

**University of the District of Columbia
Department of Architecture and Urban Sustainability
College of Agriculture, Urban Sustainability and Environmental Sciences**

Architecture Program Report for 2017 NAAB Visit for Initial Accreditation

Master of Architecture

[Undergraduate Architecture Degree + 49 graduate Credit Hours]

[Undergraduate Non-architecture Degree + 88 Graduate Credit Hours]

Year of the Previous Visit: 2017

Current Term of Accreditation:

“ ... was formally granted initial candidacy. The candidacy period is effective January 1, 2013. The program is expected to achieve initial accreditation in no more than six years and must complete at least four in candidacy. The program is tentatively schedule for an Initial Accreditation visit in 2017.”

Submitted to: The National Architectural Accrediting Board
Date:

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Section 1. Program Description

I.1.1 History and Mission

History and Description of the Institution

The history of the University of the District of Columbia is, at once, old and new. The seeds of higher education for the District of Columbia were planted in 1851 when Myrtilla Miner founded a "school for colored girls". Through a series of mergers among the District's teachers and technical colleges, a comprehensive university structure was envisioned for the city. On August 1, 1977, a public announcement was made of the consolidation of the District of Columbia Teachers College, the Federal City College, and the Washington Technical Institute into the University of the District of Columbia under a single management system. On the same day, the Board of Trustees appointed Lisle Carleton Carter, Jr., the first president of the University. In 1999, the U.S. Department of Education formally designated the University as one of the nation's Historically Black Colleges and Universities.

The University of the District of Columbia is a Congressionally-mandated land-grant institution of higher education. It is a comprehensive public institution offering quality, affordable, postsecondary education at the certificate, baccalaureate, and graduate levels. These programs prepare students for immediate entry into the workforce for the next level of education, for specialized employment opportunities, and for lifelong learning. Further information on the History of UDC can be found [here](#).

UDC continues to transform itself over time to meet the changing needs of its students and the community. The University currently offers 75 undergraduate and graduate academic degree programs through the following colleges and schools: College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES); College of Arts and Sciences (CAS), School of Business and Public Administration (SBPA); School of Engineering and Applied Sciences (SEAS); the Community College and the David A. Clarke School of Law.

Mission - *The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.*

Vision - *To be a University System that is student centered and demand driven that empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and engaged, service-driven leaders in the workforce and beyond.*

Core Values – *Innovation; Integrity; Collaboration; Sustainability; Excellence*

On 1 July 2015, Dr. Ronald Mason Jr., assumed the position as the Fourteenth president of the University of the District of Columbia. The current long-range plan, [Vision 2020](#), is being reviewed and may well undergo slight revisions in the coming year; however, it is expected that this Mission, Vision and Core Values will remain unchanged.

UDC profile reports are created periodically by the Office of Institutional Research, Assessment and Planning. The 2014-2015 edition of the Fact Book, as well as previous editions, is located at [here](#). This document, and several complementary reports, contains comparative data on UDC student enrollment, retention, international students, and students who reside in District of Columbia Wards.

History of Architecture Programs at UDC

In 1968 a two-year Architectural Engineering Technology degree program was implemented at the UDC predecessor institution, the Washington Technical Institute. The program had two full-time faculty members and approximately 30 students, and its primary objective was to provide the students with an

architectural design experience. In 1972 under the new leadership of Clarence Pearson, the program took on a new emphasis of “construction documents” as a priority over the initial emphasis on “design.”

With the 1973 addition of two professional engineers to the faculty, the program became one of a small number of programs at predominately minority serving institutions offering an associate’s degree that was accredited by the Accreditation Board of Engineering & Technology (ABET). Over the ensuing 15 year period, hundreds of predominately minority students, including a number of women, received the Associates in Applied Sciences (AAS) degree and went on to enter the architecture, engineering and construction professions. Many of these two-year graduates and UDC alumni also went on to complete NAAB accredited first professional degree programs at other institutions including Howard, Yale, Catholic and UCLA. A number of these students became registered architects.

The program continued to grow, and faculty were added in 1986. In August of 1991, an academic restructuring at UDC resulted in the establishment of the College of Physical Science, Engineering and Technology that housed the 2-year architecture program in a new Department of Architectural & Civil Engineering Technology. At this time there was also an initiative to expand the two-year AAS-ACET program by adding a three-year curriculum segment that would institute a five-year “2+3” Bachelor of Architecture program.

In the fall of 1989, the new Bachelor of Architecture program at UDC was implemented as a first professional degree program that would seek NAAB accreditation. Professor Ralph Belton joined the architecture faculty at UDC to further that effort. Both the 2-year and the 3-year segments of the program offered studios and classes in the evening and on Saturdays in order to accommodate persons whose career objective was to become licensed architects, but who had to maintain employment during regular business hours.

In 1989 Professor Pearson also founded The **Architectural Research Institute (ARI)** as a research and professional practice clinic to the architecture program. The ARI is located on the UDC campus but acts as an autonomous entity that places students in real-life professional work experiences of serving clients, and meeting deadlines and work objectives, for a broad range of architectural projects located in the District of Columbia. The creation of the ARI proved to be a prescient example of the 1996-published Boyer-Mitgang report entitled ***Building Community***. The report called for more direct exposure of students to professional office practice and experience prior to graduation.

In 1992 the new “2+3” degree program submitted a formal APR to NAAB and received an official NAAB Candidacy Visiting Team that resulted in the formal granting of Candidacy. The program was scheduled to submit a second APR to NAAB for an initial accreditation visit upon the anticipated graduation of an initial cohort of students in 1996. The program did indeed grant a number of B. Arch degrees during that candidacy period. Just as the program prepared for its second APR, however, the DC government faced a severe budgetary crisis referred to as the “control board” years. As a result, UDC was unable to provide the resources necessary for the program to address critical physical resources deficiencies cited in the 1992 Candidacy Visiting Team Report.

While the UDC program period of NAAB Candidacy expired in 1998, the Bachelor of Architecture program remained fully operational. Between its implementation in 1989 and its discontinuance in 2005, over 100 Bachelor of Architecture degrees were conferred. Virtually all of the BArch program graduates achieved gainful employment in the Architecture-Engineering-Construction (AEC) industry. A number of those UDC BArch graduates went on to acquire first professional degrees (BArch and MArch) at NAAB-accredited programs. Many of those UDC graduates also successfully completed the ARE and became licensed architects.

By 2002 the UDC architecture program faculty had completed plans to re-apply to NAAB for the restoration of “Candidacy” status for the 5-year Bachelor of Architecture degree program. Through informal consultation with NAAB leadership, however, the faculty became aware of impending changes in

NAAB policy that would preclude the acceptance of new candidacy applications from not-yet-accredited five-year Bachelor of Architecture degree programs. NAAB instead pursued plans to make a Master of Architecture program its first professional degree.

In order to establish the Master of Architecture as the first professional degree at UDC, the architecture program faculty, under the continuing leadership of Professor Pearson, embarked upon a new strategic direction of a two-stage “partitioning” of the five-year Bachelor of Architecture program. Stage One was *implemented in Fall 2005 and* entailed the formal establishment of a revised four-year program as a four-year Bachelor of Science in Architecture (BSc Arch) pre-professional degree program. Stage Two entailed the implementation of a revised and expanded version of the fifth year of the previous 5-year Bachelor of Architecture program as a “*first professional degree*” Master of Architecture program. The faculty concluded that the revised two-semester 5th year of the Bachelor of Architecture curriculum would require an additional third semester in order to constitute a viable MArch I degree at UDC at this time. The faculty also saw the need to establish an “accelerated” Master of Architecture degree track for persons coming into architecture at UDC as holders of undergraduate degrees that were not in the field of architecture (MArch II). This reorganization of the 5-Year Bachelor of Architecture degree program into a 4-Year Bachelor of Science+1.5 Year Master of Architecture (Track I) degree program, with a non-architecture Bachelor+3.5-Year Master of Architecture (Track II) degree program, was approved by the University Board of Trustees in May 2010. The initial class of 6 M.Arch students was admitted in the fall semester of 2010.

In 2010 Professor Ralph Belton was named Department Chair and Director of the Undergraduate Program in Architecture. Professor Pearson remained Director of the Graduate Program. In his capacity as Chair, Professor Belton oversaw the implementation of the degree reorganization, as well as extensive renovations to the department facilities. Two additional full-time faculty members, Genell Anderson and Kathy Dixon were hired in 2011. With the reconfigured program gaining traction, an application for Initial Candidacy was once again submitted to the NAAB. The program was officially granted Candidacy status in 2013.

As the Department of Urban Architecture and Community Planning was proceeding with its Plan for Accreditation, a reorganization within the University in 2012 resulted in the relocation of the Department from the School of Engineering and Applied Sciences to the newly formed College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). This move created the only architecture department in the country to be housed within a college of agriculture. Along with the Department of Architecture, CAUSES became home to academic programs in health education, nursing (RN to BSN), nutrition, and a professional science master’s (PSM) degree in water resources management. The formation of CAUSES also provided a new home for the land-grant functions of UDC. Academic programs were joined by five land-grant centers: the [Center for Urban Agriculture & Gardening Education](#); the [Center for Sustainable Development & Resilience](#); the [Center for Nutrition, Diet & Health](#); the [Center for 4-H and Youth Development](#); and the [Architectural Research Institute](#). These land-grant centers are closely aligned with the academic programs, and all activities within the College share a common purpose of “Healthy Cities – Healthy People”.

Our Mission *The College of Agriculture, Urban Sustainability and Environmental Sciences of the University of the District of Columbia offers research-based academic and community outreach programs that improve the quality of life and economic opportunity of people and communities in the District of Columbia, the nation and the world.*

Detailed information on the College, its Mission, Vision, Goals and Aspirations for our graduates may be found [here](#).

As the College has become more established, a few additional reorganizations have taken place. In January of 2015, the University recruited and hired a new Chair and Associate Professor. Dr. Susan Schaefer Kliman brought a wealth of experience from private practice and academia, as well as strong

familiarity with the regulatory and accreditation processes. Her background in both Architecture and Interdisciplinary Studies/Environmental Science aligns with program's sustainability emphasis, and provides a bridge between the academic and land-grant programs within the CAUSES. Under Dr. Kliman's guidance, additional modifications have been made to both the B.Sc. Arch. and M. Arch. curricula in order to ensure alignment with both the NAAB Conditions and the Program Mission.

Mission- *We educate the next generation of architects, planners and environmentalists with an emphasis on preparing them to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia and urban areas around the world.*

Vision - *To become a national leader among architecture and urban sustainability programs, in training our graduates to address critical issues and growing concerns about food security, food safety and sustainable resource management (e.g. improved storm-water management in dense urban neighborhoods, high efficiency energy generation, energy and/or carbon neutral design, and vertical food production in urban spaces- including rooftops and balconies).*

Goals - *To capitalize on collaborative opportunities within CAUSES and the University as a whole to:*

- *Provide experiential learning, which will position our graduates for employment opportunities immediately upon graduation*
- *Engage the faculty and graduate students in research relevant to the mission and vision of the program*
- *Contribute to the land grant mission of the University and the workforce development efforts through certificate programs, which will prepare participants for national exams leading to professional credentials*

In 2016, the academic programs within CAUSES were re-organized into two Departments: the renamed Department of Architecture and Urban Sustainability, and the new Department of Health, Nursing and Nutrition. Where Architecture had previously been the only department in the College, this reorganization placed all of the academic programs in the CAUSES into the more formally structured departments representing the "Healthy Cities – Healthy People". On the Healthy Cities side, the Department of Architecture and Urban Sustainability now includes the B.Sc. Arch. and M.Arch programs, as well as PSM degrees in Water Resources, Urban Agriculture, and Urban Sustainability. A new B.A. in Urban Sustainability will commence in the 2017-2018 academic year. As Chair, Dr. Kliman oversees the Department, and serves as director of the architecture programs and the new degree in urban sustainability. Prof. Pearson remains the primary advisor to the graduate program. On the Healthy People side, The Department of Healthy, Nursing and Nutrition includes the B.S. in health education, an RN to BS in Nursing, and B.S and Mater's Degrees in Nutrition.

The collocation of these seemingly disparate academic programs in complementary departments, with the related land grant centers, within one College allows for significant collaboration between the community outreach and academic functions of the University. Students and faculty across the College interact on a regular basis, and this familiarity has fostered an environment where all are eager to work together to address the critical issues facing our urban environments. Together, we bring into the classroom real-world projects in an interdisciplinary fashion to create truly healthy environments. Students from multiple disciplines work collaboratively on projects for their courses. Multiple students each academic year have the opportunity to supplement their academic work by engaging in a range of research projects in progress in the land grant centers. Research internships are open to students from across the University, so architecture students often have the opportunity to work with their peers from other disciplines in the course of the research. The program and its faculty members and students and have always been involved in the community and have had a significant impact, especially through the work of the Architectural Research Institute (ARI). This clinical arm of the UDC architecture programs has been involved in assisting nonprofit organizations and District agencies with a range of design and building rehabilitation needs that would have otherwise gone unmet. Various organizations and agencies of the District of Columbia have also solicited technical assistance from architecture faculty and students outside of the work of the ARI; however, most of the services provided were associated with the ARI that

was created in 1989. Examples of the community service projects conducted by the ARI are described in annual reports provided in the Supplemental Information.

The availability of a NAAB accredited professional degree program at UDC, the only public institution of higher learning in the District, that allows citizens throughout the greater Metropolitan Washington Region to become licensed design professionals is immanently consistent with the mission of UDC and CAUSES. The program also parallels the commitment of UDC to provide accredited programs in law, engineering, business, nursing, dietetics and education.

The UDC administration, the Dean of CAUSES, and the architecture faculty are also keenly aware that the enrollment potential and the growth of the program is closely tied its ability to achieve initial NAAB accreditation. As predicted, the ability market the program as ***“a NAAB In-Candidacy program pursuing initial accreditation at the city’s only public university, offering evenings and weekend classes and studios as well as on-line courses...”*** has increased inquiries and enrollment in every academic year since the program was granted Initial Candidacy. It is anticipated that these numbers will continue to increase once the program achieves Initial Accreditation. Current enrollment numbers are lower than projections included in the initial Plan; however, in light of national trends for enrollment in architecture programs we are optimistic that our current aggressive growth targets will be met. This expectation is especially in light of the unique positioning of the architecture program in CAUSES, its compelling Urban Sustainability focus, and its alignment with the ***Sustainable DC*** initiative (Sustainable DC 2012). CAUSES is increasingly being recognized as the local resource, for expertise in sustainability, and a national resource for urban agriculture and urban resilience.

Architecture Programs and the Institutional Setting

The goals and objectives of the architecture program are well aligned with those of the College and the larger University. One of the central elements of the UDC mission is to provide cutting edge technology and other relevant infrastructural support to the District of Columbia. The architecture program, as part of the CAUSES, is strategically placed to make a significant impact on the sustainable infrastructure and urban sustainability initiatives of the District of Columbia. Especially noteworthy are collaborative opportunities with the CAUSES Center for Urban Agriculture, the CAUSES Center for Sustainable Development and the Water Resources Research Institute that is also located within CAUSES. These Land-grant Centers and Research Institutes invite collaboration with the architecture program to address critical issues and growing concerns about food security, food safety and sustainable resource management. Students in the program are learning the problem solving skills necessary to respond to the physical and cultural challenges of the 21st century, while engaging in the liberal studies courses throughout the University to round out their education.

In addition, a UDC-wide initiative focused on improving student learning outcomes through ‘deep learning’ seeks to move beyond student engagement by utilizing the District of Columbia itself as an extension of the classroom. These initiatives are based on the work of UDC former provost Dr. Ken Bain and his research on student achievement and learning success. The studio format of the architecture program and the nature of our program lend themselves to this experiential learning initiative.

The Program

The hallmark of the architecture programs at UDC is the strong preparation to enter the workforce, and the preparation for licensure to practice architecture. The architecture studios are the foundation for the program. These studios enjoy low student/faculty ratios, and provide both a social and curricular framework for the students. Studios, and the supporting courses, focus on the technical aspects of architecture: building technology, structural systems, materials and construction assemblies. These technical courses are supplemented by courses in history, theory, preservation, sustainability, and ethical and profession principals of architectural practice. Representational skills, including drawing, model making, and computer modeling are spread throughout the program, with a particular emphasis early in the program on construction documents to best position the students to obtain internships.

The Department of Architecture has increasingly emphasized cooperative learning models as a way to prepare our students for the multi-disciplinary and cooperative workplace they will be joining. Group projects, particularly in the upper-level courses, provide the students with 'real world' experiences in the classroom by mimicking the workplace team approach. The location of the program within CAUSES is ideal for exposing the students to larger, more comprehensive and interdisciplinary projects. In these instances the architecture students focus on the built environment, and students from other programs focus on the human aspects, such as public health, or larger environmental aspects, such as water resources management. Land-grant centers within the College, including the Center for Urban Agriculture, have introduced the very critical issue of food security into urban design projects and allowed for the exploration of architectural solutions, such as vertical farms. This integrated and interdisciplinary approach is giving students a first-hand look at the relevance of the 'healthy cities, healthy people' motto by which CAUSES operates, and an understanding that architecture plays a key role in the wellbeing of the citizens of the District of Columbia and beyond. These projects, and the numerous workshops, lectures and symposiums, give students exposure to the fields of nursing, nutrition and dietetics, urban agriculture, water resources and environmental science. General education courses and electives allow for further exploration of individual areas student interests. Taken as a whole, the combination of architectural studies, interdisciplinary projects, and general education courses, provides our graduates with a broad based-liberal education, which also has immediate application upon graduation.

I.1.2 Learning Culture

The nature of architecture as a field of study is such that close attention is paid to culture and nationality as an important element of assessing the particular lens that students may bring to their course of study. In order to achieve the best possible learning outcomes, one must be reasonably familiar with students' starting points and where to best pick them up. This process requires some degree of familiarity with the cultural background and idioms of the various students in a course or studio in order to offer appropriate reference points. Faculty members make an effort to get to know all of their students individually to facilitate this process. The size of the program is conducive to this process, and faculty members communicate regularly with one another to ensure that all students receive the attention they need to succeed.

UDC and CAUSES are deeply committed to academic integrity and transparency in their policies and procedures. Further, integrity is a core value of the University. This institutional commitment establishes a culture of rights and responsibility that is especially important for the largely first-generation college population that the university serves. Students are encouraged to speak their mind, to share their perspective, and to bring their own life-context and experience into the learning process. This structure creates engaged learners who take responsibility for their own learning process, and have an integral role in the learning experience of their peers and fellow students.

While these commitments are anchored in the student and faculty handbooks, they first come alive in the daily practice of student engagement, open communication, and accessibility. Plagiarism policies, for example, are included in all syllabi. Faculty contact information is transparent and accessible. The Dean of CAUSES and a majority of the Operations Staff are technology savvy and use a variety of Information and Communication Technology tools (ICT-tools) to be responsive and accessible. The Special Assistant to the Dean for Academic Programs ensures the consistent application of policies and procedures across all academic programs in CAUSES, and provides substantial support to all academic programs and faculty members within the College. In addition, the program draws on experts from across the University in areas such as health, time management and non-traditional learning environments. Much of the resources are coordinated through the Division of Student Development and Student Success. The staff members in this office are trained to identify student issues, and to refer the students to the appropriate personnel who can assist with the specific issues.

University Resources

The University has a multitude of resources available to students.

- First and foremost is the [Division of Student Development and Student Success](#), which coordinate all facets of student life.
 - [Student Handbook](#), which contains the Code of Conduct, Bullying Policy, among other information
 - Helps maintain the integrity of the matriculation process by fostering respect, by ensuring the dignity of all students, faculty member, and staff; and by creating and appropriate environment for success at UDC.
 - Oversees proceedings in accordance with the UDC Code of Conduct
 - [Title IX Education](#)
 - Student clubs, etc. may be found on this part of the UDC website.
- [Academic Advising Center](#)
 - Advising for registration (although students in the architecture program are required to meet with an advisor every semester prior to registration for the following semester)
 - Academic support and tutorial services
- [Research Academy for Integrated Learning](#)
 - Provides support and tools that enable pedagogical innovation to improve the educational experience of students.
 - Supports faculty in the exploration and use of new and emerging technologies
 - Provides support to students and faculty for course management system (Blackboard)
- [Office of Institutional Research, Assessment and Planning](#)
 - Promotes a culture that values assessment and evidence-based decision making
 - Provides accurate, meaningful, and actionable data in a timely fashion to support University operations
- [Graduate School and Undergraduate School Admissions](#)
 - Aggressive Recruitment and Retention Initiatives
 - University participates and receives funding from the following sources
 - Pell Grants
 - Research Grants from USDA, DCHD, DDOE, and other agencies
- College (CAUSES)
 - The Dean's Office maintains information regarding available resources and ensures that faculty and students are kept up to date with relevant information and resources. The College also has a dedicated outreach and recruitment specialist.
 - In the 2015-2016 academic year, the Dean established a College-wide assembly to be held each spring. This event is both informative and social, and provides students in programs across the College and opportunity to get to know one another and learn more about the academic and land grant programs within CAUSES.
- Department
The Department relies on the above referenced resources for multiple facets of our operations and program delivery. These resources are invaluable for recruitment, training sessions, resolution of issues, and event programming and planning. University and College resources have given us institutional knowledge and historical background with respect to what has worked and what has not, and have helped us to identify challenges and opportunities as we work to grow the program and embark upon long-range planning efforts.

The Architecture program has an established tradition of an All Department meeting during the first week of classes every semester. This meeting, attended by all faculty and students, serves as a community-building event and creates energy for the upcoming semester and academic year. At this event, the faculty and student led groups (e.g. AIAS, NOMAS, CSI) have an opportunity to communicate with the entire student body. Representatives from each organization present information about their missions and scheduled events for the semester. The Department Chair and faculty use this meeting to put into context the expectations of the program, including academic standards and integrity. This forum allows each of the constituencies to communicate the intent

behind policies included in both the UDC and Architecture Student handbooks, and those posted on the websites. Copies of the Architecture Student Handbook are distributed at the fall meeting. All students are required to sign and turn in a form that confirms receipt of the document, knowledge of the faculty member who serves as their advisor, and knowledge of how to reach that faculty member. Students who join the program mid-year are given a copy of the Handbook upon matriculation in the program.

