hour of studio (attendance required) for students. NCARB national officials, as well as state, local, and School AXP coordinators attend these events. IDP is underscored in ARCH 770: Professional Practice and is required of all graduate students.

D. Stewardship of the Environment: Since the 2011 NAAB visit, the Architecture program has spearheaded several important projects that have garnered us a reputation for expertise in the field of sustainability. In the fall of 2011, the University of Maryland's U.S. DOE Solar Decathlon entry, WaterShed (www.2011.solarteam.org), led by Architecture program faculty and students, captured first prize in overall competition. Many colleagues have described the U.S. DOE Solar Decathlon as a "mini-Apollo space program" in that the very presence of the competition within the School served to change all of us. The experience had numerous collateral benefits reaching beyond the 2007 second-place and the 2011 first-place recognition. The Decathlon sponsored conversations among students and faculty that have had transformative impact on the program's ethos and its course offerings. For two years running, (2014 and 2015) interdisciplinary teams of students led by an Architecture program faculty member captured first place at the Urban Land Institute Student Competition, an international competition that actively blends sustainable design principles with the practical realities of urban design and development. Both the 2015 and 2016 AIA COTE (Committee on the Environment) Top Ten for Students awards program features University of Maryland student winners.

Evolving the curriculum -- Our recent curricular revisions changed the array of technology courses offered to students in both the pre-professional and professional degree programs. In addition to the traditional technology courses such as Building Methods and Materials, Structures, and Mechanical Systems, the new curriculum features a required course in sustainable systems. Additionally, the minor in Sustainability is a popular track for students at the undergraduate level. We are currently in the process of developing a certificate program in sustainability that will be awarded at the graduate level. The certificate will also permit collaboration with colleagues in Engineering and Landscape Architecture. A popular elective offered in the Architecture program is ARCH 430: Measuring Sustainability, which empowers students to sit for the LEED examination. ARCH 461: Sustainability in Architecture is also a popular elective course in this subject area. In spring 2016, the program hired a new tenure-track faculty member at the rank of

assistant professor. This individual has an extensive background in professional practice with emphasis on sustainable technologies and analytics for sustainable design.

Action Learning -- The Partnership for Action Learning in Sustainability (PALS) has solidified a tradition of Architecture program studio projects that focus on outreach to communities and the impact of climate change, sea-level rise, and rapid growth in our region. These programs, which are part of the ARCH 403: Studio IV (a senior level “capstone” experience), ARCH 407: Graduate Studio IV (a Path B required graduate studio) and ARCH 700: Urban Design Studio (a Path A required graduate studio), expose students to real-world problems associated with the built environment. Students work across disciplines with critics and consultants from planning, landscape architecture, preservation and other disciplines to reconcile the needs of humans and our settlement patterns with the forces of our natural environment. ARCH 460: Site Analysis and Design, is taught by a faculty member with degrees in both architecture and landscape architecture. This course works with local communities so that students have real-life exposure to the issues of contour, hydrology, invasive species, and all of the fundamentals that contribute to the design of sustainable and resilient sites. Students learn that sustainability begins with the site and patterns urban development; if that is neglected, then all else is a Band-Aid.

Sustainability over time -- Our History of Architecture courses are increasingly addressing questions regarding the environment and the role it plays in the advance and decline of cultures and their architecture. Even as we “talk the talk,” we encourage students to “walk the walk,” blazing a trail for sustainable practice on campus. This includes selecting renewable materials in the construction of models and recycling our supplies in environmentally responsible ways. Students maintain a chapter of the USGBC and regularly participate in events designed to increase environmental awareness and responsibility.

Faculty research and practices in sustainability -- Several architecture faculty members regularly collaborate with colleagues in landscape architecture, engineering, and other disciplines on campus to increase the impact of their work in the arena of sustainability. Likewise, several of our practitioner colleagues have won major professional awards for their contributions to the design of sustainable buildings and urban environments. One tenured faculty member recently published *Sustainability in Architecture and Urban Design*, which received accolades from several notable leaders in the field, including David W. Orr (Oberlin College).

E. Community and Social Responsibility: As a result of our success in the U.S. DOE Solar Decathlon and because of more aggressive campus-wide networking by our faculty, the Architecture program and School have expanded ties to a diverse roster of groups on campus. These relationships have resulted in renewed conversations concerning who we design for and what processes we use to investigate our design propositions.

Expanding our intellectual community – The University of Maryland has emerged as a national leader in innovation and entrepreneurship education. [The Academy for Innovation & Entrepreneurship](#) has engaged faculty and students from the Architecture program in the development of programs that begin with establishing a “deep empathy by designing for and with others.” One of the most successful I-Series courses offered at the University of Maryland is ARCH 270: Design in Practice, which was featured in the [Chronicle of Higher Education](#) as an example of extraordinary courses offered to undergraduates. This course is offered to non-majors and brings the message of design, design thinking and community-social responsibility to students who will likely pursue majors other than those in the built environment.

Public engagement in the design process – Design for and with stakeholders in the public realm can be observed throughout the curriculum at University of Maryland. Through these opportunities, they discover that architecture is not just about self-expression, but it is also about civic engagement and the promotion of social justice, shared values and resource conservation through design. A senior capstone studio focusing on critical issues in College Park, an [ARCH 700: Graduate Urban Design Studio dealing with growth in historic Ellicott City](#), an ARCH 406: Graduate Studio III design for a Girl Scout Camp in Anne Arundel County, and an ARCH 403/407 capstone experience designing for sea-level rise in [Salisbury](#),

[Maryland](#) are all examples of student opportunities to engage community members and experts outside of our discipline. The most recent vehicle for these venues has been the [Partnership for Action Learning in Sustainability](#), but the tradition of design studios engaging communities in the Chesapeake Bay region and throughout the State of Maryland has been a long-standing legacy of the School since its foundation in the 1960s. PALS has permitted faculty members to [collaborate with other colleagues](#) across campus in the development of coursework that investigates public interest design projects, such as the [Art in Place](#) project for [Long Branch](#), a challenged community in Montgomery County, Maryland, close to campus. An [ARCH 601 Topical](#) Studio focused on the creation of 10 installations in Long Branch in 2013. This graduate design studio was run in collaboration with a studio art course, which brought students and faculty members together in the development of this project. [Making Place: Public Art and Design](#) focused on College Park, Maryland in the spring of 2015. This project represented collaboration between ARCH 478D and ARTT 438O, an architecture elective and studio art course both focused on the challenges of downtown College Park. The [Public Interest Design Institute](#), in collaboration with University of Maryland faculty members presented a training program at the School in 2013 that benefited faculty members and students.

Engage the cultures of others – [The Restoring Ancient Stabiae Foundation](#) is a non-profit Italian cultural organization, which was founded in Washington, D.C. in 2002 by the initiative of the University of Maryland, as a cooperative project in the field of cultural heritage and born under the international treaty that links the United States and Italy. The “Restoring Ancient Stabiae” project aims to build an Archaeological Park of almost sixty hectares on the site of ancient Stabiae (a city buried with Pompeii and Ercolano by the eruption of Vesuvius in 79 AD). Students and faculty visit modern day Castellammare di Stabia annually to excavate and document the ruins, propose digital reconstructions of the past, and work closely with the present-day community to better integrate the archaeological site into the contemporary life of the city. [Bridging the Gap](#), an ARCH 601 Topical Studio offered in 2016, explored common ground between a group of students from the Al-Nahrain University, in Baghdad, Iraq and a parallel group of students from the University of Maryland. The studio was hosted and financially supported by Gensler’s Washington, D.C. office. While students from both institutions explored and made propositions for sites in the other’s capital city, a profound empathy was developed about each other’s lifestyles, challenges and the strength of the common bond of design shared by both groups. The work of this studio was exhibited at the [AIA DC](#) District Architecture Center. The collaboration with Iraqi universities has continued and expanded, with funding from the International Research and Exchanges Board (IREX) that brought a group of faculty from two Baghdad schools of architecture to the US in summer 2016 for a workshop taught by an Architecture Program faculty member, one phase in an educational collaboration designed to improve architectural education in Iraq. For several weeks in 2012, students joined Gensler in Bangkok to design a sustainable, affordable housing prototype to replace the growing slum conditions found throughout Thailand. The result intersected culture, community, education and practice in a revolutionary learning program.

I.1.5 Long Range Planning

Strategic Planning: The University of Maryland and the School of Architecture, Planning, and Preservation regularly engage in long-range planning activities. The University’s [Strategic Plan](#) and the School’s [Strategic Plan](#) were both developed with input from broad constituencies, including members of the Architecture program. The Architecture program completed its most recent long-range [Strategic Plan in 2015](#). The process was inclusive of faculty, students, alumni, and other stakeholders. A facilitator from Gensler was contracted to provide structure for workshops and to create graphic records of the process. Planning activities were initiated in November 2013 and the final plan for the Program was accepted in May of 2015. Faculty members revisited the goals and metrics for the plan at the annual retreat in August 2015. The goals and metrics are organized into short-term (1-2 year) and long-term (3-5 years) initiatives.

Aligning the plan – The Architecture program’s Strategic Plan: “Discover the Transformative Power of Design Thinking,” reflects many aspects of the University and School’s strategic plans. All three plans commit the institution to sustainability, innovation, action learning and civic engagement. The Architecture program’s plan uniquely embraces design and design excellence as well as articulates the value of

history and theory of the discipline as a bridge to the future. The plan articulates strategies for curricular, scholarly and creative practice development around these topics.

Curricular Planning -- In curricular matters, the Architecture Program Curriculum Committee (APCC) oversees development of new courses, modifications to existing curricula, new curricula, and new degree programs. Similar review structures exist at the School level (MAPP PCC) and the campus level ([PCC](#) and [VPAC](#)). Approvals from each of these committees must be obtained prior to implementation of any proposed changes. The Architecture program has representatives who sit on these committees. The actions of the APCC are governed by the [APCC Policies and Procedures](#) (undergoing review and update during the fall 2016 semester) document initially ratified by the Program in 2004. Voting membership of the APCC consists of a faculty member serving as chairperson, with three additional faculty colleagues and two student representatives (one undergraduate and one graduate). The Architecture program director serves as an ex-officio member of the committee.

Annual, day-long retreats at both the School and program level provide opportunities to address long-range planning activities. The Architecture program holds monthly meetings that also take up business incrementally. For example, the program's response to the Five Perspectives in this document was developed over the spring 2016 semester in a series of five-hour workshop sessions with faculty members. The development of the Strategic Plan and the development of the recent revisions to the curriculum also followed a similar course of action – breaking the big problem down into manageable pieces in which stakeholders were participants in finding solutions to the relevant issues.

I.1.6.A Program Self-Assessment

Strategic assessment -- The Strategic Plan is assessed collaboratively at workshops that take place annually during Architecture program retreats. The effectiveness of pedagogical and curricular matters is also regularly addressed at retreats and in end-of semester “retrospectives,” in which faculty members recount the objectives and outcomes of coursework, discussing these matters in an open forum with the objective of continual improvement. It was at these collegial discussions that the initial impetus for curricular change was discussed in 2012-13. The face-to-face collaborative engagement between faculty members at these events provides a collegial platform by which to assess pedagogic and curricular strategies.

Quotidian assessment – Strategic planning is only effective if it is revisited and engaged on a continual basis and is part of the daily life of the program. Therefore, Architecture program meetings commence with a review of plan's goals and a reminder of how each meeting relates to the Strategic Plan. For example, the May 2016 mini-retreat focused on developing content for the revised curriculum; connections to our “shared values,” which are articulated in the strategic plan, provided a benchmark for working groups to seek principles that would help to facilitate collaboration between coursework in any given semester. The working groups were charged with developing semester-by-semester themes that will provide focus to the teaching-learning experience and ultimately assist faculty in developing coherent and mutually supportive learning objectives.

Student voices in strategic assessment -- A similar vehicle to the faculty retrospective engages both students and faculty in dialogue at the conclusion of each semester. The “Student-faculty Retrospective” provides students with an opportunity to address the strengths and challenges of the previous semester. Student leaders organize the hour-long discussion that provides a sounding board for important issues ranging from course content, pedagogical method, academic/studio culture, support services and facilities. Faculty and program administration attend these sessions primarily in a listening mode. Many of the issues brought up in the student-faculty retrospective have resulted in direct improvements made to the program. The promise of free pizza has proven to buoy student attendance in recent iterations.

