National Architectural Accrediting Board

Architecture Program Report (APR)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	
Name of Academic Unit	
Date of APR Submission	
Degree Described in the APR **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.* *Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: **Master of Architecture 2** Track: **Master of Architecture 3** ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2018
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
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INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:
In July 2018, the NAAB Visiting Team Report confirmed that the Master of Architecture degree program was granted an eight-year term of accreditation with mandates to improve in **B.1 Pre-Design, B.9 Building Service Systems, and B.10 Financial Considerations**.

Program Activities in Response [Year of previous visit (2018) - Year of APR (2025)]:

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the courses identified in the SPC Matrix, or in other areas that the team explored in the team room, or through requests of the program for additional material. Fragments of evidence were found throughout the curriculum, but the team was not able to point to a particular place where every graduate is ensured of consistent application of the topics of this SPC.

Washington University, 2021 Response: In response to the NAAB Visiting Team Report, a new, required seminar was added to the Master of Architecture curriculum. The new course is 1.5 credits and is taken concurrently with A46 ARCH 580 Design Thinking, which occurs in the third or fifth semester of a student's program requirements. The course description is as follows:

A46 ARCH 518A Pre-Design , Total Credits: 1.5 credits
Course Description: This course will cover issues related to the critical examination of predesign, providing students with an understanding of the steps and strategies behind the initiation of an architectural project. Topics include site condition analysis, zoning and code regulations, typological research, programming, and fiscal management.

Washington University, 2023 Response: The 1.5-credit Pre-Design course continues to address the B.1 SPC and is taken concurrently with A46 ARCH 580 Design Thinking, the 3-credit course to prepare for the degree project studio.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the courses identified in the SPC Matrix, in other areas that the team explored in the team room, or through requests of the program for additional material. While many components of this SPC were found

consistently in courses ARCH439, Environmental Systems II, and ARCH538C, Advanced Building Systems, the visiting team could not find consistent evidence of plumbing and fire protection systems.

***Washington University, 2021 Response*:** In response to the NAAB Visiting Team Report, the existing A46 ARCH 439 Environmental Systems II course underwent an audit to make sure that NAAB Student Performance Criteria were adequately being met. The revised course description is as follows:

A46 ARCH 439 Environmental Systems II, 3
Buildings are complex interrelationships of systems that must coalesce at multiple scales in relation to the comfort of the human body. Design strategies must opportunistically negotiate and synthesize these complex relationships including solar heat gain, internal heat gains, heat loss through the façade, daylight levels, artificial lighting, ventilation, and acoustics. The complex interrelations of building systems should support the design concept of the buildings of which they are a part. The interface between exterior and interior is crucial in generating an interior environment, negotiating both desirable and undesirable exterior conditions.

This course will build upon the passive strategies of climate, site, and energy gained in Environmental Systems I and is organized around active systems including enclosure, internal thermal conditions, energy, air movement, lighting, and acoustics. Each aspect will be investigated to uncover limitations, potentials, and the underlying principles. A consistent theme through the course is the integration of design concept and performance through the strategic deployment of building systems.

Specifically, evidence of plumbing and fire protection systems can be found in Week 7 and 8 of the course syllabus. These topics are included on Examination I and examples of the exam questions.

Washington University, 2023 Response: Building Service Systems continues to be assessed by the NAAB ad hoc committee to continually improve in this area. The topics are covered within Arch 439 Environmental Systems II and Arch 538C Advanced Building Systems.

B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found consistently in the courses identified in the SPC Matrix, in other areas that the team explored in the team room, and through requests of the program for additional material. Fragments of B10 were found in ARCH580, Design Research, and ARCH 646, Professional Practice, but the team was unable to find consistent evidence of the entire scope of B10 in the Curriculum.

Washington University, 2021 Response: The previous course syllabus for ARCH 646 Professional Practice included, under Topic 10, the following content: project financing methods, feasibility and development, project acquisition, and construction cost estimating. In response to the Visiting Team Report, the course has included additional topics related to operational costs and life-cycle costs to the existing topics on detailed construction cost estimating and scheduling as well as project financing, development, and feasibility. The content includes:

1. Lecture and discussion on the process by which the client can estimate operational costs for their future project through the expertise and experience by the client, but recognizing that the architect can encourage this of the client and assist in identifying cost issues and helping to construct a format for the cost projection process. This lecture also cautions that architects must not over-reach into predicting costs in areas not specifically within their expertise.

2. As an addition to the construction cost content, the lecture includes life-cycling costing. Students are introduced to the importance of current versus future costs of design decisions. This comprehensive approach to design decision-making provides the client with a tool to evaluate immediate construction costs against future energy costs, maintenance costs, and the cost of replacement and repairs, as well as the cost of environmentally responsible disposal of the building and its parts at the end of its useful life.

These topics are also covered within the two course sessions dedicated to specifications which include the systems and materials selection methodology utilized to maximize client preferences and life-cycle cost input. Additionally, construction scheduling is covered in Topic 11: The Architectural Process. The content includes a comparison of conventional and fast-track scheduling. The syllabus was revised to further include critical path method construction scheduling.

Students are evaluated on the content through a final examination at the end of the semester.

Washington University, 2023 Response: We have continued refining the Arch 646: Professional Practice course to expand the depth and breadth of financial considerations within our curriculum.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:
Curriculum
In spring 2019, the College of Architecture and Graduate School of Architecture & Urban Design Curriculum Committee and full faculty voted to approve revisions to the Master of Architecture program curriculum and studio contact hours. The implementation of the curricular changes began in fall 2019 and occurred in two phases.

Phase 1: Fall 2019-Summer 2020
The MArch 3 students entering fall 2019 formed the first cohort of students pursing the revised Master of Architecture curriculum. The new curriculum moves from a seven-semester, 3.5 year program to a six-semester, 3-year program. The total credits remain the same at 105.

The specific curricular changes include:

- The A46 ARCH 317 Architectural Design I and A46 ARCH 318 Architectural Design II (first two core studios) were increased to 9 credits and remained at 13.5 contact hours each week.
- The remaining four design studios remained at 6 credits and were changed to two days per week (Mondays/Thursdays, 1-5:30p, 9 contact hours).
- The A46 ARCH 512 Architectural Design V studio was eliminated.
- The A46 ARCH 339 Concepts and Principles course was eliminated.
- A required 3 credit A46 ARCH 300A Pre-Semester course was added.
- A required 1.5 credit A46 ARCH 518A Pre-Design course was added.
- A required 1.5 credit A46 ARCH 418A Design Culture course was added.

Phase 2: Fall 2020-Summer 2021
The MArch 2, 60-credit curriculum was eliminated. The MArch 2+ curriculum changed from a five-semester, 2.5 year program to a four-semester, 2-year program (now called the MArch 2). The total credits remained the same at 75.

The specific curricular changes include:

- All two-year students begin in third semester of core, A46 ARCH 419 Architectural Design III.

- Design studios remained at 6 credits and were changed to two days per week (Mondays/Thursdays, 1-5:30p, 9 contact hours).
- The A46 ARCH 512 Architectural Design V studio was eliminated.
- A required 3 credit A46 ARCH 400A Pre-Semester course was added.
- A required 1.5 credit A46 ARCH 518A Pre-Design course was added.
- A required 1.5 credit A46 ARCH 418A Design Culture course was added.

In both curriculums, students are eligible to submit previous coursework completed at undergraduate institutions through our existing course waiver process. Students who earn course waivers are eligible to apply up to a maximum of 6 credits towards their Master of Architecture degree. All additional waived credit must be fulfilled with general elective credits.

The curriculum changes are meant to make our Master of Architecture programs more affordable and better aligned with the National Architectural Accrediting Board student performance criteria outlined in the 2018 Visiting Team Report for continued education. Essentially, the revised curriculum eliminated a semester from the program while increasing student course flexibility and general competencies in core content. Our new nomenclature is as follows:

Master of Architecture – MArch 3 (six semesters) : *Undergraduate degree in or outside of architecture plus 105 graduate credit hours*

Master of Architecture – MArch 2 (four semesters + summer*) : *Undergraduate degree in architecture including architecture studies plus 75 graduate credit hours*
**if no course waivers are earned for previous coursework*

After successfully shortening our March curricula to four and six semesters, we opted not to make curriculum changes for a period to assess the impacts of such major adjustments. In response to student evaluations, performance, and faculty feedback, and in consideration of the 2020 NAAB Conditions and Criteria, a series of adjustments and alignments were made within our Building Technology sequence instituted in 2024-2025:

- Worked with Environmental Systems II faculty to strengthen assignments related to identifying active mechanical systems in real world application.
- Group projects in Advanced Building Systems were made into individual projects to better ensure all students are demonstrating ability to integrate systems.

Other program changes to respond to the 2020 NAAB Conditions, the Strategic Plans, and University policies include:

- Addition of *Shared Ecologies and Design* as a required course in the MArch curriculum to expose all students to ecological knowledge
- To better align with the University academic calendar and build foundational skills, the 3-credit presemester course for M.Arch3 and M.Arch2 students was restructured. The skills-based courses are now broken into two 1.5-credit workshops preceding the International Housing studio semester, and the Design Thinking semester.
- Students considered for advanced placement must now fulfill a prerequisite for Architectural History I before being admitted to the two-year curriculum.

A copy of the revised curriculum requirements as well as an updated Program and Student Criteria Matrix can be found in the Appendix.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program. *Program must specify their delivery format (virtual/on-campus).*

Program Response:

Washington University in St. Louis, founded in 1853, is a mid-sized private, urban institution dedicated to The mission of Washington University is, "to act in service of truth through the formation of leaders, the discovery of knowledge, and the treatment of patients for the betterment of our region, our nation and our world. At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

"We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms."

WashU is an R1 institution with noted areas of focus on medical research, energy and environmental research, innovation and entrepreneurial research, and plant science research; WashU totaled more than $1 billion in sponsored research in 2024.

The Washington University Danforth campus, comprising 169 acres bordering St. Louis's verdant Forest Park, includes eight major teaching units: Arts & Sciences (undergraduate and graduate); the McKelvey School of Engineering (undergraduate and graduate); the Brown School of Social Work (graduate); the School of Continuing and Professional Studies (undergraduate and graduate); the School of Public Health (graduate); the School of Law (graduate); the Sam Fox School of Design & Visual Arts (undergraduate and graduate); and the Olin Business School (undergraduate and graduate). The School of Medicine, located on the eastern end of Forest Park adjacent to major hospitals, offers additional graduate and professional degrees. The university's total enrollment in Academic Year 2025 included 16,400 traditional and part-time students; total faculty numbered 4,670.

The University's mission grew to encompass a more expansive collaborative vision for architecture, design, and art with the creation of the Sam Fox School of Design & Visual Arts in June 2006. This bold move united the Graduate School of Architecture & Urban Design, the College of Architecture, the Graduate School of Art, the College of Art, and the Mildred Lane Kemper Art Museum under the leadership of a new dean, Carmon Colangelo, who remains dean through June 2026. This unique educational framework preserved the disciplinary depth of historic standalone schools of art and architecture while enabling fluid exchange between disciplines.

The Sam Fox School of Design & Visual Arts is a leader in architecture, art, and design education. We are advancing our fields through innovative research and creative practice, excellence in teaching, a world-class university art museum, and a deep commitment to addressing the social and environmental challenges of our time. Through the work of our students, faculty, and alumni, we are striving to create a more just, sustainable, humane, and beautiful world.

Both the Sam Fox School and Washington University prioritize interdisciplinary education and research, making it possible for students and faculty to work across different fields of inquiry. Our school is a place for

experimentation, with a wide range of programs that collectively create open forums for critical modes of thinking. Every day, students interact with architects, artists, designers, curators, and theorists. Students can access unique making facilities across the Sam Fox School and attend workshops and classes alongside artists and other kinds of makers. Students are also able to pursue major, minors, and elective courses of study across the university. This commitment to interdisciplinary education, research, and practice is a defining and distinctive element of the Sam Fox School and its context within Washington University. The Sam Fox School, aligned with the rest of the university, successfully pivoted to fully-remote online instruction for three semesters during the COVID-19 pandemic, and safely returned to fully in-person instruction in Fall 2021.

The Sam Fox School campus, located on the east end of the Danforth Campus with physical connections to engineering, social work, art history, and public health, is made up of six buildings: the stately, Beaux Arts-era William K. Bixby Hall (1926) and Joseph B. Givens Hall (1932); the modernist pavilion Mark C. Steinberg Hall (1960); the limestone-clad Earl E. and Myrtle E. Walker Hall and Mildred Lane Kemper Art Museum (both 2006); and Anabeth and John Weil Hall (2019).

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
Architecture was mentioned in the university catalog as early as 1871, but the Department of Architecture was formally established as part of the School of Engineering and Architecture in 1902. The School of Architecture was established as an independent division of the university in 1910, and in 1912 the school was one of eight founding members of the Association of Collegiate Schools of Architecture (ACSA).

The Graduate School of Architecture & Urban Design adheres to high admissions standards in both undergraduate and graduate programs and maintains a student body that is both academically rigorous and demographically diverse. The student body, including approximately **235** undergraduates in the Bachelor of Arts and Bachelor of Science curricula and approximately **134** graduate students across the Master of Architecture, Master of Science in Advanced Architectural Design, Master of Science in Architectural Studies, Master of Landscape Architecture, and Master of Urban Design programs, is large enough to support an enriching variety of studio and seminar opportunities, but small enough to retain a strong sense of community and a high quality of teaching and learning.

The Graduate School of Architecture & Urban Design contributes to the university mission through its academic offerings, extensive public programming, service to the university and community, and professional engagement. The Graduate School is one of the university's professional programs that include Art, Engineering, Law, Business, Medicine, Public Health, and Social Work. Through a free trade agreement, graduate students from across the university can take courses in the Graduate School of Architecture & Urban Design and vice versa. Joint degrees in social work, business, and construction management connect architecture students with fields of study across the university. Dual degrees in architecture/urban design and architecture/landscape architecture expand the opportunities for depth across multiple disciplines. In addition, initial conversations are underway regarding a joint degree in architecture/computer science.

Over the past ten years, architecture faculty have modeled the possibilities of interdisciplinary research within the Sam Fox School and with a wide range of university departments. Projects have included partnerships with Art, the Kemper Art Museum, Engineering, Social Work, Biology, Plant Sciences, Construction Management, Computer Science, and Medicine, as well as the Center for the Humanities; the Gephardt Institute for Civic and Community Engagement; the Center for the Environment; and the Institute for Public Health. Faculty also serve on leadership committees throughout the university, such as the University Strategic Planning Committee, the Faculty Senate, and the Provost's Undergraduate Education Committee.

Architecture faculty further contribute to the university's mission through their professional work. A number of faculty maintain active, award-winning design practices that contribute to the regional community through built projects, design and planning studies, exhibitions, public art installations, and professional consultation. Through visiting and adjunct faculty, the school benefits directly from a very active local design community and extensive engagement with the regional design and construction industries. The school also acts as a resource to the community and takes seriously its responsibility to participate and contribute beyond campus.

The Graduate School of Architecture & Urban Design benefits directly from the institutional setting of Washington University. The university's commitment to architecture, art, and design education and research is exemplified by the Chancellor's support of the Sam Fox School, its faculty, programs, and facilities. The scale of the university is large enough to provide the support and enrichment that comes from a tier-one research institution, while remaining small enough to nurture individual faculty and student relationships that contribute to an active and productive learning environment. The school shares in the pride of the university as a place dedicated to student and faculty success.

The University and the Sam Fox School recently launched strategic plans for the decade 2022-2032. The Graduate School of Architecture and Urban Design upholds the guiding principles of the University Strategic Plan: Academic Distinction, Community Impact, Equity, Diversity and Inclusion, and a Global Perspective.

The Sam Fox School's 2022-2032 strategic plan, *Shaping the Future*, builds on the historic strengths of our disciplinary programs and the ways we have worked across art, architecture, design, and museum to contribute to contemporary society in meaningful and impactful ways. The school engaged in an inclusive strategic planning process, incorporating faculty, students, staff, National Council, alumni, and campus partners. The Sam Fox School's 2022-2032 strategic plan represents three key areas where we will have the most impact and achieve distinction: *Digital Transformation in Art, Architecture, and Design*; *Leadership in Sustainable Practices*; and *Strengthening Local, National, and Global Communities.*

Shaping the Future also outlines ways we will work for social justice, healthy environments, and stronger communities—including a focus on projects with and for St. Louis—through academic and museum programs; collaborative research initiatives; and mutually beneficial industry, practice, and cultural partnerships in architecture, art, and design. Over the next decade, the Sam Fox School and our partners will affirm the power of design, architecture, and art to ask difficult questions, demonstrate relevance, sow passion and action, iterate innovative solutions, and reap stronger outcomes for local and global communities.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
The Graduate School of Architecture & Urban Design encourages a healthy, inclusive work environment that is academically rigorous and socially conscious. The faculty seek to be exemplary leaders in teaching and research while building a participatory community of service to the university, the region, and the world. Faculty seek to promote life-long learning and leadership among students, as well as attentiveness to acute global challenges.

Students benefit from the large number of practicing professionals who teach courses and studios as adjuncts, visiting assistant professors, professors of practice, and tenure-track faculty members with active engagement in design practice. We offer research assistantships for students to directly engage with their faculty in specialized focus areas such as 3D modeling, prefab concrete, and bamboo construction.

International programs provide opportunities for an essential global perspective. These programs operate as a part of the school's professional practice coursework, exposing students to architects and their practices around the world. We offer travel study opportunities such as a semester abroad in Barcelona, the Lively City spring break

workshop in varied global locations, and options studio site visits locally, nationally, and internationally. The variety of faculty, both in residence and visiting, and the diversity of theoretical approaches, sites, and programs, encourage students to explore and test their architectural identities.

The Sam Fox School's Office for Socially Engaged Practice provides students with direct opportunities to engage in campus-wide and community-wide projects. The office is a hub and resource to facilitate collaborative, socially engaged practices in art, architecture, and design. Through the support of this office, the school fulfills its institutional responsibility to citizens and communities throughout St. Louis.

The school's research and innovation culture is reinforced by the school's public lecture series, a joint program between art and architecture with interdisciplinary and discipline-specific practitioners, historians, and theoreticians alternating within this structure. Lecturers often participate in reviews during the day and attend a student-organized Q&A session facilitated through the new *Narratives in Design course*. Recent visitors have included Ai Weiwei (2019), Yvonne Farrell and Shelley McNamara (2020 Recognition Ceremony), Weil Arets (2022), Francis Kéré (2023), Marion Wiess and Michael Manfredi (2023), and Rahul Mehotra (2025), to name a few.

The Graduate School actively promotes internships and professional experiences for students as part of its holistic approach to education and collaborative learning. We benefit from having a dedicated career development assistant director in the Center for Career Engagement to support our students' pursuit of positions in practice. Architecture students may petition to take a one-year leave of absence without extenuating circumstances to pursue internships prior to graduation.

In addition to curricular and internship opportunities, students have leadership opportunities through organizations such as the Graduate Architecture Council (GAC), American Institute of Architects Student (AIAS) student chapter, and the National Organization of Minority Architects (NOMAS) student chapter.

The school and student groups organize firm visits and career fairs to support students' professional development. Student groups offer additional opportunities for students to engage with community partners, practitioners, and through direct observation of buildings and cities. The school supports extracurricular academic symposia and events such as annual portfolio reviews during the Alumni Reunion, the *Career Paths: After Architecture School* panel discussion with 2025 Awards for Distinction recipients, *Paths to Practice* panel organized by the Graduate Architecture Council (GAC) student group, and *Celebrating Fumihiko Maki: 1928-2024* symposium arranged through the Director's Office to name a few.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

The Architecture programs at Washington University in St. Louis date back to 1910, with deep disciplinary roots and a tradition of excellence in practice. In 2006, the historic College of Architecture and the Graduate School of Architecture & Urban Design joined with the College and Graduate School of Art and the Mildred Lane Kemper Art Museum to form the Sam Fox School of Design & Visual Arts. The school is one of nine academic units at the top-ranked, R1 university with a mission to advance our fields through innovative research and creative practice, excellence in teaching, a world-class university art museum, and a deep commitment to addressing the social and environmental challenges of our time.

The Sam Fox School is distinctive for its interdisciplinary approach to teaching, practice, and research; the graduate architecture programs in particular are a model for robust dual and join degree options and a growing portfolio of collaborative research. The school is heavily invested in the city of St. Louis through its Office for Socially Engaged practice and faculty are having a direct impact on the community through growing centers of expertise in areas including environmental justice, sustainable materials, and public health communication. In addition, the school has a long tradition of global engagement that continues through formal academic programs, faculty and student research endeavors, and distinguished visiting faculty and lecturers. The Sam Fox School launched a new strategic

plan in 2023 that focuses our investments on three priorities: digital transformation, sustainable practices, and community engagement.

2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
Design is at the center of the graduate architecture curriculum and a driver of our work at the Sam Fox School. The architecture program benefits from design faculty with diverse interests and approaches to design research and practice.

Design Practice: The design core is a three-semester sequence that begins with *Arch 317 (5010) Architectural Design I*. In this studio, students focus on the material, poetic, and useful dimensions of objects and spaces through a tectonic understanding of assemblies as part of broader ecological and social systems and the natural forces that act upon them. Through iterative processes, students acquire foundational skills making by hand and translating analog explorations into digital media. In the *Arch 318 Architectural Design II* studio, students explore the relationship between concept, program, and place through the making and designing of spaces for collective and public use with a particular focus on spatial sections in relation to both program and the ground. The studio builds on the tectonic, ecological, and social focus of the previous *317 Architectural Design I* core studio in addition to investigations in model-making and representation.

The *Arch 419 (6010) Architectural Design III:* International Housing Studio aims to deepen students' understanding of the importance of the climatic, social, and cultural dimensions of a specificity in relation to forms of collective dwelling in an urban setting. Through research and critical analysis, students develop housing proposals that not only engaged with the particularities of each site but also challenge traditional ways of living in response to evolving family structures and an increasing interest in and need for collaborative living. Throughout the semester, students are exposed to various design approaches and methodologies by rotating through three different critics/cities. The process of iterative design, along with consistent drawing, model-making, photography, and collage-making exercises, are intended to broaden each student's capabilities as a designer and communicator of the concrete and the abstract, the diagrammatic and the experiential, and the bold and the subtle.

Fundamental to the graduate curriculum is the advanced architectural design studio sequence. Each semester, students select from a range of vertical studio options organized around projects and topics. These studios, which often include national and international field trips, emphasize the development of strong conceptual abilities, thoughtful integration of technical information, and convincing representations of architectural ideas in two- and three-dimensional form and through a variety of media. The goal is for each student to develop clear design principles, strong technical resources, and an independent, critical position on the making of architecture in the world. A variety of comprehensive design studios are offered each semester, which give students an opportunity to integrate structural and environmental concepts into their building design.

The last required studio is *Degree Project*, culminating in a self-directed design project that includes site response, building system strategy, and environmental strategies as well as a conceptual and theoretical design approach. As the gap between architectural practice and architectural education diminishes in this final semester, it is important to recognize *Degree Project* as not just a challenge but an opportunity. The discipline of architecture must be understood as an arena where speculation and compromise with the real world are compatible, necessary parameters, rather than antagonistic forces prohibiting interaction.

For the *Degree Project*, each student spends one semester conceiving of a design proposal and their final semester implementing it. They work closely with select faculty experts to enhance their knowledge and embolden their

future practices. First and foremost, the faculty want the students to be empowered to dare, to test, to inquire, and to propose. Though these projects are individual initiatives, a common thread unites their intellectual efforts. Collectively, they represent a persistent operation to scrutinize, evaluate, and tackle pressing issues of the contemporary city. Our own location in St. Louis has proved an exciting territory for this compendium of projects, fostering exploration at various scales and with multiple programs and users. It offers a clear opportunity for thoughtful analysis of place and condition. As the culminating architectural studio, *Degree Project* is a vivid, powerful statement of our deepest belief that architecture can, optimistically, make important contributions for a better world.

History/Theory: An underlying premise of the design curriculum is that, as students conceptualize their studio work, they benefit from a historically informed understanding of architecture and urbanism. History coursework emphasizes the formal, theoretical, social, technical, and economic background of design works presented and discussed in required courses and seminars. Students read, write papers, make in-class presentations, and visit sites to develop their ability to think clearly about the history of the built environment in its many contexts – from local to global. Students learn to formulate clear research topics and to support their conclusions by gathering, recording, and assessing documentary evidence. Students become informed about library, archival, and online resources for historical research; they are also required to work both individually and collaboratively and to report to others about their findings. The WashU history of significant design leaders underpins the current design culture with faculty including Fumihiko Maki, Buckminster Fuller, Hugh Ferris, B.V. Doshi, and Bijoy Jain.

Students enroll in seminars and studios simultaneously to establish depth in technical knowledge that contributes to holistic design thinking. Seminar topics include history/theory, environmental systems, building systems, energy efficiency, and urban issues. The Graduate School benefits from its multiple degree programs, providing architecture students with the opportunity to take courses and options studios in landscape architecture or urban design. Likewise, landscape architecture students can take architecture or urban design required or elective courses in architecture. Nearly all of the current urban design students are part of the dual degree program with architecture. Moving through the core architecture curriculum before entering the urban design program, these students bring strong design experience to their studies. An important tenet among faculty is the value of discipline-specific knowledge applied to interdisciplinary work.

Disciplinary diversity and collaboration
Design happens at multiple scales and with varied media and techniques. Since the architecture program is within the Sam Fox School, students often take classes with Landscape Architecture, Urban Design, Art, and Communication Design students. Many faculty have collaborative research with disciplines including Engineering, Social Work, and Environmental Science and bring those ideas into the classroom. Faculty provide opportunities for students to participate in research through the Research Assistant (RA) program. OSEP provides opportunities for students to directly engage community members in St. Louis and beyond.

Academic freedom for faculty and students
Faculty and students have the freedom to explore a wide variety of topics. Creativity is encouraged by challenging preconceived notions and pursuing new knowledge through employing rigorous research. In addition to studios, seminars, and lecture classes, students can propose independent studies.

Studio culture & wellness
The College of Architecture started a Learning Culture committee comprised of faculty and students to discuss holistic design education and establish the Learning Culture and Values Statement. Design is stressful and can be competitive. We encourage healthy habits for time management and sleep by imposing pens-down collection of work prior to the final review. We have a staff person addressing student well-being, on-site mental health resources through the Let's Talk program, and specialized faculty training sessions on supporting student well-being.

The program focuses on learning and outcomes for an accredited professional degree as a requirement toward obtaining an architectural license with focus on these curricular areas:

- Building Technology sequence (Building Systems, Environmental Systems I, Structures I, Structures II, Environmental Systems II, Advanced Building Systems)
- History/Theory sequence (History 1, 2 & 3 plus electives)
- Professional Practice
- NCARB sessions with a dedicated Architecture Licensing Advisor
- Pre-design modules supporting design process
- Degree Project professional consultants provide students a one-on-one review for environmental and structural elements in their projects; this is a direct insight into practice

Students have access to a dedicated architecture career advisor embedded in the Sam Fox School and formally connected to the WashU Center for Career Engagement. This full-time career advisor assists in bridging design development to practice and connecting students to a large global network. Yearly activities include a firm job fair and firm visits in cities throughout the country, as well as one-on-one career advising. In addition, students may take up to a one-year leave of absence from the program for internships. The school qualifies as a STEM classified program, allowing international students significant practice experience within and following their education. The school has a dedicated Architect Licensing Advisor to assist students in best practices on the path towards licensure. The school's professional practice course explores alternative roles for architects in the building industry; in addition, seminars and studios are offered highlighting roles that complement an architecture degree. Long range planning recognizes design by prioritizing innovative forms of creative research and continuing to invest in rigorous academic programs that engage local and global communities. While striving to take on interdisciplinary design challenges in the years ahead, the Sam Fox School recognizes that this type of work relies on disciplinary strength and a student body that values creativity and research.

Shaping the Future: Sam Fox School Strategic Plan 2022-2032 supports the MArch programs in their pursuit of designing resilient, sustainable, and just built environments through the three main pillars: Digital Transformation in Art, Architecture, and Design; Leadership in Sustainable Practices; and Strengthening Local, National, and Global Communities. See section 5.2.1 for greater depth on these initiatives and the Graduate School of Architecture's response.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
The building technology sequence integrates sustainability into all aspects of this coursework. Students learn about passive design techniques in form, siting, and building design logic in the first environmental systems course. The second environmental systems course covers the systems that govern sustainable practice. In addition to the two required courses, all studios emphasize the importance of environmental priorities. This is introduced through the core studio on International Housing, considered a major global issue. Public health, safety, and welfare is further emphasized in the advanced vertical options studios, many of which focus directly on issues of sustainability, such as Javier Garcia-German's fall 2023 *Madrid Climatic Types* studio, Jose Ahedo's fall 2024 *UnCozy Islands: Mixed-use Experiments in Food-Productive Landscapes* studio, and Monica Rivera's Spring 2025 *Ultimate Usefulness* studio. Social justice and environmental sustainability are core values. To support broader knowledge in these areas, we added the *Shared Ecologies and Design* course as a requirement for all MArch students. This interdisciplinary course introduces biological, social, and cultural ecology concepts to proactively address current stressors that impact and are being impacted by design and the built environment. These include (but are not limited to) climate change science; racial and social justice impacts; sustainability, resiliency and adaptation design strategies; systems-based and multi-scalar understandings; and inter-relational human and non-human environments. Further commitment to environmental stewardship has been established through a formalized focus on Sustainable Design and Environmental Justice (SDEJ), with Urban Design chair Linda Samuels named as the Director of this effort. The new initiative will advance the strategic plans for both WashU and the Sam Fox School. Its goal is to shape the future of the built environment through the exploration of resilient design solutions, a commitment

to environmental justice both locally and globally, dissemination of creative work that promotes awareness and action around climate and the environment, and the education of sustainable design leaders.

Among the first priorities of the SDEJ initiative is to build a collaborative network across the school and university to address the global climate crisis and environmental equity. That work will include partnering with leadership to prioritize climate resiliency, healthy environments, and equitable urban systems as foundational to the school's academic mindset. Future goals include expanding curricular and research collaborations throughout the school and engaging with partners across the university, St. Louis, and the Midwest. See section 5.2.3 for additional information regarding Sustainable Design and Environmental Justice.

The Sam Fox School's Office for Socially Engaged Practice (OSEP) builds on long-standing efforts in architecture to create collaborative and environmentally responsible work in the community. The addition of this resource has allowed architecture to more effectively partner with community organizations and support seminars and studios with objectives to enact work in this domain. Through this office, a series of "Blue Pages," guides have been produced to encourage best practices for working with individuals, communities, and organizations on socially engaged projects. These guides are used to assist faculty and students with budgeting, establishing and conducting relationships with community partners, and working with minors, among other topics. See section 5.2.3 for additional information about OSEP and its initiatives.

The Sam Fox School works closely with the university-wide Center for the Environment, which is an interdisciplinary hub of environmental research that is committed to generating transformative solutions to our deepest societal challenges including: climate change, air pollution, access to clean water, food insecurity, biodiversity loss and infectious diseases. These collaborations contribute to the Sam Fox School Strategic Plan for Sustainable Operations and the University's 10-year strategic plan "Here & Next". Stewardship is one of the five principles outlined in WashU's strategic plan.

Environmental stewardship and professional responsibility are foundational ideas to design studios, lecture classes, and seminars. Sustainability underpins the building technology sequence. Professional responsibility toward sustainability is built into the core design studios and option studios. In support of the strategic plan and the 2020 NAAB Conditions, and stemming from discussions in the curriculum committee responding to student feedback, a curriculum proposal was introduced to create the *Shared Ecologies and Design* described above. The school also offers seminars and special project opportunities that explore matters such as the economics of sustainability and resilient design principles. Students have opportunities to work with campus departments focused on environmental success such as the Center for the Environment and Campus Facilities. Stewardship of the environment is a key priority for all programs at Washington University, and this includes a commitment to reduce the school's environmental impact, while also developing new research for a more sustainable future. Many resources are provided by the school to promote work in this critical area. See section 5.2.3 for additional information.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
As part of Washington University, the College of Architecture and Graduate School of Architecture & Urban Design benefits from an institutional commitment to equity and inclusion. As noted on the its primary Equity, Diversity, and Inclusion pages, the university "aims to be a diverse community fully committed to the principles of equity, fairness and inclusive excellence. We will pursue and value equity, diversity and inclusion in our research, learning, clinical and administrative environments so that we, collectively and individually, can benefit from the rich perspectives and contributions of individuals from all backgrounds." University resources include the Center for Diversity and Inclusion, fostering a sense of belonging for all students, the Office for Institutional Equity, providing

education, engagement, and conflict resolution for WashU employees, and the Provost's Office for Faculty Affairs and Diversity, ensuring and promoting the success of faculty of all backgrounds, on all tracks and at all career stages.

The Sam Fox School maintains a full-time staff position to support inclusion and belonging, the Program Manager for Community, Access, and Well-being. The role supports dialogue, community building, healthy lifestyles, and student leadership and serves as a member of the Office for Socially Engaged Practice team overseeing the program logistics for the summer Alberti pipeline program and serving as a mentor to students attending the annual Design Futures Forum. This position also works toward broad accessibility across the school to meet the needs of all physical and mental abilities. The school has also appointed a Director of Sustainable Design and Environmental Justice to ensure that these core values are embedded in our teaching and research.
Within the College of Architecture and Graduate School of Architecture & Urban Design, there is an ongoing commitment to incorporating diverse cultural perspectives into the curriculum and ensuring that students have ongoing opportunities to engage with ideas that broaden their understanding of equitable design. The Graduate School supports students as they pursue opportunities to learn about diverse perspectives, including funding for students of all backgrounds to attend the annual NOMA conference, opportunities for international travel, and opportunities to work across the St. Louis community. Graduate students are also instructional participants in the school's architecture pipeline programs including the summer Alberti Program for students in grades 4-8 and the summer Architecture Discovery Program for high school students.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
Architects and researchers in the Graduate School of Architecture actively generate new knowledge through research and scholarship and engage in innovative professional practice. The faculty represent scholars, researchers, and practitioners who bring research into the classroom and collaborate with students to advance new knowledge in history and theory, sustainability, social justice, building technology, design computation, landscape architecture, urban design, digital fabrication, and visualization. Students are involved with research through Research Assistantships (RA) and Assistants in Instruction (AI) in the classroom. Housed within an R1 institution, research and innovation are woven throughout the curriculum with an expectation of dissemination, which in our case, occurs through lectures, exhibitions, publications, and built and speculative design work.

Dissemination: Conferences & Symposia
Dissemination is an active process within the Sam Fox school, sharing knowledge with students, faculty, and the public by hosting and organizing conferences, exhibitions, and panel discussions involving external invited guests and faculty. Constance Vale organized the exhibit and symposium Decoys & Depictions: Images of the Digital in 2019. We also held a panel discussion on Eric Mumford's book *Designing the Modern City, Urbanism Since 1850* in 2021 with Kenneth Frampton, Igor Marjanović, and Jennifer Yoos. Faculty of the Sam Fox School organized AI + Design mini-symposium in 2023, which focused on the creative potential of generative AI, and AI + Design Symposium: Learning from AI in 2024, which offered broadened perspectives on the impact of AI through the lens of a wide range of trans-disciplinary researchers and practitioners.

Kelley Van Dyck Murphy and Heiki Kolk co-organized the 2023 exhibition *Beauty in Enormous Bleakness: The Design Legacy of the Interned Generation of Japanese Americans* and the symposium *Moonscape of the Mind: Japanese American Design After Internment*, which honored the four architecture students who, during WWII, avoided the mass-incarceration of Japanese Americans by enrolling in the WashU School of Architecture. Michelle Hauk, Aki Ishida, and Eric Mumford co-organized the 2024 symposium Celebrating Fumihiko Maki (1928–2024): Investigations in Collective Form and its Global Legacy honoring Maki's career, which included his time teaching at WashU where he wrote his seminal 1964 book *Investigations in Collective Form.* Matthew Allen organized a symposium on the future of architecture theory in China in 2024 with K. Michael Hays.

Having a museum as a part of the Sam Fox School enables us to curate exhibitions of high caliber that would otherwise not be possible. In 2024, the exhibition *Design Agendas: Modern Architecture in St. Louis, 1930s–1970s* curated by Eric Mumford and Michael E. Willis, FAIA was held at the Kemper Art Museum. It was the first major exhibition to examine the complex connections in St. Louis among modern architecture, urban renewal, and racial and spatial change in the interlocking histories of New Deal planning, the Great Migration, and the civil rights and Great Society eras.

Dissemination: Publications
The faculty disseminate knowledge widely through publications. The following are lists of authored or edited books. Robert McCarter publishes books prolifically; recent titles include *Frank Lloyd Wright* (Phaidon, 2nd ed. 2025, 1997); *A Moment in the Sun: Robert Ernest's Brief but Brilliant Life in Architecture* (ORO, 2023); *Louis I. Kahn* (Phaidon, 2nd ed., 2022, 2005); *Modern Architecture and the Lifeworld: Essays in Honor of Kenneth Frampton* (with Karla Britton, Thames & Hudson, 2020); *Place Matters: The Architecture of WG Clark* (ORO, 2019); *Grafton Architects* (Phaidon, 2018).

Eric Mumford's books include *The CIAM Discourse on Urbanism, 1928-1960* (MIT Press, 2000), *Modern Architecture in St. Louis: Washington University and postwar American architecture, 1948-1973* (Washington University/University of Chicago Press, 2004); *Defining Urban Design: CIAM Architects and the formation of a discipline, 1937-1969* (Yale University Press, 2009); and *Designing the modern city: urbanism since 1850* (Yale University Press, 2018); *The Writings of Josep Lluís Sert* (edited collection).

Patty Heyda's books include *Radical Atlas of Ferguson, USA* (Arcadia, 2024); *Rebuilding the American Town: Design and Strategy at Small Scale* (Routledge, 2024); and *Rebuilding the American City: Design and Strategy for the 21st Century Urban Core* (Routledge, 2015).

Other recent book publications include *Segregation by Design: Conversations and Calls for Action in St. Louis* (Springer, 2018) by Catalina Freixas; *Instabilities and Potentialities: Notes on the Nature of Knowledge in Digital Architecture* (Routledge, 2019) by Chandler Ahrens; *Blurred Transparencies in Contemporary Glass Architecture: Material, Culture, and Technology* (Routledge, 2020) by Aki Ishida; *Infrastructural Optimism* (Routledge, 2021) by Linda Samuels; *Mute Icons & Other Dichotomies on the Real in Architecture* (Actar, 2021) by Constance Vale; *Way Beyond Bigness: The Need for a Watershed Architecture* (AR&D, 2023) by Derek Hoeferlin; and *Flowcharting: From Abstractionism to Algorithmics in Art and Architecture* (gta Verlag, 2023) by Matthew Allen.

Faculty frequently publish research in journals, which features work by and with our students. Recent publication outlets include *Journal of Architectural Education*, *The Places Journal*, *AR / Architecture Research*, *Log*, *The New York Review of Architecture*, *The Architect's Newspaper*, *The Conversation*, *Harvard Design Magazine*, *Journal of the Society of Architectural Historians*, and *Urban Planning*. The Graduate School of Architecture & Urban Design documents the work of our students in the biannual publication *Approach*, which is shared with our peer architecture schools, guests who come for lectures and final reviews, and prospective students.

Dissemination: Exhibitions
Research and professional projects at WashU are disseminated through exhibitions, in conferences, and international venues. Several current and recent faculty exhibited work in the 2025 Venice Biennale including Seth Denizen, Montserrat Bonvehi-Rosich, Mónica Rivera, Emiliano López, and Anna and Eugeni Bach. Petra Kempf exhibited at the European Cultural Center (ECC) exhibition adjacent to the Biennale in Venice. Exhibit Columbus, an Indiana-based program that commissions site-responsive installations, has included faculty appointed to be University Design Research Fellows since the previous visit: Derek Hoeferlin (2021, Tracing Our Mississippi), Chandler Ahrens, Kelley Van Dyck Murphy, and Constance Vale (2025, Inside Out). Faculty and students regularly exhibit work at ACSA and ACADIA.

Curricular Research & Research Assistantships
Students are valuable research collaborators in the classroom and through Research Assistantships, which provide

unique opportunities for students to engage in faculty research and generate new knowledge. Within the category of building technology, students have been instrumental in Hongxi Yin's circular economy building component re-use research to be featured in the forthcoming Chicago Architecture Biennial; Hongxi Yin's multiple solar decathlon projects (2017 and 2018); Pablo Moyano's sequential concrete casting; and Ryan Abendroth's building performance simulation. Wyly Brown researches lightweight bamboo structures in Central America; he has designed and built with his students the Peace Park bamboo pavilion in North St. Louis and The Weatherbreak, a Buckminster Fuller dome reconstructed at the Smithsonian's National Museum of American History in collaboration with Catholic University. The Walter B. Kromm Fellowship in Building Technology innovation funds a summer internship for a selected student to conduct advanced research on real projects alongside a faculty member.

In the area of design computation, students collaborate on Hongxi Yin's 3D scanning of Frank Lloyd Wright houses, Zahra Safaverdi's digital projection and robotic drawings, and Karel Klein's explorations in using machine learning as a design partner. Students advance digital fabrication through Kelley Van Dyck Murphy's ceramic 3D printing courses, Chandler Ahrens' *Augmented Reality & Fabrication and Fabricated Drawings*, and Matthew Branham's *Digital Lighting Design*. In summer 2025, students contributed to *Inside Out*, Kelley Van Dyck Murphy, Chandler Ahrens, and Constance Vale's project at Exhibit Columbus.

Students contribute to History/Theory, Criticism & Curation by assisting faculty with their curatorial work and publications, including Eric Mumford's *Design Agendas* exhibition (2024) at the Kemper Art Museum and *Ando & Le Corbusier: Masters of Architecture* exhibition at the Wrightwood 659, Robert McCarter's book publications, and Kelley Van Dyck Murphy's research on Japanese internment history and forthcoming book by Bloomsbury, *Beauty in Enormous Bleakness: The Design Legacies of the Interned Generation of Japanese Americans.* In the area of social equity and environmental justice, students have worked with faculty on their research including Catalina Freixas' Segregation by Design, Melisa Sanders' community engagement, Linda Samuels' sustainability and environmental justice work, and Matthew Bernstine's work as the director at the Office for Socially Engaged Practice (OSEP).

Masterclasses provide flexible learning opportunities for students to gain new knowledge on ever-changing conditions in the built environment from experts. Invited guests with a particular specialization are brought to the Graduate School of Architecture to run a workshop for students in topics related to their area of expertise. Dual and joint degree opportunities provide pathways for students to participate in research outside of their primary discipline. Our dual and joint degrees include Architecture with Landscape Architecture, Urban Design, Social Work, Business, and Construction Management.

Students can choose from a series of option studios and seminars that provide additional opportunities to engage with university partners such as The Center for the Environment, Living Earth Collaborative, and Missouri Botanical Garden. An example is Derek Hoeferlin's Graduate Studio *Bio-diversity Farms in the Paramo de Sumapaz, Colombia* from 2021-present with Ivan Jimenez, Missouri Botanical Garden, and WashU Living Earth Collaborative.

Hongxi Yin's class has worked with industry partners Goebel Furniture, SOM Chicago, and MiTek. Pablo Moyano's classes work with the Precast Concrete Institute (PCI) and Gate Precast. Chandler Ahrens and STUD-IO Founder Scott Mitchell taught the *Intelligent Prefabrication* course where architecture students used the innovative StudFinder™ software for a design/build class using a robotic roll-forming metal stud machine.

Student Research Opportunities

The school provides many opportunities for students to generate their own research and innovation. The Office for Socially Engaged Practice (OSEP) provides students unique opportunities for design research outside of the classroom and studio settings through programs such as the Summer Public Design Workshop, where beginning in summer 2025, nine selected Sam Fox School students designed and prototyped a series of decorative metal screens for the exterior of a forthcoming pavilion at a local cafe and market space. The workshop was led by faculty member Chandler Ahrens and SFS project manager Greg Cuddihee. OSEP also provides The CityStudioSTL Fellowship, which funds opportunities for architecture, landscape architecture, and urban design students to collaborate with a local firm to address socially engaged challenges in St. Louis.

The Sam Fox School offers competitive graduate student travel stipends up to $1200 for independent research travel and the Steedman Student Summer Research Grants. Wash U's Gephardt Institute for Civic and Community Engagement offers two grants from the St. Louis Impact Fund. The Transform Grant is designed to support robust partnerships between Washington University students and local non-profit or civic organizations by providing up to $10,000 in project support aimed at advancing regional priorities. The Partnership Extension Grant is designed to support students in their long-term engagement and commitment to St. Louis after a St. Louis Fellowship or Civic Summer focused on the region.

The Engaged City is an urban humanities initiative in partnership with the Mellon Foundation, the Center for the Humanities, and the Sam Fox School at Washington University in St. Louis. The interdisciplinary initiative awards multiple grants of up to $5,000 each in support of two months of full-time research by graduate students (MArch, MLA, MUD) on urban segregation broadly conceived. This summer research fellowship opportunity is for graduate students in the Humanities, Humanistic Social Sciences, Architecture, Urban Design, and Landscape Architecture.

The Caleres Passion Project Fund provides funding toward materials for passion projects (not schoolwork) that students would like to research in digital fabrication. The Caleres Digital Fabrication Lab is the school's digital fabrication shop. All the shops (Caleres Lab, Whitaker Lab, Book Studio, Printmaking Studio, Ceramics Studio, and three woodshops) provide students with the facilities to create their own research through making.

WashU's Center for the Environment and the Sam Fox School's Director of Sustainable Design and Environmental Justice, Linda Samuels, provide opportunities for students to participate in research centered around sustainability and environmental justice.

The Mildred Lane Kemper Art Museum acts as a cultural bridge between architecture, art, and design providing opportunities for students. The Student Educator program is a paid gallery teaching opportunity for Washington University students. Student educators design and lead public tours on the Museum's collection and exhibitions that invite visitors from all backgrounds to engage with art, express ideas, and raise questions.

New Perspectives Talks are offered once per semester. Proposals are open to postdoctoral fellows, but graduate students will have priority. Students may choose any group of objects (ideally one to five artworks) from the permanent collection about which to prepare a focused and interactive 45-minute gallery talk. This will allow students to research objects that support disciplinary and/or cross-disciplinary connections with aesthetics, art history, material culture, and the humanities more broadly.

Curatorial Research Opportunity is a paid, semester-long internship through the Mildred Lane Kemper Art Museum in partnership with the Center for the Study of Race, Ethnicity & Equity. The internship aims to provide opportunities to Washington University undergraduate and graduate students to research the Museum's collection by focusing on a research project related to the study of race and ethnicity, and/or the WashU & Slavery Project. The selected student will attend staff meetings and public programs as their schedule allows and will receive a $2,500 stipend.

Museum Education Internship is a paid, semester-long internship program in the Education Department of the Mildred Lane Kemper Art Museum. The intern contributes to the Kemper Art Museum's educational programs by researching, designing, teaching, and evaluating gallery lessons, digital learning resources, and arts-based programs for a core audience area: PreK–12, youth and family, or university.

The Kemper Art Museum Teaching Gallery is an exhibition space within the Mildred Lane Kemper Art Museum dedicated to presenting works from the Museum's permanent collection with direct connections to Washington University courses. Teaching Gallery displays are intended to serve as parallel classrooms and can be used to supplement courses through object-based inquiry, research, and learning.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
The Graduate School of Architecture & Urban Design is committed to leadership in sustainable design, social equity, and the understanding of diverse cultures. The school prioritizes collaboration and leadership opportunities as defined in strategic planning by emphasizing community growth in local and global citizenship, by prioritizing efforts to create a more diverse and supportive environment, and by emphasizing excellence in teaching, advising and the career development of members of the Sam Fox School community. The long-range plan recognizes the importance of nurturing the next generation of leaders to reach these goals.

The Graduate School has long held a reputation for educating students who are effective in practice directly upon graduation. This is reflected in a curriculum that uses design as a synthetic and creative activity, allowing technology, history, theory, context, and culture to be generative. Graduating students' effectiveness in practice is a result, in large part, of the studio sequence. At the same time, the Graduate School seeks to support the development of its students' individual identities as designers and future leaders. This is reflected in a curriculum that features flexibility: a required core is followed by an individually customized sequence of options studios and electives, culminating in a capstone final degree project with comprehensive development and innovation in a student-driven area of focus. In *Degree Project*, project sites are in the St. Louis region, encouraging students to think locally as well as globally. As a Midwestern city, St. Louis embodies many of the challenges found throughout the country – social inequity and unrest, natural and man-made environmental challenges, and the effects of shrinking cities both within the urban core and in outlying counties. The degree project semester launches students into the professional world, suggesting the creative interests of their future pursuits in the field.

International programs provide opportunities for an essential global perspective. These programs operate as a part of the school's professional practice coursework, exposing students to architects and their practices around the world. They also operate as part of architecture students' urban design education through semester-long study in different regions of the world, including classes in Africa, Europe, and Asia. All international programs have a required urban issues course. The variety of faculty, both in residence and visiting, and the diversity of theoretical approaches, sites, and programs, encourage students to explore and test their architectural identities.

Leadership is built into the curricular core sequence where MArch students are given ample opportunities to foster and expand on their individual authorship and collaborative skills through pedagogical assignments and initiatives. An example is the *Arch 419 Architectural Design III* International Housing Studio where students are exposed to multiple cultures, social contexts, and climates through the shared study of dwelling in different urban centers. Each student conducts research and design work in two cultures and contexts each semester and regularly shares their work and findings with the entire cohort through student led presentations and discourse. Within each studio section, students collaborate to design and build a studio site model of their collective site. Once this work is completed, students work with faculty and their peers to negotiate site selections. This mini master planning exercise requires students to build a narrative for the assembled development that considers multiple variables including existing context, environmental factors, and collective social experiences within the city and their collective neighborhood.

Other examples can be found in the Building Technology sequence where students frequently collaborate on team-based research or assignments. In *Arch 580 Design Thinking,* students engage in collective research on the City of St. Louis, specifically within an assigned transect. The research is divided by course section into general research topic areas of ecology, economics, materials, and social issues. Each section produces a set of shared maps, built using GIS data, direct observation, and traditional research methods that are shared with the entire class as a communal resource from which they can derive their individual research direction. During *Degree Project*, students learn to interface with consultants, which is another form of practicing leadership.

Students learn about leadership within communities through a module on community engagement, approaching and working within communities within the required *Design Culture* course. An example of how these skills are exercised is in a recent graduate option studios in spring 2024 led by Cory Henry working alongside Patty Heyda's Urban Design studio designing a community center dedicated to health, wellness, and memory of historic trauma in south Atlanta.

Students are offered a series of seminars that promote leadership and collaboration. Sumner StudioLab is a direct partnership with a high school in an underrepresented neighborhood in St. Louis where our students engage and work with the high school students in their school. Recently, Kelley van Dyck Murphy ran a design/build course titled *Pathways* with Sumner. Catalina Freixas teaches a seminar called *Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis* with St. Louis Association of Community Organizations. Kelley van Dyck Murphy ran another design/build studio called *Fields & Frames* at the Cortex Innovation District. Petra Kempf taught *Towards a Common Ground* that investigates the sharing economy. Matthew Bernstine, director of the Office for Socially Engaged Practice, teaches *Informal Cities Workshop: Designing Urbanity Collective Housing in Emergent Cities*.

Students gain leadership skills in the classroom as Assistants in Instruction (AI), which was formerly called Teaching Assistants. Studios, seminars, and required courses are allotted AI's where students lead discussions, organize reviews, meet with students, solve technology problems, and serve as a secondary critic.

The Graduate School actively promotes internships and professional experiences for students as part of its holistic approach to education and collaborative learning. Architecture students may petition to take a one-year leave of absence without extenuating circumstances to pursue internships prior to graduation. In addition, students benefit from the large number of practicing professionals who teach courses and studios as adjuncts, professors of practice, and tenured faculty members with active engagement in design practice. This brings the profession to the Graduate School through a variety of opportunities. And by exploring innovative teaching methods and advanced forms of research, the faculty are able to expand the knowledge base that enforces architectural work across multiple realms within the field.

Students have an architecture-dedicated career counselor that assists in bridging design development to practice and connecting them to a large global network. Yearly activities include a firm job fair and firm road shows in cities throughout the country, as well as one-on-one career advising. The school qualifies as a STEM classified program – allowing international students significant practice experience within and following their education. The school has a dedicated Architect Licensing Advisor to assist students in best practices on the path towards licensure. The school's professional practice course explores alternative roles for architects in the building industry; in addition, seminars and studios are offered highlighting roles that complement an architecture degree.

Students participate in research assistantships (RA) with their faculty and are collaborative within departments and across Schools, as well as collaborative projects such as the Solar Decathlon, CityStudioSTL, Design Openings with the Pulitzer Arts Foundation, and University City Public Art, among others.

In addition to curricular and internship opportunities, students have leadership opportunities through organizations such as the Graduate Architecture Council (GAC), National Organization of Minority Architects (NOMAS) student chapter, American Institute of Architects – Student Chapter (AIAS), and Women in Architecture and Design (WIAD). The WIAD student organization formed after students played a prominent role in planning and hosting the 2014 symposium *Women in Architecture*. YES! (Year End Show) is a competition and independent study providing students with an opportunity to collaboratively design, curate, and organize a year-end exhibition of work by graduating students requiring leadership and collaboration with the entire class of students.

Additionally, students actively engage in the Public Lectures Series through the Narratives in Design course, students are part of the Curriculum Committee, and student are actively involved in the recruitment and admissions process. Furthermore, the Learning Culture Statement is a faculty-student collaborative agreement.

The Sam Fox School is a leader in collaboration and outreach through work accomplished in our Office for Socially Engaged Practice (OSEP). The office produced Blue Pages as a training guide for students on the best practices for approaching community partners and conducting on-site research with empathy, sensitivity, and respect. The office is continually expanding opportunities for students. An example is The CityStudioSTL Fellowship, which are funded opportunities for architecture, landscape architecture, and urban design students to collaborate with a local firm to address socially engaged challenges in St. Louis. Participating students complete a 12-week civic or pro bono project in the St. Louis region at a host firm. Summer 2025 host firms includes Arbolope Studio, Christner Architects, Mackey Mitchell Architects, PGAV Planners, Trivers, and Counterpublic.

In summer of 2025, OSEP ran the first Summer Public Design Workshop, which was a grant for a community partner collaborate with students to develop a civic-minded design/build project. OSEP also runs the Alberti Program: Architecture for Young People, in partnership with PGAV Destinations, which allows St. Louis students grades 4 through 8 to explore architecture and design through hands-on learning in the Sam Fox School; WashU students get experience as teaching assistants under the guidance of a faculty member. In May of 2025, devastating tornadoes hit St. Louis. Organized through the Office for Socially Engaged Practice (OSEP),students and faculty volunteered for recovery efforts along with Invest STL, 4theVille, and Dream Builders 4 Equity.

For additional information on Leadership, Collaboration and Community Engagement see PC.6 Leadership and Collaboration.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
As educators, our goal is to teach students how to learn. Architecture is an interesting learning model because we oscillate between the sciences and humanities. We do not teach students to simply solve problems, but develop creative arguments grounded in history and theory to position the cultural relevance of issues. History/theory is the backbone of any architecture program awakening students to their role in contributing to a long arc of knowledge. Innovation is built on historic precedents, strategically modifying or even breaking previous rules. A strength of our program lies in the architectural history survey courses to provide the foundation. The faculty decided to strengthen our contemporary theory by voting in 2016 to add *Architectural History III*, which introduces students to theory and importantly teaches them to take a position and defend it in writing. Located in a tier-one research university, we have high expectations for students' ability to conduct academic research and demonstrate strong academic writing skills. Our approach to teaching is grounded in history and theory to provide a method for students to continue to learn long after leaving our institution.

Design Thinking is a semi-culminating course where students apply historical theories and cultural, social, environmental, economic, and built contexts, which are integrated into a design plan through the final *Degree Project* studio. Inherent in the class is that students determine their position in the field of architecture, which can help ensure that their personal trajectory extends far beyond the institution. Within the *Degree Project* studio, students interact with technical consultants providing knowledge of adjacent professions. Students are exposed to adjacent fields and applications of architectural theories and concepts in the *Design Culture* seminar. Unique to our school, we have incorporated *Shared Ecologies* and urban issues coursework, providing greater depth, breadth, and understanding of the impact of design decisions.

Design education can begin early. The Alberti Program: Architecture for Young People, in partnership with PGAV Destinations, allows St. Louis students grades 4 through 8 to explore architecture and design through hands-on learning in the Sam Fox School through a one-month summer camp hosted on our campus. WashU students get experience as teaching assistants under the guidance of a faculty member. We also provide a program for high school students interested in exploring architecture. The Architecture Discovery Program (ADP) is a two-week

summer program to introduce secondary students to college-level design coursework with a resulting portfolio-ready project. Architecture students are Program Assistants (PA) helping with teaching, handling some logistics, guiding field trips, and learning to be better leaders.

Our students are provided opportunities to learn how to teach and conduct research. Faculty actively engage students in training the next generation through the Research Assistant (RA) program. Faculty show students how to research and publish, resulting in a strong track record of external recognition through awards and dissemination by students and faculty. Large lectures and studios offer opportunities for students to serve as Assistants in Instruction. Assistants in Instructions (AIs) are appointed undergraduate and graduate student workers who support faculty curriculum delivery and contribute to the school's peer-to-peer learning. They benefit from informal mentoring by their lead faculty and assist with the content, logistics, and organization of the course material and execution. Both RA and AI positions provide skills and exposure for lifelong research.

The Office for Socially Engaged Practice (OSEP) connects students and faculty to communities in St. Louis and beyond to collaborate on meaningful projects in art, architecture, and design. Recent projects supported by OSEP include a partnership with the nonprofit Be Well Café & Market in St. Louis' Hyde Park neighborhood for the school's inaugural Summer Public Design Workshop; Design Openings, a collaboration with the Pulitzer Arts Foundation supporting art, design, and installation projects in the Grand Center Arts District; the Sumner Studio Lab; and Peace Park among others. OSEP provides The CityStudioSTL Fellowship, which are funded opportunities for architecture, landscape architecture, and urban design students to collaborate with a local firm to address socially engaged challenges in St. Louis.

Public Lecture Series provides opportunities for students, faculty, and the larger architecture community in St. Louis region opportunities to learn and interact with influential practitioners and scholars from around world. We offer AIA continuing credits for licensure, which helps encourage architecture community members in St. Louis to join. Additionally, some of the lectures are publicly available on Sam Fox School's YouTube channel for wider dissemination. The school regularly hosts panel discussions and symposia, which are available to students, faculty, and the public (see Dissemination: Conferences & Symposia section above).

YES! (Year End Show) is a competition for students to design, curate, and organize a year-end exhibition of work by graduating students, exposing the winning team to future opportunities in exhibition design and curation.

An important tool in life-long learning is charting potential paths for students' careers. In 2024, graduate students hosted *Paths to Practice,* a panel discussion with young professional architects in St. Louis discussing their early career trajectories. Panelists included Ryan Abendroth, Melisa Betts Sanders, Allison Mendez, and Max Bemberg. Student-led organizations such as AIAS and Graduate Architecture Council (GAC) frequently invite practitioners for discussions and organize firm crawls. Wyly Brown regularly holds NCARB information session to discuss path to licensure. We invite external guest reviewers, critics, and practitioners to our school, which exposes students to those who have had a wide range of career paths.

Students have opportunities to venture beyond the institution on faculty-directed trips and site visits, exposing students to practice, community-engagement, interacting with "clients" or stakeholders, engaging real issues of practice, and visit a wide range of offices. WashU maintains connections with alumni through these trips. Other opportunities involve bringing alumni to WashU. In Weil Hall, we have an endowed installation wall where Art and Architecture alumni are invited to mount a project, which provides an opportunity for engaging students with professionals and scholars. We have also held alumni exhibitions to showcase the great work of our community.

The school of architecture in coordination with AIA St. Louis, administer the Steedman Fellowship, which is a major research travel fellowship opportunity for practitioners with less than 8 years professional experience. The fellowship is approaching its centennial and provides $100,000 to travel, conduct research, and bring knowledge back to St. Louis to share with students and the public. The fellows discuss how they conducted the research providing examples and inspiration to our students. In addition to the larger fellowship, we offer the Steedman

Student Summer Research Grant, which is a self-guided field research opportunity for students to conduct projects over a summer.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:
Narrative:
Throughout their education in the Master of Architecture program students are exposed to the various pathways to licensure in the United States and the range of available career opportunities available to them through pedagogy, public lectures, professional workshops, and the WashU Center for Career Engagement.

Coursework:
Arch 646 Professional Practice (Johannes/Scott) is required for all MArch students in the final year of the professional curriculum. The course develops awareness and understanding of architectural practice including the relation of the profession to society as well as the organization, management and documentation of the process of providing professional services. The robust course covers the areas of project process and economics, business practice and management, and laws and regulations. The class includes invited guests from local architecture firms to discuss a range of roles within a typical architecture firm, including project designer, project architect, managers, business development, office manager, finance, human resources, specification writers, construction administrators, and marketing. Students visit local firms and discuss the benefits and challenges of licensure versus non-licensure and the impact on their ability to advance within a firm.

Public Lectures & Symposia:
Each semester, the Sam Fox School at WashU brings nationally and internationally recognized architects, artists, designers, landscape architects, urban designers, historians, and critics to campus, promoting new ideas in practice, theory, and technology. This lecture series is open to all students, faculty, and the general public. In addition, the MArch program often arranges program-specific lectures, workshops, symposia, and other opportunities as an extension of learning in the classroom.

The Sam Fox School's Spring 2025 Public Lecture Series highlighted themes relating to housing, climate resilience, and social and environmental justice. Recent notables include Rahul Mehrotra, Eric Howeler, Jane Hutton, Alfonso Garduno, Anda and Jenny French, Miroslava Brooks and Daniel Markiewicz, Toni L. Griffith, Mimi Hoang, Rafi Segal, Michael Maltzan, and numerous others. Some of the lecturers are firmly rooted at the center of the architecture discipline while others provide explicit examples of how their skills are translated to adjacent disciplines.