The UDC Architecture Studio Culture Policy is fully outlined during the fall meeting. The faculty believes that it is very important for the students to understand how the document came into existence, as well as the fact that it is a 'living document' that should be reviewed every year by the current student body, and revised as appropriate. The document is reviewed annually by the AIAS chapter. The Chair solicits additional feedback from the Student Advisory Board. The faculty also reviews and discusses the policy on an annual basis, typically during their retreat. Any recommended revisions to address current issues are voted on and incorporated into the document. No changes have been made to the policy in a couple of years. The most current version of the Studio Culture Policy is included in the Supplemental Materials.

I.1.3 Social Equity

The student body and faculty at UDC reflect the diverse population of the institution's location. While the University is the land grant institution for the District of Columbia, and a large percentage of the student body comes from the District, the University also attracts a large number of students from the DC Metropolitan area. The University has attracted a significant number of foreign students in recent years. The University has long been committed to having a student body whose demographics reflect those of the District it serves. Specific diversity and inclusion initiatives and support policies can be found on the web pages for the [Office of Student Success](#) and the [Office of the General Counsel](#). Information related to diversity and inclusion is included in most syllabi within the Department.

The demographics within the architecture program mirror those of the larger University. The Director of Admissions has been enhancing recruitment strategies for the University, and conducting a statistical analysis to drive future efforts. Recruiting efforts are primarily conducted at an institutional level. CAUSES has the benefit of a dedicated Outreach and Recruitment Specialist, who works closely with the Department Chair to identify viable outreach events and opportunities. The Dean has charged the entire faculty and staff with recruitment and retention, as we work toward our goal of increasing enrollment in all of our programs, both academic and land grant.

There is an effort to build and strengthen relationships with local high schools. The Chair is working with the College Outreach and Recruitment Specialist to target local schools whose specialty programs align with the mission and focus of the UDC Architecture program and CAUSES, and whose students are good candidates for the architecture program. All of these activities are conducted within a framework of maintaining diversity within the student body.

On the faculty side, women currently outnumber men among the full-time faculty members, and the department benefits from a faculty – full-time and adjunct – which comes from a variety of backgrounds. As the program grows and additional faculty members are added, efforts will be made to ensure that the program remains diverse. Finally, it should be noted, two UDC Architecture Program faculty members have been elevated to the high honor and prestige of AIA Fellow on the basis of their accomplishments in architectural educational leadership and their roles in expanding opportunities in the profession for underrepresented minorities and women.

A critical fact is that UDC is an HBCU. With a program (and University) that is attempting to reflect the District in terms of demographics, the total student population actually has a higher proportion of minority and underrepresented population students than is typical for architecture programs across the country.

While this situation means that the program itself may lack some of the richness of a more diverse program, UDC is one of the few programs creating graduates who will ultimately help change the face of a profession that has historically lacked diversity.

The current strategic plans for both the University and the College relate to recruitment and retention, which are linked to diversity and inclusion. The culture of continuous assessment and improvement mean that these initiatives are inherently linked to long-range planning efforts. Within the Department and the College, assessments and evaluations are conducted on an annual basis to track progress toward our goals, and adjustments are made as necessary.

I.1.4 Defining Perspectives

The process for identifying objectives for student learning happens on multiple levels at UDC. At the institutional level, there is a broad set of objectives for student learning. These objectives are determined at regular intervals based on the strategic plan of the University. The current University Strategic plan was completed fairly recently; however, with the new President leading the institution, minor revisions are being made and the Plan is being updated. It is not anticipated that the objectives for student learning will change. The current overarching objectives are tied into the General Education Program, within which all UDC students must complete courses. Curricula for these courses are geared toward addressing and achieving bundles of theme-driven learning outcomes, called [strands](#). The themes cut across academic disciplines, which supports both interdisciplinary cooperation among faculty and provides a variety of choices for students. Each of the strands has measureable learning objectives, which serve as guidelines for the development of all courses in the program, as well as delivery, assessment, and revision to the Program and individual courses. The Program and strands were established by a committee comprised of faculty from across the University. A standing General Education Committee regularly reviews the Program, evaluates the effectiveness of the overall program, and determines whether revisions are necessary. Chair Kliman is a member of this standing committee.

It is expected that all colleges and programs will have their own objectives for student learning, which will work in concert with the broader institutional objectives. Within CAUSES, a set of aspirations for student learning were developed as part of the most recent College-wide visioning process begun in 2013 and completed in 2015. The Mission/Vision/Goals were created with a 5-year strategic plan. They are reviewed on an annual basis at a full meeting of the faculty and staff. Any necessary minor modifications are made based on that meeting. A new visioning process will commence as the 5-year period of the current plan nears its end. Many of the currently identified learning objectives mirror those of the larger institution, but there is the added emphasis on specific outcomes that relate to 'healthy cities – healthy people'.

On a programmatic level, the faculty have created a Mission Statement with corresponding vision and goals for the Department. These statements speak to our identity as a program, and are incorporated in the classroom and expectations for student learning. Beyond these expectations, the learning outcomes for the architecture program relate directly to the NAAB defined Student Performance Criteria. Several of these SPC are similar or expand upon outcomes established by the University or College. Faculty members apply the appropriate and selected criteria to their specific courses. The full faculty meets twice during each academic year to review student work, including a faculty retreat at the end of each academic year to ensure that all desired outcomes – Program, College and University - are being achieved when the program is taken as a whole. Course assessments are reviewed, as well as the actual work produced by the students. Changes are made to the objectives for learning outcomes in response to changes in the NAAB Conditions for accreditation, the College strategic plan and the University objects for student learning. Portions of the five perspectives relate to learning objectives from all levels.

Collaboration and Leadership

The development of student leaders is embedded in the vision of UDC. Producing graduates who are independent thinkers and collaborative team players is one of the aspirations of the College. As these principles are significant components of our identity as a Department, our objectives are to capitalize on the many collaborative opportunities, both within CAUSES and the University as a whole. Details of some activities were noted in the previous History and Mission section I.1.1; however, collaboration and leadership are expressed in numerous ways in the program.

Students in the Department have significant opportunities for collaboration and leadership. These principles begin from the moment a student enters the program. New students are welcomed and recognized each semester at the back to school assembly. The program is relatively small, so students get to know one another in their classes, as well as across the studios. Our relatively new physical studios have provided an environment where students from all levels are able to mingle and interact outside of the classroom. There are several professional student clubs, including AIAS, NOMAS, and CSI, and a Saudi Architecture Students club. These clubs provide an opportunity for students to run for office and gain leadership skills. Events hosted by the clubs create social venues for students from the entire department. The Chair makes an effort to find leadership opportunities for as many students as possible. The Student Advisory Board is comprised of students who are nominated by faculty members and might not otherwise volunteer for a Department committee. The Board changes every year, increasing the number of students who gain the leadership experience. In all of these activities, regular discussions occur regarding the overall student culture in the program and efforts to maintain a positive environment where students feel comfortable.

Several of the courses in the curriculum – both undergraduate and graduate - have group assignments in addition to the individual assignments. Faculty members emphasize throughout the curriculum the collaborative nature of the profession of architecture, and tailor the classroom to prepare students for that professional environment. Some courses require students to be teacher for a day, providing a leadership opportunity with the individual assignment. In many courses, students must collaborate to complete the assignment. For those assignments, it is common for the faculty member to let the students form their groups and determine how they will split the effort and compile the results. Conflicts sometimes occur, and the faculty member will work with the students, mentoring them and advising them to find a resolution. When necessary, the faculty member will intercede to facilitate a resolution.

A critical component to our program is our location within CAUSES. By virtue of the interdisciplinary nature of the College we have opportunities that other architecture programs do not enjoy. The Dean has fostered among the faculty and staff a sense of family and common purpose. In doing so, she has created an environment where we are eager to find opportunities for collaboration in the classroom, in providing research opportunities for the students, and in completing projects for the District that provide experiential learning opportunities for the students. Tenure-track faculty and land-grant faculty have worked together to create assignments and courses that would allow students from multiple disciplines to collaborate. Several architecture students are also engaged in research and internships being coordinated by the land-grant centers in the College through both the Agriculture Experimental Station and the Cooperative Extension Services. The importance of service by architects is reinforced in many venues, from assemblies to classes, and the experiential learning opportunities provided throughout the program demonstrate the value of this commitment.

Design

The UDC Architecture program was founded with the intent of providing students with an architectural design experience. Over the years, the program emphasis has shifted towards mastery of technical skills, focusing on turning out graduates who could be productive in the work place. Because a large percentage of our students need to work, there was a concerted effort to ensure that students acquired technical skills early in the curriculum so that their employment could be in their chosen field while they completed their degrees. As a result of these efforts, the program enjoys a reputation around the District for graduates who possess excellent technical skills.

In recent years, efforts have been made to return to our roots with a stronger design experience. These efforts have been deliberate, and implemented with care so as not to diminish from the technical competencies of our students that is a core component of our identity as a program. As the NAAB Visiting Teams have noted, these efforts at strengthening student design skills has not yielded results as quickly as the faculty would have hoped. Annual reviews of student work and overall program progress provide opportunities for the faculty to determine which efforts have been successful. Ongoing discussions and sharing of best practices have led to modifications in the studio sequence emphasis. A modified focus for each year now takes the students through a deliberate progression of the design process, while maintaining the technical documentation component of the lower level studios. The curriculum has been enhanced by the addition of a graphics course and a theory course. There have also been alterations in assignments and content delivery in the upper level studios in order to help facilitate student learning of the components and complexity of the overall design process. Assignments have also been modified to allow students to demonstrate more effectively their skills in this area. Progress is being made, and efforts continue in this area.

Professional Opportunity

UDC is proud of our emphasis on careers in architecture and the success of our graduates in finding desirable employment opportunities. The full-time faculty is comprised of entirely licensed professionals. All of the adjunct faculty members teaching structures courses are licensed professional engineers. Both adjuncts teaching the architecture content courses are working toward licensure (one of whom has a foreign license). All members of the faculty devote a significant amount of time to mentoring the students with respect to their career progression. Prof. Ralph Belton is the Architect Licensing Advisor for the Program, and routinely attends the NCARB Licensing Advisor's Summit. Chair Kliman has been Auxiliary Architect Licensing Advisor for approximately 8 years, and has served as a mentor and supervisor for countless emerging professionals. She has attended the Licensing Advisor's Summit a few times, and has also volunteered for several NCARB committees. As a result, she is extremely familiar with the licensure process and the regulation of the profession. Members of the NCARB staff are invited to campus annually to make a presentation to the students. In some years, NCARB staff members are accompanied by a member of the DC Board of Architects for this presentation. Finally, Dr. Kliman and Prof. Pearson both teach the Ethics and Practice classes. They devote multiple lectures to the practice of architecture and the importance of licensure. In all of these presentations, alternative career paths and the overall value of a design/architecture education are discussed.

Stewardship of the Environment

The value of stewardship of the environment is fundamental to who we are in the UDC College of Agriculture Urban Sustainability and Environmental Sciences. Our mission is to improve the quality of life for residents of the District and beyond. This mission permeates the architecture program. As the only solely urban land-grant university in the nation, we feel a tremendous responsibility to be a leader in developing solutions to the problems facing urban areas. The urban food hub concept – designed to address several urban issues from food security to economic opportunity – has a significant urban design component. Students in the architecture program do not graduate without having at least one project where they are working on a facet of urban agriculture and its relationship to architecture and urban planning. Our curriculum includes courses in sustainable design and urban planning. Several of the design studios include a component of the food hub or urban farm. In the last few years studio projects have included a conference center and demonstration kitchen at the Agricultural Experimental Station (Firebird Farm in Beltsville, MD), a vertical farm, a complete food hub at one of the UDC remote instructional sites, and a small urban farm and teaching kitchen as a portion of the integrated studio design project. A few students have opted to include some of these components into their thesis projects. Dr. Kliman has a background in urban heat island mitigation and building science. These topics are brought into the classroom in the graduate studios and the systems and environment class. Undergraduate students have the option of adding a concentration in urban sustainability, and may select from several environmental science classes to complete that concentration. Graduate students may

select from several courses in the professional science master's degree program to fulfill their optional studies course requirement.

A number of architecture students at both the undergraduate and graduate levels have had the opportunity to complete research internships for the Center for Urban Agriculture and Gardening Education or the Center for Urban Sustainability and Resilience. These students are getting experiential learning opportunities that are showing them firsthand the power and impact of good design, how what we do impacts the lives of others, and how small efforts have big payoffs with respect to the environment. All students in the program have the opportunity to see the food hub that exists on the main UDC campus. The College offices are located in a building that has one of the largest food producing green roofs in the northeastern U.S. With a short walk across campus, students are able to see exactly how a green roof works, how we are harvesting the water in several parts of campus, how we are operating our demonstration kitchen and providing space as an economic incubator, and finally, how we are recovering resources with our aquaponics system. The Center for Urban Sustainability and Resilience maintains a Campus Sustainability Map that denies all of the facilities and initiatives on campus. Our newly opened student center is in the process of being certified by the USGBC as a LEED™ Platinum Building. A copy of the Van Ness Campus Sustainability Map is included in the Supplemental Materials.

Community and Social Responsibility

As with stewardship of the environment, community and social responsibility is a fundamental value to the architecture program and CAUSES. Architecture and urban design are critical components to improving the quality of life and economic opportunity for the residents of the District. Without 'healthy cities', there cannot be 'healthy people'. This concept is reinforced throughout the curriculum. A vast majority of our projects in the studios, urban and community design, and sustainable design classes involve projects focused building and improving local communities. Community engagement is a constant topic in the curriculum. Prof. Belton has been involved in several community efforts – including an ongoing project to improve conditions in Haiti. Following Hurricane Sandy, Prof. Belton and a member of the Nursing faculty took a group of students representing both architecture and nursing to assist with recovery efforts. Prof. Belton is working currently with a non-profit organization to develop longer term recovery solutions, and hopes to have additional groups of UDC students involved.

At least once each academic year, and often every semester, Chair Kliman shows a video or two to the entire student body highlighting an architectural project involving architecture students and community engagement. These videos are followed by a brief discussion of the role of architects in shaping the environment and the potential for community impact in what we do as architects. Efforts are also made to bring speakers or exhibits to campus, which focus on community design efforts and sustainability. Finally, there is a portion of the ethics and practice class devoted to civic engagement and the critical need for architects to give back to their communities by lending their expertise as problem solvers and individuals who understand that design matters to everyday life.

I.1.5 Long Range Planning

The overarching planning objective of the UDC architecture program is to achieve Initial Accreditation by the NAAB. The 2013 granting by the NABB of Initial Candidacy status, and 2015 Continuation of Candidacy were exciting steps in the process; however, much work remains. The architecture faculty and student body are working diligently to keep the program on track for Initial accreditation by 2017. Toward that end, continuous assessment and adaptation are organized and implemented toward achievement of that goal. The program enjoys the support of the other academic programs within CAUSES as well as the support of the CAUSES operations unit. The program also has the full support of the administration of CAUSES and the University in this endeavor. The monthly Department faculty meetings allow the architecture faculty to serve as a "committee of the whole" to discuss items related to the overall program, curriculum, and accreditation. Additional meetings with the full-time program faculty are held on an as-needed basis. Individual faculty members are tasked with leading particular initiatives and communicating

with the CAUSES operations unit and the Dean of CAUSES as may be required. Assigned tasks including the following:

- *Coordination of the APR document, Curriculum Review and Development, Physical Facilities, Phase II; Professor Kliman (Program Chair)*
- *IT Infrastructure, AXP Coordinator and Architect Licensing Advisor; Professor Belton*
- *Website Development and Program Promotion; Professor Dixon*
- *Architectural Research Institute Director, Outreach and Recruitment; Professor Pearson*
- *Professional Advisory Board Liaison; Professor Anderson*
- *Materials Resources Lab; Instructor Killette*

The current long-range plan for UDC, Vision 2020, was completed in 2014 as a pre-cursor to the hiring of current President Mason. With this higher level effort taking place, colleges within UDC – and by extension individual units – were asked to put their own long-term strategic plans on hold, pending the finalization of the University's plan. In 2015 and 2016, all units within the University commenced efforts to revise their plans, based on this new institutional plan. President Mason assumed leadership in July of 2015, and has been working on minor revisions that will facilitate the implementation of his own vision into the strategic plan. The revised plan is being called Vision 2022, but has not been formally distributed.

[Vision 2020](#) was adopted in March 2014.

Key Vision 2020 goals are:

1. Provide excellent service to current and prospective students, to University employees, and to the larger community.
2. Build a diverse generation of competitive and civically engaged scholars and leaders.
3. Effective, flexible and accessible education programs that merge classroom and experiential learning to prepare graduates for the 21st century
4. Create a culture of accountability and transparency in governance, administration, and operations.
5. Position the university to be a trusted partner with business, non-profit leaders, residents, and public officials

These key goals influenced the future planning efforts of CAUSES. The College had its own strategic planning retreat in early August of 2014. Out of that planning retreat, and ongoing efforts since, CAUSES has developed a strategic plan, and the units within the College have developed unit-specific strategic plans.

On the College level, CAUSES seeks to actively contribute to the strategic objectives of the university and has developed three long-term strategic goals to accomplish this:

- (1) To be a leader in Urban Agriculture;
- (2) To be a leader in Urban Sustainability;
- (3) To be a university wide resource in experiential learning and relevant research;

To accomplish goal (1) CAUSES developed its Urban Food Hubs concept (reference document in the supplemental materials), which is now in various stages of implementation in seven locations across the District of Columbia. A business plan is currently under development that positions the urban food hubs and their backbone, Firebird Research Farm, as a revenue center for the university.

To accomplish goal (2) CAUSES has developed a 'sustainability map' for its main campus at Van Ness to serve as a resource and demonstration project for urban sustainability initiatives. In addition, the Urban Food Hubs concept was expanded to include three additional components relevant to urban sustainability: (a) sustainable water management; (b) alternative energy generation; and (c) sustainable human capacity building. A business plan is currently under development that positions the recently established and certified Environmental Testing Laboratory of CAUSES as a revenue center for the university. The capacity to provide accurate tests of soil, water and plant tissue to be admissible as court evidence is a key component of advancing urban sustainability projects across the District.

To accomplish goal (3) CAUSES has developed a proposal for dual appointments across the university that would engage faculty members from across the university in experiential learning and applied research activities utilizing the five Land-grant Centers of CAUSES and their extensive community outreach and research activities as a resource (reference document in supplemental materials). A draft proposal has been submitted to the University's Chief Academic Officer.

The specific Mission/Vision/Goals of the Department of architecture were developed in early 2016 within the overall framework of those of the University and CAUSES, and appear in previous sections of this report. Along with the overarching plan of becoming an accredited program, the Chair is working with faculty to develop a strategic plan to accomplish the additional goals that relate closely to our mission and vision.

I.1.6 Assessment

Program Self-Assessment

The UDC Department of Architecture is constantly evaluating the performance of its faculty, staff and students and self-assessing its progress in relation to previously set goals. In addition, the program assesses progress in relation to the external environment within CAUSES, at the University, and in the larger profession. Long term strategic planning and visioning will continue to grow out of this ongoing self-assessment process (reference section I.1.5).

In 2016, UDC had the Institutional accreditation visit by Middle States Commission on Higher Education (MSCHE). The entire university was involved in self-study activities at every level. The MSCHE evaluates the institution on 14 standard divided between "Institutional Context" and "Educational Effectiveness", each of which include numerous elements or benchmarks that must be satisfied in order to qualify for re-accreditation. The architecture program was an integral part of this process. UDC received distinction in its response to several standards – including the institution-wide culture of assessment/assessment process - and the University received a re-affirmation of its accreditation.

In recent years there has been a UDC-wide initiative focused on improving student learning outcomes through 'deep learning' that seeks to move beyond student engagement by using the District of Columbia itself as an extension of the classroom. These initiatives are based on the work of UDC former provost Dr. Ken Bain and his world-renowned research on 'what the best college faculty do' (2008) and 'what the best college students do' (2012) to achieve their learning success. Several survey-instruments are used to assess student satisfaction levels also provide a window into what works and does not work.

Curricular Assessment and Development

UDC has long used a faculty course evaluation system for students in all courses to evaluate the quality of the courses, the instructors and the infrastructure of the University. This system has varied over time in its delivery method as technology has evolved. At present, students complete electronic evaluations at the end of each semester. Results of this electronic survey are compiled by the University and distributed to the Colleges, which then provides the relevant results to each academic unit. Upon receipt, the program director shares these results with the entire architecture faculty and they are discussed during regular meetings. One result of the move from paper forms completed on the last day of class to an electronic form delivered to the students via email at the end of the semester – with the expectation that they will complete this process for each class – is that the return rate has reduced significantly. Faculty members in architecture reinforce the importance of these evaluations, with mixed results. Many faculty members within the College have implemented pre- and post- tests as a means of evaluating student learning outcomes and student satisfaction.

In 2015, UDC re-emphasized the importance on a University-wide level of the practice of having faculty members perform Course-level Assessments of Learning Outcomes for each course. As part of this effort,

the University implemented the TK20 management system as a means of retaining the assessments and having them available for long-term data analysis. Course assessments document major learning outcomes, outcome conditions and criteria, direct/indirect measures utilized, findings, possible reasons for findings, and actions taken or recommendations. This system is not radically different from what the architecture department has long done with respect to the NAAB Student Performance Criteria; however, documentation for each course now provides the program with additional data when evaluating our overall curriculum and success in delivering our program.

These more formal self-assessment efforts complement ongoing discussions about the performance of the department and our students. The program is small enough at this point that the faculty members are not split into smaller groups of studio coordinators, technology faculty, history/theory faculty, etc. Rather, the entire faculty meets monthly to discuss issues relevant to the Department – including curriculum and student performance. Adjunct faculty members are invited to attend these meetings, which also include the land-grant faculty members. Agendas and minutes from all meetings are posted to the College Blackboard site. At the end of every semester, outside professionals are invited to participate in studio juries, and are asked to provide feedback to the studio instructor, which is then shared with the rest of the faculty. Additionally, at the end of the academic year – and prior to the start of the spring semester if the schedule permits - the Department Chair hosts an all-faculty meeting to review and discuss of the studio sequence and curriculum as a whole. Examples of student work are displayed, and feedback for each studio is solicited to determine how closely the student work fits with the faculty's expectations. As a direct result of these discussions, the curriculum has been altered to add or remove classes, or modify course content.