I.1.6.B Curricular Assessment and Development

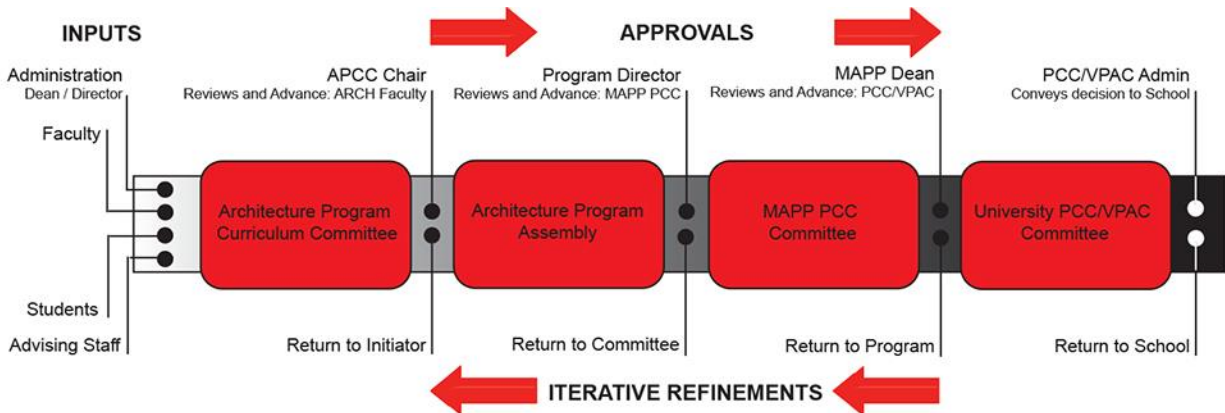


Table 2 - Curricular Assessment and Change Process

The diagram in Table 2 illustrates the path by which curricular assessment and change takes place. The APCC meets monthly to act on new curriculum and course proposals. The APCC makes recommendations to the Architecture program faculty for advice and consent. If the program’s faculty approves an APCC recommendation, the program director determines if the change will require School and University approvals, or if the change can be registered in a purely internal format. Minor adjustments to pedagogy may form input, assessment and refinement loops contained entirely within the program, while proposed changes that result in significant curricular modification or the development of new academic programs require School level (MAPP) and University level (PCC and/or VPAC) review. The director (and/or the director’s designee) will prepare the appropriate documentation of the proposed change and present the materials and/or remain on call to respond to questions from the School-level or University-level committees. Should revisions be required, the proposal will be sent back down the chain of approvals process for renewed committee work. Proposals to the APCC may be initiated by members of the Architecture program faculty, by individual faculty member, or by students.

New Courses, Individual Study Proposals, and Petitions – APCC regularly reviews new course proposals and individual study proposals to ensure learning objectives are commensurate with the credit and level of investigation proposed (see procedures in [Faculty Handbook](#)). APCC also seeks to ensure that faculty members construct syllabi that are compliant with Architecture program and University of Maryland requirements. APCC also entertains petitions to modify curricula or to accept coursework from another institution (compliant with University policies).

Course evaluations -- Course evaluations are conducted during final weeks of each term. Evaluations are managed through the Office of the Registrar’s [Testudo](#) student portal and can be accessed by students and administrators at <https://courseevalum.umd.edu/>. The evaluations provide both quantitative and qualitative assessment tools, which enable administrators to track performance over time. Administrators and faculty members receive access to the evaluations approximately six weeks after the close of the semester. The assessments are used by the director to determine course assignments and to identify individuals who may need to sharpen their teaching skills. Individuals who require assistance in developing their teaching craft are directed to the [Teaching & Learning Transformation Center](#) (TLTC). TLTC is also the place where experienced, accomplished teachers go to expand their repertoire of classroom tools and methods. Information from course evaluations is, from time to time, exacted from reports to aid the APCC in its work. Course evaluations play a significant role in MAPP’s annual teaching excellence awards, which are presented at Commencement Exercises every May.

Learning Outcomes Assessment -- At the University of Maryland, the [Provost’s Commission on Learning Outcomes Assessment](#) provides the leadership and organizational procedures for our engagement in assessment as a component of regional accreditation. The [Architecture program](#) participates in the

annual [Undergraduate Learning Outcomes Assessment](#) (LOA). [LOA Annual reports](#) have recognized Architecture as a leader in the comprehensive approach to assessment and continuous improvement. The [Graduate Outcomes Assessment](#) (GOA) is submitted every other year and follows a format similar to the LOA program. Both the LOA and [GOA reports](#) are prepared by the director and shared with the faculty and APCC.

Annual graduating student survey – For several years, the program has conducted a [survey of its recently graduated undergraduates](#) to gather information regarding student attitudes involving several aspects of the Architecture program and the University, including student experiences and impressions when applying to the University of Maryland, their impressions of academic and studio life, as well as their career trajectories and plans for the future. This material was useful in calibrating the redesign of the undergraduate curriculum and developing content for the program’s website.

Faculty assessment – Tenured and tenure-track faculty members are required to file annual reports documenting their instructional, research, scholarly, creative, professional and service activities. [Faculty achievement data](#) has until recently been collected by an online application called Lyterati. In the spring of 2016, it was announced that annual reports would be collected through a new portal that is currently under development. The dean’s office and the merit pay committee use information in these reports to assign compensation adjustments, to identify trends in productivity, and to ensure an equitable workload balance. In April 2016, the School’s faculty approved a new [Policy and Procedures for Peer Review of Teaching](#), which will be implemented in the 2016-17 academic year. Tenured faculty members undergo an extensive [post-tenure review](#) every five years. Committees comprised of their peers review instructional, research, scholarly, creative and professional teaching dossiers and present a comprehensive report to the dean and the faculty member regarding their performance.

Administrative assessment – Deans, chairs, and directors are all reviewed per University Policy, a process that is managed by the Office of the Provost. [Deans](#) are regularly reviewed on a five-year basis. The review of academic unit [chairs and directors](#) follows a similar five-year cycle. The current Architecture program director will be reviewed in the 2017-18 academic year.

Academic program assessment – [The Unit Review Process](#) is stipulated by policies managed in the Office of the Provost. In practice, programs like architecture that undergo specialized accreditation are permitted to submit accreditation agency reports in lieu of the traditional unit review process.

Staff assessment – The performance of all staff members is regularly reviewed and documented as part of the [Performance Review and Development](#) (PRD) program, which is a component of University Human Resources policy. The review process consists of three stages: expectation setting, mid-year review and final assessment.

Assessing the University’s work environment and attitudes -- The University has had two major efforts to ascertain the work environment on campus and how supportive that environment is to the needs of all constituents, with an emphasis on diverse populations. The University of Maryland [ADVANCE](#) program aims to lead AAU/Big 10 research universities in women’s representation, retention, satisfaction, professional growth and a positive work environment. ADVANCE works to accomplish this objective by creating strategic networks across disciplines, facilitating opportunities for learning and leadership, enhancing agency through knowledge and planning for career advancement, and by recognizing faculty contributions and accomplishments. The program uses data to increase awareness of equity issues and supports local and campus-wide efforts to design better work environments. Several faculty in the Architecture program participated in the workshops offered by ADVANCE to assist faculty in issues of tenure, promotion and work-life balance. The School has a representative on the ADVANCE leadership team, Assoc. Prof. [Madlen Simon](#). In 2013, the ADVANCE team surveyed all faculty about their work environment. The results of this survey were college specific and were shared with the School’s faculty. In response to the rather negative results of the survey, the Dean asked the Center for Leadership and Organizational Change (CLOC) to assist in developing a more detailed description of the results of the survey so a direction aimed at change could be devised. In response, CLOC interviewed the faculty by

rank, which led to a faculty workshop on communication and bias at a School-wide faculty retreat in the spring of 2014. CLOC was also retained to work with the leadership team collectively and individually. The nexus of issues were incorporated into the Diversity and Inclusion Plan for the School. A subsequent faculty survey by ADVANCE showed modest progress.

In Spring 2016, President Loh launched a program to assess workplace satisfaction for all employees at the University. In launching the program President Loh stated, “engaged employees work with passion, feel a profound connection to their workplace and are empowered to succeed” they also assist the University to “continue its ascendancy as a premier institution -- "equal to the best." The program co-developed by CLOC and Gallup assessed the work environment and work satisfaction. The outcome of this initiative will be college-specific actions to improve satisfaction and the work environment. The results of the Thriving Workplace will be developed over the summer and fall semesters.

Section 2. Progress since the Previous Visit (limit 5 pages)

2009 Student Performance Criteria Not Met:

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

[X] Not Met

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

2016 APR Program Response: A.4 is now covered by B.4, Technical Documentation, (2014 NAAB Conditions for Accreditation). Following the receipt of the NAAB VTR in 2011, the Architecture Program Curriculum Committee reviewed the absence of specification writing in the curriculum. Evidence of this SPC should now be found in ARCH 600: Comprehensive Design Studio / ARCH 611: Advanced Architectural Technology Seminar. Additionally, ARCH 462: Methods and Materials of Building Construction, will provide an introduction to specifications in a lecture-format class.

Cause of Concern 2011 Visiting Team Assessment:

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

2017 APR Program Response: Schools of architecture nationwide have struggled over the past five years with fiscal challenges due to global economic volatility. Despite this fact, the implementation of transparent budget practices in the School has enabled the program to thrive even in periods of tight resources. In 2011, the dean implemented a budgeting process that required all programs within the School to assess the number of courses required to deliver the core curriculum, determine a required seat count to assess the student population, and optimize full-time faculty member's teaching loads. It was found that even with optimization of class enrollment and faculty assignments, it was still necessary to hire Non Tenure Track (NTT) colleagues to deliver the required courses in most programs' curricula. Budgeting for this added instructional expense has proven to result in an annual surplus to date, which is then returned to a "bank" that the dean and directors manage for strategic improvements and shared initiatives. In recent years, "the bank" has been used to support the following activities as well as provide direct disbursements to the academic programs:

- Course revision and teaching of ARCH 271A
- Large format monitors
- Video conferencing equipment
- Public address system
- Promotional videos
- New laser cutter and exhaust system upgrades
- Program brochures and printing
- Contributions to *Places Journal*
- HISP honors course
- Conference room acoustic treatment
- New furniture
- New computer equipment
- Website enhancements

As part of the new budgeting process, the Dean also created overhead budgets for each academic program, rationalized the purchasing and budgeting for digital technologies, rationalized the School's commitment to undergraduate general education and honors courses, created an annual budget for faculty research support, and created a junior faculty summer research program.

The School's leadership understands that the annual surplus, or "bank," is the result of faculty on leave, faculty sabbatical, and vacant faculty lines (that are held in the dean's Office). This surplus is liable to reduce as lines are filled and if current faculty colleagues do not take leave or year-long (50% funded) sabbaticals.

Currently, the programs can supplement their annual appropriations with self-generated funds through winter term, summer session, education abroad courses and other continuing studies courses, which are all run on a for-profit basis. Under the budget model developed by the dean, all self-generated funds remain with the program for their self-defined needs.

The importance of endowment funds has become increasingly apparent to School and program leadership. The lecture series, gallery exhibitions, program enhancements and the Kea Distinguished Professorship are all paid for out of endowments. Careful management of the KEA Distinguished Professorship account has increased its spendable income since the last visit. This has permitted the program director to use this fund to expand learning opportunities within the program. Finally, new undergraduate scholarships have aided the Architecture program in its recruitment efforts to help improve enrollment.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Profile of the Architecture Program faculty – There are two broad categories of faculty members who serve in the Architecture program: tenured/tenure track and non-tenure track. The former category comprises the traditional academic titles of professor, associate professor and assistant professor, the designation of which is outlined in the [University of Maryland policies on Appointment Promotion and Tenure](#). The latter category comprises a much larger array of faculty titles, which are described in the University of Maryland [Faculty Handbook](#).

Tenured / Tenure Track Faculty Members						Two Principal Areas of Discovery per Faculty Member			
Faculty Member	Highest Rank Attained	US Registration Architecture	US Registration Other	Other Certs	International Registration	Funded Research	Scholarship	Creative Work	Professional Practice
Bell, Matthew FAIA	Professor	DC, MD, NY					*	*	*
Bovill, Carl, RA	Professor	HI				*	*		
Cronrath, David, AIA	Professor	PA, NE, LA, MD					*		*
Draper, Powell, PhD	Assist. Professor						*		*
Eisenbach, Ronit, RA	Assoc. Professor	MI, NY, MD		SEED		*		*	
Gourmay, Isabelle, PhD	Assoc. Professor	N/A				*	*		
Hu, Ming, AIA	Assist. Professor	DC, MD, NY		LEED		*	*	*	*
Hurt, Steven	Professor	OH, MD					*		*
Kelly, Brian, AIA	Professor	DC					*	*	*
Koliji, Hooman, PhD	Assoc. Professor				Iran	*	*		
Lamprakos, Michele, PhD	Assist. Professor					*	*		
Quiros, Luis Diego	Assist. Professor				Costa Rica		*		*
Rockcastle, Garth, FAIA	Professor	MN, IL, ND, NY, MI, IA, WI, PA, NV, CO, FL, OH, VA, MD, DC, DE				*			*
Simon, Madlen, AIA	Assoc. Professor	NY, NJ				*	*		
Vandergoot, Jana, RA	Assist. Professor	MI, VA				*	*		
Vann, Robert Lindley, PhD	Professor (Emeritus)	N/A				*	*		

Indicates tenured/tenure-track colleague leaving the University prior to August 2016

Indicates tenure-track faculty colleague joining the University as of August 2016