In addition, the Sam Fox School regularly hosts a range of symposia and exhibitions that are open to all students and the public. Recent exhibitions and symposia include Design Agendas: Modern Architecture in St. Louis, 1930s–1970s, Decoys & Depictions: Images of the Digital, AI + Design mini-symposium (2023), and AI + Design Symposium: Learning from AI (2024).

Exhibited in the Mildred Lane Kemper Museum, Design Agendas: Modern Architecture in St. Louis, 1930s–1970s was the first major exhibition to examine the complex connections in St. Louis among modern architecture, urban renewal, and racial and spatial change in the interlocking histories of New Deal planning, the Great Migration, and the civil rights and Great Society eras. With material drawn from the Saint Louis Art Museum, the Missouri Historical Society, and other collections, this exhibition situated some of the most celebrated works of modern architecture in St. Louis within the context of mid-twentieth-century regional developments. Using architectural drawings, models, photographs, films, digital maps, and artworks, Design Agendas explored a remarkably destructive, creative, dynamic, and conflicted time in St. Louis's architectural and urban history. A series of public events including a curators' talk coincided with this exhibition.

Other prominent exhibitions include The Autonomous Future of Mobility (November 2, 2020–March 12, 2021) curated by Constance Vale, associate professor of architecture and Disorderly Materials/Contingent Objects (September 1–December 31, 2023) organized by Kelley Van Dyck Murphy, associate professor of architecture in the Sam Fox School of Design & Visual Arts, and Hans Tursack, PhD candidate in electronic arts at the Rensselaer Polytechnic Institute, in conjunction with the fall 2023 course "Digital Ceramics." The Autonomous Future of Mobility examined the car's legacy over the past century, predominantly in the United States, as depicted in art and visual culture. The works included in the exhibition were organized around six themes that addressed vehicular culture, signs, space, energy, speed, and autonomy, offering a view toward today's emerging technological developments and exposing our vulnerability in the face of the horsepower and political power that drive mass movement. Disorderly Materials/Contingent Objects brought a set of diverse artworks into conversation through an investigation into their physical and material properties and spoke to the agency inherent in the behavior of inanimate things. The installation was organized around three themes: the physical act of production, the negotiation of digital materiality, and the industrial fabrication of raw materials. Across these themes, however, the artworks on view shared the complex inner lifeworlds of inanimate materials—compelling us to attribute vitality to what we might prefer to think of as inorganic or inert.

The two symposia on Artificial Intelligence explored the impact of machine learning on various fields of architecture, human-computer interaction, communication design, art, and computer science. The AI + Design mini-symposium in 2023 focused on the creative potential of generative AI. The following year, AI + Design Symposium: Learning from AI broadened the perspective to a wider range of trans-disciplinary researchers and practitioners that cross back and forth between multiple disciplines. Students, faculty, and local community members were engaged in the discussion that demonstrated how knowledge of the architecture discipline can transfer to adjacent disciplines and vice versa.

In fall 2019, the College of Architecture and Graduate School of Architecture & Urban Design presented Decoys & Depictions: Images of the Digital, a symposium exploring how digital images are constructed, the implications for how architects and artists operate, and the potential effects within social and political realms.

Career Engagement

The Sam Fox School is dedicated to assisting students and alumni in developing the necessary skills for a lifetime of successful career management. With support from the WashU Center for Career Engagement, students are offered career coaching, career assessment and training skills, and access to a global community of leaders, recruiters, influencer networks, and WashU alumni. Architecture students are supported by Alex Harner R.A., Assistant Director, Arts, Design & Media Career Community. He is a full-time dedicated staff member in the Center for Career Engagement that is a registered architect and alumnus with a wide range of professional experience in multiple markets.

The Center for Career Engagement offers opportunities for one-on-one career coaching to help students crystalize their interests and develop the tools to target internships, full-time employment, residencies, fellowships, and other professional opportunities. Students can also seek advising on resume and portfolio review through this office. In conjunction with the Sam Fox School, the annual Architecture, Urban Design, and Landscape Architecture Career Fair invites students and alumni to meet with top architecture firms, as well as professional and trade organizations. All WashU undergraduate, graduate students, and alumni are invited to attend.

The Center for Career Engagement also organizes "Architecture Bear Treks" (formally Architecture Road Shows) as an opportunity for students to meet with organizations and alumni across the United States. At the events, students meet practicing architects, learn about their work, and ask questions about the world of architecture beyond academia. Recent Bear Trek Destinations have included: San Francisco, with visits to HOK, Studio Gang, and Mithun; Los Angeles, with visits to Marmol Radziner, Perkins + Will, Gensler, ZGF, Lorcan O'Herlihy Architects, Michael Maltzan Architecture and Co Architects; Chicago, with visits to Adrian Smith + Gordon Gill Architecture, Gensler, Ross Barney Architects, SOM, Studio Gang Architects, and Valerio DeWalt Train; Washington D.C. with visits to Cunnigham Quill Architects, EYP Architecture & Engineering, Gensler, Hickok Cole, HKS Architects Westlake Reed Leskosky, and ZGF; and Seattle, with visits to ZGF, Mithun, Callison, Prentiss, NBBJ, and Olson Kundig.

NCARB Advisory Workshops
Assistant Professor Wyly Brown serves as Architect Licensing Advisor to the College of Architecture & Graduate School of Architecture & Urban Design. He is liaison to the National Council of Architectural Registration Board (NCARB) and conducts annual workshops open to all students outlining experience requirements to sit for the Architect Registration Exam (ARE). Information about professional licensure for each state can be accessed through NCARB's licensing requirement tool via the Sam Fox School website. A MArch Licensure Spreadsheet is also available through the school website for student use.

Self-Assessment:
In addition to the mechanisms outlined in sections 5.2 and 5.3, regular assessment of career trajectories for our students takes place as part of planning processes with the Center for Career Engagement team, including Alex Harner and Jen Logan Meyer. Regular meetings with alumni and recent graduates serve to reconcile support strategies for current students with the emerging diversity of career paths for our graduating students. The Advancement Office helps track alumni's careers with the Center for Career Engagement. In summer 2025, we surveyed all alumni for career outcomes. Approximately 1,000 alumni responded, and we are currently analyzing the data.

Summary of Modifications:
In Fall 2024, we organized an NCARB Licensing Process Overview Presentation by our Architect Licensing Advisor Wyly Brown. This will become an annual presentation with required attendance for students in the fall semester as part of the Arch 419 (Arch 6010) International Housing studio.

Up until 2022, the Sam Fox School had one part-time staff dedicated to career services focusing on architecture students. The demand for feedback on student portfolios, establishing connections with industry, organizing architecture office visits, and holding job fairs made it evident that the school needed a full-time staff member, which occurred in 2022. This also coincided with the restructuring of all career services into a single WashU Center for Career Engagement, which has the advantage of greater depth of resources. In 2024, the Associate Director who focused on architecture resigned and the school began the search for a replacement, which took several months. The absence of a staff member in this position reinforced its importance and vital role in supporting students in finding internships and full-time employment after graduation. The position is also valuable to faculty to maintain their relationships within industry.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:
Narrative:
The design process is the heart of every class in the Graduate School of Architecture. In particular, the studio sequence is where the design process is most directly explored as a laboratory for making, iterating, testing, and evaluating. Design studios integrate a broad range of factors such as conceptual, spatial, organizational, cultural, environmental, and social with tectonic and material systems. Design studios are enhanced with parallel classes in the history/theory sequence, building technology sequence, and seminars. Our typical instructor to student ratio is 1:12 in design studio, which provides the opportunity for more one-on-one discussion time to review projects in greater depth.

As students move through the sequence of design studios, they learn how to develop their own design process. Each studio builds upon the previous with an increasing quantity of issues to be integrated into the design process. Early studios have a more focused design process to provide guardrails while ensuring freedom for students to experiment and explore design options. With each subsequent studio, there is more freedom for students to develop their own design process. The studio sequence proceeds from Core Studios to Option Studios to Degree Project.

Core Studios
The mission of the core studios is to provide fundamental knowledge about the design process. The quantity of core studios is dependent on the MArch program. MArch 3 is a 3-year program consisting of three core studios, two option studios and Degree Project. MArch 2 is a 2-year program consisting of one core studio, two option studios and Degree Project.

Arch 317A (5010) Architectural Design I is the first core studio for MArch 3 students, focusing on the material, poetic, and useful dimensions of objects and spaces through a tectonic understanding of assemblies as part of broader
ecological and social systems and the natural forces that act upon them. The programmatic scope is reduced to allow students to focus on the relation between the tectonics of materials and structure with performance requirements of an interior environment. Through iterative design processes, students acquire core skills making by hand and translating analog explorations into digital media, which is reinforced with the simultaneous *Architectural Representation I* course.

Arch 318 (5020) Architectural Design II is the second core studio for MArch 3 students, exploring the relationship between concept, program, and place through the making and designing of spaces for collective and public use with a particular focus on spatial sections in relation to both program and the ground. The design process expands upon the tectonic, ecological, and social focus of the previous 317 core studio by adding more programmatic and spatial complexity in addition to investigations in model-making and representation, which is reinforced with the simultaneous *Architectural Representation II* course.

Arch 419 (6010) Architectural Design III is the third core studio for MArch 3 students and the first core studio for MArch 2 students. The 419 International Housing Studio aims to deepen students' understanding of the importance of the climatic, social, and cultural dimensions of a specificity in relation to forms of collective dwelling in an urban setting. Through research and critical analysis, students develop housing proposals that not only engaged with the particularities of each site but also challenge traditional ways of living in response to evolving family structures and an increasing interest in and need for collaborative living. Throughout the semester, students are exposed to various design approaches and methodologies by rotating through three different critics/cities. The process of iterative design, along with consistent drawing, model-making, photography, and collage-making exercises are intended to broaden each student's capabilities as a designer and communicator of the concrete and the abstract, the diagrammatic and the experiential, the bold and the subtle.

Option Studios
Fundamental to the graduate curriculum is the advanced architectural design studio sequence. All MArch students take two option studios: *Arch 511 (7010) Architectural Design IV* and *Arch 611 (7020) Architectural Design V*. Each

semester, students select from a range of vertical studio options organized around projects and topics. These studios, which often include national and international field trips, emphasize the development of strong conceptual abilities, thoughtful integration of technical information, and convincing representations of architectural ideas in two- and three-dimensional form and through a variety of media. The design process is expanded in these option studios to integrate greater complexity of ideas, allowing students more freedom to develop their own methodologies within the guardrails of the studio. The goal is for each student to develop clear design principles, strong technical resources, and an independent, critical position on the making of architecture in the world. Recent studios include Jose Ahedo's *UnCozy Islands: Mixed-use Experiments in Food-Productive Landscapes*; Cory Henry's *Brownsville* community center dedicated to health, wellness and memory of historic racial trauma; Alfonso Garduno's *Querétaro Studio* sports facility for underserved youth and community member;, and Javier García-Germán's *Madrid Climatic Types* passive live-work mixed use buildings.

Arch 511 (7010) Architectural Design IV is a comprehensive design studio, which places a greater emphasis on integrating structural and environmental concepts with conceptual ideas outlined in the option studio prompt into their building design proposals.

Degree Project

Arch 616 (7520) Degree Project is the final studio, culminating in a self-directed design project that includes site response, building system strategy, and environmental strategies as well as a conceptual and theoretical design approach. As the differences between architectural practice and architectural education diminish, it is important to recognize this situation as not just a challenge but an opportunity. The discipline of architecture must be understood as an arena where speculation and compromise with the real world are compatible, necessary parameters, rather than antagonistic forces prohibiting interaction.

For the Degree Project, each student spends one semester conceiving of a design proposal and their final semester implementing it. They work closely with select faculty experts to enhance their knowledge and embolden their future practices. First and foremost, the faculty want the students to dare, to test, to inquire, and to propose. Though these are individual initiatives, a common thread unites their intellectual efforts. Collectively, they represent a persistent operation to scrutinize, evaluate, and tackle pressing issues of the contemporary city. Our own location in St. Louis has proved an exciting territory for this compendium of projects, fostering exploration at various scales and with multiple programs and users. It offers a clear opportunity for thoughtful analysis of place and condition. As the culminating architectural studio, the Degree Project is a vivid, powerful statement of our deepest belief that architecture can, optimistically, make important contributions for a better world.

Self-Assessment:

In addition to the mechanisms outlined in sections 5.2 and 5.3, student work is regularly reviewed throughout each semester and includes the review and assessment of invited educators and design professionals at the course final review. At the end of the semester, students complete course evaluations, which helps faculty understand progress towards stated learning outcomes. Data collected through surveys at final reviews from internal and external critics are aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to assess the performance of each student, review the overall performance of the class relative to previous classes, and to discuss any adjustments or changes needed. In spring 2025 during a faculty summit for option studios, student feedback in person and from course evaluations revealed that the relationship between option studios and Advanced Buildings Systems (ABS) could be strengthened when students take the comprehensive project into ABS for further development and integration of the building systems. During the same meeting, a consensus of students expressed concern about the workload of a comprehensive option studio, Design Thinking, and Advanced Building Systems (ABS) occurring in the same semester since the studio and ABS are technical, which requires extra time.

Summary of Modifications:

Since the previous visit, we shortened our MArch2 and MArch3 curriculums by one semester, removing one options studio from the design sequence. Studio grades and retention rates were closely monitored in the academic years following this change as a means of assessing impacts to student performance and learning. The

Chair works closely with the core studio faculty to align assignments and skill-building workshops in support of increasing students' design knowledge and ability as they move through the studio sequence.

In response to the student feedback about the workload and the sequence of using a comprehensive studio in ABS, all option studios in spring were developed to be comprehensive. The result of moving the comprehensive studio to the spring semester is that it reduced the overall workload from the fall in terms of technical building systems. Additionally, students have the choice to use that studio project in Advanced Building Systems the following fall. This change also promotes students' design process being more inclusive of systems integration earlier in the option studio sequence. We will continue to assess the effectiveness of this change as we move forward.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Narrative:
We acknowledge that the intimate relationship between climate change and the built environment is one of the greatest challenges of our time. Throughout the program, students examine the complex and often entangled association between culture and nature, considering issues of professional responsibility. Recognizing the need to solidify ecological knowledge at the graduate level, the program has incorporated *Shared Ecologies and Design*, a course successfully offered to Master of Landscape Architecture and undergraduate architecture students in spring 2025. As outlined in the Summary of Modifications below, this course will now be required for future graduate architecture students to ensure a foundational understanding of ecology and to strengthen preparation for design studios and the building technology sequence.

Arch 438 Environmental Systems I (Frexias & Yin) is the foundational course in the architectural technology sequence. The course examines the interplay between people, buildings, and the natural environment, including material and spatial considerations. It demonstrates how design decisions impact comfort, safety, and well-being in diverse environments. The class emphasizes each student developing their personal philosophy of architectural sustainability, the role of this philosophy within the design process, and its relationship to architectural form. Focus is placed on the integration of passive systems into the design process, which emphasizes the dynamic interplay between the built and natural environments. The course introduces climate and methods of collecting and understanding climate data. The curriculum explores microclimates and their relationship to thermal comfort, extending beyond an understanding of regional climate. They investigate the relationship between climate and building through deployable passive design strategies such as sun shading, night flushing, and thermal mass, which are covered at various scales.

Beyond understanding the relationship between buildings and the natural environment, students examine sites within a larger context. They investigate ecological issues related to an earth health and sustainability agenda. The curriculum introduces sustainable sites using LEED principles, including site water run off management. Resilience principles are introduced as aspects of passive survivability in site design. Students demonstrate their ability to devise wildfire prevention strategies by creating defensible space around structures. The course also presents design strategies for flooding and high-wind events, such as tornadoes and hurricanes. The effects of heat islands at both macro and micro levels are explored, with students applying their understanding to site design. Students look at slope and aspects of the site to determine planting material using locally adaptive species in the design of their landscape. Finally, energy is studied both as an embodied property and as a resource consumed by architecture. Students learn how architects manage and direct energy flows at both the building and city scales. These strategies help advance sustainability adaptation and resilience.

Arch 439 Environmental Systems II (Brown) foregrounds passive systems as the initiator of a strategy for creating an internal environment within buildings, inextricably linking the built and natural environment. Students

understand the physics of heat, heat flow through material assemblies, material thermal properties, moisture, the dew point, cavity ventilation, and drainage as a basis for understanding the relationship between the envelope assemblies they design and the environment. The façade design integrates properties including thermal performance, natural ventilation, solar radiation, daylight control, water, and vapor membrane. Students measure the envelope performance through calculating heat loss and gains, simulation of solar radiation, and calculating thermal gradients and dew point. The envelope impacts daylighting and the need for artificial lighting, which is an additional operational energy. The in-depth understanding of envelope performance ensures that students can make informed decisions on how to maximize passive systems to take advantage of environmental conditions and reduce operational energy, which reduces the use of fossil fuels. After the design proposals have been considered in terms of orientation for daylight and solar heat gain, the façade has been optimized to maximize daylight while minimizing solar heat gain, wall system U-values have been minimized to reduce heat loss, internal heat gains have been factored, and natural ventilation integrated if possible, then students are introduced to active mechanical systems to fulfil the remaining performance criteria. Active mechanical support systems are introduced and evaluated to provide students knowledge of performance capacity and efficiency of a range of systems.

ARCH 538C - Advanced Building System (Ahrens) is the final course in the building technology sequence that culminates all the knowledge gained in the previous courses into a single integrated design project that maximizes the inclusion of the natural environment. Students work individually with a previous studio project at WashU to develop the systems in greater depth. Students gather climate data and identify any specific microclimate properties from their site, which is used for evaluation and modification of their previous design to respond more effectively to passive systems. When evaluating site design, students consider the orientation of the building, any natural features, and predominate wind direction. Simultaneously considering passive systems and the envelope design, students integrate thermal performance, natural ventilation, simulation of solar radiation, daylight control, heat loss and gains, material assemblies, moisture control, and drainage to maximize the beneficial conditions between the built and natural environment. The selection of the structural systems is considered in relation to the specific program, but also for future adaptation and flexibility while also considering resilience.

Self-Assessment:

In addition to the mechanisms outlined in sections 5.2 and 5.3, student work is regularly reviewed throughout each semester and includes the review and assessment of invited design professionals at the course final review. At the end of the semester, students complete evaluations, which helps faculty to understand learning outcomes. The Building Technology Committee meets regularly to discuss outcomes within the entire building technology sequence, which includes the Professional Practice class. In addition, the NAAB Ad-hoc committee meets regularly to ensure the alignment of topics across the curriculum, assessment procedures, and to propose modifications where needed. Data collected at final reviews from internal and external critics is aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to assess the performance of each student, the overall performance of the class relative to previous classes and to discuss any adjustments or changes needed. Over the span of several years' worth of faculty meetings, the topic of increasing ecological knowledge in the curriculum was discussed. One of the strengths of the Graduate School of Architecture is that it also includes landscape architecture and urban design. Several of our faculty teach across landscape architecture and architecture as well as urban design, contributing greater depth of ecological knowledge to the architecture program. Many of these faculty members expressed that increasing knowledge of ecological systems would strengthen architecture students' ability to integrate natural systems into their design proposals, promoting positive impacts on the environment for both human and non-human constituents.

Summary of Modifications:

In support of the strategic plan and the 2020 NAAB Conditions, a curriculum proposal was introduced to create a shared ecologies course between the disciplines in the College of Architecture and the Graduate School of Architecture and Urban Design in 2021. Over a number of years, the course *Shared Ecologies and Design* was developed and implemented as a requirement in the Master of Landscape Architecture and undergraduate architecture curriculums. In fall 2024, the course was approved for inclusion in the Master of Architecture program. The incoming class in Fall 2025 will be the first cohort of Master of Architecture students under this requirement.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:
Narrative:
We believe that a historically informed understanding of architecture and urbanism should form the backbone of a deep and impactful design education. As they conceptualize their studio work, students engage in required history coursework that places the formal, aesthetic, and spatial aspects of design works within their social, political, and economic contexts. The history/theory faculty teach a range of seminar and survey courses that challenge students to examine the history of the built environment in its many contexts—from local to global—through reading, writing, in-class presentations, discussion, and site visits. Courses address topics that interrogate the relationship between social organization and architectural production; analyze the cultural, material, technological, and poetic attributes of architecture; enrich the historical canon with the inclusion of a growing number of women and non-Western designers; and explore how urban environments across the globe are shaped by different visions and exigencies across time. With expertise ranging from St. Louis to Tokyo, our faculty introduce students to a history of architecture that spans the globe, crossing economic, political, and cultural boundaries to show how architectural ideas circulate within transnational networks of exchange.

The MArch curriculum requires students to complete three architectural history survey courses—Architectural History I: Antiquity to Baroque (AH1); Architectural History II: Architecture Since 1880 (AH2); and Architectural History III: Advanced Theory (AH3)—in addition to history/theory electives that develop research, writing, and critical thinking skills. AH1 builds a foundation of architectural concepts beginning with indigenous practices and the first cities, then progressing to global architectural cultures in the ancient world and middle-ages, and ending with a study of Medieval and Renaissance Europe on the brink of modernity. AH2 deepens student understanding of the major architectural theories, movements, and global networks that shaped the field in the nineteenth and twentieth centuries, tracing the impact on both built and unbuilt projects—ranging from Sullivan's early skyscrapers to Metabolist proposals for the city—of new materials and technologies, aesthetic principles, and visions for society born in the aftermath of the Industrial Revolution. AH3 continues this history up to the present, while allowing students to choose case studies and topics in contemporary theory, which they explore in-depth in a research project. By the end of the sequence, and through weekly guided discussions with their peers, students are meant to feel that they can be protagonists in the next important developments in architecture and to have the skills necessary to do so. Students learn to formulate clear research topics and to support their conclusions by gathering, recording, and assessing documentary evidence. Workshops with the Kranzberg Art and Architecture Library, the Writing Center, and Sam Fox faculty familiarize students with library, archival, and online resources available for historical and design research; acquaint students with professional research and citation standards; and help students to develop foundational communication skills. Lectures, guest lectures, and discussion panels, meanwhile, expose students to a diverse range of perspectives and methodologies, keeping students abreast of the latest developments in architectural history and theory.

Students have the opportunity to engage with architectural history across a range of settings, from advanced research-method seminars to historically based studios. Some seminars integrate historical study with design representation as a method of close reading to help students apply studio skills to the study of history while others dive deeply into architectural theory and its history. Students also benefit from the presence of history and theory faculty at reviews throughout the semester and are able to access individual support on research projects through open office hours and independent studies. Engagement with the historical and socioeconomic conditions of St. Louis through opportunities such as WashU's "Divided City" initiative and the 2024 "Design Agendas" exhibition and symposium further encourage students to draw connections between history, theory, and studio work. History and theory offerings in our study abroad programs in Barcelona and Florence also illuminate the historical specificity of different locales across the globe.

Self-Assessment:
The History and Theory group is comprised of the core history faculty and is organized by a faculty member serving on the NAAB Ad Hoc Subcommittee. This group is responsible for assessing the curriculum and meets each semester to review the outcomes of the History & Theory Required Courses. The group reviews the syllabi, course schedule, and readings of all required courses, collaborating on plans for further improvement. During this process, the group examines the sequence of content and assignments, ensuring that assignments increase in difficulty across the three-semester sequence in order to systematically develop the reading, research, writing, and presentation skills necessary for more advanced seminars. Additionally, the group reviews the student performance outcomes of each assignment and discusses modifications for the following year, focusing on evidence of improvement across time.

Summary of Modifications:
Assessment data from the 2024–2025 academic year indicate overall improvement across the sequence of assignments in AH1, AH2, and AH3, which are designed to grow in difficulty and complexity as students progress through the sequence. High outcomes on some assignments, such as reading responses, suggest that making the assignment more difficult would improve the course, while others, such as discussion notes and presentations, will remain the same due to positive feedback from students and assistants in instruction (AI's) on their efficacy. AH1 will include more short answer questions on exams to more fully assess synthetic thinking, and reading response prompts will be revised to be more directed, to make the assignment more challenging. Writing assignments in AH2 will be revised to create greater variety, as great improvement in the scores on the second paper indicate mastery of the skills assessed in the first and suggest that the writing assignments may be too similar. Additionally, a new note-taking workshop will be introduced to AH2 to help students develop the ability to prioritize and retain information from lectures. In AH3, a peer editing assignment will be added to the research project to further develop this crucial set of writing skills. AH3 was added to the curriculum in 2016 and required for the MArch program in 2017.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
Narrative:
Since the founding of the architecture program in 1910, there have been many historically significant faculty innovators including Fumihiko Maki, Buckminster Fuller, Balkrishna Doshi, Hugh Ferris, Gyo Obata, and Bijoy Jain to name a few. Our legacy sets a high bar for contemporary research and innovation. WashU is an R1 institution, therefore, research and innovation are woven throughout the curriculum and non-curricular activities.

Arch 323B Architectural Representation II (Stitelman) is a foundational course for MArch 3 students that explores ideas of representation of architecture, techniques, and tools. The course builds upon the introductory course *Arch 323A Architectural Representation I,* expanding innovation through the implementation of advanced digital 3D modeling, rendering, and compositing techniques to probe questions of perception, composition, color, abstraction, domesticity, landscape, urbanism, and architecture. Assignments in class typically start with a historic precedent as a way of understanding the historic significance, techniques, and cultural context that enabled the representation to be legible. One of the assignments starts with students researching Dutch renaissance paintings to evaluate the interior environment, such as the quality light or relationships between people in the scene. Students simultaneously research previous ideas of architectural representation in the historical painting ideas and techniques for making those representations. Students build their own version of the painting using advanced 3D digital modeling and rendering tools and, in doing so, reconceptualize the way we perceive space. Students explore the representation of fields and softness, color, texture, light, and ambiance, which involves rethinking the phenomenological qualities of the interior. Students collage themselves into the new scenes, enhancing the interaction between people and the built environment. The course enables research and innovation by looking at images and spaces across history and cultures and making space for each member of this required seminar to develop their own visual language.

The Architectural History survey sequence—*Architectural History I: Antiquity to Baroque* (AH1); *Architectural History II: Architecture Since 1880* (AH2); and *Architectural History III: Advanced Theory* (AH3)—is designed to systematically build foundational research skills across its three semesters. In AH1, students are introduced to a wide range of topics and cases through lectures and readings that emphasize a variety of methods of analysis—from anthropology and deep history to art history and contemporary architectural theory. Students are encouraged to try out these methods for themselves in presentations to their peers and in reading responses. AH1 also creates a shared vocabulary of precedents that nurtures a global historical narrative. AH2 assignments build upon the previous semester, introducing students to strategies for analyzing case studies and guiding students step-by-step through a short research project. Workshops on university resources and research strategies with the Kranzberg Art and Architecture Library, bibliography and citation best practices with assistant instructors, and research writing in the field of architecture with the Writing Center set students up with a set of research tools and practices they can use in later seminars and studio projects. Writing and presentation assignments, meanwhile, are written to encourage students to think systematically while drawing connections between architecture and society more broadly. In AH3, students are asked to position themselves within the contemporary field of architectural theory. The first part of the course presents the history of architecture and theory from 1968 to 2000, and the second part suggests through topical case studies that the field is, at present, in the middle of a similar narrative arc. In the third part of the course, a series of workshops help students position themselves within this contemporary field and complete a research project that identifies a next step within a sub-field or topic of their choosing. Assignments such as an annotated bibliography and peer presentations on journals complete a foundation of research skills. Seminars deepen these foundational skills, developing a wide range of methodologies, including primary source analysis and speculative fiction. Assignments in seminars encourage students to develop in-depth independent research projects designed to help students develop historical and theoretical expertise related to their own design interests.

Arch 580 Design Thinking is the course that precedes the students' final design studio, Degree Project, where students research issues on the City of St. Louis, specifically within an assigned transect to discover and determine their design proposal, the building program, and site selection. The research is divided by course section into general research topic areas of Ecology, Economics, Materials, and Social Issues. This methodology is intended to allow students to do deeper research into each topic area by distributing the research load and sharing the findings collectively. Each section produces a set of shared maps, built using GIS data, direct observation, and traditional research methods. The data layers that produce each topical map are subsequently available for all students to reassemble for their own use and specific research interests within the course. This process requires that all students work in a collaborative manner with faculty and classmates to identify topics of need and share responsibility for sound research products. This research forms the basis for understanding the transect and the contemporary and historical forces, along with diversity of stakeholder interests that comprise the city, leading students to frame project proposals informed by research, experience, and observation rather than arbitrary decisions.

Non-curricular activity

Sam Fox School Public Lecture Series & Events

The school's research and innovation culture is reinforced by the school's public lecture series as a joint program between art and architecture with interdisciplinary and discipline-specific practitioners, historians, and theoreticians alternating within this structure. Lecturers often participate in reviews during the day and attend a student-organized Q&A session facilitated through the new *Narratives in Design* course. Recent visitors have included Ai Weiwei (2019), Yvonne Farrell and Shelley McNamara (2020 Recognition Ceremony), Weil Arets (2022), Francis Kéré (2023), Marion Wiess and Michael Manfredi (2023), and Rahul Mehotra (2025), to name a few.

Student Research Assistantships

Students actively engage in research with faculty through the Research Assistant (RA) program. Faculty show students how to initiate, organize, manage and publish research. We offer research assistantships for students to directly engage with their faculty in specialized focus areas such as 3D modeling, prefab concrete, and bamboo.

The school provides 100 hours per faculty member per semester and an additional 100 hours over the summer to hire research assistants.

Assistants in Instruction program
Large lectures and studios offer opportunities for students to serve as Assistants in Instruction (AIs). Assistants in Instruction are appointed undergraduate and graduate student workers who support faculty curriculum delivery and contribute to the school's peer-to-peer learning. They benefit from informal mentoring by their lead faculty and assist with the content, logistics, and organization of the course material and execution.

Studio AI tasks include helping to gather course and/or site data, identifying reading materials, case studies, or other relevant support materials, and helping to organize field trips. They help run workshops or special sessions on technology, drawing techniques, modeling, shop use, etc. as well as participate in desk crits and reviews. When possible, the participation of AIs in reviews is highly encouraged as an opportunity to exercise their learning and teaching skills and stay up-to-date on course content and student work. They may be needed for additional tasks as specified by the course instructor. They help with logistics and organization-related tasks such as collaborating with other AIs to minimize conflict and ensure the tasks get done, set up space before and after reviews, support students in documenting their work, and oversee student file submissions, ensuring timely submission and adherence to standards.

Non-studio AI tasks include leading discussion sections, assisting in the creation of new assignments, answering questions from students about tutorials or software, as well as responding to other course content, lecture, and reading materials, and grade assignments as agreed upon by the lead faculty member. Logistics and organization-related tasks include assisting instructors in assembling course materials (syllabus, bibliography, other resources) before the semester starts.

Graduate Student Travel Grant
The Sam Fox School offers competitive travel grants for graduate students in architecture, art, landscape architecture, and urban design. These grants primarily support travel to regional, national, and international conferences and symposia and travel for research and creative activity when accompanied by a strong rationale and thesis statement. All full-time Sam Fox School graduate students in good standing are eligible to apply. Awards of up to $800 for domestic travel and $1,200 for international travel are made each semester. On average, the dean awards $5,000-$10,000 in grants per year.

Steedman Fellowship & Steedman Student Summer Research Grant
Established in 1926, the James Harrison Steedman Fellowship in Architecture is one of the oldest and most prestigious awards in the United States. The $100,000 award is granted biennially to an emerging architect to support 6-12 months of international travel for architectural research. The fellowship, jointly administered by Sam Fox School of Design & Visual Arts at Washington University in St. Louis and AIA St. Louis, is open to anyone, anywhere in the world, who has received an accredited degree in architecture within the last eight years. Fellows are required to come back to St. Louis at the end of their fellowship to share their research with the St. Louis community. This can take the form of a lecture, workshop or exhibition that are all publicly accessible.

As a branch of the Steedman Fellowship, the Steedman Student Summer Research Grant offers an opportunity for one graduate architecture student and one undergraduate student to travel during the summer to support their research proposal. Each student is given $5,000 to support their travel and they must submit a report that is shared with students and available to the public.

Studio Reviews
Reviews during the semester are highly participatory, with the entire body of faculty and students taking part in periodic and mid-reviews. For final reviews, the school has a system in which each studio section is assigned four to six internal reviewers and given the funding to bring in an outside critic; an open invitation for additional local critics to join reviews is extended when appropriate. Reviews are a form of researching different approaches to a prompt.

Self-Assessment:
Our students are highly motivated to find summer internships with the support of the Center for Career Engagement and bring their gained knowledge back to WashU to share with their colleagues informally and formally through talks. An example of a more formal discussion was during an all-school meeting (all students, staff and faculty) in fall 2025 where a series of students shared their summer internship experiences. Our students take internships locally, nationally, and internationally and bring back a wealth of knowledge that benefits the entire school.

The discussion around the value of Research Assistants for both students and faculty began in 2019 between faculty and the Director. The benefit for students is gaining experience in conducting professional research and the ability to contribute to innovative questions, problems, and projects. The benefit for faculty is to have support for their research and the ability to include curious, energetic, and highly skilled team members. Students who have been Research Assistants consistently rank the experience as highly valuable in their educational development; therefore, we see this as one of our strengths to promote faculty research and student learning simultaneously.

While training the next generation of researchers was identified as valuable, the faculty and administrators also identified the benefits of students developing their own innovative research. The scope of research in *Arch 580 Design Thinking* proved to be challenging to students to achieve greater depth in the areas of ecology, economics, materials, and social issues. Mapping these issues in GIS over the entire St. Louis metropolitan area proved to be too large for students to be able to identify and focus on an area of interest.

The *Arch 323B Architectural Representation II* course accommodates students with a wide range of backgrounds and familiarity with software and visual culture. As noted in surveys, a majority of students appreciate the structure of the course, which ratchets up the complexity and difficulty as well as the capacity for individual growth and expression throughout the semester. The work builds upon ideas of traditional representation and has improved over several iterations of the course. The course has independence from design studio, which allows for greater experimentation while speculating on important issues of history, society, and domesticity, while also considering technical aspects such as scale and lighting. During a core sequence summit in spring 2025, faculty collectively reviewed the pedagogy in terms of how representation supports design studio. The conclusion is that the course both provides a common foundation and freedom for students to develop their own voice. Since the course is only offered to MArch3 students, we plan to comparatively assess representation skills of MArch students who learn representation at WashU versus other institutions.

Summary of Modifications:
The school formalized the Research Assistant Program through dedicating financial support equaling 100 hours of student time per semester for each tenured and tenure-track faculty member. A further modification was an additional 100 hours in the summer.

In support of student-led research, the Sam Fox School initiated Graduate Student Travel Grants. In 2014, the Steedman Fellowship added the Steedman Student Summer Research Grant to promote student directed research that required travel. In 2022, the Walter B. Kromm Endowed Internship was established to support a student in the College of Architecture and Graduate School of Architecture & Urban Design to complete research focusing on building technology or technology systems addressing climate change with a faculty member and is provided a stipend in the amount of $2,500**.** In the last few years, the Office for Socially Engaged Practice has offered CityStudioSTL Fellowships, CityStudioSTL Student Awards, Civic Scholars Program, Goldman Fellows Program, and the Summer Public Design Workshop.

In fall 2024*, Arch 580 Design Thinking* was modified to put boundaries on the geographic area for research. The City of St. Louis was divided into a series of transects with the intention that every year, students in Design Thinking would research a different transect. The transects are limited in geographic boundaries, which allows

students to more easily research, map, and identify pressing issues within the more concentrated area. The modification helps students achieve clear project objectives by constraining the geographic area of research, ensuring more overlap between student and faculty on that research, resulting in a clearer framework. Over time as different groups complete research on the various tracts, the entire city will be investigated in greater depth. We have only completed one iteration from Design Thinking to Degree Project using transects and will require further assessment to see if the guardrails limit potential of certain research interests or if the deeper research results in better learning outcomes.

The *Arch 323B Architectural Representation II* course Assignment 2 was adjusted in spring 2025 from a 2D image composition in Photoshop to a 3D model, rendering, and composition. This built a better onramp for students to move into the Dutch Painting exercise, as it was a cross-platform assignment that provided an opportunity to experiment with and become fluent in new software in a more free-form setting. Students felt a sense of ownership over their work in the end.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Narrative:
The Graduate School of Architecture & Urban Design prides itself on being a supportive and collaborative environment where students of varied backgrounds and life experiences are regularly exposed to a range of cultures, project types, and stakeholders through the design studios and seminar work. Throughout their studies, MArch students are given ample opportunities to foster and expand on their leadership and collaboration skills through pedagogical assignments and initiatives.

In the *Arch 419 Architectural Design III* International Housing Studio, students are exposed to multiple cultures, social contexts, and climates, through the shared study of dwelling in different urban centers. Each student conducts research and design work in two cultures and contexts each semester and regularly shares their work and findings with the entire cohort through student led presentations and discourse.

Within each studio section, students collaborate to design and build a studio site model of their collective site. Once this work is completed, students work with faculty and their peers to negotiate site selections. This mini master planning exercise requires students to build a narrative for the assembled development that considers multiple variables including existing context, environmental factors, and collective social experiences within the city and their collective neighborhood.

In *Arch 580 Design Thinking* (Bauer, Bonvehi-Rosich, Koster, Stitelman) students engage in collective research on the City of St. Louis, specifically within an assigned transect. The research is divided by course section into general research topic areas of ecology, economics, materials, and social issues. This methodology is intended to allow students to do deeper research into each topic area by distributing the research load and sharing the findings collectively. Each section produces a set of shared maps, built using GIS data, direct observation, and traditional research methods. The data layers that produce each topical map are subsequently available for all students to reassemble for their own use and specific research interests within the course. This process requires that all students work in a collaborative manner with faculty and classmates to identify topics of need and share responsibility for sound research products. This research forms the basis for understanding the transect and the contemporary and historical forces, along with diversity of stakeholder interests that comprise the city, leading students to frame project proposals informed by research, experience, and observation rather than arbitrary decisions.

The final course that ensures that all students understand the role of the architect as a leader and collaborator on multidisciplinary teams in the professional curriculum is *Arch 646 Professional Practice* (Johannes/Scott) offered in the final year of the program. This course develops awareness and understanding of architectural practice

including the relationship of the profession to society as well as the organization, management, and documentation of the process of providing professional services. *Professional Practice* specifically addresses the topics of project delivery (the formation of teams and the roles of collaborators) and firm organizational structures (the various settings and firm compositions from sole practitioner to corporate entities) among many others.

Students may optionally enroll in the *Narratives in Design* course, which provides tools to design students across disciplines who would like to extend their critical thinking knowledge and curatorial studies in design by engaging topics and experts related to the Sam Fox School public lecture series. Starting from an understanding of design as a culture, the course helps students to frame their ideas and interests and learn how to unfold the work of designers in a crafted and mature way. Through a series of interactive workshops, students collaboratively find topics of interest in the different disciplines and find who better can exemplify those interests. The class helps the lecture committee set up the lecture series and gives more agency to students during lecturer visits.

To encourage transparency, offer agency, and build culture within the School, MArch students are invited to participate and serve in a variety of school committees, including the Curriculum Committee, Learning Culture Committee, and Admissions Committees. The Director of Architecture and program leaders meet monthly with undergraduate and graduate student leaders for *Student Leader Lunches* to facilitate communication, discuss initiatives, and work to address problems and concerns. MArch students also engage with their peers as teaching assistants in leadership roles in studios, lecture classes, and other mentorship-oriented roles.

Non-curricular Activity
Outside the classroom, MArch students participate in a range of leadership and collaborative student organizations and committees. Student groups include the Graduate Architecture Council (GAC), The American Institute of Architecture Students (AIAS), The National Organization of Minority Architects (NOMAS), and Women in Architecture + Design (WIAD). Participants in these organizations engage with their peers and faculty inside and outside the school.

Year End Show (YES): Students design, curate, and organize a year-end exhibition of work by graduating students that reveal a comprehensive cross-section of course activity.

The school and student groups organize firm visits and career fairs with the Center for Career Engagement to support students' professional development. Student groups offer additional opportunities for students to engage with community partners, practitioners, and through direct observation of buildings and cities.

The school's Office for Socially Engaged Practice (OSEP) provides The CityStudioSTL Fellowship, which are funded opportunities for architecture, landscape architecture, and urban design students to collaborate with a local firm to address socially engaged challenges in St. Louis. In summer of 2025, OSEP ran the first Summer Public Design Workshop, which was a grant-funded opportunity for a community partner collaborate with students to develop a civic-minded design/build project.

Self-Assessment:
The school highly values empowering students and intentionally foregrounds collaboration and leadership in the curriculum and non-curricular activity. Graduating students often discuss the importance of these many leadership and collaboration opportunities on their learning experience. Students cite the important role of developing leadership skills from the experience of being leaders in very active student groups such as the Graduate Architecture Council (GAC), The National Organization of Minority Architects (NOMAS), and Women in Architecture + Design (WIAD). Another example is how the Office for Socially Engaged Practice is consistently cited by students as an important factor in choosing to enroll in our program; students rank their experiences highly with OSEP.

The YES exhibition from 2024 designed and built by students received an AIA Design Award, which is one of the highest forms of professional peer assessment.

In the *Arch 419 Architectural Design III* International Housing Studio, students provide positive feedback in course surveys and verbally about the experience working collaboratively on the masterplan and shared site model. The Assistants in Instruction share positive feedback about their experiences leading the effort on the shared site model.

Summary of Modifications:
Faculty leaders in the Graduate School of Architecture & Urban Design have been active listeners to student concerns for many years regarding leadership opportunities. The school has implemented the opportunities above to enhance our students' agency in the curriculum and provide leadership positions; we will continually look for ways to promote student empowerment. The Office for Socially Engaged Practice (OSEP) continually adds new opportunities for students to collaborate with community members and develop leadership skills. The office is investigating more design/build opportunities within St. Louis to increase our impact on the city.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
Narrative:
Learning and Teaching Culture Policy
The Graduate School of Architecture & Urban Design prides itself on embracing and supporting a culture of respect, collaboration, engagement, and innovation throughout our pedagogy, departmental initiatives, design reviews, and research.

As outlined by NAAB requirements, our faculty supported student representatives to author and establish the School of Architecture Learning Culture and Values Statement in 2021. When drafting the original studio culture policy, it was determined that the values expressed in the document needed to extend beyond the studio and to all aspects of teaching and learning in the Graduate School of Architecture & Urban Design. This document is posted online on the Sam Fox School website here and publicly posted throughout the school. A faculty Learning and Teaching Committee revisits this statement with student representatives biannually to ensure that it continues to reflect the values of our community.

LEARNING CULTURE AND VALUES STATEMENT 05.16.2021

Students, faculty, and staff of the College of Architecture and Graduate School of Architecture & Urban Design (CoA) at Washington University in St. Louis believe that an empowering environment for learning is fundamental to a holistic design education. **The CoA supports a culture defined by integration and collaboration across a myriad of disciplines, identities, and learning styles utilizing a variety of design processes and methods.** This provides and encourages diverse avenues for creative and critical thought, ensuring that the CoA is a place of continued innovation and experimentation in support of a wide range of professional, social, and personal aspirations. The pressing environmental and social challenges of the 21st century are embedded in our values and are central to our design, scholarship, and practice. **We envision the following statement to be a living document revisited bi-annually and displayed prominently.**

Participants (students, faculty, professionals, alumni, and staff) are:
ASPIRATIONAL - We design the world for future generations to excel. We operate optimistically and cross-disciplinarily within a complex landscape of opportunity **where we develop capacity and support innovation and speculation**. We take risks and challenge paradigms **as an obligation to the futures we design**.

COLLABORATIVE & INCLUSIVE - We support and defend the voices of students, faculty, and staff who represent a diversity of cultures, sexual orientations, religious beliefs, genders, races, abilities, and origins. We are stronger together than apart and work collectively, collaboratively, and

compassionately both within and outside of our curricular tasks. We believe better solutions emerge when a range of ideas and experiences are included in the process.

ENGAGEMENT & IMPACT - We dedicate time and resources to consider what it means to be a good neighbor at home and abroad. We believe it is our responsibility to utilize our privilege and position for a more equitable and just world, for people, and the environment. Our projects extend beyond the classroom and the timeline of the semester in recognition of a commitment to help solve complex real world problems **with our community partners**.

ACCOUNTABILITY & AGENCY - We take responsibility for our learning in and out of the classroom knowing what we get out of our education is in direct proportion to what we put into it. We hold ourselves and each other accountable; we have high expectations and do what we say we're going to do. We shape our education and maximize our learning potential through critical engagement with each other, our curriculum, and our world.

RESPECT & FAIRNESS - Each participant is treated with dignity in line with their own aspirations and objectives. We commit to be our best selves, treating others as we would want to be treated, and believing in every person's potential for success. Each person's ideas and experiences are equivalent and should be valued as such.

EMPATHY - We aim to understand the needs, desires, and emotions of those who share our time and space. We prioritize the lives and experiences of people – today's, yesterday's and tomorrow's -- in our designs, in our curriculum, and in our communities.

INTEGRITY - We are honest in our individual and collaborative work. We recognize and acknowledge the support, inspiration, and references that we utilize in our world while staying true to individual thought. We respect the design intent of each designer and support the development of their unique voice by providing respectful commentary in support of individual creative growth.

BALANCE - We encourage all individuals to achieve a well-rounded life including a range of coursework, extracurricular activities, social and familial networks, sleep and nutrition, and physical and mental health.

This document outlines the manner in which we expect all visitors, faculty, and students to conduct themselves in design reviews. The design review is a unique platform of idea exchange, discourse, teaching, and learning where students, faculty, and guests are expected to conduct themselves in a civil and professional manner. The School of Architecture invites numerous distinguished international and domestic guests from our local community, peer institutions, and the profession to engage in discourse with our students and faculty. These guests help us measure our performance and broaden our collective perspectives. At the outset of each day of final reviews, all guests and reviewing faculty join with administration and staff for introductions and a tour of studios. This small, but critical act offers our guests and faculty a brief view of the diverse pedagogical approaches and research being conducted by our students and faculty. Students, faculty, guests, and staff share meals throughout the day, providing additional opportunities for building community.

Assistants in Instruction program

The Graduate School of Architecture has a robust Assistants in Instruction program in which students demonstrating strong teaching potential, with interest, demonstrated skill, and outstanding prior performance support faculty in course and studio instruction. Assistants in Instruction support faculty through a range of tasks including conducting small group discussion sessions, grading reviews, instructional support, after-hours support, and peer counselling. Approximately **50** students hold Assistants in Instruction positions each semester.

Student Research Assistantships
In addition to the Assistants in Instruction program, the Graduate School of Architecture offers students the opportunity to conduct paid research through student Research Assistantships (RA) with faculty. Students work closely with faculty throughout the year on a wide range of research topics, helping to further introduce students to research methods and foster a vigorous community of researchers. The department funds 100 hours of student research assistance per semester (fall, spring, and summer) for each tenured and tenure-track faculty. Sponsored grants, from sources both internal to WashU and external, also provide research assistantship opportunities. In AY24-25, fifteen graduate students held RA positions out of 127 total graduate students (12%).

Student Support
As part of our strategy to support student learning culture, we provide significant financial assistance; **94%** of graduate students at the Sam Fox School receive financial aid. The Sam Fox Ambassadors program awards **10 full-tuition scholarships** to outstanding applicants every year.

Studio Reviews
We uphold a respectful and open dialogue in our studio reviews. Our studio reviews are constructive and dynamic exchanges where students, faculty, guest critics, and invited practitioners benefit from the sharing of each other's creative processes, successes, and challenges. Faculty occasionally serve as moderators to maintain a productive and supportive review culture.

Additionally, student representatives are appointed to several faculty committees including the Curriculum Committee and Graduate Admissions committees.

The director and department chairs have organized town hall meetings with students several times a year to offer a forum for students to raise questions and concerns with school leadership. These meetings have evolved into weekly lunches with Director Aki Ishida and student group leadership from the below mentioned groups.

Student Organizations
A culture of respect, engagement, and innovation is reinforced outside the classroom and studio through numerous student organizations. The following is a list of student groups and student chapters of professional organizations represented in the Graduate School of Architecture & Urban Design:
https://samfoxschool.washu.edu/people/students/student-groups

AIAS (The American Institute of Architecture Students)
Mission Statement: The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to advancing leadership, design, and service among architecture students.

ArchEngage
Mission Statement: ArchEngage connects students with faculty, practicing professionals, and local community members to collaborate on pro-bono design/build projects for communities in St. Louis. Through these projects, we intend to give WashU students the opportunity to engage with the design process in a way that benefits both the WashU community and the greater St. Louis community at large.

GAC (Graduate Architecture Council)
The GAC is the primary student group representing the needs and affairs of students in the professional architecture program. The GAC has an elected board of officers. The council works in close collaboration with the school's leadership, faculty, and staff to advocate on the student body's behalf and to foster a culture of support, collaboration, and openness.

NOMAS (National Organization of Minority Architects Student Chapter at WashU)
Mission Statement: WUSTL NOMA is the student branch of the National Organization of Minority Architects (NOMA). NOMA's mission is to champion diversity within the design profession by promoting excellence, community engagement, and the professional development of its members.

WIAD (Women in Architecture and Design)
An educational advocacy organization dedicated to making known the need for women architects by encouraging gender equality in the field of architecture and design.

Additional groups can be found here: link

Self-Assessment:
As well as the regular assessment outlined in section 5.3, our Learning and Teaching culture is annually assessed through the Teaching and Learning Faculty Committee. The mandate for this faculty committee is to advise and support representatives of the student body in reviewing, changing, or adopting the current WashU Learning and Teaching Statement. While there is a general agreement among all parties on the spirit of the document, numerous challenges to this process have been identified, including the fact that the NAAB stipulates that the document is to be student-led and faculty advised. While students are often interested in sharing their thoughts and concerns, having them produce content can be challenging. Additionally, the faculty at large has had difficulty adopting statements of policy that are authored by non-faculty. The statement has been determined by some faculty and students to be too far reaching in its ability to define the actions of alumni, guests, and staff that are outside the purview of the student authors.

Summary of Modifications:
The Learning Culture Committee chose to meet annually rather than biannually in support of our students to review and edit our current Statement on Teaching and Learning. Future modifications will be discussed, adopted, posted, and distributed widely.

The research assistantship (RA) program was launched in Fall 2021 to provide students with expanded opportunities to engage faculty, participate in advanced research, and advance the learning and teaching culture of the College.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
Narrative:
The Sam Fox School is actively committed to achieving an inclusive and equitable community. The Graduate School of Architecture & Urban design deepens students' understanding of diverse cultural and social contexts through the pedagogies, initiatives, and the culture of the school. As stated in **Shaping the Future**, the Sam Fox School's 2022-2032 strategic plan, we will work for social justice, healthy environments, and stronger communities—including a focus on projects with and for St. Louis—through academic programs; collaborative research initiatives; and mutually beneficial industry, practice, and cultural partnerships.

Students in the Graduate School of Architecture & Urban Design are traditionally exposed to a broad range of cultural and social contexts through the program's option studio offerings. Recent examples of the variety of offerings include Alfonso Garduno's *Querétaro Studio* in spring 2025, which focused on designing sports facilities for underserved youth and community members in Querétaro, a mid-sized city in the central part of Mexico. Students were able to travel to Querétaro to meet community members and actively discuss issues. Garduno is a member of *Taller Activo*, which is a workshop committed to alternative process of intervention that reorganizes, reconnects, reimagines and restores existing community resources through active stakeholder participation. Jose Ahedo's *UnCozy Islands: Mixed-use Experiments in Food-Productive Landscapes* option studio in fall 2024 investigated the social and cultural connection to food production. Students designed a mixed-use building that houses an agricultural school, a daycare center for the elderly, and leisure facilities, all connected to a food product. Global sites and cultures for the project were divided into five fundamental tastes: sweet, sour, bitter,

salty, and umami. In spring 2024, Cory Henry's *Brownsville* option studio designed a community center dedicated to health, wellness, and memory of historic trauma in south Atlanta. In discussions with Project South and the Brownsville residents, there was a clear and collective commitment to developing a project that is sustainable – not only in ecological terms but also in its deep connection and service to the community – a community that has had public amenities, and even their mobility, systematically taken from them by oppressive forces and intense gentrification. Petra Kempf's option studio and previous seminar explore ideas of *Commoning*, delving into the socio-spatial configurations for collective self-regulation and self-awareness in the sharing of resources, knowledge, and power.

Architectural History II: Architecture Since 1880 (AH2) positions the history of modern architecture as a global exchange of ideas and knowledge. The course introduces students to the foundational theories and movements of architecture originating in the Western world, but traces their flow across continents, exploring how the Garden City movement was realized in South Africa, how modernists in Japan grappled with tradition and national identity in their work, and how plazas in Buenos Aires reveal the tensions of colonialism in their representation. Lectures ask students to consider how relationships between architects in different countries and diasporic migration in the wake of crises helped to shape the field we know today and challenge students to interrogate how different interpretations of modernity came to bear on architectural design in a variety of cultural and social contexts. The instructor has also initiated an ongoing research project with a graduate research assistant to expand not only who gets included in the modern architectural canon, but to reconsider the topics and fields discussed in the course so that it can deepen students' knowledge and understanding of the diverse contributors to architecture's rich history.

Arch 419 Architectural Design III (Bauer, Koster, Lopez, Rivera) the International Housing Studio, which is the final core studio, aims to deepen students' understanding of the importance of climatic, social, and cultural specificity in relation to forms of collective dwelling in an urban setting. Through research and critical analysis, students develop housing proposals that not only engage with the particularities of each site but also attempt to challenge traditional ways of living in response to evolving family structures, economics, and an increasing interest in and need for collaborative living. Throughout the semester, students are exposed to various design approaches and methodologies by rotating through two different cities, each taught by a design instructor with intimate knowledge of the context and culture of the city. Additionally, through collective design presentations and reviews students are indirectly exposed to at least four cities and cultures throughout the semester. Through this process, students are able to draw connections between the impact climate, context, and culture have in shaping the built environment, while also reinforcing the core commonalities shared among dwellers, while applying these to their designs.

Segregation by Design (Freixas) ARCH457B is a long-term, community-engaged project that analyzes racial segregation in American cities, using St. Louis as a starting point to study causes, effects, and mitigation strategies for residential segregation. The three pillars of the project are: analyzing historical and structural causes of segregation, implementing innovative neighborhood-based strategies for urban stabilization and revitalization, and promoting a sense of shared identity among St. Louis residents. Associate Professor Catalina Freixas has taught Segregation by Design as an interdisciplinary course optional for MArch students since 2016. The course brings perspectives from community members, academics, policymakers, and designers to students as they explore the impacts of segregation in historical and local context. Through this project, a meaningful partnership has been established with the St. Louis Association of Community Organizations, which pairs each class with a community to ensure local ownership and commitment.

The Sam Fox School's chapter of NOMAS participates in the annual design competition at the national conference. The competition is the focus of a course led annually by faculty member Melisa Betts Sanders. In 2021, the Sam Fox School's team won the design competition with their proposal titled "Embodying Legacy." The design centered on a "Legacy Headquarters + Resource Center" that would celebrate NOMA's Detroit roots and its legacy in supporting architects and designers of color.

Design Agendas: Modern Architecture in St. Louis, 1930s–1970s at the Kemper Art Museum in 2024 was the first major exhibition to examine the complex connections in St. Louis among modern architecture, urban renewal, and racial and spatial change in the interlocking histories of New Deal planning, the Great Migration, and the civil rights and Great Society eras. Most of the architectural works were created in a period of de facto racial segregation, an era that is now known for its often-racist modernist urban planning, such as the Pruitt-Igoe public housing project (1950–56) and the clearance of the Mill Creek Valley neighborhood with its twenty thousand African American residents (1959). These and other urban renewal initiatives were also part of several interlocking design agendas that used modern architecture and planning to propose and express new, and then thought to be more liberating, ideas about social organization and forms of architecture and planning. *Design Agendas* was curated by Eric P. Mumford, Rebecca and John Voyles Professor of Architecture, and Michael E. Willis, FAIA, with Mary Reid Brunstrom, independent art historian; Frank Escher and Ravi GuneWardena, architects; and Leslie Markle, curator for public art at the Mildred Lane Kemper Art Museum.

Office for Socially Engaged Practice

Students and faculty in the Graduate School of Architecture & Urban Design and the broader interdisciplinary Sam Fox School are supported by the Office for Socially Engaged Practice (OSEP). OSEP connects students and faculty to communities in St. Louis and beyond to collaborate on meaningful projects in art, architecture, and design. These collaborations allow students to experience St. Louis beyond the WashU campus while supporting education and innovation in our community. OSEP facilitates a variety of programs, including The Alberti Program: Architecture for Young People, TheCityStudio Fellowship**,** and the Summer Public Design Workshop in addition to other community-led park projects and installations in St. Louis neighborhoods. In each case, the office connects WashU students and faculty to community partners working on real-world issues. This community-engaged teaching, research, and creative practice is supported by OSEP staff and competitive grants.

Recent projects supported by OSEP include a partnership with the nonprofit Be Well Café & Market in St. Louis' Hyde Park neighborhood for the school's inaugural Summer Public Design Workshop. Design Openings is a collaboration with the Pulitzer Arts Foundation to support art, design, and installation projects in the Grand Center Arts District. The Sumner Studio Lab is a community space in North St. Louis hosting public workshops, student internships, and academic courses. Launched in 2022, the Sumner StudioLab is a collaboration between the Sumner Advisory Board, 4theVille, and Washington University in St. Louis's Center for the Humanities and OSEP, building on robust Sumner Recovery Plan initiatives. Kelley Van Dyck Murphy led the class Pathways where students worked as mentors to collaborate and undertake a co-designed installation project with the students in the Sumner High School Studio Lab in the Ville. Peace Park is a long-term collaboration with the City of St. Louis municipal department, neighborhood leaders, and industry partners to directly engage with under-resourced communities in the design and building of a park in St. Louis.

The Engaged City is a joint project led by the Center for the Humanities (College of Arts & Sciences), the Center for the Study of Race, Ethnicity & Equity, and the Office for Socially Engaged Practice (Sam Fox School of Design & Visual Arts) at Washington University in St. Louis. This initiative aims to showcase the cultural vibrancy of St. Louis and foster stronger partnerships and investments in our neighborhoods, helping to build a more inclusive and thriving St. Louis for everyone. To do that, we will co-create publicly accessible cultural asset maps of St. Louis that spatialize the individual and collective cultural knowledge bearers, organizations, and community members in STL.

Community Design Sprints (Matt Bernstine) is an interdisciplinary applied course for students to engage at the beginning of the design process for small-scale yet pressing St. Louis needs through a selected project. Designed as an action-based, the course partners with stakeholders to help move community-led projects forward. Running continuously since 2021, this optional studies course has partnered with local organizations each year on issues including, place-making, place-keeping, and designing concepts for equitable and cohesive public spaces in St. Louis.

OSEP provides a range of resources and grants to the Sam Fox School to aid thoughtful engagement for community collaborations:

Partnership Development: For studios and seminars with community partners, OSEP facilitates dialogue to establish mutually beneficial goals. Expectations are formalized in a co-developed Memorandum of Understanding (MOU), covering responsibilities, documentation, media, and other details. This process builds trust, accountability, and a framework for ongoing collaboration.

Faculty Course Grants: Offers grants to Sam Fox School faculty leading community-engaged courses. Applications are open to any faculty teaching courses that elevate community-engaged learning, scholarship, and practical applications, including courses that engage with the St. Louis region through the study of community issues and contemporary topics, as well as courses that partner directly with community organizations and members. Proposals with long-term collaborative plans within existing courses are prioritized. Four grants of $2,500 are offered each academic year.

Creative Exchange Grants: Encourages faculty to actively engage with the St. Louis region. Supports the inclusion of diverse community voices into courses and studios through discussions, in-the-field visits, reviews with community members, and more. Faculty are encouraged to bring underrepresented speakers and perspectives into the classroom, while also facilitating student engagement with St. Louis communities.

Conference Support: OSEP provides support for faculty and students to attend conferences, meetings, and convenings that focus on socially engaged practice. Examples include Design Futures Forum, ASLA STL events, Forward Through Ferguson convenings, and the Community Builders Network.

Course Support: Through OSEP, faculty integrate community engagement into teaching by collaborating with schools and organizations such as Sumner High School, Chesterfield Montessori School, St. Louis B-Works, Trailnet, 4theVille, Invest STL, and Be Well Café. These partnerships expand students' cultural competence and demonstrate the broad applications of design disciplines.

Student Programming: OSEP also develops experiential programming for students, encouraging them to explore design's social responsibilities and possibilities. Examples include the Design Agendas Symposium, a two-day forum examining the history and impact of design agendas in St. Louis; Parking Day, a global movement to reclaim public space; workshops; and architectural tours of St. Louis in collaboration with local historians, preservationists, and community members.

Self-Assessment:
The history sequence was assessed by the history faculty to be too focused on Western cultures. The *Design Agendas* exhibition provided valuable knowledge to faculty and students about the complex history of architecture, urban planning, and civil rights. While the exhibition was temporary, the ethos will have a lasting impact on the curriculum.

An informal assessment of the influence of the *Arch 419 Architectural Design III* international housing studio on our students is the number who choose to focus on housing issues for their self-directed research in the Design Thinking course, which leads to the Degree Project design studio.

Students who accept admission into the Graduate School of Architecture & Urban Design highly rank our commitment to socially engaged practice as a reason for joining WashU. We have put great effort into committing to programs and courses that promote equity and market this as one of our strengths. OSEP has been continually growing and adding new programs and successfully finding new funding opportunities, community partners, and donors. We feel strongly that we are heading in the right direction for social equity and inclusion.

OSEP maintains a database of all projects and courses that the office is involved in. Details recorded include course title, participants, deliverables, financial records (if any), and recognition received. Each faculty member produces a summative report documenting methodology, partners, activities, and outcomes. Project highlights are shared through school communications, social media, and, for major initiatives, submitted to disciplinary journals and conferences. Faculty supported by OSEP have recently presented at ACSA (2023, 2024), CELA, St. Louis (2024),

SCUP Regional Conference (2023), and Design Futures Forum (2025), with participation planned for the 2026 Urban Humanities: Global (Un)Conference.