On a more general level, the program requests that all graduates – in both the BSc and MArch programs – complete an exit survey. This survey collects information about the student's overall experience in the UDC architecture program, perceived strengths and weaknesses, and the employment situation and career goals of the graduate. Alumni and employers of alumni are requested to fill out an evaluation form every two years. All of these forms are evaluated by faculty and used for purposes of continuous program improvements based on statistical analysis.

Finally, in addition to these department and faculty assessment tools, there are a group of advisory boards. In the spring of 2015, the Chair initiated the Architecture Student Advisory Board. This Board consists of representatives from each graduating class of the BSc program as well as representatives from both the MArch I and MArch II programs. Students are nominated by the faculty to serve on this Advisory Board. Periodic meetings with the Chair occur throughout the academic year. Students will meet with the Chair about once a month during the academic year to discuss issues of concern to the students, including feedback on instructors, courses, facilities and other academic and non-academic opportunities. Their assessment is used to help shape the policies and programs within the department. The Chair is also in the process of establishing the UDC Architecture Department Advisory Board, which will be comprised of alumni and local professionals who can serve as a resource for Department and provide valuable feedback. This Architecture Advisory Board will mimic the CAUSES Advisory Board established by the Dean, which meets a couple of times a year to discuss focus topics relevant to the College as identified by the Dean.

A list of Department Faculty Committees is provided in Section I.2.5 Administrative Structure & Governance. A chart showing the curricular assessment process and roles and responsibilities of participants is provided in Part I Supplemental Materials.

Section 2. Progress since the Previous Visit

Conditions and SPC Not Yet Met/Applicable

A.1. Communications Skills

Visiting Team Report [2015]: Students know how to communicate verbally. Digital production is not strong enough, and the program has devoted new faculty talent toward addressing this. Writing skills are not strong, and they are not in evidence throughout the curriculum.

Program Activities in Response [2015-2017]: In the 2014 Conditions for Accreditation, this criterion is now A.1; Professional Communications Skills. The program has placed an additional focus on graphic and written communication skills. We incorporated a new graphics course into the curriculum in the fall of 2015, **ARCP-123**. The addition of this course has yielded positive results in the ability of the students to translate those skills into improved digital presentations. We have also strengthened the curriculum in the computer graphics courses. Courses lending themselves to written assignments have an increased emphasis on writing. We are also working with the graduate students to ensure that they enroll in the writing proficiency course **ENGL-515** within the first year of the curriculum.

A.2 Design Thinking Skills

Visiting Team Report [2015]: Design thinking was barely adequate in student work and was not strong enough (see Causes of Concern above). There was no evidence of programming or pre-design/design process work.

Program Activities in Response [2015-2017]: An increased emphasis has been placed on design in several parts of the curriculum. During the January 2016 faculty retreat, the faculty identified the themes or focus areas for each of the studios in the curriculum sequence. A greater emphasis on design theory is being placed in the 3rd year undergraduate studio, which is also the 3rd semester of the non-advanced-standing M.Arch II track. In addition, all graduate students take the integrated design studio course **ARCP-501**, which was reformatted in the fall of 2015, and is now including more theory and programming. The students all now take a design theory course **ARCP-520**, which was added to the graduate curriculum for the 2016-2017 academic year.

A.7 Use of Precedents

Visiting Team Report [2015]: While precedents were introduced in some courses, there was little evidence of this criterion in the design work.

Program Activities in Response [2015-2017]: Under the 2014 Conditions for Accreditation, this criterion is now A.6. An increased emphasis was placed on the use of precedents in all design studios at the undergraduate and graduate levels, with particular emphasis in the 3rd and 4th semesters of the Track II graduate program. Students in the integrated studio **ARCP-501**, and the thesis studios **ARCP-502** and **ARCP-550** are expected to demonstrate proper use of precedents in their projects.

A.9 Historical Traditions and Global Culture

Visiting Team Report [2015]: As noted in Causes of Concern, there was little attention paid to global culture, and awareness of historical traditions seemed thin.

Program Activities in Response [2015-2017]: Under the 2014 Conditions for Accreditation, this criterion is now A.8; History and Global Culture. The program has worked to address this concern in several ways. This SPC is expected to have been met primarily in the pre-professional degree, so we have focused attention on this SPC in our pre-professional curriculum. The history courses, **ARCP-321** and **ARCP-322** satisfy this SPC. **ARCP-321/ARAC-621** satisfies the requirement for students in the non-advanced-standing Track II. At the graduate level, assignments in the integrated studio, **ARCP-501**, and the design theory course, **ARCP-520**, also respond to this SPC.

A.10 Cultural Diversity

Visiting Team Report [2015]: The graduate degree-path students, the Track II students, were of a more diverse population and had studio work to support an awareness of cultural diversity; however, the undergraduate Track I students remained primarily focused on their immediate context/population, and, given the mission of the university, scant opportunity was provided through coursework or projects to reinforce this criterion. The program is not drawing enough on its proximity to embassies and international NGOs to strengthen this learning.

Program Activities in Response [2015-2017]: Under the 2014 Conditions for Accreditation, this criterion is now A.9, Cultural Diversity and Social Equity. The Criterion is addressed in several courses. The undergraduate history courses – particularly **ARCP-321/ARAC-621** – cover this SPC. Assignments for this course have been altered to demonstrate better the student ability with this criterion. Assignments have been added to the integrated studio **ARCP-501** as well. On a program level, however, these are two issues that are fundamental to our identity. A large percentage of the studio projects, and projects in the Urban and Community Design **ARCP-503** course, respond to concerns about social equity. Many of the graduate thesis projects respond to differing cultural and social equity issues. We have also worked hard to bring in speakers to give presentations to the students to expose them to architecture and design in other cultures.

B.1 Pre-Design

Visiting Team Report [2015]: The team found no evidence of programming ability in the student work. In discussions with the faculty, it appeared that this might be an oversight in preparation of the team room, as the faculty members say that this criterion is covered in the Professional Ethics and Practice course and in the Materials and Methods course. However, the team would expect to see evidence of it in the studio projects.

Program Activities in Response [2015-2017]: Programming and pre-design are taught in the upper level undergraduate and early second year Track II studios (**ARCP-301/ARAC-603**) and (**ARCP-402/ARAC-604**). In addition, as curricular changes have been made to the graduate program, and the studio and thesis sequence has been reconfigured, additional emphasis has been placed on pre-design and ensuring that students complete appropriate assignments to highlight their skills. Both programming and pre-design are covered extensively in **ARCP-502**, and are a critical component of the thesis process in **ARCP-507** and **ARCP-502**.

B.2 Accessibility

Visiting Team Report [2015]: The student work showed that a focus on accessibility was lacking. Accessibility is considered in **ARCP-201/ARAC-602**, but the ability to design for accessibility is incomplete. Bathrooms shown are not fully accessible, nor is any consideration of site issues and level changes demonstrated. Evidence of solutions incorporating accessibility is lacking throughout the studio work.

Program Activities in Response [2015-2017]: Under the 2014 Conditions for Accreditation, this criterion is now part of A.9, Cultural Diversity and Social Equity and B.3, Codes and Regulations. A greater emphasis is being placed on accessibility at all levels of design studio – both undergraduate and graduate. The integrated studio, **ARCP-501**, has a site with significant topography and designs are expected to respond with appropriate access. The co-requisite **ARCP-521** includes short exercises.

B.4 Site Design

Visiting Team Report [2015]: There was little evidence of site plans in the design work, and the courses did not address this ability, based on what was in the course notebooks. The ability to conduct site analysis was well demonstrated, particularly in ARCP-506 and 502. The ability to manipulate a site and respond to issues such as soils, building orientation, topography, and site drainage was inadequately demonstrated.

Program Activities in Response [2015-2017]: A greater emphasis is being placed on site design at the upper level studios and graduate design studios. The integrated studio, **ARCP-501**, has a site with significant topography and designs are expected to respond with appropriate access. The co-requisite **ARCP-521** includes short exercises.

B.6 Comprehensive Design

Visiting Team Report [2015]: The studio designs lacked design thinking skills, an awareness of and the use of precedents, a broad global focus, and an ability to assess and design the sites of the projects. In addition, there was no evidence of the ability to use universal design. There was no evidence of integrated building systems and environmental systems in the designs.

Program Activities in Response [2015-2017]: Under the 2014 Conditions for Accreditation, this criterion is now part of the Realm C SPC. The former Comprehensive Studio is now a two-course co-requisite integrated studio and lecture/lab, **ARCP-502** and **ARCP-521**. SPC in this realm are addressed in these re-configured courses.

B.8 Environmental Systems

Visiting Team Report [2015]: This understanding was not shown either in the coursework or the studio designs. An introduction to environmental systems in buildings was evident in ARCP-246/ARAC-646. However, student work in this area was mostly missing, making it difficult to access student understanding. Environmental systems appeared to be studied at the city-wide level, resulting in a clearer understanding of the impact of building activity on the city. Unfortunately, the impact of these systems on building design was not reflected in the studio work.

Program Activities in Response [2015-2017]: The program has increased the number of assignments to demonstrate student ability in **ARCP-246/ARAC-646**. In addition, work in the integrated studio, **ARCP-501**, and the co-requisite **ARCP-521** reflects this criterion.

B.11 Building Service Systems Integration

Visiting Team Report [2015]: There was little evidence of an understanding of building service systems integration in the studio work and in the relevant courses that introduce this emphasis. Some introduction to building systems and their integration was evident in ARCP-246/ARAC-646. However, the amount of work presented was inadequate to evaluate student learning. Little understanding of the appropriate

integration of these systems and their potential impact on the design of a building was evident in the studio work.

Program Activities in Response [2015-2017]: The program has altered the assignments to demonstrate student ability in **ARCP-246/ARAC-646**. In addition, work in the integrated studio, **ARCP-501**, and the co-requisite **ARCP-521** reflects this criterion.

Causes of Concern

Design Thinking

Visiting Team Report [2015]: The team finds that design skills and conceptual thinking, cited as weaknesses in the last visit, continue to be a concern. The cogent presentation and graphic and written representation of ideas used to determine a design direction are so central to the basic skills of an architect. We understand that there has been additional emphasis on design skills in the Basic Design and Communication courses; however, that effort has not yet been realized in subsequent courses/studios.

Program Activities in Response [2015-2017]: Refer to response above for A.2, Design Thinking Skills.

Diversity

Visiting Team Report [2015]: While the programs are housed in a Historically Black University, the global and cultural diversity criteria in the SPC are not sufficiently introduced. The advantage of being located in the nation's capital brings added richness to the programs through the city's abundance of embassies.

Program Activities in Response [2015-2017]: The program has made an effort to include assignments in multiple courses to address this concern. We have also invited speakers to give guest lectures to the student body.

Range of "High Pass" to "Low Pass"

Visiting Team Report [2015]: The distinction between "high pass" and "low pass" was often difficult to discern. The team felt that the faculty should review its criteria for determining these designations.

Program Activities in Response [2015-2017]: The faculty has created a program-wide rubric with all of the student performance criteria. Many of the NAAB SPC also satisfy our College-wide and University-wide learning outcomes. Faculty members apply the relevant criteria/outcomes to their courses. The rubric has a range of 1-4 from non-pass to high pass. We are still refining the rubric; however, the intent is that the use of this rubric will help improve the distinction between the 'high pass' and 'low pass' work, as well as ensure consistency across the program with regards to the evaluation of student work.

Integrated Building Practices

Visiting Team Report [2015]: The programs have placed emphasis on the acquisition of technical skills to provide students with the means and opportunity to apply their knowledge in the marketplace. The team was concerned that, while the students were introduced to the principles of and criteria for integrated building practices, there was decidedly less ability for them to translate that knowledge into a design

problem. Skills introduced at the lower levels did not find their way to the visual and graphic representation of projects at the upper levels. Inconsistent application of accessibility, site design and analysis, construction materials, spatial quality and organization, and basic information such as scale and orientation made them difficult to identify, or they were absent in the materials presented.

Program Activities in Response [2015-2017]: Refer to response above for B.6, Comprehensive Design. The reconfigured integrated studio and co-requisite course respond to this concern.

Digital and Three-Dimensional Representation

Visiting Team Report [2015]: The programs are restricted in their ability to represent their work through the construction of three-dimensional models. The lack of modeling capabilities has limited the students' ability to explore site conditions, design alternatives, structural typologies, and project representation. Without shop equipment, laser cutters, or the possibility of using CNC applications, the students are forced to work with cardboard, balsa wood, and foam core models, with little variation in scale and without the option of producing multiple site, structural, or formal studies. The widespread exploration of parametric design has introduced the potential for "mass-produced" architectural elements, 3-D printed plug-ins, and the use of robotics in the construction industry. The inability to introduce students to the ramifications of these technologies leaves a gap in their knowledge base.

Program Activities in Response [2015-2017]: Since the last visit, several actions have been taken to address this concern. Studios at all levels are requiring increased construction of models. The Department has been able to have necessary repairs made to the large 3D printer. Two MakerBot 3D printers and 2 laser cutters have been acquired, as have two Cricut cutting/writing/scoring machines. This new equipment is being used extensively by the students. In addition, access has been granted to the program to the University shop. Students can use the large equipment for models, if coordinated with a faculty member. With the formation of the CAUSES print/plot shop, it is anticipated that additional equipment will be acquired in the coming year.

Expectation of Scholarship

Visiting Team Report [2015]: The lack of engagement of the faculty in scholarship and research and/or reflective practice was mentioned in the 2013 VTR. While new faculty have been added to the program since then, there is no evidence that the activity level of the faculty has changed or evolved in this regard. It is acknowledged that the faculty members are dedicated and that they have devoted themselves to teaching.

Program Activities in Response [2015-2017]: The Chair and the Dean have placed an increased emphasis on the importance of scholarship and research. Bi-weekly research collaboration meetings have continued, and are coordinated in a more formal way by the Assistant Director of Urban Agriculture Research. Since the last visit, Chair Kliman has been the recipient of a USDA NIFA seed grant. That project is currently under way. She has presented the project at both the College meeting and a Northeast Regional land-grant conference. As data is processed and results obtained, she anticipates presenting the research at professional conferences. Prof. Dixon was the recipient of a Faculty Incentive Research Grant from the Provost's Office in the summer of 2016. She used the grant for research on a book, which is currently in the publication/editing process. Chair Kliman and Prof. Dixon have also submitted a grant proposal for the FY17 USDA NIFA seed grant cycle. Prof. Belton has been working on a community-based research project in Haiti. He has a second green infrastructure project in Aruba. Finally, he is working with the Dean on an MOU between UDC and the government of Curacao and the University of Curacao, which would provide for the potential of increased student engagement, research and publication.

Institutional Support

Visiting Team Report [2015]: The students and the faculty noted the impact of operational weaknesses within the university. Financial aid, admissions, and information technology are areas that have created difficulties for the programs. It is noted that the new president and the newly appointed executive vice president have acknowledged these deficiencies in institutional support.

Program Activities in Response [2015-2017]: President Mason and his appointed COO/EVP (Stovall) have taken several key actions to improve operations on campus. Student support services, such as Financial Aid/Admissions/Registrar have improved by way of new personnel and altered hours of service (to better align with the times that students are typically on campus). The University has invested financial and personnel resources into the Information Technology infrastructure. The nature of the campus infrastructure is such that this is a long-term project. The program continues to experience challenges in this area; however, the director of IT has made a significant effort to coordinate with Chair Kliman and address concerns. There has been incremental progress. The Dean and Special Assistant to the Dean for Academic Programs provide tremendous support to the Department and Chair Kliman, and are strong advocates for the faculty and students.

Changes made to the program as a result of changes in the Conditions

Several changes have been made to the curriculum since the last visit. These changes were largely initiated at the faculty retreat in January of 2016 as a response to both the preliminary findings of the 2015 Visiting Team and the changes in the Conditions. An effort was made to ensure that a bulk of the SPC are being met in the graduate courses that students from both tracks (advanced standing and non-advanced standing) must take in order to graduate. Previously, many undergraduate courses were being used to satisfy the SPC.

- There was a re-formatting/re-sequencing of area of emphasis in the design studios to address the issues regarding Design Thinking Skills.
- Content and areas of emphasis were altered in the history courses, some studios and the urban and community design courses to address Historical Traditions and Global Culture as well as Cultural Diversity and Social Equity, and Accessibility. A course Architectural Design Theory was added to the curriculum **ARCP-520**.
- The comprehensive design studio was re-configured and re-formatted for the new Integrated Architectural Solutions. The design studio has a focus on the design theory, pre-design, precedents and programming. A co-requisite course in Architectural Systems and Environment, **ARCP-521**, was added to the curriculum to cover the technical aspects of the integrated systems. This course, in combination with the studio, **ARCP-501**, satisfies the SPC. Students complete one project over the course of the semester, and work on different pieces of the project in the two classes.
- A greater emphasis on research was added to the Graduate Research Seminar, **ARCP-507**. This emphasis is reinforced in the thesis studios, which were expanded from one semester to two to ensure that students are completing a project of sufficient complexity for an architectural thesis.
- The undergraduate two-course sequence in Professional Ethics and Practice was altered. The content of the former first semester has been modified to create a one semester introductory course at the undergraduate level. The former second semester course was moved to the graduate program, and the content modified to create a comprehensive class covering laws, ethics, project management, practice management, and more.

Overall, the focus of the changes to the program was on the SPC. Ongoing discussions of program identity and mission/vision/goals impact the five perspectives; however, programmatic changes have been – and continue to be – a result of self-assessment and response more than changes to the NAAB *Conditions*. Proper documentation of these revised perspectives is the biggest change to the program.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty and Administration

There are 5 full-time and 5 part-time/adjunct faculty for an FTE of 6.75, producing a student to faculty ratio of 1:4 relative to the M.Arch degree programs and 1:12 overall. Students are given an opportunity to evaluate every course, and instructor. The program is relatively small, and all full-time faculty are expected to contribute a reasonable amount of time to Departmental service in addition to their teaching responsibilities. Time for private practice and scholarship is encouraged. Both service to the University and Scholarship are components of the annual faculty evaluation process outlined in the Seventh Master Agreement. A full list of committee assignments is provided under Section I.2.5 Administrative Structure and Governance. The Chair meets regularly with the entire faculty, as well as Student Representatives to discuss issues and projects of interest. Individual faculty members may be delegated specific responsibilities.

The Department has a full-time Chair, Susan Schaefer Kliman. In addition to her administrative responsibilities, Chair Kliman continues to teach and conduct research. She is assisted by the Graduate Program Advisor, Clarence Pearson. The Department of Architecture is the largest academic unit within CAUSES. The relationship between the Department and the College is deeply intertwined. The successful working relationship between all units within CAUSES allows for an effectiveness of the administration and fair allocation of faculty and student support. Administrative functions and support staff are shared in order to operate the Department efficiently within the College and the larger institution. Students are admitted to the program based on initial criteria of the University, and then by a secondary application review from the Department. The program is still growing and the resources, including faculty, staff, students and physical accommodations currently are sufficient for the needs of the program.

Human Resources Development - Faculty

Providing adequate human resources had been one of the challenges of the UDC Architecture Program. The organizational structure of CAUSES has gone a long way toward freeing up much needed faculty time to focus on teaching and student mentoring within the architecture programs. Recent faculty hires have also had a significant positive impact on the program. Since 2013, the Department has added 3 full-time tenure track faculty members. With five full-time dedicated faculty members and five part-time adjunct faculty members, the program now meets the NAAB standard following the phasing-in process of the M.Arch. program, and the stipulation that there be at least one full-time faculty person for each year of design studio levels in the curriculum of the combined B'ScA and MArch degree programs.

The recent hires have added three full-time junior faculty members to the program. The Department expects that as the program grows, and enrollment increases in both the B'ScA and MArch programs, additional faculty will be added. The intent is that this growth will enable the program to add elective/topic courses to the program, which relate to the research interests of the faculty.

Professional development opportunities, although addressed in the Seventh Master Agreement, have been an area of concern across the University. This issue is being addressed currently by the Faculty Senate. Financial resources at UDC – as with all public institutions of higher education across the nation - have been an issue for the past few years as the country has faced economic challenges. UDC has responded to its financial constraints by reducing spending wherever possible. Professional development has been one of the casualties of budget cuts, as there have been limited funds available to faculty for travel and conferences. The faculty members in architecture have been creative in this regard, however, and have found ways of remaining current in their knowledge of the changing demands of practice and licensure.

All full-time faculty members possess professional licenses to practice architecture. Several also maintain small practices. As a requirement for keeping those professional licenses current, faculty members

participate in continuing education workshops and seminars on an annual basis. Several options exist for obtaining those education credits. The Department Chair has established a lecture/workshop series, which brings product manufacturer's representatives to campus. These events serve a dual function of providing information relevant to the students and the classes offered during the semester in which the lecture/workshop occurs. The Chair has also coordinated with the local AIA chapters to advertise these events and provide a venue for education credit for local design professionals (thereby also increasing the visibility of the program within the professional community). Faculty members who attend these lectures and workshops earn continuing education credit. Suggestions for topics and presenters are solicited during regular faculty meetings, and topics/presenters are specifically selected to coincide with course material and areas of interest for faculty members. The designated Architect Licensing Advisor also arranges an annual presentation by NCARB on IDP and licensure. Representatives of the local licensing boards often accompany NCARB to these presentations to provide jurisdiction specific information. These presentations are typically attended by all of the full-time faculty members, thus ensuring that they have the most current information with respect to licensure. Since most of the full-time faculty members complete architectural commissions during the year, they remain up to date on the statutory requirements for the practice of architecture, as well as the building codes and regulatory aspects of plan submittal.

Every member of the full-time faculty belongs to, and participates in, the activities of at least one professional organization. These organizations routinely host events, which are free or low cost for members to attend. A significant benefit of the location of the program in the rich cultural environment of the nation's capital is that there are multiple opportunities to attend specialized conferences and workshops. The museums have regular lecture series. UDC-CAUSES has hosted several conferences and symposiums recently with direct relevance to areas of interest of the architecture faculty. As the host institution, the College has enabled the attendance of architecture faculty members at no cost. In addition, the proximity to peer architecture programs, such as Howard, Catholic and Maryland, provides access to additional lecture series. Of note is that many faculty members hold leadership roles in their professional organization of choice. In this capacity, the organization often funds attendance at various events. Other faculty members choose to fund their own participation in national conferences and symposiums relevant to their areas of interest in order to network and earn continuing education credit. In limited cases, participation in these conferences has been funded by UDC. As the program continues to grow it is the hope that funds will become increasingly available for professional development of the faculty.