Non Tenure Track Faculty Members				
Faculty Member	Title	US Registration Architecture	US Registration Other	Other Certs
Abrams, Michael, AIA	Lecturer	IL		
Allen, Marisa	Lecturer			LEED AP
Ambrose, Kristen, AIA	Lecturer	TX, MD		LEED AP
Ambrose, Michael, AIA	Clinical Assoc. Professor	PA, MD		
Beltran, Maria	Lecturer			
Bennett, Ralph, FAIA	Professor Emeritus	MD, MA, DE, VA		LEED AP
Binder, Michael, AIA	Lecturer	MD		LEED AP
Buffaloe, Sarah	Lecturer			LEED AP
Escobal, Lester	Lecturer			
Ezban, Michael, RA	Lecturer	MI		LEED AP
Feng, Weiqing, AIA	Lecturer	DC		
Field, Cynthia, PhD	Adjunct Professor	N/A		
Gardner, Amy, FAIA	Clinical Professor	DC, MD		
Geiss, Matthew, AIA	Lecturer	DC, MD		
Hill, Joshua, AIA	Lecturer	DC, MD		LEED AP
Lindberg, Andrew, AIA	Lecturer	DC		LEED AP
Matthews, Georgeanne	Lecturer			
May, Lindsey	Lecturer			
Moreno-Holt, Daniel	Lecturer			
Noonan, Peter, AIA	Professor of the Practice	DC		
Northen, Eli, AIA	Lecturer	MD		
Pressman, Andrew, FAIA	Lecturer	NY, NJ, ME, NM		
Rubeling, Albert, FAIA	Lecturer / Kea Distinguished Professor	MD + 14 other States		
Strand, Gary, PE	Lecturer		MD, DC, VA (PE)	
Tilghman, James, AIA	Clinical Assoc. Professor	NY, DC, VA, MD		
White, Brent	Lecturer			
Williams, Brittany, AIA	Lecturer	VA		LEED AP

Table 3 - Tenured/Tenure Track and Non Tenure Track Faculty Members, spring 2015 - spring 2017

Tenured/tenure track colleagues are fully vested in the governance of the program. Non-tenure track faculty members, referred to as professional track (PTK) faculty members by the University as of 2016 have a formal role in governance at the School and Program levels as outlined in their respective plans of organization. Tenured/tenure track appointments reside at the level of the School and are governed by

[Procedures and Guidelines For Conducting Faculty Searches at the University of Maryland](#), as well as the [University](#) and [School Appointments Promotion and Tenure Procedures](#). The Architecture program director is able to make semester and year-long appointments renewable at the rank of *Lecturer*. The use of titles other than *lecturer* for non-tenure track faculty members must be approved by the School's APT Committee and receive the endorsement of the dean. Once the appointment is approved, the director of the Architecture program may write contracts with these individuals for up to one year. Contract terms for periods longer than one year can only be made with the dean's approval.

The two cohorts of faculty members demonstrate the program's commitment to an intellectually diverse and professionally active instruction. Among the tenured/tenure track faculty members exist a healthy mix exists of traditional scholars, researchers, practitioners and individuals engaged in creative practices. A significant number of colleagues maintain professional registration in at least one jurisdiction and many are engaged in the professional practice of their discipline. This is fleshed out in depth in the [Architecture Program Faculty Resumes](#).

Faculty Matrix – The [faculty matrices](#) match faculty expertise with instructional duties. These charts are divided into tenured/tenure track and non-tenure track faculty.

Faculty Workloads – Faculty workloads are defined by the University System of Maryland in [II-1.25 Policy on Faculty Workload and Responsibilities](#) and the University of Maryland, College Park [Policy on Full-time Faculty Workload](#). The University System of Maryland policy defines instructional, research/scholarship and service. Workloads for tenured/tenure track faculty members at the University of Maryland come under the specifications for research institutions. This means that tenured/tenure track faculty members should expect their total effort to be distributed accordingly – Instruction 45%-55% (or between 5-6 course units/year), Research / Scholarship 35%-45%, and Service 5%-15%. (see table 4)

II-1.25-2	INSTRUCTION	RESEARCH / SCHOLARSHIP	SERVICE
COMPREHENSIVE			
% of Total Effort	65-77	15-25	5-15
# Course Units/Year	7-8		
RESEARCH			
% of Total Effort	45-55	35-45	5-15
# Course Units/Year	5-6		
NON-DEGREE GRANTING			
% of Total Effort	5-15	75-85	15-25

Table 4 - Faculty Workloads Per USM II.1.25

Course units, the currency by which teaching loads are measured, are defined simply as a semester long three credit course = one course unit. Thus, studio courses that carry six credit hours count as two course units. Individual studies courses follow a different formula for the calculation of workloads. For example, a colleague who is assigned to a Master of Architecture candidate in the thesis program (ARCH 799, 6 credit hours) as his or her chair receives 0.5 course unit for the engagement. (see Table 5)

COURSE LEVEL	NUMBER OF CREDITS SUPERVISED
800-899 (dissertation & doctoral level individual studies)	9 credit hours = 1 course unit
799 (masters thesis)	12 credit hours = 1 course unit
500-798 (other graduate level individual studies)	18 credit hours = 1 course unit
100-499 (graduate/undergraduate level individual studies)	21 credit hours = 1 course unit

Table 5 Definitions of Course Unit Values for Individual Studies Courses, Per USM II.1.25

The average workload for full-time tenured/tenure track faculty members in the Architecture program for the 2016-17 academic year is projected to be 5.7, in compliance with the USM guidelines. In contrast to 2016-17, the faculty workloads for the 2015-16 academic year were 6.63, well above the USM guidelines. This constituted a significant and unavoidable anomaly. In the spring of 2015, two sabbaticals for tenured faculty colleagues were approved for the upcoming 2015-16 academic year. Another full-time faculty member was also approved for family leave following the birth of a child. In the late summer of 2015, two additional faculty members experienced severe illnesses and were placed on medical leave for the remainder of the academic year. For an academic unit of our size (13 full-time tenured/tenure track colleagues in 2015-16), the magnitude faculty members on leave required a combination of additional non-tenure track hires and colleagues picking up the slack.

Faculty Development – Few locations nationally offer such a rich array of opportunities for faculty members in an architecture program. The Baltimore-Washington Metropolitan Area features venues for faculty engagement that are regularly enlisted by faculty colleagues. For example, the collateral organizations that comprise the NAAB (AIA, ACSA, AIAS, and NCARB), as well as the NAAB itself, have benefited from the active participation of University of Maryland faculty members. Participation in these organizations constitutes both service and valuable opportunities to better comprehend the many facets of architectural education and the profession. Between 2011 and the present, Maryland faculty members have engaged the following organizations at the national level:

- ACSA 1 - member of ACSA board of directors
- AIA 1 - Chancellor of the College of Fellows; 3 – participants in planning the 2017 Women in Design Forum
- AIAS 1 - consultant to board (competition program authorship)
- NAAB 1- board member; 1- digital team room subcommittee member; 4-NAAB team participants (1 chair)
- NCARB 1- member of committee on ARE development; 1-member on iPALS development committee

Other resources unique to the region that enrich the development and continuing education of faculty members are listed below:

[*District Architecture Center*](#) (DAC) – This AIA-DC resource offers continuing education, lectures, symposia, and exhibitions engaging students and faculty members, as well as the general public. Faculty members have also been presenters and organized programs at DAC. Likewise, exhibitions that originated at DAC have been exhibited at the School of Architecture, Planning and Preservation.

[*Design DC*](#) (AIA-DC) -- DesignDC is the premier regional conference focused on the unique challenges posed by working in Metropolitan Washington for architects, interior designers, engineers, contractors, planners, landscape architects and developers in the D.C. Metropolitan

area. Design DC offers faculty members an opportunity to showcase their research and professional work, as well as opportunities to engage continuing education venues.

[Dumbarton Oaks](#) (Research Center) – This resource provides faculty members with an opportunity to engage high-level scholars through lectures, symposia and exhibitions.

[Library of Congress](#) – The Library of Congress offers faculty and students alike enormous research potential and access to its unique collections.

[Phillips Collection](#) – This museum, which is not part of either the Smithsonian or National Gallery of Art, focuses on 20th century art. [The University of Maryland Center for Art and Knowledge](#) at The Phillips Collection is the expansion of the Center for the Study of Modern Art—the museum’s nexus for academic work, scholarly exchange and innovative interdisciplinary collaborations. The development of this partnership allows members of the University of Maryland community to participate in events and gain admission free of charge.

[National Archives](#) – The National Archives and Records Administration (NARA) is the nation's record keeper. Of all documents and materials created in the course of business conducted by the United States Federal government, only 1%-3% are so important for legal or historical reasons that they are kept by us forever. With a major research center on the University of Maryland campus, the [National Archives at College Park](#) offers extensive Cartographic Records including extensive collections documenting architectural drawings, photographs, and other information about public buildings and projects in the United States. NARA is an essential research tool for projects that engage American public architecture, art, landscape and urbanism.

[National Building Museum](#) (NBM) – Faculty members and students take advantage of the rich programming (lectures, symposia, exhibitions and other activities) offered at the NBM. Many NBM events offer continuing education credits.

[National Gallery of Art](#) – Center for Advanced Studies in the Visual Arts (CASVA) – The National Gallery of Art is one of the world’s top museums. [CASVA](#) provides programming to scholars by bringing together some of the world’s top minds in the visual arts through fellowships, lectures and symposia.

[Smithsonian Institution](#) – The Smithsonian, which bills itself as the world’s largest museum, offers opportunities for faculty members to attend lectures and participate in program development.

[Society of Architectural Historians, Latrobe Chapter](#) – Some of our architectural historians have been actively involved in the Latrobe chapter by providing programming as well as participating in scholarly events.

University development resources – The University of Maryland offers a never-ending array of lectures, symposia, exhibitions, performances and other venues open to the entire community. [Training @ Maryland](#) offers a combination of practical skills and knowledge for faculty and staff. University Human Resources regularly offers programs in retirement planning, family and eldercare planning, wellness and recreation programs to ensure the health of faculty and staff.

Online tutorials focused on evolving technologies -- UMD students, faculty, and staff have unlimited access to [lynda.com](#), an online library of instructional videos covering the latest software, creative and business skills. With thousands of courses taught by industry experts — and more items added often — lynda.com is available whenever faculty, staff and students are ready to learn. Lynda provides tutorials in everything from Microsoft Office applications, to Adobe Creative Suite, from AutoCAD to Revit. With free access to the resources provided by Lynda, faculty members, staff, and students alike can keep up with technological change.

Teaching & Learning Transformation Center -- The [Teaching and Learning Transformation Center](#) (TLTC) inspires and supports effective, engaging, efficient and equitable teaching innovations among the University’s instructors and assistants. TLTC’s team provides faculty, students and staff with training, resources, professional development activities and individualized consultation, to transform their classrooms and careers. TLTC offers numerous programs aimed at developing a campus learning community with enhanced teaching, improved student outcomes and the advancement of the University of Maryland as an international leader in evidence-based education. These programs include working with faculty colleagues to address teaching deficiencies and collaborating with accomplished educators in

the development of new pedagogical methodologies. One such program is the [Elevate Fellows](#) program, which seeks to improve student learning outcomes and increase outcome equity. Through backward course design, fellows apply research to create student-centered, active teaching and learning environments. Beginning in 2015, two Architecture program faculty members have participated as Elevate Fellows as they have re-designed the History of World Architecture survey courses.

Educating and planning for change -- The [Center for Leadership & Organizational Change](#) (CLOC) provides resources for administrators, staff and faculty members in a variety of areas including: conflict management, leadership coaching, meeting & retreat facilitation, strategic planning, and team development. Since the last NAAB Visit, CLOC has provided nearly all of these services to individuals, the program, and the School.

Empowering the next generation of leaders -- The University of Maryland [ADVANCE](#) program aims to lead AAU/Big 10 research universities in women's representation, retention, satisfaction, professional growth and positive work environment. Several Architecture program faculty members have participated in the ADVANCE Professors program and the Leaders Fellows program.

Financial resources for faculty development -- The [University of Maryland](#) and School of Architecture, Planning and Preservation have several awards and funding opportunities available to faculty members with the objective of fostering nascent research, scholarly and creative activities.

RASA & CPAA	Research and Scholarship Awards (RASA) and Creative and Performing Arts Awards (CPAA) honor faculty achievements and creative work through books, periodical publications, exhibition catalogues, CD's, videos and other creative materials. (Source: University) Awards to Architecture faculty in FY15 & FY16	\$28,000.00
On-Campus	On Campus Awards including Lilly, ADVANCE, RASA, Fearless Ideas - Faculty support from various on-campus programs (Source: University) Awards to Architecture faculty in FY12, FY14, FY15 & FY16	\$64,000.00
PALS	Each year, the Partnership for Action Learning in Sustainability (PALS) works with a local government for an academic year (two semesters), matching university expertise with specific sustainability challenges identified by the jurisdiction. PALS works with faculty across campus to tailor existing coursework to address these specific challenges. (Source: public/private) Awards to Architecture faculty in FY15 & FY16 that directly benefited instruction.	\$38,000.00
Book Subvention	Assist faculty with book publications by providing funds for subvention fees associated with obtaining copyrights for specific images etc. (Source: School) Awards to Architecture faculty in FY14, FY15 & FY16	\$8,500.00
Start-up Funds	These facilitate the establishment of an incoming faculty research/creative activity program. (Source: School) Awards to Architecture faculty in FY12, FY14 & FY16	\$100,000.00
Jr. Faculty Award	Junior Faculty Summer Awards to support junior faculty summer research projects. (Source: School) Awards to Architecture faculty in FY13, FY14, FY15 & FY16	\$51,000.00
Faculty Travel	The Architecture program reserves nearly 50% of its annual operating budget to support faculty travel in conjunction with conferences. Tenure-track faculty members are given highest priority followed by associate professors and full professors.	Annually +/- \$20,000.00

Student services / academic advising (undergraduate) -- In the undergraduate program, students are required to meet with an academic advisor at least once a semester to determine upcoming class registration and to discuss academic progress and path to degree completion. The Director of Student Services, [Michael Brick](#), oversees the advisement process and is supported by three graduate assistants. The Degree Placement Review Process is also administered by this team.