Summary of Modifications:
The History sequence was expanded to include a wider range of cultures.

Arch 419 Architectural Design III has been modified to include a wider range of family structures. Additional courses have been added to address designing for economic diversity. An example of this is Alfonso Garduno's option studios to design for highly underserved communities in central Mexico. We expanded the range of faculty who come from different countries or whose research is located in other cultures to provide a wider range of voices.

The Office of Socially Engaged Practice (OSEP) is continually evolving with the goal of creating greater impact in the City of St. Louis. An example of creating long-lasting impact was the inaugural Summer Public Design Workshop mentioned above in summer 2025. The goal is to continue and increase the scope of these grant opportunities for community partners to collaborate with Sam Fox School students and faculty for permanent design/build projects. In 2025, OSEP hired a full-time project manager to help facilitate design/build projects with the intention that those projects will increase in size and impact.

As a way to strengthen the Sam Fox School's commitment to social equity and inclusion, in 2024, Professor Linda Samuels was appointed Director of Sustainable Design and Environmental Justice. The environmental justice aspect of the position emphasizes the interconnectedness of social equity and environmental challenges. One of the priorities is to build a collaborative network across the school and broader university to address the global climate crisis and environmental equity. That work includes partnering with leadership to prioritize climate resiliency, healthy environments, and equitable urban systems as foundational to the school's academic mindset.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:
Narrative:
Health, safety, and welfare (HSW) in the built environment are core principles intrinsic to the curriculum. The building technology sequence builds upon knowledge delivered through the progression of courses.

Arch 438 Environmental Systems I (Freixas & Yin) is the foundational course in the architectural technology sequence. The course examines the interplay between people, buildings, and context. This includes environmental,

material, and spatial considerations. It demonstrates how design decisions influence comfort, safety, and well-being in diverse environments. The class emphasizes the imperative for each student to develop a personal philosophy toward architectural sustainability, the role of this philosophy within the design process, and its relationship to architectural form. Focus is placed on the integration of passive systems into the design process. Students are introduced to methods for measuring human comfort. These include the use of the psychometric chart and the application of environmental control concepts in response to weather data. The curriculum explores microclimates and their relationship to thermal comfort, extending beyond an understanding of regional climate. Deployable passive design strategies—such as sun shading, night flushing, and thermal mass—are covered at various scales. Visual comfort and the relation to daylighting is studied through different types of apertures, their orientations, and techniques for balancing light levels, minimizing glare, and providing access to view, among others. Life safety and accessibility standards are introduced as aspects of passive survivability in site design. Students show their ability to devise a wildfire prevention strategy by creating "defensible space" around a structure. The course also examines design strategies for flooding and high-wind events, such as tornadoes and hurricanes. The effects of heat islands at both macro and micro levels are explored, with students applying their understanding to site design. Finally, energy is studied both as an embodied property and as a resource consumed by architecture. Students learn how architects manage and direct energy flows at both the building and city scales. These strategies help advance sustainability and human welfare at the scale of a building, its site, the city or region.

Arch 445 Building Systems (Moyano) is an introductory course that examines contemporary building practices: understanding common and new materials, assemblies, and methods applied to the construction of buildings. The course builds on strategies of aperture and visual comfort in addition to thermal comfort from *Environmental Systems I* through detailed examination of wall assemblies. This course promotes student understanding of HSW by emphasizing the technical, environmental, cultural, and regulatory aspects of contemporary building practices. It ensures that future architects are equipped to design buildings that are safe, accessible, sustainable, and responsive to their users and contexts.

Human health is addressed in *Building Systems* through understanding material properties and environmental performance, enabling students to select materials and assemblies that promote indoor environmental quality (e.g., thermal comfort, daylighting, moisture control, and air quality). Through study of building enclosures and detailing, students learn to design assemblies that prevent issues like thermal bridging, condensation, and mold—factors that directly impact occupant health. Safety is also paramount and students are introduced to life safety concepts, building codes, and industry standards, reinforcing the importance of designing buildings that meet minimum safety requirements related to fire protection, egress, and structural integrity. The course's overview on structural systems and construction methods ensures students understand how buildings are supported and remain safe under various conditions.

Welfare is addressed through the integration of universal design principles, encouraging awareness of accessibility and equitable access and ensuring students recognize architecture's responsibility to serve all users regardless of ability. The inclusion of geographic and climate context analysis helps students understand how design responds to different cultural and environmental conditions, supporting occupant welfare and contextual sensitivity. The course has a strong emphasis on sustainability—both through material selection and environmental performance, demonstrating concern for long-term resource stewardship and the health of future generations.

By analyzing a real-world building precedent from conceptual ideas to detailed wall sections, students in *Building Systems* examine the effects of design decisions at multiple scales—from the urban context and cultural impact to the construction detail and material joint. The course also fosters systems thinking by exploring how materials, assemblies, and technologies interact across structural, envelope, and finish systems, and how these choices affect the overall building performance and its impact on the city.

Arch 439 Environmental Systems II (Brown) addresses human health as an interaction between the human body and the built environment, including topics of thermal comfort, visual comfort, and auditory comfort. Students explore not only how building systems operate, but also how energy is received and interpreted by the human

body. Students optimize thermal comfort by calculating solar gain in different seasons and making design changes to minimize energy use while optimizing quality of life through connections with the outside and/or other interior spaces. For auditory comfort, students explore how sound moves through a space, using ray tracing to visualize sound reflections, and how by shaping spaces or making changes of material can control sound comfort. While exploring examples of these concepts through lectures, they are also shown examples through a series of site visits and scavenger hunts where students are asked to identify, photograph, and sketch ways the institutional buildings on campus address these issues. Site visits and scavenger extend to life-safety issues such as fire egress and suppression systems. In addition to understanding these issues, students show the ability to implement fire sprinklers in their building proposal and produce emergency egress diagrams.

ARCH 538C - Advanced Building Systems (Ahrens) is the final course in the building technology sequence that synthesizes all the knowledge gained in the previous courses into a single integrated design project. Human health, safety, and welfare are embedded throughout the course. The course takes a previously designed studio project from WashU and integrates building systems in greater depth. Students begin with a building code search and life-safety is paramount to ensure there is site access around the building for emergency vehicles and responders. Within the building, life-safety is safeguarded by ensuring emergency egress is accounted for in terms of sizing exits, location of paths, and maximum distances and documented clearly in floor plans and diagrams. Students locate exit signs in the reflected ceiling plans of their building proposals to ensure the egress path is clear as well as providing emergency power light fixtures along the path to ensure the minimum required lumens during an emergency. Students also locate fire sprinkler heads in the reflected ceiling plans for fire suppression. The code search yields fire ratings for structural elements, floors, and walls to ensure the integrity of the structure is integrated into the building proposal. Human health is integrated throughout the process to ensure thermal, visual, and acoustic comfort. Thermal comfort is the primary consideration when the students expand upon the design of their envelope system to integrates passive systems such as ventilation, sun shading, and insulation. After the envelope has been optimized, life-safety implemented, and climate and passive systems incorporated, then the students select and integrate an active mechanical system into their building to ensure thermal comfort, filtered air, and appropriate humidity levels. Visual comfort is further considered as part of the envelope design with respect to daylighting in terms of quantity and quality including issues of contrast and glare. Students expand upon visual comfort when they add artificial lighting to supplement daylighting. Acoustic comfort is considered through sound transmission and room acoustics, which are impacted by finish materials, room geometry, and wall and floor assemblies.

Self-Assessment:

Student work is regularly reviewed throughout each semester and includes the review and assessment of invited design professionals at the course final review. At the end of the semester, students complete evaluations, which help faculty to understand their learning outcomes. The Building Technology Committee meets regularly to discuss outcomes within the entire building technology sequence, which includes the Professional Practice class. In addition, the NAAB Ad-hoc committee meets regularly to ensure the alignment of topics across the curriculum, review assessment procedures, and propose modifications where needed. Data collected at final reviews from internal and external critics is aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to assess the performance of each student, the overall performance of the class relative to previous classes, and to discuss any adjustments or changes needed.

Summary of Modifications:

Advanced Building Systems (ABS) has been modified to provide more examples in the lecture about life-safety egress and the use of fire shutters to separate exit paths from occupiable spaces. The schedule of the class has been modified so students will meet weekly with the instructors rather than every two weeks, which divides the two-week deliverables in half to one-week deliverables. In addition, there is a reduction in the number of sub-assignments within certain assignments that were taking excessive amounts to time for students to complete while maintaining evidence of ability. Additionally, ESII has changed the requirement for simulating solar heat gain through an envelope so that each student will have that knowledge prior to taking ABS, which will ensure students have the ability to produce the simulations on their own.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Narrative:

Ethics and integrity are central values inherent throughout the curriculum. The core studio sequence, history/theory classes, building technology sequence, and seminars address ethical issues and the responsibility of the architectural profession. Students are exposed to the influence of the built environment on the physical and psychological well-being of humans and the natural world. They are provided opportunities to discern the implications of their design proposals on the larger physical fabric, context, or environment. Respect for the environment is evaluated in response to required resources and subsequent environmental stress relative to the project. Core studios and the building technology sequence focus on passive systems that reduce recurring resources while adhering to regulatory requirements and the responsibility for health, safety, and welfare for the users. While core studios, history/theory courses, building technology sequence, and seminars integrate ethics and integrity, the required and dedicated Professional Practice class directly addresses these topics.

ARCH 646 Professional Practice taught by George Johannes and James J. Scott focuses on issues of professional ethics, regulatory & legal requirements, business operations, and career-related topics. The course is structured around lectures by the instructors and guests, group discussions, and student presentations that cover the diverse range of issues licensed professional architects are responsible for and must manage effectively. Ethics, Standards & Professional Obligations focuses on areas of potential ethical lapses or violations, sets of standards, and the AIA Code of Ethics & Professional Conduct and its history. Legal aspects are taught by Attorney James Scott and covers owner-architect contracts, AIA Document B103, negotiating the design contract, liability and risk management, construction contracts, methods of project delivery, BIM, what happens when projects fail, and dispute resolution. Business organization, management, and project team structures are covered through general organizational patterns and firm-wide roles such as owner/architect/partner, principal, financial officer, architectural operations director, management committee, marketing director, and personnel director. Project roles include principal-in-charge, project manager, project programmer, project designer, project architect, specifications writer, construction administrator, interior designer, and graphic designer. Financial management includes discussing sources of income, understanding cashflow, firm finances, accounting methods, fee projections & management, and firm macro-financial trends. Marketing & public relations is discussed through sources of commissions, qualifications for acquiring commissions, the marketing process including tools & materials, and presentation techniques. The class further defines project-specific roles including client, consultants, contractors, oversight agencies, and joint ventures between architectural firms and relationships between them including typical organizational patterns, contracts and forms of agreement, and project development process. Within a typical architectural project, the course elaborates on the importance of life safety, building codes, regulations, and zoning ordinances. The architectural design phases that require management include project financing, project acquisition, project organization, programming and conceptual design, schematic design, design development, conceptual cost estimating, life-cycle costing as a decision-making tool, operational cost projections, and construction administration. The forces that influence change are woven throughout the course and are inherent in the discussion of each subject.

Self-Assessment:

The course invites guests from the local architectural community to share their experiences and engage students in dialogue. The questions the students pose help to assess their learning and are incorporated into future versions of the course. At the end of the semester, students complete evaluations, which help to evaluate their progress toward learning outcomes. The Building Technology Committee meets regularly to discuss outcomes within the entire building technology sequence, which includes the Professional Practice class. In addition, the NAAB Ad-hoc committee meets regularly to ensure the alignment of topics across the curriculum, review assessment procedures, and propose modifications where needed. Data collected at final reviews from external critics is aggregated and used to measure year-over-year performance.

Summary of Modifications:
One of the main deliverables in the *Professional Practice* course is a business plan, which is presented to the class and receives feedback from the instructor. A future modification is to include additional external reviewers to provide feedback to the students and the instructors.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
Narrative:
Throughout the curriculum, issues of life safety, land use, and current laws and regulations are integrated. Life safety is a core principle of *Arch 439 Environmental Systems II* (Brown) and *ARCH 538C - Advanced Building System* (Ahrens). Compliance with laws and regulations are core principles of *Arch 439 Environmental Systems II* (Brown), *ARCH 538C - Advanced Building System* (Ahrens), and *ARCH 646 Professional Practice* (Johannes & Scott). Land use is a focus of *Arch 580 Design Thinking* and *Arch 518A Pre-Design.*

Arch 439 Environmental Systems II (Brown) students address the regulatory context, in large part by observing how buildings integrate life safety through fire protection, egress, vertical circulation, and accessibility. While exploring examples of these concepts through lectures, they are also shown examples through a series of site visits and scavenger hunts where students are asked to identify, photograph, and sketch ways the institutional buildings on campus address these issues. In particular, the class focuses on strategies to design large atria in buildings and how this can only be accomplished through an understanding of many aspects of life safety. Students are asked to design an office building with a multi-story atrium to understand the relationship between these regulations and their design. During the section on artificial lighting, students understand exit signs and emergency lighting along the egress path and implement them in their building proposal. Further, students gain an understanding of visual and audible fire alarms and strobes, fire control panels, and general equipment installed in the building for the fire department. Students are introduced to laws and regulations such as ADA through accessible pathways and the layout of accessible toilets, which they implement in their design proposal.

Arch 580 Design Thinking is the course that precedes students' final design studio, Degree Project, where they determine issues to explore in their design proposal, the building program, and site selection. The site selection and analysis focus on local and regional land use, understanding how the site relates to the context. While students are focusing on their specific individual project initiation in *Arch 580 Design Thinking*, they are enrolled in *Arch 518A Pre-Design*, which provides students with a general understanding of the steps and strategies behind the initiation of an architectural project site condition analysis, zoning, and code regulations. Since the two classes occur simultaneously, knowledge gained is implemented in both classes at the same time. Students use GIS to gather, filter, and parse regional land use data for in addition to socio-economic data to create maps that visually describe complex socio-spatial relationships. From the larger maps, students focus on specific sites for their projects, analyzing land use information to create GIS maps related to their selected site.

ARCH 538C - Advanced Building System (Ahrens) focuses on regulatory compliance throughout the semester. The class takes a previous design studio project completed at Wash U and dives deeper into more complete building systems. The first step in the process of modifying and improving the previous studio project involves students completing a Building Code Worksheet where they analyze their proposal according to specific compliance with the International Building Code, ADA, and local zoning codes based on the location of their project. Students evaluate and modify their site design for compliance with fire apparatus and emergency vehicles, parking requirements based on zoning requirements, ADA parking requirements, and accessible pathways to the building. Within their building proposal, they modify their design to ensure they comply with life safety for fire egress based on occupancy, exiting distances, fire-rated enclosures, ADA accessibility, and ADA toilets. The envelope design is further iterated upon and measured against IBC, International Energy Conservation Code (IECC), and ASHRA

standards to evaluate the performance of envelope design considering insulation, thermal gradient through the envelope assembly, heat gain and loss, and the effect of solar heat through the envelope.

ARCH 646 Professional Practice taught by George Johannes and James Scott follows the Advanced Building Systems class, reinforcing and expanding upon the purpose of building codes and regulations. The Professional Practice class focuses on historical development and need for code while Advanced Building systems focuses on applying codes. The Professional Practice course investigates the architect's responsibility for life safety, the use of the International Building Code, application of ADA requirements, and the purpose of zoning ordinances in relation to other discipline-adjacent collaborators' responsibilities as well as other team members. The class looks at various forms of business organization and their legal responsibilities. Students discuss the regulatory process of licensure with the AXP, NCARB, and ARE exams.

Self-Assessment:
The final review of the Design Thinking and Advanced Building Systems classes includes outside reviewers to evaluate the work through an assessment form to provide feedback to the instructor on the learning outcomes of the students they reviewed. The Building Technology Committee meets regularly to discuss outcomes within the entire building technology sequence, which includes Environmental Systems II, Advanced Building Systems, and the Professional Practice class. In addition, the NAAB Ad-hoc committee meets regularly to ensure the alignment of topics across the curriculum, review assessment procedures, and to propose modifications where needed. Data collected at final reviews from external critics is aggregated and used to measure year-over-year performance.

Summary of Modifications:
The Advanced Building Systems (ABS) course has been modified to provide more examples in lecturea about life-safety egress and the use of fire shutters to separate exit paths from occupiable spaces. The schedule of the class has been modified so students will meet weekly with the instructors rather than every two weeks, which divides the two-week deliverables in half to one-week deliverables. In addition, there is a reduction in the number of sub-assignments within certain assignments that were taking excessive amounts of time for students to complete while maintaining evidence of ability. Additionally, ESII has changed the requirement for simulating solar heat gain through an envelope so that each student will have that knowledge prior to taking ABS, which will ensure students have the ability to produce the simulations on their own.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
Narrative:
While aspects of technical knowledge of the built environment are present throughout the curriculum, the building technology sequence required for each student consists of four courses: *Arch 438 Environmental Systems I, Arch 445 Building Systems, Arch 439 Environmental Systems II, and ARCH 538C - Advanced Building Systems.* In addition, two courses on building structures, *Arch 447A Structures I* and *Arch 448A Structures II*, contribute to the technical ability of our students. The final course is *Arch 616 Degree Project*, where students incorporate and synthesize their technical knowledge and design acumen into a comprehensive degree project.

Arch 438 Environmental Systems I (Freixas & Yin) is the foundational course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context in environmental, material, and spatial realms. The class supports students in developing their individual philosophy of architectural sustainability, the role of this philosophy within the design process, and its relationship to architectural form. The class is organized around three themes: climate, site, and energy. The climate theme addresses macro- and micro-climates and their roles in developing architectural form through passive strategies. The site theme expands the architectural project's idea to examine landforms, siting, grading, hydrology,

accessibility, parking, and ecology. The theme of energy looks at architecture as both embodied energy and a consumer of energy to understand how the architect helps to control and direct these flows at macro and micro levels. Students are expected to combine an understanding of the fundamental laws of passive design, comfort, and heat flow within the local climate variables to create energy design, ecological strategies, and decarbonization guidelines for their work. Technical ability is reinforced through the introduction and use of software to analyze various building components around all three of the themes: climate, site, and energy.

Arch 445 Building Systems (Moyano) is an introductory course that examines contemporary building practices: understanding common and new materials, assemblies, and methods applied to the construction of buildings. The course builds upon strategies from *Environmental Systems I* through a detailed examination of wall assemblies. This course promotes student understanding of building technology through lectures, which provide an introduction of methods, historical and contemporary context, and technical information about buildings and assemblies, and lab sessions, which teach students the fundamentals of building construction practices and convey basic principles of architectural assemblies, details, and representations. The lab sessions consist of three deliverables: a structural analysis, a detailed wall section drawing from foundation to roof, and a 3D model based on the wall section of the building.

Arch 439 Environmental Systems II (Brown) builds upon the passive strategies of climate, site, and energy gained in Environmental Systems I and is organized around active systems including enclosure, internal thermal conditions, energy, air movement, lighting, and acoustics. Each aspect is investigated to uncover limitations, potentials, and the underlying principles. A consistent theme through the class is the integration of design concept and performance through the strategic deployment of building systems. This course introduces students to active building systems and their integration into architectural design considerations including enclosure, internal thermal conditions, energy, air movement, lighting, and acoustics. Tools and strategies to analyze and evaluate the performance of buildings systems relating to these concepts are taught. Students learn to apply specific design strategies and synthesize complex relationships to enhance building performance such as solar heat gain, internal heat gains, heat loss, daylight levels, artificial lighting, ventilation, and acoustics. The course aims to prepare students for both Advanced Building Systems and Professional Practice courses by understanding the regulatory context, health, safety, and welfare considerations, and technical knowledge required for the design and implementation of building systems.

ARCH 538C - Advanced Building Systems (Ahrens) is the final course in the building technology sequence that synthesizes all the knowledge gained in the previous courses into a single integrated design project. It is a lecture, research and workshop course that focuses on contemporary building systems related to building code, structure, enclosure, passive and active climate control, natural and artificial light, acoustics ,and technical specifications. The lectures focus on a large number of precedents while also providing technical information. The workshop focuses on a design exercise, which takes a previously designed studio project from WashU that explores in greater depth how building systems, construction, and technology play a role in developing morphology. The course exposes students to the interrelated nature of building technologies in architectural environments and highlights the technical issues that come to bear on the “making” of architecture.

The starting point in *Advanced Building Systems* is a building code search, which helps define the parameters for the technical requirements of the project. The code search yields fire ratings for structural elements, floors, and walls to ensure the integrity of the structure and is integrated into the building proposal. Students also locate fire sprinkler heads, exit signs, emergency lighting, and egress pathways by providing and sizing exits, location of paths, and maximum distances. After integration of the building code, site, program, and structure, the next step is to detail the enclosure and explore the use of passive systems. Both energy use and thermal comfort are considered in the design of the building envelope system and integration of passive systems such as ventilation, sun shading, and insulation. After the envelope has been optimized, life-safety implemented, and climate and passive systems incorporated, then the students select and integrate an active mechanical system into their building to ensure thermal comfort, filtered air, and appropriate humidity level. Visual comfort is considered as part of the envelope design with respect to daylighting, in terms of quantity and quality, including issues of contrast and glare. Students also integrate artificial lighting and acoustic properties considering sound transmission and room acoustics, which

are impacted by finish materials, room geometry, and wall and floor assemblies. The course also covers outline specifications for the project.

Arch 447A Structures I is the first course focused on structural analysis. The course covers statics and strength of materials through beam and column theory. Loads are defined. States of stress are identified and analyzed. Structural behavior is reviewed for context and material efficiency. Form active, bulk active, and vector active structural options are explored relative to the transference of load along the length of structural members. Ultimately, the course applies structural theory to the analysis and design of structural framing members: beams, trusses, cables, arches, and columns.

Arch 448A Structures II builds on the knowledge gained in Arch 447A and implements it in the design of various structural elements. The design of beams (wood, steel composite, steel non-composite, and concrete) is developed based upon allowable stress (ASD) or working stress design (WSD) methodologies. Steel beams are then designed based upon the LRFD procedures. Concrete beams are also designed using the ultimate strength design concept. Foundation design of spread footings is used to develop the concepts of load combinations. The differences between foundation systems (shallow spread footings, drilled piers, and pilings) are covered. Column design is based upon the Euler buckling formula, which is related to steel and wood columns. Due to their greater complexity of design, concrete columns are designed as short braced columns to introduce the concept of interaction between axial load and bending moments. Prestressing and post-tensioning beam designs and masonry wall designs are used to demonstrate combined stresses. Interaction formulas are further developed and discussed in relation to combined stresses. Masonry wall design is used to incorporate working stress and strength design, interactions formulas, and out-of-plane forces into the design of a single element.

Arch 616 *Degree Project* (Bauer, et al) is a continuation of the self-initiated research and design proposal started in Arch 580 *Design Thinking*. In *Degree Project*, students develop a comprehensive design proposal that requires the student to demonstrate the ability to synthesize complex programmatic spaces and relationships with formal, spatial, structural, environmental, building envelope, life-safety, and sustainable strategies. Students develop the project to a high resolution where structure, materials, enclosure, mechanical, and construction systems are all considered as integral parts of the design.

Self-Assessment:
Student work is regularly reviewed throughout each semester and includes the review and assessment of invited design professionals at the course final review. At the end of the semester, students complete evaluations, which helps faculty determine progress toward learning outcomes. The Building Technology Committee meets regularly to discuss outcomes within the entire building technology sequence, which includes the Professional Practice class. In addition, the NAAB Ad-hoc committee meets regularly to ensure the alignment of topics across the curriculum, review assessment procedures, and propose modifications where needed. Data collected at final reviews from internal and external critics is aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to assess the performance of each student, the overall performance of the class relative to previous classes, and to discuss any adjustments or changes needed.

Summary of Modifications:
Arch 439 Environmental Systems II in the spring of 2025 was modified so each student creates a digital simulation of their façade from the *Arch 419* housing studio to ensure they have the ability to evaluate envelope performance. Additionally, ESII has changed the requirement for simulating solar heat gain through an envelope so that each student will have that knowledge prior to taking ABS, which will ensure students have the ability to produce the simulations on their own.

Arch 538C - Advanced Building System was modified in fall 2024 from group projects to individual projects using a previous student design to ensure each student can demonstrate the ability to integrate building systems into one of their building proposals. The schedule of the class has been modified so students will meet weekly with the instructors rather than every two weeks, which divides the two-week deliverables in half to one-week deliverables.

In addition, there is a reduction in the number of sub-assignments within certain assignments that were taking excessive amounts to time for students to complete while maintaining evidence of ability.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Narrative:

Highly integrated and synthetic design is a hallmark of the M.Arch program at Washington University where design studios and technical coursework build on and support one another throughout the curriculum.

Environmental Systems I (Frexias) is the foundational course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context in environmental, material, and spatial realms. The class encourages each student to developing their personal philosophy of architectural sustainability, the role of this philosophy within the design process, and its relationship to architectural form. Students are introduced to the environmental forces impacting site design, including location, solar orientation, sun and wind paths, windbreaks, plantings, shading, slope, and altitude. The class is organized around climate, site, and energy themes. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through passive strategies. The site theme expands the architectural project's idea to examine landform, siting, grading, hydrology, accessibility, parking, and ecology. The theme of energy considers architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels.

In *Arch 419 Architecture III* (Lopez, et al) students are introduced to historical and contemporary global housing practice in various distinct cultural and climatic regions. Students carefully consider the individual and social needs and desires of users, focusing on different living arrangements, social structures, and shared and individual programs. While students are considering dynamic social conditions, they are simultaneously considering passive responsive design practices particular to climate, material, and constructability. The studio structure has several different faculty members, each with their own section that focuses on a particular city as the site for the project. The cities are typically climatically quite diverse, ranging from cold and dry to hot and humid. Given that climate and culture are not independent, the chosen cities similarly have diverse cultural and social conditions as a context in which to work. The impact of culture and nature provides fertile ground to make design decisions.

In Arch *439 Environmental Systems II* (Brown) students further study the environmental impacts of the design decisions and strategies initiated in Arch 419 *Housing Studio* and measure the environmental impacts of their earlier design decisions. Envelope systems are analyzed through solar radiation digital simulation on different iterations to compare and understand advantages and challenges of each scenario. The exercise asks students to consider how sunlight effects the thermal comfort of spaces and how shade elements can affect thermal gain, lower operating energy, as well as create an architectural expression for the building. The intent is to show how

energy savings, building performance, and design are synthesized and can be used to reinforce architecture arguments.

Design synthesis is further tested in the final year of the M.Arch curricular sequence when students complete *Arch 518A Pre-Design, Arch 580 Design Thinking*, and *Arch 616 Degree Project*. In *Pre-Design* students are introduced to a range of regulatory contexts and user requirements through analysis of global precedent programs and sites specific to St. Louis. In *Arch 580 Design Thinking*, through collaborative and independent research on a given transect of the City of St. Louis, students develop the framework for a self-initiated project program and site proposal that is demonstrative of the user requirements, regulatory context, and unique site conditions of the chosen program and site.

In *Arch 616 Degree Project* students continue the self-initiated research and design proposal started in *Arch 580 Design Thinking* and develop a comprehensive design proposal that requires the student to demonstrate the ability to synthesize complex programmatic spaces and relationships with structural, environmental, building envelope, and life-safety systems and sustainability strategies.

Self-Assessment:
Student work is regularly reviewed throughout each semester and includes the review and assessment of invited design professionals at the course final review. Faculty meet collectively at the culmination of the semester to review all projects and assess individual performance. Data collected at final reviews from external critics is aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to assess the performance of each student, the overall performance of the class relative to previous classes, and to discuss any adjustments or changes needed.

Summary of Modifications:
Arch 439 Environmental Systems II was modified to include envelope performance simulations from the 419 housing studio project to ensure each student individually demonstrates the ability to produce the analysis.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
Narrative:
Highly integrated design and building systems is a core principle of the curriculum at WashU. Design studios and the building technology sequence build upon each other to seamlessly join form, organization, and performance in the curriculum. Building integration is the focus of the comprehensive option studio and the last two courses in the building technology sequence. Typically, students are taking Arch 511 option studio while taking Arch *439 Environmental Systems II. Arch 538C - Advanced Building Systems* is typically taken the semester after *Arch 511* and *Arch 439 Environmental Systems II.*

Arch 511 - Architectural Design IV is a series of option studios taught by different faculty each semester and vary in program type, site location, and size. These option studios provide students the opportunity to explore different strategies for understanding building performance in relation to the climate while integrating program within the building proposal and site context. All option studios for *Arch 511* are designated as comprehensive design studios, which provide common objectives for integrating building systems into the students' proposals. These common objectives include integrating life-safety in the site and within the building, the selection and implementation of a structural system, identifying key materials and performance goals for envelope systems, and developing strategies for passive and active environmental systems.

Within *Arch 439 Environmental Systems II* (Brown) students are introduced to the impact of the envelope on building performance. The course introduces core concepts of heat, heat flow, the impact of heat losses and gains through material combinations, the dew point, and water mitigation that occurs in envelope assemblies. Students consider the intimate relationship between passive strategies and the envelope design. They test performance of façade systems through simulations to compare different iterations and identify strategies that integrate multiple parameters.

After the design proposals have been considered in terms of orientation for daylight and solar heat gain, the façade has been optimized to maximize daylight while minimizing solar heat gain, wall system U-values have been minimized to reduce heat loss, internal heat gains have been factored, and natural ventilation integrated if possible, then students are introduced to active mechanical systems to fulfil the remaining performance criteria. For students to better understand the integration of active mechanical systems, they go on scavenger hunts within buildings on campus to find, identify, document, and describe a wide range of systems. Seeing the real-world application of systems increases their understanding and helps demystify how they are incorporated, enabling students to more easily integrate them into their own design proposals.

In *Arch 538C - Advanced Building System* (Ahrens), students expand the depth of building system integration in one of their previous studio projects. The class starts by performing a Building Code Worksheet where students identify life safety regulations and modify their previous designs to comply. Students investigate their structural system in greater depth, modifying their building layout based on vertical and lateral loading as well as determining joints. Passive systems and envelope are investigated simultaneously due to their reciprocal relationships. Students research climate data for their site and consider how the orientation affects passive systems. They take their initial design ideas for the envelope and test the performance using digital simulations and modify their designs while considering the integration with structure, life-safety, and the building layout. After the envelope has been optimized, life-safety implemented, and climate and passive systems incorporated, then the students select and integrate an active mechanical system into their building. They continue to investigate the interior environment through selecting and incorporating artificial lighting and selecting interior finishes in relation to acoustic properties.

Self-Assessment:
Student work is regularly reviewed throughout each semester in the *Arch 511 - Architectural Design IV* option studios and includes the review and assessment of invited design professionals at the course final review. Faculty meet collectively at the culmination of the semester to review all projects and assess individual performance. *Arch 439 Environmental Systems II* and *Arch 538C - Advanced Building System* are evaluated at the end of the semester by guest reviewers. Faculty meet with the Chair and members of the Building Technology Committee at the culmination of the semester to review the work, evaluate the integration of all classes within the building technology sequence, and strategize future changes if needed. Data collected at final reviews from external critics is aggregated and used to measure year-over-year performance.

Summary of Modifications:
Arch 439 Environmental Systems II in the spring of 2025 was modified so each student creates a digital simulation of their façade from the housing studio to ensure they have the ability to evaluate envelope performance. *Arch 538C - Advanced Building Systems* was modified in fall 2024 from group projects to individual projects using a previous student design to ensure each student can demonstrate the ability to integrate building systems into one of their building proposals.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

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

Program Response:
Washington University in St. Louis (WashU) has been accredited by the Higher Learning Commission (HLC) since 1913. The HLC is an institutional accreditor recognized by the U.S. Department of Education to accredit degree-granting colleges and universities.

WashU participates in the HLC's Open Pathway accreditation process. This process features a ten-year cycle which focuses on both assurance and improvement, with our most recent 10-year cycle spanning 2015-2025. In 2022, the WashU community started to prepare for the university's Higher Learning Commission (HLC) accreditation visit, which took place October 28-29, 2024. Components of the 2024 comprehensive evaluation can be found here.

HLC has formally reaffirmed WashU's continuing accreditation. Noted in the letter of reaffirmation, HLC has identified required changes to our credit-hour policy and related practices to enhance transparency and consistency, offer clearer expectations, and better serve our educational mission. Updates on ongoing progress can be found here.

Confirmation of WashU's accreditation can be found here:
Higher Learning Commission Statement of Accreditation Status

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Program Response:
The College of Architecture and Graduate School of Architecture & Urban Design offers two NAAB-accredited tracks for a Master of Architecture degree. The program tracks are as follows:

Master of Architecture – MArch3
(undergraduate degree in or outside of architecture plus 105 graduate credit hours)

Master of Architecture – MArch2
(undergraduate degree including architecture studies plus 75 graduate credit hours)

Fundamental to the Master of Architecture professional studies coursework is the architectural design studio sequence, Architectural Design I-V (MArch2 students begin with Architectural Design III). These semester-long studios guide the development of strong conceptual abilities, thoughtful integration of technical information, and convincing representations of architectural ideas in two- and three-dimensional form, and through a variety of media. The ultimate goal of the studio sequence is for each student to develop clear design principles, strong technical resources, and an independent, critical position on the making of architecture in the world. Architectural

Design I-III are considered the core design studios with coordinated instruction across multiple sections to ensure the consistent mastery of foundational skills and concepts. Architectural Design IV and V are considered option studios; each semester students select from a range of vertical studio options organized around projects and topics offered by different design instructors. The final design studio in the sixth semester of the MArch3 program (and the 4th semester of the MArch2 Program) is the capstone Degree Project, which demonstrates and tests the independent character of a student's aggregate knowledge and skills.

Informing and enriching the studio experience for students in the MArch program are courses in architectural history and theory, building technology and structural principles, urban design, professional practice, landscape design, and representational and digital media studies. Strong emphasis is placed on a student's ability to integrate and synthesize the information in these courses into appropriate architectural form in the design studio. While these topics have consistently been a part of the graduate curriculum, their specific content, sequence, and method of instruction is under ongoing review and development.

The Graduate School's six-semester MArch3 program is the foundation for the graduate program, with 105 total credits including 87 professional studies credits or equivalence established through the course waiver process. Asterisks denote required courses that may be waived.

Master of Architecture 3 / entering 2024-2025

First Year / Fall
Arch 300A: Pre-semester studio (MArch3), 3 credits
Arch 317: Architectural Design I studio (MArch3), 9 credits
Arch 323A: Architectural Representation I (MArch3), 3 credits
Arch 4280: Architectural History I*, 3 credits
General Elective, 3 credits

First Year / Spring
Arch 318: Architectural Design II studio (MArch3), 9 credits
Arch 323A: Architectural Representation II (MArch3), 3 credits
Arch 4284: Architectural History II*, 3 credits
Arch 438: Environmental Systems I*, 3 credits

Second Year / Fall
Arch 419: Architectural Design III studio, 6 credits
Arch 418A: Design Culture, 1.5 credits
Arch 445: Building Systems*, 3 credits
Arch 447A: Structures I*, 3 credits
History-Theory Research & Writing Elective, 3 credits

Second Year / Spring
Arch 511: Architectural Design IV studio, 6 credits
Arch 439: Environmental Systems II*, 3 credits
Arch 4288: Architectural History III*, 3 credits
Arch 448A: Structures II*, 3 credits
General Elective, 1.5 credits

Third Year / Fall
Arch 611: Architectural Design V studio, 6 credits
Arch 538C: Advanced Building Systems, 3 credits
Arch 580: Design Thinking, 3 credits

Arch 518A: Pre-Design Seminar, 1.5 credits
Urban Issues Elective, 3 credits

Third Year / Spring
Arch 616: Degree Project studio, 6 credits
Arch 646: Professional Practice, 3 credits
History-Theory Elective, 3 credits
General Elective, 3 credits,
General Elective, 1.5 credits

The four-semester MArch2 program requires 75 total credits, including 63 credits of professional studies earned or equivalence established through the course waiver process. Asterisks denote required courses that may be waived.

Master of Architecture 2 / entering 2024-2025

First Year / Fall
Arch 400A: Pre-semester studio (MArch2), 3 credits
Arch 419: Architectural Design III studio, 6 credits
Arch 418A: Design Culture, 1.5 credits
Arch 445: Building Systems*, 3 credits
Arch 4280: Architectural History I*, 3 credits
Arch 438: Environmental Systems I*, 3 credits

First Year / Spring
Arch 511: Architectural Design IV studio, 6 credits
Arch 439: Environmental Systems II*, 3 credits
Arch 4284: Architectural History II*, 3 credits
General Elective, 3 credits
General Elective, 1.5 credits

First Year / Summer
Arch 447A: Structures I*, 3 credits
Arch 448A: Structures II*, 3 credits

Second Year / Fall
Arch 611: Architectural Design V studio, 6 credits
Arch 538C: Advanced Building Systems, 3 credits
Arch 580: Design Thinking, 3 credits
Arch 518A: Pre-Design Seminar, 1.5 credits
History-Theory Elective, 3 credits

Second Year / Spring
Arch 616: Degree Project studio, 6 credits
Arch 646: Professional Practice, 3 credits
Arch 4288: Architectural History III, 3 credits
Urban Issues Elective, 3 credits
General Elective, 1.5 credits

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Program Response:

The MArch program requires the following academic preparation for admission:
· A Bachelor's degree with high academic standing from a recognized institution or, in the judgment of the department, the equivalent thereof.
· Satisfactory completion (a C grade or better) in one course in college calculus.
· Satisfactory completion (a C grade or better) in one course in college physics.

General Studies are considered to be met through an admitted graduate student's successful completion of an undergraduate degree at an accredited institution.

The duration of graduate study varies according to prior preparation and coursework in architecture, and the quality and complexity of work in an applicant's portfolio. The Graduate School of Architecture & Urban Design reserves the right to place students at the level the Admissions Committee deems appropriate on the basis of portfolio evaluation, transcript evaluation, and overall preparation for the intensity of the design curriculum.

Students with strong backgrounds in architectural studies (a BS in Architecture, typically) are considered for selective entry into the four-semester MArch 2 program. To be considered for advanced placement, students must also have completed an Architectural History I course equivalent to that required within the MArch 3 curriculum. Applicants submit syllabi for review of equivalency by the admissions team as part of the regular admissions review process.

Transfer Students
We do not permit students to transfer from another graduate architecture program. However, students may apply to waive designated required courses. Course waivers will only be granted for an equivalent course or combination of courses completed satisfactorily to meet NAAB-accredited student criteria. Equivalence is measured in terms of both content and assignments. Satisfactory completion requires a grade of "C" or higher and cannot be fulfilled with pass/fail grades. When a student receives a course waiver, that specific curricular requirement is waived.

Up to six credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of those waived courses.

Students admitted to the MArch3 program have the opportunity to waive the following courses:

- Arch 4280 Architectural History I
- Arch 4284 Architectural History II
- Arch 4288 Architectural History III
- Arch 438 Environmental Systems I
- Arch 445 Building Systems
- Arch 447A Structures I
- Arch 448A Structures II

Students admitted to the MArch2 program may submit materials to waive any of the following courses:

- Arch 4284 Architectural History II
- Arch 4288 Architectural History III
- Arch 438 Environmental Systems I

- Arch 445 Building Systems
- Arch 447A Structures I
- Arch 448A Structures II

Please refer to our course waiver documents in the addenda for more details.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Program Response:
The Master of Architecture 3 program has nine credits of elective professional studies, and nine credits of optional (general elective) studies. The Master of Architecture 2 program has six credits of elective professional studies, and six credits of optional studies. Students who are approved for more than two course waivers have additional optional studies credits available above those listed.

The graduate architecture program offers a variety of general electives that vary from semester to semester. General elective topics include:

- History and Theory Research and Writing
- History and Theory Case Studies
- Professional Practice
- Landscape Architecture
- Urban Issues
- Digital Technology
- Architectural Drawing
- Architectural Media
- Sustainable Design
- Energy Efficiency
- Environmental Systems
- Socially Engaged Practice
- Digital Fabrication
- Construction and Advanced Technology
- Furniture Design
- Materials Research
- Historic Preservation

Students are required to fulfill the following requirements during the program:

- A minimum of one History and Theory elective
- A minimum of one Urban Issues elective

Students may also fulfill general elective credits by enrolling in a course outside of the architecture department. At a minimum, this must be a 300-level course and may require additional permission. Courses in the School of Continuing and Professional Studies do not count toward degree requirements.

Master of Architecture Students may pursue the following dual degrees:

- Master of Landscape Architecture
- Master of Urban Design

Master of Architecture students may pursue the following joint degrees:

- Master of Social Work
- Master of Public Health
- Master of Business Administration
- Master of Construction Management

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
Bachelor of Arts in Architecture, pre-professional
Bachelor of Science in Architecture, pre-professional

Master of Science in Architectural Studies (MSAS)
Master of Science in Advanced Architectural Design (MSAAD)
Master of Landscape Architecture (MLA)
Master of Urban Design (MUD)

Doctor of Sustainable Urbanism (*on hold)* (DR.SU)

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N/A

4.2.5 Master of Architecture. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Master of Architecture 3 / entering 2024-2025
A minimum of 105 credits of graduate-level coursework is required to earn this degree. Students admitted to this track must earn 63 or more undergraduate credits on official transcript prior to enrollment for total of 168.

Master of Architecture 2 / entering 2024-2025
A minimum of 75 credits of graduate-level coursework is required to earn this degree. Students admitted to this track must earn 93 or more undergraduate credits on official transcript prior to enrollment for a total of 168.

Please refer to our curriculum charts in the addenda.

4.2.6 Doctor of Architecture. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
N/A

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

Program Response:

The MArch program requires the following academic preparation for admission:

- A bachelor's degree with high academic standing from a recognized institution or, in the judgment of the Department, the equivalent thereof.
- Satisfactory completion (a C grade or better) in one course in college calculus
- Satisfactory completion (a C grade or better) in one course in college physics.

Applicants are required to submit:

- Curriculum Vitae (CV)
- Transcripts from all institutions attended
- Two personal essay responses
- Portfolio
- Three letters of recommendation
- International Students: English Test Scores
- Application Fee

The Graduate School of Architecture & Urban Design is looking for candidates with a wide variety of backgrounds, experiences, and interests to create an incoming cohort with varied perspectives. Application reviews are done holistically, with reviewers required to consider all the materials submitted by each candidate. We look for a strong portfolio and materials that show clear proficiency or potential in challenging undergraduate work. We also consider other types of experiences that enhance candidate endeavors and future trajectory, whether in extra-curricular or professional circumstances.

Review committees are made up of multiple faculty and one student per team. Our faculty reviewers are asked to assess candidates who are applying to the program or programs in which they teach. Each application is reviewed by our committees, with final decisions made by the program chair.

Competitive applicants for admission will have a 3.0 Grade Point Average (GPA) or above on a 4.0 scale. For those who have pursued undergraduate degrees in architecture, special attention will be given to grades obtained in studio coursework.

The criteria that affect placement decisions include the extent of previous experience in design studios (number of studios, range of projects undertaken, and complexity achieved in the most advanced work) as well as sophistication and skill evidenced in the portfolio. Integration of technical and site considerations are also important. A strong portfolio is very important in the evaluation of an application, although the academic transcript, letters of recommendation, and statement of intent are also significant. Applicants are not required to submit GRE scores for admission to our graduate architecture programs.

To be considered for advanced placement in the MArch 2 sequence, students must also have completed an Architectural History I course equivalent to that required within the MArch 3 curriculum.

Transcripts
Students must upload a digital copy (PDF format) of transcripts from all colleges and universities attended. Over the summer, enrolling students will receive a request for official transcripts to be sent to us directly from their previous college or university, which must include the name of the degree that was awarded and the date when the degree was conferred.

Portfolio
A digital portfolio showing examples of design work or work in the visual arts must be uploaded to our online application system. The work represented in the portfolio—whether it includes drawings, photographs of architectural models, or artwork (including various types of media such as paintings, sculpture, ceramics, or photography)—should be the best examples of the applicant's efforts.

Applicants who have not studied architecture previously should submit at least 10-12 examples of work in the visual arts and—if available—in the constructive arts (for example, photographs and drawings from small, three-dimensional built projects such as furniture, kiosks, or decks). The overall intention is to show work that demonstrates potential for accomplishment in further creative study.

Applicants who have pursued formal studies in architecture or landscape architecture must include examples of their design work related to those areas but are also welcome to include examples of other artistic endeavors.

English Language Proficiency
As part of the application review, we are required to verify that each nonnative English-speaking applicant has sufficient English language proficiency to succeed in the academic program.

We accept the following English proficiency tests:

TOEFL IBT (preferred) / **Minimum Score: 90**
IELTS / **Minimum Score: 6.5**
GATEWAY English Test through English3 / **Minimum Score: 495**

The English proficiency test requirement is waived for citizens of Australia, Cameroon, Commonwealth Caribbean nations, Ghana, India, Ireland, Kenya, Liberia, New Zealand, Nigeria, Singapore, Uganda, the United Kingdom, Zambia, and Zimbabwe. It may also be waived for students who have completed three or more years of study in an English-medium academic program in Canada, Hong Kong, South Africa, or the United States.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
The duration of graduate study varies according to prior preparation and course work in architecture, and the quality and complexity of work in an applicant's portfolio. The Graduate School of Architecture & Urban Design

reserves the right to place students at the level the Admissions Committee deems appropriate on the basis of portfolio evaluation, transcript evaluation, and overall preparation for the intensity of the design curriculum.

Students admitted to the Master of Architecture programs have the option to waive certain required courses if they have previously completed equivalent coursework at another university. A course waiver requires evidence that a student has had adequate exposure to the required material in their previous academic experience. Course waivers will only be granted for an equivalent course or combination of courses completed satisfactorily to fulfill National Architectural Accrediting Board (NAAB) student performance criteria. Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s), a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. The syllabus should clearly describe session topics, readings and assignments.

When a student receives a course waiver, that specific curricular requirement is waived. Up to six credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of those waived courses.

Students admitted to the MArch3 program have the opportunity to waive the following courses:

- Arch 4280 Architectural History I
- Arch 4284 Architectural History II
- Arch 4288 Architectural History III
- Arch 438 Environmental Systems I
- Arch 445 Building Systems
- Arch 447A Structures I
- Arch 448A Structures II

Students admitted to the MArch2 program may submit materials to waive any of the following courses:

- Arch 4284 Architectural History II
- Arch 4288 Architectural History III
- Arch 438 Environmental Systems I
- Arch 445 Building Systems
- Arch 447A Structures I
- Arch 448A Structures II

Course waivers will only be granted for an equivalent course or combination of courses completed satisfactorily to meet NAAB-accredited student criteria. Equivalence is measured in terms of both content and assignments. Satisfactory completion requires a grade of “C” or higher and cannot be fulfilled with pass/fail grades.

The course waiver process is communicated to incoming students on our website and via direct email outreach in May prior to enrollment. Students are instructed to submit digital materials identified above via email to samfox-archwaivers@email.wustl.edu, a dedicated inbox for staff managing the course waiver process. A thorough review all of files is completed by the Programs Manager and official results are provided to the Sam Fox School Registrar’s office and directly to the incoming student before the pre-semester orientation begins in August.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
The admissions process stated above in 4.3.1 and 4.3.2 is clearly outlined and publicly accessible on our website: https://samfoxschool.washu.edu/admissions/graduate/march-mla-mud

5—Resources

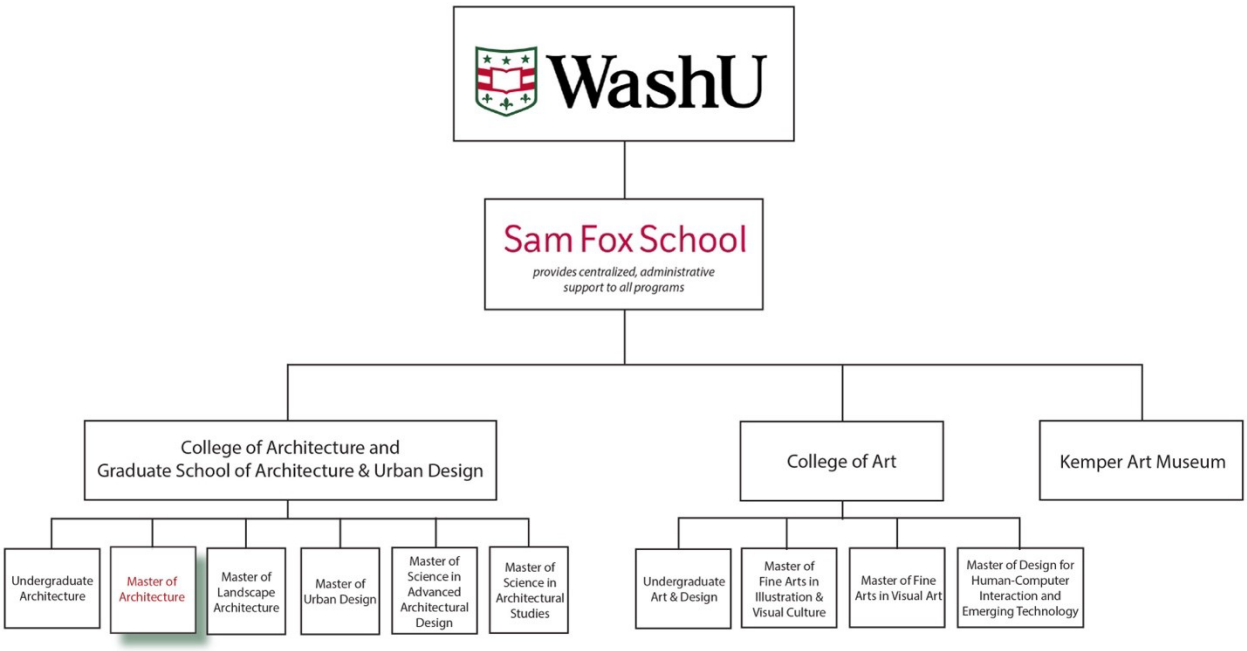
5.1 Structure and Governance. The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
University Structure
Washington University offers degree granting programs in nine schools: Arts & Sciences, Brown School, Olin Business School, Sam Fox School of Design & Visual Arts, McKelvey School of Engineering, School of Continuing and Professional Studies, School of Medicine, School of Law, and School of Public Health. With the exception of the School of Medicine, the deans of each school report to the Provost, the chief academic officer of the university, who reports to the Chancellor. The Chancellor is appointed by the Board of Trustees. Central Fiscal Unit divisions manage the non-academic operations of the institution including Human Resources, Finance, Advancement, and Facilities. The university is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association.

For a Washington University in St. Louis organizational structure, please click here.

Sam Fox School Structure



The Sam Fox School of Design & Visual Arts includes the College of Architecture (undergraduate), the Graduate School of Architecture & Urban Design, the College of Art (undergraduate), the Graduate School of Art, and the Mildred Lane Kemper Art Museum. The School leverages shared staffing and resources across the academic units to achieve a streamlined workflow and economies of scale.

Currently, the directors of Architecture, Art, and the Mildred Lane Kemper Art Museum serve as the academic and administrative officers of their respective units reporting to the Dean of the Sam Fox School. Directors are appointed by the dean for five-year, renewable terms.

Restructuring in 2012 created program chair positions in Graduate Architecture, Landscape Architecture, Urban Design, Undergraduate Architecture, Graduate Art, Undergraduate Studio Art, and Undergraduate Design. Additional chairs have been added as new programs have been introduced. The role of the chairs is to oversee operations in their respective program area and to collaborate with fellow chairs to develop and implement strategic initiatives. Chairs are appointed by the respective director in consultation with the Dean for three-year renewable terms.

In addition to directors and chairs, administrative positions include the following roles:

Dean of the Sam Fox School manages the school in consultation with a senior leadership team including the directors and chairs and senior Sam Fox School administrative staff.

Associate Dean of Students is responsible for student advising oversight, student support and support staff supervision, special programs including study abroad and high school programs, undergraduate and graduate recruitment and admissions, and graduate financial aid management.

Associate Dean for Finance and Operations is responsible for budget management and planning; student enrollment planning and projections; hiring and employment administration for faculty, staff, and students; financial support staff supervision; facilities and capital project oversight, and oversight of shops and instructional technology staff.

Associate Dean is responsible for strategic planning, policy development and oversight, staff development and internal communications, and special projects management; the Associate Dean manages the Communications Director, the Program Manager for Community, Access, and Well-being, and the Dean's Suite Projects and Events Coordinator.

Registrar is responsible for course registration and student records management, tracking of degree requirements, commencement administration, and supervision of registration support staff.

Programs Manager in the College of Architecture and Graduate School of Architecture & Urban Design serves as primary contact for administration, faculty, students, and staff to provide curricular and resources information, and collaborates with chairs and registrars on all aspects of course planning and academic programming.

Graduate Programs Coordinator in the College of Architecture and Graduate School of Architecture & Urban Design provides support to the Graduate Architecture chair on all aspects of the program, including policy and procedures; coordinates event-planning, workshops, travel, and transportation, and tracks expenses for landscape-specific accounts; answers student questions and provides resources to student initiatives.

Director of Communications is responsible for Sam Fox School communications oversight, website development and management, and serving as the university communications liaison.

Director of Research and Innovation is responsible for faculty research support, developing internal and external funding opportunities, oversight of school technology and IT staff, and grant administration support.

Director, Office of Socially Engaged Practice is responsible for the strategic direction, operation and management for community-engaged work and serves as the school's primary interface with the greater St. Louis region and campus partners. The Office is a hub and resource for faculty, staff, and students in the Sam Fox School who intend to work with partners in the St. Louis region on systemic social, economic, and environmental issues.

Associate Director of Recruitment and Admissions is responsible for working with chairs to develop a comprehensive recruitment strategy across all Sam Fox School programs; tracking and reporting on relevant data and trends; building relationships with key feeder programs nationally and internationally; planning and overseeing recruitment and admissions events; and managing recruitment and admissions staff.

Program Manager for Community, Access, and Well-Being is responsible for programming, policies, and processes that foster belonging and prioritize accessibility and for the Sam Fox School community; curating, coordinating, leading, and evaluating training and programming; clearly communicating and evaluating efforts; serving as a consultant to support inclusive faculty, student, and staff recruitment; and serving as a liaison to campus community-building efforts.

Executive Director of Advancement is responsible for leading the Sam Fox School's philanthropic strategy, overseeing fundraising, donor engagement, and campaign initiatives to support the school's mission and strategic priorities. This role collaborates with University Advancement and Sam Fox School leadership to develop and implement plans to secure transformative investments in student scholarships, faculty support, and key programs.

The school receives additional support from the university for specialized staff resources, including centralized Career Engagement staff members, IT support, and shared financial services.

The Sam Fox School maintains the following school-level governance and operational committees with members representing the tenured and tenure-track faculty and full-time administrative staff:

- Dean's Advisory Committee on Tenure and Promotion
- Sam Fox School Faculty Council
- Mildred Lane Kemper Art Museum Director's Advisory Committee

College and Graduate School of Architecture and Urban Design Administrative Structure

Director of Architecture: The Director of the College of Architecture and Graduate School of Architecture & Urban Design, a full-time, five-year appointment, is responsible for all aspects of the administration of the undergraduate and graduate programs in Architecture, Landscape Architecture, and Urban Design, including the following:

- Ensuring the quality and reputation of the degree programs through strategic oversight;
- Maintaining a healthy, productive, and creative environment for students, faculty, and staff;
- Overseeing overall recruitment efforts;
- Overseeing the budget and the allocation of resources for the undergraduate and graduate programs;
- Evaluating faculty and staff annually and making recommendations to the dean for salary merit increases;
- Initiating searches, recruiting, and making hiring recommendations to the dean;
- Leading the tenure and promotion process including oversight of faculty mentoring;
- Assigning faculty teaching loads, teaching assignments, committee and service assignments, and making recommendations for professional development leave; and
- Representing the school's Architecture programs within the University community, as well as regionally, nationally, and internationally.
-

The Director of Architecture serves as an ex officio member of the Sam Fox School Dean's Advisory Committee on Tenure and Promotion and as an ex officio member of the University's Buildings and Grounds Committee.

Program Chairs: The chairs of Graduate Architecture, Undergraduate Architecture, Landscape Architecture, and Urban Design are three-year appointments made by the director in consultation with the dean. The chairs provide disciplinary expertise and leadership in guiding the operations of the individual programs and the continuing evolution and refinement of curricula, new degrees, and other new courses of study. The chairs lead recruitment efforts for their programs and assist with enrollment projections. With the director, chairs lead in the development, implementation, and monitoring of learning outcomes and assessment.

Chairs assist with making teaching assignments and assistant in instruction (AI) recommendations and organize and coordinate reviews and guest critics. The chairs work with the director and registrar to ensure academic

standards and curriculum requirements are met and coordinate communication with students about academic progress and disciplinary actions. As a broader group across the school, chairs are charged with strategic collaboration between and across programs.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Sam Fox School - Management and Governance

The Dean of the Sam Fox School meets biweekly with the unit directors for strategic-level management discussions to address administrative, personnel, financial, pedagogical, and curricular issues that cross academic disciplines. Chairs and Supervisors meetings, including directors, chairs, and senior staff, are scheduled several times per semester for the purpose of information sharing and planning. Sam Fox School tenured and tenure-track faculty meetings are scheduled as needed and serve as forums for school-wide curriculum and policy review and votes. Student groups within the school elect leaders that are invited to meet for ad hoc sessions with the dean as needed to address school-wide issues of interest or concern.

Tenure, promotion, and hiring are governed by the "Policy on Faculty Appointment, Retention, Tenure, and Promotion" that standardizes practices across art and architecture. Searches are managed by discipline, but search practices require that one art faculty member sit on architecture searches and vice versa. Tenure and Promotion votes are also managed by discipline, and these votes by the tenured faculty are recorded and reported to the Director of Architecture or Art, who makes a recommendation regarding candidates to the Sam Fox School Dean's Advisory Committee on Tenure and Promotion. The Dean of the Sam Fox School presents candidates who receive positive votes for tenure and/or promotion from the Dean's Advisory Committee to the University's Board of Trustees for a final vote.

College of Architecture and Graduate School of Architecture & Urban Design Governance

The architecture faculty consists of tenured, tenure-track, professor of practice, visiting professor, visiting associate professor, visiting assistant professor, teaching professor, senior lecturer, lecturer, and emeritus faculty appointments. All tenured and tenure-track appointments are full-time. Lecturer appointments may be full-time (teaching 9 credits per semester) or part-time and range from semester-long appointments to two-year appointments. A new Teaching Professor role, the senior-most position on the teaching track, is eligible for full-time appointments up to three years. Visiting faculty appointments may be full- or part-time and may last no more than three years total. Professor of practice appointments may be full- or part-time; initial appointments are three years and subsequent appointments may be up to five years and may be renewable indefinitely. Full-time faculty are encouraged and expected to participate in faculty meetings, engage in discussions concerning issues of importance to the school, and serve on committees. All full-time faculty may vote on issues related to curriculum and academic policy; voting on governance matters, including votes on tenure-track faculty hiring, tenure, and promotion, resides with the tenured and tenure-track faculty. Votes on faculty searches and tenure and promotion are advisory to the director.

The director manages the College of Architecture and Graduate School of Architecture & Urban Design in close collaboration with the chairs; this group meets weekly or more frequently as needed to provide a forum for discussion and decision-making regarding curriculum evolution, recruitment, faculty teaching assignments, visiting faculty, space utilization, and the general administration of the academic programs. Other faculty, when appropriate, are invited to participate in chairs' meetings. In addition, the director leads monthly faculty meetings during the academic year for all faculty, which provide a forum for communication, discussion on important matters affecting the school, discussions and votes relating to curricula, and committee reports.

College of Architecture and Graduate School of Architecture & Urban Design Committees

The Director of Architecture makes committee assignments for the academic year. All full-time faculty serve on committees. Students serve on the Curriculum Committee and the Graduate Admissions Committee, and in this capacity, make significant contributions to the development of program and the selection of new students.

Operational Committees

- Tenure and Promotion Committee
- Graduate Admissions Committee
- Undergraduate Scholarship Committee
- Lecture Series Committee
- Exhibitions Committee
- Steedman Competition Committee

Academic Committees

- Curriculum Committee
- History/Theory Committee
- Building Technology Committee
- NAAB Working Group

Ad Hoc Committees and Appointments

- Search Committees
- Learning Culture Committee
- Work Groups/Special Projects Team

Appointments: In addition to committees, faculty and students may serve in the following capacities: Art and Architecture Library liaison, University Graduate Council Representative, Undergraduate Council Representative, Arts & Sciences Representative, Faculty Senate Representative, ACSA Councilor, and Architect Licensing Advisor.

National Council: The National Council is an advisory board to the Sam Fox School consisting of alumni, distinguished practitioners, and friends of the school. A Council Chair presides over the group, which consists of sub-councils representing Architecture, Art, and the Museum. The Council meets twice each year to discuss strategic directions, initiatives, and to provide feedback and assessment of progress and priorities.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The Graduate School of Architecture & Urban Design benefits from a continuous and ongoing process of self-assessment that includes university, Sam Fox School, and Graduate School efforts. Objectives identified through long-range and on-going planning processes set the context for this assessment. Progress in meeting objectives is discussed at both the Sam Fox School level and the program level through cabinet meetings, faculty meetings, curriculum committee meetings, and discussions among faculty, deans, chairs, and coordinators. The Dean of the Sam Fox School provides formal reports on progress of the programs to the Chancellor, Provost, and the National Council. The Dean of the Sam Fox School and the director, as well as faculty and program chairs, travel frequently to meet with alumni to better understand the national and global context of architecture education and practice and to hear first-hand alumni perspectives on the education they received from the school and the students they are employing from our program.