Chart of Faculty Membership in Professional Organizations

<i>Faculty Member</i>	<i>Professional Organizations</i>
Genell Anderson	AIA, NOMA, ICC
Ralph Belton	CSI, AIA, NOMA
Kathy Dixon	AIA, NOMA, USGBC, AAREP, ULI
Susan Schaefer Kliman	AIA, CBF Charities, ACSA
Clarence Pearson	AIA, NOMA

Finally, the University, through the office of the Chief Academic Officer, offers professional development workshops at the beginning of each semester. The Dean offers professional development workshops at the beginning of each semester, and at periodic times throughout each academic year. The University also has a Research Academy for Integrated Learning (RAIL), which offers numerous professional development workshops throughout the year.

Leaves of Absence:

The University has established policies and procedures for leaves of absence for both personal and scholarly reasons. Details on Sabbatical Leave and shorter term Professional/Administrative Leave, as well as several categories of personal leave are included in the Seventh Master Agreement.

Criteria on Faculty appointments, reappointments, promotions, tenure and compensation

All faculty members at UDC are unionized. Full-time faculty members are part of the NEA, and matters related to evaluation, tenure, promotion, professional development, and other provisions of employment are detailed in the Seventh Master Agreement between the union and the University. Adjunct faculty members belong to the SEIU local 500, and have a separate agreement with the University. The exception is the Department Chairs, who are not a part of any union. The evaluation procedure, and related promotion/tenure/compensation for Chairs is currently being developed. Copies of the Seventh Master Agreement and the Agreement for Adjunct Faculty are provided in the supplemental materials.

In addition to the University-wide documents, there are College guidelines for tenure and promotions, as well as rubrics for the annual evaluation. There is a faculty handbook specific to the College as a resource to faculty. The Department has a handbook with information specific to the Department, including policies and references. Copies of these documents are in the supplemental materials.

Candidates for promotion are expected to have high levels of performance in their teaching and creative work or research. They are also expected to have made contributions to the Department, College, University, Community, and the Profession. They should have demonstrated creative and effective teaching in their specific courses, as well as making connections to the overall program and curriculum of the architecture department. Faculty members submit a portfolio annually, which documents teaching, scholarly activities and service to both the University and Community. The format and material submitted must adhere to the strict guidelines of the Master Agreement. Portfolios are reviewed at several levels – a Department Evaluation Committee, the Department Chair, the Dean, and finally the Provost's Office. Results of these annual evaluations factor into tenure and promotion decisions. All appointments, promotions, and tenure decisions involve reviews in three categories: 1) teaching, 2) creative and scholarly work including professional activity, and 3) University and community service. Teaching evaluations are made on the basis of peer review and course evaluations. Creative and scholarly work, as well as university and community service, are evaluated on the basis of peer review, and in the case of tenure/promotion, outside letters of reference.

Research:

University Support of Faculty – The University of the District of Columbia, specifically CAUSES through the land grant programs – offers full-time faculty members the opportunity to apply for competitive seed grants. The funding, which originates from the USDA and is allocated to UDC through the Hatch Act, awards up to \$20,000 per year for a maximum of three years.

On an annual basis, the USDA National Institute of Food and Agriculture (NIFA) provides significant funds for research. A percentage of this money is specifically earmarked for land-grant institutions. As one of the 123 land grant institutions in the United States, UDC has a unique opportunity to compete for these funds. This year, there is over \$200 million available for research. The current priority areas for research funding are: food security; climate variability and change; water; sustainable bioenergy; childhood obesity prevention; and food safety. Several of these areas relate directly to the programs in CAUSES. The Dean has facilitated collaborative efforts by establishing regular meetings within the College – and including relevant faculty from other departments – and providing resources and information about specific Requests for Proposals. She has affirmed her support of these efforts by reiterating to the faculty that she would endorse a faculty member taking an authorized absence from teaching by using a portion of a research grant to buy out teaching responsibilities. In 2016, Dr. Kliman was awarded one of these seed grants. As of this writing, at least two members of the architecture faculty are actively pursuing research grants, and there is growing interest within the department. Within CAUSES, the Associate Dean for Land-grant Programs is available for assistance with research grants.

The Provost offers Faculty Incentive Research Grants (FRIG) and Curriculum Development and Pedagogy Improvement Grants (CDPIG) every summer. In 2016, approx. \$125,000 was allocated for these faculty grants. The first category is for curriculum research and development. The second category is for a research project related to a faculty member's specific interest. Individual grants have a maximum

of \$7,500 for the Faculty Incentive Research Grant and \$5,000 for the Curriculum Development and Pedagogy Improvement Grant, and funds must be used over the summer. In 2016, Prof. Dixon was the recipient of one of the FRIG grants, which was used for research for a book that is currently in publication.

The University also has an Office of Sponsored Programs, which provides resources for grants, as well as an active list of funding opportunities.

Office of Sponsored Programs:

http://www.udc.edu/osp/office_of_sponsored_programs_osp

Funding Opportunities:

http://www.udc.edu/osp/funding_opportunities

Faculty Research, Scholarship, and Creative Activities

Genell Anderson

Research and Scholarship

- “UDC Pavilion at East Capitol Urban Farm, Sustainable Architecture on an Urban Farm Site” – (co-PI H.Trobman). 2017.
- Currently pursuing funding to create a webinar for energy code compliance. Co-PI with D.Eply of Green Management Team.

Creative Work

- 1949 4th Street, NE. 12,000 s.f. transitional housing project. 2016.
- Regional Addition Prevention Community Residential Facility- 959 4th Street, NW—completed in 2015.
- Tenant Build Out - 2808 Georgia Ave., NW – completed in 2015
- Esencias Panamenas Restaurant - 3322 Georgia Ave., NW – 2015.
- 4801 Meade Street, NE – 2014-present – completed in 2015.
- Anderson, Genell. 613 Gresham Street, NW 2014-present completed in 2015.

Ralph Belton

Research and Scholarship

- “Database for Dynamic Information Management of the Built Environment in Haiti”. Ongoing research project.
- “Green Infrastructure in Aruba”. Ongoing research project.
- “Food Security and Green Infrastructure in Curacao” MOU in progress.
- “Safdie Gone Wild: Urban Landscapes” presentation at AIA National Convention. Washington, DC 2012.
- Belton, R.A. and Zeytinci, R. “Service Learning, Current Events and Flexible Course Syllabi”. Paper and presentation for ASCE Conference. 2012.
- Belton, R.A. and Zeytinci, A. “The Role of Current Events and Flexible Course Syllabi: A Case Study.” Paper and presentation for ASCE Conference. 2010

Creative Work

- National Alliance for Postal and Federal Employees. Adaptive re-use of a multi-story apartment building. 2016.

Kathy Dixon

Research and Scholarship

- “UDC Camp Sustainability”, Seed Grant proposal submitted (Co-PI S.S. Kliman). 2017.
- “The Business of Architecture” (to be published in 2017)
- The State of the Architecture Profession” Panelist, Howard University, Washington DC, Jan 2017
- NOMA Annual Conference 2016 – Los Angeles, CA
“Vortex XIV: African American Women Architects in Practice” Oct 2016
- ArchExchange Regional Conference 2016 – Richmond, VA
“Vortex XIV: African American Women Architects in Practice” Sept 2016
- Faculty Research Incentive Grant, UDC Provost’s Office, 2016 (used for research on forthcoming book)

- U.S. Green Building Council Communities and Affordable Homes Summit Presentation, 2015
- NOMA Annual Conference 2015 – New Orleans, LA
"Vortex XIV: African American Women Architects in Practice" Oct 2015
- NOMA 2016 Professional Design Awards Jury Member, October 2015
- Green Building Certification Institute (GBCI) Well Building Exam Review Committee, August 2015
- U.S. Green Building Council Communities and Affordable Homes Advisory Group, 2015
- Urban Land Institute / Rose Center for Leadership, Pittsburgh Study Visit, *Feb 2015*
- AIA National Housing & HUD Awards Jury Member *January 2015*
- NOMA Annual Conference 2014 – Philadelphia, PA
"Vortex XIII: African American Women Architects in Practice" Oct 2014
- "A Sort of Monument": Why Villa Lewaro Is More Than a Building, Preservation Nation article National Trust for Historic Preservation, October 2014
- Sustainable Housing & Design in Southwest China, AIA Housing Knowledge Community Delegation, May 2014
- "Perri Smalls Show", WVON-AM, Black Women Architects, March 12, 2014
- AIAS Fall South Quad Conference Keynote – Montgomery, AL, *Oct 2013*
- NOMA Annual Conference 2013 – Indianapolis, IN
Vortex XII: African American Women Architects in Practice" Oct 2013
- Smithsonian Anacostia Community Museum - Washington, D.C.
"Master Builders in the Nation's Capital featuring African American Architects" April 2013
- HBCU Forum Panelist - Morgan State University, Baltimore, MD
Discuss the various avenues open to recent graduates, March 2013
- Philadelphia AIA & Phila NOMA Chapter Event - Philadelphia, PA
"Leadership: A Conversation with Women VIP's" March 2013
- NOMA Annual Conference 2012 – Detroit, MI
- "A Profession at a Crossroads", AIA Practice Management Knowledge Community 2nd Quarter Digest 2013, author
- "40 years and Counting" Spring 2013, NOMA Magazine, co-author

Creative Work

- Evidence Physical Therapy Office, Glenndale, MD Architect of Record for 2,000 square foot build out of medical office space, 2016
- MGM National Harbor Resort, National Harbor, MD Provide Architectural production support to prime consultant during design phases of new \$1B casino development, 2014
- Prince George's Regional Medical Center, Largo, MD. Provided architectural production support to prime consultant during schematic design phase for a new 300 bed, \$600M hospital center. 2014.
- New Carrollton Medical Center, New Carrollton, MD Architect of Record for 4,500 square foot renovation of class "A" Office Lobby, 2014
- MetroPoints Hotel, New Carrollton, MD Architect of Record for exterior façade remodel of an eight story, 200 room boutique hotel, 2014
- Living Word Church, Waldorf, MD, Architect of Record for 4,400 square foot gut renovation of existing building into a new worship facility, 2013.

Susan Schaefer Kliman

Research and Scholarship

- "Building Energy Use"; Presentation and Experiential Learning Activities with Anne Sprunt Crawley on Building Energy Consumption, Thermal Transfer, Climatic Impacts and Green Building Practices to 8th Grade Physics Classes at The Potomac School, February 14-15, 2017.
- "UDC Camp Sustainability", Seed Grant proposal submitted (PI, K.D.Dixon). 2017.
- Invited Juror. The 2016/2017 Patrick Cardinal O'Boyle Foreign Studies Competition. Catholic University.
- "Reducing Impacts of Solar Radiation on a Crop Producing Green Roof". Lightning Talk at the Urban Agriculture and Sustainability in the Northeast Region Conference. June 26, 2016.

- “The Potential for Reducing Impacts of Solar Radiation on a Crop Producing Green Roof, and Modifying Roof Microclimates, through the Utilization of an Adjacent Crop Producing Green Façade”. Presentation for CAUSES Research Collaborations Meeting. May 24, 2016.
- “The Potential for Reducing Impacts of Solar Radiation on a Crop Producing Green Roof, and Modifying Roof Microclimates, through the Utilization of an Adjacent Crop Producing Green Façade”. USDA NIFA \$ 60,000 seed grant awarded 2016. (Co-PI, L.W. Clarke). Research in progress.
- Kliman, S.S. and Rand, M. 2016. Ethics in Architecture. *Emerge by AIAU*. Online Webinar. American Institute of Architects, DC.
- “Building Energy Use”; Presentation and Experiential Learning Activities with Anne Sprunt Crawley on Building Energy Consumption, Thermal Transfer, Climatic Impacts and Green Building Practices to 8th Grade Physics Classes at The Potomac School, February 11-12, 2016.
- Kliman, S.S. et al. 2015. “Know Your Worth”. Online video campaign. American Institute of Architects, DC.
- “Building Energy Use”; Presentation and Experiential Learning Activities with Anne Sprunt Crawley on Building Energy Consumption, Thermal Transfer, Climatic Impacts and Green Building Practices to 8th Grade Physics Classes at The Potomac School, February 11-12, 2015.

Creative Work

- Kliman, Susan. Brown Residence. Sierra Vista, Arizona. 3,000 s.f. single family residence. Construction completed 2013

Clarence Pearson

Research and Scholarship

- Grants for ARI - \$575,000 for FY2016-2017
- “Careers in Architecture” Phelps High School 4th Annual Engineering Day. 2016.
- “Architecture as a Career” Francis L. Cardozo Education Campus 7th Annual Industry Day. 2016.
- Grants for ARI - \$750,000 for FY2015-2016
- University of the District of Columbia, University Showcase on Teaching and Learning, Presenter 2013-2014.
- University of the District of Columbia, CAUSES TV Show- Sustainable DC, Presenter 2012-2013.

Creative Work

- Third Street of God Church. \$ 1.8M renovation. 2016.
- Zion Baptist Church. \$ 365,000 renovation. 2016.
- Kitchen Design for Maya Angelou School and See Forever Foundation. 2016.
- Renovation addition, Third Street Baptist Church.
- Condo conversion, 1602 13th Street NW.
- Renovation, 1438 Montague Street NW.
- Condo conversion, 1440 Newton Street NW.
- Renovation and addition, 615 Underwood Street NW.

UDC takes advantage of the fact that we are located in a large metropolitan area, and we bring in local practitioners on a regular basis to serve as guest critics. We also bring in as many guest lecturers as possible to provide workshops and seminars to our student. The faculty members are able to draw upon their professional contacts to bring in manufacturer’s representatives to provide presentations on construction products as well as colleagues to lecture on relevant topics. The College also hosts a lot of conferences and workshops throughout the year. UDC students and faculty are often provided the opportunity to attend free or at a significantly reduced cost. The following list represents the visiting critics, workshops/seminars, and conferences we have hosted.

Visiting Lecturers and Critics (2013-2017):

- NCARB, Outreach Staff, “IDP and Licensure”. Scheduled April 2017.
- Dr. Rani Al Kadi, “The Birth of Islamic Architecture”. November 2016.

- AIA Diversity and Inclusion Staff. "Listen, Reflect, Reconverge: Industry Research and Trends, Skills Needed for 2020". January 2016.
- Ryan McEnroe, AIA and Ricardo Rodriguez, Assoc. AIA. "Responsible Ecological Agricultural Land (REAL) Design" and "Leadership and Your Career". December 2015.
- Bill Rains, Sherwin-Williams. "Paint 101: Paint Coatings Technology". November 2015.
- NCARB, Outreach Staff, "IDP and Licensure". September 2015
- Michael Maher, REHAU, "Geothermal Earth Energy Piping Systems". March 2015
- NCARB, Outreach Staff, "IDP and Licensure". September 2014
- NCARB, Outreach Staff, "IDP and Licensure". March 2014
- Kekku Lehtonen, RA – Guest Critic, final reviews, Grad Studio, December 2015; final reviews, Grad Studio, December 2016
- Ryan McEnroe, AIA, ASLA, LEED AP, McGraw Bagnoli Architects – Guest Critic, final reviews, 2nd Year Studio, 4th Year Studio; December 2014; final reviews, 2nd Year Studio, May 2015; final reviews, 2nd Year Studio, May 2016.
- Erik Thompson, RA, UDC Facilities – Guest Critic, Final Reviews, 4th Year Studio, December 2014; final reviews 4th Year Studio, May 2015
- Michael Marshall, AIA, NOMA, Marshall Moya Design – Guest Critic, Final Reviews, 4th Year Studio, December 2014; final reviews 4th Year Studio, May 2015; Guest Critic, Final Reviews, 4th Year Studio 2016.
- Patrick Williams, AIA, NCARB, LEED AP BD+C, Workshop for High Performance Architecture PLLC – Guest Critic, final reviews, 2nd Year Studio, May 2015 and 2nd Year Studio, May 2014

Public Exhibitions (2013-2017):

- "Future Perfect" Exhibitions and Films, co-sponsored by UDC-CAUSES and Goethe-Institut Washington. September 2015.
- "Post-Oil City" Exhibitions and Workshops co-sponsored by UDC-CAUSES and Goethe-Institut Washington. January 2014
- "Hamburg: Building the City Anew. A Journey in the City of Tomorrow". Exhibitions and Workshops co-sponsored by UDC-CAUSES, Goethe-Institute Washington, HafenCity Hamburg and the International Building Exhibition (IBA) Hamburg. November 2013.

Public Symposiums and Workshops (2013-2017):

- "Smart Cities & Connected Communities". December 2016.
- "Green Roofs and Green Walls" co-sponsored with Cities Alive. November 2016.
- HBCU Conference. October 2016.
- International Living Future Institute Living Building Challenge Workshop. October 2016.
- DC Creative Economy Month Events, co-sponsored by the DC Mayor's Office. September 2016
- "Urban Ag & Sustainability in the Northeast Region". June 2016.
- "World Green Energy Symposium" co-sponsored by UDC-CAUSES, WGES. March 2016.
- "DC Sustainability and Social Enterprise Summit" co-sponsored by UDC-CAUSES, UnSected, Three Birds Foundation, Sustainable DC. April 2014.
- "World Green Energy Symposium" co-sponsored by UDC-CAUSES, WGES. March 2015.

Students

Academic and Personal Advising

All students in the program are advised every semester prior to registration for the following semester. The University requires that all students – undergraduate and graduate - see an advisor prior to registering for any semester, including the summer. The University Registrar places an advising hold on student electronic records each semester, which can only be removed by an advisor. Due to the unique sequential nature of the architecture program, only architecture faculty members are able to remove the hold from students in the program. This process ensures that the students remain on track. The Department maintains electronic and paper copies of files for each student in the program. An advising

log is maintained, along with an update each of the student's progress through the program. The Department Chair remains in contact with the Registrar's office regarding academic issues, and monitors students on probation, coming back from suspension, and other challenged students to assist in finding appropriate resources and tools for success. In the 2016-2017 academic year, the University has implemented Degree Works as a means to help streamline advising and ensure that students are making satisfactory progress. The Department has just begun to use this new tool, but early indications are that it will be a welcome addition to the advising process.

The UDC Academic Advising Center is available for additional support and resources.

http://www.udc.edu/aac/academic_advising_center

Counseling and assistance for personal issues is available through the UDC Counseling and Student Development Center. This office is also available as a resource for faculty members who are assisting students with academic and personal issues.

http://www.udc.edu/csdc/counseling_and_student_development_center

The UDC Career and Professional Development Center (Career Services) provides a comprehensive range of on-campus and online career services.

http://www.udc.edu/career_services/career_services_professional_development_center

Faculty members in the Department frequently are contacted by firms looking for qualified students. All opportunities are posted on a board inside the studio, and the faculty members work hard to keep track of students looking for work. All members of the faculty are available to students to provide career counseling, and advice of graduate studies when appropriate.

Transfer Equivalencies

The determination of equivalencies for transfer courses is handled in two ways. Acceptance of courses taken to satisfy the general education/liberal studies requirements must be approved by the administrator of the specific department. Notification of action on those course evaluations is provided in writing to the Architecture Program Director. With the implementation of Degree Works, this process will be simplified a bit. Courses to be transferred for architecture credit are evaluated individually. Course syllabi are evaluated, along with student work for the course when appropriate.

Travel

The Department facilitates travel when possible. Select students have participated in regional conferences. Faculty members have been working to plan travel programs and course related travel.

Funded Travel Itinerary Faculty and Students

<i>Date</i>	<i>Place</i>	<i>Instructor</i>	<i>Purpose</i>
2/2017	Houston, TX	Kliman	HBCU Forum
7/2014	Washington, DC	n/a	AIAS Grassroots
9/2013	Philadelphia, PA	Dixon	NOMA Conference

Undergraduate and Graduate Student Research Awards:

Architecture students at UDC are benefitting from the location of the program into CAUSES. The land grant centers generate funds/conduct a significant portion of the research at the institution. The students, by participating in faculty/staff research or by engaging in projects, have important learning opportunities. Funding to support the students comes primarily from public sources.