Students may schedule advising appointments at any time to discuss academics, social issues in the Architecture building, difficulty in coursework, personal problems, etc. through the Student Services webpage: <http://arch.umd.edu/arch/student-services-arch>

The advising team maintains a weekly student newsletter, which details upcoming events, scholarships, important deadlines, lecture series, exhibitions, contests/competitions and important University/College announcements. This newsletter is designed for both undergraduate and graduate students. Example: <http://us5.campaign-archive2.com/?u=27d46d110163689d33fe3e0b9&id=77db8c04d8>

The director of student services conducts academic performance audits and reviews students' progress each semester. Students with deficiencies or academic inadequacies are notified promptly. The director also reviews all probation/dismissal cases.

The Student Services team handles all exceptions to policy, petitions to the graduate school, requests for leaves of absence, waivers of regulation and permissions to enroll outside the University of Maryland.

Student services / academic advising (graduate) – Every graduate student is assigned a faculty member to serve as an advisor. An advising period is mandated prior to registration in the fall (for winter term and spring semester classes) and in the spring (for summer session and fall semester classes). As graduate students reach the end of their program, their thesis chair usually plays the role of advisor. The director of the Architecture program administers graduate advising with support from the director of student services.

Career services – The School of Architecture, Planning and Preservation supports a [Career Services Office](#) that offers an opportunity to match students and alumni with employers. The office supports portfolio workshops and resume assistance. The School of Architecture, Preservation and Planning hosts a Career and Internship Fair once a year. The 2016 Fair recently hosted 54 companies. In addition, internship opportunities are regularly shared with students and are posted onto the Career Services web page.

Students are encouraged to attend a resume and cover letter seminar, offered in advance of the annual Career and Internship Fair, and students have the opportunity to make an appointment for resume review and critique with the Director of Career Development, [Kristen Tepper](#).

Portfolio workshops are co-sponsored by the AIAS and the School. A two-day event in 2015 included renowned speaker Harold Linton, who gave a talk on portfolio design and presentation, as well as a workshop for hands on development of student portfolios. In the spring of 2016, AIAS and AIAPV worked together to provide a Professionals Round-Robin Portfolio Critique for the students.

Career development is covered throughout the year. A [panel discussion](#) focusing on different career options and opportunities following graduation was part of the 2015-16 Lecture Series. Speakers are also brought in to assist students with crafting their career searches after graduation. Students are encouraged to attend the AIA Potomac Valley sponsored Mentor Dinners, where practicing architects from the AIA Potomac Valley chapter spend an evening with University of Maryland architecture students nearing the end of their studies for a dialogue about career paths and preparation.

Lecture series – The Architecture program's [lecture series](#) takes place during the final hour of studio on Wednesdays or Fridays to permit maximum student and faculty attendance. Each of the lectures in the Architecture program series is made possible by endowments. In 2015, a new endowment established by Craig Spangler (an alumnus of the Architecture program and principal at Ballinger, Philadelphia) and his

wife Mimi, sought to engage emerging architectural talent. This lecture quickly became dubbed the “students’ choice lecture” (2015 and 2016), with nominations for the lecturer coming from the Architecture Student Assembly. In addition, the students served as hosts and introducers for lecturers. The method of having students introduce the lecturers was used in [Women Leading Architecture](#), the spring 2016 symposium that focused on new leaders in architectural practice.

Gallery exhibitions – [The Kibel Gallery and the Linear Gallery](#) add to the life of the School and Architecture program by bringing didactic [exhibitions](#) into the Architecture building. The Kibel Gallery is an endowed component of the School and is administered by an Architecture program faculty member. Students program the activities in the Linear Gallery and focus on themes of direct interest and concern to the student population of the School.

Student Organizations – A variety of student organizations exist to augment the academic and social life of the Architecture program.

Architecture Student Assembly (ASA) -- The Architecture Student Assembly comprises all students enrolled in the Architecture program, including pre-studio sequence students, junior and senior undergraduate architecture majors, and all students in the Master of Architecture as well as the Master of Science in Architecture (post-professional degree) program. The ASA provides official student representation to the Architecture Program Assembly and is the source from which student representatives are selected for membership in the program's committees.

Alpha Rho Chi (APX) -- Alpha Rho Chi is the national fraternity for architecture and the allied arts. The brotherhood unites men and women for the purpose of fellowship and lifelong friendships, and our mutual interest in professional development. This is exemplified by the fraternity's motto: *Fidelitas, Amor et Artes* or “Fidelity and Love of the Arts.”

American Institute Of Architecture Students (AIAS) -- The American Institute of Architecture Students (AIAS) is an independent, non-profit organization committed to promoting excellence in architectural education, training and practice. Nationally recognized, the University of Maryland AIAS chapter belongs to a community of architecture students across the country devoted to bettering the educational and professional experience of its members. By hosting social, professional, academic and service events, AIAS offers its members the opportunity to become more active in their scholastic careers.

Architecture in the Schools (AIS) -- Architecture in the Schools (AIS) matches volunteer architects with public school teachers to enrich the learning experience of middle and high-school students. AIS reinforces core academic skills. AIS teaches young people how to exercise their analytical and creative skills through the architectural design process. AIS fosters a heightened civic consciousness, bridging the gap between what is learned in school and everyday life.

National Organization of Minority Architects Students (NOMAS) -- NOMAS celebrates diversity in the School of Architecture, Planning and Preservation through programs and initiatives that value the mosaic of cultures and experiences that students bring to the table.

Student organizations have sponsored the following events since the last accreditation cycle. Some of these events are hosted on an annual basis:

Student Faculty Retrospective (December and May), town halls focused on curricular and extra-curricular matters impacting architecture students, fall BBQ, spring BBQ, portfolio review, studio kit sales, guest lectures, AIAS forum, AIAS northeast quad, teaching an eight-week long design project at Northwestern High School, Focus on the Africa Diaspora (Lecture), international pot luck dinner, yoga in the great space

Architectural Licensing Advisor -- Professor Garth Rockcastle, FAIA, has been the Architectural Licensing Advisor (ALA) School representative and advisor for the Architectural Experience Program (AXP) (formerly IDP) since the fall of 2011, and will continue in that capacity through at least the next year. Every year during that period of time (except for this summer) he has attended and participated in the annual ALA/ICP coordinators forum that provides updates and insights during this important period or transition of the AXP/IDP program. In addition, he has been invited by NCARB as a consultant to write the revised criteria for new professional exams, which will be used this coming year. He has also organized annual presentations for active architecture students involving ALA representatives to share information about AXP and the professional registration processes, and to register them in internship programs. Each year, Professor Rockcastle meets with 20-30 students (one-on-one) during his regular scheduled office hours, to advise and answer questions about AXP/IDP. He has also helped organize School career fair events, where students meet and greet with prospective professional firms.

I.2.2 Physical Resources

The Architecture building (60,000 GSF), which opened in 1972, is the main facility housing the School of Architecture, Planning and Preservation. Although other programs in the School occupy several other structures on campus, all of the functions of the Architecture program are housed in the Architecture building. The building is organized into two wings. The larger of the two wings contains studio space, classrooms, digital media labs, model-making facilities and the Architecture Branch library. The smaller wing contains an auditorium, gallery, and offices for faculty and administrative services.

The studio/classroom wing of the building is organized around a large, two-story, covered courtyard dubbed "The Great Space." This is the hub of the academic and social life of the Architecture program. The open-plan studio space is seen as one of the great advantages of the Architecture building. [One student described the advantage of working in this environment](#) as, "Our school has this open-floor plan with no walls. So, nobody ever feels like their designs are hidden away. Everybody is part of this larger community and larger team."

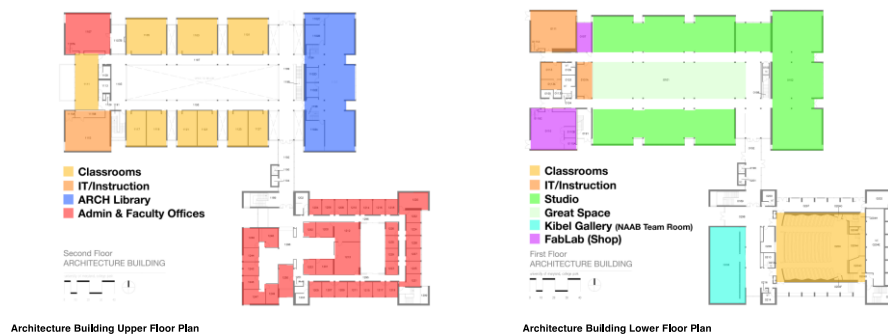


Table 6 - Plans of the Architecture Building – Upper Floor (l) and Lower Floor (r) (click to enlarge)

Since 2011, several projects have been executed to improve the teaching-learning environment in the School. These projects have significantly contributed to the flexibility of teaching modalities and increased opportunities for casual encounters. Despite the tight economic conditions during this time period, the dean was able to secure funding from various sources on campus to undertake these projects.

The improvements from 2011 to 2016 include:

- New studio furnishings desks and chairs (prior studio furnishings were over 40 years old)
- New lighting and power tracks in studio space
- New acoustical ceilings in studio space
- New skylights and roof over Great Space
- New LED lighting in Great Space
- New café furnishings for informal study and social encounters
- New movable modular pylons in the Great Space and studio space
- Two digital collaboration stations in studio
- Seven large screen mobile HD monitors and with computers
- Upgrades to server and wireless networks
- Refresh of the Macintosh and PC labs
- Six portable Maker-bot 3-D printers
- Two portable large format (11 x 17) scanners
- New stackable chairs and tables for teaching in the Great Space
- Renegotiation of contract with vendor for new plotters, scanners, and copying machines
- Two new laser cutters and ventilation system upgrades
- Lighting upgrades in the Kibel Gallery
- Conversion of the Visual Resource Collection into the School's Business Offices (ongoing)
- Commissioned study by Gensler for remodeling of the administrative offices (funding pending)

Technology Solutions Center – The Technology Solutions Center (TSC) supports the IT needs of the School. The administrative and help center for TSC is located on the ground floor of the studio wing. TSC operates two teaching labs, the Digital Media Lab that houses high-end Mac computers, and the Digital Research Lab that features PC workstations. Printing and scanning is provided on a pay as you go basis in the Digital Output Center located at the western end of the Great Space. TSC oversees faculty and staff computer and software needs; they also provide tutorials on the Maker-Bot 3-D printers and the laser cutters in the Fab Lab. More complete information can be found on the [TSC webpage](#).

Fabrication Lab – The [Fabrication Lab](#) (FabLab) supports the activities of the Architecture program and the broader initiatives of the School of Architecture, Planning and Preservation. The model-making facility contains a combination of analog and digital tools. The workshop supervisor oversees operations of the FabLab and provides shop safety training and workshops on proper tool usage to students.

I.2.3 Financial Resources

The University of Maryland, College Park [budget for 2015](#) was over 1.8 billion dollars, which accounts for over a third of the approximately 4.8 billion dollar University System of Maryland budget. The Vice President for Academic Affairs oversees the budget for the academic operations of the University. The budget is managed by the [College Budget Officers](#), who meet monthly and report to the Provost's Office. In the School of Architecture, Planning and Preservation, [Ingrid Farrell, assistant dean](#), serves as the Budget Officer.

Budgeting process -- The budgeting process for the University begins each August when the provost meets with each dean to discuss their strategic directives for the year and is followed by an annual deans and administrators retreat with the president. This formalized process establishes the University's annual priorities and directs new funds to support initiatives that are seen as being most significant to the University's strategic plan. Over the last several years, these initiatives have focused on STEM education and research, research opportunities with the Medical Center in Baltimore, and Cybersecurity. In the last two years, a major focus has been on design thinking, arts and humanities research (with the department of computer science), as well as new arts partnerships to strengthen the arts on campus. At the request

of the president and provost, the School's dean has played a key role in developing these arts partnerships – first at the Corcoran and now with The Phillips.

Along with this more formal budgeting process is the provost's support through existing funds of new initiatives within the School, which operate in concert with funding from the dean to advance school initiatives. Since the last NAAB visit, this process has brought additional funding to the School for the solar decathlon, the Partnership for Action Learning in Sustainability (PALS) program, facility renovations and updates, new digital technologies and contributions to start-up funds for new tenure-track faculty.

The School's budgeting process begins in February of every year when program directors submit requests to the dean for teaching resources over and above tenured and tenured-track faculty that will be required to meet the obligation for students to graduate on time. This request for funding includes graduate assistantships. The dean discusses submissions with the program directors before final approval. During the same period, the dean prepares a budget for the School and discusses the final budget plans with the Program directors. At the end of the process, each academic program is allocated ongoing state funds, anticipated overhead expenses (including faculty travel), assistantship funds, and ongoing University support. Any remaining funds that are not allocated typically go into "the bank," which is disbursed through discussions with the program directors to meet financial priorities, projects or new initiatives that advance a program or the School. Managing "the bank" is a collaborative process that extends throughout the fiscal year. In the last five years, "the bank" has averaged approximately \$200,000. In addition, the University supports entrepreneurial efforts by academic units, which are budgeted directly to the academic program by the dean. For instance, all funds generated through winter and summer term courses remain with the program to be used at the discretion of the program.