In 2022, the School launched "Shaping the Future: Sam Fox School Strategic Plan 2022-2032," under the leadership of Dean Carmon Colangelo. The plan aligns with the University's 10-year strategic plan "Here and Next," led by Chancellor Andrew Martin and former Provost Beverly Wendland. To lay the groundwork for the new plan, the Dean's Office initiated an inclusive strategic planning process in 2020, incorporating faculty, students, staff, National Council, alumni, and campus partners. A comprehensive idea-gathering phase yielded a broad range of proposals that were evaluated and prioritized by the strategic planning committee. Ten smaller committees comprised of faculty, key staff, National Council members and other stakeholders produced white papers providing deeper context priorities for the school plan. These ideas were synthesized by the planning committee and over several iterations were vetted by the Provost's office as to their alignment with the ongoing strategic planning of the university. Both the school plan and the university plan were formally adopted in 2022. Director Aki Ishida and the Chair of Graduate Architecture, Chandler Ahrens, lead ongoing long range planning efforts for the Graduate School of Architecture that meets the mandates of NAAB Conditions and professional education while aligning our goals with those of the university and school.

Broad goals identified in the *Shaping the Future: Sam Fox School Strategic Plan 2022-2032* include the following:

Digital Transformation in Art, Architecture, and Design: We will harness the power of transformative digital tools in architecture, art, design, and museum to advance and critically assess emerging technologies that shape our world; to access and widely disseminate impactful research, creative activity, and scholarship; and to practice and teach at the cutting edges of our fields.

Leadership in Sustainable Practices: The Sam Fox School will make critical, design-centric contributions toward collaborative research that addresses our global climate crisis. We will shape the future of the built environment through resilient design solutions, a commitment to environmental justice locally and globally, dissemination of creative work that promotes awareness and action around climate and environment, and the education of sustainable design leaders.

Strengthening Local, National, and Global Communities: We will work for social justice, healthy environments, and stronger communities—including a focus on projects with and for St. Louis—through academic and museum programs; collaborative research initiatives; and mutually beneficial industry, practice, and cultural partnerships in architecture, art, and design.

The plan also outlines **Core Investments for Success**—investments in people, programs, and relationships that will build academic and research excellence, educate leaders, support access and equity, and drive opportunities for achievement across the school's academic units and the Kemper Art Museum. Since the launch, the plan has served as a guidepost and a benchmark for the setting of new objectives and priorities for Graduate School of Architecture & Urban Design.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:
At a University level, key performance indicators and key results for the *Here and Next* strategic plan are updated in dashboard format for each academic year; results for 2024-2025 show significant progress toward long-term goals. In the Sam Fox School, key performance indicators are both quantitative and qualitative. The school tracks key performance indicators including internal and external research funding, collaborative research partnerships, scholarship and professorship funding, museum attendance, faculty publications and exhibitions, faculty teaching loads, website and social media performance, student course evaluations, and student, faculty, and alumni survey responses over time, among others. The school shares qualitative and quantitative updates on its strategic plan website and in its annual report.

In the College of Architecture and Graduate School of Architecture & Urban Design, measures of performance are conceived broadly to ensure ongoing feedback loops that support continuous alignment with program goals and

NAAB conditions. Course syllabi, which are collected at the beginning of each semester, describe specific learning objectives and evaluation criteria. Courses are evaluated in several ways with a variety of inputs. First, courses are consistently reviewed and discussed in the faculty-led curriculum committee and reviewed by the chairs and director which, when appropriate, bring forward course and curricular changes to the faculty for discussion and adoption. The chairs participate in the curriculum committee discussions and deliberations and bring this input to their broader advancement of the program-specific curricula. This allows for cross-program and interdisciplinary emphasis and opportunities to be identified. Ad-hoc committees around specific knowledge areas such as history/theory and building technology report to the curriculum committee and the general faculty. A recent example: the development of the *Shared Ecologies* course moved from a strategic planning committee with constituent inputs, in this case the students, to a new course that was planned and brought to the faculty for discussion and adoption. This course has been a resounding success.

Chairs' Meetings: The evaluation of courses in relation to the larger curriculum is done primarily by the chairs in both formal and informal ways. The director conducts weekly meetings with the program chairs to identify both short-term and long-term goals for the programs. The program chairs work with their faculty to create ad hoc committees or to create proposals to take to the curriculum committee. The chairs' meetings are also used to facilitate the course planning process, identify hiring needs, establish recruiting initiatives and strategies, and to identify strengths, challenges, trends, and opportunities in the academic and research environment related to the defining perspectives and mission of the school. Additional feedback for evaluation occurs in the following ways:

Accreditation and External Evaluation: Self-assessment occurs through NAAB annual reports and the accreditation process and the recently completed successful LAAB accreditation from academic year 2024-2025. In addition to program assessment, school assessment has recently included an outside evaluation team of academic leaders in art and design to assess the Sam Fox School over the last ten years. This process, organized by the Office of the Provost, occurred in the spring of 2025.

Course Evaluations: At WashU, course evaluations are administered by the Office of the Registrar in partnership with the Graduate School of Architecture & Urban Design. The evaluations are timed with the academic calendar, occurring at the end of each semester. In addition to WashU's standardized questions, faculty are encouraged to use the 'Question Personalization' feature to establish custom questions specific to the course for more targeted feedback. The WashU system allows for 'Subject Management,' which is a response rate monitoring option available for all courses being evaluated. The Office of the Registrar offers faculty confidential one-on-one consultations on the entire course evaluation process, from question personalization to using student feedback effectively. In addition, WashU's Center for Teaching and Learning offers resources and workshops to faculty to help with survey development and interpretation of results.

Faculty, Visiting Faculty, and Invited Guest Evaluations: Student work is regularly reviewed throughout each semester and includes the review and assessment of invited design professionals at the course final review. Evaluations are an important tool to measure student performance. During final reviews at the end of the semester, faculty, visiting faculty, and invited guests fill out an assessment. Chad Henry, Director of Research and Innovation, created a secure online assessment tool that aggregates and consolidates data for use in evaluating the performance of individual courses and the curriculum. Data collected at final reviews from internal and external critics is aggregated and used to measure year-over-year performance. A faculty summit is convened at the conclusion of the semester to evaluate assessment results, the overall performance of classes relative to previous classes, and to discuss any adjustments or changes needed.

Invited guests for reviews consist of local, national, and international architects and educators, which provides a wide range of experience and knowledge to assess student performance and provide feedback to the school. During final reviews, at least one fellow faculty member is assigned to each review while others are invited by the coordinator or instructor. The assignment of faculty ensures they are exposed to a wide range of different classes, enabling a more expansive understanding of the curriculum. Faculty's exposure to different courses is particularly useful for faculty summits, faculty meetings, and curriculum committee meetings. Visiting faculty are a long tradition in the school, bringing in new voices and experiences to share with students and faculty. Visting positions

include non-endowed faculty as well as the endowed Ruth and Norman Moore Visiting Professor position. This prestigious endowed position enables the school to have more experienced visiting professors each semester. Some visitors teach for one semester or an entire year, while other have returned after several years. The following is a list of visiting faculty in the last few years: Jose Ahedo (Spain), Juan Garduno (Mexico), Anna & Eugeni Bach (Spain), Javier Garcia-German (Spain), Carlos Jimenez (Texas), Jennifer Yoos (Minnesota), and Patrick Gmur (Switzerland).

Student Leader Lunches: The Director of Architecture and program leaders meet monthly with undergraduate and graduate student leaders to facilitate communication, discuss initiatives, and work to address problems and concerns.

Student participation in curriculum: Student representatives are part of the Curriculum Committee and Learning Culture Committee providing valuable perspectives that helps to shape the future trajectory of the school.

Year-End Exhibitions: Students organize year-end exhibitions of work by graduating undergraduate and graduate students that reveal a comprehensive cross-section of course activity. The exhibitions provide context for faculty discussion and casual evaluation that informs more structured processes of evaluation and strategic planning.

BEDAC & ACSA: The administration and faculty are engaged with the administrator communities of BEDAC & ACSA, involved with planning in the larger community of architectural educators.

Center for Career Engagement: The career engagement team conducts surveys of our current students and alumni. The team uses these results to understand where our students are being employed and to identify trends. The Graduate School is committed to an experience that allows students to be effective in the profession from the time of graduation. Close communication with employers and prospective employers provides invaluable assessment feedback. An important part of this is the annual jobs fair, which is widely attended by firms from all over the US.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
Section 5.2.1 outlines the multiyear objectives in "Shaping the Future: Sam Fox School Strategic Plan 2022-2032." The plan identifies several areas of focus: Digital Transformation in Art, Architecture, and Design; Leadership in Sustainable Practices; Strengthening Local, National, and Global Communities; and Core Investments for Success. The strategic plan also aligns with the University's 10-year strategic plan "Here & Next," developed with leadership from former Provost Beverly Wendland. Progress toward the school's goals includes the following updates:

Digital Transformation in Art, Architecture, and Design
The Sam Fox School hired Andrew Witt as the new Bharat Professor in AI, which is an endowed position that spans across architecture, art, communication design and has a 25% appointment in Computer Science & Engineering in the McKelvey School of Engineering. Andrew has extensive experience teaching in architecture with an emphasis on machine learning, robotics, and interface design. This new cross-disciplinary position will help guide the graduate architecture program to be a leader in computational design and digital fabrication. The more direct connection with computer science will enable the transfer of knowledge on rapidly evolving digital technology. Several faculty have ongoing research with computer science including Constance Vale with autonomous vehicle testing in urban environments and Chandler Ahrens with cyber-physical systems to redirect daylight in targeted locations within interior environments. Karel Klein teaches studios that use machine learning to inform the creative design process while Sharvari Mhatre uses AI in seminars that promote creative collaborations with technology. The building technology sequence utilizes digital simulation tools to predict and evaluate envelope performance. Ryan Abendroth teaches seminars that focus on building performance using digital tools that simulate energy usage to measure and evaluate building and infrastructure systems. The Caleres Digital Fabrication Lab was created to provide student and faculty equipment for design and research. The lab continues to procure

new equipment and provides learning opportunities to take advantage of new technology, providing state-of-the-art facilities for making, designing, and building community.

In 2023 & 2024, we held symposia on artificial intelligence exploring the impact of machine learning on various fields of architecture, human-computer interaction, communication design, art, and computer science. The *AI + Design* mini-symposium in 2023 focused on the creative potential of generative AI. The following year, *AI + Design Symposium: Learning from AI* broadened the perspective on the impact of AI through the lens of a wider range of transdisciplinary researchers and practitioners. Students, faculty, and local community members were engaged in discussions that demonstrated how knowledge of the architecture discipline can transfer to adjacent disciplines and vice versa.

Leadership in Sustainable Practices

In 2024, Professor Linda Samuels was appointed Director of Sustainable Design and Environmental Justice. One of her priorities is to build a collaborative network across the school and broader university to address the global climate crisis and environmental equity. That work includes partnering with leadership to prioritize climate resiliency, healthy environments, and equitable urban systems as foundational to the school's academic mindset. She is working to expand curricular and research collaborations throughout the school and engage with partners across the university, St. Louis, and the Midwest including the Center for the Environment; Center for Race, Ethnicity, and Equity (CRE2); Center for Water Engineering; Office for Socially Engaged Practice; Geospatial Research Initiative, Environmental Humanities Working Group; The Engaged City (Mellon Foundation Grant); Here & Next (Wash U strategic plan grants); Nature and Health Alliance; WashU School of Medicine; Living Earth Collaborative; and the Midwest Climate Collaborative. The position advances both the Sam Fox School's and WashU's strategic plans.

Sam Fox School faculty regularly lecture in the Environmental Research Collaboration series, hosted by the university's Center for the Environment. The Center for the Environment is an interdisciplinary hub of environmental research that is committed to generating transformative solutions to our deepest societal challenges including: climate change, air pollution, access to clean water, food insecurity, biodiversity loss, and infectious diseases.

Sustainability is a foundational underpinning of the building technology sequence. Environmental Systems I (ESI) focuses on the integration of passive systems into the design process which emphasizes the dynamic interplay between the built and natural environments. Environmental Systems II (ESII) foregrounds passive systems as the initiator of a strategy for creating an internal environment within buildings, inextricably linking the built and natural environment. Advanced Building Systems (ABS) is the final course in the building technology sequence that synthesizes all the knowledge gained in the previous courses into a single integrated design project that maximizes the inclusion of the natural environment. The curriculum has been modified to increase course and workshop offerings on sustainability in the built environment. In 2025, Javier Garcia German gave a workshop on St. Louis Climatic Typologies. Ryan Abendroth is an experienced Certified Passive House Consultant (CPHC®) and the former certification manager at Passive House Institute U.S. (PHIUS) who offers seminars in energy modeling and simulation. As a result of a faculty summit regarding the assessment of the building technology sequence, ESII was modified so students created solar radiation simulations of their facades from their studio project in the international housing studio. This change ensures every student gains this skill prior to entering ABS.

In support of the strategic plan and the 2020 NAAB Conditions, and stemming from discussions in the curriculum committee responding to student feedback, a curriculum proposal was introduced to create a shared ecologies course between the disciplines within the College of Architecture and the Graduate School of Architecture and Urban Design. Over a number of years, the course *Shared Ecologies and Design* was developed and implemented as a requirement in the Master of Landscape Architecture and undergraduate architecture curriculums. The incoming classes in fall 2025 will be the first cohort of Master of Architecture students required to take this class.

Strengthening Local, National, and Global Communities

Our faculty have collaborated and disseminated their work at local, national, and global levels. Through exchanges with peers across the world, we strengthen our relationships with and impact on our communities. Washington University is deeply committed to local issues and our responsibility to the community of St. Louis. Community and social responsibility are critical to the future success of the university and the Sam Fox School. The school's Office for Socially Engaged Practice (OSEP), celebrating its tenth anniversary this year, builds on long-standing department traditions in architecture to contribute to St. Louis communities. This resource has allowed architecture to more effectively partner with community organizations, support seminars and studios, provide funding, and assess outcomes. OSEP has prepared a series of Blue Pages, guides that encourage best practices for working with individuals, communities, and organizations. OSEP provides CityStudioSTL Community Exchange Grants for faculty leading community-engaged courses. OSEP also provides The CityStudioSTL Fellowship, which are funded opportunities for architecture, landscape architecture, and urban design students to work with a local firm to address socially engaged challenges in St. Louis.

In summer of 2025, OSEP ran the first Summer Public Design Workshop which was a grant for a community partner to develop a civic-minded project for students to design and build. Creative St. Louis Opportunities is a university platform provided by the Sam Fox School for designers, artists, architects, and other creative people to find out about the opportunities and needs of the St. Louis community, as well as resources such as grants and relevant events. The Alberti Program: Architecture for Young People, in partnership with PGAV Destinations, allows St. Louis students grades 4 through 8 to explore architecture and design through hands-on learning in the Sam Fox School and Wash U students get experience as teaching assistants under the guidance of a faculty member.
Our faculty members are active in St. Louis communities beyond the boundaries of our campus. Melisa Betts Sanders has held leadership roles such as vice president of the board of directors for DeSales Community Development and president of the National Organization of Minority Architects St. Louis chapter. She co-founded and served as vice president of the Landmark's Urbanites and was appointed by Mayor Tishaura O. Jones to the Prop NS Stabilization Advisory Committee, where she focuses on the stabilization of vacant properties in St. Louis City. Nationally, Sanders was named a fellow of the Association for Community Design in 2019 and serves on its board.

The impact of work by our faculty and students extends from local to national and international contexts. St. Louis is situated at the confluence of the two longest rivers in the United States: the Missouri and the Mississippi. Professor Derek Hoeferlin has collaborated with regional and international experts on rivers to integrate water-based design strategies across the Mississippi, Mekong, and Rhine river basins, which are documented in his book *Way Beyond Bigness: The Need for a Watershed Architecture* (2023). Patty Heyda, in her book *Radical Atlas of Ferguson, USA* (2024), charts the systemic forces that have defined Ferguson, Missouri, and the first-ring suburb in America more broadly. She co-authored the book *Rebuilding the American City* (2015), which presents a range of perspectives on the complexities, successes, and challenges inherent to rebuilding American cities today.

Our faculty participate in national community-building through their creative practices. John Hoal, principal of H3 Studio Inc., serves as an invited urban design member for a three-year term on the selection committee for the Northwest Arkansans Design Excellence Program funded by the Walton Family Foundation, with the purpose of preserving a sense of place by encouraging the quality design of public spaces for livability and inclusion. Chandler Ahrens, Constance Vale, and Kelley Van Dyck Murphy were selected as University Design Research Fellows to present their work *Inside/Out* at Exhibit Columbus in 2025. Our faculty are regularly invited to final reviews and external reviews for other schools of architecture, both nationally and internationally. This participation strengthens the ties among architects, educators, and schools and demonstrates the impact that our faculty have in the disciple of architecture and beyond.

The Graduate School of Architecture & Urban Design strengthens global communities through curricular opportunities and faculty research. We have study abroad programs where students spend a summer or semester studying and learning from practitioners and scholars who provide expertise specific to each location. Our Urban Design summer program, Global Urbanism Studio, has taken place in Thailand, Uganda, South Africa, and Rwanda between 2018 and 2025. From 2022 to 2025, the studio has been co-taught by our faculty and Bangkok-based

landscape architect and TED Fellow, Kotchakorn Voraakhom. Every spring, MArch students have an option to study for a semester in our Barcelona Studio, which is taught by award-winning Spanish architects. The spring 2022 and 2023 studios were taught by Bet Capdeferro and Ramón Bosch of the Girona-based firm bosch.capdeferro, and in spring 2024 by Tomeu Ramis with Flexo Aquitectura. Anna Bach of A&EB will teach in spring 2025. The students take Urban Issues and Building Visits seminars in addition to a comprehensive design studio. Through a partnership with ETSAB Barcelona School of Architecture, our students have access to the school's facilities.

Much of our faculty's research is situated and disseminated internationally. Research by Seth Denizen and Montserrat Bonvehi-Rosich focuses on political ecology of soil in the Mexico City-Mezquital Valley hydrological system, which is published in their 2025 book *Thinking Through Soil: wastewater agriculture in the Mezquital Valley*. Hongxi Yin has co-authored numerous articles with collaborators in China on topics including sustainable building systems and 3D printed houses. He also led the 2018 Solar Decathlon competition, in which WashU students and faculty built a house in Dezhou, China. Our faculty's research is disseminated at international conferences and several faculty's work was exhibited in the Venice Biennale in 2025.

Our faculty includes international experts in history and theory of architecture. Eric Mumford is a leading expert on CIAM (Congres Internationaux d'Architecture Moderne) and has published extensively on this topic. He is often invited to write essays on works of modern architecture, including one for an exhibition catalog for I.M. Pei's 2024 retrospective at the M+ in Hong Kong. Michelle Hauk, who holds degrees in Architecture and East Asian Studies, researches the history of architecture, technology, and society in twentieth-century Japan. Robert McCarter's writing is disseminated internationally through publication of monographs, including those on Wiel Arets (The Netherlands), Kashef Chowdhury (Bangladesh), Aldo van Eyck (The Netherlands), Grafton Architects (Ireland), and Carlo Scarpa (Italy), among many others. He is frequently invited to speak internationally on his books on Frank Lloyd Wright, Louis Kahn, and other American architects.

We also bring global architecture communities to St. Louis for symposia organized by our faculty. Michelle Hauk, Aki Ishida, and Eric Mumford co-organized the 2024 symposium Celebrating Fumihiko Maki (1928–2024): Investigations in Collective Form and its Global Legacy honoring Maki's career, which included his time teaching at WashU where he wrote his seminal 1964 book *Investigations in Collective Form.* Kelley Van Dyck Murphy co-organized the 2023 exhibition *Beauty in Enormous Bleakness: The Design Legacy of the Interned Generation of Japanese Americans* and the symposium *Moonscape of the Mind: Japanese American Design After Internment*, which honored the four architecture students who, during WWII, avoided the mass-incarceration of Japanese Americans by enrolling in the WashU School of Architecture. Matthew Allen organized a symposium on the future of architecture theory in China in 2024 with K. Michael Hays. By hosting these events, we actively participate in the current international architectural discourse.

Core Investments for Success

Core investments for success is a commitment to invest in people, programs, and relationships that will build academic and research excellence, educate leaders, support access and equity, and drive opportunities for achievement across the Graduate School of Architecture & Urban Design and more broadly the Sam Fox School. In 2024, Aki Ishida began her tenure as Director of the College of Architecture and Graduate School of Architecture & Urban Design. In July 2025, Chandler Ahrens began his tenure as Chair of the Graduate School of Architecture. The new leadership reaffirmed the commitment to the multi-year objectives of building faculty scholarship and research. We are committed to fostering an interdisciplinary curriculum through strategic hires. Seth Denizen was hired as part of the Center for the Study of Race, Ethnicity & Equity and has developed the *Shared Ecologies* class that Graduate Architecture students will start to take in Fall 2025. Faculty are provided funding opportunities for their research through the Faculty Research Awards, Faculty Dissemination Travel Awards, and Faculty Teaching Development Awards totaling between $60,000 - $70,000 per year. Chad Henry, Director of Research & Innovation, assists faculty in applying for external funding for research, developing collaborators across the university, and building industry connections. Bruce Lindsey received $900,000 for the Engaged City initiative from the Mellon Foundation and previously received $1.6M for the Divided City initiative. See section 5.4.3 for additional information.

The Sam Fox School is actively building support for recruitment and admissions. In 2024, a new Associate Director for Recruitment and Admissions was added to its staff leadership team. In summer 2025, a new Graduate Recruitment Specialist in Architecture was added to the team. These roles support a holistic and strategic approach to both graduate and undergraduate recruitment that emphasizes data-driven approaches, strategic communications, and personal outreach by staff and faculty. Recruitment efforts have evolved emphasizing domestic diversity among graduate students and less dependency on international recruitment, which represents a significant shift in demographics from previous NAAB APR reports. A top strategic priority is the continued emphasis on raising scholarship funds for graduate students in the Sam Fox School. We have increased financial aid as a percentage of tuition from 54% in FY23 to 70% in FY25 across all graduate programs. Although much of this aid comes from operating funds, the school is committed to growing donor funds and ensuring students receive generous support and leave the school with reasonable debt.

Student retention is a high priority for the school. Faculty are academic advisors that meet each semester with their advisees to ensure they are succeeding or answer any questions about the program. In the fall of 2025, we created an online assessment tool for internal and external reviewers to rate student work. The data collected will be used to measure year-over-year performance to provide feedback on student outcomes, ensuring students are well-prepared to enter professional practice.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
Washington University in St. Louis was founded in 1853 and has worked diligently over many years to develop a reputation as a top research university. The Sam Fox School of Design & Visual Arts was established on June 30, 2006 as one of seven schools at WashU, incorporating the Graduate School of Architecture & Urban Design, the College of Architecture, the Graduate School of Art, the College of Art, and the Mildred Lane Kemper Art Museum.

The Sam Fox School builds on the histories of its three central units: The School of Art was founded in 1879 as the first professional, university-affiliated art school in the United States. It is now organized as an undergraduate College and Graduate School of Art. The School of Architecture was established in 1910 and has the distinction of being one of the eight founding members of the Association of Collegiate Schools of Architecture (ACSA). It is now organized as an undergraduate College and Graduate School of Architecture & Urban Design. The Mildred Lane Kemper Art Museum (formerly the Washington University Gallery of Art) was founded in 1881 as the first art museum west of the Mississippi River. One of the core strengths for the Graduate School of Architecture & Urban Design is being embedded within a school that brings together architecture, art, design, and museum.

The architecture program has a long history with many important architects who were teachers or alumni. Our current faculty continue this important legacy through esteemed scholarship and internationally acknowledged practice. Faculty exhibited work at the Venice Biennale, receive local, national, and international design awards, present at conferences, and publish books and articles. Faculty actively engage students in training the next generation through the Research Assistant (RA) program. Faculty show students how to research and publish, resulting in a strong track record of external recognition through awards and dissemination by students and faculty.

One of the strengths of the faculty is the ability to teach across architecture, landscape architecture, and urban design. The benefit for the students is a shared pedagogical approach that focuses on creation of beautiful spaces that are designed responsively, with consideration for the environment and human wellbeing. The proximity and fluid movement between architecture, landscape architecture, and urban design promote options for mutually beneficial MARCH/ MLA and MARCH/MUD dual degrees. The flexibility for teaching and diverse research interests of faculty extends into other Sam Fox School disciplines and programs. Faculty actively contribute to Wash U research and scholarship through cross-campus affiliations in arts, humanities, and sciences.

We are fortunate to have an excellent, cohesive, and aligned core faculty group; supportive and enthusiastic adjunct faculty, and collegial relations with allied school faculty. The Office of Research and Innovation actively supports faculty with identifying grant opportunities and developing industry partners. The Sam Fox School Office for Socially Engaged Practice (OSEP) connects students and faculty to communities in St. Louis and beyond to collaborate on meaningful projects in art, architecture, and design. These collaborations allow students to experience St. Louis beyond the WashU campus while supporting education, innovation, and more in our community. OSEP provides Community Exchange Grants for faculty leading community-engaged courses. OSEP also provides The CityStudioSTL Fellowship for students to work with a local firm to address socially engaged challenges in St. Louis. In summer of 2025, OSEP ran the first Summer Public Design Workshop, which was a grant for a community partner to develop a civic-minded project for students to design and build. OSEP continually adds new opportunities for faculty and students to connect with community members.

The St. Louis region is a program-distinctive site for architecture education, including its complex conditions of racial segregation, redlining, depopulation, and vacant buildings. Many faculty research issues in the St. Louis region and bring this knowledge into the classroom in studios and seminars, providing valuable learning experiences for students. Opportunities with OSEP encourage faculty and students to go beyond the classroom out into the city to engage directly with communities. We formalized local summer internship opportunities through the Sam Fox School's Center for Career Engagement, strengthening relations with the local architecture community. We strive to maintain relationships with significant local external organizations including AIA, Pulitzer Arts Foundation, The Kranzberg Arts Foundation, The Griot Museum of Black History, The Luminary, and local university partners such as Harris-Stowe University. Additionally, we maintain relationships with significant national and international external organizations including The Mellon Foundation, Graham Foundation, Exhibit Columbus, Venice Biennale, Solar Decathlon (national and international), professional practices such as SOM Chicago and LandProcess, and international university partners such as Chulalongkorn University (Bangkok, Thailand) and the Barcelona School of Architecture (ETSAB).

We work to maintain high quality, individual, and focused attention on students with low student/faculty ratios. We have been working recently to create more balanced cohorts of domestic and international students. Previously, international students outnumbered domestic students. Students are exposed to local, national, and international issues. Studios and faculty are connected to global contexts, particularly Spain, Mexico, Italy, China, Japan, and Thailand. We provide many study abroad programs for students to learn while in another culture. In the Graduate School, we provide high quality facilities for our students. All MArch studios and most seminars are housed in new Weil Hall. The administration has adequate discretionary budget to support additional programming, events, and activities. Additionally, the National Council advisory group is active and engaged with issues within the school.

We have several challenges that we are actively addressing. We are working to improve student and faculty diversity, particularly BIPOC representation. Another goal is to improve our national and international reputation. Part of this involves maintaining and developing pedagogical distinctiveness that mutually balances art and experimentation with science and technology within program mission and goals, particularly raising the program's profile within the school, university, city, and world. These efforts will help to increase enrollment, particularly with domestic students. We have a large population of alumni given the long history of the program, and we are working on establishing and sustaining connections with alumni networks. Expanding our network with alumni and other firms and organizations is another challenge. We are working on developing more internships with local firms and organizations, building on opportunities provided by Sam Fox School's Office for Socially Engaged Practice, Center for Career Engagement, and Office of Research and Innovation.

Other challenges include developing structural collaborations with other WashU programs, schools, and centers. There are many strong programs at WashU and formalizing relations will be mutually beneficial. Within our school, we are working on improving access to spaces and equipment for large-scale digital fabrication and robotic construction for a wide range of materials, including wood, steel, biomaterials, and clay. Our current shops are

well-equipped for models and small-scale construction, but not for full-scale mockups. We are currently exploring the use of recently purchased WashU properties near main campus for this purpose.

Within challenges, we see opportunities. We will formalize strategic relationships with targeted national and international locations, universities, and practitioners. We will formalize collaborative research with key strategic organizations mentioned above, in addition to developing new collaborations with civil engineering departments at Southern Illinois University Edwardsville and St. Louis University for access to human and physical resources that are not available at WashU. Following one of Chancellor Martin's key initiatives, we are In St. Louis, For St. Louis, joining an institution-wide commitment that draws upon our strength as an economic anchor, our role as a global talent magnet, and the power of our mission of research, education, and patient care to create real, lasting impact and opportunity in St. Louis and beyond. As such, we will develop leadership in adaptive reuse in collaboration with local community organizations, real estate developers, practitioners, construction companies, and manufacturers. This will happen through increased attention to funded WashU research opportunities and external St. Louis, national, and international research/practice opportunities.

There are many opportunities to form stronger connections within WashU that increase interdisciplinary research collaborations that extend program mission and ethos. An important step will involve the development of a new Master of Architecture long-range plan that builds upon the pillars of the Sam Fox School Strategic Plan: Digital Transformation in Art, Architecture, and Design; Leadership in Sustainable Practices; Strengthening Local, National, and Global Communities; and Core Investments for Success. We will explore new collaborations in emerging technologies and AI, particularly with the Kavita and Krishna Bharat Professor, a new joint hire between the Sam Fox School and McKelvey School of Engineering. In collaboration with the new Sam Fox School Director of Sustainable Design and Environmental Justice, we will enhance leadership in sustainable practices in collaboration with the Center for the Environment, construction companies, and manufacturers. This dovetails with developing leadership in equitable and just practices by enhancing engagement with the Office for Socially Engaged Practice, the Center for Race, Ethnicity, and Equity (CRE^2), the Center for the Humanities, and the new School of Public Health. In addition to those specific offices and schools, we will continue to develop engagement with faculty and programs in engineering, sciences, and humanities.

We are working on recruiting and retaining more diverse faculty and students. We will develop national disciplinary leadership through enhanced communication of program mission and achievements. This will include more robust outreach to alumni and professional firms utilizing career services. Within the Graduate School of Architecture & Urban Design, we will develop more engagements with MLA, MUD, undergraduate architecture, and other WashU students and departments. We will develop more engagements with AIA and Sam Fox School National Council and alumni.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Final Reviews

During the final reviews that take place at the end fall and spring semesters, we invite over a dozen external guests to review student work all day over four days. The group consists of practitioners from across the US and abroad in addition to academics from our peer institutions. In the 2024/25 academic year, we began collecting input from every external guest reviewing the graduate architecture studios at the end of each review day.

Technical review for students in *Degree Project*

Degree Project is the final studio for Master of Architecture students where they self-initiate the concept, program, and site for their building proposal. The design process includes technical reviews by consultants, most of whom are outside the university. The consultants include structural engineers, environmental engineers, and mechanical engineers from national or international practices who come to St. Louis to review the students' projects and provide feedback on technical aspects of their design proposals.

National Council
The Sam Fox School National Council is an advisory committee composed of alumni, parents, and friends of the school. The National Council meets regularly to provide counsel to the dean. Twice per year, members of the National Council meet and provide feedback and assessment of progress and priorities to the Sam Fox School leadership. Their input focuses on the general direction of the programs and the school.

Career Expo
During the annual Career Expo organized by the university's Center for Career Engagement, practitioners from over 32 firms across the country review the students' portfolios and provide feedback and provide opportunities for students to practice interviewing.

Portfolio review with alumni
In April 2025, we piloted a portfolio review with alumni during the annual reunion organized by the Sam Fox School Advancement team. Six architecture alumni volunteers gave feedback to 16 students.

Conferences and publications
Faculty and students regularly present research and student work at conferences such as ACSA, SAH, ACADIA, etc. Initial submissions for conference papers are typically peer-reviewed with opportunities to receive feedback from the anonymous reviewers. Publications similarly include peer-review and comments. In-person conference presentations in front of an audience of peers encourages a conversation during the question-and-answer portion of the presentation, providing feedback on the research and student work.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
NAAB has been a partner in advancing self-assessment. The NAAB subcommittee along with the Director of Research and Innovation created a secure online assessment tool in spring of 2025 that aggregates and consolidates data from guest reviewers for studios and key building technology classes. The tool will be useful to measure year-over-year performance as the data is collected each semester. The data is immediately useful during faculty summits at the conclusion of each semester to evaluate assessment results from the guest review critics, the overall performance of classes, and to promote the discussion of any adjustments or changes needed. The summits are an opportunity for internal and invited guest faculty to discuss successful and challenging parts of the curriculum and consider thoughtful modifications to improve learning outcomes. Additionally, course evaluations are reviewed by faculty each semester and used to identify successful and challenging parts of their classes that require adjustments. An example of demonstrated change has been the coordination between the *Arch 419 Housing studio*, *Arch 439 Environmental Systems II (ESII),* and *Arch 538 Advanced Building Systems (ABS)*. To ensure each student was able to create a digital simulation of envelope performance prior to entering ABS, ESII was modified for students to take their envelope design from the housing studio and individually create a digital solar radiation simulation.

Feedback from faculty summits along with the Curriculum Committee, History/Theory ad hoc committee, Building Technology ad hoc committee, Exhibitions Committee, Faculty Council, Fairness and Diversity Committee, Dean's Advisory Committee on Tenure and Promotion, Lecture Series Committee, Learning Culture Committee, and multiple scholarship committees provides valuable information to the chair and director to determine the teaching assignments, coordination responsibilities, and resource allocation to best serve student learning outcomes. Regularly scheduled self-assessment and modification helps to align the curriculum with the Sam Fox School strategic plan.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:
The Graduate School is committed to consistently improving our programs through curricular assessment and development. In the core studios, faculty review areas of study on rotation, proposing alternative curricula and evaluating the effectiveness of recent initiatives. Faculty review these programs in small groups and also as a larger faculty cohort as we connect our core studios to our degree project semester. We also have established committees to review curriculum in specific areas: building technology, digital technology, and history/theory. These focus groups review curriculum, NAAB student performance criteria, and make recommendations for new courses.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
Each semester, required courses such as the Graduate Core Studios, *Architectural Representation* courses, *Design Thinking*, and *Degree Project* have coordinators that oversee the faculty and overall organization of the course across multiple sections. These coordinators are essential in identifying new objectives for learning and proposing solutions to make the studios run more efficiently and effectively for future evolutions.

For example, *Design Thinking* just recently went through a learning objective review to make the research more robust to issues in St. Louis. The faculty rethought the studio structure in order to study comparative conditions and produce conversations between faculty and students alike. It is a hybrid between core and option studios where the faculty rotate in the beginning of the semester, preferring to teach jointly and then retain a cohort of students to investigate a specific location. In this way, the project is collaborative in the shaping of issues and conversations around pedagogy and the creation of a framework to allow faculty to maneuver and give definition to their project. The curriculum development process included roundtable discussions and working dinners to review objectives and student performance criteria and evaluation. For example, *Design Thinking* increased the weekly contact hours to include an additional meeting day in which supporting lectures and readings were introduced to further support students' research and project development skills.

The school does not rely on this process alone for assessment. Issues can also be brought directly from the faculty to the program chair through the Faculty Chair, reviewed by an ad hoc committee or faculty in the area of study, and then reviewed by the Curriculum Committee. The Curriculum Committee oversees all curriculum issues within the College of Architecture and the Graduate School of Architecture & Urban Design.

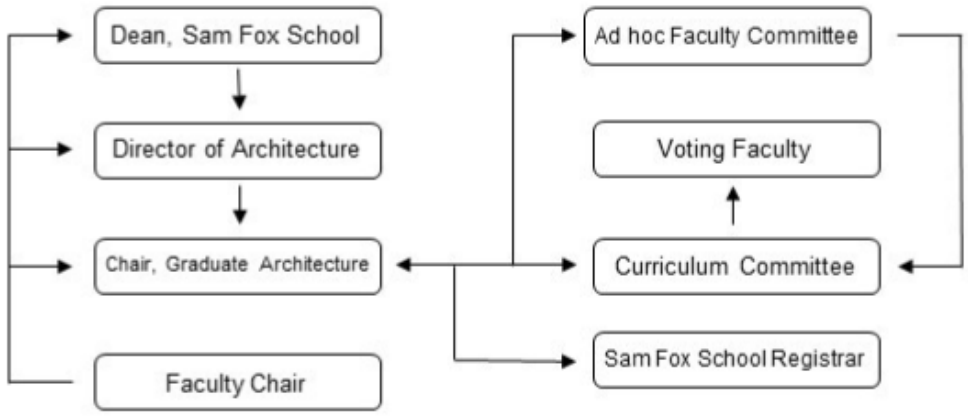
5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
The Curriculum Committee is made up of full-time tenured and tenure-track faculty members appointed by the director as well as student representatives. The committee includes registered architects and senior faculty members familiar with the NAAB *Conditions for Accreditation*. In addition to the representative faculty members appointed by the director, the committee includes the chairs of programs in architecture, urban design, and landscape architecture. The director appoints the chair of the Curriculum Committee on a yearly basis.

The committee meets four to six times each semester and establishes its agenda and schedule at the outset of each semester. The agenda is determined by a consensus of the committee in consultation with the faculty and is based on an ongoing review of the school's curriculum and current issues in professional practice. Any faculty member is welcome to put forth an issue for consideration by the committee. The final agenda for each semester is forwarded to the faculty and all faculty are invited to participate in committee meetings. If the Curriculum Committee supports a curriculum change by a majority vote, the proposal is then brought to the faculty. Proposals

are put forth for a reading for consideration and discussion and a vote at the faculty meeting. All curriculum changes related to either structure or content must be approved by a majority vote of the faculty.

Curriculum Development Structure



5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
The teaching load for tenured, tenure-track, and full-time lecturers is two classes per semester. This typically equates to one studio and either a lecture class or seminar per semester, which is comparable to peer institutions. In 2019, the faculty voted to modify the weekly studio classes from three days a week to two days. Typical graduate studios meet on Monday and Thursday afternoons, providing more time between meetings to create new content for review and feedback from faculty. The issue was vetted and determined to have a positive outcome for students and faculty, freeing Fridays from courses and providing additional time for faculty to develop research.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
NCARB Architect Licensing Advisor, Wyly Brown, is actively involved in the NCARB community and will attend the NCARB Licensing Advisor Summit in December 2025. He has served on various advisory committees since 2017, including the Future Collaborative, the Experience Committee, and the Re-Think Tank. Through these channels, he is in frequent contact with NCARB administrators, staff, and Board of Directors and is actively engaged in discussions around the current and future developments in the architecture licensing process. In addition, he stays current through the support materials and conversation presented on the NCARB Licensing Advisors community board.

As Architect Licensing advisor, Professor Brown offers presentations each semester to students about the licensing process, where key information and resources are provided to students. In addition, he is available by appointment for students with individual questions about their specific licensing situations and needs.

The NCARB Futures Collaborative monitors and researches changes in the regulatory environment and the practice of architecture. Efforts guide the ongoing development of forecasts for possible future outcomes as well as informing strategic conversations across NCARB. Professor Brown's role on this committee since 2021 has been to explore the potential changes that AI will bring the practice of architecture. This committee regularly examines the current licensing process, looks for aspects that might become problematic and/or create future limitations for candidates, and considers changes that may result from developments in the practice. This committee prepared an inaugural Futures Symposium in Washington, DC, on December 7, 2023. While Professor Brown did not attend this symposium, he was involved in its preparation and organization.

The NCARB Experience Committee oversees the development delivery, and assessment of the Architectural Experience Program® (AXP®). Professor Brown served on this committee from 2019 to 2021. His role in this committee was to explore means to amend the experience requirements to include alternative pathways to licensure that could reduce candidates' need for education and/or exam-based requirements. This committee examined the AXP process and considered many potential amendments that could be made to the licensing process to encourage more diversity of licensed architects.

Through a series of in-person and virtual events, members of the **Think Tank** (for licensure candidates) and **Re-Think Tank** (for recently licensed architects) share feedback on licensure programs, brainstorm areas for improvement, and engage with NCARB leadership. Many alumni go on to volunteer for our standing committees, task forces, and even state licensing boards. Prof. Brown was a member from 2018 to 2019.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:
Faculty Development
The procedures for review of status can be found in the Sam Fox School Policy on Faculty Appointment, Retention, Tenure, and Promotion. All tenured and tenure-track faculty submit Annual Professional Activities Reports to the Director of Architecture by September 1; full-time non-tenure-track faculty submit reports by January 30. All tenured and tenure-track faculty participate in an annual review in the fall semester with the director and program chairs relevant to the faculty member's teaching assignments. Full-time non-tenure-track faculty participate in an annual review with program chairs in the spring.

All tenure-track faculty are assigned two faculty mentors upon their appointment by the director in consultation with the chair of the Tenure and Promotion Committee and program chairs. The mentors meet with tenure-track faculty members on a regular basis, at least once a semester, to give direction and counsel to their research endeavors. Mentors comment on and offer suggestions on venues for publication and exhibition, professional opportunities, and professional academic networking on a regional, national, and international level. Mentors observe teaching, review and interpret student evaluations, and offer general guidance in development. These faculty mentors also advise the tenure-track faculty in preparation for the midterm (third-year) and tenure review documents. Mentors help present the tenure-track candidate's case to the tenured faculty at the time of a vote. Associate professors continue to meet annually with the director to receive feedback and support as they develop cases for promotion to professor. The director also meets annually with all full-time non-tenure-track faculty to discuss performance and opportunities for advancement.

Under the direction of new director Aki Ishida, there is also emphasis on faculty professional development in publishing, in both academic and public scholarship outlets. The school organized a workshop in Fall 2024 with

Michelle Komie, publisher of Princeton University Press, and another in Spring 2025 with editors of *The Places Journal* in collaboration with WashU's Program in Public Scholarship. The staff at Program in Public Scholarship have assisted our faculty in pitching book proposals to publishers, finding outlets for articles, and drafting plans for book tours once a book is published.

The Sam Fox School offers a variety of resources to assist faculty members in remaining current in their knowledge of the changing demands of the discipline, practice, and licensure. The school has a dedicated Sam Fox School Research Office, which provides support for faculty and students seeking internal and external funding, as well as the Office for Socially Engaged Practice, which facilitates faculty and student work in the community through socially engaged courses and offers funding for community-based-projects. The school also has a robust Public Lecture Series that features nationally and internationally recognized artists, architects, designers, historians, and critics. Additionally, the school supports faculty development through funded and non-funded conference and symposia attendance and participation.

The Sam Fox School also provides funding for faculty development. Full-time senior lecturers, professors of practice, and tenured and tenure-track faculty are awarded Faculty Development Accounts to support research and teaching activities. The development accounts range from $1,000-$7,500 for each academic year. The school also awards Faculty Research Awards, Faculty Dissemination Travel Award, and Faculty Teaching Development Grants. The Faculty Research Awards provide between $1,000-$10,000 for tenured and tenure-track faculty and $1,000-$5000 for senior lecturers to support faculty conducting research or pursuing innovative creative work; through this program, the school provides total funding of »$30,000 per year for art and architecture faculty. The architecture faculty recipients since the last accreditation visit include the following:

2024-2025 Grant Recipients:
- Chandler Ahrens, Associate Professor
- Kelley Van Dyck Murphy, Assistant Professor
- Zahra Safaverdi, Assistant Professor
- Constance Vale, Associate Professor

2023-2024 Grant Recipients:
- Kelley Van Dyck Murphy, Assistant Professor

2022-2023 Grant Recipients:
- Wyly Brown, Assistant Professor
- Patty Heyda, Associate Professor
- Kelley Van Dyck Murphy, Assistant Professor
- Jonathan Stitelman, Senior Lecturer
- Constance Vale, Assistant Professor

2021-2022 Grant Recipients:
- Patty Heyda, Associate Professor
- Kelley Van Dyck Murphy, Assistant Professor
- Constance Vale, Assistant Professor

2020-2021 Grant Recipients:
- Wyly Brown, Assistant Professor
- Derek Hoeferlin, Associate Professor
- Pablo Moyano Fernandez, Assistant Professor
- Linda C. Samuels, Associate Professor

2019-2020 Grant Recipients:
- Shantel Blakely, Assistant Professor

- Igor Marjanovic, Professor
- Eric Mumford, Professor

Four Faculty Teaching Development Grants are awarded annually in the amount of $2,500 to recognize contributions in teaching, support innovation, and incentivize activities to further enrich the school through student instruction. All Sam Fox School tenured and tenure-track faculty, full-time senior lecturers, and lecturers who have taught for at least one year can apply. Recent architecture recipients include the following:

2024-2025 Faculty Teaching Development Grant Recipients:
- Seth Denizen, Assistant Professor
- Michelle Hauk, Assistant Professor

2023-2024 Faculty Teaching Development Grant Recipients:
- Seth Denizen, Assistant Professor
- Kelley Van Dyck Murphy, Assistant Professor

2022-2023 Faculty Teaching Development Grant Recipients:
- Ryan Abendroth, Senior Lecturer
- Chandler Ahrens, Associate Professor
- Pablo Moyano Fernandez, Assistant Professor

2021-2022 Faculty Teaching Development Grant Recipients:
- Shantel Blakely, Assistant Professor
- Wyly Brown, Assistant Professor
- Shantel Blakely, Assistant Professor

2020-2021 Faculty Teaching Development Grant Recipients:
- Kelley Van Dyck Murphy, Assistant Professor
- Constance Vale, Assistant Professor

2019-2020 Faculty Teaching Development Grant Recipients:
- Eric Ellingsen, Assistant Professor
- Pablo Moyano Fernandez, Assistant Professor
- Linda C. Samuels, Associate Professor

Through the Faculty Dissemination Travel Award, the School provides up to $1,200 for domestic travel and $1,800 for international travel for tenure-track and tenured faculty. The funds are intended to promote and support national and international dissemination of creative work and scholarship.

In addition to grants, faculty can make a request for special initiative funds. The funds are provided by the dean of the Sam Fox School and allow for a number of faculty initiatives, ranging from new digital technologies to the opportunity to host a conference or symposium at Washington University.

Tenured faculty can also take sabbatical leaves or an unpaid academic leave of absence to advance research and creative activity. The leaves are granted through an application process. Sabbatical leaves are typically granted as a full-year leave with half salary from the university or a one-semester leave with full salary from the university. A newer initiative in partnership with the Office the Provost enables tenure-track faculty to also apply for paid semester-long sabbatical leave or a course release to support research and scholarship leading up to the tenure review process.

Faculty Resources

The Sam Fox School Research Office supports research and creative activity by working with faculty and students to define projects, seek funding, and identify internal and external partnerships. The office works to facilitate the pre- and post-granting process; serves as liaison to the broader research infrastructure of the university; and gives advice on institutional compliance during projects. While institutional funding is important to furthering projects, the office also assists with a broad range of activity that includes partnerships that contribute to the research culture of the school.

Faculty can apply for funding from a variety of university seed grants that range from $1,000-$50,000. Examples include:

- *Here & Next*, the Washington University strategic plan, funds annual cycles of seed grant projects in two primary competitions. Tier 1: Spark grants provide up to $20,000 over nine months to help teams coalesce around novel themes or address specific proposal development challenges in the pursuit of targeted external funding. Tier 2: Ignite grants provide up to $50,000 for 12-months for teams to develop and implement traditional pilot projects, helping build ideas to compete for external funding.
- The Washington University Office for the Vice Chancellor for Research sponsors an annual seed pilot project to fund collaborations of faculty teams to develop and implement novel projects to compete for external funding. The program provides up to $50,000 for one-year projects.
- The McDonnell International Scholars Academy sponsors a Global Incubator Seed Grant program that aims to stimulate high-impact collaborative research linking WashU faculty with international partners. Grants are awarded for up to $25,000 for one-year projects.
- The Center for the Study of Race, Ethnicity & Equity (CRE2) administers five grant programs to focus scholarly attention on the myriad manifestations of race and/or ethnicity locally, nationally, and globally and to encourage research across all Washington University schools and many disciplines.
- The LEAP Inventor Challenge engages and trains teams of faculty, postdocs, graduate students, and staff to work toward commercialization of their technology or product.
- The Gephardt Institute for Civic and Community Engagement's Civic Engagement Fund cultivates community engagement initiatives that strengthen communities. Through Capacity Building Grants, Small Change Grants, and Need-Based Grants, all members of the Washington University community may request funding and support for their proposed initiatives.

As part of a tier-one research institution, we have a team of specialists, coordinated through the Sam Fox School Research Office, that supports funding identification, partnership building, budgeting, proposal preparations, grant writing, and overall administration pre- and post-award. Faculty also receive support from a team of foundation and corporate relations officers that consult one-on-one to identify research interests and seek out potential funding opportunities. The university has built out new digital infrastructure to track and disseminate potential private grant opportunities. Through a new collaboration between University Advancement, the Center for Career Engagement, the Office of the Vice Chancellor for Research (OVCR), and the schools, the university has a new CRM to help productively manage organizational relationships to enhance connections with corporate and private partners. This system will better match potential partners, providing access to new funding, novel technology, and capabilities. The OVCR also provides educational and training activities related to research best practices, policies, and compliance support for all research activity. The OVCR recently launched a Research Development Office that works university-wide to identify and develop teams to successfully compete for federal center-scale and large interdisciplinary grants, both federal and private.

In 2021 the Office of the Provost launched a two-year program aimed at helping faculty whose research had been negatively impacted by the operating challenges of the COVID 19 pandemic. The Provost funded publication, course relief, and research grants to help faculty launch and accelerate their research portfolios that had largely been paused. Numerous architecture faculty benefited from these programs, including:

- Wyly Brown, Assistant Professor
- Catalina Freixas, Associate Professor

- Derek Hoeferlin, Associate Professor
- Petra Kempf, Assistant Professor
- Pablo Moyano Fernandez, Assistant Professor
- Kelley Van Dyck Murphy, Assistant Professor
- Constance Vale, Associate Professor

Faculty can also become scholars through affiliations with centers, institutes, and schools across the university, such as the Center for Environment, the School of Public Health, and the Center for the Study of Race, Ethnicity & Equity (CRE2). Such relationships provide cohorts of like-minded scholars in other disciplines with whom to collaborate.

Faculty Research

Chandler Ahrens, associate professor, is a researcher and practitioner. His research projects negotiate the intersection of digital technology and sustainability. His ongoing research project, Catoptric Surface, is focused on harvesting daylight to be reflected into the interior of a building using microprocessors and motors to individually control over 600 mirrors. Through individual control of each mirror, the light intensity can be controlled by targeting specific locations within the space to reflect the daylight, thus reducing the need for artificial light when someone needs more or less light for a particular task. He is the editor of *Instabilities and Potentialities, Notes on the Nature of Knowledge in Digital Architecture* (2019), co-curator and editor of the *Gen(h)ome Project* (2006), and co-chair and editor for the exhibition, *Evolutive Means, ACADIA2010*.

Ahrens co-founded Open Source Architecture (2005-2024) and AVV A (Ahrens, Vale, Van Dyck Murphy Architecture) in 2024. To date, his work has received (8) AIA design awards, (3) Chicago Athenaeum New American Architecture Awards, (1) Chicago Athenaeum Good Green award, (1) Architect's Newspaper Best of Design award, (2) Most Enhanced Awards, (2) Muse Design awards, (1) ARCHITECT Light & Architecture Award, (3) Architizer A+ finalists, and (1) Eduwik Architecture Excellence Award. His work is part of the permanent collection at the Fonds Regional d'Art Contemporain (FRAC) in Orleans, France and part of the permanent collection at 21c Museum Hotel. He was a 2024-2025 Exhibit Columbus University Design Research Fellow. Ahrens also received the 2017 Emerging Faculty Award from the Building Technology Educators' Society. The award recognizes demonstrated excellence in teaching performance and innovation during the formative years of an architectural teaching career in building technology education.

Wyly Brown is an assistant professor and a founding partner of international firm Leupold Brown Goldbach Architekten (www.lbgo.de). In his practice, Brown has led the design of numerous high-performing low-energy design projects that have earned national and international recognition from the American Institute of Architects, the German Design Award, the World Architecture Festival, and others. Recent examples include energy positive and affordable housing in Boston, Massachusetts; a high-performance supermarket in Weyarn, Germany; and a timber structured municipal child-care in Senden, Germany. Through hands-on design-as-research projects, Brown collaborates with institutions in Europe, Central America, and Asia to explore regenerative architecture by physically testing alternative building materials and investigating lightweight minimal-material structural systems. Recent projects include a bamboo grid shell gateway pavilion for a community park in St. Louis, Missouri as well as the testing of bamboo pole truss systems on location and in collaboration with Costa Rica Institute of Technology (TEC) and Bamboo U in Ubud, Indonesia. In addition, Brown recently exhibited an exploration of geodesic construction in *Reconstructing "Weatherbreak"* at the Smithsonian Institute's National Museum of American History in Washington D.C. in collaboration with Catholic University of America.

Gia Daskalakis, associate professor, is the principal of Das: 20 Architecture Studio in St. Louis. Recent projects include the programming and surveying of Urban Park on the Province of Santa Fe, Argentina; a showroom for an industrial design company, Munimula; and a new design studio building to include a three-acre landscape in Quincy, Michigan. Scholarly research includes the deliberate blurring, hybridization, and expansion of the traditional semantic and historical categories of landscape, architecture, and urbanism and their interface with ecology and environment, as well as spatial and experiential characteristics common to American cities (focused

on Detroit) that are experiencing a process of aggressive deurbanization and physical abandonment. Additionally, Daskalakis researches the contested edge between the Mississippi River and the adjacent, occupied land between development and commerce. Looking toward a more resilient condition, the research explores the ecological crisis along the river as an opportunity for constructing a more livable, coupled edge as a continuum between river and settlement.

Rayshad Dorsey, assistant professor, is an architectural designer, founding partner of Studio Rayshad Dorsey, and cofounding director of Partners of Place—recipient of the 2024 Architectural League Prize for Young Architects + Designers. A 2024–2025 ACSA Faculty Fellow to Advance Equity in Architecture, Dorsey situates his work at the intersections of architecture, cultural preservation, climate justice, and community-engaged design, with a focus on African American and Gullah Geechee communities of the Southeastern United States. His research explores how design can enter the intertwined challenges of climate change, gentrification, and cultural erasure by serving as a tool for both cultural continuity and environmental stewardship. Dorsey's written scholarship engages discourses on race, space, and conservation. He served as invited editor for Oblique Volume 4, Correcting the Plantation: Anti-Racist Conservation Practices and Discourses, and contributed the essay "A Speculation on Third Space" to the Carolina Planning Journal (Vol. 49, 2024), extending his exploration of Black spatial practices, cultural continuity, and speculative design as counter-narratives to dominant architectural histories.

Dorsey's current research examines migration and belonging, including Home-coming Coming Home, presented at Washington University in St. Louis' Design Agendas Symposium, which considers migration patterns, return, and diasporic attachments to home as it relates to sites of displacement such as Pruitt-Igoe. This work continues in his investigations of Black domestic space-making and architectural discourse. Dorsey's curatorial and exhibition work expands his scholarship into public-facing platforms. The traveling exhibition Rural Witnesses in collaboration with Clemson University and Partners of Place highlights overlooked rural landscapes, complementing projects such as Land Narratives – Fantastic Futures with Urban AC at the 2023 Venice Biennale and ongoing collaborations and design work addressing cultural memory, displacement, and environmental justice.

Catalina Freixas, associate professor, launched the seminar Segregation in Design in fall 2016 in collaboration with Mark Abbott, professor of history and director of the Center for Neighborhood Development at Harris-Stowe State University. Developed as part of The Divided City: An Urban Humanities Initiative, funded by the Mellon Foundation, the research explores both the historic roots and present-day reality of residential urban segregation, and the mechanisms that have institutionalized inequality in the American city. Freixas is a two-time recipient of grants through The Divided City initiative, which have allowed her to research issues of race, segregation, and urbanism in post-industrial cities such as St. Louis, Cincinnati, and Detroit through the lens of indicators for sustainability, inclusion, and community resiliency. Additional support for this work was provided by the Ferguson Academic Seed Fund and the Sam Fox School's Creative Activity Research Grants program to complete the book proposal *Segregation by Design: Conversations and Calls for Action from St. Louis*. Freixas is a two-time recipient of funding from the former International Center for Energy, Environment, and Sustainability (InCEES) and received additional support from the University Research Strategic Alliance (URSA) for her research on Metamorphic Cities: A Computational Approach to Sustainability, a multi-phase project focused on developing a methodology and computational model for conducting a quantitative sustainability assessment, particularly focused on the effects of eco-urbanism strategies at various scales of impact.

Dr. Michelle L. Hauk, assistant professor, specializes in the history of architecture, technology, and society in twentieth-century Japan. Dr. Hauk's research focuses on the rapid evolution of Japan's residential environment and everyday life in the twentieth century on both an urban and domestic scale. Her book project, *Dwelling with Water*, examines how the development of water infrastructure and the technologies that organize its flow reconfigured the twentieth-century Japanese dwelling and paved the way for the prefabrication of its kitchens and baths, tracing the ways in which the design of water within domestic environments intersects with social relationships, cultural practices, and the natural environment. In past research, she has examined the design and construction of postwar new towns and housing estates and analyzed the written work of Japan's first woman licensed as an architect, Hamaguchi Miho. Dr. Hauk has presented her work publicly across a variety of venues, including at the American Historical Association (2025), Association for Asian Studies (2025), and American Society

of Environmental Historians (2023) conferences, the Reischauer Institute's Japan Forum (2023), and as a guest speaker in the Sekisui House-Kuma Lab (2022) and Gondo Lab (2025) at the University of Tokyo. She has contributed articles to *Tama New Town Research* journal (2015), *Architectural Record* (2021), and an *A+U* special issue on "Dwelling Studies and Japan's Women Architects" (2022). Dr. Hauk earned her Ph.D. in Japanese History from the Department of East Asian Languages and Cultures at Columbia University in 2023 before spending one year as a postdoctoral fellow at the Reischauer Institute of Japanese Studies at Harvard University. A recipient of both the Fulbright Graduate Study/Research Award and a Fulbright-Hays Doctoral Dissertation Research Abroad Grant, Dr. Hauk received her MArch and MSAS from Washington University in St. Louis (WashU) in 2015.

Patty Heyda, professor, is also a faculty scholar at the Center for Race, Ethnicity and Equity, at the Center for the Environment and in the American Culture Studies Program. She researches the political economy of architecture alongside uneven systems of power, race, and privatization in American cities and public spaces.

Heyda's interdisciplinary approach blends mapping and spatial design with planning, public policy and the humanistic social sciences to engage contradictions in the built environment for critical reimagination. Heyda's book *Radical Atlas of Ferguson, USA* (Belt, 2024) explores the structural contradictions and racial inequalities underlying market-based planning in the American first ring suburb, told through the lens of Ferguson, Missouri in over 100 maps. The book was shortlisted for the national *On the Brinck Book Award* and recently reviewed in *LA Review of Books*. Heyda's two other books, co-authored with David Gamble, *Rebuilding the American Town* (Routledge, 2024) and *Rebuilding the American City* (Routledge, 2016), provide a detailed cross-section of urban design and planning strategies decision makers in American cities and towns use to implement redevelopment amid ongoing challenges. Heyda's other publications appear in *Journal of Architectural Education*, *Journal of Urban Design*, *ACSA*, *MONU*, *Conditions*, *Planning Magazine*; with additional public facing projects in *City Lab*, the *Conversation*, *Fast Company*, *Blavity* and others. She has been interviewed for *NPR*, *St. Louis Public Radio*, and in the documentary film *The Kinloch Doc*.

Heyda is a contributor to the ongoing *Material World of Modern Segregation* project (and its two related publications) organized by the American Culture Studies program at Washington University. Heyda and colleagues in the university's Department of Sociology established a first-of-its kind joint undergraduate capstone course focused on urban inequality and the city, for sociology and architecture majors with support from a grant from The Divided City initiative. Recently, Heyda is a contributing author of the *St. Louis City Reparations Commission Report*. In 2022, she received the American Planning Association-St. Louis Dwight F. Davis Award for Outstanding Planning Advocacy.

Derek Hoeferlin, AIA, affiliate ASLA, is Raymond E. Maritz Professor of Architecture and chair of landscape architecture at the Sam Fox School. Derek is principal of [dhd] derek hoeferlin design, an award-winning architecture, landscape, and urban design practice based in St. Louis. Hoeferlin is principal investigator of Way Beyond Bigness: The Need for a Watershed Architecture, which is the title of his book (Applied Research + Design Publishing, 2023), where he collaboratively researches integrated water-based design strategies across the Mississippi, Mekong, and Rhine river basins. Most recently, he received WashU *Here and Next* grants for Nature and Health Alliance (with Amy Eyler, 2025) and Environmental Arts and Humanities Working Group (2024). He is co-principal investigator of Bio-diversity Farms in the Paramo de Sumapaz, Colombia (2021-present, with Ivan Jimenez/Missouri Botanical Garden/WashU Living Earth Collaborative); is a team member on two WashU Divided Cities Initiative grants (with Gavin Kroeber and others, 2019-present); was co-principal investigator on the water-based design research projects MISI-ZIIBI: Living with the Great Rivers, Climate Adaptation Strategies in the Midwest River Basins (2013-2016, with John Hoal and Dale Morris;) and was co-principal investigator on Gutter to Gulf: Legible Water Infrastructure for New Orleans (2008-2012, with Jane Wolff and Elise Shelley).

Hoeferlin's lectures, publications and exhibitions include Chasing the City, New Orleans Under Reconstruction, Designing Suburban Futures, the Journal of Architectural Education, The Anthropocene Review, Dwell, Landscape Architecture Magazine, Wallpaper, Metropolis, 'scape, Scenario Journal, Archinect, Places Journal, Exhibit Columbus, and Haus der Kulturen der Welt. Hoeferlin has led AIA and ASLA award-winning projects and jury recognized competitions, including Designing Resilience International Open Competition (first prize), Chouteau

Greenway Competition (with TLS Landscape Architecture and Object Territories), and with his colleague Ian Caine: Rising Tides Competition (first prize), Dry Futures Competition (honorable mention), and Build a Better Burb Competition (finalist).

John Trelawney Hoal, PhD, is a professor of architecture and urban design with a research focus on the practice of urban design as activism; research-through-evidence-based practice for performative urbanism; urban morphology and metabolism of the contemporary city; the theory and practice of public space design, activation, and livability; and sustainable urbanism for the development of healthy, equitable, and ecological-based cities.