FY 16-17 Student Support

Liz Pinto	Research Internship – Kliman/Clarke Grant	\$ 2,000
Victor Salinas Furio	Research Internship- Milton-Food Hubs	\$ 4,000
Samantha Hare	Research Internship – Bankhead-4H	\$ 4,000
Lauriane Donang	Research Internship – Bankhead-4H	\$ 4,000

March Feligione	Research Internship – Bankhead-4H/	\$ 2,000
	Richardson-Smart/Connected Cities	\$ 350
Ashley Myers	Research Internship – Richardson	\$ 6,000
Golnar Ahmadi	Research Assistantship - climate change	\$ 6,000
Wendendate Della	Teaching Assistantship	\$ 9,000
Dorven Dorta	Teaching Assistantship	\$ 9,000

FY 15-16 Student Support

March Feligione	Research Internship – Bankhead-4H/	\$ 2,000
Nykia Watts	Ag. Research Station Assistantship-Green Roof/	\$ 1,500
	ARI – Research Assistantship	\$ 4,000
Frank Grant	ARI – Research Assistantship	\$ 4,000
Victor Salinas Furio	ARI – Research Assistantship	\$ 4,000
Wendendate Della	ARI – Research Assistantship	\$ 4,000
Marie-Claude N'dri	ARI – Research Assistantship	\$ 4,000
Leslie Alarcon	ARI – Research Assistantship	\$ 4,000
Arej Elfeky	ARI – Research Assistantship	\$ 4,000
Mitchelle Ray Peterson	ARI – Research Assistantship	\$ 4,000
Sarah Mousavizadeh	Teaching Assistantship	\$ 9,000
Dorven Dorta	Teaching Assistantship	\$ 9,000

FY 14-15 Student Support

Luis Laguer	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Arej Elfeky	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Nykia Watts	Ag. Research Station Assistantship-Green Roof	\$ 1,500
Darious Thomas	4H Programs Assistantship	\$ 1,200
Wanda Briscoe	ARI – Research Assistantship	\$ 38,267
Juna Kharel	ARI – Research Assistantship	\$ 28,903
Dorven Dorta	ARI – Research Assistantship	\$ 21,710
Dorven Dorta	Teaching Assistantship	\$ 9,000

Student Organizations

The Architecture Department and College believe in supporting student leaders who either identify existing organizations at UDC or bring new organizations to campus. The faculty believes that participation in these organizations is a fundamental part of the education of a college student. UDC has active chapters of AIAS, NOMAS and CSI. The school supports travel to their conferences as much as possible. Students have been working with the national component of AIAS to host a Freedom by Design Event. During the typical year, students participate in the following events:

Welcome back assembly – August
Beaux Arts Ball – December (not held every year)
Forum – December
Northeast Quad – April
Tours of buildings

In addition to these organizations with close ties to Architecture, several students within the program participate in University-wide organizations. We have a half a dozen student athletes in the program. Two of our students have served as president of the UDC Student Governmental Association, one of whom was subsequently elected to serve as the student representative on the Board of Trustees. Another student was elected to represent the University at events both on campus and throughout the community as Miss UDC. Further information on student clubs and organizations in which UDC students may participate is available online through the Office of Student Affairs:

<http://www.udc.edu/student-life/student-clubs-organizations/>

Architect Licensing Advisor

Prof. Ralph Belton has served as the Architect Licensing Advisor for the past several years. He attended the NCARB Licensing Advisor's Summit in 2016 and 2015. Prof. Belton works with NCARB coordinate annual visits to the UDC campus to ensure that the students have the most current information. Chair Kliman has served as an Auxiliary Licensing Advisor for since 2009. She is very familiar with the Architectural Experience Program (AXP - formerly IDP), having served for several years on NCARB IDP committees and task forces – including 2 years as chair of the IDP Committee. She has attended the Architect Licensing Advisor's Summit twice, including 2016. Chair Kliman and Prof. Belton coordinated attendance at the various workshops during the 2016 Summit to ensure that between them they attended all of the workshops. They have placed several copies of the guides for the AXP in the Department suite. Chair Kliman also co-teaches the graduate course in ethics & practice and covers licensure issues. She reinforces that students may meet with either Professor Belton or her to get current information on AXP and licensure.

Faculty Matrix

The following faculty matrices are for all Faculty teaching during the 2015-2016 and 2016-2017 academic years. These two years represent the most current curriculum. The 2014-2015 academic year matrices are included with the supplemental materials. A matrix for fall 2017 will be placed in the team room.

FALL 2015																				
Faculty Member	Summary of Expertise and Experience	ARCP 101 / ARAC 601	ARCP 106	ARCP 115 / ARAC 615	ARCP 123 / ARAC 623	ARCP 201	ARCP 231 / ARAC 631	ARCP 241/ARAC 641	ARCP 244	ARCP 301 / ARAC 603	ARCP 321	ARCP 331 / ARAC 633	ARCP 401	ARCP 411	ARCP 412	ARCP 501	ARCP 503	ARCP 505	ARCP 507	ARCP 601
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■			■										■					
Belton, Ralph	MArch, Associate Professor (tenured), Department Chair; History, Design, and Structures						■			■	■									
Bramel, Brian K.	PhD, M. Mech Engineering, Bs. Mech Engineering, PE (Tenured in Engineering); Structures.											■								
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability																■	■		■
Dorta, Dorven	B.Sc. Architecture; Advanced Computer Graphics		■					■												
Killette, James	MArch; Technology and Building codes			■					■											
Kliman, Susan Schaefer	PhD, MArch, BArch, Klimatic Architecture; Sustainability, Technology					■										■			■	
Pase, Tara L	Master of Science Civil Engineering, Bachelor of Science Civil Engineering, PE; Structures.											■								
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,												■	■						

Spring 2016																	
Faculty Member	Summary of Expertise and Experience	ARCP 102	ARCP 105	ARCP 116	ARCP 202 / ARAC 602	ARCP 206	ARCP 246 / ARAC 646	ARCP 256	ARCP 302	ARCP 322	ARCP 332 / ARAC 632	ARCP 402 / ARAC604	ARCP 414 / ARAC 614	ARCP 432 / ARAC 634	ARCP 502	ARCP 504	ARCP 506
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■								■							
Belton, Ralph	MArch, Associate Professor (tenured); History, Design, and Structures					■			■								
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability				■											■	■
Dorta, Dorven	B.Sc Architecture; Advanced Computer Graphics		■														
Gibbs, Howard	M.Sc PE-Civil, Consulting Engineer; Structures										■			■			
Killette, James	MArch; Technology and Building codes			■			■										
Kliman, Susan Schaefer	PhD, MArch, BArch, Department Chair; Sustainability, Technology														■		
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor(Tenured); Urban Design Renovation and adaptive re-use,							■				■	■				

Faculty Member	Summary of Expertise and Experience	ARCP 101 / ARAC 601	ARCP 106	ARCP 115 / ARAC 615	ARCP 123 / ARAC 623	ARCP 201	ARCP 231 / ARAC 631	ARCP 241/ARAC 641	ARCP 244	ARCP 301 / ARAC 603	ARCP 321	ARCP 331 / ARAC 633	ARCP 401	ARCP 411	ARCP 412	ARCP 501	ARCP 503	ARCP 505	ARCP 507	ARCP 521
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■			■										■					
Belton, Ralph	MArch, Associate Professor (tenured), Department Chair; History, Design, and Structures									■	■									■
Bramel, Brian K.	PhD, M. Mech Engineering, Bs. Mech Engineering, PE (Tenured in Engineering); Structures.						■					■								
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability																■	■		
Dorta, Dorven	B.Sc. Architecture; Advanced Computer Graphics		■					■												
Killette, James	MArch; Technology and Building codes			■					■											
Kliman, Susan Schaefer	PhD, MArch, BArch, Klimatic Architecture; Sustainability, Technology					■										■			■	
Pase, Tara L	Master of Science Civil Engineering, Bachelor of Science Civil Engineering, PE; Structures.						■					■								
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor (Tenured); Urban Design Renovation and adaptive re-use,												■	■						

Spring 2017																		
Faculty Member	Summary of Expertise and Experience	ARCP 102	ARCP 105	ARCP 116	ARCP 202 / ARAC 602	ARCP 206	ARCP 246 / ARAC 646	ARCP 256	ARCP 302	ARCP 322	ARCP 332 / ARAC 632	ARCP 402 / ARAC 604	ARCP 432 / ARAC 634	ARCP 502	ARCP 504	ARCP 506	ARCP 514	ARCP 520
Anderson, Genell	MArch, Assistant Professor; History, Theory, Psychology of spaces, Historic preservation	■								■								■
Belton, Ralph	MArch, Associate Professor (tenured); History, Design, and Structures					■			■									
Dixon, Kathy	M. Urban Design, Associate Professor; Urban Planning and Sustainability				■										■	■		
Dorta, Dorven	B.Sc Architecture; Advanced Computer Graphics		■															
Gibbs, Howard	M.Sc PE-Civil, Consulting Engineer; Structures										■		■					
Killette, James	MArch; Technology and Building codes			■			■											
Kliman, Susan Schaefer	PhD, MArch, BArch, Department Chair; Sustainability, Technology													■			■	
Pearson, Clarence	M. Urban Design, BArch, Distinguished Professor (Tenured); Urban Design Renovation and adaptive re-use,							■				■					■	

Faculty Resumes

Following the Faculty Matrix are resumes, using the required one-page template for each full-time and adjunct faculty member. Graduate courses are identified in bold on both the Matrix and the Resume.

Name:

Genell Anderson, AIA, NOMA, ICC

Title:

Assistant Professor (FT-tenure track)

Courses Taught:

Basic Design and Communication I & II (ARCP-101/**ARAC-601** & ARCP-102)

Architecture and Planning Graphics (ARCP-123/**ARAC-623**)

Environmental Systems I & II (ARCP-244 & ARCP-246/**ARAC-646**)

History and Theory II (ARCP-322)

Preservation and Rehab Tech (ARCP-414/**ARCP-601**)

Architectural History and Theory (**ARCP-520**)

Educational Credentials:

B. Arch., Tulane University, 1982

M. Arch., Tulane University, 2004

Teaching Experience:

Assistant Professor, UDC, 2013-present

Visiting Assistant Professor, UDC-CC, 2010-2012

Adjunct Professor, UDC, 2009

Professional Experience:

AMAR Group, LLC, Owner/Principal, 1991-present

Certified Plans Reviewer/Inspector: DC Dept. of Consumer & Regulatory Affairs (DCRA), since 2005

Sultan Campbell Britt Owens, Sr. Project Architect, 1988-1991

Daniel Mann Johnson Mendenhall, Designer 1982-1987

Licenses/Registration:

District of Columbia, 1994

Maryland, 2010

Virginia, 2014

Selected Publications and Recent Research:

Currently working with DCRA Green Team Manager (David Epley) on webinar to inform homeowners and contractors of recent energy code changes. 2017

Author: *Call of the Ancestors*, AMAR Publications Washington, DC 1991

Cover Photo & Feature Article in PORT OF HARLEM MAGAZINE

Home: Building Your Own Castle – August 2004 and October 2010

Professional Memberships:

American Institute of Architects, 1998

National Organization of Minority Architects, 2000

International Code Council, 2008 – present

The Board of Architects and Interior Designers for the District of Columbia, 2010-2012

Name:

Ralph Belton, AIA CSI, NOMA

Title:

Associate Professor (FT-Tenured)

Courses Taught:

Design Studio II & Design Studio III (ARCP-301 & ARCP-302/**ARAC-603**)

History & Theory of Architecture I (ARCP-321/**ARAC-621**)

Statics and Structural Design (ARCP-231/**ARAC-631**)

CAD Docs and Specs (ARCP-206)

Architectural Systems and Environment (**ARCP-521**)

Educational Credentials:

B. Arch., Howard University, 1978

M. Arch., Howard University, 1979

Teaching Experience:

Associate Professor, UDC, 1989-present

Department Chair 2010-2015

Assistant Professor, Howard University, 1979-1990

Co-Conductor, Summer Europe & Japan Architecture Student Tours

Co-Conductor Service Learning Tour Haiti (UDC CAUSES), 2013

Professional Experience:

Belton & Associates Architects, 1993-present

Hicks, Belton, Worsley Architects & Engineers

Belton-McGhee Associates, 1983-1993

Frank G. West Architects, 1980-1983

Licenses/Registration:

Maryland, 1983

Selected Publications and Recent Research:

Belton, R.A. and Zeytinci, R. "Service Learning, Current Events and Flexible Course Syllabi". Paper and presentation for ASCE Conference. 2012.

Belton, R.A. and Zeytinci, A. "The Role of Current Events and Flexible Course Syllabi: A Case Study." Paper and presentation for ASCE Conference. 2010

Professional Memberships:

Construction Specifications Institute (CSI)

American Institute of Architects

DC Commission on Caribbean Affairs, 2003-2006

Founding Member, Friends of Grenada

Name:

Kathy Denise Dixon, FAIA, NOMAC, NCARB, LEED AP

Title:

Associate Professor (FT-tenure track)

Courses Taught:

Architectural Studio I & II (ARCP-201 & ARCP-202/**ARAC-602**)

Sustainable Design I & II (**ARCP-505 & ARCP-506**)

Urban and Community Design I & II (**ARCP-503 & ARCP-504**)

Preservation and Rehab Tech (**ARCP-601**)

Educational Credentials:

B. Arch., Howard University, 1991

MA in Urban Planning, UCLA, 1993

Teaching Experience:

Associate Professor, UDC, 2012-present

Adjunct Professor, UDC, 2010-2012

Professional Experience:

K. Dixon Architecture, PLLC 2003 - present

Arel Architects, Associate Principal 2006-2010

McKissack & McKissack of DC, Sr. Project Architect, 2002-2006

Jacobs Facilities Inc., Project Architect, 1998-2002

Licenses/Registration:

District of Columbia, 1998

Pennsylvania, 2016

Maryland, 1998

Georgia, 2015

Virginia, 1998

New Jersey, 2015

NCARB Certified, 2002

LEED AP, 2003

Selected Publications and Recent Research:

"The Business of Architecture" (to be published in 2017)

Faculty Research Incentive Grant, UDC Provost's Office, 2016 (used for research on forthcoming book)

Featured in *Becoming an Architect: A Guide to Careers in Design*, 2009

Featured in *Breakthroughs and Obstacles in Architecture* – AR, May 2009

Featured in *Riding the Vortex: African American Women in Architecture*

– AIA & NOMA National Conventions

NOMA Magazine Articles, 2006, 2007, 2009

Professional Memberships:

American Institute of Architects, 1998

National Organization of Minority Architects, 2000

Past President, 2014-2016

President 2012-2014

President Elect/First Vice-President 2010-2012

Northeast Region Vice-President, 2003-2009

DC Chapter Secretary, 2000-2003

US Green Building Council – NCR Chapter, 2004-present

African American Real Estate Professionals, 2005-2008

Name:

Susan Schaefer Kliman, PhD, AIA

Title:

Associate Professor (FT- tenure track)

Courses Taught:

Graduate Seminar (**ARCP-507**)
Professional Studio VII (**ARCP-501**)
Thesis Studio (**ARCP-502 & ARCP-550**)
Professional Ethics and Practice II (ARCP-414)
Professional Ethics and Practice (**ARCP-514**)
Architectural Studio I (ARCP-201)

Educational Credentials:

Ph.D., Arid Lands Resource Sciences, University of Arizona, 2001
M. Arch., University of Arizona, 1994
B. Arch., Cornell University, 1986

Teaching Experience:

Associate Professor and Department Chair, UDC, 2015-
Adjunct Professor, UDC, 2014

Professional Experience:

Klimatic Architecture, 2007-present
bright/kliman architects, plc, 2005-2007
Klimatic Architectural Design, 1994-2005
PAA, Inc., 1991-1994

Licenses/Registration:

Arizona, 1993	Maryland, 2010
New Mexico, 2004	Virginia, 2010
Sonora, Mexico, 2008	District of Columbia, 2016
NCARB Certified, 1993	LEED AP, 2006

Selected Publications and Recent Research:

Kliman, S.S. And Clarke, L.W. "The Potential for Reducing the Impacts of Solar Radiation on a Crop Producing Green Roof, and Modifying Roof Microclimates, through the Utilization of an Adjacent Crop Producing Green Façade", USDA, National Institute for Food and Agriculture (NIFA), 3 year seed grant beginning in 2016.

"Building on Current and Previous Work--Programs and Initiatives Relevant for Arid Cities in Changing Climates Project". Arid Cities in Changing Climates: Urban Land and Water Use in the Desert Southwest Workshop, Tucson, Arizona. December 2010. Panel Participant.

Kliman, S.S. and Comrie, A. 2004. Effects of Vegetation on Residential Energy Consumption. *Home Energy* 21(4): 38-42.

Professional Memberships (selected):

American Institute of Architects, 1993-present

- President, Southern Arizona Chapter, 2006
- President-elect, Southern Arizona Chapter, 2005
- Secretary, Southern Arizona Chapter, 2003-2004

Cornerstone Building Foundation Charities, 2008-present

Tucson's Leading Women in Business, Government, Science & the Arts, 2006-2011

Name:

Clarence Pearson, FAIA

Title:

Distinguished Professor (FT-Tenured)

Courses Taught:

Architectural Studio V & VI (ARCP-401 & ARCP-402/**ARAC-604**)

The Built Environment (ARCP-256)

Professional Ethics and Practice I & II (ARCP-411 & 414/**ARAC-518**)

Professional Ethics and Practice (**ARCP-514**)

Educational Credentials:

M. Urban Design, Catholic University, 1974

B. Arch., Hampton University, 1968

Teaching Experience:

Professor, UDC 1972-

Department Chairperson 1976-2010

Assistant Professor, Washington Technical Institute, 1971-1976

Professional Experience:

Clarence Pearson Associates, 1986-present

Pearson & Johnson Architects, 1975-1985

Gray West & Wilson Architects, 1970-1974

Licenses/Registration:

Virginia, 1974

Selected Publications and Recent Research:

Professional Memberships:

American Institute of Architects, 1974

AIA College of Fellows, Inducted 2005

National Organization of Minority Architects (NOMA), 2006

Name:

Brian Bramel, P. E., S.E., PhD

Title:

Adjunct Instructor (PT)

Courses Taught:

Statics and Structural Design (ARCP-231/**ARAC-631**)

Theory of Structures (ARCP-331/**ARAC-633**)

Educational Credentials:

PhD., Civil/Structural Engineering, University of Wyoming, 1999

M.S. Mechanical Engineering/Solid Mechanics, Kansas State University 1990

Concentration in theoretical and applied mechanics

B.S. Mechanical Engineering, Kansas State University, 1988

Teaching Experience:

Adjunct Instructor, UDC, 2015-present

Professional Experience:

Bramel Engineering, LLC 2004-present

FORCON Maryland, Ltd, 2013-present

CED Investigative Technologies, 2009-2012

Engineered Framing Systems, 2003-2004

Theobald Bufano and Associates, 2001-2003

NAHB Research Center, Inc., 1999-2001

Reiman Corp. Construction 1998-1999

University of Wyoming, 1995-1999

Caterpillar, Inc., 1990-1995

Licenses/Registration:

Structural Engineer (Structural II)

Illinois, District of Columbia

Professional Engineer

Maryland, Virginia, Pennsylvania, Florida, Ohio, New York, Delaware, West Virginia

Selected Publications and Recent Research:

Bramel BK (1999), Asphalt Plug Joints: Characterization and Specifications, Ph.D. Dissertation, Department of Civil and Architectural Engineering, University of Wyoming, Laramie, WY.

Bramel BK, Dolan CW, Ksaibati K, and Puckett JA, (1998), Asphalt Plug Joint Usage and Perception in the United States, Transportation Research Board 971067, Washington, DC.

Bramel BK, Dolan CW, Ksaibati K, and Puckett JA, (1998), Asphalt Plug Joints; Material Characterization and Specifications, Fifth International Conference on Short and Medium Span Bridges, Calgary, Canada.

Bramel BK, Dolan CW, Ksaibati, K and Puckett JA, (1999), Asphalt Plug Joints; Refined Material Tests and Design Guidelines, submitted for publication to Transportation Research Board, Washington, DC.

Bramel BK, Kostage, Dolan CW, and Puckett JA, (1997), Experimental Evaluation of Asphalt Plug Joints, Forth World Congress on Joint Sealant and Bearing Systems for Concrete Structures.

Bramel BK, (1995), Analytical Prediction of Ride Characteristics for D250x ADT for Various Suspension Configurations, Unpublished, Caterpillar, Inc., Peoria, IL.

Professional Memberships:

ASCE

Name:

Dorven Dorta

Title:

Adjunct Instructor (PT)

Sr. Project Manager, Architectural Research Institute

Courses Taught:

Intro to Computer Technology I (ARCP-105/**ARAC-605**)

Intro to Computer Technology II (ARCP-106)

Advanced Computer Simulation (ARCP-241/**ARAC-641**)

Educational Credentials:

M.Arch (pending completion of thesis), UDC, 2017

BSc. Arch, UDC, 2012

B. Arch., Instituto Superior Politecnico "Jose Antonio Echeverria" (CUJAE),

Part of the Universidad Technologica de La Habana Jose Antonio Echeverria, Cuba, 1998

Teaching Experience:

Adjunct Instructor, UDC, 2010-present

Professional Experience:

Architectural Research Institute, 2012-present

Licenses/Registration:

Cuba, 1998

Selected Publications and Recent Research:

Professional Memberships:

Name:

Howard C. Gibbs, P. E.

Title:

Adjunct Instructor (PT)

Courses Taught:

Design of Concrete Structures (ARCP-432/**ARAC-634**)

Design of Steel Structures (ARCP-332/**ARAC-632**)

Educational Credentials:

Master of Science in Engineering Management, The George Washington University, 1996.

Concentration: Management Information Systems

Bachelor of Science in Civil Engineering (Summa Cum Laude), The University of the District of Columbia, 1979.

Teaching Experience:

Adjunct Instructor, UDC, 2006-present

Lecture to Howard University's Freshman Design Class, "The Process of Engineering" -- October, 1997

Professional Experience:

Independent Consulting Civil Engineer, 2007-present

Potomac Electric Power Company, Civil and Substation Engineering Department, 1972-2007

Licenses/Registration:

District of Columbia, 1982

State of Maryland, 1987

State of New Jersey, 2003

Selected Publications and Recent Research:

Professional Memberships:

District of Columbia Water and Sewer Authority.

District of Columbia Board of Professional Engineering.

District of Columbia Building Code Advisory Committee: Chair, Structural Subcommittee

American Society of Civil Engineers: Structural Engineering Institute

Member, ASCE 7 Standards Committee on Minimum Design Loads for Buildings and Other Structures, 2003-2006

National Society of Professional Engineers: Elected to Fellow in 2004

National Council of Examiners for Engineering and Surveying:

District of Columbia Society of Professional Engineers:

District of Columbia Council of Engineering and Architectural Societies:

National Fire Protection Association: Member, 1980-2007

Name:

James Killette

Title:

Adjunct Instructor (PT)

Sr. Project Manager, Architectural Research Institute

Courses Taught:

Materials & Methods of Construction I & II (ARCP-115/**ARAC-615** & ARCP-116)

Environmental Systems I & II (ARCP-244 & ARCP-246/**ARAC-646**)

Educational Credentials:

AAS, UDC, 1995

B. Arch, UDC, 1995

M. Arch, Morgan State University, 2001

Teaching Experience:

Adjunct Instructor, UDC, 2006-present

Professional Experience:

Architectural Research Institute: Sr. Project Manager, 1993-present

Sorg & Associates: Project Architect, 1992-1993

AEPA Architects: Intern Architect, 1987-1991

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Name:

Tara Pase, M.S.C.E., P. E.