Summary						
	FY 12	FY 13	FY 14	FY 15	FY 16	
FACULTY						
Faculty State Salaries	\$ 2,113,774	\$ 2,025,802	\$ 2,369,442	\$ 2,407,467	\$ 2,385,262	
Adjunct supplement	\$ 623,624	\$ 575,539	\$ 646,020	\$ 543,586	\$ 600,519	
ASSISTANTSHIPS						
State GA	\$ 269,017	\$ 269,969	\$ 281,491	\$ 284,986	\$ 290,946	
GA supplement (School)	\$ 503,533	\$ 607,300	\$ 495,155	\$ 560,792	\$ 432,196	
GA Supplement (Other)	\$ 234,666	\$ 302,193	\$ 249,672	\$ 276,532	\$ 225,363	
OVERHEAD	\$ 183,936	\$ 165,955	\$ 238,405	\$ 288,162	\$ 170,200	
Subtotals	\$ 3,928,550	\$ 3,946,757	\$ 4,280,274	\$ 4,361,515	\$ 4,104,486	
BANK						
Allocations	\$ 102,843	\$ 147,725	\$ 227,648	\$ 76,633	\$ -	
Directed Investments	\$ 104,362	\$ 146,600	\$ 215,543	\$ 76,684	\$ -	
Dean's Office	\$ 1,654,436.21	\$ 1,351,944.91	\$ 1,252,929.59	\$ 1,469,398.12	\$ 2,653,130.00	
	\$ 5,582,985.79	\$ 5,298,702.12	\$ 5,533,203.59	\$ 5,830,912.96	\$ 6,757,616.00	
Base Budget Cuts	\$ 51,880	\$ 30,221	\$ -	\$ 118,633	\$ 95,327	
Soft Budget Cuts	\$ -	\$ -	\$ 81,870	\$ 53,700	\$ -	
Subtotals	\$ 51,880	\$ 30,221	\$ 81,870	\$ 172,333	\$ 95,327	
Grand Totals	\$ 5,739,228	\$ 5,475,523	\$ 5,830,617	\$ 6,079,930	\$ 6,852,943	
DIFFERENCE	\$ 156,242.00	\$ 176,821.00	\$ 297,413.00	\$ 249,017.00	\$ 95,327.00	

Table 7 - 2012–16 School of Architecture, Planning & Preservation Budget Summary
 (click to enlarge)

ARCHITECTURE						
	FY 12	FY 13	FY 14	FY 15	FY 16	
FACULTY						
Faculty State Salaries	\$ 1,199,941	\$ 1,148,899	\$ 1,393,535	\$ 1,482,971	\$ 1,460,766	
Adjunct supplement	\$ 293,633	\$ 293,582	\$ 199,617	\$ 171,257	\$ 141,450	
ASSISTANTSHIPS						
State GA	\$ 173,952	\$ 173,952	\$ 177,432	\$ 177,432	\$ 183,392	
GA supplement (School)	\$ 192,244	\$ 194,970	\$ 195,361	\$ 193,664	\$ 121,322	
GA Supplement (Other) sub total	\$ 1,859,769	\$ 1,811,403	\$ 1,965,945	\$ 2,025,324	\$ 1,906,930	
OVERHEAD	\$ 51,714	\$ 57,930	\$ 113,254	\$ 83,558	\$ 45,000	
BANK						
Allocations	\$ 4,488	\$ 13,200	\$ 48,000	\$ 13,000	\$ -	
Directed Investments						
Base Budget Cuts	\$ -	\$ -	\$ -	\$ -	\$ -	
Soft Budget Cuts	\$ -	\$ -	\$ -	\$ 4,570	\$ -	

Table 8 - 2012–2016 Architecture Program Budget Summary (click to enlarge)

Funds Controlled by the Architecture Program

	FY 2012-2016	Avg per year	FY16
Graduate Assistants	\$ 1,460,921.00	\$ 292,184.20	\$ 304,714.00
Non-Tenure Track Faculty	\$ 1,170,960.00	\$ 234,192.00	\$ 236,612.00
Operating	\$ 225,000.00	\$ 45,000.00	\$ 45,000.00
Endowed	\$538,000.00	\$107,600.00	\$114,000.00

Table 9 - Funds Controlled by the Architecture Program

Graduate Assistants -- Graduate assistants and teaching assistants (GAs and TAs) are, first and foremost, graduate students pursuing an education. The opportunity to work closely with faculty members and undergraduate students in teaching, research, or administrative environments is an integral part of that education.

Non-Tenure Track Faculty – This includes all part-time instructional appointments in the Architecture program, including those individuals with the following titles: professor of the practice, adjunct professor, clinical professor, clinical associate professor, and lecturer.

Operating -- Operating funds are used to defray the costs of running the program on a day-to-day basis. Costs include: -- telephone, postage, supplies, paper, travel, events, dues, printing, recruitment, facilities, etc.

Endowed Funds – This category of funding includes the Kea Distinguished Professorship, lecture series and program specific endowments (e.g. Integrated Design Studio, leadership programs and events, etc.)

Funds that the Architecture Program Controls and/or Influences

	FY 2012-2016	Avg per year	FY16
Type A	\$ 142,499.00	\$ 35,624.75	
Type B			\$ 15,808.00

Table 10 - Funds that the Architecture Program controls or influences

Self-generated Funds Type A -- Summer programs, winter programs, Freshman Connection, iSeries and UG Studies FY 12 - FY 15. Academic opportunities offered by the Office of Extended Studies <http://oes.umd.edu/>

Self-generated Funds Type B -- Graduate assistant/interns work on projects of significant interest and usefulness to the programs and sponsoring agencies.

Scholarships, Fellowships, and Grants

	FY 2012-2016	Avg per year	FY16
Endowed Scholarships	\$ 185,974.00	\$ 61,991.33	\$ 60,800.00
Private Donor Scholarships	\$ 68,864.00	\$ 22,954.67	\$ 25,438.00

Table 11 - Scholarships, Fellowships and Grants in Architecture Program

Endowed Scholarships -- Endowed Scholarships available to graduate and undergraduate students in the School (FY 14, FY 15, FY 16)

Private Donor Scholarships -- Scholarships funded by private entities and awarded to students in the School (FY 14, FY, 15, FY 16)

Development overview 2011 to 2016 -- At the end of fiscal year (FY) 2011, a new director of development was hired. The new director began an outreach campaign to rekindle relationships with alumni and friends of the School. At the same time, a plan was put in place to build and grow a fundraising pipeline.

During FY2011, the School raised \$529,235. At that time, the three-year average for annual giving was \$323,688. As a result of the hard work done over the past five years by our development director and team, we now have that fundraising pipeline in place. In FY 2016, we raised \$2,404,098 and our three-year average of giving has now increased to \$2,386,759.

Key highlights that have helped us achieve our goals include the following actions:

- Won first place in the U.S. Department of Energy Solar Decathlon 2011
- Secured multiple gift-in-kind software donations worth anywhere from \$250k to over 1 million dollars
- Established multiple endowed scholarships and eight TerpStart Endowed Scholarships (matched by the university in perpetuity).
- Established gift endowments to support leadership development and lectures
- Secured a one million dollar gift to start a construction management minor and real estate development minor
- Secured a one-million-dollar anonymous bequest, which will fund scholarships
- Revitalized the Dean's Circle (a \$1k giving circle) and recruited new leadership for the Alumni Chapter, resulting in the Alumni Chapter Board being reinstated
- Recreated an annual scholarship luncheon to steward our donors and match them with their student recipients each year
- Added a full time coordinator, funded by University Relations, to help assist the director of development

We are currently in the silent phase of a capital fundraising campaign, which began July 1, 2014 and will run through FY2022. The goal for the School of Architecture, Planning and Preservation has been set at \$14 million. We raised \$6,285,990 during the last two fiscal years (7/1/14 to 6/30/16), meeting 45% of our campaign goal. We have a campaign fundraising board comprising many members of our Board of Visitors, along with an Emeritus Faculty member, to help us reach our goal. For FY17, we have set the school's goal at \$1.5 million.

Summary of pending changes that may impact financial resources:

- Increase undergraduate enrollment levels to pre-2008 levels.
- Upcoming capital campaign for expansion of the School's endowment.
- Increased reliance on entrepreneurial models for studio funding.

I.2.4 Information Resources

University of Maryland Libraries -- As the largest university library system in the Washington D.C.- Baltimore area, the University Libraries serve 37,000 students and faculty on the flagship College Park campus.

The [eight-library system](#) is a key academic resource that supports the teaching, learning and research goals of the University. With an operating budget of \$23.7 million, the University Libraries rank 40th among the 115 members of the Association of Research Libraries.

Collections vary in format, and include materials owned by the University Libraries as well as those licensed for the academic community. The campus collections include the traditional monograph

materials as well as ebooks, digital media, and electronic databases. The library participates in the expedited borrowing and lending of resources among the 15 Universities that are part of the Big Ten Academic Alliance; they also lend and borrow using the Inter-Library Loan system that grants access to college and university libraries nationwide. The University of Maryland Libraries supports course reserves, 3D printing, equipment lending as well as a budget for collection growth. A snapshot of the University of Maryland Libraries resources include:

- Volumes: 4.65 million (includes electronic books)
- E-journals: 17,000
- E-books: 1.2 million
- Databases: 352 +

The University Libraries also belong to the [University System of Maryland and Affiliated Institutions](#), a 16-member consortium with a strong tradition of resource-sharing and a common library software system to manage collections and transactions.

Architecture Library -- The [Architecture Branch Library](#) is one of eight libraries in the University of Maryland College Park system. The Architecture Library is conveniently located within the School of Architecture, Planning and Preservation, down the hall from faculty offices, and one floor above the architecture studios. There are 31,272 items in the circulating architecture library collection, including stacks, folios, and oversize monographs. Due to architecture's multidisciplinary nature, the collection also includes books related to construction, building technologies, landscape architecture, urban and community planning, historic preservation, and real estate development. Students and faculty also have access to 753 electronic titles in the architecture subject area range. The Special Collections room houses 2,093 rare books, which are available by appointment. Several of the oversize and special collection monographs are candidates for digitizing through the Libraries Digital Initiatives Projects. For example, the two-volume set of *Boston Municipal Architecture* has been scanned and uploaded to the online internet archive.

The 8,732 bound and 75 current periodicals are non-circulating, but accessible to the students for use in the Library. Additional periodical titles are available online. A permanent reference collection of 650 books is shelved on the main floor of the library for consultation. All the collections are searchable using WorldCat; this catalog can be accessed on the library's home page from anywhere - on-campus and off-campus. There are 975 subject-specific, electronic databases, including 77 that are directly related to architecture: <http://www.lib.umd.edu/dbfinder>. This includes the Avery Index to Architectural Periodicals, ARTstor for images, JSTOR and Art, and Architecture Complete.

Architecture librarian -- The Architecture Branch Library is staffed by a full-time librarian (architecture research librarian) and is supported by student hourly help. The architecture research librarian (hereafter referred to as the "librarian") holds a Master of Architecture degree, is a registered architect, holds faculty ranking, and was formerly the director of the School's Visual Resources Collection. Research librarians across campus support the librarian. These include a GIS librarian and a digital scholarship librarian. The librarian reports to the head of Research Services in the Public Services Division of the University of Maryland Libraries. All research librarians are expected to teach information literacy skills, and report teaching hours to the University. The Libraries support professional development and continuing education for all the librarians. The architecture librarian regularly attends conferences of the Association of Architecture School Librarians and has presented several position papers outlining the evolution of our collections and services. Regular librarian tasks include holding individual research appointments with students and faculty, and teaching library sessions tailored to the introductory as well as graduate-level architecture courses. The librarian supports the thesis process with [research skills, citation management and visual literacy instruction](#).

Transition from a traditional academic branch library to a professional library – In 2014, faced with mandatory budget cuts from the State, the UMD Libraries decided to close the Architecture Branch

Library and transfer all the books to the main library on campus. However, an appeal to the dean of Libraries resulted in the formation of a task force by the School and the Libraries to find a solution that would keep the branch and its collections within the School. The Task Force invited faculty members within the School, current students and alumni to a day-long public *charrette*. This *charrette* utilized design thinking principles to offer alternatives to closure. The final report recommended a professional model for the Architecture Library, with the understanding that there would be a reduction in staff and hours open to the public.

Preparation for the professional model began in the summer of 2015. The large circulation desk was removed and a self-checkout station was installed. All students and faculty in the School of Architecture, Planning and Preservation are provided 24/7 access, which is accomplished by swiping ID cards in a card reader. Two full-time support staff persons were reassigned to empty positions elsewhere within the campus library system. A former office was converted to a group study room. Hours open to the public were reduced from 40 hours to 20 hours per week. Based on loan counts and gate counts, students are using the library just as often in the fall of 2015 as they were in the fall of 2014, when the library was open twice as many hours. The research librarian is on site 40 hours per week, and is available for walk-in research questions as well as appointments. To date, books do not disappear at any faster rate than when the only access was in the presence of library staff.