Hoal's continuing research in urban morphology and public space is the investigation of the Socio-Economic Morphology of the Delmar Divide in relationship to the livability and activation of public space along Euclid Avenue in the Central West End neighborhood. The research project includes the documentation of public space use (social performance) in relationship to economic performance characteristics of the built morphology. Based upon initial observations various tactical urbanism strategies have been developed and vetted with the community in order to implement a pilot test-case project for performance documentation. Research project is on-going.

Hoal's current ecological-based urbanism research has focused on improving flood resiliency in small mid-west towns. With a The American Planning Association Technical Assistance: Nature-Based and Green Infrastructure Solutions Grant and the support of local Community Development Block Grant, Professor Hoal has assisted the City of DeSoto, Missouri in developing long-term strategies and immediate projects to combat flash flooding through the downtown neighborhood. Similar work has recently been completed in Bentonville and Springdale with a more projective and future forward orientation.

This work continues a larger and multiyear interdisciplinary international team-based research program, "Living with the Great Rivers—Climate Adaptation Strategies in the Midwest River Basins." For instance, John Hoal with Professor Hoeferlin were co-principal investigators for "Climate Adaption Performance Model for Fluvial Zones along the Mississippi, Missouri and Illinois Rivers in the Midwest." Funded by the International Center for Energy, Environment and Sustainability (InCEES), the team will develop a Climate Adaptation Performance Model (CAPM) to be the framework for future multidisciplinary workshops that will continue collaborations with partners such as The Royal Netherlands Embassy in Washington D.C., American Rivers, Earth Economics, the U.S. Army Corps of Engineers, and local stakeholders. The CAPM will be a crucial and instrumental intermediate benchmark in setting up the long-term research methodology for a new design paradigm for how we live more sustainably within fluvial zones along great rivers.

Aki Ishida is the Director of College of Architecture and Graduate School of Architecture & Urban Design and the Sam and Marilyn Fox Professor. Ishida's body of work within the larger practice and discourse of architecture is situated at the intersections of material, culture, and technology, which is also the subtitle of her book *Blurred Transparencies in Contemporary Glass Architecture* (Routledge, 2020). Building upon her professional experience designing with glass buildings and public art, her writing examines the relationships between glass's cultural meanings, technical advancements, and visual readings of transparent glass. She has also written several articles on the Nakagin Capsule Tower, studying how the building's cultural and physical obsolescence intersects with issues of gender and maintenance of buildings. Her recent writing has appeared in *Studii de Istoria şi Teoria Arhitecturii*; *AR / Architecture Research*; *Disegno*; *The Architect's Newspaper*; *Finishing in Architecture: Polishing, Completing, Ending*; and *Sustainable Design for Uncertain Futures: Dialogues on Time-based Architecture*. Her award-winning public art installations and workshops include the interactive light and sound installation *Lantern Field* at the Freer Gallery, the Smithsonian's National Museum of Asian Art, and *Making the Giraffe Path*, workshops with hikers in Harlem and the Bronx to encourage use of public parks for physical activities.

Ishida has been recognized with ACSA Creative Achievement and New Faculty Teaching Awards, CORE77 awards, and Architectural Lighting Award. Her work has been supported by the Japan Foundation New York, Stewardson Keefe LeBrun Travel Grant from AIA New York, National Science Foundation Future of Work at the Human-Technology Frontier: Core Research Development Grant, and fellowships from MacDowell and the Baer Art

Center.

Petra Kempf Ph.D., assistant professor, founder of *Confronting Urbanization*—a research and creative practice platform—investigates the impact of urbanization on collective living. Her work examines regenerative approaches to habitation that emphasize reflective, responsive, and reciprocal relationships. These investigations inform teaching and scholarship by addressing pressing environmental challenges and redefining the parameters of living within contemporary urban environments.

Kempf's scholarly and creative work has been recognized at regional, national, and international levels through dissemination in peer-reviewed and competitive venues. For example, the Association of Collegiate Schools of Architecture (ACSA) published her most recent article, *Party Wall Common*, situating her research within national architectural discourse. Internationally, she contributed to the Eastern Mediterranean Academic Research Center (DAKAM) in Istanbul, where she presented and published the paper *To(wards) Common Ground*, extending the reach of her work to a global scholarly community. Her research was further disseminated through a solo exhibition hosted by the Cleveland Urban Design Collaborative (CUDC) in October of 2024. This project is currently exhibited at the European Cultural Center in Venice, in parallel with the Venice Biennale. In addition, she is developing a forthcoming publication, *Party Wall Common – Collective Forms of Living*, under contract with ORO Editions, anticipated for release in fall 2026.

Zeuler Rocha M. de A. Lima, associate professor, authored *Lina Bo Bardi* (Yale University Press, 2013), the first comprehensive study of the Italian-born Brazilian architect's career. Lima is a leading authority on Bo Bardi, and the biography showcases his extensive archival work in Italy and Brazil. In the book, he frames the architect's activities on two continents and in five cities, and examines how considerations of ethics, politics, and social inclusiveness influenced Bo Bardi's intellectual engagement with modern architecture while providing an authoritative guide to her experimental, ephemeral, and iconic works of design. Lima delivered a lecture at the opening of his pedagogical exhibition *Lina Bo Bardi: Built Work* at Escola da Cidade in Sao Paulo, Brazil. The exhibition, realized as part of a research project developed with several Sam Fox School graduate students, featured a timeline of digital analytical renderings and photographs of Bo Bardi's built architecture projects between 1948 and 1989.

Bruce Lindsey, former dean of the College of Architecture and Graduate School of Architecture & Urban Design and the E. Desmond Lee Professor for Community Collaboration, served as principal investigator (with Jean Allman, PhD, former director of the Center for the Humanities in Arts & Sciences at Washington University) on the decade long Mellon funded Divided City Project ($1.2M). He was awarded the William H. Danforth St. Louis Confluence Research Award for this work. He currently serves as co-PI of the four-year Mellon funded Engaged City Project ($900,000) a part of the Mellon Foundation's Creative Placemaking Initiative. His work in creativity and beginning design pedagogy is on-going and spans 35 years.

Adrian Luchini, Professor Emeritus of Architecture, is the principal of LuchiniAD. His projects include the Early Childhood Education Center at Harris-Stowe State University, the Stone Residence House addition and the Globe Building renovation in St. Louis, and the Coastal Park Project in Shenzhen, China. As a former director of international programs for the Graduate School of Architecture & Urban Design, he sought out new opportunities for the school's abroad programs and oversaw the programs in Barcelona, Buenos Aires, and Berlin. He continues to practice and lecture extensively both in the United States and abroad and is finishing a second book focusing on the Midwest, the phenomenon of sprawl, and his projects built in this region. His work has been published in several books in China and in several European journals, including *Domus*, *Casabella*, and *Abitare* (Italy); *Quaderns* (Spain); *A+U* and *Global Architecture* (Japan), *Space* (South Korea); *Tasarim* (Turkey); *South America* and *El Mercurio* (Chile); *Summa* (Argentina); and *El Arqa* (Uruguay).

Robert McCarter, the Ruth and Norman Moore Professor of Architecture, analyzes architecture as it is experienced by its inhabitants, with particular emphasis on the initiating of architectural design by interior spatial conceptions, the shaping of interior experience by the methods and materials of construction, and the lived experience of occupying interior space. He endeavors to provide constructive criticism of the built environment that brings to

light the ordering ideas of places and things, that makes qualitative, experientially based evaluations of built works, and that attempts to give some insight into the manifold mysteries of spatial experience. He is author of several hundred essays, articles, and introductions for national and international publications, and is the author of 26 books, including *Frank Lloyd Wright* (Phaidon, 2nd ed. 2025, 1997); *A Moment in the Sun: Robert Ernest's Brief but Brilliant Life in Architecture* (ORO, 2023); *Louis I. Kahn* (Phaidon, 2nd ed., 2022, 2005); *Modern Architecture and the Lifeworld: Essays in Honor of Kenneth Frampton* (with Karla Britton, Thames & Hudson, 2020); *Place Matters: The Architecture of WG Clark* (ORO, 2019); *Grafton Architects* (Phaidon, 2018); *The Work of MacKay-Lyons Sweetapple Architects: Economy as Ethic* (Thames & Hudson, 2017); *The Space Within: Interior Experience as the Origin of Architecture* (Reaktion Books, 2016); *Marcel Breuer* (Phaidon, 2016); *Steven Holl* (Phaidon, 2015); *Aldo van Eyck* (Yale University Press, 2015); *Herman Hertzberger* (nai010, 2015); *Alvar Aalto* (Phaidon, 2014); *Carlo Scarpa* (Phaidon, 2013); *Wiel Arets: Autobiographical References* (Birkhauser, 2012); *Understanding Architecture: A Primer on Architecture as Experience* (with Juhani Pallasmaa, Phaidon, 2012); *Frank Lloyd Wright: Critical Lives* (Reaktion Books, 2006); *On and By Frank Lloyd Wright: A Primer of Architectural Principles* (Phaidon, 2005); *William Morgan: Selected and Current Works* (Images, 2002); *Unity Temple: Frank Lloyd Wright* (Phaidon, 1997); *Fallingwater: Frank Lloyd Wright* (Phaidon, 1994); *Building: Machines, Pamphlet Architecture 12* (Princeton Architectural Press, 1987).

Pablo Moyano, associate professor, integrates teaching and research with a focus on the performative qualities of concrete applied to building enclosure systems, structures, and other uses of innovative methods of fabrication coupled with novel types of concrete. Through his teaching, which includes several option studios and seminars, he examines concrete, innovative formwork techniques, concrete's impact on the making of assemblies, and its potential architectural applications at multiple scales. His comprehensive research combines several awarded grants with built projects using concrete as a resilient and sustainable building material. He served as the faculty design leader for WashU's 2017 Solar Decathlon team, which developed CRETE House, a precast concrete house featuring an innovative enclosure system. The project was awarded second place in the architecture contest.

Eric Mumford, PhD, the Rebecca and John Voyles Professor of Architecture, is the author of *The CIAM Discourse on Urbanism, 1928-1960* (MIT Press, 2000), *Modern Architecture in St. Louis: Washington University and postwar American architecture, 1948-1973* (Washington University/University of Chicago Press, 2004), *Defining Urban Design: CIAM Architects and the formation of a discipline, 1937-1969* (Yale University Press, 2009), and *Designing the modern city: urbanism since 1850* (Yale University Press, 2018). He has also published several edited books including the edited collection *The Writings of Josep Lluís Sert* (Yale University Press and the Harvard Graduate School of Design, 2015) and numerous book chapters and articles, including "Paul Rudolph and the Heart of the City" in Timothy M. Rohan's *Reassessing Rudolph, 2017* by Yale School of Architecture; "Golden Lane: Alison and Peter Smithson" in David Leatherbarrow and Alexander Eisenschmidt's publication *The Companions to the History of Architecture*: *Volume IV, Twentieth-Century Architecture*; and "Fumihiko Maki, Mildred Lane Kemper Art Museum building" in Sabine Eckmann's *Spotlights: Collected by the Mildred Lane Kemper Art Museum.* Mumford is also the co-editor, with Seng Kuan, of *Fumihiko Maki and Group Form* (Lars Muller, forthcoming) and has co-curated the exhibitions *Transformative Visions: Landscape, Art, and Design for the East End of the Danforth Campus* and *Design Agendas: Modern Architecture in St. Louis, 1930s – 1970s* for the School's Mildred Lane Kemper Art Museum.

Kelley Van Dyck Murphy is an associate professor of architecture and founding partner of AVV A (Ahrens, Vale, Van Dyck Murphy Architecture). Her research explores identity, authorship, and context through materiality's connection to cultural narratives. She is a co-editor of the forthcoming book, *Claying Architecture: Making Machine and Material Kin* (AR+D, 2026), examining clay 3D printing in digital practices through the concept of kinship. This builds on her terracotta assembly research, including *Flora Field*, a public art installation at the Wainwright Building for the 2023 InsiteSTL National Design Competition. Since 2019, Murphy has co-led the Mellon-funded *Beauty in Enormous Bleakness: The Interned Generation of Japanese American Designers*, illuminating untold narratives of Japanese American designers' World War II incarceration and post-war experiences. She is a co-editor of the forthcoming volume *Enduring Objects: Legacies of World War II in Japanese American Art, Architecture, and Design* (Bloomsbury, 2026), featuring object-focused essays exploring survivors'

works, accounting for the complex interplay between their most influential works, their lived experiences, and broader cultural events.

Murphy is a 2024-2025 Exhibit Columbus University Design Research Fellow, a Faculty Affiliate with the Center for Race and Ethnicity, a recipient of the 2024 Emerson Award for Teaching Excellence and ACSA's 2024 Diversity Achievement Award. Since 2024, she has directed Washington University's Alberti Program, supporting access to architecture for St. Louis youth.

Zahra Safaverdi, assistant professor, is the founding Principal of St. Sa., current director of the MASKS initiative, faculty scholar at the Center for the Environment, and a faculty affiliate at the Center for the Study of Race, Ethnicity, and Equity at WashU. Safaverdi's disciplinary work, research, and creative activities explore design methodologies that materialize human and non-human forces often left invisible. Her ongoing research is two-fold, engaging design with discourse and discipline: By re-purposing representational techniques, experimental modes of data translation, and utilizing an eclectic mix of matters and material things, she looks for ways to materialize, spatialize, and ultimately manifest in the built environment different sets of written work and collected data. The collected data addresses global arid landscapes and ecologies, these ecologies' relationship with varied bodies of water, and historical/cultural/and architectural practices deeply rooted in these landscapes. The goal is the creation and further refinement of design processes more attuned to dry futures.

Safaverdi's research and creative activities have been supported by the Texas Tech University Scholarship Catalyst Program, Multiple dissemination grants from the Sam Fox school, faculty research grant from the Sam Fox school, a seed funding grant from the Pulitzer Arts Foundation, and multiple peer-reviewed, fully funded, and highly competitive fellowships including an architecture residency at Art Omi, a residency at the Ragdale foundation, a residency and the Wilder Green fellowship in architecture at MacDowell, and the prestigious Boghossian Fellowship at the Villa Empain in Brussels. Her work and design contributions have been featured globally in Austin (forthcoming), Bangkok (forthcoming), Berlin (forthcoming), Boston, Cambridge, Chicago, Houston, Kent, Knoxville, Locarno, Los Angeles, London, Lubbock, Madrid, Mexico City, New Orleans, New York, Saint Louis, San Louis Obispo, Vancouver, and Venice.

Linda C. Samuels, RA, PhD, is professor and chair of urban design and the inaugural Director of Sustainable Design and Environmental Justice for the Sam Fox School. Samuels' research focuses on ideas of infrastructural opportunism – leveraging investment in large-scale systems to create more socially and environmentally productive public works. In 2023, she completed an Infrastructure Equity Scorecard Pilot Project for the Bureau of Engineering and Mayor's Office in the city of Los Angeles, a tool which helps city agencies prioritize infrastructure investment based on social equity criteria, asset condition, multiplier effect, and community desire. She and her team also created an interactive map for Food Forward, a non-profit that diverts fresh produce from the landfill and distributes it to community agencies, that helps them visualize their operations and identify gaps in their service areas. Samuels is currently working with ShadeLA and the Festival Trail team on grassroots planning for a more bike, pedestrian, and transit forward LA28 Olympics as well as convening research, teaching, and outreach focused on co-creating a more resilient and resistant St. Louis. Samuels's book, *Infrastructural Optimism*, is available from Routledge.

Constance Vale, associate professor, is chair of the undergraduate architecture programs. Her creative activity and research engages interdisciplinary intersections between architecture, art, theater, urban design, and emerging technology. In her writing and creative practice, she interrogates how artificial intelligence and computational methods of representation are transforming architectural theory and practice. In tandem with her writing, Vale is collaborating with WashU Professor Yevgeniy Vorobeychik, in the McKelvey School of Engineering on The Architectural Design of a Testing Platform for Autonomous Driving. The 1:8 scale WashU Mini City project stages the testing of a miniature fully autonomous vehicle (AV). Vale is also a registered architect and a co-founder and partner at AVV A, llc, who bridges her research into practice, building residences, cultural projects, and theater sets.

Vale is the editor and a co-author of the Graham Foundation-supported book, “Mute Icons & Other Dichotomies of the Real in Architecture” (Actar, 2021), with Marcelo Spina and Georgina Huljich. The symposium *Decoys and Depictions: Images of the Digital*, which Vale led in the fall of 2019, builds upon this research. In her upcoming publication, *Digital Decoys: An Architectural Index of Deceptions* (Actar), Vale develops her scholarship, focusing on how computational images in architecture, particularly those produced by or for artificial intelligence, are effectively changing architecture theory, design methods, construction, communication, and modes of sociopolitical action. In 2020, Vale curated the Kemper Art Museum Teaching Gallery exhibition, *The Autonomous Future of Mobility*, which examined the legacy of automobiles over the past century, predominantly in the U.S., as depicted in art and visual culture, offering a view toward the challenges of today’s emerging technological developments.

Hongxi Yin, PhD, is a professor in building science and architecture at the Sam Fox School of Design & Visual Arts at Washington University in St. Louis. Yin is a LEED-certified expert on green neighborhood development. His primary research interests are whole building performance analysis, passive technology application, human health and productivity, and integrated design methods for sustainability. At the Sam Fox School, he has advanced collaborative and interdisciplinary research around energy, the environment, and sustainability, securing more than $1.2 million in research funding, including a National Science Foundation grant to research thermoelectric concrete building envelopes.

Yin has incorporated his research on enhancing the energy performance of buildings and urban systems into curricular and co-curricular opportunities for students. This includes his leadership of two Race to Zero and two Solar Decathlon competition teams for WashU (for the U.S. Department of Energy Solar Decathlon 2017 and Solar Decathlon China 2018), which yielded designs and built examples of net-zero aspirational housing units. Through these experiences, students also explored new uses of 3D printed molds, high-performance concrete veneers, and hydraulic heating and cooling systems. Yin has also helped the Sam Fox School foster fruitful on-campus partnerships, particularly with the McKelvey School of Engineering, as well as with industry partners.

Funding Sources
Funding sources come from within the school and the university and externally. Internal grants range on average from one to eight thousand dollars. University grants range from one to fifty thousand dollars. School and university level grants constitute the bulk of seed grants for our faculty. External funding has ranged in size from ten to hundreds of thousands.

Sam Fox School
- Faculty Research Awards
- Steedman Fellowship
- OSEP Community Exchange Grants

Washington University
- Office of the Vice Chancellor for Research
- Here and Next
- McDonnell International Scholars Academy
- Center for the Study of Race, Ethnicity and Equity (CRE2)
- Taylor Geospatial Research Initiative
- Center for Environment
- Digital Intelligence and Innovation Accelerator
- Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship
- Office for Technology Management

External Sponsors
- ACLS Collaborative Research Fellowships
- AIA Upjohn Research Initiative

- American Academy in Rome
- Audubon Center at Riverlands
- Beverly Willis Architecture Foundation
- Boston Foundation for Architecture
- Building America — Resources for Energy Efficient Homes (under the DOE)
- Center for Architecture Foundation: Arnold W. Brunner Grant
- Center for Architecture Foundation: Stewardson Keefe LeBrun Travel Grant
- Centers for Disease Control
- Department of Transportation
- Environmental Protection Agency
- Furthermore Foundation
- Graham Foundation
- Housing and Urban Development
- HUD-DOT-EPA Partnership for Sustainable Communities
- James Marston Fitch Charitable Foundation
- John Simon Guggenheim Memorial Foundation
- Kresge Foundation
- Latrobe Prize
- Missouri Arts Council
- Missouri Health Foundation
- National Endowment for the Arts
- National Endowment for the Humanities
- National Institutes of Health
- National Science Foundation
- Precast Concrete Institute
- Rafael Viñoly Architects Training and Research Programs
- REI Cooperative Action Fund
- Robert Wood Johnson Foundation
- Rotch Traveling Scholarship
- Surdna Foundation
- The American Architectural Foundation, Inc.
- Tilt-up Concrete Association
- U.S. Department of Energy's Solar Decathlon
- Van Alen Institute — Projects in Public Architecture
- Whitaker Foundation

Large-Scale Research Initiatives

The Engaged City: With the generous support of the Mellon Foundation, the Center for the Humanities in Arts & Sciences, in partnership with the College of Architecture and Graduate School of Architecture & Urban Design, launched The Divided City: An Urban Humanities Initiative. The goal of the $1.6 million project was to bring humanities scholars into productive interdisciplinary dialogue with architects, urban designers, landscape architects, legal scholars, sociologists, geographers, GIS cartographers, and others around one of the most persistent and vexing issues in urban studies: segregation. Transdisciplinary projects included *Charting the American Bottom: St. Louis and its Divided Periphery* and *Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis.* This project was so successful that the Mellon Foundation Provided an additional $500,000 to Washington University to support a new partnership, The Engaged City, between the Center for the Humanities, the Center for the Study of Race, Ethnicity, and Equity, and the Sam Fox School Office for Socially Engaged Practice to produce publicly accessible co-created cultural maps of St. Louis.

Nature and Health Alliance: Launched in 2025, the Nature and Health Alliance is led by co-principal investigators Amy Eyler, associate professor of social work, and Derek Hoeferlin, professor and chair of landscape architecture.

They received a $50,000 IGNITE interdisciplinary grant through WashU's *Here and Next* to launch the Alliance, a collaboration that brings together faculty, community organizations in St. Louis, and national partners to explore how exposure to nature can enhance physical and mental well-being. The Nature and Health Alliance held its inaugural meeting in April 2025, bringing faculty and partners from across WashU schools together to develop ideas for collaborative pilot projects highlighting the connection between nature and health. The event was facilitated by Jay Maddock, a professor at Texas A&M and chair of the board for the National Nature and Health Alliance. At the event the team received additional funding from the REI Cooperative Action Fund to continue to develop partnerships at WashU and throughout the state of Missouri.

Here & Next: *Here & Next* is the Washington University strategic plan. The research foci of the plan are public health, digital translation, the environment, and *In St. Louis, for St. Louis*. The pillars intentionally align with the Sam Fox School's strategic plan, *Shaping the Future*. Architecture faculty were key on research-related planning committees convened during the COVID-19 pandemic to develop this plan and remain deeply engaged in the ongoing operations and implementation of the plan.

- Derek Hoeferlin and Linda C. Samuels serve on the Internal Advisory Council of the Center for the Environment. Eleven architecture faculty serve as center scholars, participating in Center programming, engaging in research planning discussions, and helping to ensure access to key WashU resources.
- The Office for Socially Engaged Practice is an identified leader on campus and in the community, connecting students and faculty to communities in St. Louis and beyond to collaborate on meaningful projects in art, architecture, and design. Several projects supported by OSEP have received recognition from the WashU Confluence Collaborative for Community Engagement. Housed under the Office of the Provost and organized through *Here & Next* to serve the *In St. Louis, for St. Louis* program goal, the collaborative serves as an organizing platform and convening unit for community-engaged research, teaching, and practice across WashU, with St. Louis needs at the forefront.
- The Sam Fox School has hosted two AI + Design symposia. Open to the community and aligned with the Digital Transformation pillar, the events have helped advance practice and research discourse to explore the intersections of artificial intelligence and design. Panel discussions addressed the creative design process and machine-augmented vision, focusing on understanding how perspective gained from AI can impact and influence creative practices. Faculty participating in these events continue to advance the use of AI tools to serve practice, seeking to harness their capacities to advance innovations for construction sustainability, building performance, smart and connected communities, community responses to extreme weather events, protecting intellectual property, and challenging bias.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

Academic Advising & Registration

Academic advising for graduate architecture students is managed by the programs manager for the College of Architecture and Graduate School of Architecture & Urban Design. The programs manager serves as the chief academic advisor and works directly with faculty advisors, the registrar's office, and students. Students are assigned a faculty advisor prior to graduate orientation. They first meet with their advisor during orientation to prepare for registration for their first semester of study. Students also meet with their faculty advisors during the dedicated advising period in the weeks leading up to course registration each semester. Students must meet with their advisor in order to be authorized to register for classes. Faculty advisors guide students through their program to make sure they are meeting the requirements for graduation, elective selection, and general academic support. Students may also meet with their faculty advisors at any time during the academic year by appointment.

The school has dedicated advisors for students pursuing dual and joint degrees. These advisors are committed to keeping up-to-date with the dual and joint degree requirements and maintain consistent standards for all students pursuing those degrees. Students and advisors may contact the programs manager at any time as a resource.

Additionally, students who have unique circumstances or programmatic questions, or who would like to change their academic advisor, may work directly with the programs manager. The chair of graduate architecture must sign off on any deviation from the degree requirements or exceptions.

Students may submit an Increased Credit Petition to take more than 17 credits per semester. Additionally, if a student has a need to take a leave of absence from the program due to reasons such as medical or financial circumstances or internship opportunities, they must submit a Leave of Absence petition. Students are allowed to take up to two semesters of leave without having to reapply to the program. In both instances, the petitions are submitted to the chair of graduate architecture for final approval.

The registrar and associate registrar for the Sam Fox School provide students and advisors with updated audit sheets prior to the advising period. The audit sheet is used to identify degree progress and deficiencies. The Registrar's Office also manages the course registration process and final degree audits for graduation. Once authorized, students may self-register for courses through the university's WebSTAC system (now transitioning to Workday Student). Course registration opens for all graduate students on a dedicated day set by the University Registrar, typically in mid-November for spring registration and mid-April for fall and summer registration. For school registration procedures and information, please click here.

Academic Probation Policy

The Academic Probation Policy was revised in spring 2016 in order to identify poor academic performance earlier and provide timely support intervention. Probation students are required to meet with the Sam Fox School registrar and chair of graduate architecture at the beginning of the probation semester to establish expectations and, at midterm, to review progress in all courses.

Faculty are encouraged to submit midterm grades for all students, but are required to submit midterm grades for students on academic probation. Faculty are also required to prepare midterm warning letters for all students who are at risk of failing their course at midterm. These letters are provided to the student, the programs manager, and the chair of graduate architecture for follow-up as necessary.

Student Health Services and Resources

Students have access to the university's Habif Health and Wellness Center, located on campus. In addition to general health services such as the evaluation and treatment of illness or injury, preventative health care, and health education, students can take advantage of Mental Health Services and Health Promotion & Wellness resources. Mental Health Services is staffed with licensed psychologists, psychiatrists, clinical social workers, and professional counselors. They provide confidential services to assist with challenges such as finances, stress, and social support, among others.

The Health Promotion & Wellness program offers services and events to help with physical and mental health to aid students in reaching their full potential in academics, outside the classroom, and beyond the university. They cover topics such as stress, anxiety, sleep, nutrition, time management, and sexual health, among others.

Incoming Graduate Student Orientation

All incoming graduate students are highly encouraged to participate in an extensive two-week orientation preceding the first day of classes. The orientation introduces students to the university context, its administration, and the local environment of St. Louis. It also introduces students to the school's support and advising services and its physical facilities, including a shop orientation, library tour, and overviews of instructional technology services, digital fabrication capabilities, and studio policies and expectations. Additionally, students participate in sessions devoted to campus safety, dual and joint degree opportunities, academic integrity, Office for Socially Engaged Practice, Office for International Students & Scholars, Center for Career Engagement, Writing Center, and resources for discrimination and harassment. The Graduate Architecture Council is actively involved in helping students become familiar with the school, its resources, and its services, all while promoting social interaction between students, faculty, and staff. For international students, additional workshops are available related to English Language Support testing and cultural adaptation.

Career Services
As part of Washington University's Center of Career Engagement, the Sam Fox School has an onsite office dedicated to assisting students and alumni in developing the necessary skills for career and internship placement and success. The office includes the Associate Director and Assistant Director of the Arts, Design & Media Career Community. These career advisors guide students and alumni through specialized programs, help structure career searches, and provide the tools needed to reach the best prospects for internships, residencies, fellowships, graduate schools, jobs, and other professional placements. They also help make connections with the school's extensive network of alumni working throughout the world. The office offers a wide range of resources and activities, include one-on-one advising, portfolio reviews, workshops, panel discussions, search teams, Bear Treks, and internship and job fairs.

Alex Harner, Assistant Director of the Arts, Design & Media Career Community, leads the coaching and programming for architecture students. Harner graduated from WashU in December of 2011 with a Master of Architecture. He is a licensed architect in the state of Missouri and has worked for a variety of firms in both St. Louis and Seattle, including Bohlin Cywinksi Jackson, Mackey Mitchell Architects, and Bassetti Architects. With his first-hand experience as a student coupled with his professional knowledge and connections, Alex is successfully connecting potential employers to our students as well as to faculty.

Architect Licensing Advisor
Our architect licensing advisor is Wyly Brown, AIA, NCARB. Wyly obtained his US architectural license in 2018 and became an assistant professor in the College of Architecture and Graduate School of Architecture & Urban Design in 2019. He is also a licensed architect in Germany. At WashU, he teaches Environmental Systems II, Structures I, seminars on bamboo construction, and a combination of undergraduate and graduate design studios. He co-founded the firm of Leupold Brown Goldbach Architekten (LBGO architects). Prior to joining Washington University, Brown worked for 13 years in architectural firms, including most recently as a Senior Project Architect at Behnisch Architekten in Stuttgart, Germany. He maintains his registration, including annual requirements for professional development and continuing education. He also attends the National Council of Architectural Registration Boards Licensing Advisors Summit. Each academic year, Brown works with the Graduate Architecture Council to host a dedicated session about the Architectural Experience Program and path to licensure.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:
During the last accreditation cycle, the Sam Fox School created a new full-time staff position focused on inclusion which has evolved into the Program Manager for Community, Access, and Well-being. The position builds structural support for community-building across graduate and undergraduate programs in our colleges and broadly ensures that every student, faculty, and staff member has the resources and support needed to be successful. This position closely coordinates across campus with the Office of Institutional Equity (OIE) and the Center for Diversity and Inclusion (CDI). The CDI has resources including the Office of International Student Engagement, SPECTRUM, Cross Cultural Connections, and Office of Religious, Spiritual and Ethical Life.

All Sam Fox spaces are accessible for students, faculty, and staff of all abilities. We offer dedicated instruction in English language to support international students' success. A top strategic priority is the continued emphasis on raising scholarship funds for graduate students in the Sam Fox School. We have increased financial aid as a percentage of tuition from 54% in FY23 to 70% in FY25 in support of students from all backgrounds across all graduate programs. The Sam Fox School Opportunities Fund was recently implemented and supports graduate students receiving need-based financial aid who have extra expenses associated with participation in co-curricular

activities or professional development opportunities, as well as some expenses related to academic coursework and study abroad.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The Graduate Architecture program is committed to building a faculty cohort that represents a wide range of perspectives and expertise. We continually work to incorporate best practices for inclusive excellence in hiring in line with state and federal laws. Any new faculty searches include the Sam Fox School's Program Manager for Community, Access, and Well-being as a non-voting member on the search committee to support the implementation of best practices. When possible, we participate in university-wide expertise-driven cluster hires to seek out innovative faculty with unique qualifications in top priority areas. Visiting faculty hires are another opportunity for the Sam Fox School to bring new ideas, skill, and viewpoints to our community.

Our faculty have participated in Building Environment Deans Advancing Change (BEDAC), a group started by several deans of US architecture schools during the COVID 19 pandemic to mentor early career faculty. BEDAC's mission is to nurture emerging scholars with a range of backgrounds and perspectives in teaching and researching the built environment to advance socio-ecological and spatial justice, equity, and inclusion. Director Aki Ishida has been an active member as a mentor and a director since 2022. In 2025, the Sam Fox School has three faculty members who will be BEDAC Fellows through 2026: Assistant Professors Rayshad Dorsey and Zahra Safaverdi and Visting Assistant Professor Alaa Suliman Hamid. The Fellows meet monthly via Zoom in the first year for a series of mentoring workshops on issues including teaching, research, publishing, and tenure process. The Fellows then meet during an in-person Summer Institute workshop in 2026. Aki Ishida also participates in panel discussions and portfolio reviews both during the summers and the academic year.

By supporting our faculty through a program like this, we are creating an inclusive environment in which all faculty feel welcomed and at home. These faculty, in turn, can create an inclusive school where students of all backgrounds find a sense of belonging.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
The Sam Fox School manages its recruitment and admissions processes in alignment with the Supreme Court's 2023 decision. As we have always done, the school seeks students representing a wide range of backgrounds and perspectives. In the future, we aspire to widen our recruitment efforts by developing stronger relationships with HBCUs, regional community colleges, and new international locations to connect with a broader population.

In service of developing and cultivating a pipeline of diverse designers, the Office for Socially Engaged Practice coordinates three summer youth-focused local programs: The Alberti Program (summer design exploration program for St. Louis students ages 4 to 8), NOMA Project Pipeline, and IIDA: Design Your World. Sam Fox is the proud host site for Project Pipeline and IIDA and regularly ensures that St. Louis regional youth are exposed to the range of disciplines that are offered at Sam Fox School. Through these local connections with specific youth and organizations as well as partnerships with local educators and St. Louis Public Schools, the Graduate Architecture program and more broadly the discipline of architecture are shared with high school students in the region. In addition, the school offers the summer Architecture Discovery Program for high school sophomores and juniors with significant scholarship funding to attract a wide range of participants. These students gain valuable exposure to the collegiate study of architecture and related fields.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
As noted on its website, "Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, gender, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Inquiries about compliance should be addressed to the University's Vice Chancellor for Human Resources..." The University is committed to inclusive excellence and maintains an Office of Institutional Equity that was established to build infrastructure to support a diverse and inclusive community. It is responsible for upholding WashU's commitment to the fair and equitable treatment of all employees of the university community through education and engagement, compliance, and conflict resolution.

WashU Student Affairs maintains a Center for Diversity and Inclusion with a mission to foster belonging for all. The Sam Fox School frequently collaborates with and promotes CDI offerings. In addition, the Gephardt Center for Civic and Community Engagement works to promote civic dialogue across difference such as the annual Longest Table event. A university-wide committee, the Inclusive Excellence Advisory Committee, was formed in the spring of 2025 to give guidance on how the university can achieve its community-focused goals in support of its students, faculty and staff, while continuing to comply with federal guidance and laws. In the Sam Fox School, we have a full-time Program Manager for Community, Access, and Well-being who supports opportunities to build a sense of inclusion through education, engagement, communication, and policy/protocol. The Program Manager also supports student organizations, including the Sam Fox School Black Student Network and the National Organization of Minority Architecture Students.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:
The WashU Division of Student Affairs maintains a comprehensive Office of Disability Resources that supports students in meeting their accessibility and accommodations needs. Sam Fox School Associate Dean of Students Joseph Fitzpatrick works closely with this office and students as needed. For staff and faculty, the Office of Human Resources maintains a disability accommodation process that provides reasonable accommodations for both physical and mental disabilities.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:
Physical Facilities, General Descriptions
For plans and images of our physical resources, please click here.

Current Sam Fox School Campus
The Sam Fox School campus currently consists of six buildings on WashU's Danforth Campus. Facilities include the Annabeth and John Weil Hall, Kenneth and Nancy Kranzberg Art and Architecture Library, the Mildred Lane

Kemper Museum, Earl E. and Myrtle Walker Hall, Bixby Hall, Givens Hall, the Whitaker Learning Lab, and fabrication workshops. These buildings incorporate nearly 256,000 square feet for studio-centered architecture, art, and design education composed around a series of public courtyards, foyers, galleries, and lecture halls.

The school is further centered around shared facilities for information resources (including the Kenneth and Nancy Kranzberg Art & Architecture Library) and digital technologies and machine fabrication workshops. The Mildred Lane Kemper Art Museum, part of the Sam Fox School, is internationally recognized for its award-winning publications and curatorial programs and its exhibitions exploring contemporary and historical art, architecture, and design.

The Sam Fox School campus buildings are linked above ground and underground through connecting porticos, walkways, glassed stair-towers, and corridors.

Anabeth and John Weil Hall
Weil Hall is symbol of Washington University's commitment to creativity in the 21st century and identifies the Sam Fox School as a leader in design practice and education. This 82,130-gross-square-foot building is the front door to the school and expresses the important roles for art and architecture in a research university. With a beautifully crafted and contemporary design, Weil Hall is a place that inspires advanced scholarship, creative activity, innovative research, and bold experimentation. The building's façade complements existing Sam Fox School buildings with a combination of limestone and glass accentuated with aluminum fins that add vertical detailing and solar shading. Architects KieranTimberlake designed Weil Hall in partnership with a Sam Fox School working group consisting of the dean, directors, and program chairs; the building has been certified LEED Platinum, a demonstration of leadership in energy and water efficiency, waste reduction, and indoor environmental quality. Primary spaces in Weil Hall include the following:

Weil Hall Commons and Project Space: This 2,000-square-foot entry hall is a flexible hub for the entire Sam Fox School, accommodating public events, exhibitions, critiques, and socializing. Hallmarks of this inviting space include an open central staircase, comfortable furnishings, and a glass-framed view overlooking the new east end campus landscape. A large-scale project wall, accommodating murals and digital screens, creates a special environment for ideas, connection, celebration, and inspiration.

Calares Digital Fabrication Lab & Assembly Space: This 3,000-square-foot central space is both the physical and conceptual heart of Weil Hall. Here, students and faculty can execute complex projects using state-of-the-art tools. A large, open workspace with movable worktables connects to the outdoor working court through an oversized door.

Media Studio: This 1,200-square-foot facility for instruction and student work in video and time-based media was constructed in 2019 in the lower-level of Weil Hall.

MArch, MLA, & MUD Studios: These open-concept studios accommodate 144 graduate students on the north side of the second and third floors. They flank a central, enclosed court, allowing natural light to suffuse the space while facilitating connections across disciplines. Studios also feature group worktables and multiple pin-up and critique spaces to better facilitate collaboration.

MFA Studios: Across the south side of Weil Hall's second and third floors, 30 individual, 180-square-foot studios support graduate art students' work across media while providing direct access to the facilities in Walker and Bixby Halls, plus the resources of the Kemper Art Museum and Kenneth and Nancy Kranzberg Art & Architecture Library. Installation spaces throughout the studios allow students to convene for critiques, student-curated exhibitions, and impromptu gatherings.

Kuehner Family Court: This 2,000-square-foot glass-covered court in the center of Weil Hall creates a luminous, two-story expanse between the second and third floors, visually connecting the graduate studios across disciplines. The space provides a creative, contemplative, and social atmosphere used as informal shared workspace for full-

time and visiting faculty, staff, and students. Comfortable, flexible furnishing ensures that the space also accommodates special events, collaborative teamwork, and opportunities for gatherings among students, colleagues, and guests. A 30-foot tall green wall provides a verdant backdrop in the space and promotes a commitment and connection to natural resources.

Roxanne H. Frank Design Studio: This 2,600-square-foot studio space is the center of illustration and design activity in Weil Hall. The flexible and open space accommodates 25-30 students with workspace, pin-up/critique areas, and a printing hub. Overlooking Weil Hall's west garden, this studio is home to the unique Master of Fine Arts in Illustration and Visual Culture degree.

Florence Steinberg Weil Sculpture Garden: The Kemper Art Museum's collection of outdoor sculpture has been relocated to a beautiful garden setting to the north of Weil Hall, carefully planned to engage visitors along a visual route from the new Gary M. Sumers Welcome Center to the Kemper Art Museum's entrance. Highlights of the Steinberg Weil Sculpture Garden include works by Alexander Calder, Auguste Rodin, and Pierre-Auguste Renoir.

Ralph J. Nagel Dean's Suite and Faculty Offices: A ground-floor suite for the dean of the Sam Fox School accommodates administrative staff for the graduate programs as well as a conference room, collaborative workspace, and kitchen. In addition, five offices for graduate program chairs are situated across the second and third floors adjacent to studios.

Additional spaces in Weil Hall include three seminar rooms, pin-up and review spaces, and art installation spaces. Weil Hall contains 11,000-square-feet of shell space for future development.

Givens Hall

Joseph B. Givens Hall, a modernized Beaux-Arts building, has housed architecture's programs since 1932. It was renovated in 2001 and continues to serve as architecture's central building for studios, seminars, administrative offices, and faculty offices. The Beaux-Arts design has at its heart a grand central stair, often used for socializing and informal meetings. Faculty offices adjoin the central stair landings on all levels. Givens 1E includes offices for the director of architecture and key program staff. In total, twenty-three architecture faculty are housed in Givens Hall in twelve private and semi-private offices. Givens 1W houses digitally equipped Kemp Auditorium (a 90-seat lecture hall) and three digitally equipped 20- to 40-seat seminar rooms; the seminar rooms also serve as pin-up and review space on studio days and are used for midterm and final reviews.

Givens Hall houses two full-floor design studio spaces for undergraduate students, each nearly 10,000 square feet: Givens 2W-2E, with 20-foot ceilings and large windows, and Givens 3W-3E, which features more intimate, skylit ateliers. Students are organized by studio groups, with each student provided with an individual, L-configured workstation. The studios are hard-wired and networked, but the entire Sam Fox School is a wireless community, as well. Graduate students are required to purchase their own computer that meets the school's minimum specifications; printers are provided directly on studio levels, with plotters situated in the Whitaker Learning Lab. Wood and metal workshops are in the lower level of Givens Hall and provide students with a wide range of power and hand tools.

Steinberg Hall

Mark C. Steinberg Hall is linked to Givens Hall to the east. Completed in 1960, the building was the first commission of Fumihiko Maki, then an architecture professor at Washington University; it was renovated in 2007. Steinberg Hall's first floor contains many of the school's public amenities: Steinberg Hall Gallery, a prime architecture pin-up and student exhibition space; the 300-seat Steinberg Auditorium (used for lecture classes, including in architecture, and the Public Lecture Series); and Etta's Café, which provides convenience foods and community gathering space.

Until this year, Steinberg Hall's second level provides architecture with additional graduate program studio space (40 desks), adjacent informal pin-up/review spaces, two digital instruction classrooms (with plotters), a seminar/conference room, and office space for three architecture faculty. The space was transitioned in summer

2025 to hold the new Master of Design in Human-Computer Interaction and Emerging Technology. The second floor is also partly occupied by art majors studying communication design. The lower level of Steinberg Hall includes the school's career services office, studio spaces, classrooms, laboratory facilities, a small exhibition gallery, and offices for the College of Art faculty in communication design and photography.

William K. Bixby Hall & Walker Hall
Bixby Hall is linked to Steinberg Hall to the east. Completed in 1926, the Beaux-Arts building primarily serves the College of Art. The building features teaching and studio spaces, the Dubinsky Printmaking Studio, the Nancy Spirtas Kranzberg Book Studio, and offices for faculty in fashion design and printmaking. The lower level of Bixby Hall houses an administrative suite that includes the Registrar's Office and the Financial Services Office. Bixby Hall was renovated in 2001.

Earl E. and Myrtle E. Walker Hall
Walker Hall, linked to Bixby Hall to the north by a covered walkway, was designed by Fumihiko Maki and built in 2006. The three-story building houses studio spaces and facilities for painting and sculpture students and a series of shops available to all Sam Fox School students including a wood shop, a metal shop, and a ceramics studio. School facilities are open to all students with permission and proper training.

Mildred Lane Kemper Art Museum
The Mildred Lane Kemper Art Museum building is the centerpiece of Fumihiko Maki's 2006 redesign for the Sam Fox School campus. The museum's foyer provides access to two large changing exhibition galleries on the main level and, by stair and elevator, to the museum's permanent collection galleries on the second level. Museum staff offices and faculty offices for the Department of Art History & Archaeology in Arts & Sciences are also located on the second floor.

An expansion on the north side of the Kemper Art Museum by architects KieranTimberlake has created an iconic new façade composed of 30-foot-tall pleated stainless steel panels that reflect the surrounding landscape, sky, and buildings. The rest of the expansion is built of limestone and glass, echoing the materials of the existing structure and integrating it into the surrounding environment. The new entrance—at ground level and oriented toward the university's front lawn—has enhanced accessibility with a more prominent and expanded entry lobby. This welcoming, light-filled room provides additional space for an array of the museum's renowned programs, including lectures, panel discussions, and performances.

The new James M. Kemper Gallery is a state-of-the-art 2,700-square-foot exhibition space that allows the museum to showcase a larger portion of its world-class collection. Previously, only a very small percentage of the Kemper Art Museum's holdings—particularly strong in 19th-, 20th, and 21st-century European and American paintings, sculptures, prints, installations, and photographs—could be displayed. The addition of the James M. Kemper Gallery has not only given visitors the chance to experience a greater number of the museum's artworks but also it has expanded curatorial opportunities, enhanced the museum's stimulating temporary exhibition program, and supported the museum's ability to provide excellence in art historical scholarship, education, and exhibition.

In addition to the exhibition galleries, the museum building is home to two significant resources areas for architecture programs:

Kenneth and Nancy Kranzberg Art & Architecture Library
In 1960, the library collections of architecture and art were merged and housed together in Steinberg Hall. In summer 2006, the collections were moved to the new Kenneth and Nancy Kranzberg Art & Architecture Library on the lower level of the Kemper Art Museum. As described in Section 5.8, the Library's collection includes more than 85,000 volumes in all formats. The Kranzberg Art & Architecture Library is accessible from the main entrance of the museum and through underground corridors linking Givens and Steinberg Halls and the museum.

Whitaker Learning Lab/ Digital Technologies Resources/Fabrication Workshops
The Sam Fox School is a wireless communication community that encourages the flexible use of laptops to facilitate digital media-based education. The Whitaker Learning Lab, located on the lower level of the Kemper Art Museum, features scanning, printing, and plotting equipment available to all students in architecture and art, as well as digitally enhanced classroom spaces for high-end representation teaching needs.

Facilities Operations (Services, Issues, and Planning) Physical Facilities (Completed since last NAAB review)
The 2018 NAAB APR outlined a plan for construction of additional academic building and renovation of existing buildings for the Sam Fox School. The plan, developed by the university in collaboration with Michael Vergason Landscape Architects, emerged to eliminate street-level parking and replace nearly 1,000 surface parking spots with an underground garage and a new, more pedestrian- and bike-friendly campus green. The comprehensive east end transformation plan, unveiled in 2015, included the following elements:

Anabeth and John Weil Hall, which houses graduate art and architecture programs and interdisciplinary Sam Fox School resources, including advanced digital fabrication and technology spaces.
Henry A. and Elvira H. Jubel Hall, which houses the Department of Mechanical Engineering & Material Science in the School of Engineering & Applied Science.
James M. McKelvey, Sr. Hall, which houses the Department of Computer Science & Engineering in the School of Engineering & Applied Science.
Gary M. Sumers Welcome Center, which houses Undergraduate Admissions and Student Financial Services.
Craig and Nancy Schnuck Pavilion, which brings together a range of dining options, academic programs (including Environmental Studies), the Office of Sustainability, and resources for pedestrian and bicycle commuters.
Mildred Lane Kemper Art Museum expansion, which has added a striking new façade and entrance lobby, as well as a new state-of-the-art exhibition space.
Ann and Andrew Tisch Park, which connects the new east end buildings to each other, providing a welcoming new university entrance, and offering enhanced green spaces.
Underground Garage, which provides 790 parking spaces in a light-infused, comfortable setting.

Construction on the project began in May 2017 and the buildings were completed by fall of 2019, with McKelvey Hall completed in 2020. The Sam Fox School has significantly benefited from the east end transformation and enjoyed enhanced spaces because of these major projects.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:
Galleries
Steinberg Hall Gallery is a dynamic and flexible space that has hosted numerous art, architecture, and design student exhibitions in addition to serving as a primary review space for architecture. A wall consisting of several movable glass panels can be opened up to the Steinberg Auditorium foyer, expanding the space for large gatherings. The gallery space has played a critical role in the School's ability to host large events, including serving as an overflow seating and live streaming location for Public Lecture Series talks.

The Sam Fox School Gallery is a formal gallery space for students and faculty to present exhibitions. Located in the heart of the Delmar loop, the 4,000-square-foot gallery opened in 2025 and is conveniently located within a 15-minute walk from campus.

The Teaching Gallery is an exhibition space within the Mildred Lane Kemper Art Museum dedicated to presenting works from the Museum's permanent collection with direct connections to Washington University courses. Teaching Gallery displays are intended to serve as parallel classrooms and can be used to supplement courses through object-based inquiry, research, and learning.

Lecture Halls
Steinberg Auditorium is the main lecture hall for the Sam Fox School with a 298-person capacity, located in Steinberg Hall designed by Fumihiko Maki and completed in 1960. Etta's Cafe acts as the pre-function space between the auditorium and gallery and can be used for events in conjunction with both. Kemp Auditorium is a medium-sized lecture hall with an 80-person capacity, located in Givens Hall, which is Beaux-Arts-era building completed in 1932.

Studio and Seminar Spaces
Graduate School of Architecture studios are typically only located in Weil Hall. These open-concept studios accommodate 144 graduate students on the north side of the second and third floors. They flank a central, enclosed court, allowing natural light to suffuse the space while facilitating connections across disciplines. Studios also feature group worktables and multiple pin-up and critique spaces to better facilitate collaboration. Givens Hall houses two full-floor design studio spaces, each nearly 10,000 square feet. While Givens is typically used for undergraduate architecture, it can be used for graduate architecture if needed. Steinberg Hall's second level provides a seminar/conference room and office space for three architecture faculty.

Seminar spaces are distributed across Weil Hall, Givens Hall, and Steinberg Hall. Givens Hall has three digitally equipped 20- to 40-seat seminar rooms and Weil Hall also has three digitally equipped 30-seat seminar rooms. Steinberg Hall contains one seminar room. The Art & Architecture Library also has a reservable seminar room. Additional spaces throughout the WashU campus can be used for seminars.

Small study rooms
A series of small study rooms and spaces are distributed across Weil Hall, Givens Hall, and Steinberg Hall. Weil Hall contains small critique areas within the studio space that are often used by students as study areas. The Commons in Weil Hall is a 2,000-square-foot entry hall is often used as study areas and informal meetings. Etta's Cafe is a common space between Steinberg Auditorium and Steinberg Gallery and contains informal seating and tables that provide a quiet study space. Givens Hall contains a lounge, which is a flexible review study space and critique space.

Labs
The Whitaker Learning Lab is home to eight large format plotters. Staff and student monitors are on site to provide support and troubleshoot issues that may emerge with use of the printing resources. Two computer labs are located in, or adjacent to, the Whitaker Learning Lab providing classroom and after-hours computer access to a Mac and PC lab to accommodate different creative practice uses. The PC lab was refreshed in 2023, and the Mac lab in 2024. Each lab computer is loaded with a range of unique software, including Adobe Creative Cloud, AutoDesk, Rhino, VLC, and other design software. Computer labs are available to faculty and students during normal business hours. Student monitor coverage and hours are expanded prior to intensive work periods. Multifunction printers are located on all building floors next to studio areas and can print in color and black and white on letter and tabloid size.

In addition to digitally enhanced classrooms, the Sam Fox School has a number of digital screens on rolling carts with computers and cameras that can be brought into studio, classrooms, and production spaces to enable greater connectivity for distance learning and collaboration.

In our fully equipped Lighting Studio, students can set up professional photo shoots for architectural models, fashion, advertising, and documentation, and rent specialty equipment, like large-format cameras.

Shops
The Caleres Fabrication Studio is both the physical and conceptual heart of Weil Hall. Students and faculty across programs can execute complex projects using industry-grade tools, including laser cutters, 3D printers and scanners, a large-format CNC milling machine, and virtual reality equipment.

The Givens Hall Wood & Metal Shop has tools and resources to support a wide range of projects. The front portion of the space supports basic, intermediate, and advanced woodworking, as well as model making. The rear portion of the space supports welding, fabrication, and work with sheet metal. An adjoining space (Givens 004) supports work with plastics.

The Walker Hall Metal Shop includes tools to support blacksmithing, manual fabrication, foundry, metalsmithing, plasma cutting, and welding. A nearby chemical process room supports work with rubber, resin, and adhesives. The Walker Wood Shop supports basic, intermediate, and advanced woodworking. Sculpture and furniture courses frequently utilize the space. The Walker Ceramics Shop houses plaster and mold-making, and ceramics facilities, including several kilns. It is best equipped for wheel throwing, hand building, and slip casting and press molding. An adjoining space features a plaster room, supporting mold making and plaster casting.

The Bixby 3D Design Shop supports basic woodworking and bricolage, and is equipped with stationary woodworking machines, a suite of hand tools, ample workbenches, and bins of catalogued materials.

Equipment
Caleres Fabrication Studio equipment:
4 Universal Laser Engravers (32 x 18)
3D Printing: 4 Bambu X1E
3D Scanning: Artec Leo, SOL 3d desktop scanner
VR Valve Index
CNC Axyz 4008 (5x8) 3 axis router
DJI Avata FPV drone

Givens Wood & Metal shop equipment:
Basic woodwork: Band saw, miter saw, drill press, disc/belt sander, table saw, panel saw, spindle sander
Intermediate woodwork: Scroll saw, mortising machine, router table
Advanced woodwork: Jointer, planer
Welding: MIG, TIG, Stick, Spot, Oxyacetylene
Sheet metal: Kick shear, magnetic brake
Fabrication: Hossfeld bender, bench grinder, disc sander, drill press, vertical band saw, horizontal band saw, abrasive cut-off saw, plasma cutter
Shark Small CNC mill
Plastics - Platen oven (bed size)

Walker Metal shop equipment:
Welding: MIG, TIG, Stick, Spot, Oxyacetylene
Sheet metal: Kick shear, slip roller, press brake, notcher, punch, magnetic brake, shrinker/stretcher, beverly shear
Fabrication: Hossfeld bender, bench grinder, belt grinder, disc/belt sander, drill press, vertical band saw, horizontal band saw, abrasive cut-off saw, plasma cutter
Foundry class wax room: Hot wax work space for creating & gating wax patterns
Foundry class mold room: Space for preparing foundry molds
Chemical process room (Walker 107): Vented space for molding materials (resins, rubbers, adhesives, etc.)

Walker Wood Shop equipment:
Basic woodwork: Band saw, miter saw, drill press, disc/belt sander, table saw, panel saw, spindle sander
Intermediate woodwork: Router table, mortising machine
Advanced woodwork: Jointer, planer, lathe

Walker Ceramics Shop equipment:
Pottery wheel; Extruder; Slab roller; Glaze spray booth; Glaze room; Materials lab; Tile saw; Wet belt sander; Pug mill; Clay mixer; Kilns: 3 reduction, 4 electric, 1 electric test; Vented plaster workspace (Plaster Room); Plaster band saw (Plaster Room)

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
Faculty Physical Resources
Since the 2018 accreditation visit, the Sam Fox School completed a comprehensive backfill plan for the use of space across buildings after the completion of Weil Hall and the Kemper Art Museum expansion. Faculty offices, which historically had been a strained resource within architecture, have greatly improved. The school now has private offices for administrative leaders and history/theory scholars; private or semi-private offices for tenured faculty; semi-private faculty offices for tenure-track faculty; permanent desks for all full-time faculty; and appropriate workspaces for part-time faculty.

All full-time faculty are provided an office space in the Sam Fox School complex as well as a laptop computer. While some offices may be more crowded than ideal, effort has been made to pair faculty in ways that ensure the most productive workspaces. These offices are typically accommodating for student advising; however, when an office space may not be appropriate, the school offers several conference rooms that may be used for one-on-one student conversations. A web-based room scheduling system provides greater flexibility for faculty to reserve their own rooms for student meetings. The room scheduling system also allows the school to carefully track its use of classroom and instructional space. The school currently can maintain its instructional schedule using the Sam Fox School classrooms and seminar rooms, as well as occasional pooled classrooms across the University. The completion of Weil Hall has ensured that most classes can be accommodated within the Sam Fox School campus. Sam Fox School classrooms are outfitted with appropriate audiovisual systems, regularly maintained by the school's IT staff. A plan for regularly updating and replacing these systems has been created to ensure that resources remain current and in line with contemporary teaching methods.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
The Sam Fox School provides spaces and equipment to support a variety of learning formats and pedagogies. Studio is the primary space of teaching and learning for our students. The amount of space provided for each student is very generous relative to peer architecture schools. Each student has an L-shaped desk, which allows them to draw on one side and build models on the other. Students can pinup drawings on partitions and place models on shelves around each desk, which helps them to reflect on what they have made and work iteratively. In each studio, there are on average 12 desks, with one table for group discussions and desk crits with faculty. During studio, faculty can also use one of the adjacent review rooms with digital projector and pinup walls for discussions with acoustic privacy.

Shops located throughout the Sam Fox School's six buildings (see section 5.6.2 for details) are also actively used for teaching and learning. Each shop is professionally managed and maintained by Instructional Technicians, most of whom hold graduate degrees in art or design and are accomplished artist/designers themselves.

Traditional classrooms with projectors and white or chalk boards are available for booking for studio presentations and reviews. We have access to small conference rooms, large meeting rooms, and lecture halls to accommodate a wide range of groups. We invite renowned architects and scholars to present in our endowed public lecture series. These take place in either Kuehner Court in Steinberg Auditorium and are followed by small group discussion with the guest and students in a seminar room.

Outside of our six buildings, we offer hands-on learning opportunities for students to work off-campus in collaboration with community partners. This summer, a group of students working with Professor Hongxi Yin on laminated lumber tested their panels in the civil engineering lab at the Southern Illinois University Edwardsville.

Another example is a group of students working with Professor Pablo Moyano to build a cast concrete bird blind (a structure for people to watch birds while not being seen by the birds) at the Audubon Center located within Riverlands Migratory Bird Sanctuary in Alton, Missouri. With structural engineering input and construction support from the US Army Corps of Engineers, the students are building the mold and casting concrete on site. At the public opening of the bird blind in October, the students will be able to see how the structure will be used and enjoyed by the visitors to the Audubon Center.

The variety of facilities and environments support a range of learning styles, from learning through making with their hands, collaboration with experts out in the field, to more traditional modes of reading, writing, and discussion.

5.6.5 Plans for disaster and recovery of information.

Program Response:
Through the Washington University office of Emergency Management, the Sam Fox School has been working to update, document, and refine a formal continuity plan. In consultation with Washington University's Senior Program Manager for Business Continuity the School has identified core functions (teaching, research, creative practice, administration, student services, etc.) and potential disruptions (physical, environmental, digital). The resulting continuity plan centers the Sam Fox School within the greater Washington University community and support system to identify structural partnerships with internal service provides (Washington University IT, facilities, emergency management, student services, financial services, administration, etc.) to develop communication plans, alternative operating strategies, and service level expectations for the recovery of data, alternative operating practices, and business resumption procedures. As it relates principally to the recovery of information, the primary communication and data storage applications provided as enterprise-wide solutions are managed by Washington University's Office for Information Technology (WUIT). The majority of these systems (Microsoft Outlook, Microsoft Box, Adobe Creative Cloud, Workday) are carefully managed through vended relationships on cloud storage platforms. Dedicated WUIT staff manage ongoing access to these resources, providing direct support to user tickets and enterprise-scale challenges, including access and security. The Washington University Office for Information Security has adopted operating standards for Information Technology Business Continuity and Disaster Recovery Planning.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
The Sam Fox School operates as a single financial unit under the administrative oversight of the dean. There are numerous school-wide resources that benefit the graduate architecture program, including centralized Sam Fox School staff for student services, communications, administration, and business services; a Sam Fox School Research Office; Information Technology; an Office for Socially Engaged Practice; digital fabrication and shop resources; and on-site career staff in architecture. The Sam Fox School's central operating budget also funds programs and capital expenditures such as the school's instructional technology and academic facilities. Funds to support the school's central administration are contributed equally by the art and architecture programs. The Kemper Art Museum, funded largely by the university's central fiscal unit, is another significant resource that benefits the graduate architecture program with a distinguished collection of objects and a program of faculty-curated exhibitions related to architecture.

The College of Architecture and Graduate School of Architecture & Urban Design revenue budget includes tuition,

endowments, and annual gifts and is heavily tuition dependent. The expense budget is based on instructional need and other critical functions and activities in the school. The director works with the dean and the associate dean for finance to determine allocations for faculty salaries and financial aid – the largest expenses for the school. Budget lines for specific activities, such as publication projects, final reviews, and visiting faculty, are distributed each year through a process that considers strategic priorities and prior spending as well as new requests from the director, enrollment projections, and programmatic goals.
The expense categories over which the College of Architecture and Graduate School of Architecture & Urban Design has control or influence include the following:

Salaries and fringes for faculty, staff, and students: The university sets an annual merit increase pool. The director recommends annual merit within the pool and salary increases for faculty and staff to the dean and consults with the dean on salaries for new hires.

Financial aid: The associate dean for finance presents a model for financial aid based on enrollment forecasts as well as the budgeted tuition-to-remission percentage. That percentage is determined in consultation with the dean and seeks to allow as much aid as possible within existing budget restraints. The financial aid model is developed in consideration of financial commitments to returning students; forecasted resources from endowed and annual scholarship gifts; the distribution of international and domestic students; and a priority of maximizing support and minimizing debt.

Graduate tuition exchange between schools: Graduate elective coursework within full-time programs is covered financially in a free-trade agreement among the schools at the University. However, coursework in evening and part-time programs requires payment either from the school or from the student as determined by school policy. The school routinely covers costs for ESL coursework in University College and courses in the Master of Construction Management program housed in the McKelvey School of Engineering.

Controllable expenses: The director maintains a number of activity-based funds that support the lecture series, travel, publications, programs abroad, student activities, faculty development, new technologies, guest studio reviewers, faculty searches, teaching activities, exhibitions, symposia and conferences, and summer programs, among other expenses. The lectures series is funded primarily by endowed funds designated by the dean of the Sam Fox School.

The income categories over which the College of Architecture and Graduate School of Architecture & Urban Design has control or influence include the following:

Gross tuition and fees: The director works with the dean and the associate dean for finance to recommend a tuition increase each year to the Board of Trustees. Tuition for graduate architecture has increased more slowly than the average university undergraduate rate over the last several years in an effort to ensure that tuition costs are in line with peer programs nationally.