Title:

Adjunct Instructor (PT)

Courses Taught:

Statics and Structural Design (ARCP-231/**ARAC-631**)

Theory of Structures (ARCP-331/**ARAC-633**)

Educational Credentials:

PhD., (ABD), Civil Engineering, University of Maryland, College Park (current)

M.S. Civil Engineering, New Mexico State University, 2003

B.S. Civil Engineering, New Mexico State University, 2002

Teaching Experience:

Adjunct Instructor, UDC, 2015-present

Teaching Assistant, University of Maryland, 2014

Professional Experience:

Bramel Engineering, LLC 2007-present

Vescom Structures, Inc., 2005-2007

PJR Construction, 2004-2005

Engineered Framing Systems, 2004

Licenses/Registration:

Professional Engineer

New York, 2009 to present

Maryland, 2010 to present

Virginia, 2012 to present

New Jersey, 2015 to present

Selected Publications and Recent Research:

Current research in engineering design alternatives in seismically prone developing countries to improve structural resilience through vulnerability studies. University of Maryland, College Park, Civil Engineering Department, 2014-present.

Professional Memberships:

AFPA

I.2.2 Physical Resources

Until 1989 the architecture program was housed on the Van Ness Campus, Building 42, which is also the primary home of the UDC School of Engineering and Applied Sciences (SEAS). Upon the implementation of the 5-Year Bachelor of Architecture degree program in 1989 the program moved to the Carnegie Library building on 7th and K St NW. In 1995 the architecture program returned to the campus, and studios and other spaces were located on a space available basis. This situation was not conducive to a cohesive studio environment. The faculty was co-located with the Architectural Research Institute, which was not ideal for the faculty, since faculty members need to have private and secure space to meet with students. The program also lacked conference and meeting space. This situation was brought to the attention of the administration. After much negotiation, the program was assigned to the 1st and 2nd floor of building 32, and plans were made for the necessary renovation of the area to meet our requirements in anticipation of the NAAB visit.

The renovation was split into three phases, dictated by the availability of capital funds; scheduled work for other programs and departments; availability of swing space; and relocation of activities in the earmarked Architecture Program spaces. Phase I, completed in 2013, included the north side studio renovation. Phase II involved the relocation of ARI to the 'C' level of building 32 and the fitting out of the south side of the second floor of building 32. The completion of phase II in 2014 consolidated all the studios and support spaces into a contiguous suite of activities. This phase also included minor renovations to the faculty offices to be more open and accessible, and to provide secure faculty spaces for private consultation with students and research. The third, and final, phase is currently in progress. This phase will be completed in the summer of 2017, and will relocate ARI to the first floor. The renovation will create a new suited that will house the Department administrative offices; staff offices and workspaces for the Center for Architectural Innovation and Building Science; offices, workspaces and storage for ARI; and a shared large conference room/flexible space. There will also be a new shared reception area.

The final build-out will contains approximately 17,000 square feet of floor space to include:

Administrative/Faculty Offices:

Administrative and faculty offices are located on the first floor of building 32. The configuration enables the Department Chair and all full-time faculty members to have dedicated office space. This suite includes designated office space for adjunct faculty, an office for student clubs, a small conference room and a shared reception space with the Center for Architectural Innovation and Building Science. The suite also includes a records storage space, faculty work area, and a small lounge/waiting area.

Studios:

The renovation for the two floors of building 32 enables contiguous studios conducive to collaboration and interaction among studios and individual students. The renovation also provided a chance to configure the studios for the future mode of practice. Each studio consists of approximately 15 workstations with locker storage, file storage, and shelf area. Each student workstation is hard wired for internet access and Wi-Fi capability exists in the area; however, the Wi-Fi is unreliable in the studio spaces. It is a problem that we are having difficulty resolving because the UDC IT manages the Wi-Fi infrastructure in addition all UDC computer equipment and labs. Each studio is also accessorized with a projection system that enables the faculty member and students to project their presentations; and a white board. The studios allow for electronic pinups and paper pinups. Each studio has two assigned 36" x 72" rolling pinup boards. More formal lecture style presentations are conducted in a separate designated area also capable of accommodating iPhone IPod, tablets, and laptop. Refer to attached floor plans.

Jury and Exhibition Spaces:

The studios are nestled around a Jury area and gallery area open space with movable glass partitions to enable concurrent activities. The computer lab and print/plot shop completes the image of a functioning design community. The jury and gallery space is also equipped with projection presentation equipment that enables connection to the internet, as well as several 36" x 72" rolling pinup boards.

Computer laboratory:

The Program has a dedicated computer lab with 19 stations, 17 of which are configured identically with the basic software needed for class assignments. Two computers have dual monitors and faster processors for use in rendering, and experimenting with new software. A server, housed in IT, is being configured to allow students to learn Revit in a shared central file configuration. The computer laboratory functions as the instruction space for the computer courses offered by the architecture program. General student access is possible at all times except during times when specific architecture classes are scheduled. The computer lab is also equipped with projection presentation equipment that enables connection to the internet.

All computers in the lab are loaded with the Microsoft Office Suite; the full suite of Autodesk software, including Autocad and Revit; SketchUp; Lumion, and a few other software packages for use with the Cad Docs and Specs course. The Chair communicates regularly with the faculty member who teaches the computer graphics courses regarding rendering and animation software and acquires new software for the lab as appropriate.

The Program desires a level of autonomy in this area. While the Chair and select faculty have been given access and limited managerial rights to the 2 specialty workstations, management of the desktop of the 17 computers remains limited to IT. This limitation directly affects pedagogical delivery. We have experienced significant loss of instruction time and content delivery because faculty cannot manipulate the software as needed in response to the dynamics of the classroom. The Program desires an independent network that does not have to respond to the business needs of the University administrative side. After all, the Architecture Program lab is an experimental and teaching network and should be able to respond to scholarly inquiry and learning environment without calling in a third party that is never available in an instant. We have petitioned the Administration for assistance in this area; however, this situation remains unresolved.

Classroom Space:

The need for additional classroom space is satisfied through the university's inventory of shared classroom spaces. As mentioned above, there is one dedicated lecture space within the Architecture Program suite. Reference attached plan.

Learning Resource Center:

The University Library/Learning Resource Center is located across the plaza in building 41. The university is part of the Washington Research Library Consortium that allows students access to library resources of all member institutions in the consortium. For more information refer to section 1.2.4.

Model Shop – CAUSES Print/Plot Center:

The faculty of UDC's architecture program is engaged in an active and lively debate about what a model shop means for a program that is focused on urban sustainability and the implications this concept entails for tight urban spaces, energy efficiency, conscious effective and efficient resource use, and a commitment to minimizing the negative impact of design and construction work on health, wellness, water conservation and food security. These considerations point to a new vision for a model shop that will be not the traditional arrangement table saws and tools, but rather one focused on newer technology. Students do have access to a few dedicated tables, as well as cutting mats that are distributed throughout the studios for traditional model building. They also have access on a limited basis to the UDC shop, if coordinated with a faculty member. Increasingly, our students are relying on the technology of 3D printers. To that end, we have been upgrading and adding to the equipment in our print/plot shop. In the past year, the 2 small format printers, 2 large format plotters and 1 large 3D printer, have been supplemented with two Makerbot 3D printers, two laser cutters, and 2 Cricut paper cutting machines. Additional plotters and 3D printers are planned, as we implement a business plan to make this Print Center a student run, money-generating enterprise. Finally, this area is equipped with a building mockup. Originally constructed for use in the lead abatement training program, the mockup serves as a point of reference for building construct frame wall assembly.

Materials Center/Library/Resource Room:

This room contains technical volumes like the Sweets Catalogue and other manufacturer's literature and publications not typically stored in the main library. In addition, this center contains technical data and sample building components to further students' understanding of building construction components and assembly.

The Center is located in room 105 building 32. Originally to be housed in the ARI suite, this space was constructed as part of the second phase of the renovations, but is not yet fully outfitted. With the completion of the final phase of space renovations, access to this area will be controlled through the Department reception area. The finished space be ready for the 21st century approach to information access, acquisition and dissemination. Two desktop computers are allocated to the space and the room will be Wi-Fi equipped and hard wired for internet access to online resources for specification writing, etc. The set-up provides easy access to information in a library type setting. With controlled access, the intent is to add special books and references to the Materials Center/Library that can be checked out by students (e.g. a department copy of Graphic Standards, Time-Saver Standards, etc.).

Storage:

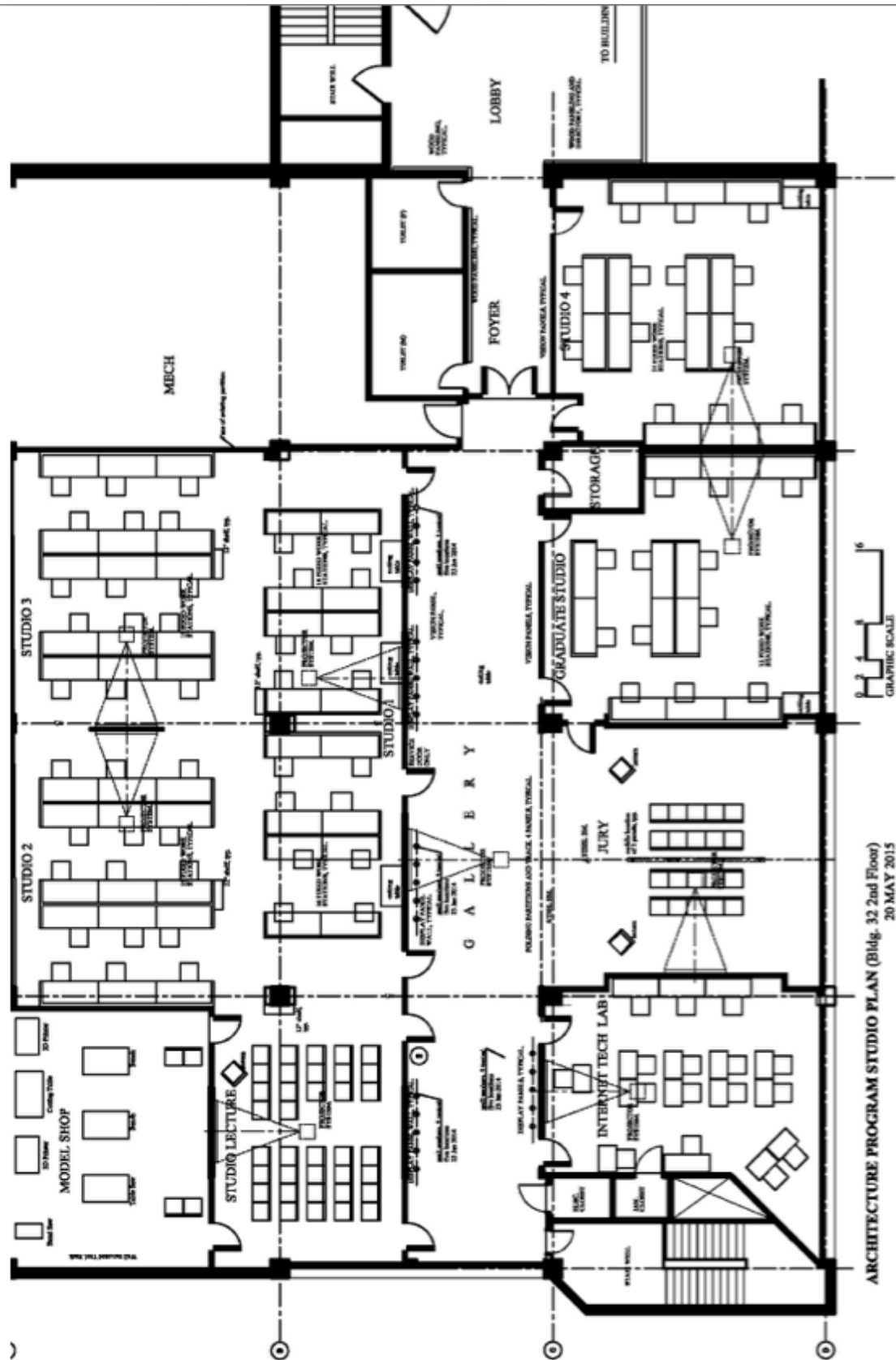
Currently there is a small storage space to keep student work – models and drawings on the second floor. This space is insufficient, however, for the program needs. Additional space will be provided with the final phase of renovations.

Architecture Research Institute / Center for Architectural Innovation & Building Science:

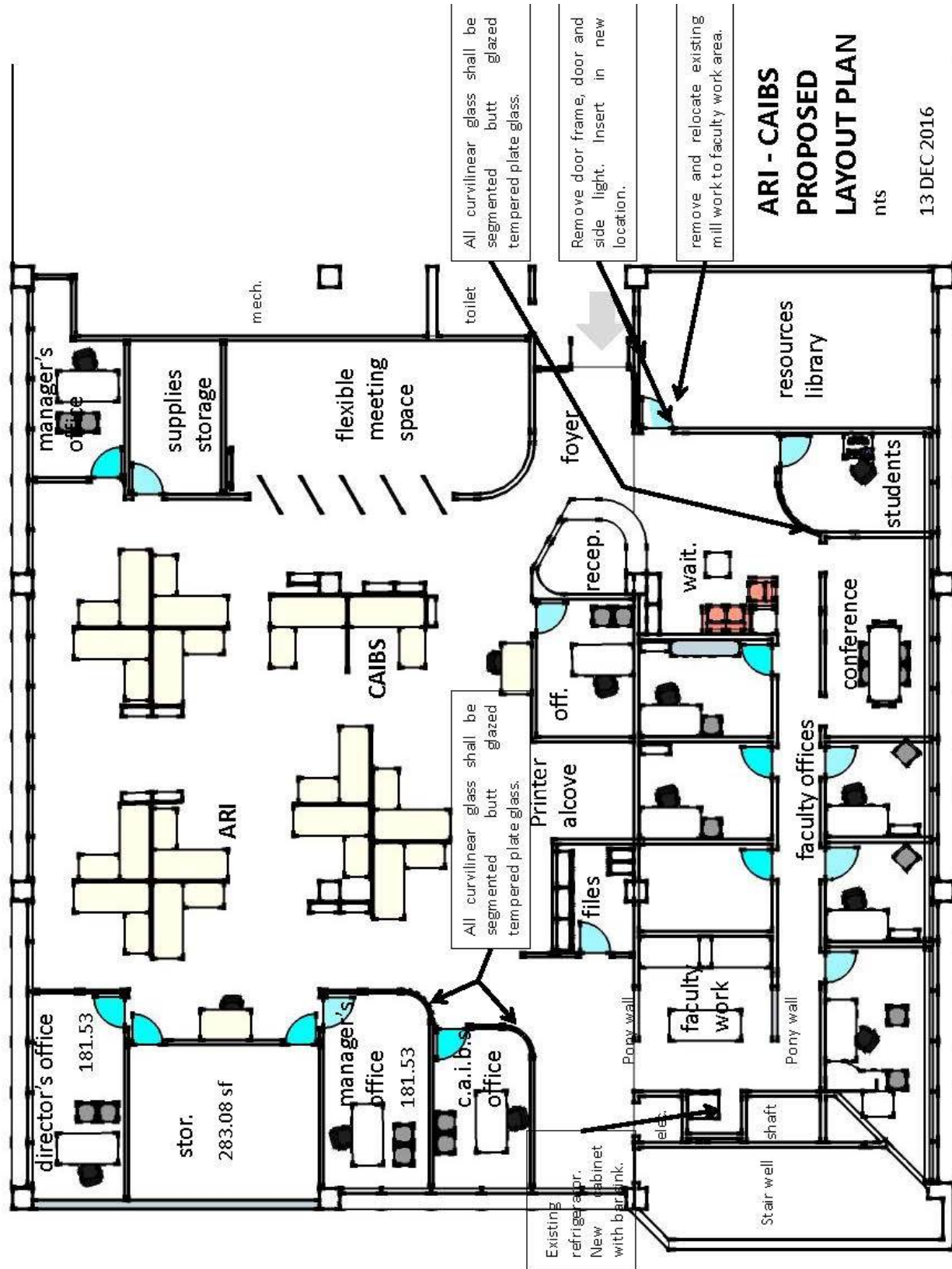
The Architecture Research Institute (ARI) will join the 1st floor suite, once the final phase of renovation work is complete this summer. The Institute is currently located on the C level of building 32; however, construction documents are in progress for the renovation of the new Center for Architectural Innovation and Building Science (CAIBS). ARI will comprise the bulk of the renovated space. An office and 3 workstations will be dedicated to the newly formed land-grant center. As previously mentioned, additional needed storage space and a fully functional resource library are dependent upon the renovation of the space to house the ARI. The co-location ARI, the clinical arm of the program, and the larger land-grant center with the administrative functions of the academic programs will complete the educational environment for holistic training and preparation of our student towards licensure. Our vision of the intersection of Practice and the Academy will be in full display. The Program's aims and goals are to meet the land-grant mission of training citizens for professional life in the District of Columbia and the world.

Research Space:

Faculty members who are conducting research have adequate office and lab space. Some research is conducted on specific sites, based on the actual study. The Chair is also coordinating with the Dean to allocate space at Firebird Farm (UDC's Agricultural Experimental Station in Beltsville) for building science research in conjunction with CAIBS.

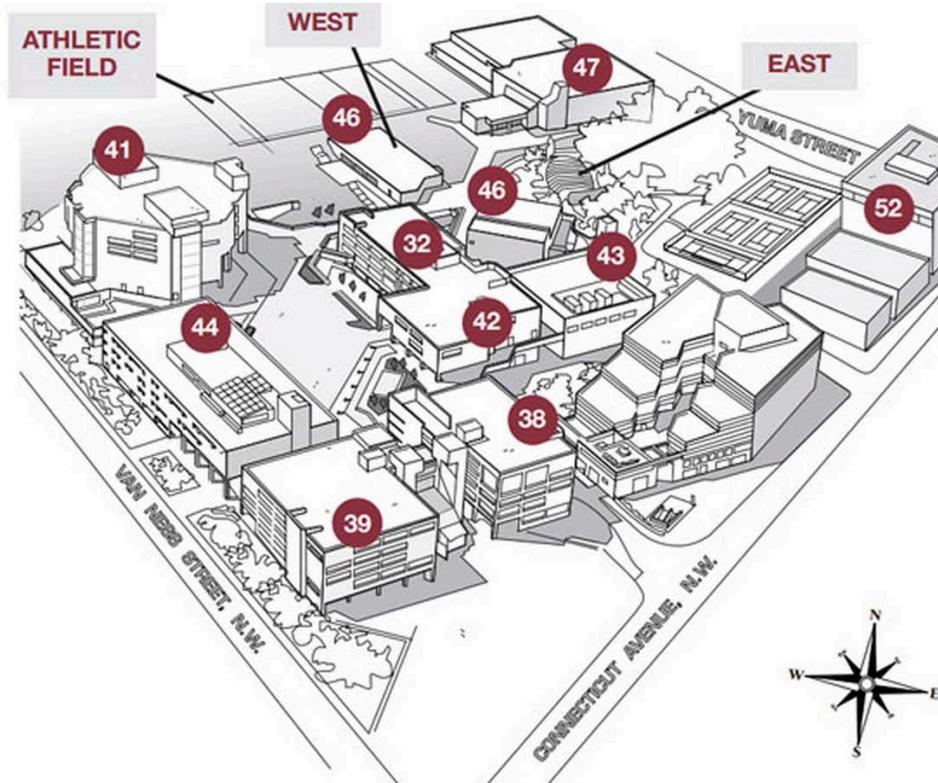


ARCHITECTURE PROGRAM STUDIO PLAN (Bldg. 32 2nd Floor)
 20 MAY 2015
 University of the District of Columbia College of Agriculture, Urban Sustainability & Environmental Sciences





Campus Map



I.2.3 Financial Resources

The University of the District of Columbia, as with most universities in the U.S, has experienced its share of fiscal challenges. Of particular note is that unlike most public universities, who have a state budget office that typically interacts them regarding their operating budgets and budget projections, UDC does not have a state office with whom to interact. Instead, UDC is directly responsible to the District of Columbia and its amalgamate governance structure of municipal and state-like status. Again, other components of the university's programs and budget suggest direct interaction with the Federal government and congress. The fiscal situation of UDC has been particularly challenging since the formation of the Community College (UDC-CC) and its relocation to a separate campus at 805 North Capital Street in downtown DC close to Union Station. President Mason has been successful since his arrival in cultivating a positive relationship with the Mayor and Council, and funding levels have remained at a level that would not harm the institution. In FY16 he was able to secure some much needed additional funding and is working to continue that trend.

A positive thing is that the location of the architecture program within CAUSES offers administrative efficiencies that benefit all programs within the college. With CAUSES, UDC has created a separate administrative entity that brings both the land-grant programs of the university and relevant academic programs under one umbrella. The dedicated NPE budget for the architecture program has averaged just over \$25,000 per year for the past 2 years. In addition, one-time purchases of equipment and furniture have totaled an additional \$24,000 per year for the past four years. While the appropriated budget has been inadequate, the Dean of CAUSES has a private college background, and is working hard to raise funds for CAUSES programs to support ongoing program needs as well as special program initiatives. Within the Department, an initiative is underway to raise funds for the Friends of Architecture fund within the UDC Foundation in order to establish scholarships.