Services -- The biggest service the library provides is access to academic resources 24 hours a day, seven days a week. Although hours open to the public have reduced from 80 hours per week to 20 hours per week, all students and faculty in the School of Architecture, Planning and Preservation have 24/7 access to the library. This privilege, which began in the fall semester of 2015, is extended to all students and faculty enrolled in the Architecture program, as well as classmates and faculty in the other programs within the School of Architecture, Planning and Preservation. Students have 24/7 access to the self-checkout station, the two flatbed scanners, the public computers and the copier. Books that have been requested via the 'Place hold' system are placed on a bookshelf next to the self-checkout machine for easy access. A former office is now a group study room used by students working on projects and competitions, Graduate Assistants who meet with their students for office hours, and the occasional faculty member looking for a quiet space to meet with several students at once. The architecture library is a designated pick-up location for books requested from other libraries. Desktop delivery allows faculty to request materials to be delivered to their office mailbox. Electronic materials are delivered in PDF format straight to a patron's email. Scanners allow patrons to scan articles from periodicals located in the room. Public computers and printers are available for use by any University student or faculty member. Large tables and individual desks offer a variety of options for sitting and studying. The library supports course reserves, and there is a policy of placing books in the studio area on a movable kiosk to support the design studios. The graduate Architecture Integrated Design studio is a regular user of this service. The library processes books on hold for patrons, and circulates books to other campuses when needed. As part of the [Big Ten Academic Alliance](#) (academic counterpart to the Big 10 Consortium) we have access to literally millions of books that can be borrowed via the UBorrow library lending service. If the on-campus copy of a book or article has been checked out, a quick request to our Big Ten Academic Alliance gets the item to College Park within days. As mentioned earlier, the librarian is available for research appointments and instruction. The Libraries have a [GIS](#) librarian and [Digital Scholarship](#) librarian available for consultation as well.

Facilities And Equipment Transition to the professional library necessitated some physical changes. The replacement of the large circulation desk with a self-checkout opened up floor space for a more expansive reading room. Course reserves were placed on movable kiosks so that they are more accessible to the students. The School contributed a table and chairs to the newly opened group study room. Stacks are close to full, but staff members conduct an active weeding project to reflect the current subjects taught in the program curriculum.

The library has also become the place to borrow cameras (3), video cameras (5), tripods (5), voice recorders (2), and photographic light sets for model photography; this came about with the addition of the Visual Resources Collection in 2013. The Terrapin Learning Commons, located in the main library on

campus, also has printing services, a MakerSpace and an equipment loan program that is available to our students: <http://www.lib.umd.edu/tlc>

The librarian oversees the operation of the Visual Resources Collection and the work of two 10-hour per week graduate assistants. Faculty can request scanning of images for course support, and the two graduate assistants will process those requests; however, there is no image collection development happening at this time. Access to digital image databases, training on visual literacy and Creative Commons Licenses, meet the majority of faculty image needs. Between 2009 and the end of 2013, images were added to the local database portion of the digital image database, ARTstor, so that they would be available across campus. With the combination of the librarian/director of Visual Resources positions and a reduction in graduate assistants, that process has been severely curtailed. An archive of slides that are potentials for scanning based on their unique content provide materials for digitization projects through the Libraries Digital Initiatives Project.

The Library serves its community well, providing access to academic resources in a variety of formats, in a room that provides gathering spaces for noisy creativity as well as solitary contemplative space. The transition to a professional model just expands the access to scholarly support.

Information Technologies -- The School's [Technology Solutions Center](#) (TSC) is the point of contact for reporting IT problems and requesting technology consultation and support concerning IT resources, facilities and client support/training services. The mission of the School of Architecture, Planning and Preservation's Information Technology Group is:

- To provide and maintain a robust, responsive and reliable information technology infrastructure and user support services for students, faculty and staff;
- To integrate a comprehensive and diverse range of technologies in support of teaching, research and learning;
- To encourage and pursue discipline-specific research and innovations in information technology;
- To engage internal and external constituencies in a participatory and interdisciplinary technology planning process; and
- To achieve and sustain a competitive position in judicious and forward-thinking technology integration among regional and national institutions.

TSC works with faculty members to provide regularly updated specifications for student purchases of laptop computers. TSC's [policies and procedures](#) guide interactions with IT resources. TSC oversees the operation of two computer labs, the plotter facility and the laser cutter facility (jointly with the FabLab supervisor). As of August 2016, TSC administered the following facilities used largely by architecture program students:

DRL (Digital Research Lab) Architecture Bldg. Room 0111 Hardware:
35 Dell Optiplex 9010 with Windows 10 Enterprise
2 HP LaserJet M712 dn

DML (Digital Media Lab) Architecture Bldg. Room 1115 Hardware:
20 Apple iMac with 5K Retina Display and OS X 10.11.6
Dual Boot Systems with Mac OS X and Windows 10 Enterprise
3 Apple MacPro with Dual Boot capabilities
1 HP LaserJet M712 dn

DOC Digital Output Center Architecture Bldg Room 0101A Hardware:
2 Xerox WorkCentre 7355 Color and B/W copier
2 HP DesignJet T1500PS 36" Color plotter
1 HP DesignJet T910PS 36" Color plotter
1 KIP 7900 Series 36" BW plotter with 36" Scanner

1 Optiplex 755 with HP LaserJet 5200 attached via USB

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

- 2 FTEs
- 4 Graduate Assistants
- 2 MacPros
- 1 Dell XPS Workstation

A complete list of software supported by TSC is available on the TSC website.

I.2.5 Administrative Structure & Governance

University administrative structure – The University of Maryland, College Park is a component of the [University System of Maryland](#) (USM) and is the flagship institution of this system, consisting of 12 Universities administered by the [chancellor](#) and overseen by a [Board of Regents](#). The [president](#) is the highest-ranking officer of the University of Maryland. The [University leadership](#) team, or president’s [cabinet](#), comprises individuals who represent the various components of University operations and serve at the vice-president level.

Academic administration – The [provost](#) serves as senior vice president for Academic Affairs on the University president’s cabinet. The provost oversees all [academic operations](#) of the University. Academic [deans](#) report directly to the provost.

University policies – Administration and governance of the University are regulated by [Policies of the University System of Maryland and the University of Maryland](#).

Shared governance -- The [University Senate](#) is one of the largest and most influential governing bodies at the University of Maryland. The Senate is composed of faculty, staff, students and administrators that are peer-elected, volunteer, or appointed. As senators and senate committee members, these constituents directly participate in the shared governance of our University. The School is allocated faculty, staff, and student representation to the University Senate.

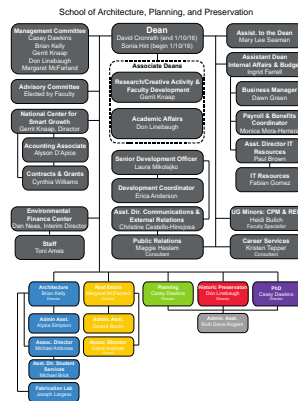


Table 12 - School of Architecture, Planning & Preservation, Plan of Organization (click to enlarge)

Administration and governance at the school level -- The School of Architecture, Planning and Preservation is a non-departmentalized unit headed by a dean, who is the chief administrator. Administrative structure (see the [MAPP Organization Chart](#)) and governance of the School are laid out in the [Plan of Organization](#). Two individuals who serve as associate deans (Research/Creative Activity and Faculty Development and Academic Affairs) assist the dean with administration of the School. Additionally, an assistant dean who oversees Internal Affairs and Budget complements the dean’s activities. Five directors, who report directly to the dean, head the academic programs (Architecture,

Planning, Preservation, Real Estate Development, and Ph.D.) of the School. The associate deans, together with the program directors, serve as the management committee for the School. This committee is supplemented by the Faculty Advisory Committee, which is elected by the faculty. The School also provides staff to support development, communications & external relations, career services, personnel, procurement & accounting, student advising, information technology, the fabrication lab, and grants & contracts. The directors of the [National Center for Smart Growth Research and Education](#) and the [Environmental Finance Center](#) also report to the dean. The Appointments, Promotion, and Tenure process is administered at the School level. This administrative structure fosters the School's growing identity as a place for interdisciplinary teaching and research.

Administration and governance at the program level-- Administration and governance of the Architecture program is outlined in the [Architecture Program Plan of Organization](#). The revised and updated plan (due fall 2016) lays out the duties of the program director and any assistant/associate directors. The plan also establishes several standing committees: Admissions, Scholarships and Awards, Curriculum, Faculty Merit Pay, Diversity, and Academic/Studio Culture. Many of these committees provide opportunities for student representation. The plan also stipulates monthly program assemblies (a.k.a., program meetings) that draw representation from faculty members and students. The Architecture Program Curriculum Committee (APCC) has a detailed set of policies that govern its activities. The Plan of Organization stipulates student membership in the APCC (one undergraduate and one graduate student). Relevant policies and procedures are reproduced in the [Student Handbook](#) and all policies and procedures are contained in the [Faculty Handbook](#).

II.1.1 Student Performance Criteria

SPC Matrices:

[Path A: Master of Architecture](#) (pre-professional degree + 60 credit hours) – curriculum phasing out beginning 2016

[Path A: Master of Architecture](#) (pre-professional degree + 60 credit hours) – curriculum initiating beginning 2016

[Path B: Master of Architecture](#) (degree + 109 credit hours) – curriculum phasing out beginning 2016

[Path B: Master of Architecture](#) (degree + 105 credit hours) – curriculum initiating beginning 2016

Realm C: Integrated Architectural Solutions – In the mid-1990s, the University of Maryland School of Architecture (the official name of the School in this period) revised its architectural technologies offerings and advanced graduate studio sequence in order to better integrate technologies and design as a reflection of modes of practice. Harrison Fraker (see: Harrison Fraker, Jr., FAIA, “Design Studio: The Heart of Architecture Education,” *Architecture: Celebrating the Past, Designing the Future - Commemorating the 150th Anniversary of the American Institute of Architects*, ed, Nancy Levinson. (New York: Visual Reference Publications) 2008. P123) credits the University of Maryland School of Architecture with the development of the concept for comprehensive design in architectural education. By the beginning of the 21st century, others were also recognizing the innovations in technology and studio teaching at Maryland with the awarding of the AIA Education Honor Award (1995), the NCARB Prize for Creative Integration of Practice and Education in the Academy (2003), and a Lilly Center Teaching Excellence Award for work in developing the comprehensive design pedagogy.

[ARCH 600: Integrated Design Studio](#) and [ARCH 611: Advanced Technology Seminar](#) are the outgrowth of the “comprehensive studio” of the late 1990s and early 2000s. These two co-requisite courses, a six-credit hour studio and a three-credit hour technology seminar, seek to take down the walls that have traditionally existed between studios and architectural technology courses. This pair of courses occurs in the first semester of the Path A (pre-professional + 60 credit hour) curriculum and at the midpoint (5th semester) of the Path B (degree + 105 credit hour) curriculum. This is the point in the studio sequence where the two groups of graduate students (Path A and Path B) come together to form a single cohort.

The teaching team for ARCH 600/611 is comprised of seasoned veteran practitioners, led for the past several cycles by Professor of the Practice [Peter Noonan](#), AIA. ARCH 600 is typically staffed with three faculty members who serve as critics to a section of 9-12 students. The ratio of faculty to students (1:9 to 1:12) is critical in providing the in-depth attention that is required, particularly in the design development and systems integration phases of the semester. The ARCH 611 teaching team consists of one faculty member with specialization in building mechanical systems and sustainability, and a second faculty member with specialization in construction and structures. The [Kea Distinguished Professor](#) traditionally complements the ARCH 600/611 sequence by providing lectures, workshops and office visits that expand the classroom into the realm of professional practice.

The teaching methodology for ARCH 600/611 attempts to blur the distinction between “design critique” and “technology critique.” At any given time, an observer might see a structural engineer roaming through design studio providing students with over the boards critiques while his or her counterpart, the design studio critic, could be witnessed providing a lecture on high-performance building envelopes in a classroom. One of the foundational components of the ARCH 600/611 pedagogy is the workshop that brings together design and technical consultants several times over the course of the semester to work with students as they develop more comprehensive understanding of their design project. The idea of [consultation versus critique](#) has been previously discussed in the Five Perspectives. This simulation of consulting sessions where the expert and student work collaboratively toward the solution of a problem cannot be stressed enough as a bedrock pedagogical principle embodied in the ARCH 600/611 ethic. Due to the program’s location in the Baltimore-Washington Metropolitan Region, ARCH 600/611 is able to draw upon experts from a variety of professional disciplines to complement the work in this course sequence. The consultants are supported through several endowments connected to integrated design and sustainability that are part of the Architecture program’s financial resources.

In recent years, ARCH 600/611 has been organized into several modules that permit students to work collaboratively on research, design process and the selection of final design solutions. Recent modules have been:

Module I	<u>Singular/Cellular Spatial + Structural Component</u> <i>Analyze and evaluate a large-scale precedent wall section</i>
Module II	<u>Structural Patterns, Repetitive Elements and Systems</u> <i>Aggregate bays and understand lateral forces</i>
Module III	<u>Alternative Construction Types on Structural Patterns</u> <i>Using I & II to develop and explore two different construction systems</i>
Module IV	<u>Skin and Enclosure</u> <i>Mediating inside and outside and considering building expression</i>
Module V	<u>Building Program</u> <i>Accommodating the what, why, how, and for whom of the building</i>
Module VI	<u>Site & Context</u> <i>Accommodating the where and the role of orientation</i>
Module VII	<u>Systems Integration</u> <i>Comfort and Convenience ...with air, light, and power</i>
Module VIII	<u>Integrated Design</u> <i>Putting it all together, iteratively and collaboratively. Design is still primarily a team sport!</i>

Research -- The modules combine case studies as a disciplinary discourse as a means to rigorously engage teacher-student discourse and encourage broader dialogues with visiting professional and academic contributors about what buildings and the profession of architecture are, and what they might become in the future.