Endowment income: Donor established endowments allow for restricted use of funds to support a wide range of activities including scholarships, professorships, visiting lectures, student support, faculty creative research grants, career services, museum and gallery exhibitions, etc. The FY25 ending market value of the College of Architecture and Graduate School of Architecture & Urban Design endowment was $70.9 million. Annual endowment payout is used to support the above activities.

Gifts: The director has some discretion over unrestricted gifts made specifically to the College of Architecture and Graduate School of Architecture & Urban Design.

Additional income categories: The school raises additional funds through grants and contracts and educational programs such as its summer architecture institute for high school students.

Scholarships, Fellowships, and Grant Funds

The Sam Fox School awards scholarships for both merit and need as part of a substantial commitment to financial aid for graduate architecture students. In FY25, the school awarded $5.06 million in graduate financial aid in the form of donor-supported scholarships and general operating funded tuition remission. In FY25, 91% of students received financial aid for an average support of $40,455 per student. Total donor-support scholarships for graduate architecture programs have increased significantly from $660k in FY22 to $1.1 million in FY25 primarily due to the addition of the Sam Fox Ambassadors Fellowship Program. The additional aid provided to students has made a positive impact on reducing average cumulative student debt. For the 2-year program, average student debt has decreased from $59,515 in FY22 to $27,227 even with an increase in tuition. A top fundraising priority has been identified to raise additional donor-support funds for graduate architecture scholarships for a more balanced ratio between donor-support and operations-supported aid.

Notable Graduate School of Architecture & Urban Design scholarships include the following:

Sam Fox School Director's Full-Tuition Award: Each year, the Graduate Admissions Committee selects one member of the incoming class in each program (MArch, MLA, MUD) as the recipient of a full-tuition scholarship for the duration of their degree program. Selection is made on the basis of academic record, strength of portfolio, and professional promise.

Sam Fox Ambassadors Graduate Fellowship Program: Through this program, the school awards ten full-tuition scholarships each year to outstanding candidates for graduate study who demonstrate exceptional potential for advanced studies and creative research in their discipline. Six of the ten annual scholarships are reserved for graduate architecture programs. Ambassadors also receive an annual $1,000 creative activity and research stipend to support individual or school-sponsored creative activity and research. In addition, Ambassadors participate in a series of events each year designed to build deep and meaningful connections across disciplines that advance their creative work and scholarship.

Danforth Scholars Program: Each year, the Graduate Admissions Committee selects one member of the incoming class to participate in the University's Danforth Scholars Program. This is a merit-based award, recognizing potential for university contributions and early professional promise among a university-wide selection of scholars. The award is equal to 75 percent of tuition.

The Ann W. and Spencer T. Olin-Chancellor's Graduate Fellowship: Full tuition scholarship and $46,500 annual stipend aims to empower future scholars and leaders who will contribute to advancing knowledge and addressing challenges in our global society through innovation, integrity, and diverse intellectual endeavors.

McDonnell Scholars Academy: The University's McDonnell Scholars Academy seeks to develop a cohort of future leaders in a global university system and promote global awareness and social responsibility. Full-tuition awards plus a $29,000 annual stipend and travel opportunities are provided. Students of all backgrounds are eligible to apply.

In addition to scholarships, graduate architecture students are eligible for teaching assistantships (Assistants in Instruction AI) and research assistantships (RA). Students apply for assistantships after they have arrived on campus. Typically, teaching assistants are selected from graduate students who have been in the school for at least one semester and have done well academically. The College of Architecture and Graduate School of Architecture & Urban Design provides tenure and tenure track faculty with 100 hours of RA support each semester, which has significantly increased student funding in the last several years.

Each year, the Sam Fox School offers funding opportunities to both faculty and graduate students.

Faculty Research Awards: Sam Fox School tenured and tenure-track faculty as well as senior lecturers are eligible to apply for individual awards ranging from $1,000-$10,000. The awards allow faculty to pursue innovative new projects or to advance ongoing creative activity and research. Typically, the dean awards $25,000-$30,000 each year using a jury of peers to review applications and make awards.

Faculty Development Teaching Awards: All Sam Fox School tenured and tenure-track faculty are eligible to apply for Faculty Development Teaching Awards, as well as full-time senior lecturers, and lecturers who have taught at the school for at least one year prior to applying. These awards are intended to recognize stellar contributions in teaching, to support innovation, and to incentivize activities that further enrich the school through student instruction. Up to four Faculty Teaching Development Awards are awarded annually in the amount of $2,500.

Graduate Student Travel Stipends: The Sam Fox School offers competitive travel stipends for graduate students in architecture, art, landscape architecture, and urban design. These awards primarily support travel to regional, national, and international conferences and symposia and travel for research and creative activity when accompanied by a strong rationale and thesis statement. All full-time Sam Fox School graduate students in good standing are eligible to apply. Awards of up to $800 for domestic travel and $1,200 for international travel are made each semester. On average, the dean awards $5,000-$10,000 each year.

Additional grant opportunities are available internally through the Sam Fox School's Office for Socially Engaged Practice and through a wide range of centers and departments throughout the university.

Sam Fox School Student Opportunities Fund: Funds are available for Sam Fox School undergraduate and graduate students receiving need-based financial aid who have extra expenses associated with participation in co-curricular activities or professional development opportunities, as well as some expenses related to academic coursework, such as materials and technology, and study abroad.

Budget Update:
All graduate architecture programs have seen a significant decrease in enrollment since the COVID 19 pandemic primarily due to the decrease in international students. The Master of Architecture and Master of Urban Design programs have decreased from total enrollment of 223 in FY21 to 135 in FY25 for a 39% total decrease. Total graduate architecture applications have seen a significant decline from 707 in FY16 to 411 in FY24. In F25, applications fell to 362, but there was a positive increase of domestic applications by 22%; international applications continued to fall by 27%. A concerted effort has been made since the last accreditation report to increase domestic student recruitment to achieve a more balanced study body. The COVID 19 pandemic along with the current political climate has accelerated the decline in international students. In FY19, 191 students or 65% of the total graduate architecture enrollment (293) was students from the People's Republic of China (PRC). This population of students from PRC has seen the most dramatic decline with only 33 students from PRC in FY24 or 25% of all graduate architecture students (132). Analysis is ongoing to determine the right size for all graduate programs in relation to the current international student recruitment and budget challenges.

The decrease in enrollment along with increased financial aid has significantly reduced graduate net tuition and put a strain on the school's operating budget. Architecture net graduate tuition has decreased from $5.93 million in FY22 to $2.65 million in FY25. Undergraduate net tuition and enrollment remain very strong, along with significant gift and endowment income, helping minimize the decrease in graduate enrollment. Faculty teaching costs remain the largest expense for the graduate architecture programs. During this time, compensation expenses for faculty and staff support have continued to increase due to continued annual merit and fringe benefit cost increases. As enrollment declines, the number of part-time faculty in any given year may be reduced to help offset decreased tuition revenue. Graduate student salaries have continued to increase due to increases in Missouri minimum wage and increased research assistant hires by architecture faculty supported by the 100-hour RA program. Program expenses for the Master of Architecture program have remained fairly steady during this time period. The College of Architecture and Graduate School of Architecture & Urban Design seeks to balance enrollment targets to ensure stability with a focus on class size and program size while aligning appropriate faculty size to enrollment and space.

The school is well supported by the University's Central Fiscal Unit and Provost's Office, which are in regular discussions with the dean and associate dean of finance to ensure the financial sustainability and success of the school. In recent years, the Provost's Office has provided financial support to architecture for faculty mid-term

sabbaticals and course releases, COVID faculty research support, Here & Next research grants, and architecture discovery program financial aid. The Office of the Chancellor and the Board of Trustees have consistently provided financial support from gifts and endowments to meet the ambitious goals of the Sam Fox School including the construction of Weil Hall and the expansion of the Kemper Art Museum.

The Sam Fox School is actively engaged with a university-wide capital campaign, With You, launched in May 2025 that is focused on four pillars: Healthier Lives, Greater Access, Flourishing Communities, and Future-Ready Leaders. The Sam Fox School has strong connections to each of these pillars and is actively working with the university's Advancement team to support scholarships, innovative faculty research, new endowed professorships, state-of-the-art facilities, community-engaged practice, and forward-thinking academic programs. Including a pre-campaign quiet period beginning in 2019, the Sam Fox School has raised $44,488,239 that is being counted toward the *With You* campaign totals.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Institutional Context and Administrative Structure of the Library and Visual Resources

The Kranzberg Art & Architecture Library is one of nine WashU Libraries. The Art & Architecture librarians serve in an administrative capacity as head of the Art & Architecture Library. Responsibilities include leading the Art & Architecture Library staff team in planning, designing, and directing effective services for faculty, students, and staff of the Sam Fox School of Design & Visual Arts and the Department of Art History and Archaeology in the College of Arts & Sciences.

The Art & Architecture librarians have professional degrees in librarianship, and the Art & Architecture librarian and Head of Departmental Libraries holds a graduate degree in art history. Librarians at Washington University are considered administrative staff. The librarians have management responsibility for the acquisitions budget and the student-hiring budget. Each year, the librarians have opportunities to request needed equipment and physical improvements; these requests are considered alongside needs of other library units.

The two library associate positions of student supervisor and collections manager require a bachelor's degree or equivalent experience. All positions have written descriptions. The Art & Architecture Library, with four full-time personnel, approaches the staffing of comparable institutions. Part-time student assistance provides routine library service, particularly during evening and weekend hours.

Library Collections, Services, Staff, Facilities, and Equipment

Content, extent, and formats represented in the current collection include number of titles and subject areas represented.

Art & Architecture Library Collection Numbers

	2025	2017	2010-11	2008-09	2006-07
Total of All Volumes in the Kranzberg Art & Architecture Library Collection*	85,543	119,214	109,114	105,891	103,814
Total of Volumes that have Library of Congress (Architecture or NA) Classification across all WashU Libraries collections	32,463	29,988	27,306	N/A	25,303

Art & Architecture Library Print and Electronic Journal Subscriptions	142	153	192	320	N/A
University Libraries Online Database Subscriptions **	783	931	269	242	184
Total of Architecture Videos and DVDs (physical media)	213	210	179	N/A	176

*Prior to 2025, this number also included art and architecture items at the West Campus Library. Now West Campus Library architecture volumes are included in the architecture volumes across all WashU Libraries category.
** Since 2025, the online database subscriptions number appears lower due to streamlined listings to improve usability. Prior to this, each database in a vendor package was listed separately resulting in a higher number.

Its valuable print holdings and the access it provides to all the major art and architecture databases make the Art & Architecture Library the best of its kind in the region. The library holds over 85,500 art and architecture volumes onsite in various media, subscribes to the foremost online databases, and a large number of ebooks and ejournals. Through the University Libraries, Art & Architecture Library users have access to almost 800 databases to support interdisciplinary research. The Art & Architecture Library website and research guides help users quickly find print and electronic resources and gives tips for searching effectively.

The collections and access to the Library are planned to serve the needs of undergraduate and graduate students and faculty of the Sam Fox School and the Department of Art History and Archaeology. Collection development is based on current programs, curriculum, and the research needs of students and faculty. Faculty and students may suggest purchases in person, through email, or a form on the library's website. Subject librarians attend departmental and staff meetings to remain in close communication with faculty and to stay current in new areas of research and teaching.

Priority for ordering new materials is given to requests for new and retrospective materials to support course offerings and faculty research areas. Faculty actively participate in collection development by identifying areas of the collection where growth is needed. Areas of focused collection development include non-western art and architecture, modern and contemporary art and design, and landscape and urban design.

The collection aims to support all the curriculum areas of contemporary practice (including urban issues and landscape architecture), technology and sustainability (or the environment), history/theory, and computation and representation as they are emphasized by the school's and departments' programs. Due to the age of the collection (established in 1905) and some valuable gifts over the years, retrospective holdings are good.

Kranzberg Art & Architecture Special Collections is a 2,000+-volume collection of rare and unique architecture, art, and design works. Students have access to these sources as part of their curriculum through classroom visits as well as individual visits. This collection continues to grow based on the teaching and research needs of Sam Fox School faculty. In addition, separate libraries on campus in Business, Social Work, East Asia, Law, and Medicine provide strong support for scholarly work and study at the Sam Fox School.

The Julian Edison Department of Special Collections, a division of the WashU Libraries, focuses on six primary areas, including: Rare Books, Local History and University Archives. Architecture students and faculty have class and individual visits to use their large architecture-related collection of materials that documents the St. Louis area, including files from notable architects, original plans for buildings, historical maps, and urban planning documents.

The WashU Scholarly Repository provides free and open access to the scholarly and creative output of WashU faculty, students and staff. In addition to the Sam Fox School of Design & Visual Arts collection, there is the St.

Louis Publications collection containing digitized versions of reports, case studies, and publications about St. Louis, primarily on housing, segregation, public policy, and urban renewal. Architecture faculty and students have made recommendations for high-use and rare materials to be added to this collection.

Evaluation
Librarians work with faculty to integrate the teaching of research skills in curriculum and assignments. During orientation, the librarians meet with most of the incoming art and architecture graduate students. Throughout the semester, in-depth research instruction tailored to specific courses is offered in the Art & Architecture Library. Together, librarians and faculty develop sequential research process assignments that build research and critical thinking skills; plan hands-on sessions where students apply the skills with the help of faculty, librarians, and teaching assistants; and create research guides pointing students to library resources to use in completing research assignments.

Undergraduate architecture students at Washington University acquire basic research and critical thinking skills in a required freshman-year general-education College Writing course. Knowing that students have already acquired these basic skills allows faculty and librarians to emphasize the next, intermediate competency level of discipline-specific skill sets with students in the architectural history courses.

The Art & Architecture librarians promote how they support the research and teaching needs of faculty and graduate students through a variety of services. Services include assistance with research, library instruction, copyright issues, citation management, and technical support. Subject librarians are responsible for maintaining current research guides in the areas of architecture and art and design. All faculty and students can expect expert reference service at their point of need, whether in person, or through email or live chat. In addition, library associates provide basic assistance in finding and using information in the Art & Architecture Library.

The WashU Libraries' FY24 (July 2023 through June 2024) impact report captures the development of collections, core services, remote support, outreach efforts, and more.

The Art & Architecture Library is open a total of 59 hours per week during the school year. Access to the library's catalog and all other online resources is available through networked computers onsite, through the on-campus wireless network, and remotely to faculty and students through the WashU Libraries proxy server.

The library provides daily paging of materials for the convenience of faculty and students. Users may request books from other WU libraries to be delivered for pick up at the Art & Architecture Library. Worldwide interlibrary loan as well as document delivery services are at no cost to the user. Instructors can place materials on physical or electronic course reserves.

Quality, Currency, Suitability, Range, and Quantity of Resources
The Art & Architecture Library holds 142 architecture print and electronic architecture journal subscriptions. Coverage is good for architecture journals, with subscriptions to a majority of titles listed on the *Core List of Architecture Periodicals* as set forth by the Association of Architecture School Librarians (AASL). Retrospective holdings are good for major titles, with many complete or nearly-complete runs. The Library subscribes to the major architecture and art databases, including Arts Premium, Art Full Text, Art Index Retrospective, Avery Index to Architectural Periodicals, El Croquis Digital Library, Detail Inspiration, FiMO Fire Insurance Maps Online, and OnArchitecture. Additionally, the University Libraries subscribe to Project Muse and JSTOR, which includes over 2 million images.

The library collects print and electronic materials and licenses streaming films for classes; it does not collect drawings, photos, models, or materials samples. Audio-visual materials circulate according to the same policies as books. For materials that do not circulate, the Library maintains a VCR/DVD player and monitor available for individual use as well as players and a projector in the Library's seminar room for group viewing.

Art & Architecture Library Facilities

In the summer of 2006, the Art & Architecture Library moved from Steinberg Hall (designed by Fumihiko Maki in the early 1960s) to a new 11,360-square-foot space on the ground floor of the Mildred Lane Kemper Art Museum, also designed by Maki. The L-shaped library runs along two sides of the courtyard in the middle of the Sam Fox School complex, conveniently accessible to all departments. The outside walls, almost all windows, bring in natural light. Current issues of journals and new books are displayed next to comfortable reading chairs. Reading room tables are wired for internet access and are designed as open work surfaces, both for small group collaborations and to accommodate oversized art books.

The technology in the library supports wired and wireless network access, scanning, including an overhead book scanner, and VHS/DVD viewing. A quiet study room for graduate students seats twenty. A seminar room with digital projector allows librarians to introduce small groups to the library's print and electronic resources. The seminar room is also used for art and architecture critiques and class viewings of videos and DVDs.

The Art & Architecture Library book collections are housed, for maximum capacity, in mobile sections of compact shelving, more than doubling the number of books an area can hold. The library has 9,500 linear feet of shelf space. Space is a concern, and offsite storage is not currently an option. To alleviate and ensure space for new materials, the library participates in regular deaccessioning of duplicate and superseded materials.

Funding to Enable Continuous Collection Growth

Acquisitions and Endowment Funding

	2025	**2018**	**2014**	**2010**
Total Art & Architecture Library	$233,270	$188,117	$165,060	$172,568
Architecture Monographs	$19,179 ($22,076 incl ebooks)	$21,600	$25,500	$22,108
Architecture Continuations (Print Journals, Electronic Journals, Databases)	$56,400	$24,603	$21,500	$19,700
Endowment and Gift Funds	$37,850	$28,977	$32,760	$53,537

The library's acquisitions policy is both responsive to current teaching and research needs of faculty and students as well as strategic in planning for future growth areas. An approval plan makes possible the acquisition of major art and architecture monographs from American and European publishers. Many other items are identified and selected by the subject librarians. The approval plan was updated in 2025 to include more diverse and non-Western works. In addition to books and periodicals, videos and digital formats are purchased, and the Library provides access to electronic sources.

The Washington University Libraries are among several university-wide services. As such, funding for all WU Libraries comes from the payment of prorated funds by the schools within the university into the Central Fiscal Unit. Decisions about how these funds will be distributed are made by the executive vice chancellors and the provost.

The WashU Libraries work as efficiently as possible, running a lean organization and making internal reallocations to meet new needs, as well as engaging in fundraising. The libraries are identified as one of the major assets of the university and, more generally, there is broad recognition at WashU that libraries are central to any top-tier research university.

A faculty library committee, which includes members from the Sam Fox School, is proactively addressing numerous issues. These issues include the rapidly escalating cost of library material, the limits of the current space to house collections, a more digital environment, and the need to build awareness and emphasis on the development of library resources as new faculty are hired and the university moves into new scholarly and research directions.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
The Kenneth and Nancy Kranzberg Art & Architecture Library has four full-time staff to support teaching and research.

Rina Vecchiola, Head of Departmental Libraries; Art & Architecture Librarian
Rina Vecchiola has worked for the WashU Libraries since 2005. In 2018, she was selected to assume responsibilities as Head of Departmental Libraries. Before her time at WashU, Rina was the Research Librarian for Art History and Studio Art at the University of California, Irvine Libraries, with additional liaison responsibilities for film studies and Spanish and Portuguese languages and literature. Rina also directed the Santa Barbara Museum of Art's library, archives, and slide library and managed the Art Department's slide library at Santa Barbara City College.

Rina earned a BA in art history and international relations from the University of California–Davis, an MLIS from the University of California–Los Angeles, and an MA in the history of art and architecture from the University of California–Santa Barbara.

Jennifer Akins, Art & Architecture Librarian
Jenny has worked at Washington University since 2005. In 2011, she moved into her current role with the WashU Libraries. She holds a BA in Germanic studies; History from Indiana University–Bloomington. Jenny earned an MLIS at the University of Missouri.

James Gardner, Art and Architecture Library Associate

Eileen Lovekamp, Art & Architecture Library Associate

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The following statement is located and identified on the Sam Fox School website at samfoxschool.wustl.edu/academics/college-of-architecture/master-of-architecture/naab-accreditation:

National Architectural Accrediting Board (NAAB) Statement of Conditions of Accreditation:

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

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Washington University in St. Louis, College of Architecture and Graduate School of Architecture & Urban Design, offers the following NAAB-accredited degree programs:

- **Master of Architecture 3** (non-professional degree plus 105 graduate credit hours)
- **Master of Architecture 2** (pre-professional degree plus 75 credits required)

Next accreditation visit for all programs: 2026

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:
The following links to previous and current Accreditation Conditions and Procedures are accessible through the Sam Fox School Master of Architecture NAAB Accreditation public webpage:
https://samfoxschool.washu.edu/academics/college-of-architecture/master-of-architecture/naab-accreditation

Download 2014 NAAB Conditions for Accreditation (pdf)
Download 2015 NAAB Procedures for Accreditation (pdf)
Download 2020 NAAB Conditions for Accreditation (pdf)
Download 2020 NAAB Procedures for Accreditation (pdf)

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:
To help students develop an understanding of the larger context for architecture education and the careers paths available to graduates of accredited degree programs, we provide the following links publicly accessible on the Sam Fox School Master of Architecture NAAB Accreditation webpage:
https://samfoxschool.washu.edu/academics/college-of-architecture/master-of-architecture/naab-accreditation

Career Engagement: Architecture
The Emerging Professional's Companion
National Council of Architectural Registration Boards (www.ncarb.org)

American Institute of Architects (www.aia.org)
American Institute of Architecture Students (www.aias.org)
Association of Collegiate Schools of Architecture (www.acsa-arch.org)

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) The most recent decision letter from the NAAB awarding accreditation or candidacy
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

Program Response:

All links below are publicly accessible from the Sam Fox School Master of Architecture NAAB Accreditation webpage: https://samfoxschool.washu.edu/academics/college-of-architecture/master-of-architecture/naab-accreditation

M.Arch.:

Requirement	Program Website Where Link is Found (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy.	Download the NAAB 2018 Reaccreditation Decision Letter (pdf) Download the most recent Visiting Team Report (VTR) (pdf) Download NAAB response letter to 3yr Interim Progress Report (pdf) Download NAAB Response to 5th Year Interim Progress Report, 2024 (pdf) Download NAAB Response to Annual Report, 2023 (pdf) Download NAAB Decision Letter on Special Report on Annual Report 2023 (pdf) Download NAAB Response Letter to 2024 Annual Report (pdf) Download the most recent decision letter from NAAB
b) The Architecture Program Report submitted for the last visit	Download the most recent Architecture Program Report (APR) (pdf) Download NAAB 3rd Year Interim Progress Report, 2021 (pdf) Download NAAB 5th Year Interim Progress Report, 2023 (pdf)
c) NCARB ARE pass rates	ARE 5.0 Pass Rates ARE 4.0 Pass Rates

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

Program Response:
Detailed information including criteria for eligibility, supplemental application materials, application evaluations, admissions procedures, and links to our Slate application system are publicly viewable on our webpage: https://samfoxschool.washu.edu/admissions/graduate/march-mla-mud

To be eligible for scholarships, teaching assistantships, and/or student loan assistance, students must apply for financial aid. Applying for scholarships and financial aid has no bearing on admissions decisions. Details and links to student financial aid and scholarship application materials are publicly viewable on our **Graduate Scholarships and Financial Aid** webpage: https://samfoxschool.washu.edu/admissions/graduate/financial-aid. U.S. students apply through the FAFSA application system. International students complete an internal financial aid application included in the addenda.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
The Sam Fox School and Washington University offer competitive financial support packages, and we strive to provide aid to as many applicants as possible. Additionally, we have a dedicated Assistant Director of Student Financial Services in the Sam Fox School to advise graduate students on financial support and resources.

Details and links to student financial aid and scholarship application materials are publicly viewable on our **Graduate Scholarships and Financial Aid** webpage:
https://samfoxschool.washu.edu/admissions/graduate/financial-aid

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
Details about tuition, fees, books, supplies, and materials estimates are publicly viewable on our **Graduate Scholarships and Financial Aid** webpage: https://samfoxschool.washu.edu/admissions/graduate/financial-aid

MArch3 PROGRAM AND STUDENT CRITERIA MATRIX

Year 1

	Preparatory Education	Fall: Arch 300A *MArch3 Presemester*	Fall: Arch 317A *Architectural Design I*	Fall: Arch 323A *Architectural Representation I*	Fall: Arch 4280 *Architectural History I**	Fall: *General Elective (300-level or higher)*		Spring: Arch 318 *Architectural Design II*	Spring: Arch 323B *Architectural Representation II*	Spring: Arch 4284 *Architectural History II**	Spring: Arch 438 *Environmental Systems I**
Shared Values											
Design			X					X			
Env. Stewardship & Professional Respon.											X
Equity, Diversity & Inclusion					X					X	
Knowledge & Innovation			X	X				X	X		
Leadership, Collab. & Community Engmt.											
Lifelong Learning											
Program Criteria											
PC.1 Career Paths											
PC.2 Design			X					X			
PC.3 Ecological Know. & Respon.											X
PC.4 History & Theory					X					X	
PC.5 Research & Innovation									X	X	
PC.6 Leadership & Collaboration											
PC.7 Learning & Teaching Culture											
PC.8 Social Equity & Inclusion										X	
Student Criteria											
SC.1 HSW in the Built Environ.											
SC.2 Professional Practice											
SC.3 Regulatory Context											
SC.4 Technical Knowledge											X
SC.5 Design Synthesis											X
SC.6 Building Integration											

Year 2

	Fall: Arch 419 *Architectural Design III*	Fall: Arch 418A *Design Culture*	Fall: Arch 445 *Building Systems**	Fall: Arch 447A *Structures I**	Fall: *History & Theory Elective (Research & Writing)*		Spring: Arch 511 *Architectural Design IV*	Spring: Arch 439 *Environmental Systems II**	Spring: Arch 448A *Structures II**	Spring: Arch 4288 *Architectural History III*	Spring: *General Elective*
Shared Values											
Design	X						X	X			
Env. Stewardship & Professional Respon.			X					X			
Equity, Diversity & Inclusion										X	
Knowledge & Innovation	X						X				
Leadership, Collab. & Community Engmt.											X
Lifelong Learning					X						
Program Criteria											
PC.1 Career Paths											
PC.2 Design	X						X				
PC.3 Ecological Know. & Respon.								X			
PC.4 History & Theory					X					X	
PC.5 Research & Innovation										X	
PC.6 Leadership & Collaboration	X										
PC.7 Learning & Teaching Culture											
PC.8 Social Equity & Inclusion	X	X									
Student Criteria											
SC.1 HSW in the Built Environ.								X			
SC.2 Professional Practice											
SC.3 Regulatory Context								X			
SC.4 Technical Knowledge			X	X				X	X		
SC.5 Design Synthesis	X							X			
SC.6 Building Integration							X	X			

Year 3

	Fall: Arch 611 *Architectural Design V*	Fall: Arch 538C *Advanced Building Systems*	Fall: Arch 580 *Design Thinking*	Fall: Arch 518A *Pre-Design*	Fall: *Urban Issues Elective*	Fall: Arch 304 *Shared Ecologies (class entering Fall 2025)*		Spring: Arch 616 *Degree Project*	Spring: Arch 646 *Professional Practice*	Spring: *History & Theory Elective (Case Studies)*	Spring: *General Elective*
Shared Values											
Design	X	X	X	X				X	X		
Env. Stewardship & Professional Respon.		X				F			X		
Equity, Diversity & Inclusion					X				X		
Knowledge & Innovation	X							X			
Leadership, Collab. & Community Engmt.											
Lifelong Learning			X		X						
Program Criteria											
PC.1 Career Paths									X		
PC.2 Design	X							X			
PC.3 Ecological Know. & Respon.		X				F					
PC.4 History & Theory										X	
PC.5 Research & Innovation			X								
PC.6 Leadership & Collaboration			X						X		
PC.7 Learning & Teaching Culture											
PC.8 Social Equity & Inclusion											
Student Criteria											
SC.1 HSW in the Built Environ.		X							X		
SC.2 Professional Practice									X		
SC.3 Regulatory Context		X	X	X					X		
SC.4 Technical Knowledge		X						X			
SC.5 Design Synthesis			X	X				X			
SC.6 Building Integration		X									

Non-Curricular Activity

	Sam Fox School Public Lecture Series & Events	*Career Services*	*NCARB Advisor Workshops*	*Office of Socially Engaged Practice*	*Ecological Electives in Landscape Architecture*	*Student Research Assistantships*	*Assistants in Instruction program*	*Studio Reviews*	*Learning Culture Policy & Committee*	*Student Group Participation (GAC, AIAS, NOMAS, WIAD)*	*Student Design Competitions (Solar Decathlon, NOMAS,others)*	*EDI workshops and trainings*	*Narratives in Design course*	*CityStudioSTL & Alberti*	*Academic Advising*	*Town Halls*	*Office of the Director of Sustainable Design and Environmental Ju*	*School Committee Participation and Service*
Shared Values																		
Design	X	X	X					X										
Env. Stewardship & Professional Respon.																	X	
Equity, Diversity & Inclusion				X					X	X		X		X		X		
Knowledge & Innovation	X					X					X							
Leadership, Collab. & Community Engmt.				X			X			X				X				
Lifelong Learning	X	X	X		X			X				X						
Program Criteria																		
PC.1 Career Paths	X	X	X															
PC.2 Design																		
PC.3 Ecological Know. & Respon.																		
PC.4 History & Theory																		
PC.5 Research & Innovation	X					X	X	X										
PC.6 Leadership & Collaboration										X			X					X
PC.7 Learning & Teaching Culture						X	X	X										X
PC.8 Social Equity & Inclusion				X								X		X	X			

MArch2 PROGRAM and STUDENT CRITERIA MATRIX

	Preparatory Education	Year 1												Year 2												Non-Curricular Activity																							
		Fall							Spring					Fall							Spring																														
		Arch 400A	Arch 419	Arch 418A	Arch 4280	Arch 445	Arch 438	Arch 447A	Arch 511	Arch 439	Arch 4284	Arch 448A		Arch 611	Arch 538C	Arch 580	Arch 518A		Arch 304		Arch 616	Arch 646	Arch 4288			Sam Fox School Public Lecture Series & Events	Career Services	NCARB Advisor Workshops	Office of Socially Engaged Practice	Ecological Electives in Landscape Architecture	Student Research Assistantships	Assistants in Instruction program	Studio Reviews	Learning Culture Policy & Committee	Student Group Participation (GAC, AIAS, NOMAS, WIAD)	Student Design Competitions (Solar Decathlon, NOMAS,other	EDI workshops and trainings	Narratives in Design course	CityStudioSTL & Alberti	Academic Advising	Town Halls	Office of the Director of Sustainable Design and Environmenta	School Committee Participation and Service
Shared Values		MArch2 Presemester	Architectural Design III	Design Culture	Architectural History I*	Building Systems*	Environmental Systems I*	Structures I*	Architectural Design IV	Environmental Systems II*	Architectural History II*	Structures II*	Urban Issues Elective	Architectural Design V	Advanced Building Systems	Design Thinking	Pre-Design	History & Theory Elective	Shared Ecologies (class entering Fall 2025)		Degree Project	Professional Practice	Architectural History III	General Elective (300-level or higher)	General Elective																									
Design	X		X						X	X			X	X	X	X				X	X				X	X	X				X																
Env. Stewardship & Professional Respon.						X	X			X				X				F			X																									
Equity, Diversity & Inclusion					X						X		X								X	X						X		X		X		X											
Knowledge & Innovation	X		X						X				X							X					X																				
Leadership, Collab. & Community Engmt.																												X		X			X			X								
Lifelong Learning												X			X		X								X	X	X		X			X													
Program Criteria																																															
PC.1 Career Paths																				X					X	X	X																			
PC.2 Design	X		X						X				X							X																									
PC.3 Ecological Know. & Respon.							X			X				X				F																											
PC.4 History & Theory				X							X						X					X																						
PC.5 Research & Innovation											X				X							X			X					X	X	X												
PC.6 Leadership & Collaboration			X												X						X													X		X							X	
PC.7 Learning & Teaching Culture																																												X	
PC.8 Social Equity & Inclusion			X	X							X																	X						X		X	X					
Student Criteria																																														
SC.1 HSW in the Built Environ.										X				X							X																									
SC.2 Professional Practice																					X																									
SC.3 Regulatory Context										X				X	X	X					X																									
SC.4 Technical Knowledge					X	X	X			X		X		X						X																									
SC.5 Design Synthesis			X			X				X					X	X				X																									
SC.6 Building Integration									X	X				X																															

X NAAB check point

F Future Implementation

Master of Architecture 3							
Undergraduate courses if preparatory: *must earn 63 or more undergraduate credits on official transcript prior to enrollment*							
Required Prof Courses		*Elective Prof courses*		*General Studies*		*Optional Studies*	
Course #s & titles	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*
Arch 300A: Presemester	3	History + Theory Research & Writing Elective	3			General Elective	3
Arch 317: Architectural Design I studio	9	Urban Issues Elective	3			General Elective	1.5
Arch 323A: Architectural Representation I	3	History + Theory Elective	3			General Elective	3
Arch 4280: Architectural History I	3					General Elective	1.5
Arch318: Architectural Design II studio	9						
Arc 323B: Architectural Representation II	3						
Arch 4284: Architectural History II	3						
Arch 438: Environmental Systems I	3						
Arch 419: Architectural Design III studio	6						
Arch 418A: Design Culture	1.5						
Arch 445: Building Systems	3						
Arch 447A: Structures I	3						
Arch 511: Architectural Design IV studio	6						
Arch 439: Environmental Systems II	3						
Arch 448A: Structures II	3						
Arch 4288: Architectural History III	3						
Arch 611: Architectural Design V studio	6						
Arch 538C: Advanced Building Systems	3						
Arch 580: Design Thinking	3						
Arch 518A Pre-Design	1.5						
Arch 616: Degree Project studio	6						
Arch 646: Professional Practice	3						
Total req prof	87	Total elec prof	9	Total gen stud	0	Total Opt'l st	9
Total # of degree credits							105

Master of Architecture 2							
Undergraduate courses if preparatory: *must earn 93 or more undergraduate credits on official transcript prior to enrollment*							
Required Prof Courses		*Elective Prof courses*		*General Studies*		*Optional Studies*	
Course #s & titles	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*	*Course #s & titles*	*crds*
Arch 400A: Presemester	3	Urban Issues Elective	3			General Elective	3
Arch 419: Architectural Design III studio	6	History + Theory Elective	3			General Elective	1.5
Arch 418A: Design Culture	1.5					General Elective	1.5
Arch 4280: Architectural History I	3						
Arch 445: Building Systems	3						
Arch 438: Environmental Systems I	3						
Arch 447A: Structures I	3						
Arch 511: Architectural Design IV studio	6						
Arch 439: Environmental Systems II	3						
Arch 4284: Architectural History II	3						
Arch 448A: Structures II	3						
Arch 611: Architectural Design V studio	6						
Arch 538C: Advanced Building Systems	3						
Arch 580: Design Thinking	3						
Arch 518A Pre-Design	1.5						
Arch 616: Degree Project studio	6						
Arch 646: Professional Practice	3						
Arch 4288: Architectural History III	3						
Total req prof	63	Total elec prof	6	Total gen stud	0	Total Opt'l st	6
Total # of degree credits							75

Name: Mr. Ryan Abendroth, M. Arch, CPHC

Email: abendroth@wustl.edu

Courses Taught:

SP 2025	ARCH 212	Architectural Design II
FL 2024	ARCH 211	Architectural Design I
	ARCH 300A	Design Foundations Studio
	ARCH 436B	BIM in Practice
SU 2024	ARCH 107S	Architecture Discovery Program Design Studio
SP 2024	ARCH 212	Architectural Design II
	ARCH 462I	Design Strategies for Energy Efficiency
FL 2023	ARCH 211	Architectural Design I
	ARCH 300A	Design Foundations Studio
	ARCH 462S	Solar Decathlon Design Challenge

Educational Credentials:

Master of Architecture	University of Illinois at Urbana-Champaign	2013
Thesis: A Critical Analysis of the Passive House Standard for the Climates of the United States		
B.S. Architectural Studies	University of Illinois at Urbana-Champaign	2009

Teaching Experience:

Senior Lecturer	Washington University in St. Louis	2016-present
Lecturer	Washington University in St. Louis	2015-2016
Visiting Professor	Rhode Island School of Design	2014-2015
Certified Passive House Consultant Instructor	Passive House Institute US	2010-present

Professional Experience:

Co-Founder and Principal Consultant	Build Zero Consulting LLC	2023 – present
Principal	Passive Energy Designs LLC	2010 - present
Certification Manager	Passive House Institute US	2009-2013

Licenses/Registration: Not a Licensed Architect

Selected Publications and Recent Research:

Gulf Coast Green, Houston, TX, 2025
- The Case for Passive Building in Hot & Humid Climates, co-presenter

Phius Pro Forum, Providence, RI, 2024
- Tricky Things (Common tradeoff decisions that make an impact on big buildings), co-presenter

PhiusCon 2023, Houston, TX, 2023
- The Growth of Passive Building in Texas and Project Case Studies, co-presenter
- Vertiports and Zero Energy Infrastructure, co-presenter
- Actionable, Cost-Effective Passive Building Strategies, presenter

Professional Memberships:

Phius Technical Committee Founding Member
Expert in Residence at Reimagine Building Collective
Passive House Alliance Member

Name Jose Ahedo

Email: j@joseahedo.com

Courses Taught:

FL 2024 611 Option Studio Comprehensive: *unCozy Islands: Mixed Use Experiments in Food Productive Landscapes*

Educational Credentials:

Bachelor of architecture form ESARQ – UIC 2005
Escuela de Arquitectura de la Universitat Internacional de Catalunya

Master in Architecture II from Harvard Graduate School of Design 2010
Recipient of the Dean's merit scholarship.

Teaching Experience:

Lecture at Harvard Graduate School of Design
Guest Critic at Bezalel Academy of Arts and Design, Jerusalem
Guest Critic at Escuela Técnica Superior de Arquitectura Universidad de Navarra

Professional Experience:

Principal, Studio Ahedo, Barcelona ESP	2010 - present
Senior architect and designer, XCL Xavier Claramunt, Barcelona ESP	2006-2008
Architect and designer, aSZ architects, Barcelona ESP	2005-2006

Licenses/Registration: Licensed architect in Spain

Selected Publications and Recent Research:

Recipient of the Wheelwright Prize 2014
Traveling research international competition Harvard Graduate School of Design
Domesticated Grounds: Design and Domesticity Within Animal Farming Systems

Arquitectura Viva N 176 / Homegrafts

Log Journal of Architecture N 34/ The Food Issue

Harvard Design Magazine N 40 / Well, well, well

ON Diseño N 218

Name: Chandler Ahrens, AIA

Email: cahrens@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	ARCH 612	**Degree Project** (Graduate)
Fall 2024	ARCH 538C	**Advanced Building Systems** (Graduate)
Fall 2024	ARCH 311	**Design Studio 311** core studio (undergraduate) / Coordinator:
Spring 2024	ARCH 185	**Practices in Architecture, Landscape Architecture & Urban design**

Educational Credentials:

2001-2002	M.Arch II, University of California Los Angeles
1990-1995	B.Arch, Savannah College of Art and Design

Teaching Experience:

2018-	**Associate Professor** Sam Fox School of Visual Art and Design Washington University in St. Louis, St. Louis, Missouri
2012-2018	**Assistant Professor** Sam Fox School of Visual Art and Design Washington University in St. Louis, St. Louis, Missouri
2011-2012	**Visiting Assistant Professor** School of Architecture Woodbury University, Burbank, California

Professional Experience:

2024-	**AVVA,** partner
2005-2024	**OSA,** partner
2002-2011	**Morphosis Architects,** lead designer
2001	**Plexus R+D**, Project Designer/Project Architect
1998-2001	**Farrington Design Group**, Project Designer/Project Architect
1997-1998	**John Portman & Associates**, Designer
1995-1997	**Heery International**, Designer

Licenses/Registration: CA, MO, IL, KS

Selected Publications and Recent Research:

Ahrens C., Sprecher A., (2019) *Instabilities and Potentialities, Notes on the Nature of Knowledge in Digital Architecture*, Routledge, NY.

Ahrens C. (2010) "ACADIA 2010 LIFE in:Formation", co-editor with Schmitzberger A., Su M., Association for Computer Aided Design In Architecture, New York.

Ahrens C. (2006) "Gen(h)ome Project", co-editor with Neuman E., Sprecher A., Noever P., MAK Center for Art and Architecture, Los Angeles

Kodali S., Manin J., Torres-Escobedo L., Zhang R., Ahrens C., Gill C., Chamberlain R., "Catoptric Surface Characteristics and Visual Feedback Control", in Proc. of 19th IEEE Conference on Industrial Electronics and Applications (ICIEA), August 2024

Ahrens C., (2021), "From Collective Form to Combinatory Behavior", Architext, edited by Edna Langenthal, Volume 9, pp54-58.

Awards: 2024 Chicago Athenaeum New American Architecture Award; 2024 Architizer A+ Award Finalist; 2024 Muse Design Award / Silver; 2023 AIA St. Louis Drawing Award; 2023 Most Enhanced Awards Landmarks Association of St. Louis; 2023 Most Enhanced Awards Landmarks Association of St. Louis; 2023 ARCHITECT Light & Architecture Award / Honor; 2022 Architizer A+ Award Finalist; 2022 Eduwik Architecture Excellence Awards; 2022 Muse Design Award / Gold; 2020 Architects Newspaper Best of Award Winner (Arch. Lighting – Indoors); 2020 Chicago Athenaeum Good Green Award; 2020 Chicago Athenaeum New American Architecture Award; 2020 Architizer A+ Award Finalist

Professional Memberships: AIA, NCARB

Name: Matthew Allen, Ph.D.

Email: matthew.a@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	ARCH 4288 Architectural History III: Advanced Theory
	ARCH 521N Critical and Creative Algorithms
Fall 2024	ARCH 3280 Architectural History I: Antiquity to Baroque
	ARCH 546G Degrowth: Theories of Design for an Abundant World
Spring 2024	ARCH 4288 Architectural History III: Advanced Theory
	ARCH 521N Aesthetic Subcultures: Identity, Values, and Architecture
Fall 2023	ARCH 3280 Architectural History I: Antiquity to Baroque

Educational Credentials:

2019	Doctor of Philosophy, Graduate School of Design, Harvard University
	History and Theory of Architecture / Science, Technology, and Society (secondary field)
2010	Master of Architecture, Graduate School of Design, Harvard University
	Advisors: Michael Meredith, Preston Scott Cohen
2006	Bachelor of Science (Physics), University of Washington
2006	Bachelor of Arts (Comparative History of Ideas), University of Washington

Teaching Experience:

2022-25	Visiting Assistant Professor, Sam Fox School of Design and Visual Arts, Washington University in St Louis
2020-22	Visiting Assistant Professor, School of Architecture, Pratt Institute
2011-19	Assistant Professor (Teaching Stream) and Lecturer, John H. Daniels Faculty of Architecture, Landscape and Design, University of Toronto

Professional Experience:

2012-15	Agent Architects (Co-Founder and Principal) (Toronto and Bangkok)
2009-11	Preston Scott Cohen (Boston)
2009-10	MOS (New York)
2008	SsD Architecture (Boston)
2007	urbanDATA (Shanghai)

Selected Publications and Recent Research:

2025 "HOK Wins the Protocol Wars: Corporate Architecture, Network Infrastructure, and the Global City," *Perspectives in Architecture and Urbanism* 1:3

2024 "Geometry without Geometers," *Avery Review*

2023 **Flowcharting: From Abstractionism to Algorithmics in Art and Architecture** (gta Verlag)

2023 "A Simulated City," *Designing the Computational Image*, edited by Daniel Cardoso Llach and Theodora Vardouli (AR+D)

2022 "Undoing the Data Divide," *Log* 55

2021 "The Genius of Bureaucracy: SOM's Hajj Terminal and Geiger Berger Associates' Form-Finding Software," *Journal of the Society of Architectural Historians* 80:4

2020 "Architecture becomes Programming: Invisible Technicians, Printouts, and Situated Theories in the 1960s," *The Figure of Knowledge: Conditioning Architectural Theory, 196X-199X*, edited by Sebastiaan Loosen, Rajesh Heynickx, and Hilde Heynen (Leuven University Press)

Name: Anna Bach

Email: bach.a@wustl.edu, annabach@bacharquitectes.com

Courses Taught (Four semesters prior to current visit):

Spring 2023	318A/ Architectural Design II
Spring 2024	Degree Project

Educational Credentials:

PhD candidate at Escola Tècnica Superior d'Arquitectura de Barcelona, expected thesis defence date: fall 2025
March, Department of Architecture, Helsinki University of Technology, 2001

Teaching Experience:

Spring'24, Spring'25	Visiting Professor, Sam Fox School, Washington University in St Louis
Spring 2023	Ruth and Norman Moore Visiting Professor, Sam Fox School, Washington University in St Louis
2008-2022	Professor at EINA School of Design and Art of Barcelona, Universitat Autònoma de Barcelona
Fall 2021	Visiting Professor, Universidad de Las Americas, Santiago, Chile

Visiting reviewer:

2024 - ETH Zurich, Department of Architecture, Switzerland
2024 - Tulane School of Architecture, New Orleans, USA
2021 - Accademia di Architettura di Mendrisio, Università della Svitzera Italiana. Switzerland

Professional Experience: Co-founder and Co-director of Anna & Eugeni Bach Architects, since 2004

Licenses/Registration and Professional Membership: SAFA/ Suomen Arkkitehtiliitto – Finnish Architects Association

Selected Publications and Recent Research:

- Labor – Earth based construction as a human, territorial and material practice grounded in craft. Invited researcher of the Spanish Pavilion at the Venice Architecture Biennial, 2025
- Curator: Human Traces – World Heritage. Alvar Aalto Foundation, 2023
- Director of the XV Spanish Architecture and Urbanism Biennial, 2021-2022

Publications:

- Bach, Anna and Bach Eugeni (2024) 'No Preservation without a change' in *Argument - Proximities.* Madrid: DPA ETSAM, Ediciones Asimétricas, pp. 57-65.
- Bach, Anna and Bach Eugeni (2018) *Mies Missing Materiality*. Barcelona: Mies van der Rohe Foundation.
- Bach, Anna and Bach Eugeni (2015) *Más vivienda por menos*. Barcelona/Madrid: Ed. Fundación Arquia – Los libros de la Catarata.

Publications on the work of Anna Bach:

- González de Canales, Francisco (2024) 'Pensamiento manierista' in AV Proyectos 123. Madrid, pp. 12-13.
- '1sqm' (2023) in A+U / Architecture and Urbanism Magazxine 636 - <50m². Tokyo: Shinkenchiku.
- 'Anna & Eugeni Bach, House in La Bisbal' in (2020) Arquitectura Viva 223. Madrid, pp. 12-13.
- 'Dressing the Icon' in (2019) ARK / Finnish Architectural Review 4-2019. Helsinki, pp. 44-47.
- Ruiz Esquíroz, Josean (2018) "Un/dressing Mies" in *Log 43*, New York: Anyone Corporation, pp. 9-15.

Name: Eugeni Bach

Email:bache@wustl.edu, barch@coac.net

Courses Taught (Four semesters prior to current visit):

Spring 2023	318A/ Architectural Design II
Spring 2024	318A/ Architectural Design II

Educational Credentials:
March, Escola Tècnica Superior d'Arquitectura de Barcelona, ETSAB UPC, 1999
Advanced Studies Diploma / DAE from ETSAB UPC, 2005

Teaching Experience:

Spring'24, Spring'25	Visiting Professor, Washington University in St Louis
Spring 2023	Ruth & Norman Moore Visiting Professor, Washington University in St Louis
2015 – present	Associate Professor ETSAB UPC, Barcelona,
2023 – present, 2005-2016	Associate Professor ETSALS URL, Barcelona,
2018	Visiting Professor Escuela de Arquitectura Universidad de Navarra, Pamplona

Visiting reviewer:
2024 - École Polytécnique Fédérale de Lausanne, Department of Architecture, Switzerland
2024 - Accademia di Architettura di Mendrisio, Università della Svitzera Italiana. Switzerland
2024 - Tulane School of Architecture, New Orleans, USA

Professional Experience: Co-founder and Co-director of Anna & Eugeni Bach Architects, 2004 – present

Licenses/Registration and Professional Membership:
COAC / Association of Catalan Architects, Barcelona, 1999- present

Selected Publications and Recent Research:

- Labor – Earth based construction as a human, territorial and material practice grounded in craft. Invited researcher of the Spanish Pavilion at the Venice Architecture Biennial, 2025
- Curator: Human Traces – World Heritage. Alvar Aalto Foundation, 2023
- Director of the XV Spanish Architecture and Urbanism Biennial, 2021-2022

Publications:

- Bach, Anna and Bach Eugeni (2024) 'No Preservation without a change' in *Argument - Proximities.* Madrid: DPA ETSAM, Ediciones Asimétricas, pp. 57-65.
- Bach, Anna and Bach Eugeni (2018) *Mies Missing Materiality*. Barcelona: Mies van der Rohe Foundation.
- Bach, Anna and Bach Eugeni (2015) *Más vivienda por menos*. Barcelona/Madrid: Ed. Fundación Arquia – Los libros de la Catarata.

Publications on the work of Eugeni Bach:

- González de Canales, Francisco (2024) 'Pensamiento manierista' in AV Proyectos 123. Madrid, pp. 12-13.
- '1sqm' (2023) in A+U / Architecture and Urbanism Magazxine 636 - <50m². Tokyo: Shinkenchiku.
- 'Anna & Eugeni Bach, House in La Bisbal' in (2020) Arquitectura Viva 223. Madrid, pp. 12-13.
- 'Dressing the Icon' in (2019) ARK / Finnish Architectural Review 4-2019. Helsinki, pp. 44-47.
- Ruiz Esquíroz, Josean (2018) "Un/dressing Mies" in *Log 43*, New York: Anyone Corporation, pp. 9-15.

Name Ms. Julie Bauer, Dipl.-Ing, Arch., ARB

Email: Julie.Bauer@wustl.edu

Courses Taught:

FL2024	Arch 419 International Housing
	Arch 580 Design Thinking
SP2025	Arch 580 Design Thinking
	Arch 616 Degree Project Studio
SP2024	Arch 616 Degree Project Studio

Educational Credentials: Diploma in Architecture from Technical University Berlin, Germany (professional degree)

Teaching Experience:

2017- present	Washington University in Saint Louis
2023-2024	Berlin International University of Applied Sciences

Professional Experience:

Aug 2017 – Current	Self-employed Architect Renovation of 10-apartment building in Berlin, Germany Jewelry sales room, Saint Louis Remodeling of residence in Saint Louis, University City
March 2026 – Jan 2018	Rex Architecture, New York City Project leader for competitions and the necklace residence
Apr 2015 – March 2016	David Chipperfield Architects, London New York based project leader for the Metropolitan Museum of Art
Oct 2013 – Oct 2014	Peter Marino Architect, New York City Construction Document Advisor, Boon the Shop, Luxury multi-brand department store Seoul, Korea
Sept 2004 - Sept 2013	David Chipperfield Architects, London Project architect and leader through all phases of the Saint Louis Art Museum, amongst other international museum, hospitality and residential projects, incl. competitions
Sept 2003 - Aug 2004	Barkow Leibinger Architects, Berlin, Germany Grüsch Pavilion 2, architect for construction documents and competitions
Oct 2001 – May 2003	Phase 1, Berlin, Germany Consulting and competition management

Licenses/Registration: ARB registration, British Board of Architects ,
Registration at Berliner Architektenkammer, German Board of Architects
NCARB certification in progress

Name: Matthew Y. Bernstine, AICP, LEED^{AP}

Email: mbernstine@wustl.edu

Courses Taught (Four semesters prior to current visit):
Fall 2023
A49 MUD 562H 01: Informal Cities Workshop: Designing Urbanity Collective Housing in Emergent Cities
A49 MUD 566A 01: Informal Cities: The Future of Global Urbanism

Spring 2024
A46 Arch 455D 01: Community Design Sprints
A49 MUD 658 01: Metropolitan Sustainability

Fall 2024
A49 MUD 562H 01: Informal Cities Workshop: Designing Urbanity Collective Housing in Emergent Cities
A49 MUD 652H 01: Metropolitan Development: What's in a Plan?

Spring 2025
A46 Arch 455D 01: Community Design Sprints
A46 Arch 455D 02: Community Design Sprints

Educational Credentials:
Master of Urban Design | Washington University in St. Louis
Master of Urban & Environmental Planning | University of Virginia
Bachelor of Urban & Environmental Planning | University of Virginia

Teaching Experience:
Fall 2014 – Present, Washington University in St. Louis, Sam Fox School of Design & Visual Arts

Professional Experience:
Director, Office for Socially Engaged Practice (2022 – Present)
Sr. Urban Designer & Project Manager; Office of the University Architect, WashU (2015-2022)
Sr. Urban Designer; H3 Studio, Inc. (2014-2015)
Sr. Urban Designer; Sam Schwartz Engineering (2011-2013)
Urban Planner; HOK (2007-2011)

Licenses/Registration:
American Institute of Certified Planners (AICP)

Selected Publications and Recent Research:
Mobility For All By All; WashU Divided Cities Grant. https://www.mobilityforallbyall.com/
The Engaged City; Mellon Foundation, Humanities in Place Grant. https://www.theengagedcity.com/
Sumner StudioLab; Mellon Foundation, Divided Cities Grant. https://sumnerstudiolab.org/
Forthcoming: Urban Humanities 2: An (Un)Volume on Place, Pedagogy, and Practice. Routledge Books

Professional Memberships:
AICP
LEED ^{AP}

Name: Montserrat Bonvehi Rosich

Email: mbonvehirosich@wustl.edu

Courses Taught:

SP 2025	ARCH 616	Degree Project Studio
	LAND 602	Landscape Architecture Design Studio VI
	ARCH 560D/560E	The Island We Eat Part I / Part II: Seeding Resilience in Puerto Rico's Food Future
FL 2024	ARCH 323A	Architectural Representation I (M.Arch3)
	ARCH 580	Design Thinking: Research and Design Methods
	LAND 575	Research in the Landscape: Methods and Practices
SP 2024	ARCH 312/412	Architectural Design IV/VI (Undergraduate Option)
	ARCH 560D/560E	The Island We Eat Part I / Part II: Seeding Resilience in Puerto Rico's Food Future
FL 2023	ARCH 501/601	Landscape Architecture Design Studio III/V
	ARCH 323A	Architectural Representation I (M.Arch3)

Educational Credentials: M.Arch, Escola Tècnica Superior d'Arquitectura de Barcelona, ETSAB UPC, 2007

Teaching Experience:

2023 – present	Visiting Assistant Professor, Washington University in St. Louis
2017-2023	Harvard Graduate School of Design (Studio, Technology, seminars)
2014-2017	University of Virginia (Studio, seminars)
2012-2014	University of Iowa (Studio, seminars)
2011-2012	University of Virginia (Studio, seminars)
2009-2011	UIC Barcelona (Urban Design)
2008-2009	ETSAB UPC, (Urban Design)

Professional Experience: Partner, TBR Arquitectes, 2010-present

Licenses/Registration: 14466-1 COAC Spain Oficial Architecture Association in Catalonia

Selected Publications and Recent Research:

Projects:

+ Mobile Gardens on the Public Space with Seth Denizen, Lys Villalba and Lluis Alexandre Casanovas. Centro de Arte Conde Duque. Madrid. Spain. Opening February 23.
+ "Garden in a Medieval Countryside House". 1 Acre. Pals. Spain. 2022 Pre-Design.
+ "Architectural Renovation of a18th Century Building into Six Apartments". 4000sq/feet. La Bisbal d'Emporda. Girona. Spain. 2021.

Publications:

+ "The Desert We Eat" at Unbuilding Metabolism; Architecture that Makes Food and is Eaten Away. Actar Publishers. Spring 2025.
+ "Thinking Through Soil", with Seth Denizen. Harvard Design Press. Spring 25.
+ JAE: 77.2 Deserts. ACSA. "The Desert We Eat" Fall 23.
+ " The Skillful Cook" commissioned article for 2022 Tallinn Biennial of Architecture Print Catalog and e-flux monograph. Forthcoming Fall 2022
+ " The Desert We Eat". 2022 Tallinn Biennial of Architecture Exhibition "Biennial Catalogue". Fall 2022.

Exhibitions:

+ Texcoco Lake Option Studio work. Mexico Water Conference. March 23.
+ 2022 Tallinn Biennial of Architecture Exhibition "Edible: Cookbooks and Manuals". Fall 2022.

Conferences:

+ SUITMA 13. Conference on Soils of Urban, Industrial, Traffic, Mining and Military Areas. 2023. Paper Presenter with Seth Denizen. September 23.
+ Peer-reviewer and Paper Presenter, ACSA Intersections: Material Economies. October 23.
+ Centennial Celebration and Congress of the International Union of Soil Sciences. Panel co-chair and contributor June 24.

Name: Wyly Brown AIA, NCARB, ByAk

Email: wyly@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	Arch 122 Symbiotic Symmetries – Core Design Studio
	Arch 439 Environmental Systems 2 – Required Seminar
Fall 2024	Arch 311 Chicago Tower – Core Architecture Studio
	Arch 331b Innovate Bamboo – Elective Seminar
Spring 2024	Arch 616 – Degree Project – Required Architecture Studio
	Arch 439 Environmental Systems 2 – Required Seminar
Fall 2023	Research Sabbatical (did not Teach)

Educational Credentials: March, Harvard Graduate School of Design, 2006

Teaching Experience:

2019- Present	Assistant Professor in Architecture (tenure-track)**, Washington University in St Louis**, USA
2018-2019	Lecturer in Architecture , **Massachusetts College of Art and Design**, USA
2011-2016	Lecturer in Architecture, **Technical University Munich,** Germany

Professional Experience:

2012-present	Principal & Founding Partner, **Leupold Brown Goldbach Architekten,** Munich & Stuttgart, Germany & St Louis, MO, USA www.lbgo.de
2008-2012	Senior Project Architect, **Behnisch Architekten**, Stuttgart, Germany, www.behnisch.com
2005-2006	Architectural Intern, **Kennedy & Violich Architecture**, Boston, MA, USA www.kvarch.net

Licenses/Registration:

2018-present	Licensure, USA: NCARB Certified, American Architecture Institute (AIA)
2012-present	Licensure, Germany : Bavarian Architecture Guild (ByAK)

Selected Publications and Recent Research:

"*Weatherbreak:*" Assembling History

In 1950 "*Weatherbreak"* was built as the first large-span self-supporting geodesic dome designed by R Buckminster Fuller. In collaboration with Catholic University of America and the Smithsonian Institute, we studied and discovered the undocumented construction pattern of the over 900 original parts to assemble "*Weatherbreak"* at the National Museum of American History in Washington D.C.

Bamboo as an Innovative Sustainable Structural Material:

In collaboration with department of Forest Engineering at the Tecnológico de Costa Rica and Bamboo U in Bali, Indonesia this is investigation into the structural potential of using bamboo to build a series of structural systems as a carbon negative structural alternative to steel and aluminum

Materials of Memory: A Pavilion for Peace Park:

In collaboration with Green City Coalition, the Urban League, McCarthy Construction, and the College Hill community, this design and construction of a gateway pavilion translating indigenous bamboo construction techniques into an innovative community-based construction experience to empower students to work with local residents.

Name: Gia Daskalakis, Associate Professor

Email: giad@wustl.edu

Courses Taught:

2025 Spring Semester:
Seminar, *Attending Crises, Projecting Futures*
Studio, *Undergraduate Options Studio*
2024 Fall Semester:
Seminar, *LAND Arch URB: landscapearchitectureurbanism*
Studio, *Undergraduate Third-year Core Studio*
2024 Spring Semester:
Seminar, *Attending Crises, Projecting Futures*
Studio, *Undergraduate First-Year Core Studio*
2023 Fall Semester:
Design Thinking
Studio, *Graduate Options Studio*

Educational Credentials:

1988 Diploma de Posgrado del Tercer Ciclo - Universidad Politecnica de Catalunia, Barcelona, Spain; Escuela Tecnica Superior de Arquitectura: Doctoral Studies, Department of Architectural Projects; Program: Theory of Architecture and Aesthetics
1983 Bachelor of Architecture, Rhode Island School of Design;
1982 Bachelor of Fine Arts, Rhode Island School of Design

Teaching Experience:

1995- Pres. Associate Professor of Architecture (Tenure 2003) - Washington University in St. Louis, School of Architecture, St. Louis, MO; 1998-2001 Assistant Professor of Architecture - Washington University in St. Louis, School of Architecture, St. Louis, MO; 1995-98 Visiting Assistant Professor of Architecture - Washington University in St. Louis, School of Architecture, St. Louis, MO
1993-94 Visiting Assistant Professor of Architecture (Muschenheim Fellow) - University of Michigan, College of Architecture + Urban Planning, Ann Arbor, MI
1991 Adjunct Faculty in History and Theory, Master of Architecture Program - Parsons School of Design, Department of Environmental Design, New York, NY
1989-90 Adjunct Design Faculty, Bachelor of Architecture Program - New Jersey Institute of Technology, Department of Architecture, Newark, NJ
1985-86 Adjunct Design Faculty, Bachelor of Architecture Program - Boston Architectural Center, Boston, MA

Professional Experience:

1988-Pres. Das : 20 Architecture Studio, (NYC, Ann Arbor, MI), St. Louis, MO – Principal
1984-86 Schwartz / Silver Architects, Boston, MA - Designer

Selected Publications and Recent Research:

2010: *Human Cities, Celebrating Public Space*, Edited by Golicnik Marusic, Matej Nicsic and Lise Coirier, Unstboek Stichting, 2010
2001: *Stalking Detroit*, edited by Gia Daskalakis, Charles Waldheim, Jason Young, ACTAR, Barcelona, Spain, 2001 (English and Spanish language editions)

Name: Catalina Freixas, Associate Professor, RA, LEED B+D

Email: freixas@wustl.edu

Courses Taught:

Spring 2025: Arch 144 Architecture For Non-Architects / Arch 438 Environmental Systems I
Fall 2024: Sabbatical
Spring 2024: Arch 144 Architecture For Non-Architects / Arch 438 Environmental Systems I
Fall 2023: Arch 111B Introduction to Design Processes I / Arch 457B Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis

Educational Credentials: Diploma in Architecture, University of Buenos Aires, Argentina.