The ARI has also been helpful in securing resources for the Architecture Program and its students. Architecture students have always received permission to use ARI equipment, supplies and staff time when working on their studio projects. Additional outside grants and contracts are being pursued each year by the ARI in order to increase the level of funding available to ARI activities and in support of UDC architecture students. Since its inception in 1989, ARI grants and contracts have returned well over \$2 million in indirect costs to UDC. Each year the university has indicated that a portion of those indirect costs would be returned to the Architecture Program, yet so far no funds have been transferred. The new administration is currently reviewing the status of research funding and exploring models that would allow a portion of grant funding to be returned to the Department. Funding for faculty development and enrichment has been minimal in recent years, but the administration is reviewing options for that as well. Finally, current explorations of fees based programs for the ARI and the new CAIBS under the land-grant programs of CAUSES may significantly increase revenue from fees based programs, which would direct additional funds to the academic programs. Anticipated fiscal implications of initiatives in the architecture program include:

- An initiative has been established and is being further developed whereby the Architecture Program and ARI would develop fees-based programs under the *Healthy Homes* initiatives of the land-grant division of CAUSES to offer training classes in lead abatement, mold removal and risk assessment. This initiative was created because of the new regulations that require all persons working in the District of Columbia that come into contact with lead must have this hazard alleviated. Prof. Anderson has obtained certifications to coordinate the program, the mock-up was constructed inside of the model shop, and a couple of certificate courses have been offered. A few training sessions have been offered to date, however, staffing has been a challenge. This program has been transferred to CAIBS, where efforts are underway to hire a new project specialist who will oversee this training program, a new Building Operator Certificate (BOC) program that CAIBS has started to offer in partnership with the District Department of General Services, and other planned certificate programs.
- The MArch program focuses on the commitment of the DC government to make Washington, DC a national model of sustainability, energy efficiency and "green" architecture. The architecture program at UDC has the potential to become the area's foremost higher education program in Sustainability

and Green Design best practices. Both the established B.Sc. Arch, and new the B.A. in Urban Sustainability will continue to be feeder programs to the MArch program. The Department is also embarking on a new recruitment effort to increase enrollment in all programs. An accredited, “flexible hours” -based professional degree program in architecture at UDC, will be the only such program at a public university in Washington, DC. Since attaining Initial Candidacy status in 2013, enrollment in the program has grown every year – particularly at the graduate level. The attainment of Initial Accreditation should provide for the fiscal returns on the investments that have been made in the facilities and increasing the faculty numbers. Tuition revenues from new students and potentially dramatic increases in grant revenues and fees based programs of the ARI and the CAIBS will provide the program with much needed financial resources. At the present time the number of full-time and adjunct faculty is adequate for the number of students in the program. As the program grows, additional adjunct faculty may be added. It is assumed that the increased revenue from tuition will be adequate to offset the increased faculty salaries.

Below are a series of tables outlining financial resources of the University, College and Architecture program. A large percentage of students receive some form of financial aid. The Department has 1 TA position available for a graduate student. Several research assistantships/internships are available throughout the College for both undergraduate and graduate students. These positions vary from year to year dependent upon the grants received by the faculty and land-grant centers.

UDC Budget FY17

	<i>FY17 Budget</i>
Academic Support	
Academic Affairs (VPAA/Provost)	\$ 36,872,225
Community College	\$ 15,141,034
Student Development & Success	\$ 500,000
Subtotal	\$ 52,513,290
Administrative Departments	
Office of CFO (finance)	\$ 3,480,871
Office of COO (operations)	\$ 16,998,283
President and Board Office	\$ 4,827,202
Student Affairs	\$ 2,966,724
External Affairs	\$ 500,000
Information Technology	\$ 500,000
Public Safety & Emergency Management	\$ 500,000
Subtotal	\$ 29,773,080
TOTAL	\$ 82,286,370

* This is the budget for the FY2017, which has just begun. An updated budget will be provided to the visiting team.

Percentage of Students Receiving Financial Aid (fall 2016)

Aid Type	<i>Institutional</i>		<i>Architecture</i>	
	% of students receiving aid	Average amount by types of aid	% of students receiving aid	Average amount by types of aid
Federal Grants	50 %	\$ 4,188	26 %	\$ 3,652
State/Local Grants	2 %	\$ 2,488	0 %	\$ 0
Institutional Grants	0.4 %	\$ 3,765	3 %	\$ 3,142
Student Loans	42 %	\$ 11,734	38 %	\$ 13,206

Total Projected Revenue From All Sources for Architecture Students AY2016-2017

	<i># of students</i>	<i>FTE</i>	<i>Total Tuition AY2016-2017</i>	<i>Total Mandatory Fees AY2016-2017</i>	<i>Total Revenue per student AY2016-2017</i>
Architecture (MArch)	16	14.5	\$ 165,312	\$ 13,760	\$ 179,072
Architecture (BSc)	50	44.5	\$ 517,440	\$ 43,000	\$ 560,440
TOTAL	66	59.0	\$ 682,752	\$ 56,760	\$ 739,512

Total Expenditures for CAUSES

COLLEGE OF AGRICULTURE URBAN SUSTAINABILITY AND ENVIRONMENTAL SCIENCES (CAUSES)					
Comparative Annual Expenditures across disciplines in the College AY 2015-2016					
Expenditures	Architecture 5FTE	Nursing 3FTE	Nutrition and Dietetics 3FTE	Health Education 3FTE	Professional Science Masters 1FTE
Full-time Faculty (tenured and tenure-track) Salaries & Benefits	\$ 503,985.43	\$ 436,042.63	\$ 271,288.30	\$ 353,280.00	\$ 107,520.00
Land-grant Teaching Instructors Salaries & Benefits					\$ 12,900.00
Adjunct Faculty Salaries & Benefits	\$ 39,775.00	\$ 14,061.00	\$ 45,795.00	\$ 20,333.10	\$ 27,950.00.00
Student Workers (Teacher Assistants- TA)	\$ 7,000.00	0.00	\$ 12,000.00	0.00	\$ 10,000.00
Administrative Staff Salaries & Benefits 5% of operation staff is dedicated to each of the programs daily	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51	\$ 55,176.51
Non-Personnel Spending Supplies Professional Membership dues (accreditation fees) Contractual Services Equipment	\$ 25,299.54	\$ 12,800.00	\$ 7,300.00	\$ 4,120.00	\$ 5,150.00
Total	\$ 631,236.48	\$ 518,080.14	\$ 391,560.00	\$ 414,610.00	\$ 205,797.00
Student Enrollment as of Spring 2016					
Undergraduate	66	34	44	74	
Graduate	17		24		12
Total Student Enrollment	83	34	68	74	12
Per Student Investment	\$ 7,605.00	\$ 15,238.00	\$ 5,758.00	\$ 5,603.00	\$ 17,150.00

Department of Architecture & Community Planning Revenue and Expenses

Revenue	FY 2017 Forecast	FY 2016	FY 2015	FY 2014
Total Tuition Charge MARC Graduate Program	\$165,312	\$119,085 7005 x 17	\$55,920 avg.* 5592 x 10 students	\$65,145
Mandatory Fee Charge MARC Graduate	\$13,760	\$10,320	\$3,100 \$310x 10	\$4070
Total Tuition Charge ARCP Undergraduate	\$ 517,440	\$587,862 8,907 x 66	\$306,250 avg.* 6250 x 49 students	\$327,664
Mandatory Fee Charge ARCP Undergraduate	\$43,000 \$860 x 50	\$51,600 \$860 x 66	\$15,190 \$310 x 49	\$24420
Total	\$ 739,512	\$768,867	\$380,460	\$421,299
*avg. UDC has three residency rates for tuition fees for full-time students In-state Metro Out of State				
Expenses	FY 2017 Forecast	FY 2016	FY 2015	FY 2014
Total Architecture Expenses Personnel Salary & Benefits	\$706,154.39	\$628,754.99	\$ 559,161.94	\$ 487,455.77
Non-Personnel Expenses	\$22,878.90	\$22,213.00	\$ 25,299.54	\$ 34,229.76
Total Expenses	\$729,033.29	\$650,967.99	\$584,461.48	\$521,685.53

Note! These numbers need to be verified as the most recent fiscal year has just been closed out and the new budget loaded. The College structure with shared services skews the numbers when looking only at the Department. Additional data will be uploaded into Supplemental Materials, and will be provided to the Visiting Team.

I.2.4 Information Resources

Institutional Context:

The University's library and information technology services are organized within the Learning Resources Division. The LRD is comprised of two departments: 1) the library, 2) Center for Learning Advancement and Digital Education.

The mission, goals, and objectives of the Learning Resources Division of the University of the District of Columbia are to provide efficient and effective support services to students, faculty and staff. In advancing its mission, the Division maintains cooperative programs with District of Columbia institutions for the exchange of materials and services to augment its support of learning and administrative activities at the University of the District of Columbia.

The Division carries out its mission by pursuing the following goals and objectives:

Provide Access to Resources

The Division shall provide access to resources to the faculty and to the undergraduate and graduate students enrolled in degree and non-degree academic programs. It shall:

- Maintain the collections readily accessible by providing a comprehensive catalog of holdings and a list of available support services.
- Provide bibliographic instruction and orientation to patrons in the use of the collection and services in support of learning.
- Develop subject bibliographies at the request of faculty and maintain materials-on-reserve services.
- Assist faculty with online course development and management as well as assessment.
- Publicize the various by using internal dissemination media, distributing access to Learning Resources, and making presentations to diverse groups within the academic community.

Plan for the Growth of Collection and Services

Collection development and service delivery shall serve curricular needs, academic programming and research activities, and therefore, they should be capable of shifting in accordance with changes in the academic environment. It shall:

- Design and implement a collection management program that will insure liaison with academic faculty in selecting materials for curricular support and changing programmatic requirements.
- Maximize acquisitions of books, periodicals and instructional media materials, by identifying appropriate strategies within the collection management program.
- Evaluate and acquire online resources to improve information access and support distance learning.
- Evaluate service delivery to faculty and students, periodically, to ascertain how well their identified needs are met.

Plan and Maintain a Physical Environment

The Division shall maintain an attractive physical environment conducive to learning and shall be technologically well equipped to retrieve information easily and quickly. It shall:

- Maintain an integrated automation system with online public access catalog, online informational databases, and materials circulation status.
- Provide adequate seating, study rooms, and study carrels for media materials preview, microform viewing, computerized equipment, etc.
- Provide adequate space for collection organization and technical processing of materials.

Participate in Public Service

The Division shall actively participate in community service as it relates to the land grant function of the university, and therefore, it shall establish and maintain liaison with other institutions for the sharing of resources, the development of new strategies for the sharing of resources, the development of new technologies and the continuing education of the personnel. It shall:

- Maintain membership and active collaboration in organizations and programs of institutions such as the Washington Research Library Consortium, the D.C. Sponsored Libraries Committee, etc.
- Encourage our personnel to participate in local and national organizations dedicated to the advancement of knowledge.
- Organize and sponsor conferences, seminars, workshops, and exhibits on topics related to Learning Resources to enhance the cultural and social awareness of the community.

Description of Library Staff

One full-time librarian is responsible for the maintenance of the collection pertinent to Architecture, including Urban Sustainability, & landscape architecture and engineering. A different full time librarian is responsible for the collection related to Art. Each librarian creates and updates the library guides for their liaison subject(s).

Description of Library Facilities & Equipment

The Library consists of 4 floors in Building 41. The A level has workspace where students can talk and collaborate. Level 1 has 73 computer workstations with printers and scanners, and 2 E-lab classrooms. Level 2 has the special collections and staff offices. Level 5 is the main floor of the library and houses the print & media collection as well as circulation and reference. Additionally, it has 70 computer workstations, printers, scanners, copy machine, 6 study rooms, and 1 E-lab classroom.

Description of Library Services

Faculty can request Library instruction from their liaison librarian or from the Information Literacy Instruction Librarian, to ensure that students have the knowledge necessary to access and navigate the catalog and databases to find resources to support their learning.

The reference desk on the 5th floor is staffed from 9am-10pm M-TH and 9am-4pm on Friday and Saturday; students can request research assistance or other support from the reference librarian in person, via phone, or via chat.

Additionally, library and media technicians offer additional support for students on Level 1 and Level 5.

Description of Library Resource Collections

The library maintains a collection of over 370,000 print monograph titles, over 500,000 electronic monograph titles, and 138,903 unique journal titles.

Students can access electronic resources from anywhere with an internet connection on a 24-hour basis.

	<u>Subject Area</u>	<u>Current Holdings</u>
Monographs (including reference resources)	Call no. range: NA TA TD TH	Majority of titles published within the last 10 - 20 years; all canon areas represented. Monograph collection actively maintained and managed. Approximate total number of titles in all call number ranges (physical monograph and electronic monographs): 12,000
Journal Titles	Art/Art History, Architecture, Engineering	All journals are available in full- text, online format. Primary and canon journals represented. Approximate total number of journals in relevant subject ranges: 900
Academic Databases	Art/Art History and Architecture, Engineering	Relevant article databases purchased: JSTOR, ARTstor, IEEE, Project Muse, ProQuest Research Library, Academic Search Premier
Visual Resource Collection	N/A	ARTstor; other visual resources maintained by the department.

Washington Research Libraries Consortium

In addition to the resources provided by the Learning Resources Division of UDC the University is also a part of the Washington Research Library Consortium (WRLC). The Consortium was established in 1987 to facilitate the sharing of collections and resources within the District's academic community. The Consortium members include:

1. American University
2. Catholic University of America
3. Gallaudet University
4. George Mason University
5. George Washington University
6. Georgetown University
7. Howard University
8. Marymount University
9. University of the District of Columbia

The mission-critical services that the Consortium offers to its member universities are defined by three broad areas: (a) reciprocal borrowing of collections, subscriptions and other library resources based on a

shared online catalog; (b) consortial licensing of online resources when possible; and (c) cooperative collection development.

Key services offered by the WRLC include the following:

- Information technology supporting library operations and resource-sharing
- Access to online resources
- Technology to support digital collections and share campus scholarship, and
- Off-site storage that allows for the continued growth of the physical collections at each member's library.

The Consortium utilizes an on-line catalog system that indexes the collections of all Consortium libraries, making identification of pertinent materials an easy process for faculty and students. The catalog is maintained by the Consortium, with access given to each library to fulfill cataloging tasks and address errors in an item record. This catalog is supported by the Consortium Loan Services. This service makes it possible for patrons to request timely delivery of materials to their home library from any of the participating Consortium libraries. Additionally, faculty and students have access to the Consortium collection through direct usage of and borrowing from any of the participating libraries.

At this time, faculty and students do not have remote access to the academic databases and electronic materials of other libraries due to the licensing requirements of these resources. However, faculty and staff do have direct access to these resources while they are physically in the host library.

Current Issues Regarding Growth and Maintenance

There are no significant problems that affect the operation or services of the library. The current state library resources and staff are appropriate to support undergraduate education in Architecture. Students have access to extensive collections of print materials through the Washington Research Libraries Consortium, so LRD is able to focus more resources on providing electronic resources to our students, both journals and e-books. As the library prepares to move into a new space in 2019, we anticipate that this will only increase space and services available for students.

1.2.5 Administrative Structure & Governance

The Department of Architecture and Urban Sustainability is one of two academic departments housed within the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). The College is one of six within the University. The UDC Community College is physically situated at a satellite campus on North Capitol Street. The remaining schools and colleges are located at the flagship campus on Van Ness. Because of the land-grant functions within CAUSES, the College operates several certificate programs and outreach events at instruction sites located throughout the District.

The governance of the University of the District of Columbia is vested by law in its Board of Trustees. On a broad level, the BOT is the final authority in all matters affecting the Institution, and exercises jurisdiction over the education, financial and other policies in relation to the District and Federal governments. One unique aspect of the Institution is that it is inextricably linked to the District Government and, by extension, the Federal Government. The CFO for UDC actually works for the District, and therefore some financial decisions come from the DC Council rather than the BOT. The University operates under a Provost model for overall administrative organization. The Provost, Dr. Rachel Petty (Acting) is the Chief Academic Officer for the University and oversees the research activities of the University. The Dean of CAUSES, Dr. Sabine O'Hara, reports to the Chief Academic Officer.

College of Agriculture Urban Sustainability and Environmental Sciences

Since assuming responsibility as the first Dean of CAUSES, Dr. Sabine O'Hara has implemented a comprehensive, multi-phase, restructuring process of both the Land-grant and academic programs within CAUSES. The intent of this restructuring was to build added capacity that would serve both the land-grant

and academic programs of CAUSES and, by extension, CAUSES students and residents of the District of Columbia. The reorganization of CAUSES has integrated the Cooperative Extension Service (CES) and Agricultural Experiment Station programs (AES) to create a strong, research-based community education unit that also strengthens the academic programs of CAUSES by increasing student and faculty participation in land-grant-based practical learning experiences, internships, service learning opportunities and applied research. In order to realize maximum efficiencies, the reorganization created a central Operations unit that supports all land-grant and academic programs (refer to the org chart in section I.2.5).

This new organizational structure has created substantial efficiencies across the departments and programs within CAUSES. Administrative support for Architecture and Community Planning programs has been significantly expanded. The Office of Operations encompasses five administrative support areas including (1) personnel and staff support; (2) grants, purchasing and budget; (3) administrative and logistics support; (4) marketing and communications; and (5) data management and assessment services. Program directors no longer have to process the necessary paperwork for adjunct hires, but can now hand this task over to the coordinator for personnel services; supply orders and room reservations are taken care of by the coordinator for administrative and logistics services; budgets, grants and purchases are tracked by the newly created grants and purchasing unit; and course participation, assessments and outreach are tracked by data management. The Dean has an administrative assistant, who is responsible for maintaining the Dean's calendar, oversight of administrative files, and general faculty and staff support including assisting with special projects.

The Department of Architecture & Urban Sustainability Chair reports directly to the Dean of CAUSES. As mentioned, substantial administrative and operational support for the academic programs within CAUSES is provided by the CAUSES operations unit under the leadership of the Associate Dean for Operations (ADO). The College also has an Assistant to the Dean for Academic Programs (ADAP). Both the ADO and the ADAP report directly to the Dean. The ADAP assists in addressing many of the time consuming issues that previously fell on the shoulders of the academic program director including student complaints, grade disputes, settling graduation requirements (especially general education related matters) and other disciplinary and policy related matters. For the purposes of curricular and program planning the program directors of the academic programs within CAUSES report to their Department Chairs.

Department of Architecture and Urban Sustainability Administration

The Department Chair, Assoc. Professor Susan Schaefer Kliman, also serves as the Director of Undergraduate and Graduate Studies in architecture and Director of Undergraduate Studies in Urban Sustainability. She is assisted with the graduate architecture studies by Prof. Clarence Pearson. There are three program directors for the Professional Science Master's (PSM) programs in Water Resources Management (Dr. Tolessa Deksissa), Urban Sustainability (Dr. Dwane Jones), and Urban Agriculture (Dr. Matthew Richardson). Dr. Kliman is responsible for all of the activities of the Department, including coordinating finances with the operations staff and managing the supplies and services budget for the Department; policies and procedures for graduate and undergraduate programs, oversight of the faculty committee of the whole; faculty recruitment and hiring; and has input into the promotion and tenure process.

Committee of the Whole

Faculty members meet as a total Faculty Organization (Committee of the Whole) when transacting business of the Architecture Program, including curriculum and policy issues. At present, the size of the Department is such that the architecture program faculty has elected to work as a committee of the whole rather than in subcommittees. The following committees have been established

Advisory Committee (this committee is currently being established)

The purpose of the Advisory Committee shall be to:

- Support the purposes and objectives set forth by the Architecture Program.

- Provide advocacy for Architecture programs, both within the university system and the community.
- Serve as consultant to the Architecture program in relation to faculty, students, and curriculum.

The membership of the Advisory Committee shall be:

- The current faculty of the Architecture Program
- The Architecture Adjunct Faculty
- Representatives from the Architecture communities of interest in the Washington metropolitan area such as Registered Architects and alumni.
- Architecture student leaders.

Curriculum Committee (currently this work is being conducted by the Committee of the Whole with input from some student leaders)

The purposes of the Curriculum Committee shall be:

- To develop, review, and evaluate the curriculum of each Architecture level congruent with established standards.

The membership of the Curriculum Committee for the program shall be:

- The full-time faculty, and an Architecture student leader.

Admission and Progression Committee

The purpose of the Admission and Progression Committee is:

- To review all applicants to the program and recommend those for admission, and to verify each semester that all continuing students have met the prerequisites for progressing to the next level of the Architecture curriculum sequence.

The membership of the Admission and Progression Committee shall be:

- The full-time faculty (at present, the Graduate Admissions Committee is comprised of Dr. Kliman and Prof. Pearson with input from other faculty members as deemed necessary. Student progression issues are reviewed as a Committee of the Whole)

Student Advisory Board

The purpose of the Admission and Progression Committee shall be:

- To act as a liaison between the student body and the Department Chair/faculty of the Architecture Program
- To provide valuable feedback to the Department Chair regarding critical issues, including student concerns, studio culture, curriculum, lectures, field trips, and other relevant issues
- To relay issues from the faculty back to the student body
- To develop student leadership

The membership of the Student Advisory Committee shall be:

- Two first year students
- Two second year students
- Two third year students
- Two fourth year students
- One M.Arch I student
- One M.Arch II student

Students serving on this committee are nominated by the Architecture faculty in the spring of each year (with the exception of the first year students, who are identified during the first few weeks of the fall semester), and serve the following academic year.

There are several College and University Committees, most of which are outlined in the University Governing Documents. Faculty members from the Department have representation on several of these committees.

Programs in the College (CAUSES)

Division of Academic Programs

Academic programs within CAUSES are offered at the Bachelor's and Master's Degree level. All programs emphasize engagement with the community and regions, and experiential learning both in and

outside of the classroom. These learning opportunities prepare students for success in their chosen careers and expose them to a real-life learning environment that will serve them well beyond their immediate academic aspirations and goals.

Department of Architecture and Urban Sustainability

- **Urban Architecture and Community Planning**
 - Bachelor of Science in Architecture (BSc)
 - Optional concentration in Urban Sustainability
 - Master of Architecture (MArch)
- **Urban Sustainability**
 - Bachelor of Arts in Urban Sustainability (BA)
- **Professional Science Master's (PSM) – with concentrations in:**
 - Water Resources Management
 - Urban Sustainability
 - Urban Agriculture

Department of Health Nursing and Nutrition

- **Health Education**
 - Bachelor of Science in Health Education with a concentration in:
 - Public Health
- **Nursing**
 - Bachelor of Science in Nursing (RN to BSN)
- **Nutrition and Dietetics**
 - Bachelor of Science in Nutrition (BS)
 - Didactic Program in Dietetics (DPD)
 - Master of Science in Nutrition and Dietetics (MSND)

Division of Land-Grant Programs

The Land-Grant Division of CAUSES offers research-based community education and professional certification programs that are delivered through five centers: the Center for Urban Agriculture & Gardening Education; the Center for Sustainable Development & Resilience, which includes the Water Resources Research Institute; the Center for 4-H and Youth Development; the Center for Nutrition, Diet and Health, which includes the Institute of Gerontology; and the Center for Architectural Innovation and Building Science, which includes the Architectural Research Institute.

Each of the Centers offers programs and services that are designed to work directly and collaboratively with the neighborhoods where we are located and to enrich the lives of District of Columbia residents. The five Centers also offer a range of assessment services to residents and community groups including nutrition education, soil testing, water quality monitoring, lead abatement, and gardening demonstrations. In FY2016, Centers collectively offered over 1,100 programs and served more than 201,600 participants.