Integrated Evaluations and Decision-Making Design Process – The modules break problems down into component parts so that decision-making and iterative processes can be analyzed and discussed under controlled conditions.

Integrative Design – The final module of the semester requires students to synthesize their experiences in prior modules as they work collaboratively with their design teams to develop a definitive design solution. As the course syllabus stresses, “Design is still primarily a team sport!”

Students in the ARCH 600/611 sequence are held accountable to *demonstrate synthesis* and *integration* in both their design process and products. The Integrated Studio/Technology Seminar stresses *process* and *craft*, including the willingness and ability of students to consider/propose alternative solutions to design problems. Finally, the students are held responsible for the *conceptual*, *strategic*, and *formal* development of their work. The [ARCH 600/611 combined syllabus](#) is a good starting place for developing an understanding of Maryland’s continuing commitment to integrative design.

Assessment Methodology – The method for assessment of “high-pass” and “low-pass” were shared with faculty members in 2015 in the [NAAB 2017 Visit Prep](#) document. The definitions for assessing student work are herein reproduced:

High-Pass Work – High-pass work may or may not reflect the grade given to a student on any particular assignment, project, quiz, examination, paper, etc. The high-pass represents exemplary performance specifically relative to the Student Performance Criteria assigned to that course. Presumably, students who receive A’s and B’s in a particular assignment and/or as a course grade, will also be performing at a high-pass level with respect to SPC. However, there is not a direct correlation between the grade and Student Performance Criteria, unless the faculty member elects to establish this linkage. Faculty members should take care to select examples of student work that satisfy the SPC at an exemplary level when gathering evidence for the NAAB visit. A common

mistake faculty members make when they assemble evidence in a team room is to collect the most aesthetically pleasing and/or the most theoretically advanced student projects without considering whether the work adequately demonstrates competency with regard to the SPC. High-pass means exemplary work relative to the SPC.

Low-Pass Work – Likewise, low-pass work may or may not reflect the grade given to a student on any particular assignment, project, quiz, examination, paper, etc. The low-pass represents a minimum level of performance relative to the Student Performance Criteria assigned to that course. It is possible for students who receive A or B grades to be performing adequately or minimally on specific SPC. Once again, the designation of low-pass does not refer to the student grade, unless of course the faculty member elects to make a linkage to SPC in the grading process. Low-pass work demonstrates a minimum level of competency in SPC, but faculty members should be careful to ensure that the SPC is actually met in the evidence collected.

II.2.1 Institutional Accreditation

The [Middle States Commission on Higher Education](#) accredits the University of Maryland. The date of the most [recent letter from the regional accreditation board](#) was November 16, 2012. The University will be evaluated again in 2016-2017. More information about the University of Maryland's accreditation process can be found on the [provost's website](#).

II.2.2 Professional Degrees & Curriculum

The University of Maryland School of Architecture, Planning and Preservation offers two undergraduate baccalaureate degrees, two paths toward the Master of Architecture (the NAAB accredited professional degree) and the Master of Science in Architecture (a post-professional degree with a focus in urban design). In addition to the stand-alone degrees, the School also participates in the NCARB Integrated Path toward Architectural Licensure (a degree path that combines the BS in Architecture, with the Master of Architecture, and the Architectural Experience Program). Finally, elective credits in the Master of Architecture degree paths can be combined with coursework in Planning, Preservation, and Real Estate Development in a dual-degree program. The degree paths are:

Undergraduate:

Bachelor of Science in Architecture (pre-professional)	120 credit hours
Bachelor of Arts in Architecture (beginning 2016 non-pre-professional)	120 credit hours

Integrated Path to Architectural Licensure:

Communication from NCARB accepting University of Maryland into the iPAL program.	
iPAL Proposal - Bachelor of Science in Architecture (pre-professional)	120 credit hours
+ Master of Architecture (60 credit hours)	60 credit hours
+ AXP	

Path A:

Master of Architecture (pre-professional + 60 credit hours)	60 credit hours
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Path B:

Master of Architecture (degree + 105 credit hours)	105 credit hours
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Post Professional:

Master of Science in Architecture (post-professional/urban design)	30 credit hours
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Dual Degrees:

Master of Architecture + Master of Community Planning (ARCP)	
Master of Architecture + Master of Historic Preservation (ARHP)	
Master of Architecture + Master of Real Estate Development (ARDV)	

Undergraduate Minors:

Requirements for undergraduate minors can be found in the [Undergraduate Catalog](#). The Catalog also maintains a complete [list of undergraduate minors](#). The most popular minors among Architecture program undergraduates include:

- [Art History](#)
- [Construction Project Management](#)
- [Real Estate Development](#) (beginning 2016)
- [Sustainability Studies](#)

NB Minors require a minimum of 15 and no more than 24 credits in an approved area. At least nine credits must be in upper division courses (300-level or above). No more than six credits may be applied to satisfy both the requirements of a minor or a major.

General Education:

All undergraduates must satisfy the [requirements](#) of [General Education](#) in order to complete their degree.

Pre-professional Degree & Curriculum – Bachelor of Science in Architecture

Bachelor of Science in Architecture Degree (pre 2016)			Credit Hour Distribution			
Dept	No	Title	Total Degree	Required in Major	Gen Ed	Free Elective / Minor
ARCH	101	Foundations in Architecture (optional 1 credit course)	3	3		
ARCH	170	Introduction to the Built Environment (HU)	3	3		
ARCH	225	History of World Architecture I	3	3		
ARCH	226	History of World Architecture II	3	3		
ARCH	227	History of World Architecture III	3	3		
ARCH	242	Basic Architectural Drawing	3	3		
ARCH	400	Architecture Studio I	6	6		
ARCH	401	Architecture Studio II (OC)	6	6		
ARCH	402	Architecture Studio III (SP/OC)	6	6	6	
ARCH	403	Architecture Studio IV (OC)	6	6		
ARCH	410	Technology I	4	4		
ARCH	411	Technology II	4	4		
ARCH	412	Technology III	4	4		
ARCH	413	Technology IV	4	4		
ARCH	xxx	Architectural History Elective	3	3		
ARCH	xxx	Architecture Elective	3	3		
DSHS	xxx	History/Social Sciences (HS)**	3	3	3	
DSHS	xxx	History/Social Sciences (HS)**	3	3		
DSHU	xxx	Humanities (HU)**	3	3	3	
DSNS	xxx	Natural Science Requirement (NS)*	3	3	3	
DSPS	xxx	Scholarship in Practice (SP)**	3	3	3	
ENGL	101	Introduction to Writing (AW)	3	3	3	
ENGL	39x	English Course (PW)	3	3	3	
MATH	220	Calculus I	3	3	3	
PHYS	121	Fundamentals of Physics I (NL)	4	4	4	
UNIV	100	Student in the University	1	1	1	
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	Directed Elective***	3			3
XXXX	xxx	Elective	3			3
XXXX	xxx	Directed Elective***	3			3

Total Credit Hours: 120 (100.00%), 61 (50.83%), 37 (30.83%), 30 (25.00%)

Bachelor of Science in Architecture Degree (post 2016)			Credit Hour Distribution			
Dept	No	Title	Total Degree	Required in Major	Gen Ed	Free Elective / Minor
ARCH	171	Design Thinking and Making (HU)	3	3		
ARCH	200	Design Media I	3	3		
ARCH	201	Elements and Principles of Architecture	1	1		
ARCH	225	History of World Architecture I	3	3		
ARCH	226	History of World Architecture II	3	3		
ARCH	300	Design Media II	3	3		
ARCH	400	Architectural Design Studio I	6	6		
ARCH	401	Architectural Design Studio II	6	6		
ARCH	402	Architectural Design Studio III (SP/OC)	6	6	6	
ARCH	403	Architectural Design Studio IV	6	6		
ARCH	462	Methods and Materials	3	3		
ARCH	463	sustainable Systems	3	3		
ARCH	464	Structures I	3	3		
ARCH	465	Structures II	3	3		
ARCH	466	Environmental Systems	3	3		
ARCH	474	NAAB Cert	1	1		
ARCH	501	Typical Design Studio (or 2-3 credit ARCH courses)	3	3		
ARCH	xxx	Architecture Elective	3	3		
ARCH	xxx	Architecture Elective	3	3		
DSHS	xxx	History/Social Sciences (HS)**	3	3	3	
DSHS	xxx	History/Social Sciences (HS)**	3	3		
DSHU	xxx	Humanities (HU)**	3	3	3	
DSNS	xxx	Natural Science Requirement (NS)*	3	3	3	
ENGL	101	Introduction to Writing (AW)	3	3	3	
ENGL	39x	English Course (PW)	3	3	3	
MATH	220	Calculus I	3	3	3	
PHYS	121	Fundamentals of Physics I (NL)	4	4	4	
UNIV	100	Student in the University	1	1	1	
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3
XXXX	xxx	University Elective	3			3
XXXX	xxx	University Elective / Course in Minor	3			3

Total Credit Hours: 120 (100.00%), 68 (56.67%), 30 (25.00%), 24 (20.00%)

Table 13 & 14 - Credit Hour Distribution BS in Architecture pre 2016 (l), post 2016 (r) (click to enlarge)

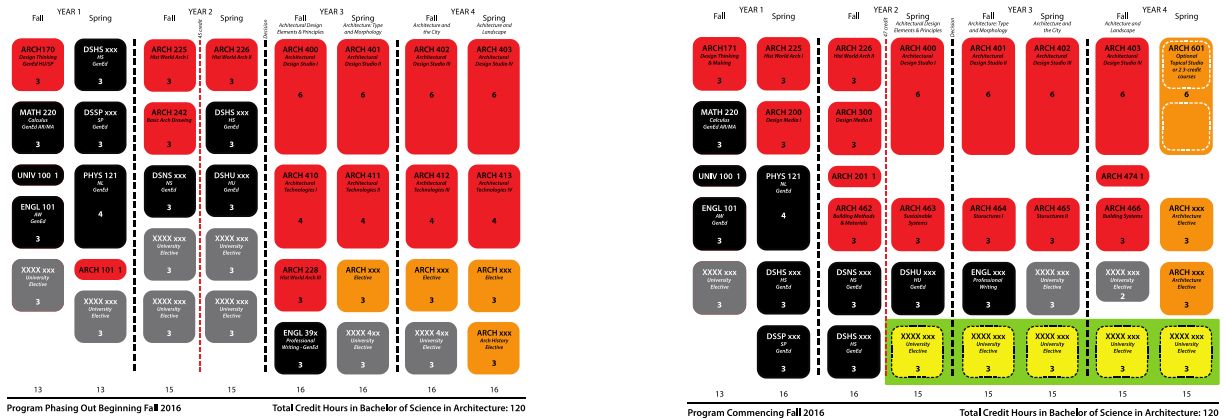


Table 15 & 16 - Curricular diagram BS in Architecture pre 2016 (l), post 2016 (r) (click to enlarge)

In 2015, significant changes were proposed and approved by the University related to the Bachelor of Science in Architecture curriculum. Complete rationale for the changes can be found in the [Program/Curriculum/Unit Proposal](#) as forwarded to and approved by the University of Maryland PCC. A summary of the changes include:

- Introduction of ARCH curriculum (including studios) earlier in the degree sequence.
- Blending University-wide General Education Requirements across the 8-semester sequence.
- Opening up space for participation in minors programs (usually the latter four or five semesters of a student's experience).
- Change from three-course sequence for History of World Architecture to a two-course sequence reflecting practices at peer institutions.
- Change from one-course manual drawing course to a two-course integrated media course (digital, manual, and 3-D model making), as a requirement for all undergraduates.
- Change from a four-course technology sequence (four credit hours per course) to a five-course technology sequence (three credit hours per course), reflecting practices at peer institutions and articulating specific technology topics: two-semesters structures; one-semester each of: building method and materials, sustainable systems, building mechanical systems.