Teaching Experience:

Washington University in St. Louis: Associate Professor (2019-current)
Assistant Professor (2013-2019)
Senior Lecturer (2006-2013)
Visiting Assistant Professor (2004-2006)
University of Buenos Aires, Argentina. Adjunct Assistant Professor (2000-2002)

Professional Experience: laulab, St. Louis, MO, 2000-current

Licenses/Registration: Colegio de Arquitectos de la Provincia de Buenos Aires, Argentina. 2000-current

Selected Publications and Recent Research:

Freixas, C. (2025). "The B.E.S.T. Approach: A Comprehensive Strategy for Revitalizing Urban Neighborhoods through Community Schools," Athens Journal of Architecture. (forthcoming)

Freixas, C. (2025). "The B.E.S.T. Approach: A Scalable Intervention Framework for Highly Distressed Neighborhoods," Journal of American Planning Association. (forthcoming)

Freixas, C. (2025). "An Intervention Strategy for Highly Distressed Communities," Planning Magazine. (forthcoming)

Freixas, C. (2025). "A Scalable School-oriented Intervention Framework for Highly Distressed Neighborhoods," Environmental Design Research Association, EDRA56: Designing Communities for Climate Action and Resilience, Halifax, Nova Scotia, Canada. (forthcoming)

Freixas, C. (2024). AFNA. A Pocketpark in Baden: Community Life. Books and Monographs.59. https://openscholarship.wustl.edu/books/63/ or https://doi.org/10.7936/crr6-t476

Freixas, C. (2024). Segregation by Design [5.0]: A Historical Analysis of the Impact of Planning and Policy in St. Louis. [KingsVille]. https://openscholarship.wustl.edu/books/62 or https://doi.org/10.7936/qe2n-jk46

Selected WashU Grants (grants administered directly through WashU):

2025-24 FY: NCFDD Faculty Success Program Tuition Support (NCFDD). $5,250; CRE2, Course Innovation Grant. Co-PI. $5,000; CityStudioSTL Faculty Course Grant. PI. $2,500; Center for the Environment, Summer Undergraduate Research. Co-PI $6,000; Here and Next, Spark Funding: Pop-Up Initiative Grant. Co-PI. $20,000.

2024-23 FY: Robert Woods Foundation, Smart Growth America. $4,500; CRE2 Small Grant Application. PI. $1,000; CityStudioSTL Faculty Course Grant. PI. $2,500; CityStudioSTL Faculty Course Grant. PI. $2,500; CityStudioSTL Faculty Course Grant. PI. $2,500; Office Vice Provost Research. PI. $41,200. 2023

Selected Derivative Grants (unfunded member of the research team):

2025-24 FY: AmeriCorps. In partnership with SLACO. $22,881.85.

2024-23 FY: Gephardt Institute. In partnership with SLACO. $7,500; Ruby Bridges Walk to School Day Mini Grant Application. In partnership with Trailnet, Hickey Elementary School and SLACO. $500; Robert Woods Foundation. In partnership with SLACO. $25,000; InvestSTL. In partnership with Hickey Elementary School and SLACO. $50,000; Missouri Humanities Council. In partnership with SLACO. $15,000; CityStudio STL Student Award. Faculty Sponsor; CDA, ARPA. In partnership with SLACO. $479,297. CDA, ARPA. Cote Brilliante Presbyterian Housing Corp. $700,000. CDA, ARPA. Versatile Management Group LLC. $217,000.

Name: Michelle L. Hauk, Ph.D., M.Arch., MSAS

Email: hauk.mchelle@wustl.edu

Courses Taught:

Spring 2025	ARCH 3284/4284	Architectural History II: Architecture Sine 1880
	ARCH 422L	East Asian Urbanisms
Fall 2024	ARCH 562J	The Japan House Workshop
	ARCH 528V	Women in Architecture

Educational Credentials:

2023 Ph.D., Columbia University, Japanese History, East Asian Languages & Cultures
2019 M.Phil., Columbia University, Japanese History, East Asian Languages & Cultures
2017 M.A., Columbia University, Japanese History, East Asian Languages & Cultures
2015 M.Arch., Washington University in St, Louis, Architecture
2015 M.S.A.S, Washington University in St, Louis, Architecture
2007 B.A., Kalamazoo College, East Asian Studies & Studio Art (double major)

Teaching Experience:

2024–present Assistant Professor in Architectural History and Theory
Washington University in St, Louis, Undergraduate & Graduate Architecture
2018–2022 Teaching Assistant
Columbia University, East Asian Languages & Culture
2015–2016 Lecturer
Washington University in St, Louis, Undergraduate & Graduate Architecture
2012–2015 Teaching Assistant & Head Teaching Assistant
Washington University in St, Louis, Undergraduate & Graduate Architecture, Urban Design

Professional Experience:

2023–2024 Postdoctoral Fellow
Reischauer Institute of Japanese Studies, Harvard University
2023 Copyeditor, Axi:Ome
Heather Woofter and Sung Ho Kim, ed. *Invisible*. Novato, CA: ORO Editions. 2024.
2013 Graduate Research Assistant
Washington University in St, Louis, UGraduate Architecture

Selected Publications and Recent Research:

"Dwelling with Water: Tokyo Waterworks & the Remaking of the Urban Home, 1900–1990." Dissertation, Columbia University, 2023.
"The Ready-Made." *A+U*, no. 616 (special issue on "Dwelling Studies and Japan's Women Architects"). January 2022.
"From Doma to Daidokoro." *Architectural Record*, no. 1487. December 2021/January 2022.
"New Towns and the Project of Modernity." *Tama New Town Research*, no. 16. March 2015.
"Postwar Residential New Towns in Japan: Constructing Modernism." Thesis, Washington University in St. Louis, 2015.

Professional Memberships:

Society of Architectural Historians, Member
American Historical Society, Member
Modern Japan History Association, Member
Association for Asian Studies, Member
Reischauer Institute of Japanese Studies, Associate in Research

Name: Cody Heller

Email: c.heller@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	A46 ARCH 152 01 Representation II (Undergraduate), Course Coordinator
Fall 2024	A46 ARCH 323A 01 Architectural Representation I (M.Arch 3)
	A46 ARCH 300A 01 Design Foundations Studio (M.Arch 3)
Summer 2024	A46 ARCH 107S 03 Design Studio (Pre-College)

Educational Credentials:

Master of Architecture, Washington University in Saint Louis, USA, 2023
Bachelor of Interior Architecture, University of Technology Sydney, Australia, 2018
Diploma of Interior Design & Decoration, CATC Design School, Sydney, Australia, 2015

Teaching Experience:

2024 – present	Lecturer in Architecture, Washington University in Saint Louis
SU2022, 2023	Faculty, Sam Fox School Summer Pre-College Program, Washington University in Saint Louis
2022-2024	Teaching Assistant, Various, Washington University in Saint Louis (112 Undergraduate Studio, SP22; 111 Undergraduate Studio, FA22; Graduate Representation I, FA22; Architectural History I Seminar, SP23; 419: International Housing Graduate Studio, FA23; 318 Graduate Design Studio, 2023)

Professional Experience:

2024 – present	Architectural Designer, Arcturis, Saint Louis MO
SU22 & SU23	Design Intern, Arcturis, Saint Louis MO
2019-2020	Interior Designer, IKEA USA, Saint Louis MO
2018-2022	Self-employed, ARVO Design, Sydney AUS
2018-2019	Graphic Designer, Dickson Rothschild, Sydney AUS

Licenses/Registration: *in progress*

Selected Publications and Recent Research: N/A

Professional Memberships: Associate, AIA

Name: Patty Heyda, Professor

Email: heyda@wustl.edu

Courses Taught:

Fall 2024: 611 Graduate Option & 711 Urban Design Combined Studio; 656 Metropolitan Urbanism seminar
Spring 2024: 713 Urban Design Studio; 457c Radical Mapping seminar
Fall 2023: Undergraduate Arch 411 Option Studio; 656 Metropolitan Urbanism seminar
Spring 2023: 511/512 Graduate Option Studio; 457c Radical Mapping seminar

Educational Credentials: BArch/MArch Tulane University 1995; MArchII-Distinction, Harvard University 2000

Teaching Experience: Washington University: Associate Professor, Urban Design and Architecture 2016-2024; Chair of Urban Design, Interim fall 2018; Assistant Professor 2010-2016; Visiting Assistant Professor 2007-2008; Lecturer 2002-2005; 2008-2010. Harvard University Graduate School of Design, Faculty in Architecture 2005-2006; Northeastern University, Architecture Lecturer 1999-2002; Boston Architectural Center BAC, Instructor 1998-2000.

Professional Experience: Architecture & Urban Design: Architectures Jean Nouvel, Assistant Architect, Paris, France; Prague, CZ; Atelier 8000, Lead Architect, Ceske Budejovice + Prague, Czech Republic; Powers Bowersox, Consultant designer, St. Louis, MO; Anmahian Winton Architects, Project Architect Cambridge, MA; Chan Krieger & Associates, Urban Designer, Cambridge, MA; HOK Planning Group, Urban Designer, St. Louis, MO; MpH, Co-Founder and Co-Principal with J. Michaliszyn; Boston + St. Louis.

Licenses/Registration: (AICP licensure qualification initiated)

Selected Publications and Recent Research:

Patty Heyda, Radical Atlas of Ferguson, USA (Belt Publishers, August, 2024).
Patty Heyda and David Gamble, Rebuilding the American Town (Routledge, December, 2024).
Patty Heyda and David Gamble, Rebuilding the American City (Routledge, 2016).

Patty Heyda, "Food Desert." *Journal of Architectural Education*: *Deserts* Volume 77:2. Fall, 2023.
Patty Heyda, *The Façade of Redevelopment*, in Material World of Modern Segregation Common Reader Special Issue: Eds. I. Bernstein, H. Kolk. April, 2022.
Patty Heyda, "How Much we do to Prop up Work so Seamlessly," in The Quarantine Atlas: Mapping Global Life Under Covid-19, ed. Laura Bliss, Bloomberg (Black Dog & Leventhal Publishers, April, 2022).
Patty Heyda, "#ArchSoWhite." *Journal of Architectural Education (JAE): Building Stories;* Volume 75:2. Sept 7, 2021.
Patty Heyda, "Ferguson, USA: Mapping the Political," *Association of Collegiate Schools of Architecture/ACSA 109 Expanding the View* (ACSA, 2021).
Patty Heyda, "The Instruments of Urban Reform" review of Urban Renewal and School Reform in Baltimore by Erkin Ozay (Routledge, 2020); *Journal of Urban Design*, September 2020.
Patty Heyda, "A dismantled Post Office destroys more than mail service," *The Conversation,* August 18, 2020.
Patty Heyda, "How Much we do to Prop up Work so Seamlessly" in *City Lab, How 2020 Remapped Your Worlds*, ed. Laura Bliss, Bloomberg, June, 2020.
Patty Heyda, "What About Typology? An Update for Late Capitalism" Design as Scholarship: *Journal of Architectural Education (JAE) Online,* September 9, 2019.
Patty Heyda, "Typology Cards" Project: *Journal of Architectural Education (JAE) Online,* September, 2019.

Inequality and the City (Co-PI) Divided\City Grant funded research & interdisc. course 2017-2019.
Lab for Suburbia: Divided\City Grant funded national public platform/ exchange/critical dialogue (Investigator):
Sprawl Session 1: White Suburbias, October 16, 2020;
Sprawl Session 2: Black Suburban Imaginaries, Divided\City Lab for Suburbia project team, June 29, 2021.

Professional Memberships: Co-founder & Steering Board, Urban Design Academic Council) 2020-present; American Planning Association (APA) 2019-2024; Urban Affairs Association 2014-2016; 2019-2020; Association of Collegiate Schools of Architecture, since 2002

Name: Dr. JOHN TRELAWNEY HOAL Ph.D., PROFESSOR OF ARCHITECTURE & URBAN DESIGN

Email: hoal@wustl.edu

Courses Taught (Four semesters prior to current visit):
- Advanced Seminar in Sustainable Urbanism
- Public Space & City Life: Contemporary Discourse on Public Space
- Undergraduate Architecture and Urban Design Studio
- Graduate Architecture Degree Project
- Post-Graduate Urban Design Studio
- Graduate Architecture Studio

Educational Credentials:

2002	Doctor of Philosophy in Philosophy, Washington University in St. Louis, 2002
1993	Master of Arts, Washington University in St. Louis, 1993
1989	Master of Architecture and Urban Design, Washington University in St. Louis, 1989
1987	Bachelor of Commerce, Urban and Regional Economics and Development, University of South Africa
1981	Bachelor of Architecture, University of Natal, South Africa - Six-year professional degree, Canberra Accord

Teaching Experience:

2015 - present	Professor of Architecture + Urban Design (tenured)
2015 - 2019	Founding Director of the Doctor of Sustainable Urbanism
2007 - 2019	Chair, Master of Urban Design Program
2005 - 2007	Co-Director of the Undergraduate Architecture Program
1997 – 2015	Associate Professor of Architecture and Urban Design
1991 – 1997	Visiting Assistant Professor of Architecture and Urban Design

Professional Experience:

2000 - present	H3 STUDIO, INC., Founding Partner
1993 - 2000	Director of Urban Design, City of St. Louis, Missouri
1990 - 1993	Assistant Director of Urban Design, City of St. Louis, Missouri
1981 - 1987	Architect & Project Manager, Department of Architecture, Durban City Council, South Africa

Licenses/Registration:
South African Institute of Architects (enrollment no. 4602 – 1983) _ Lapsed due to international relocation
South African Council of Architects (registered architect no. 3521 - 1983)) _ Lapsed due to international relocation
American Institute of Certified Planners (AICP)
American Institute of Certified Planners - Certified Urban Designer (AICP CUD)

Selected Publications and Recent Research:
- 2020-22 Senior Fellow at the NAFSA: Association of International Educators focused on Climate Change, Sustainability, and International Higher Education.
- 2020-23 “Achieving Resilience with Green Infrastructure: Combating Flooding in De Soto, Missouri” The American Planning Association Technical Assistance: Nature-Based and Green Infrastructure Solutions Grant
- 2021 “The Sustainable Development Goals (SDGs) and The Radicalization of Education in Sustainable Development” in publication by NAFSA: Association of International Educators
- 2018-2022 Invited Urban Design Expert for the Selection Committee for the Northwest Arkansans Design Excellence Program funded by the Walton Family Foundation.

Professional Memberships:
American Institute of Certified Planners (AICP)
American Institute of Certified Planners - Certified Urban Designer (AICP CUD)

Name Aki Ishida, AIA LEED AP

Email: a.ishida@wustl.edu

Courses Taught (Four semesters prior to current visit):

Fall 2024 and Spring 2025: No courses during first year as Director
Courses below were taught at Virginia Tech:
Spring 2024: ARCH 4516 Undergraduate Architecture Thesis; ARCH 4524 Thesis Documentation
Winter 2024: AAD 4954/4954: Japanese Culture in Constructed Artifacts. Japan Study Abroad
Fall 2023: ARCH 4514 Thesis Inquiry; ARCH 4514 Undergraduate Architecture Thesis

Educational Credentials:

Master of Science in Advanced Architectural Design, Columbia University, 1998
Bachelor of Architecture with Distinction, University of Minnesota, 1995

Teaching Experience:

2024-present	Washington University in St. Louis, Sam and Marilyn Fox Professor & Director
2022-2024	Virginia Tech Schools of Architecture, Interim Associate Director,
2018-2024	Virginia Tech Schools of Architecture, Tenured Associate Professor
2012-2018	Virginia Tech Schools of Architecture, Assistant Professor
2009-2023	Columbia University, Instructor, Summer Program for High School Students
2004, 2007-11	Rhode Island School of Design, Adjunct Faculty
2010-2011	The Pratt Institute**,** Visiting Professor

Professional Experience:

2008-2024	Aki Ishida Architect PLLC, New York, NY and Blacksburg, VA, Principal
2005-2008	Ishida/Crandall LLC New York, NY, Partner
2002-2003, 2005	I.M. Pei Architect, New York, NY, Independent Full-Time Consultant
1998 to 2002	James Carpenter Design Associates, New York, NY**,** Project Designer/Manager
1995-1997	Rafael Viñoly Architects, PC, New York, NY, Designer

Licenses/Registration: Licensed and Registered Architect in the State of New York (2005-present)

Selected Publications and Recent Research:

Ishida, Aki. "(Un)finished architecture and their adaptation." In *Finishing in Architecture: Polishing, Completing, Ending.* Edited by P. Emmons, M. Feuerstein, N. Goljan. Forthcoming in 2025.

Ishida, A. and Laboy, M. "Dialogue on Metabolism and Persistence," *Sustainable Design for Uncertain Futures*. Edited by Joshua Lee and Joe Murray. Hoboken: Wiley. Forthcoming in 2025.

Ishida, Aki. "Toyo Ito's wood architecture reimagined: a critique of modernist ideology." In *Building Technology and Culture in the Asia-Pacific Region: Materials, Construction, Encounters*. Edited by G. Botti, E. Mangi, and H. Shinohara. New York: Springer, 2024.

Ishida, Aki. "Encapsulated Masculine Dreams: The Cultural and Material Impermanence of the Nakagin Capsule Tower," *sITA* Studies History in Theory of Architecture (2023): 199-212.

National Science Foundation (NSF***)*** *Future of Work at the Human-Technology Frontier: Core Research* Development Grant, 2022. "FW-HTF-P: Technology as partner for improving the effectiveness of teams of clinicians." Co-PI, with S.H. Parker and T. Martin as PIs.

Ishida, Aki. *Blurred Transparencies in Contemporary Architecture: Material, Culture, and Technology.* New York: Routledge/Taylor & Francis, 2020.

Professional Memberships:

American Institute of Architects (AIA)
Association of Collegiate Schools of Architecture (ACSA)

Name: George W. Johannes, AIA, MArch

Email: gwjohannes.aia@gmail.com

Courses Taught: ARCH 646 Professional Practice : Fall/Spring 2023-2024, Fall/Spring 2024-2025

Educational Credentials: Bachelor of Arts, 1970, Washington University in St. Louis
Master of Architecture, 1973, Washington University in St. Louis

Teaching Experience: Washington University in St. Louis, 1994-Present

Professional Experience:

2006-Present	George W. Johannes, AIA Architect Owner/Architect
1992-2006	Johannes/Cohen Collaborative, Inc. President/Architect
1990-1992	Johannes + Associates Owner/Architect
1976-1990	The Christner Partnership, Inc. Managing Partner/Architect
1975-1976	Chiodini & Associates Project Designer/Project Manager
1974-1975	Anselvicius & Rupe, Inc. Designer/Drafter
1973-1974	Hoffman/Saur, Inc. Designer/Drafter

Licenses/Registration: State of Missouri Professional Architect A-3270, 1978-Present

Selected Publications and Recent Research:

ARCHITECT Journal of The American Institute of Architects April 2020 edition
"Architecture and Abortion" pp. 69-84

Scapegoat: Architecture, Landscape, Political Economy Winter 2017/Spring 2018 edition
"The Undue Burden of Architecture: Scapegoat interview with George Johannes, Lori Brown and Eliza McCullough" pp. 150-165. Interview about the landmark US Supreme Court decision *Whole Women's Health v. Hellerstedt* and Johannes' role as expert witness

Inside Columbia May 2009
"Living in a Glass House"

Interior Digest (Russia) October 2002
"The Farm by the Sea [River]"

Professional Memberships: American Institute of Architect, 1979-Present

Name: Petra Kempf, Ph.D.

Email: Petra.kempf@wustl.edu

Courses Taught

Spring 2025	PlugIN-ClipON, Undergraduate Architecture Option Studio
	Grounds for Play, Graduate & Undergraduate Seminar
Fall 2024	To(wards) Common Ground, Graduate & Undergraduate Seminar
	Undergraduate (Freshmen) Design Studio - Introduction to architecture
Spring 2024	(LoT) Library of Things, Graduate Architecture Option Studio
	To(wards) Common Ground, Graduate & Undergraduate Seminar
Fall 2023	*Tenure-track sabbatical*

Educational Credentials:

2002-2008	Karlsruhe Institute of Technology, Germany
	Doctorate (Ph.D.) in Architecture and Urban Design, Suma Cum Laude
1996-1997	Columbia University in the City of New York, NY
	Master of Science (M.Sc.) in Advanced Architecture and Urban Design
1990-1996	University of Applied Science Darmstadt, Germany
	Graduate Degree-Diplom Engineer (B.Arch.) in Architecture, Suma Cum Laude

Teaching Experience:

2019-present	**Sam Fox School, Department of Architecture, Washington University, St. Louis, MO,**
	Assistant Professor (Tenure Track 2019-ongoing)
2016-2017	**Rhode Island School of Design, Department of Architecture, Providence, RI,** Visiting Critic
2009-2018	**Columbia University, Graduate School of Architecture, Planning and Preservation, NY**
Fall 2014	**North Carolina State University, College of Design, Raleigh, NC,** Professor in Practice
2004-2013	**Cornell University, Department of Architecture, Ithaca, NY,** Visiting Lecturer
2001-2004	**Pratt Institute, Brooklyn, NY,** Adjunct Assistant Professor
1999-2011	**Parsons School for Design, New York, NY,** Adjunct Associate Professor
Fall 2001	**University of Dortmund, Urban and Regional Planning, Dortmund, Germany,** Guest Professor
Fall 2001	**University of Applied Science Düsseldorf, Urban Studies, Düsseldorf, Germany,** Guest Professor
Fall 2001	Graduate Urban Design Seminar, Urban Tracing
2000-2001	**University at Buffalo, Architecture and Urban Planning, Buffalo, NY,** Visiting Lecturer

Selected Publications and Recent Research:

2026	(Forthcoming), **Party Wall Common,** ORO Editions, USA
2025	**Intersections - New Housing Paradigms (ACSA Press / Taylor Francis)**
	(Forthcoming), Party Wall Common
2025	**Drawing Mind, Drawing World, Drawing Future**
	(Forthcoming), K-Rob at 50, Routledge Publishing House
2022	**To(wards) Common Ground**
	ArchTheo 22, XIV., Istanbul: Dakam Publishing: 2022), p.109-120

Name: Dr. Bomin Kim, Assoc. AIA, CPHC

Email: kim.b@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	Metropolitan Sustainability; Introduction to Design Processes II
Fall 2024	Arch 317 – Architectural Design I (M.Arch3);
Summer 2024	Research Methods for a Changing Global Climate
Spring 2024	Senior Capstone in Architecture, Architecture for Non-Architects

Educational Credentials:

BS Architecture, Washington University in St. Louis

Master of Design Studies, Harvard University

Natural Ventilation's Role in Hospital Resiliency and Airborne Diseases

Doctorate in Sustainable Urbanism, Washington University in St. Louis

Designing Social Connection: Older Adults and the Infrastructure of Social Encounters

Committee: Linda C. Samuels, PhD, RA, Nancy Morrow-Howell, PhD, MSW, Patty Heyda, LEED AP

Teaching Experience:

2023–present	Full-time Lecturer, Washington University in St. Louis
2022	Adjunct Faculty, The New School, Parsons School of Design, Environmental Technology
2021–2022	Teaching Fellow, Washington University in St. Louis

Professional Experience:

2020 – present	Environmental Design Consultant
2015 – 2019	Architectural Designer / Sustainability Coordinator, Sasaki Associates, Watertown, MA
2012	Architecture Intern, Samoo Architects and Engineers, Seoul, Korea

Licenses/Registration: CPHC

Selected Publications and Recent Research:

Publications:

Samuels, L. Kim, B. "Measuring What Matters: The True Cost of the National Geospatial Agency," Journal of Architectural Education, 77:1

Infrastructure Equity Scorecard Pilot Project (IESPP), Unpublished report submitted to the Bureau of Engineering, City of Los Angeles.

Kim, B. Lee, Y. "Genetic Algorithms for Balancing Multiple Variables in Design Practice," Advances in Computational Design, Vol 22. No. 3

Kim, B. Lee, Y. "GA for Facades Optimizing Energy and Occupant Experience," Sustainable Built Environment, Vol 10, No. 12016

Research/Grants:

"Segregation By Design: Environmental Inequalities through Planning, Policy, and Design," Rotating Undergraduate Studio, Center for the Study of Race, Ethnicity & Equity, 2025

"Designing Social Connection: Older Adults and the Infrastructure of Social Encounters," Center for the Study of Race, Ethnicity & Equity. 2025

"Integrating Socio-Ecological Strategies for Flood Mitigation in Bangkok's Climate Vulnerability Assessment," Global Futures Small Grants. 2023

"Aging in Heat: Measuring Thermal Inequity and Walkability in Chicago," Center for the Study of Race, Ethnicity & Equity, 2019

Professional Memberships: AIA, Passive House Institute, ASHRAE, ASHE

Name: Donald N. Koster III, AIA, NCARB, LEED AP, Senior Lecturer

Email: dkoster@wustl.edu

Courses Taught:
Arch 616 Degree Project; Arch 316A Architecture Portfolio Design (Spring 2025, 2024)
Arch 419 Architectural Design III - International Housing Studio - Halifax; Arch 580 Design Thinking: Research and Design Methods (Fall 2024, 2023)

Educational Credentials:
M.Arch with Honors, 2003; Washington University in St. Louis
B.A with a Major in Architecture, Cum Laude, 1995

Teaching Experience:
Washington University in St. Louis, Senior Lecturer, 2009 – Present; Visiting Assistant Professor, 2008 – 2009; Visiting Assistant Professor / Weese Teaching Fellow, 2006 – 2008; Lecturer, 2003 – 2006.

Professional Experience:
Donald Nelson Koster Architect, Founder & Principal 2006 – present
Arcturis, St. Louis, Design Practice Leader 2015 – 2024.
Rugo Raff Ltd. Architects – Chicago 1996 - 2000

Licenses/Registration:
NCARB Certificate #68815
Illinois Licensed Architect #001-019361, 2005 – present
USVI Licensed Architect #1127A, 2011-2015
Missouri Licensed Architect #2015040638 2015 – present
LEED Accredited Professional, 2004 - present

Selected Publications and Recent Research:
Leader of dozens of projects in multidisciplinary design practice with architecture, landscape architecture, planning, and brand development in the Corporate, Higher Education, Healthcare, Muli-family Residential Markets.

Net-zero energy corporate facilities, NZE residential.

Awards:
2022 AIA St. Louis Chapter Honor Award WUSTL Chancellors Suite Renovation (with Arcturis)
2020 AIA St. Louis Chapter Honor Award Boys & Girls Club St. Louis Teen Center of Excellence (with Arcturis)
2020 AIA St. Louis Chapter Distinguished Award ACH Teen Residential Treatment Center (with Arcturis)
2018 Regional Excellence in Wood Design Award for SLSC Grow Agricultural Pavilion (with Arcturis)
2017 AIA St. Louis Chapter Distinguished Award for Central Service Center (with Arcturis)
2017 AIA St. Louis Chapter Distinguished Award for SLSC Grow Agricultural Pavilion (with Arcturis)
2013 Sustainable Land Lab Competition Winner for Sunflower+ Project: StL, St. Louis, Missouri
2007 AIA St. Louis Chapter Merit Award in Un-built Architecture for The Ville Marketplace, St. Louis, Missouri, The Seminar in Community Design: Project Design / Grice Group Architects: Architect of Record
2006 AIA St. Louis Chapter Merit Award in Architecture for a Residence in Nova Scotia, Canada

Professional Memberships: AIA, NCARB, USGBC

Name Bruce Lindsey, MFA, MArch

Email: blindsey@wustl.edu

Courses Taught:

Spring 2025	*Tenure Sabbatical*
Fall 2024	Arch 175: Designing Creativity, Arch 317: Architectural Design I Studio (M.Arch3)
Spring 2024	Arch 312/412: UG Arch Option studio
Fall 2023	Arch 175: Designing Creativity, Arch 317: Architectural Design I Studio (M.Arch3)

Educational Credentials:
M.Arch, Yale University
MFA, BFA, University of Utah

Teaching Experience:

2006 – present	Washington University in St. Louis, E. Desmond Lee Professor for Community Collaboration
2006-2017	Washington University in St. Louis, Dean, College of Architecture and Graduate School of Architecture and Urban Design
2001-2006	Auburn University, Head of the School of Architecture, Co-Director, Rural Studio
1987-2001	Carnegie Mellon University

Professional Experience: 35 years

Licenses/Registration: Licensed Architect

Selected Publications and Recent Research:

- "A Biological Computational Model of Design," in Cellular Transformations, Ram Dixit and Sung Ho Kim, 2021. Published by Damdi Press.
- "A Short History of US Environmentalism," in Design with Life: Biotech Architecture and Resilient Cities, 2019. Edited by Mitch Joachim and Maria Alinova. Published by ACTAR.
- "Architecture School," in The Three Stages of Architectural Education, 2014, Heather Woofter and Sung Ho Kim. Published by Damdi Press.
- "Community Works: Sambo Mockbee and the Rural Studio," in Haystack Reader: Collected Essays on Craft 1991-2009, 2010. Published by University of Maine Press, Haystack Mountain School of Crafts.

Professional Memberships: ACSA (President of ACSA, 2016)

Name: Emiliano López, Ph.D, March

Email: emi@coac.net

Courses Taught: Fall 2023 & 2024 / ARCH 419: Architectural Design III, International Housing Studio Coordinator

Educational Credentials:

2012	Universitat Politècnica de Catalunya. Escola Tècnica Superior d'Arquitectura de Barcelona, PhD in Architecture Cum Laude
1999	Harvard University GSD Master of Architecture, March II
1997	Universitat Politècnica de Catalunya. Escola Tècnica Superior d'Arquitectura de Barcelona, Master in History, Art, City and Architecture.
1996	Universitat Politècnica de Catalunya. Escola Tècnica Superior d'Arquitectura del Vallés, Architecture degree.

Teaching Experience:

2018-2024	(Fall) Washington University in St. Louis, Graduate School of Architecture, Senior Lecturer
2015-2017	(Fall) Washington University in St. Louis, Graduate School of Architecture, Visiting Professor
2008-2014	Universitat Politècnica de Catalunya. Escola Tècnica Superior d'Arquitectura del Vallés, Professor
2006-2008	Universitat Rovira i Virgili, Escola d'Arquitectura de Reus, Professor
2001-2007	Universitat Internacional de Catalunya, Escola Superior d'Arquitectura, Visiting Professor
2001-2006	Universitat Politècnica de Catalunya. Escola Tècnica Superior d'Arquitectura del Vallés, Associate Professor

Professional Experience:

2001-present	Co-founder and Principal Emiliano López Mónica Rivera Arquitectos, Barcelona
2000-2002	Associate of Mario Corea Arquitectura, Barcelona

Licenses/Registration: Collegi Oficial d'Arquitectes de Catalunya. Member nº 30.218-9

Selected Publications and Recent Research:

Natural Building Materials S M L
Edition DETAIL, Munich, 2024. ISBN 978-3-95553-624-4
Projects: Two Cork Houses.
p.32-43 El Croquis
Nº 219. Madrid, 2023.

Project: Intergenerational Social Housing in Esporles,
Mallorca. p.200-209 Manual of Biogenic House Sections
Oro Editions, 2022; ISBN 978-1-957183-09-1
Project: Two Cork Houses. p. 196-199
CASABELLA
932/2022

Project: Passive House in Arteaga. p. 26-33
ZU HAUSE-AT HOME. Architecture for Rural
Living Edition DETAIL, Munich, 2021; ISBN 978-
3-95553-554-4.

Project: Two Cork Houses. p. 108-119
Josep Lluís Sert y lo superfluo. La residencia de estudiantes casados de Harvard.
Puente Editores, Barcelona, 2020; ISBN 978-84-121981-4-0

Professional Memberships: Collegi Oficial d'Arquitectes de Catalunya. Member nº 30.218-9

Name: Robert McCarter, Ruth and Norman Moore Professor of Architecture, RA, NCARB

Email: rmccarter@wustl.edu

Courses Taught:

S25, ARCH 511 Graduate Option Studio; ARCH 528X Critical Evolution of Modern Architecture;
F24, ARCH 611 Graduate Option Studio; ARCH 527U Alvar Aalto and Contemporary Architecture;
S24, ARCH 511 Graduate Option Studio; ARCH 537G Aldo van Eyck and Contemporary Architecture;
F23, ARCH 611 Graduate Option Studio / ARCH 411 Undergraduate Option Studio (Florence);
ARCH 544D The Space Within / ARCH 3827 The Space Within (Florence).

Educational Credentials:

M.Arch, Columbia University, 1984; B.Env.Design, North Carolina State University, 1977.

Teaching Experience:

Ruth and Norman Moore Professor, Washington University in St. Louis, 2007-present;
Director and Professor, School of Architecture, University of Florida, 1991-2007;
Associate Chair, Associate Dean, Associate Professor, Columbia University, 1986-1991;
Visiting / Masterclass: IUAV Venezia, Italy; PUCP Lima, Peru; University of Arkansas;
Berlage Institute, Rotterdam, Netherlands; University of Louisville; North Carolina State University.

Professional Experience:

Robert McCarter Architect, St. Louis, 2007-present; D-Mc^2 Architects, Gainesville, Florida, 1991-2007;
Robert McCarter Architect, New York, 1982-1991; HOK, San Francisco, 1977-1981.

Licenses/Registration:

Missouri, 2007-present; NCARB; previously RA since 1982 in Florida, New York, and Massachusetts.

Selected Publications and Recent Research:

Frank Lloyd Wright (Phaidon, 1997 / 2025);
A Moment in the Sun: Robert Ernest's Brief but Brilliant Life in Architecture (ORO, 2023);
Louis I. Kahn (Phaidon, 2005 / 2022); *Place Matters: The Architecture of WG Clark* (ORO, 2019);
Modern Architecture and the Lifeworld: Essays in Honor of Kenneth Frampton (Thames & Hudson, 2020);
Grafton Architects (Phaidon, 2018); *The Work of MacKay-Lyons Sweetapple* (Thames & Hudson, 2017);
The Space Within: Interior Experience as the Origin of Architecture (Reaktion Books, 2016);
Marcel Breuer (Phaidon, 2016); *Steven Holl* (Phaidon, 2015); *Aldo van Eyck* (Yale University Press, 2015);
Herman Hertzberger (Nai010, 2015); *Local Architecture* (Princeton Architectural Press, 2015);
Alvar Aalto (Phaidon, 2014); *Carlo Scarpa* (Phaidon, 2013); *Wiel Arets* (Birkhauser, 2012);
Understanding Architecture: Architecture as Experience (with Juhani Pallasmaa, Phaidon, 2012);
Frank Lloyd Wright (Reaktion Books, 2006); *On and By Frank Lloyd Wright* (Phaidon, 2006).

Professional Memberships:

International Committee of Architectural Critics (CICA), elected member, 2023-present;
CICA Scientific Committee for Annual International Conferences, 2021-present;
International Advisory Council, Mies Crown Hall America's Prize, 2014-present;
Executive Committee, *The Common Reader*, Washington University, 2014-present;
Editorial Advisory Board, *VORKURS*, University of Florida Graduate Architecture, 2015-present;
Member, Scientific Board, *Genovese Contemporary Architecture Guides*, 2024-present;
Bruno Zevi Foundation, Rome, member; Bruno Zevi Prize juror, 2008-present;
IIT College of Architecture, Dean's Advisory Council, 2012-2018;
Board of Directors, Florida Association, American Institute of Architects, 1991-2001;
Vice-President, Nantucket Preservation Institute, 1991-2001;
NAAB Accrediting Teams, ACSA Member, 1995-2000, 2006-2010.

Name: Sharvari Mhatre

Email: mhatre@wustl.edu

Courses Taught:

Arch 112C, Introduction to Design Processes II, Spring 2025
Arch 425H, The Promiscuous Project: Artifacts of Cultural Transgressions, Spring 2025

Arch 411F, Architectural Design V (*Florence - half semester*), Fall 2024
Arch 411B, Architectural Design V (*St. Louis - half semester*), Fall 2024
Arch 3752, Impossible Collaborations: Architecture and Machine Learning (*Florence - half semester*), Fall 2024
Arch 375M, Impossible Collaborations: Architecture and Machine Learning (*St. Louis - half semester*), Fall 2024

Arch 112C, Introduction to Design Processes II, Spring 2024
Arch 152, Representation II, Spring 2024

Arch 300A, Design Foundations Studio, Fall 2023
Arch 311B, Architectural Design III, Fall 2023
Arch 375C, Patterns: Architecture and Machine Learning, Fall 2023

Educational Credentials:

2020, Master of Science - Advanced Architectural Design, University of Pennsylvania, Weitzman School of Design

2018, Bachelor of Architecture with Honors, Concentration in Morphology, Pratt Institute School of Architecture

Teaching Experience:

Washington University in St. Louis, Sam Fox School of Design & Visual Arts
Visiting Assistant Professor, 2023 - present
Lecturer, 2022 - 2023

University of Pennsylvania, Weitzman School of Design
Lecturer, 2024
Assistant Lecturer, 2021 - 2022

Professional Experience:

CBP Architects, Philadelphia, PA, Architectural Designer, 2021 - 2023
Urban Quotient, Brooklyn, NY, Architectural Designer, 2018 - 2019
Lalvani Studio, New York, NY, Researcher, 2018 - 2019
Ten to One, Brooklyn, NY, Design Intern, 2017 - 2018
Malik Architecture, Mumbai, India, Design Intern, 2016
Architect Reza Kabul, Mumbai, India, Design Intern, 2015
AIMS Consultants, Mumbai, India, Design Intern, 2014

Selected Publications and Recent Research:

Rahim, A., ed. 2024. “Cavern.” In Future Offices, 14-23
Saunders, A., and C. Shmidt, ed. 2022. “Baroque Topologies.” In Antagonismos 11, Clásico Contemporáneo, 134-141

Name: Dr. Robert Moore, Ph.D.

Email: rmoore23@wustl.edu

Courses Taught:
2023 Fall Semester:
Landscapes Through Time: The History of St. Louis' Built Environment
Visions of a Brighter Future: The History of Progressive Design at Worlds Fairs

2024 Spring Semester:
Historic Preservation: Honoring the Past While Designing for the Future
Challenging Cultural Assumptions: Women in Architecture, 1827-1960

2025 Spring Semester:
Modern and Contemporary Landscape Architecture
Visions of a Brighter Future: The History of Progressive Design at Worlds Fairs

Teaching Experience: Washington University in St. Louis, Spring 2004-Present
Sam Fox School of Design & Visual Arts, Spring 2011-Present

Professional Experience:
Historian, National Park Service, 1977-2020; this included preservation of the Gateway Arch landscape, 1991-2020

Licenses/Registration: N/A

Selected Publications and Recent Research:

- "Visualizing Early St. Louis," a chapter in the anthology *French St. Louis, Landscape, Contexts, and Legacy* edited by Jay Gitlin, Robert Michael Morrissey and Peter J. Kastor (Lincoln: University of Nebraska Press, 2021).
- *Tailor Made, Trail Worn: Army Life, Clothing and Weapons of the Lewis and Clark Expedition* (Helena, Montana: Far Country Press, 2003)
- *The Gateway Arch: An Architectural Dream* (St. Louis, Missouri: Jefferson National Parks Association, 2005)
- Research on a biography of landscape architect Dan Kiley, 17 chapters currently completed

Professional Memberships: Vice President, Society of Architectural Historians, St. Louis Chapter

Name: Pablo Moyano Fernandez, Assistant Professor, LEED B+D

Email: moyano@wustl.edu

Courses Taught:
SP25: ARCH 312/ 412 Architectural Design IV/VI; ARCH 435F: Precast Concrete Enclosures, Fabrication Seminar
F24: Arch111C: Introduction to Design Processes I; ARCH 445 01: Building Systems
SP24: Sabbatical
F23: ARCH 311 Architectural Design III; ARCH 445 01: Building Systems

Educational Credentials:
M.Arch/MUD, Washington University in St. Louis, USA
Diploma in Architecture, University of Buenos Aires, Argentina

Teaching Experience:
WashU. Assistant Professor (2018-present); Senior Lecturer (2012-2018); Lecturer (2007-2011)
University of Buenos Aires, Argentina, Adjunct Assistant Professor (1998-1999)

Professional Experience:
laulab, St. Louis, MO. (2000-present)
Performative Concrete Hub, St. Louis, MO (2019-present)

Licenses/Registration: Colegio de Arquitectos de la Provincia de Buenos Aires, Argentina. 2000-current

Selected Publications and Recent Research:
Pablo I. Moyano Fernandez (2025), Concrete Load Bearing Walls: Digital and materials technology for sustainable building envelopes, Wiley (forthcoming)
Pablo I. Moyano Fernandez (2025), *Opus Luteum:* incorporating a third dimension to tilt-up concrete wall panels. The Plan Journal [Under peer review process]
Pablo I. Moyano Fernandez (2024), *Opus Versatilium:* A Meta-Vernacular Approach for Contemporary Load-Bearing Walls, The Plan Journal, (TPJ vol. 9 [2024], no. 1).
Pablo I. Moyano Fernandez, ASCENT Magazine ®, Spring 2023 Digital Edition. Article under University Profile: "Precast Concrete Enclosures: a hands-on experience"
Moyano Fernandez, P. I. (2023) "Learning via making, a hands-on approach". Full Paper. 2023 Building Technology Education Society Conference. The Cosanti Foundation + Kennesaw State University, Phoenix AZ
Moyano Fernandez, P. I. (2021) “Sequential Casting Concrete System in load-bearing concrete enclosures,” Full Paper. Advanced Building S kins Conference 2021, Bern, Switzerland
Moyano Fernandez, P. I. (2020) “Thin shell concrete enclosures in residential buildings,” Full Paper. 2020 Residential Building Design and Construction Conference, Pennsylvania Housing Research Center, Penn State University, PA

Grants and other sources of funding:
Tilt Lab (Philanthropic partner of the Tilt-Up Concrete Association) Funding for Option Studio SP25 *Tilt-up Concrete (2025)*. Funded $3,000
Tilt Lab funding for concrete research (2024). Funded $15,000
Obtained funding from *Audubon Center at Riverlands* for Bird Blind project (2024). Funded $10,500
Opus Versatilium: A Meta-Vernacular Approach for Contemporary Load-Bearing Walls, Exhibition at the Armstrong Gallery, *Kent State University (2024). Funded $2,500 by KSU*
Provost’s Office COVID Faculty Support Initiative | Research Grant (2023). Awarded $28,000
SFS Teaching Development Grant | Concretescapes | Option Studio (2022). Awarded $2,500
Faculty Writing Seminar (Faculty Success Program) (2022) Awarded $4,250
Creative Activity Research Grant | Washington University in St. Louis | ”Sequential Casting Concrete System” Research Proposal (2020). Awarded $5,000
PCI Foundation Grant | “Precast Concrete Enclosures” Elective Course | In collaboration with Gate Precast (2019). Awarded $50,000

Name Eric Paul Mumford, M.Arch., R.A., PhD., Rebecca and John Voyles Professor of Architecture, with courtesy appointments in History and Art History & Archaeology

Email: epm@wustl.edu

Courses Taught

Spring 2025:	528X Critical Evolution of Modern Architecture (with Robert McCarter);
	421W Designing the Modern City;
	760 Master of Science in Architectural Studies (MSAS) thesis research
Fall 2024:	428P Design Agendas: modern architecture in St. Louis;
	601 Theories and Methods of Historical Research;
	762 Master of Science in Architectural Studies (MSAS) thesis
Spring 2024:	3284-4284 Architectural History 2;
	762 Master of Science in Architectural Studies (MSAS) thesis
Fall 2023:	528T CIAM and Team 10;
	601 Theories and Methods of Historical Research;
	761 Master of Science in Architectural Studies (MSAS) thesis research

Educational Credentials:
PhD Architecture, Princeton University, 1996
M.Arch. M.I.T. School of Architecture and Planning, 1983
Architectural Association, Diploma Unit 7, London, UK, Fall 1981
A.B. History, Harvard College, 1980

Teaching Experience:
Washington University in St. Louis: Rebecca and John Voyles Professor of Architecture, 2014-present; Professor of Architecture, 2009-14; Associate Professor of Architecture, 2002-09; Assistant Professor of Architecture, School of Architecture, 1996-2002; Visiting Assistant Professor of Architecture, 1994-96.

Harvard University, Department of the History of Art and Architecture, Visiting Associate Professor, Spring 2004; Graduate School of Design, Lecturer in Urban Design, 1995-96.

Columbia University GSAPP (Graduate School of Architecture, Planning, and Preservation), New York, Assistant Professor of Urban Design (part-time), 1990-93

Professional Experience: New York architecture firms, 1983-89

Licenses/Registration: New York State, 1986 (inactive)

Selected Publications and Recent Research:
"Team 10 Primer," commissioned essay for *Architecture since 1850*, edited by Robin Middleton, Mary McLeod, and Joan Ockman (New York: Thames and Hudson, forthcoming).

"Architecture and Design for North American urbanism" commissioned historical essay for *Handbook on North American Urban Futures*, edited by Diane E. Davis, Roger Keil, and Julie-Anne Boudreau (Berlin: DeGruyter, forthcoming)

Eric Mumford, editor and contributor, *Design Agendas: modern architecture in St. Louis, 1930s-1970s.* (St. Louis: Mildred Lane Kemper Museum of Art, Washington University in St. Louis, 2024)

Eric Mumford, editor, *Ando and Le Corbusier,* volume 2: Le Corbusier. (Chicago: Alphawood Foundation, 2021)

Eric Mumford*, Designing the Modern City: urbanism since 1850*. (New Haven and London: Yale University Press, 2018).

Professional Memberships:
Society of Architectural Historians (SAH, Chicago), Board member 2022-25;
Society of Architectural Historians St. Louis Chapter;
Association of Collegiate Schools of Architecture (ACSA)

Name: Kelley Van Dyck Murphy

Email: kelleyv@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025:	ARCH 212: Architectural Design II / ARCH 491B: Pathways: A Collaboration with Sumner High School
Fall 2024:	ARCH 411: Architectural Design V / ARCH 3828: Lets go to the Market
	ARCH 364C: Projective Excavation: Drawing out the Untold History of St. Louis's Chinatown
Spring 2024:	ARCH 212: UG Architectural Design IV studio / ARCH 407F: Fields and Frames seminar
Fall 2023:	ARCH 400: Design Foundations Studio / ARCH 414A: Digital Ceramics seminar

Educational Credentials: M.Arch, Washington University in St. Louis

Teaching Experience:

Washington University in St. Louis

- Associate Professor of Architecture (effective July 1, 2025)
- Faculty Affiliate, Center for the Study of Race, Ethnicity & Equity (CRE2)
- Assistant Professor of Architecture (2018-2025)
- Faculty Director, The Alberti Program: Architecture for Young People (2024 - present)
- Co-Director, Fox Fridays (2023-present)
- Faculty Director, Architecture Discovery Program (2021-2024)
- Senior Lecturer in Architecture (2017-2018)
- Lecturer in Architecture, adjunct (2008-2016)

Professional Experience:

- AVV A, llc (Ahrens, Vale, Van Dyck Murphy Architects), Founding Partner and Principal, (2023-)
- Van Dyck Murphy Studio, llc, Founding Partner and Principal, (2018-)
- Central Design Office/Urban Improvement Company, Project Designer, (2015-2017)
- Fox Architects, Project Designer, (2011-2013)
- Hellmuth Obata + Kassabaum, Project Designer, (2010-2011)
- Axi:Ome, llc, Design Associate, (2008-2010)

Licenses/Registration:

Selected Publications and Recent Research:

Claying Architecture: Making Machine and Material Kin (Applied Research + Design, forthcoming 2025)
Edited by Kelley Van Dyck Murphy, Shelby Doyle, Frank Melendez, and Jonathan Scelsa. Letter of 220 pages.

Moonscape of the Mind: Japanese American Design After Internment (Bloomsbury Academic, forthcoming 2026)
Edited by Kelley Van Dyck Murphy and Heidi Aronson Kolk. Currently under review at Bloomsbury Academic Press. 195 pages.

Professional Memberships:

Association of Collegiate Schools of Architecture (ACSA)

Name Mónica Rivera
Email: m.rivera@wustl.edu

Courses Taught (Four semesters prior to current visit):

F25	Arch 419 Core Architectural Studio III International Housing: *San Juan*
S25	Arch 511 Advanced Architectural Design Comprehensive Studio: *Ultimate Usefulness*
F24	Arch 419 Core Architectural Studio III International Housing: *San Juan*
S24	*Teaching Release* Leading curriculum and NAAB group assessment.

Educational Credentials:

1999	**Harvard University** Master of Architecture Degree with Distinction (Merit Scholarship)
1994	**Rhode Island School of Design** Bachelor of Architecture Degree (Merit Scholarship)
1993	**Rhode Island School of Design** Bachelor of Fine Arts Degree (Merit Scholarship)

Teaching/Academic Experience:

2018-24	**Washington University in St. Louis** *Joanne Stolaroff Cotsen Professor, Chair of Graduate Architecture* Core Housing Studio, Comprehensive Options Studio, Seminars
2018-22	**Washington University in St. Louis** P*rofessor of Practice, Chair Graduate Architecture* Core Housing Studio, Comprehensive Options Studio, Seminars
2015-17	**Washington University in St. Louis** *Visiting Professor* Core Housing Studio
2017	**University of Texas at Austin** *Eugene McDermott Centennial Visiting Professor* Advanced Options Studio
2003-02	**International University of Catalonia** *Visiting Faculty,* 1st-year Studios
2007-00	**Elisava School of Design and Engineering Barcelona** (Spain) *Visiting Faculty* Design Studios and Seminars

Professional Experience:

now-2001	**López Rivera Arquitectes SLP**. Co-Founder and Co-Design Director, Barcelona
2000	**Ignasi de Solà-Morales Architect**, Barcelona
1997-94	**Architecture Research Office**, New York

Recent Research:

2024-21	**Nearly Zero-Energy Intergenerational Public Co-Housing** (Mallorca, Spain) 1st Prize. BUILT Commission 2021, Built 2024 Client: Balearic Institute of Housing (IBAVI) (1,432m2)

Awards and Recognitions / Recent

2025	**'Internalities' Spanish Pavilion at the Venice Architecture Biennale Exhibition.** *House in Arteaga* is one of 16 projects selected through open calls and jury.
2025	**'Habitar España' Exhibition** (Inhabiting Spain) *Housing for Young People in Sant Andreu* (2007) is one of 60 projects in an exhibition curated by Fernanda Canales and organized by the Spanish Ministry of Housing and Urban Agenda, illustrating the social, political, and environmental changes that have shaped our ways of living and highlighting projects that have contributed to rethinking housing within their specific contexts as spaces that transcend the private to influence the collective. At *La casa de la arquitectura in La arquería de nuevos ministerios*, Madrid. April 2025 to April 2026

Selected Publications:

2025	**House in Arteaga** Fabulatorio (Spain) Monograph on *House in Arteaga*.
2024	**Natural Building Materials SML** Edition Detail (Germany) 978-3-95553-624-4 Projects: *Two Cork Houses*. pp. 32-43
2023	**El Croquis Nº 219**. (Spain) *Intergenerational Social Co-Housing*, Mallorca. p.200-9
2022	**Manual of Biogenic House Sections** Oro Editions (USA) 978-1-957183-09-1 Project: *Two Cork Houses*. pp.196-199
2022	**Casabella 932**. (Italy) Project: *Passive House in Arteaga.* Pp. 26-33
2021	**At Home. Architecture For Rural Living**. Edition Detail (Germany) 978-3-95553-554-4 Project: *Two Cork Houses*. pp.108-119
2016	**Domestic Thresholds / Umbrales Domésticos / Bewohne Zwischenräume** (Switzerland) Monograph on the work of Emiliano López and Mónica Rivera. Publisher: Quart Verlag 978-3-03761-140-1: German-English, 978-3-03761-141-8 Spanish-English

Name: Zahra Safaverdi

Email: szahra@wustl.edu

Courses Taught (Four semesters prior to current visit):

2025, Fall	ARCH 111: Introduction to Design Processes, Coordinator (6 studio sections and 80 students)
2025, Fall	ARCH 434: Elective Seminar- Immeasurably Small and Inconceivably Immense
2025, Spring	ARCH 459: Elective Seminar- Encountering the Otherwise
2025, Spring	ARCH 312/ 412: Undergraduate Option Design Studio
2024, Fall	ARCH 111: Introduction to Design Processes, Coordinator (6 studio sections and 78 students)
2024, Fall	ARCH 434: Elective Seminar- Immeasurably Small and Inconceivably Immense
2024, Spring	ARCH 459: Elective Seminar- Under the Scramble Suite
2024, Spring	ARCH 312/ 412: Undergraduate Option Design Studio

Educational Credentials:

2017 HARVARD University, Graduate School of Design, M.Arch with Commendation / Harvard GSD's Thesis Prize

2014 CAL POLY, San Luis Obispo, B.Arch with Honors, Magna Cum Laude / Concentration in Industrial Technologies / CalPoly's Thesis Prize

Teaching Experience:

2023 - Current Assistant Professor of Architecture, College of Architecture, Washington University in St. Louis, Sam Fox School of Design and Visual Arts

2021 - 2023 Assistant Professor of Architecture, Texas Tech University, College of Architecture

2019 - 2021 Visiting Assistant Professor and Schidlowski Fellow, Kent state University, College of Architecture and Environmental Design

2017- 2018 Irving Innovation Fellow In Architecture, Harvard University, Graduate School of Design

Select and Recent Professional Experience:

2017 - Current St. Sa. (Formerly *This Living-Room*), Founder

2017 - Current MASKS: dissimulation in art | architecture | design , Director / Editor in Chief: MASKS journal

Licenses/Registration:

2024 - Current Federal Aviation Administration (FAA)

2018 - Current National Council of Architectural Registration Boards (NCARB)

Selected Publications and Recent Research Activities:

2025 Pulitzer Arts Foundation's Design Openings, Project funding, St. Louis, MO / $175,000_ Runner up candidate (Principal Investigator and project director: Zahra Safaverdi)

2025 Safaverdi, Zahra, ***Aftab Mishavad*****,** The Kenyon Review, international journal of literature, culture, and the arts, The Summer Issue

2025 Safaverdi, Zahra, "Mutable Publicness", Conference Proceedings, Past, Present, Future Spaces Conference, City Space Architecture Group, Bologna, Italy

2024 **Grant Recipient**, Principal Investigator, Pulitzer Arts Foundation Design Openings, St. Louis

2024 **Residency at Villa Empain, Boghossian Foundation,** Brussels, Belgium

2024 Safaverdi, Zahra, *A Brief Encounter With Four Disenchanted Relics*, *Drawing Codes: Experimental Protocols of Architectural Representation*, Ed Andrew Kudless, Adam Marcus, Applied Research + Design, Print, 2024

2024 Safaverdi, Zahra, *Almost paradise, Public Interiority: Exploring Interiors in the Public Realm,* Ed Liz Teston, Rutledge, Print, 2024

Name: Dr. Linda C. Samuels, RA, PhD, Director of Sustainable Design & Environmental Justice
Chair of Urban Design and Professor in Urban Design & Architecture

Email: lcsamuels@wustl.edu

Courses Taught:
MUD 713 / LAND 502: Metropolitan Design Elements / Landscape Architecture Design Studio IV

Educational Credentials:
Ph.D. IN URBAN PLANNING / University of California, Los Angeles
MASTER OF ARCHITECTURE / Princeton University
BACHELOR OF DESIGN IN ARCHITECTURE / University of Florida

Teaching Experience:
Washington University in St. Louis
DIRECTOR OF SUSTAINABLE DESIGN & ENVIRONMENTAL JUSTICE / (2024 –)
CHAIR Urban Design (2023 – present)
PROFESSOR Urban Design & Architecture (2023 – present)
INTERIM DIRECTOR College of Architecture & Graduate School of Architecture & Urban Design (2023 – 2024)
ASSOCIATE PROFESSOR OF URBAN DESIGN & ARCHITECTURE tenured (2015 – 2023)

University of Arizona / PROJECT DIRECTOR, Sustainable City Project (2012 – 2015)
Inaugural Director of the Sustainable City Project, an urban design outreach, research and teaching laboratory.
Assistant Professor of Practice: College of Architecture, Planning, & Landscape Architecture

University of California Los Angeles / SENIOR RESEARCH ASSOCIATE, cityLAB / (2019 – 2012)

University of Southern California / LECTURER, School of Architecture (2010 – 2011)

Otis College of Art & Design / SENIOR LECTURER, Integrated Learning Department (2009)

Woodbury University / ADJUNCT FACULTY, School of Architecture (2007)

University of North Carolina at Charlotte / ASSISTANT PROFESSOR of Architecture (2002-2007)**; VISITING ASSISTANT PROFESSOR of Architecture** (1998-2002)

Professional Experience:
- **Infra_OPTS (St. Louis / Los Angeles), founder and director,** Independent consulting firm focused on the design, mapping, and metrics of public infrastructure to create more equitable cities.
- **Modern Elder Academy (MEA)** 7 Point Center regenerative land art design and installation in collaboration with Quinlin Messenger, JUST design, Santa Fe, NM, May 2024
- **Modern Elder Academy (MEA)** workshop co-lead with Quinlin Messenger, JUST design, "Stewarding Midlife & Beyond: Nature, Rituals, Creativity", September 2024
- **Infrastructure Equity Scorecard Pilot Project for the City of Los Angeles (independent consulting)**
- **LAGI + MEA: Regenerative Art for the American West Design Competition, New Mexico (finalist team)**
- **Moving Food Further Forward (M3F) (independent consulting)**
- **Infrastructural Optimism and Next Generation Infrastructure for Belmont (independent consulting)**
- **Brickline Greenway competition (formerly known as Chouteau Greenway)**, FINALIST (one of four teams)

Licenses/Registration: Licensed Architect in the State of North Carolina

Selected Publications and Recent Research:
Samuels, L. (2022) *Infrastructural Optimism*. New York: Routledge.
Samuels, L. (2024) "The Kogi Effect" Forward in Mobilizing Food Vending: Gourmet Food Trucks in the American City by Ginette Wessel, New York: Routledge.
Samuels, L. and Kim, B. (2023) "Measuring What Matters: The True Cost of St. Louis's National Geospatial Agency" Journal of Architectural Education (JAE) . 77:1, pp 83-101.

Professional Memberships: Association of Collegiate Schools of Architecture; Association of Collegiate Schools of Planning

Name: Melisa A. Betts Sanders, RA, NOMA, SEED

Email: melisa@wustl.edu

Courses Taught:

SP 2025	ARCH 212 Architectural Design II
FL 2024	Arch 418A Design Culture
	Arch 486A NOMA National Design Competition
SP 2024	Arch 212 Architectural Design II Studio
FL 2023	Arch 486A NOMA National Design Competition

Educational Credentials:

M.Arch, with honors, Washington University in St. Louis, 2015
M.U.D, with honors, Washington University in St. Louis, 2015
B.A. Architectural Studies (Interior Design Emphasis), University of Missouri, 2011

Teaching Experience:

Lecturer, Washington University in St. Louis (2020–present)
Faculty Assistant, Washington University in St. Louis (2016–2019)
Invited Critic, University of Detroit Mercy & University of Arizona

Professional Experience:

Founder / Principal Architect, BlackArc, St. Louis, MO (2019–present)
Director of Community Engagement, Counterpublic (2023–present)
Project Designer / Urban Designer, Trivers, St. Louis, MO (2017–2019)
Designer, SPACE Architecture + Design, St. Louis, MO (2016–2017)

Licenses/Registration: Registered Architect, State of Missouri

Selected Publications and Recent Research:

"Mirroring Disparity," The Funambulist: Politics of Space and Bodies, Vol. 5 (2016)
Divided Cities Faculty Collaborative Grant: "Leveraging Historic Assets to Transform Communities" (2020–2022)

Professional Memberships:

National Organization of Minority Architects (NOMA)
Design As Protest (DAP)
Association for Community Design (ACD)
Social Economic Environmental Design (SEED)

Name: Aaron Schump, AIA NCARB

Email: aaronschump@wustl.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025	ARCH 323 – Architectural Representation II (Graduate)
	ARCH 212 – Architectural Design I (Undergraduate)
Fall 2024	ARCH 411 – Architectural Design V (Undergraduate)
Spring 2024	ARCH 212 – Architectural Design I (Undergraduate)
Fall 2023	ARCH 311 – Architectural Design III (Undergraduate)

Educational Credentials:

Columbia University, Graduate School of Architecture, Planning, and Preservation.
Master of Science in Advanced Architectural Design, 2010

Kansas State University, College of Architecture, Planning and Design.
Bachelor of Architecture, 2006

Czech Technical University — Prague, Czech Republic
Architectural Studies, 2005

Teaching Experience:

Lecturer: Washington University in St. Louis, Sam Fox School of Design and Visual Arts, College of Architecture
2018 – Present

Visiting Assistant Professor: Kansas State University, College of Architecture Planning and Design, 2012-2018

Professional Experience:

MOD Architecture + Design — St. Louis, Missouri, 2018 – present
AS//A Aaron Schump // Architect, LLC. — Manhattan, Kansas, 2012-present
SPaN Architects — New York, 2010-2012
Marmol Radziner + Associates — Los Angeles, 2006-2010

Licenses/Registration:

Colorado License: 405498
Kansas License: 6139
Missouri License: A-2014026854
NCARB Certification #: 74685

Professional Memberships:

American Institute of Architects membership, 2012- present

Name: James Scott, JD

Email: jjsf64@gmail.com

Courses Taught: ARCH 646 Professional Practice : Fall/Spring 2023-2024, Fall/Spring 2024-2025

Educational Credentials: Bachelor of Arts, University of Missouri, 1973
Juris Doctorate, St. Louis University School of Law, 1976

Teaching Experience: Washington University in St. Louis, 1985-Present

Professional Experience:

- Senior Lecturer, School of Architecture, Washington University in St. Louis (1984-Present)
- Forum on the Construction Industry (1985-Present)
- Missouri Bar (1976-Present)
- American Bar Association (1976-Present)
- General Counsel to CRB, a global design, construction and consulting company serving the life science and advanced technology industries. (2013-2022)
- Chairman (1994-1995), Governing Committee Member (1991-1996) and Former Chairman of Design/Build and Construction Management Division (1988-1991)
- American Arbitration Association
- Association of Corporate Counsel
- Mediator

Licenses/Registration:

- Missouri Bar (1976-Present)
- American Bar Association (1976-Present)

Selected Publications and Recent Research:

- Forty Years of History, ABA Forum on Construction Law (2016)
- Professionalism and Client Development, ABA Forum on Construction Law (2015)
- Managing Uncertainty and Expectations in Building Design and Construction, American Institute of Architects (2015)
- Risk Lessons from the Beartooth Mountains, 10th Annual Construction Law Institute, Montana Bar Association (2014)
- New Developments in Project Delivery, CSI (2013)

Professional Memberships: American Bar Association, American College of Construction Lawyers; former Chair of the ABA Forum on Construction Law

Name: R. Phillip Shinn, PE

Email: phillip.shinn@jacobs.com

Courses Taught: Structures I (A447) and Structures II (A448)

Educational Credentials: BS, Civil Engineering, Princeton University, 1972
BT, Architecture, Washington University in St. Louis, 1979
MS, Civil Engineering, Missouri University of Science and Technology, 2013

Teaching Experience: Senior Lecturer, Washington University in St. Louis, Sam Fox School of Visual Arts, College of Architecture, 1987-present.