- **Center for Urban Agriculture & Gardening Education**
 - Gardening and Urban Agriculture
 - Master Gardening
 - Specialty and Ethnic Crops
 - Urban Forestry
- **Center for Sustainable Development & Resilience**
 - Green Entrepreneurship
 - Small Business Development
 - Green Technology
 - Green Infrastructure
 - Air
 - Water
 - Soil/Waste

Water Resources Research Institute

- National Capital Region Watershed Stewards Academy
- Storm-water Management and Planning
- Water Quality Education Water Safety Training

- **Center for Diet, Nutrition and Health**

- DC Professional food Managers/Food Handler Certification Program
- District of Columbia Water Blind Taste Testing Research Project
- Expanded Food and Nutrition Education Program (EFNEP)
- Farmers' Market Nutrition Education Program
- Food Demonstrations and Cooking Classes
- Food Safety Education
- Kids Cooking Classes
- Nutrition, Diet and Health Seminars Nutrition on Demand Supplemental Nutrition Assistance Program-Education (SNAP-Ed)
- Team Nutrition Project

Institute of Gerontology

- Senior Companion/Respite Aid
- Storm-water Management and Planning
- Bodywise program
- In Home Helper Program

- **Center for 4-H and Youth Development**

- 4-H Clubs
- 4-H Living Interactive Family Education (4-H LIFE)
- 4-H International Networks
- 4-H Summer Camp
- 4-H STEM
- LifeSmarts Consumer Education for Teenagers
- Operation Military Kids

- **Center for Architectural Innovation & Building Science**

- Building Operator's Certificate Program
- Lead Abatement Certificate Program

Architectural Research Institute

- Building Rehabilitation
- Green Building Codes
- Urban Planning

CAUSES
Organizational Chart

Updated Sept. 2016



Indicates operational support and/or program coordination: -----

II.1.1 Student Performance Criteria

Pedagogy and methodology used to address Realm C

Integrated Architectural Solutions are taught and demonstrated over several courses. The former comprehensive design studio was re-configured and re-formatted so that there are now co-requisite courses. The design studio, **ARCP-501**, has a primary focus on the design theory, pre-design, precedents and programming. Environmental components as they relate to the building design (proper siting, etc.) are covered in this studio as well. Project scheduling and finances with respect to the project management are covered near the end of the semester. The co-requisite course in Architectural Systems and Environment, **ARCP-521**, was added to the curriculum to cover the technical aspects of the integrated systems. This course, focuses on the building components and systems. Assignments include the creation of specifications and a basic estimate of construction cost. Students complete one project over the course of the semester, and work on different pieces of the project in the two classes. There are short assignments for each class throughout the semester; however, the final presentation includes the work from both classes to demonstrate one integrated solution to the design problem. Students must turn in a journal/notebook at the end of the semester documenting their research, design process, and technical work (cost estimates, project schedule, specifications).

The research component of this realm is handled in small part by the work done in the 501/521 courses. A bulk of the research criterion, however, is covered in the research methods class and the thesis project. Students are introduced to the concepts of theoretical and applied research in the Graduate Seminar, **ARCP-507**. During the course of the semester, students work to write their problem statement and research objective for their proposed thesis projects. The work produced during this semester is continued the following two semesters as students complete the thesis projects.

Methodology for assessing student work (i.e. "high" vs. "low" pass).

The faculty has created a program-wide rubric with all of the student performance criteria. Faculty members apply the relevant criteria/outcomes to their courses. The rubric has a range of 1-4 from non-pass (1) to high pass (4). Low Pass is a 2 on this scale. We are still refining the rubric as we work as a group to agree on a standard for the program. The goal is that the use of this rubric will help improve the distinction between the 'high pass' and 'low pass' work, as well as ensure consistency across the program with regards to the evaluation of student work. The expectation is that a 'low pass' project, while perhaps not the most elegant solution, clearly demonstrates the required understanding or ability. It should be noted that the rating on the rubric may not mirror the course grade since the program rubric and SPC are a measure of learning outcomes on a project or assignment basis and not an aggregate of the course. Students may not advance or graduate, however, unless they can demonstrate the necessary competencies.

M. ARCH - TRACK I (PRE-PROFESSIONAL DEGREE + 49 GRADUATE CREDIT HOURS)

NAAB MATRIX STUDENT PERFORMANCE CRITERIA		REALM A CRITICAL THINKING & REPRESENTATION								REALM B BLDG PRACTICES, TECH. SKILLS & KNOWLEDGE										REALM C I.A.S.			REALM D PROFESSIONAL PRACTICE					
		Professional Communication Skills								Pre-Design Site Design Codes and Regulations Technical Documentation Structural Systems Environmental Systems Building Envelope Systems and Assemblies Building Materials and Assemblies Building Service Systems Financial Considerations										Research Integrated Eval. & Decision-Making Design Process Integrative Design			Stakeholder Roles in Architecture Project Management Business Practices Legal Responsibilities Professional Conduct					
		A.1 A.2 A.3 A.4 A.5 A.6 A.8 A.9								B.1 B.2 B.3 B.4 B.5 B.6 B.7 B.8 B.9 B.10										C.1 C.2 C.3			D.1 D.2 D.3 D.4 D.5					
		ABILITY								ABILITY										UND.			UNDERSTANDING					
25-Jan-17																												
Design	PRE-PROFESSIONAL EDUCATION								X						X													
	ARCP-501	PROFESSIONAL STUDIO LAB VII	X	X	X	X	X	X				X				X	X	X	X	X	X	X	X					
	ARCP-502	THESIS STUDIO I			X		X				X										X							
	ARCP-550	THESIS STUDIO II	X	X		X		X				X	X									X						
Technology	ARCP-507	GRADUATE THESIS SEMINAR	X		X						X										X							
	ARCP-505	SUSTAINABLE DESIGN I			X						X					X												
	ARCP-506	SUSTAINABLE DESIGN II									X					X												
	ARCP-521	ARCHITECTURAL SYSTEMS & ENVIRONMENT										X	X	X	X	X	X	X	X	X		X	X					
	ARCP-503	URBAN AND COMM. DESIGN I								X															X			
Other	ARCP-520	ARCHITECTURAL DESIGN THEORY		X					X																			
	ARCP-512	CRITICAL ISSUES IN ARCHITECTURE																							X		X	
	ARCP-514	PROFESSIONAL ETHICS & PRACTICE							X										X					X	X	X	X	X

The above SPC Matrix is for the M.Arch degree for students with a pre-professional degree, or advanced standing. A copy of the SPC Matrix for the UDC B.Sc. Arch is provided in the supplemental materials for reference.

M. ARCH - TRACK II (NON-PROFESSIONAL DEGREE + 85 GRADUATE CREDIT HOURS)

NAAB MATRIX STUDENT PERFORMANCE CRITERIA			REALM A CRITICAL THINKING & REPRESENTATION								REALM B BLDG PRACTICES, TECH. SKILLS & KNOWLEDGE										REALM C I.A.S.			REALM D PROFESSIONAL PRACTICE					
			Professional Communication Skills		Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Eval. & Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
			A.1	A.2	A.3	A.4	A.5	A.6	A.8	A.9	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
25-Jan-17			ABILITY					UND.	ABILITY					UNDERSTANDING					UND.	ABILITY		UNDERSTANDING							
Design and Graphics	PRE-PROFESSIONAL EDUCATION																												
	ARAC-601	DESIGN STUDIO I																											
	ARAC-602	DESIGN STUDIO II										X	X																
	ARAC-603	DESIGN STUDIO III					X																						
	ARAC-604	DESIGN STUDIO IV					X		X																				
	ARCP-501	PROFESSIONAL STUDIO LAB VII	X	X	X	X	X	X				X				X	X	X	X	X	X	X	X						
	ARCP-502	THESIS STUDIO I				X		X			X										X								
	ARCP-550	THESIS STUDIO II	X	X		X		X				X	X									X							
ARCP-507	GRADUATE THESIS SEMINAR	X		X						X										X									
Technology	ARAC-615	MATERIALS & METHODS STUDIES														X	X												
	ARAC-646	ENVIRONMENTAL STUDIES													X			X											
	ARCP-505	SUSTAINABLE DESIGN I				X					X					X													
	ARCP-506	SUSTAINABLE DESIGN II									X					X													
	ARCP-521	ARCHITECTURAL SYSTEMS & ENVIRONMENT										X	X	X	X	X	X	X	X	X		X	X						
	ARAC-631	STATICS & STRUCTURAL DESIGN*																											
	ARAC-632	DESIGN OF STEEL STRUCTURES*													X														
	ARAC-633	THEORY OF STRUCTURES													X														
ARAC-634	DESIGN OF CONCRETE STRUCTURES													X															
Hist.-Theory	ARAC-621	HISTORY & THEORY OF ARCHITECTURE							X																				
	ARCP-503	URBAN AND COMM. DESIGN I								X													X						
	ARCP-520	ARCHITECTURAL DESIGN THEORY		X					X																				
Other	ARCP-512	CRITICAL ISSUES IN ARCHITECTURE																						X		X			
	ARCP-514	PROFESSIONAL ETHICS & PRACTICE								X									X				X	X	X	X	X		

* Effective fall 2017 these two courses will be combined

II.2.1 Institutional Accreditation

UDC is accredited by the Middle States Commission on Higher Education. Our most recent visit was in 2016. The first page of the letter with the summary is included below. The full multi-page letter is included in the supplemental information.



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

UNIVERSITY OF THE DISTRICT OF COLUMBIA

4200 Connecticut Avenue, N. W.

Washington, DC 20008

Phone: (202) 274-5100; Fax: (202) 274-5304

www.udc.edu

Chief Executive Officer: Dr. Ronald F. Mason, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 4485 Undergraduate ; 633 Graduate

Control: Public

Affiliation: None

2015 Carnegie Classification: Master's Colleges & Universities - Small Programs

Approved Degree Levels: Postsecondary Award/Cert/Diploma (< 1 year), Associate's, Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Other;

Distance Education Programs: Approved (Bachelor of Arts in Security Studies)

Accreditors Recognized by U.S. Secretary of Education: Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics ; Accreditation Commission for Education in Nursing, Inc. ; American Bar Association, Council of the Section of Legal Education and Admissions to the Bar ; American Board of Funeral Service Education, Committee on Accreditation ; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology ; Council for the Accreditation of Education Preparation (CAEP)

Instructional Locations

Branch Campuses: North Capitol Street Center, Washington, DC.

Additional Locations: South Dakota Avenue Center (Backus), Washington, DC.

Other Instructional Sites: PR Harris, Washington, DC.

ACCREDITATION INFORMATION

Status: Member since 1971

Last Reaffirmed: June 23, 2016

II.2.2 Professional Degrees & Curriculum

The accredited degree (candidacy) is the M. Arch. There are two tracks for this degree: Track I is for students with a pre-professional degree in architecture. Track II is for students with a baccalaureate degree in a subject other than architecture. The Department of Architecture and Urban Sustainability does not require applicants to take the GRE for admission to the program. Students who did not take the GRE, or those who took the exam but failed to achieve the UDC minimum score (4.0) on the analytical writing section must take a 3-credit writing proficiency course in order to graduate.

The following chart represents the curriculum for the M. Arch. Track I. The degree entails a pre-professional degree plus 49 credits:

M'ARCH I DEGREE PROGRAM

FALL SEMESTER - YEAR 1			SPRING SEMESTER - YEAR 1		
COURSE NO.	CLASS		COURSE NO.	CLASS	
ARCP-501	PROFESSIONAL STUDIO LAB VII	5	ARCP-502	THESIS STUDIO I	5
ARCP-521	ARCHITECTURAL SYSTEMS & ENVIRONMENT	3	ARCP-514	PROFESSIONAL ETHICS & PRACTICE	3
ENGL-515	WRITING PROFICIENCY	3	ARCP-520	ARCHITECTURAL DESIGN THEORY	3
ARCP-507	GRADUATE THESIS SEMINAR	3		ELECTIVE	3
TOTAL		14	TOTAL		14
FALL SEMESTER - YEAR 2			SPRING SEMESTER - YEAR 2		
COURSE NO.	CLASS		COURSE NO.	CLASS	
ARCP-550	THESIS STUDIO II	5	ARCP-506	SUSTAINABLE DESIGN II	3
ARCP-503	URBAN AND COMMUNITY DESIGN I	3		ELECTIVE	3
ARCP-512	CRITICAL ISSUES IN ARCHITECTURE	3		ELECTIVE	4
ARCP-505	SUSTAINABLE DESIGN I	3			
TOTAL		14	TOTAL		10
Master of Architecture (M'Arch I) awarded			52 Credit Hours (49 + 3 Credits for ENGL-515)		

NOTES		
ENGL-515	Writing Proficiency	3 All students are required to take this course if they do not have GRE score of 4.0 or higher on the Analytical Writing Section
ARCP-550	Thesis Studio II is a variable credit course - with the option of 1-5 credits. <u>A maximum of 10 credits will count toward degree.</u> A students who has not completed the thesis project by the end of the semester will receive a grade of 'x' and will be required to register for 1 credit for the semester during which he/she intends to graduate.	
The following architecture elective courses are 4 credits:		
ARCP-504	Urban and Community Design II	
ARCP-516	Advanced Topics in Preservation and Rehab Tech	

The following chart represents the curriculum for the M. Arch. Track II. The degree entails a non-architecture baccalaureate degree plus 85 credits:

M'ARCH II DEGREE PROGRAM

FALL SEMESTER - YEAR 1

COURSE NO.	CLASS	
ARAC-601	DESIGN STUDIO I	4
ARAC-615	MATERIALS & METHODS STUDIES	3
ARAC-633	THEORY OF STRUCTURES	3
ENGL-515	WRITING PROFICIENCY	3
TOTAL		13

SPRING SEMESTER - YEAR 1

COURSE NO.	CLASS	
ARAC-602	DESIGN STUDIO II	4
ARAC-632	DESIGN OF STEEL STRUCTURES	3
ARAC-646	ENVIRONMENTAL STUDIES	3
	ELECTIVE	3
TOTAL		13

FALL SEMESTER - YEAR 2

COURSE NO.	CLASS	
ARAC-603	DESIGN STUDIO III	5
ARAC-621	HISTORY & THEORY OF ARCHITECTURE	3
ARCP-512	CRITICAL ISSUES IN ARCHITECTURE	3
TOTAL		11

SPRING SEMESTER - YEAR 2

COURSE NO.	CLASS	
ARAC-604	DESIGN STUDIO IV	5
ARAC-634	DESIGN OF CONCRETE STRUCTURES	3
ARCP-520	ARCHITECTURAL DESIGN THEORY	3
	ELECTIVE	4
TOTAL		15

FALL SEMESTER - YEAR 3

COURSE NO.	CLASS	
ARCP-501	PROFESSIONAL STUDIO LAB VII	5
ARCP-521	ARCHITECTURAL SYSTEMS & ENVIRONMENT	3
ARCH-505	SUSTAINABLE DESIGN I	3
ARCP-507	GRADUATE THESIS SEMINAR	3
TOTAL		14

SPRING SEMESTER - YEAR 3

COURSE NO.	CLASS	
ARCP-502	THESIS STUDIO I	5
ARCP-514	PROFESSIONAL ETHICS & PRACTICE	3
ARCP-506	SUSTAINABLE DESIGN II	3
TOTAL		11

FALL SEMESTER - YEAR 4

COURSE NO.	CLASS	
ARCP-550	THESIS STUDIO II	5
ARCP-503	URBAN AND COMMUNITY DESIGN I	3
	ELECTIVE	3
TOTAL		11

Master of Architecture (M'Arch I) awarded

88 Credit Hours (85 + 3 credits for ENGL-515)

NOTES

ENGL-515 Writing Proficiency 3 All students are required to take this course if they do not have GRE score of 4.0 or higher on the Analytical Writing Section

ARCP-550 Thesis Studio II is a variable credit course - with the option of 1-5 credits. A maximum of 10 credits will count toward degree. A student who has not completed the thesis project by the end of the semester will receive a grade of 'x' and will be required to register for 1 credit for the semester during which he/she intends to graduate.

The following architecture elective courses are 4 credits:

ARCP-504 Urban and Community Design II
ARCP-516 Advanced Topics in Preservation and Rehab Tech

Note! Program as of Fall 2017. Students who entered the program prior to Fall 2017, who completed ARAC-631 Statics and Strength of Materials must still complete ARAC-633 Theory of Structures

In addition to the M.Arch. the following programs are offered within the Department of Architecture and Urban Sustainability:

- B.Sc. Arch (120 credit pre-professional degree)
 - Optional concentration in urban sustainability (12 credits)
- B.A. in Urban Sustainability (commencing in the 2017-2018 academic year)
- PSM programs in:
 - Water Resources Management
 - Urban Sustainability
 - Urban Agriculture

II.3 Evaluation of Preparatory Education

Admissions to UDC are governed by the University Admissions Policies established by the Office of Recruitment and Admissions: <http://www.udc.edu/docs/admissions/Admissions%20Policies.pdf>

For students wishing to matriculate in the professional Graduate Program in Architecture, the following requirements apply:

- Track I: BS or BA in Architecture from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level.
- Track II: BS degree from an accredited post-secondary institution; Earned a minimum cumulative GPA of 2.5 at the undergraduate level

Once the University has deemed an applicant eligible for the program, the application is forwarded to the Department Admissions Committee (comprised of the Graduate Program Coordinator or the Department Chair) for review. Students who have earned a B.Sc. Arch from UDC with the minimum GPA are automatically accepted into the M.Arch. program.

Pre-Professional Degree Applicants

The first path for admission is for those applicants with pre-professional degree.

- For applicants who have completed the UDC the Bachelor of Science in Architecture, we know that they have followed our SPC matrix and have fulfilled the requirements of the SPC that are expected to have been met in preparatory or pre-professional education.
- For applicants who come from other pre-professional programs, a portfolio is required as part of the application. The Admissions Committee reviews the portfolio, as well as the undergraduate transcript to see the curriculum and grades earned in the pre-professional degree. If available, the Committee will obtain and review a copy of the SPC matrix for the program from which the applicant has their degree. If an SPC matrix is unavailable, the Admissions Committee will review the transcript for the course curriculum, as well as copies of the syllabus and representative student work for each course that is necessary to satisfy the required SPC. If the applicant lacks the necessary undergraduate credit hours or insufficient preparation (or documentation thereof), the applicant may be admitted with the stipulation that additional coursework will be required to satisfy any deficiencies.

Non- Pre-Professional Degree Applicants

The second path for admission is for those applicants without a pre-professional degree. These students generally have no advanced standing, and must complete the Track II curriculum. In some instances, a student will have some coursework from their baccalaureate degree that applies to the M.Arch. degree program. In these instances, the applicant must submit a syllabus and representative assignments to the Admissions Committee for evaluation. If the work and earned grade are deemed acceptable to satisfy the SPC, then the course may be waived for the student.

Following admission, and prior to matriculation, any applicant who is granted advanced standing of any sort other than our own B.Sc. Arch. graduates must meet or have a telecom with either the Graduate

Program Coordinator or the Department Chair. During this meeting with the student, a path is created that ensures that all SPC will be addressed prior to graduation. Individual paths are then placed in the student's file. Any evidence of work that was used to establish advanced standing, including syllabi and samples of completed course assignments, are placed in the student's permanent file.

II.4 Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The school's statement on NAAB-Accredited Degrees is listed online.

<http://www.udc.edu/causes/architecture/statement-of-accreditation/>

II.4.2. Access to NAAB Conditions and Procedures

Access to the NAAB Conditions and Procedures is provided on our website.

<http://www.udc.edu/causes/architecture/statement-of-accreditation/>

II.4.3. Access to Career Development Information

Links to career development resources are provided on our website

<http://www.udc.edu/causes/architecture/statement-of-accreditation/>

II.4.4. Public Access to APRs and VTRs

Links to the APR and VTR are provided on our website

<http://www.udc.edu/causes/architecture/statement-of-accreditation/>

APR for 2013 Initial Candidacy Visit

<http://www.udc.edu/docs/causes/master%20copy%20APR-IC%20JAN2013%20with%20forwarding%20letter.pdf>

VTR from Initial Candidacy Visit

<http://www.udc.edu/docs/causes/VTR-IC%20NAAB%20Response%202014%20v2.pdf>

II.4.5. ARE Pass Rates

A link is provided on our website to the NCARB website; however, NCARB has not included pass rates for UDC students since the program is only in initial candidacy. We have had several of our students successfully complete the ARE over the years. The Chair is currently working with NCARB to have our pass rates published.

II.4.6. Admissions and Advising

Admissions information can be found here:

<http://www.udc.edu/admissions/>

Information regarding advising can be found here:

<http://www.udc.edu/aac/>

The University has an academic advising center. In addition, all students enrolled in the architecture program must meet with their architecture advisor at least once a semester.

II.4.7. Student Financial Information

The following links provide student financial information:

<http://www.udc.edu/admissions/tuition-fees/> for general tuition and fees

<http://www.udc.edu/admissions/financial-aid/> for information on financial aid

III.1.1 Annual Statistical Reports

UDC Department of Architecture and Urban Sustainability has submitted annual statistical reports required by the NAAB Procedures each year since the last accreditation visit in 2015. Copies of these reports will be provided to the Visiting Team by NAAB.

Signatures Attesting to Integrity (Applicable to all Institutions)

By signing below, we attest the following:

The University of the District of Columbia has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

All data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Signature: Susan Schaefer Klman Date: 27 February 2017
Susan Schaefer Klman, PhD
Accreditation Liaison and Chair,
Dept. of Architecture and Urban Sustainability

Signature: Rachel M. Petty Date: 27 Feb 2017
Rachel Petty, PhD
Acting Chief Academic Officer

III.1.2 Interim Progress Reports

n/a

Section 4. Supplemental Material

Supplemental materials are provided by a combination of hyperlinks and stored on Google Drive. Access to these files will be provided to the visiting team.

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. These descriptions are provided using the NAAB template.
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Information resources policies including collection development
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
- Response to the Offsite Program Questionnaire (See *2015 Procedures*, Section 8) –
- A series of additional reference documents that provide context for the program are also included in the supplemental materials.