Professional Degree & Curriculum - Path B: Master of Architecture (pre-professional degree + 60 credits)

Path B: Master of Architecture (degree +109 credits)(phase-out 2016)

			Credit Hour Distribution			
Dept	No	Title	Total Degree	Required in Major	Elective	Free Elective
ARCH	404	Graduate Architectural Design Studio I	6	6		
ARCH	406	Graduate Architectural Design Studio II	6	6		
ARCH	406	Graduate Architectural Design Studio III	6	6		
ARCH	407	Graduate Architectural Design Studio IV	6	6		
ARCH	410	Technology I	4	4		
ARCH	411	Technology II	4	4		
ARCH	412	Technology III	4	4		
ARCH	413	Technology IV	4	4		
ARCH	426	Fundamentals of Architecture	3	3		
ARCH	427	Theories of Architecture	3	3		
ARCH	443	Visual Communication	3	3		
ARCH	445	Visual Analysis	3	3		
ARCH	460	Site Analysis and Design	3	3		
ARCH	600	Comprehensive Design Studio	6	6		
ARCH	601	Topical Design Studio	6	6		
ARCH	611	Advanced Technology	3	3		
ARCH	636	History of Modern Architecture	3	3		
ARCH	654	Urban Development and Design Theory	3	3		
ARCH	770	Professional Practice	3	3		
ARCH	797	Thesis Proseminar	3	3		
ARCH	798	Thesis	3	3		
ARCH	799	Thesis Research	6	6		
ARCH	xxx	Architectural History Elective	3		3	
ARCH	xxx	Architectural Seminar	3		3	
ARCH	xxx	Architecture Elective	3		3	
ARCH	xxx	Architecture Seminar	3		3	
ARCH	xxx	Architecture Elective	3		3	
XXXX	xxx	Elective	3			3
Total Credit Hours			109	91	15	3
Percentage of Total Credit Hours			100.00%	83.49%	13.76%	2.75%

Path B: Master of Architecture (degree +105 credits) (initiating 2016)

			Credit Hour Distribution			
Dept	No	Title	Total Degree	Required in Major	Elective	Free Elective
ARCH	404	Graduate Architectural Design Studio I	6	6		
ARCH	405	Graduate Architectural Design Studio II	6	6		
ARCH	406	Graduate Architectural Design Studio III	6	6		
ARCH	407	Graduate Architectural Design Studio IV	6	6		
ARCH	425	History of World Architecture I	3	3		
ARCH	425	History of World Architecture II	3	3		
ARCH	443	Visual Communication	3	3		
ARCH	445	Visual Analysis	3	3		
ARCH	460	Site Analysis and Design	3	3		
ARCH	462	Building Methods and Materials	3	3		
ARCH	463	Sustainable Systems	3	3		
ARCH	464	Structures I	3	3		
ARCH	465	Structures II	3	3		
ARCH	466	Building Systems	3	3		
ARCH	600	Integrated Design Studio	6	6		
ARCH	601	Topical Design Studio	6	6		
ARCH	611	Advanced Technology	3	3		
ARCH	654	Urban Development and Design Theory	3	3		
ARCH	770	Professional Practice	3	3		
ARCH	797	Thesis Proseminar	3	3		
ARCH	798	Thesis	3	3		
ARCH	799	Thesis Research	6	6		
ARCH	6xx	Architecture Elective	3		3	
ARCH	6xx	Architectural Seminar	3		3	
ARCH	6xx	Architecture Elective	3		3	
ARCH	6xx	Architecture Seminar	3		3	
ARCH	6xx	Architecture Elective	3		3	
XXXX	xxx	Elective	3			3
Total Credit Hours			105	87	15	3
Percentage of Total Credit Hours			100.00%	82.86%	14.29%	2.86%

Table 21 & 22 - Credit Hour Distribution for Path B: M ARCH pre 2016 (l), post 2016 (r) (click to enlarge)

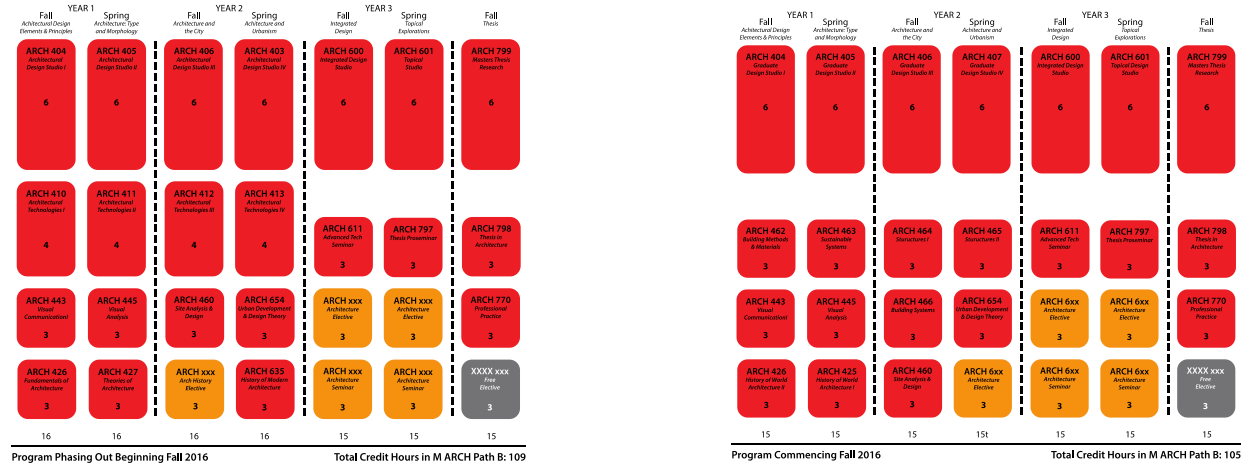


Table 23 & 24 - Curricular diagram for Path B: M ARCH pre 2016 (l), post 2016 (r) (click to enlarge)

The Path B: Master of Architecture (degree + 105 credit hours) is designed as a post-baccalaureate degree sequence, thus the general education requirements are assumed to have been addressed per the requirements of the undergraduate degree granting institution.

In 2015, significant changes were proposed and approved by the University related to the Path B: Master of Architecture (degree + 105 credit hours) curriculum. Complete rationale for the changes can be found in the [Program/Curriculum/Unit Proposal](#), as forwarded to and approved by the University of Maryland [PCC](#). A summary of the changes include:

- Change from two-course Theory of Architecture (ARCH 426, 472) sequence to a two-course History of World Architecture. This change was predicated by the fact that Path B students demonstrated a relatively strong understanding of architectural theory, but lacked an understanding of architectural history. ARCH 427 will continue as a theory offering, while ARCH 425 and 426 have been repurposed as required coursework in the History of World Architecture.
- Change from a four-course technology sequence (four credit hours per course) to a five-course technology sequence (three credit hours per course), reflecting practices at peer institutions and articulating specific technology topics: two-semesters structures; one-semester each of: building method and materials, sustainable systems, building mechanical systems. This change permitted the total credit hours required for graduation to drop from 109 to 105.

Off campus programs

University of Maryland Study Center at [Kiplin Hall](#), North Yorkshire, UK (terminated spring 2015)

Facilities and Resources – The center was built out of what was originally a stable house and blacksmith’s shop. Since its creation in 1986, the University of Maryland Study Center at Kiplin Hall has provided affordable opportunities to hundreds of students to experience the United Kingdom and Europe firsthand. The center features upscale hostel-like rooms for 3-5 persons each, as well as sitting areas, dining and classroom space. The study center is connected to the internet, providing students with access to online collections and resources of the Architecture Library. Students work largely on laptops and in sketchbooks, integrating their design studio experience into the context of North Yorkshire.

Course requirements – The audience for this program was principally seniors in the Bachelor of Science in Architecture program. The program offered several field trips throughout the UK.

ARCH 403	Architectural Design Studio IV (6)
ARCH 413	Technology IV (4)
ARCH 428B	History of British Architecture, Urbanism, and Landscape (3)
ARCH 448F	Selected Topics in Visual Studies (3)

Duration of stay – spring semester senior year.

Maryland-in-Florence, University of Maryland in partnership with the [International Studies Institute](#), Florence, Italy (in progress, first cohort expected spring 2017)

Facilities – ISI provides modern [facilities](#) and [services](#) for students located in the historic center of Florence. The entire program is managed by the University of Maryland’s Education Abroad program and is part of a negotiated agreement between ISI and the University.

Course Requirements – The audience for this program is seniors and first year Path A graduate students. The courses currently listed to be offered in Florence are:

ARCH 403	Architectural Design Studio IV (6)
ARCH 601	Topical Design Studio (6)
ARCH 412/465	Technology IV / Structures II (4/3)
ARCH 4/6xx	The Villa and The Garden (3)
ARCH 4/6xx	Architecture in Italy (3)
ITAL 103	Intensive Elementary Italian (4)

Duration of stay – spring semester.

II.3 Evaluation of Preparatory Education

The University of Maryland Office of Undergraduate Admissions governs admission to the undergraduate degree programs. Information about the process can be found at the [Admissions Requirements](#) website.

Admission to the Master of Architecture degree program is governed by the Graduate School [Admissions Policies](#). The admissions process is managed through [Hobsons ApplyYourSelf](#), and is customized to the Architecture program’s particular needs. The program requires the following information as a component of the application:

- Transcripts from undergraduate institution bearing the signature and seal of the registrar.
- Three Letters of Recommendation from former professors or employers.
- Statement of Purpose (1000-2000 words) in English.
- Resume (1-2 pages) documenting relevant experience.

- Graduate Record Examinations
- Portfolio of creative work (submitted Online as a PDF).
- International Applicants have [additional requirements](#) in the admissions process.

The deadline for admission to the M ARCH program is typically mid-January of each year. A committee (comprising tenured/tenure-track faculty members in the Architecture program) reviews the applications and make recommendations for admission. The director usually receives the committee's recommendations in late-February and applicants are notified during the first weeks in March. An open house/information session is hosted in late-March or early-April to give applicants time to get to know the program and understand the steps they must take (if any) to apply for advanced standing. The deadline for applicants to inform the director of their decision is April 15th. Applicants are strongly encouraged to submit their application for advanced standing at least two-weeks prior to the April 15th deadline so that they can have complete degree-path information prior to making a decision.

The advanced standing process is documented at: <http://arch.umd.edu/arch/degree/master-architecture> (Click on "Admissions" in the black navigation bar, then scroll down and click on "Qualification for Advanced Standing.")

The [NAAB SPC Verification](#) form and [instructions](#) are sent to graduate applicants who have been admitted to the program along with their offer of admission. Candidates for advanced standing are instructed to submit the form within two weeks of their receipt of the letter of admission (generally March 15th annually). Along with the form, the student must submit the syllabus for each course he or she is requesting for advanced standing.

The program director reviews every application for advanced standing. The [M ARCH Advanced Standing Assessment Form](#) is the tool used to determine placement. The director reviews course content as illustrated in the syllabus (in cases where the syllabus is incomplete, student work may be requested). Generally we grant advanced standing for coursework completed containing NAAB SPC with a grade of B- or higher. The director then creates a course of study tailored to the applicant's specific level of advanced placement. The course of study along with the two forms and supporting documents then become part of the student's record file. In order to comply with FERPA, actual student files with personal information redacted will be shared with the NAAB Team during their visit to the School.

II.4 Public Information

<http://arch.umd.edu/arch/naab-accreditation>

This site contains the required NAAB statement on accredited degree programs

[Statement](#) from the University of Maryland, Office of Institutional Research, Planning, and Assessment (IRPA) regarding statistical data submitted in the NAAB Annual Reporting System.

III.1.1 Annual Statistical Reports

<http://arch.umd.edu/arch/naab-accreditation> (scroll down to download PDFs for each year)

III.1.2 Interim Progress Reports

<http://arch.umd.edu/arch/naab-accreditation> (scroll down to download PDFs for each year)

Section 4. Supplemental Material

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.

[Courses in the Architecture Program](#)

- Studio Culture Policy

[Academic/Studio Culture Policy](#)

- Self-Assessment Policies and Objectives

[Provost's Commission on Learning Outcomes Assessment](#)

[Learning Outcomes Assessment](#) (IRPA / Regional Accreditation: Undergraduate)

[Learning Outcomes Assessments ARCH](#)

[Graduate Outcomes Assessment](#) (IRPA / Regional Accreditation: Graduate)

[Graduate Outcomes Assessment ARCH](#)

[Architecture Program Curriculum Committee Policies and Procedures](#)

- Policies on academic integrity for students (e.g., cheating and plagiarism)

[University of Maryland Honor Code](#)

[University of Maryland Code of Student Conduct](#)

[University of Maryland Student Honor Council](#)

[University of Maryland Office of Student Conduct](#)

[Architecture Program Academic Integrity Policies with Regard to Design Studio and Thesis](#)

- Information resources policies including collection development

[University of Maryland Libraries Collection Development](#)

[Architecture Branch Library - Collection Development Policy Statement](#)

- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

[University of Maryland EEO/A Policy](#)

[University of Maryland Office of Diversity and Inclusion](#)

[University of Maryland Policies and Guidelines for Conducting Faculty Searches](#)

[Graduate School Non-Discrimination Statement](#)

[Undergraduate Catalog 2016-2017 Link to University Policies](#)

[School of Architecture Diversity and Inclusion Strategic Plan](#) (Draft)

[Architecture Program Diversity Plan](#)

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

[University Policy – Sabbatical Leave](#)

[University Policy – Sabbatical Leave](#) (Faculty Affairs Website)

[School of Architecture, Planning, and Preservation – Guidelines for Sabbatical Leave](#)

[University Policy – Faculty Guide for Research Activities](#)

[School of Architecture, Planning, and Preservation Policy for on Faculty Leave](#)

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

[University of Maryland Appointments Promotion and Tenure Criteria](#)

[University of Maryland APT Manual](#)

[University of Maryland Faculty Affairs Website](#) (comprehensive information for faculty members)

[University of Maryland Mentoring of Junior Faculty: A Guide for Mentors \(and Mentees\)](#)

[School of Architecture, Planning, and Preservation APT Criteria](#)

[School of Architecture, Planning, and Preservation Mentoring Document](#)

- Response to the Offsite Program Questionnaire (See *2015 Procedures*, Section 7)

[University of Maryland Study Center, Kiplin Hall, North Yorkshire, UK](#) (program terminated spring 2015)

[Maryland in Florence, with ISI Florence](#) (program under negotiation to commence spring 2017)