Professional Experience: Surveying Crew Chief, Peterson Engineering, 1973-1974
Traffic Engineer, St. Louis County, 1974-1979
Structural Engineer, 45 years, Theiss Engineers, Vice President, 1979-1995
EQE-Theiss, Senior Associate,1995-2000
Jacobs Engineering, Subject Matter Expert, 2000-present

Licenses/Registration: Registered Professional Engineer: MO #018121, 1978; KY #18232; GA #PE037381

Selected Publications and Recent Research:
Awards: ENR 2015, Engineering News Record Best of the Best Small Project Award and ASCE Regional 9 (California) Small Project of the Year, "Emergency Roof Repair, Tustin Hangar One", Tustin, CA
AISC 2004 Engineering in Excellence Award for Design of the Swonder Ice Arena in Evansville, Indiana

Publications / Presentations:
"Structural Design of Unbraced Steel Beams", Presenter, AIA, St. Louis MO Chapter, January 2017
"IEBC 2012-2015 Masonry Building Design Example", Presenter, 2016, St. Louis Masonry Institute
"Ha Ha Tonka Rehabilitation", Presenter, SEI Conference, Presenter, 2015, St. Louis, MO
"IEBC 2012-2015 Appendix A", Presenter, St. Louis Masonry Institute, 2014, St. Louis, MO
"IEBC 2012", Presenter, St. Louis Masonry Institute, 2014, St. Louis, MO

Representative Design Projects:
Pulitzer Museum, St. Louis, MO
Washington University in St. Louis, Kemper Art Museum and Walker Hall, St. Louis, MO.
O'Fallon Park and Carondelet Park Recreation Centers, City of St. Louis, MO.
Michigan Army National Guard, Army Aviation Support Facility (AASF), Cable-Stayed Roof, Grand Ledge, MI.
BJC Hospital Ambulatory Care Building & Forest Park Parkway Pedestrian Bridge, St. Louis, MO.
Washington University in St. Louis, South 40 Wohl Garage, St. Louis, MO.
Washington University in St. Louis, Mudd & Park Residence Halls, St. Louis, MO.
Washington University in St. Louis, School of Medicine, Specialized Animal Research Facility, St. Louis, MO.
Kansas City Power and Light Post-Explosion Stabilization & Demolition, St. Louis, MO.
St. Louis Checker Dome Arena Demolition – Implosion, St. Louis, MO.
Department of the Navy, NAVFAC, Hawaii Regional Security Operations Center, Wahiawa, Oahu, HI.
Colorado Army National Guard High-Altitude Army Aviation Training Facility, Gypsum, CO.

Professional Memberships: None

Name Mr. Jonathan Stitelman

Email: jstitelman@wustl.edu

Courses Taught

Spring 2025:	A46 Arch 323B: Architectural Representation II (Coordinator)
	A49 Arch 528 S: Everyday Urbanism: Global and Local Practices
	I60 BEYOND 100: Beyond Boundaries Seminar
Fall 2024:	A46 Arch 211: Architectural Design I
	A46 Arch 518: Pre-Design Seminar
	A46 Arch 580: Design Thinking (Coordinator)
Summer 2024	MUD 714: Metropolitan Urban Design (Coordinator)
Spring 2024	A46 Arch 412: Architectural Design VI (Ghost Sanctuary Studio)
	A46 Arch 323B: Architectural Representation II (Coordinator)
Fall 2023	A46 Arch 211: Architectural Design I
	A46 Arch 518: Pre-Design Seminar (Coordinator)
	A46 Arch 580: Design Thinking (Coordinator)

Educational Credentials:
Master of Architecture, Master of Urban Design | Washington University in St. Louis, 2011
Bachelor of Arts, Psychology, Art History | The University of Vermont, 2004

Teaching Experience:
Washington University in St. Louis, Assistant Director, Beyond Boundaries Program, 2025-Present
Washington University in St. Louis, Senior Lecturer, 2020-Present
Cornell University, Visiting Critic, 2018
Technologico de Monterrey (Mexico), Thesis Advisor, 2020
Washington University in St. Louis, Visiting Assistant Professor, 2017-2020
Washington University in St. Louis, Lecturer 2011-2017

Professional Experience:
Everything Under the Sun, 2025; Lead Designer
Max Bemberg Architect, 2022-2024; Designer
H3 Studio, 2013; Urban Designer
aSZ Arquitectes 2011-2012; Designer
Architecture for Humanity, 2010; Designer
Selldorf Architects, 2009; Designer
Pickard Chilton, 2005-2007 ; Intern Architect & Manager of the Model Shop

Licenses/Registration:
Selected Publications and Recent Research:
Sam Fox & Pulitzer Design Openings Competition (winner), Everything Under the Sun, 2025.

The Sweet Perspectives Symposium: Interdisciplinary symposium focused on the history of perspective image making across history and culture. Co-convened with Dr. Nathaniel Jones, Associate Professor Art History & Archaeology, September 2024

Stitelman, Jonathan, Nathaniel Jones, “A Digital Experiment in Reconstructing Ancient Roman Perspective,” Journal of Digital Humanities, Oxford University Press, (Out for review), 2024

Professional Memberships:
ACSA, Urban Humanities Network

Name: Hongxi Yin, Ph.D., Professor in Architecture and Building Science,

Email: hongxi.yin@wustl.edu

Courses Taught (Four semesters before current visit):

Spring 2025	Seminar	Urban Mining Pavilion 2
	Undergraduate Studio	212: Introduction to Design Processes II
Fall 2024	Seminar	DeCon & ReCon: Urban Mining Pavilion 1
	Course	Environmental System I
Fall 2023	Seminar	Creating a Resilient City: The Gateway South
	Course	Environmental System I

Educational Credentials:

2006 Ph.D. in Building Performance and Diagnostics, Carnegie Mellon University, U.S.A, School of Architecture

Selected Publications (Book, Book Chapter, and Journal Publications since 2018)

1. [Book] Lotus House, Hongxi Yin, Ming Qu, Jian Zhu, Nanjing Normal University Press, 2025
2. [Book Chapter] Annual Review of Heat Transfer (2020), Chapter 5, ENERGY-SAVING TECHNOLOGIES FOR BUILDING HEATING, VENTILATION, AND AIR CONDITIONING SYSTEMS, Pages 147-204. Ming Qu, Xiaoli Liu,Zhiyao Yang, Feng Wu, Liang Shi, Xiaobing Liu, Tao Zhang, Yi Jiang, Hongxi Yin, DOI: 10.1615/AnnualRevHeatTransfer.2019029887
3. Chaudhary, K., Pan, A., **Yin, H.** et al. The PreDI matrix-a common terminology for offsite construction: definition, verification, and demonstration in environmental impact studies. Architectural Intelligence, ARIN 3, 32 (2024)
4. Han, D., Zhao, W., **Yin, H.,** Qu, M., Zhu, J., Ma, F., Ying, Y., Pan, A. (2024). Large language models driven BIM-based DfMA method for free-form prefabricated buildings: framework and a usefulness case study. *Journal of Asian Architecture and Building Engineering*, 1–18. https://doi.org/10.1080/13467581.2024.2329351
5. Junhao Li, Huzefa Jawadwala, Annika Pan, JungHo Jeon, Yi-Chun Lin, Meghdad Hasheminasab, **Hongxi Yin*,** Ayman Habib, Hubo Cai & Ming Qu (2022) Digital Reconstruction and Restoration of Architectural Heritage: Samara House, Technology|Architecture + Design, 6:2, 232-245, DOI: 10.1080/24751448.2022.2116243
6. Tong, Peihao, **Hongxi Yin*,** Zhifang Wang, and Ian Trivers. 2022. "Combining Stormwater Management and Park Services to Mitigate Climate Change and Improve Human Well-Being: A Case Study of Sponge City Parks in Shanghai" Land 11, no. 9: 1589. https://doi.org/10.3390/land11091589
7. Han, D., **Yin, H.*,** Qu, M., Zhu, J., Wickes, A., Qu, M., (2020). Technical Analysis and Comparisons of Formwork-making Methods for Customized Prefabricated Buildings: 3D Printing and Conventional Methods, Journal of Architectural Engineering, Volume 26, https://doi.org/10.1061/(ASCE)AE.1943-5568.0000397
8. Li Li, **Hongxi Yin***, Ang Li, Ming Qu, Technology Advancements and Prospects of Zero Energy Solar Houses: Technical Review of Solar Decathlon China 2018, Journal of Times + Architecture, March 2019
9. **Hongxi Yin*,** Ming Qu, Haiyan Zhang & Ye Chan Lim (2018) 3D Printing and Buildings: A Technology Review and Future Outlook, Technology|Architecture + Design, 2:1, 94-111, DOI: 10.1080/24751448.2018.1420968
10. Xiaoli Liu, Ruchita Jani, Esther Orisakwe, Conrad Johnston, Piotr Chudzinski, Ming Qu, Brian Norton, Niall Holmes, Jorge Kohanoff, Lorenzo Stella, **Hongxi Yin**, Kazuaki Yazawa, State of the art in composition, fabrication, characterization, and modeling methods of cement-based thermoelectric materials for low-temperature applications, Renewable and Sustainable Energy Reviews, Volume 137, 2021, 110361, ISSN 1364-0321
11. Jani R, Holmes N, West R, Gaughan K, Liu X, Qu M, Orisakwe E, Stella L, Kohanoff J, **Yin H,** Wojciechowski B., Characterization and Performance Enhancement of Cement-Based Thermoelectric Materials. Polymers (Basel). 2022 Jun 7; 14(12):2311. DOI: 10.3390/polym14122311. PMID: 35745887; PMCID: PMC9254742.
12. Xiaoli Liu, Kazuaki Yazawa, Ming Qu, Orkan Kurtulus, Brian Norton, Niall Holmes, Ruchita Jani, Jorge Kohanoff, Lorenzo Stella, Conrad Johnston, **Hongxi Yin,** Experimental performance evaluation of a convective thermoelectric building envelope for building heating and cooling, Energy and Buildings, Volume 273, 2022,
13. Orisakwe, E.N., Johnston, C.S., Jani, R.J., Liu, X., Stella, L., Kohanoff, J.J., Holmes, N., Norton, B., Qu, M., **Yin, H.,** & Yazawa, K. (2022). Thermoelectric properties of cement composite. analogues from first principles calculations.
14. Ming Qu, Omar Abdelaziz, Zhiming Gao, **Hongxi Yin**, Isothermal membrane-based air dehumidification: A comprehensive review, Renewable and Sustainable Energy Reviews, Volume 82, Part 3, 2018, Pages 4060-4069

SHAPING THE FUTURE

Sam Fox School Strategic Plan

2022–2032

THE SHAPE OF

SHAPING THE FUTURE

Sam Fox School Strategic Plan 2022–2032

Areas for Impact & Distinction PAGE 5

- → Digital Transformation in Art, Architecture, and Design
- → Leadership in Sustainable Practices
- → Strengthening Local, National, and Global Communities

Core Investments for Success PAGE 16

- → Increase diversity and capacity with exceptional people
- → Grow infrastructure for collaborative research and creative practice
- → Adopt a "One School" philosophy to facilitate academic and research excellence
- → Expand professional development opportunities for students, faculty, and staff

"Over the next decade, the Sam Fox School and our partners will affirm the power of design, architecture, and art to ask difficult questions, demonstrate relevance, sow passion and action, iterate innovative solutions, and reap stronger outcomes for local and global communities."

– **Carmon Colangelo**
Ralph J. Nagel Dean, E. Desmond Lee Professor for Collaboration in the Arts

The Sam Fox School's roots are deep in the core disciplinary areas of art, architecture, design, and museum; these legacies inform the excellence and depth for our academic programs. Building on our rich history and core strengths, we have also grown our interstitial practices—the in-between places where we come together across disciplines in the context of a top-ranked research university—to contribute to contemporary society in meaningful and impactful ways. This commitment to working collaboratively defines our unique character and structure as a school and will allow us to realize our most ambitious goals.

Building on our successes of the last fifteen years, we are looking ahead to a new era of disciplinary exchange; delving deeper into critical discourses and working toward solutions as we connect across the university, join forces with community stakeholders, and engage our national and global networks. New partnerships will blur boundaries between the academy and professional world.

The Sam Fox School's 2022-2032 strategic plan represents three key areas where we will have the most impact and achieve distinction: **Digital Transformation in Art, Architecture, and Design; Leadership in Sustainable Practices;** and **Strengthening Local, National, and Global Communities**. These areas are specific yet intentionally broad, providing alignment with the university's priorities, space for ideas big and small to flourish, and flexibility to respond to changing conditions over time.

Our plan also outlines targeted investments in people, programs, and relationships that will build academic and research excellence, educate leaders, support access and equity, and drive opportunities for achievement across the school's academic units and the Kemper Art Museum. I hope every member of our community sees themselves in this plan and that it serves as an invitation for our students, faculty, staff, and alumni to participate, to build and evolve their individual and collaborative practices, and to foster the evolution of our fields.

Over the next decade, the Sam Fox School and our partners will affirm the power of design, architecture, and art to ask difficult questions, demonstrate relevance, sow passion and action, iterate innovative solutions, and reap stronger outcomes for local and global communities. Please join us as we commit to **Shaping the Future**.

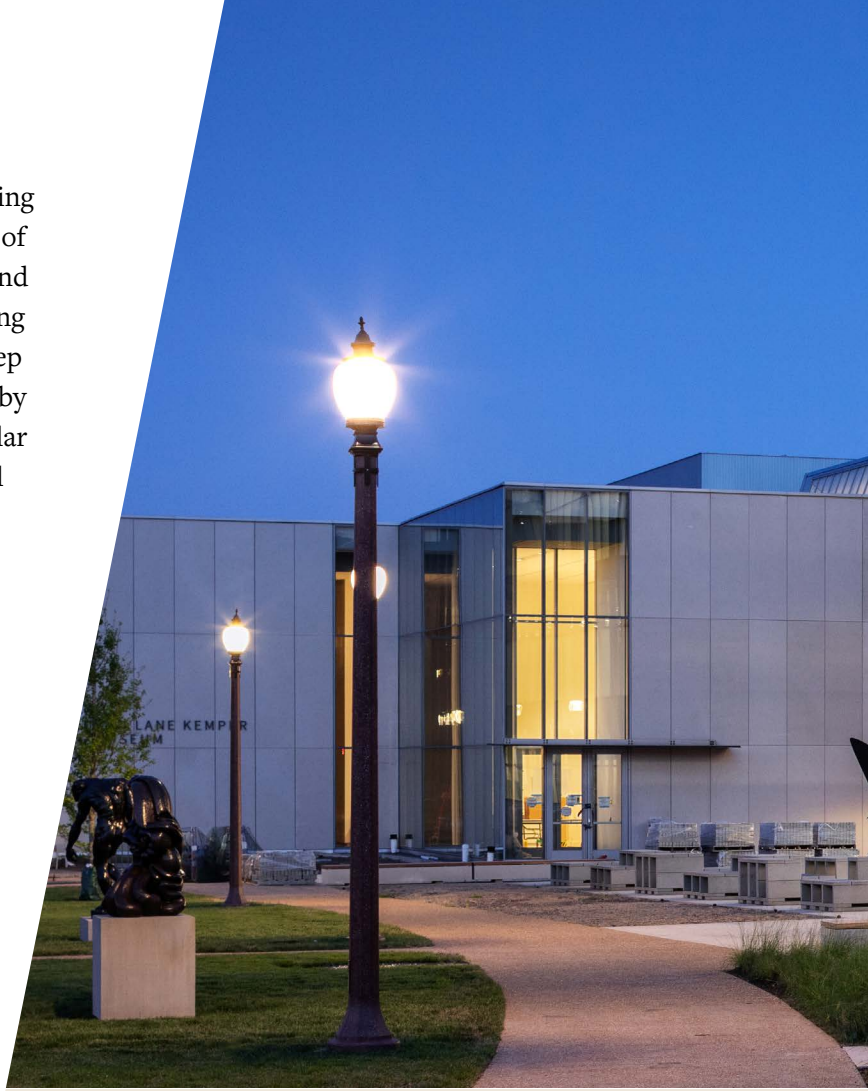
Carmon Colangelo
Ralph J. Nagel Dean
E. Desmond Lee Professor for Collaboration in the Arts

Shaping our Past and Present

The Sam Fox School was founded in 2006, bringing together three historic institutions: the School of Art (1879), the School of Architecture (1910), and the Mildred Lane Kemper Art Museum (1881). A thriving community of makers and scholars emerged with a deep desire to leverage the unique opportunities facilitated by work within and across creative disciplines. As a singular unit, the school committed to addressing crucial social and environmental challenges.

The school launched its first strategic plan, **Design for Excellence**, in 2008. Ambitious outcomes evolved from the plan, including Missouri's first graduate degrees in landscape architecture and illustration and visual culture, dedicated offices for socially engaged practice and research, an art on campus program, and expanded international engagement. Importantly, the plan outlined new facilities that would bring all students together on the Danforth campus to fully realize the vision of a united Sam Fox School. We worked diligently to achieve these goals, and in partnership with university and volunteer leaders, raised transformational funding through the **Leading Together** campaign to make new facilities and programs a reality.

Sixteen years after its founding, the Sam Fox School has built the intellectual foundation and the physical facilities needed to take our people and programs to the next level. We are now committed to working across the university, building strategic partnerships, leveraging key alignments, and **Shaping the Future**.



Vision

The Sam Fox School will educate and shape new generations of leaders in art, architecture, and design to create a more just, sustainable, humane, and beautiful world.

Mission

The Sam Fox School is a leader in architecture, art, and design education. We are advancing our fields through innovative research and creative practice, excellence in teaching, engagement with a world-class university art museum, and a deep commitment to addressing the social, economic, and environmental challenges of our time.

Our Process

The Sam Fox School initiated an inclusive strategic planning process in 2020, incorporating faculty, students, staff, National Council, alumni, and campus partners. A comprehensive idea gathering phase yielded a broad range of proposals that were evaluated and prioritized by the strategic planning committee.

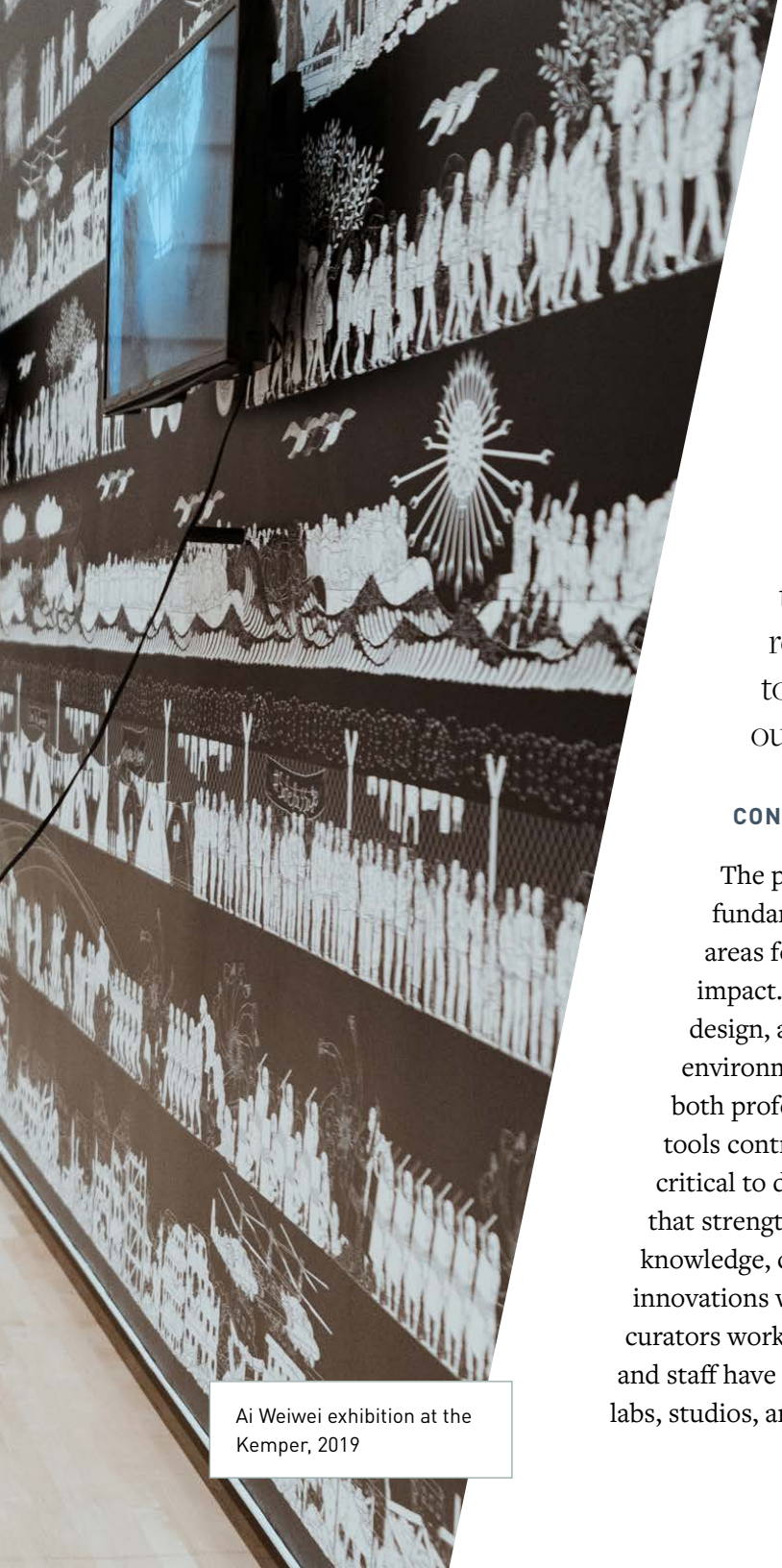
Ten smaller committees were commissioned in late 2020 to draft white papers providing deeper context and more specific initiatives around areas of top priority. As the pillars of the Sam Fox School's strategic plan emerged into sharper focus, we benefited from a simultaneous university-wide planning process. Key overlaps provide enormous potential for distinction and achievement.

Shaping the Future is a roadmap, with clearly identified guideposts, but room for evolution and flexibility as we encounter the realities of the next decade. Working closely with academic, staff, and volunteer leaders in the school, our attention is now on launching and implementing our plan, ensuring that we track progress as we work toward and reach our goals.

Areas for Impact & Distinction

The Sam Fox School's 2022-2032 strategic plan represents three key areas where we will have the most impact and achieve distinction. These areas are specific yet intentionally broad, providing alignment with the university's priorities, space for big ideas to flourish, opportunities for meaningful collaboration, and flexibility to respond to changing conditions over time.

- → **Digital Transformation in Art, Architecture, and Design**
- → **Leadership in Sustainable Practices**
- → **Strengthening Local, National, and Global Communities**



Ai Weiwei exhibition at the Kemper, 2019

1

Digital Transformation in Art, Architecture, & Design

We will harness the power of transformative digital tools in architecture, art, design, and museum to advance and critically assess emerging technologies that shape our world; to access and widely disseminate impactful research, creative activity, and scholarship; and to practice and teach at the cutting edges of our fields.

CONTEXT

The pace and extent of technological advancements has fundamentally altered creative disciplines and fostered new areas for research, teaching, and social and environmental impact. Digital innovations are shaping a wide range of art, design, and museum practices—through tools, products, environments, and systems—at an accelerating rate that challenges both professionals and societies. Understanding how digital tools control the physical world and shape human interaction is critical to developing and deploying new technological solutions that strengthen individuals and communities, build capacity, grow knowledge, confront bias, and adapt to changing environments. Digital innovations will also change the way artists, architects, designers, and curators work, and it's critical that we ensure that our students, faculty, and staff have access to the latest tools and technologies in our shops, labs, studios, and galleries.

Build distinction through collaborative digital academic initiatives.

→ Develop a graduate degree in Design Futures focused on Human Computing Interaction (HCI) and synthesizing research in technology and social innovation in partnership with McKelvey,* the Brown School, the humanities, and others.

→ Iterate curricula for all undergraduate and graduate programs to reflect emergent practices and collaborative disciplinary opportunities.

Equip our facilities with emerging technologies to provide students and faculty with essential skills for contemporary practice.

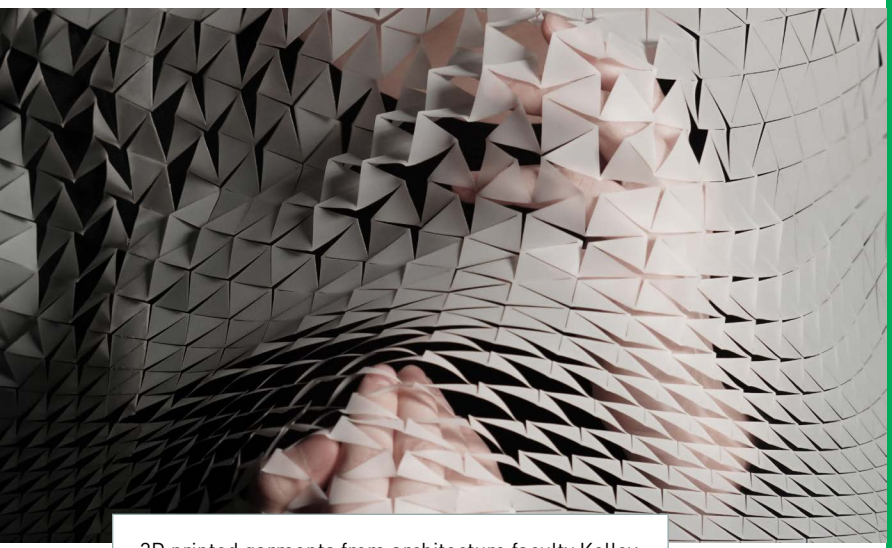
→ Develop a master plan for a Design Futures studio, a full build-out of the media studio, expanded fabrication spaces, and spaces for student and faculty research.

*** COLLABORATIONS**

The Sam Fox School is collaborating with partners across the university, the region, and the world to bring these initiatives to life. Interdisciplinary connections are marked with an underline.

Invest in digital platforms that build capacity, facilitate a community of ideas, and strengthen reputation.

- → Develop and launch a new museum website and collections management system that provides scholarly access and appropriate stewardship of the museum's exceptional collection.
- → Establish robust digital platforms to host interactive digital archives and exhibitions, including student projects, independent faculty works, collaborative research projects, and interdisciplinary explorations developed over time that link multiple prior works.

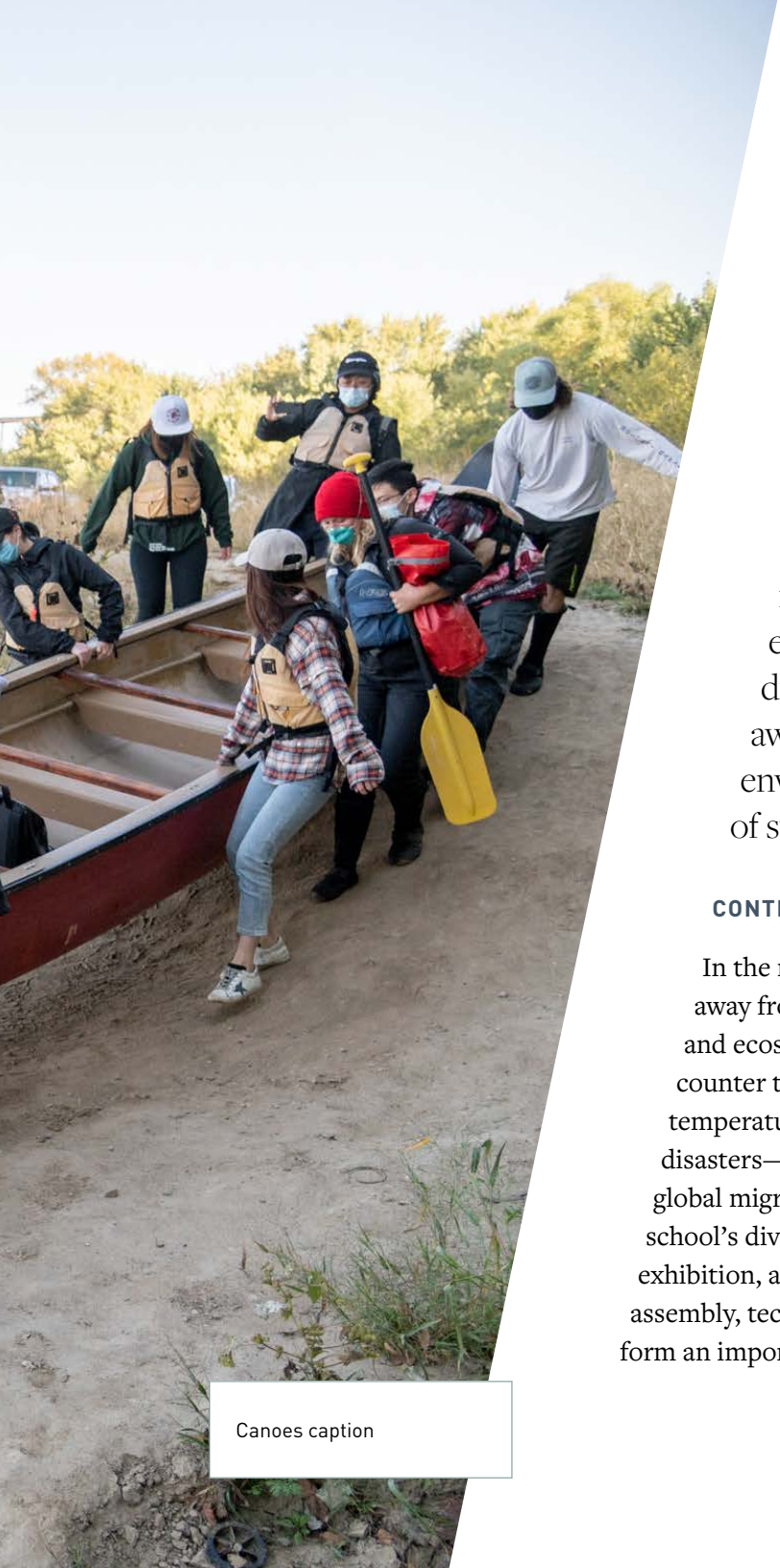


3D printed garments from architecture faculty Kelley Van Dyck Murphy's *Expanding Skin* studio

"Architects, artists, and designers play a crucial role in projecting the future and thinking about how challenges will unfold over time. Our creative disciplines have the tools to evaluate digital technologies—an increasingly pervasive part of our lived experience—to control their forces, and to design their position in the world."

– **Constance Vale**
Assistant Professor and Chair, Undergraduate Architecture


RIVERSTATOR
BIG MUDDY



Canoes caption

2

Leadership in Sustainable Practices

We will make critical, design-centric contributions toward collaborative research addressing our global climate crisis and shape the future of the built environment through resilient design solutions, a commitment to environmental justice locally and globally, dissemination of creative work that promotes awareness and action around climate and environment, and by educating the next generation of sustainable design leaders.

CONTEXT

In the next decade, our cities and systems must transition away from fossil fuels to curb damage to the earth's air, water, and ecosystems. Design will be at the forefront of solutions that counter the impacts of climate crisis, such as rising sea levels, temperature change, destructive land use, and weather-related disasters—all of which contribute to increased social inequity, global migrations, and the precarious future of our planet. The school's diverse work across many areas –including creative practice, exhibition, architecture, ecology, energy and material use, building assembly, technology, infrastructure, and visual culture—intersects to form an important body of sustainable practices.

Build a Sustainable Practices cohort to address the global climate crisis and environmental equity across the university, the school, and the museum.

- → Execute a plan for focused hires over the next three years in Sustainable Practices to ensure cutting-edge curricular development and research across both colleges.
- → Establish corporate and practice partnerships to strengthen our research, teaching, and professional development around Sustainable Practices.
- → Identify faculty leaders and staffing capacity to champion and advance the work of the cohort.

Make Sustainable Practices a top priority in our teaching, research, creative practice, and scholarship.

- → Take a leadership role in the university's goal to identify local and global environmental solutions by developing sustainable built environments, urban systems, and cities that are adaptable to environmental challenges.
- → Revise curricula across the school to prioritize global climate resiliency, healthy environments, and sustainability as foundational elements.
- → Provide support and facilitation for the fabrication, exhibition, study, discussion, and dissemination of creative work and research that calls attention to issues of the environment.

Renderings of SMOOTH House, a sustainably-built occupational health facility to be sited on Delmar Blvd.

Collaboration

→ Doing more together than we can alone

Distinction

→ Achieving excellence across our fields

Innovation

→ Iterating new approaches grounded in creative process

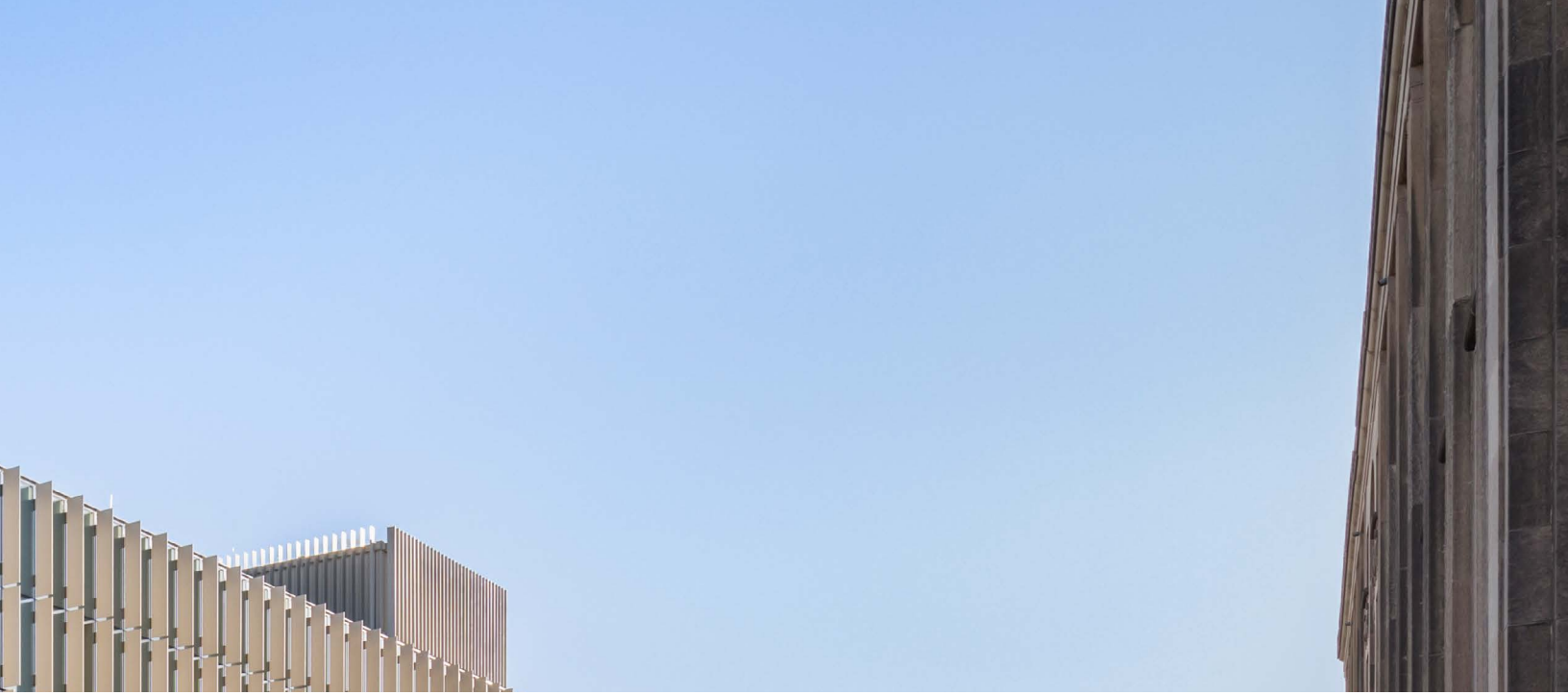
Diversity

→ Fostering an inclusive and welcoming community

Impact

→ Making positive, meaningful change in the world

SHAPING THE FUTURE




WEIL

Equity

→ Eliminating bias and dismantling systemic injustice

Wellness

→ Building cultures and systems for physical and mental health

Preparation

→ Creating pathways for professional achievement

Opportunity

→ Ensuring access and resources for student, faculty, and staff success

Model Sustainable Practices across all aspects of our school.

- → Build a robust program of visiting faculty, scholars, curators, artists-in-residence, and fellows to ensure the school is exposed to the most current global environmental strategies and ideas.
- → Create a blueprint for sustainable Sam Fox School operations in line with best practices in our professions and partnership with the university's Office of Sustainability.

"Historically, we've been part of the problem. We've altered most of the environment. Now we have an ethical responsibility to be part of the solution. And we have the design skillsets to be leaders, and to help our students become leaders, as we create a healthier planet."

– **Derek Hoeferlin**
Associate Professor and Chair, Landscape Architecture & Urban Design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Master of Urban Design students in Kampala, Uganda, summer 2019.

3

Strengthening Local, National, and Global Communities

We will work for social justice, healthy environments, and stronger communities—including a focus on projects with and for St. Louis—through academic and museum programs, collaborative research initiatives, and mutually beneficial industry, practice, and cultural partnerships in architecture, art, and design.

CONTEXT

St. Louis' history and present-day context informs much of our education, research, museum programming, and creative practice at the Sam Fox School. We have to ask how art, architecture, and design can confront historic divisions and disparities to create a more equitable environment and future for our own community as well as societies around the world. The Sam Fox School has laid a foundation of being in, with, and for communities—addressing the increasing urgency of social, economic, and environmental justice that surround us. We are particularly interested in how the learnings and outcomes of this work in our own region might contribute to the body of knowledge in communities nationally and globally.

Build academic and research excellence through mutually beneficial St. Louis partnerships.

- → Advance health-adjacent research and curricula across art, architecture, design, and the museum that support replicable positive public health outcomes in the St. Louis region.
- → Build a financially self-sustaining consortium of regional industry partners through partnership agreements, philanthropic donations, and sponsored research contracts.
- → Launch a Master of Arts in Arts Administration drawing on the interdisciplinary assets of the Sam Fox School, the vibrant St. Louis cultural community, and curricular strengths of the Olin Business School.
- → Incubate design startups in St. Louis and build professional opportunities for students and alumni in partnership with the Skandalaris Center, the Career Center, and our regional alumni network.
- → Build a robust set of internships and externships with St. Louis organizations.

Implement curricular and co-curricular programs to achieve measurable community impact.

- → Evolve the current Office for Socially Engaged Practice to ensure capacity for ambitious community-based projects and greater financial, project management, and dissemination support for faculty and students.
- → Develop new community-facing Kemper Art Museum education programs that create stronger ties to the St. Louis region and advance equity in arts education.
- → Advance our Art on Campus program to enrich the cultural life of the campus and region.

Chakaia Booker installation for East End of campus, part of the Art on Campus program, installed fall 2022.

Create global opportunities that build a network for dialogue and exchange.

- → Offer meaningful study abroad opportunities—both semester-long and shorter immersion workshops—that respond to evolving global conditions and relevant issues in our fields.
- → Provide support for faculty and student travel to advance national and international creative practice and research opportunities.
- → Recruit talented international students from around the globe.

"When we consider ways for this institution to exist in community, art can be a powerful force. Art can move us out of the WashU bubble. Through its intimacy, art forces us to go beyond that one-mile radius and brings us closer to people's lived experiences."

– **Penina Acayo Laker**
Assistant Professor, Communication Design

Core Investments for Success

Our plan outlines targeted investments in people, programs, and collaborative relationships that will build academic and research excellence, educate leaders, support access and equity, and drive opportunities for achievement across the school's academic units and the Kemper Art Museum.

- → Increase diversity and capacity with exceptional people
- → Grow infrastructure for collaborative research and creative practice
- → Adopt a "One School" philosophy
- → Expand professional development programs

We will make unified investments in expertise, access, diversity & inclusion, and infrastructure that will allow the Sam Fox School and Kemper Art Museum to achieve our strategic goals while streamlining internal governance, strengthening our collective identity, and ensuring greater focus on academic excellence, innovative research, scholarship and practice, professional success, and significant contributions to culture and society.

CONTEXT

The core investments we make as a school over the next decade will have a ripple effect across our fields through the work of our students, alumni, faculty, and staff. Ensuring the excellence and distinction of our academic programs is paramount and will rest on our ability to support the needs of talented faculty, students, and staff. Diversity, equity, and inclusion need to underpin our decision making around hiring, budgeting, scholarships, pipeline programs, facilities, and technology. Likewise, professional and leadership development will ensure students build and fortify a strong alumni network and successfully pursue chosen career paths while faculty and staff will thrive professionally. Finally, as the school endeavors to fulfill its mission to be more than the sum of its parts, we will look for opportunities to embrace a One School approach to building reputation by strengthening our collective identity and, through greater efficiency, allowing faculty and staff to focus on academic distinction, student success, and research innovation.

"The most exciting thing about this plan is that it's shaping the minds of future leaders, not just for our industry, but for the world. The possibilities are literally limitless here."

– **Mike Konzen**
Principal and Chair, PGAV Destinations

Increase diversity and capacity with exceptional people.

- → Increase the diversity of our community, nurture an inclusive learning and work environment, and promote a polyvocal culture and ethos that highly values diversity, inclusion, and equitable success.
- → Provide student scholarships that rival the most generous funding at peer programs across the country, significantly reduce student debt, and provide students with needed support beyond tuition for materials, travel, research, and professional development experiences.
- → Build faculty and curatorial expertise through a holistic plan for faculty hiring, new endowments for professorships and key museum positions, and a robust program of visiting faculty, scholars, fellows, and artists-in-residence.
- → Create new pipeline programs, expand existing ones, and aggressively seek scholarship support for participants to widen access to the fields of art, architecture, design, museum studies, and arts administration.
- → Invest in the well-being, development, and success of our staff.

Grow infrastructure for collaborative research and creative practice.

- Grow the Sam Fox School Office for Research and Innovation under the leadership of a newly appointed director to increase the annual amount of funded research and increase faculty engagement in collaborative research projects across campus.
- Strengthen internal research funding for individual and collaborative seed grants and build resources for research and creative practice dissemination.
- Develop and manage industry partnerships that support academic programs in key areas such as human-computer interaction, fashion, sustainable design, and at the intersection of health and design.
- Support junior faculty working towards tenure with start-up funds, mid-tenure-track sabbaticals, grant awards, and course releases.

Adopt a "One School" philosophy to facilitate academic and research excellence while streamlining administrative functions.

- → Strengthen the operations of the school through stronger alignments across the colleges and museum, streamlined faculty service, and investments in staff.
- → Build a digital, peer-reviewed journal to promote and disseminate innovative scholarship in the history, theory, and culture of art, design, architecture, and the humanities.
- → Invest in a comprehensive external communications strategy, including state-of-the-art websites for the school and museum, that will build reputation and ensure stronger recruitment of student, faculty, and industry partners.
- → Explore stand-alone coursework, certificate programs, and/or degree programs with emphasis on the intellectual and historical dimensions of architecture, art, and critical exhibition studies that bring critical perspectives to bear on the built environment and the humanities.

Expand professional development opportunities for students, faculty and staff that offer a range of professional directions and provide career-long connections to the Sam Fox School.

- → Build on our partnership with the university's Career Center and industry partners to ensure that students leave the Sam Fox School with highly competitive employment opportunities across a broad range of fields and possess the tools and resources to achieve lifelong career growth and success.
- → Grow our partnership with the Skandalaris Center to cultivate student and alumni confidence in their ability to launch a new enterprise or work in entrepreneurial ways.
- → Build a Leadership Development program that will prepare our students for strong leadership in their fields and add to the school's distinctive positioning vis-à-vis competitive peer programs.
- → Invest in and fully utilize the school's powerful alumni network; ensure that we are regularly showcasing, communicating with, and connecting alumni.
- → Provide faculty and staff with time, resources, and opportunities to engage in professional growth; strengthen internal systems for onboarding, mentoring, coaching, evaluation, and ongoing feedback to support professional achievement.


6

Sam Fox School Strategic Planning Steering Committee

Leadership

Mike Konzen
Committee Chair and Member, Sam Fox School National Council

Vicki Match Suna
Chair, Sam Fox School National Council

Carmon Colangelo
Ralph J. Nagel Dean

Amy Hauft
Director, College and Graduate School of Art

Heather Woofter
Director, College of Architecture & Graduate School of Architecture & Urban Design

Sabine Eckmann
Director, Mildred Lane Kemper Art Museum

Nicole Allen
Associate Dean, Planning Lead

Jack Risley
Professor of Art, Planning Lead

Membership

Will Bates, Alumni Representative
James Cohan, National Council Representative
Corinna Cotsen, National Council Representative
Adrienne Davis, University Representative
Jared Della Valle, Alumni Representative
D.B. Dowd, Faculty Representative
Damaris Dunham, Student Representative
Emily Greenspan, National Council and Kemper Art Museum Art Collection Committee Representative
Pam Henson, University Representative
Derek Hoeferlin, Faculty Representative
Odette Joos James, Student Representative
Liz Kramer, Staff Representative
Penina Acayo Laker, Faculty Representative
Meredith Malone, Kemper Representative
Eric Mumford, Faculty Representative
Lavar Munroe, Alumni Representative
Jane Neidhardt, Kemper Representative
Tim Portlock, Faculty Representative
Tirzah Reed, Student Representative
Kia Saint Louis, Student Representative
Audrey Treece, Staff Representative
Constance Vale, Faculty Representative
Enrique Von Rohr, Staff Representative
Hank Webber, University Representative

Concept Paper Working Groups

Engaging St. Louis

Chairs: Penina Acayo Laker and Liz Kramer

Marla Guggenheimer, Heidi Kolk, Meredith Lehman, Arny Nadler, Rodrigo Reis, Mónica Rivera, Linda Samuels, Stefani Weeden-Smith

Interdisciplinary Initiatives

Chairs: Tim Portlock and Constance Vale

Eric Ellingsen, Petra Kempf, Sung Ho Kim, Patricia Olynyk, Jack Risley

Design for Climate Change, Sustainability, and Resiliency

Chairs: Patty Heyda and Derek Hoeferlin

Chandler Ahrens, David Fike, John Hoal, Melissa Meinzer, Hongxi Yin

Interaction Design

Chairs: Jonathan Hanahan and Aggie Toppins

Will Bates, Mike Buzzard, Lucas Drummond, Caitlin Kellher, Molly Needleman, Alvitta Ottley, Mary Ruppert-Stroescu, Enrique Von Rohr

One School

Chairs: Igor Marjanoviç and Jack Risley

Matthew Branham, John Hendrix, Kelley Van Dyck Murphy, Mark Ryan, Audrey Treece, Cheryl Wassenaar

History, Theory, Culture

Chairs: Sabine Eckmann and Eric Mumford

Shantel Blakely, D.B. Dowd, Meredith Malone, Robert McCarter, Monika Weiss

Diversity, Equity, Inclusion

Chair: Bruce Lindsey

Nicole Allen, Petra Kempf, Liz Kramer, Shreyas R Krishnan, Meredith Lehman, Arny Nadler, Tim Portlock, Mónica Rivera, Dryden Wells

Entrepreneurship and Practice

Chair: Nicole Allen

Wyly Brown, Jared Della Valle, Carrie Johnson, Mike Konzen, Jen Logan Meyer, II Luscri, Mary Ruppert-Stroescu, Karin Soukup, Enrique Von Rohr, Hank Webber, Hongxi Yin

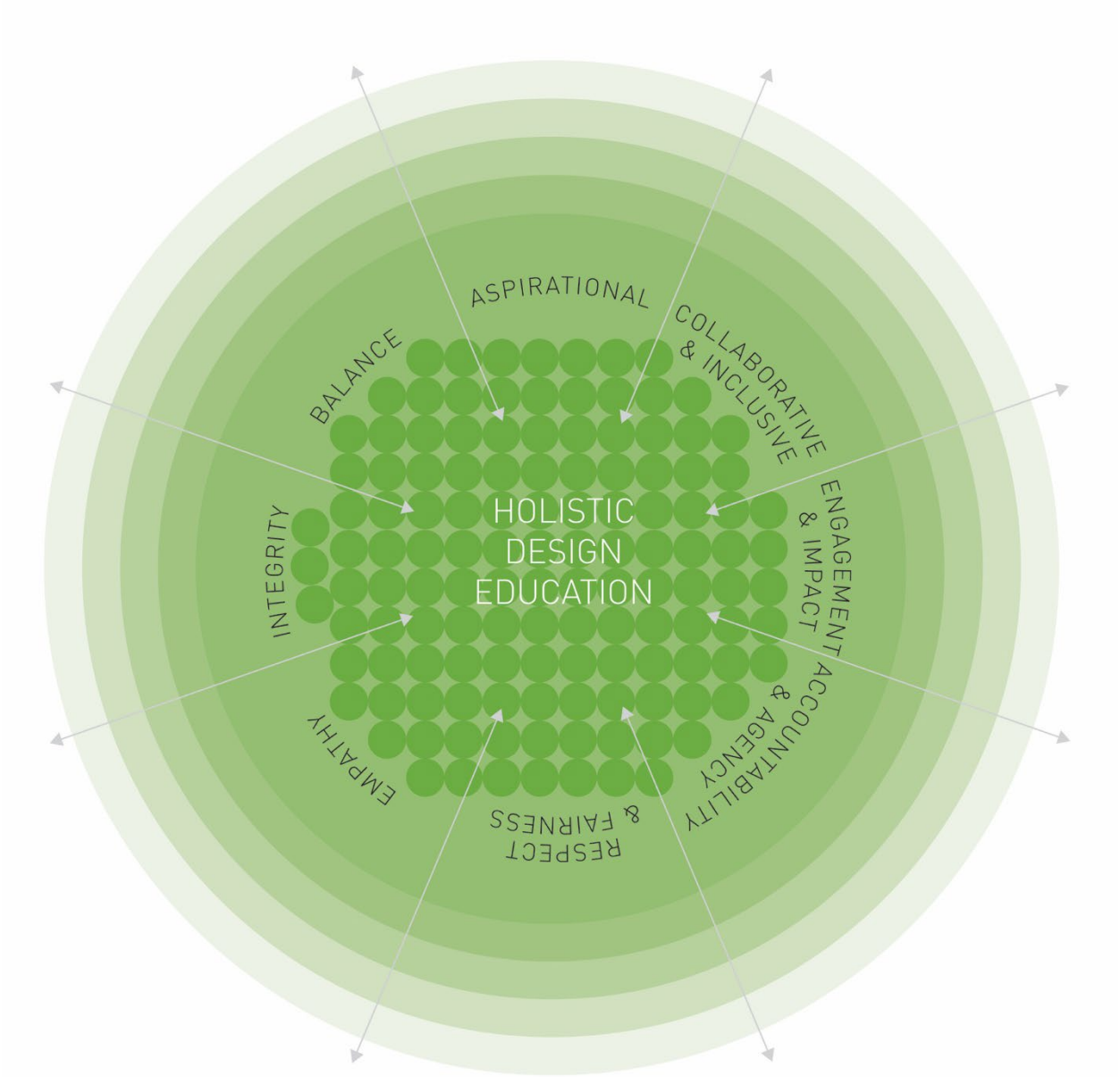
New Modes of Academic Delivery

Chairs: Nicole Allen and Jack Risley

Rob Morgan, Audrey Treece, Ian Trivers, Constance Vale, Enrique Von Rohr

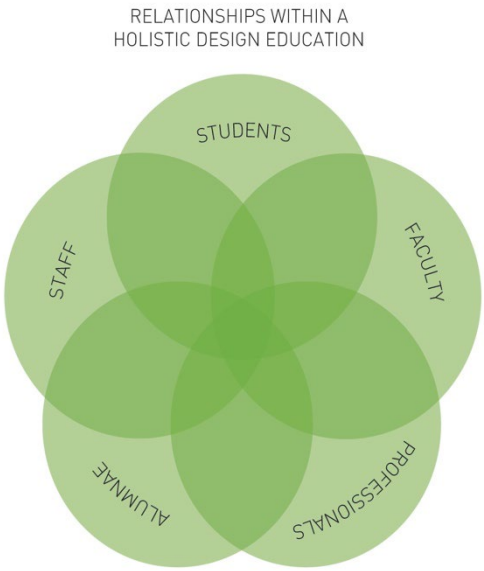
SAM FOX SCHOOL OF DESIGN & VISUAL ARTS

Washington University in St. Louis



LEARNING CULTURE AND VALUES STATEMENT vS23

Students, faculty, and staff of the College and Graduate School of Architecture and Urban Design (CoA) at Washington University in St. Louis believe that an empowering environment for learning is fundamental to a holistic design education. **The CoA supports a culture defined by integration and collaboration across a myriad of disciplines, identities, and learning styles utilizing a variety of design processes and methods.** This provides and encourages diverse avenues for creative and critical thought, ensuring that the CoA is a place of continued innovation and experimentation in support of a wide range of professional, social, and personal aspirations. The pressing environmental and social challenges of the 21st century are embedded in our values and are central to our design, scholarship, and practice. **We envision the following statement to be a living document revisited bi-annually and displayed prominently.**



Participants (students, faculty, professionals, alumni, and staff) are:

ASPIRATIONAL - We design the world for future generations to excel. We operate optimistically and cross-disciplinarily within a complex landscape of opportunity **where we develop capacity and support innovation and speculation**. We take risks and challenge paradigms **as an obligation to the futures we design**.

COLLABORATIVE & INCLUSIVE - We support and defend the voices of students, faculty, and staff who represent a diversity of cultures, sexual orientations, religious beliefs, genders, races, abilities, and origins. We are stronger together than apart and work collectively, collaboratively, and compassionately both within and outside of our curricular tasks. We believe better solutions emerge when a range of ideas and experiences are included in the process.

ENGAGEMENT & IMPACT - We dedicate time and resources to consider what it means to be a good neighbor at home and abroad. We believe it is our responsibility to utilize our privilege and position for a more equitable and just world, for people and the environment. Our projects extend beyond the classroom and the timeline of the semester in recognition of a commitment to help solve complex real-world problems **with our community partners**.

ACCOUNTABILITY & AGENCY - We take responsibility for our learning in and out of the classroom knowing what we get out of our education is in direct proportion to what we put into it. We hold ourselves and each other accountable; we have high expectations and do what we say we're going to do. We shape our education and maximize our learning potential through critical engagement with each other, our curriculum, and our world.

RESPECT & FAIRNESS - Each participant is treated with dignity in line with their own aspirations and objectives. We commit to be our best selves, treating others as we would want to be treated, and believing in every person's potential for success. Each person's ideas and experiences are equivalent and should be valued as such.

EMPATHY - We aim to understand the needs, desires, and emotions of those who share our time and space. We prioritize the lives and experiences of people - today's, yesterday's and tomorrow's -- in our designs, in our curriculum, and in our communities.

INTEGRITY - We are honest in our individual and collaborative work. We recognize and acknowledge the support, inspiration, and references that we utilize in our world while staying true to individual thought. We respect the design intent of each designer and support the development of their unique voice by providing respectful commentary in support of individual creative growth.

BALANCE - We encourage all individuals to achieve a well-rounded life including a range of coursework, extracurricular activities, social and familial networks, sleep and nutrition, and physical and mental health.

For further information or to join the committee contact Committee Chair Don Koster dkoster@wustl.edu

Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

January 10, 2025

Dr. Andrew Martin
Chancellor
Washington University in St. Louis
One Brookings Drive
MSC 1192-0105-0220
St. Louis, MO 63130-4899

Dear Chancellor Martin:

This letter serves as formal notification and official record of action taken concerning Washington University in St. Louis (the institution) by the Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) at its meeting on January 6, 2025. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued and reaffirmed the accreditation of Washington University in St. Louis with the next Reaffirmation of Accreditation in 2034-35. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due 8/15/25 on credit hour consistency (Core Component 4.A).

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at https://canopy.hlcommission.org.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.

Please note: Revisions to HLC's Criteria for Accreditation and Assumed Practices will go into effect on September 1, 2025. Institutions will be evaluated against these revised HLC requirements for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted on or after September 1, 2025, or institutional reports or Assurance Arguments for visits that will take place on or after September 1, 2025, should be written to the revised version of the Criteria or Assumed Practices as applicable. More information, including a crosswalk between the current and revised versions of the Criteria, is available on HLC's website at https://www.hlcommission.org/criteria.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison, Andrew Lootens-White**.** Your cooperation in this matter is appreciated.

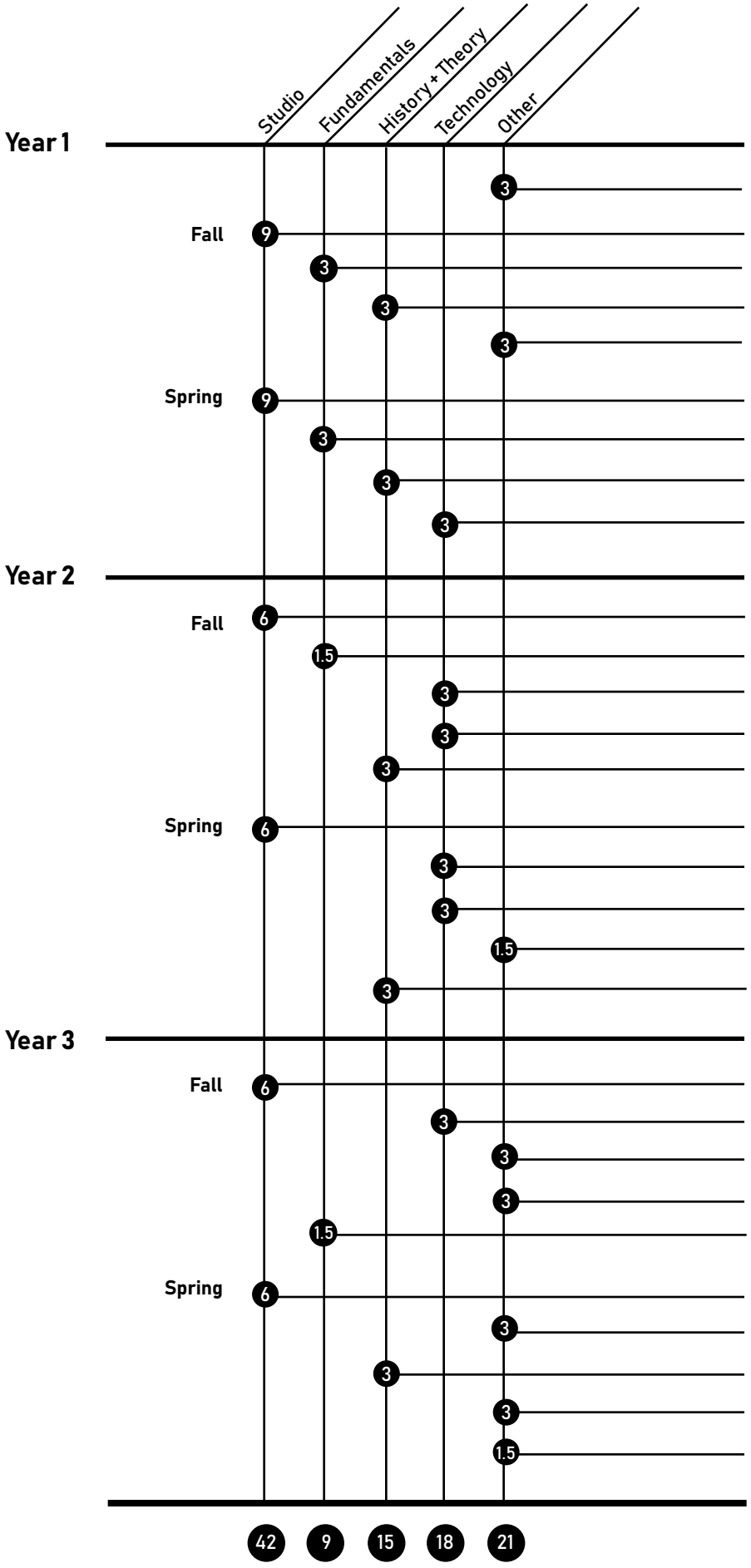
Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

cc: Mark Valenzuela, Accreditation Liaison Officer
Andrew Lootens-White, HLC Staff Liaison

Last Updated: July 7, 2023



MArch 3 Program

Pre-Semester

A46 317 Architectural Design I
A46 323A Architectural Representation I
A46 4280 Architectural History I*
General Elective

A46 318 Architectural Design II
A46 323B Architectural Representation II
A46 4284 Architectural History II*
A46 438 Environmental Systems I*

A46 419 Architectural Design III
A47 418A Design Culture
A46 445 Building Systems*
A46 447A Structures I*
History + Theory Research & Writing Elective

A46 511 Architectural Design IV [1]
A46 439 Environmental Systems II*
A46 448A Structures II*
General Elective
A46 4288 Architectural History III

A46 611 Architectural Design V [1]
A46 538C Advanced Building Systems [2]
A46 580 Design Thinking
Urban Issues Elective
A46 518A Pre-Design

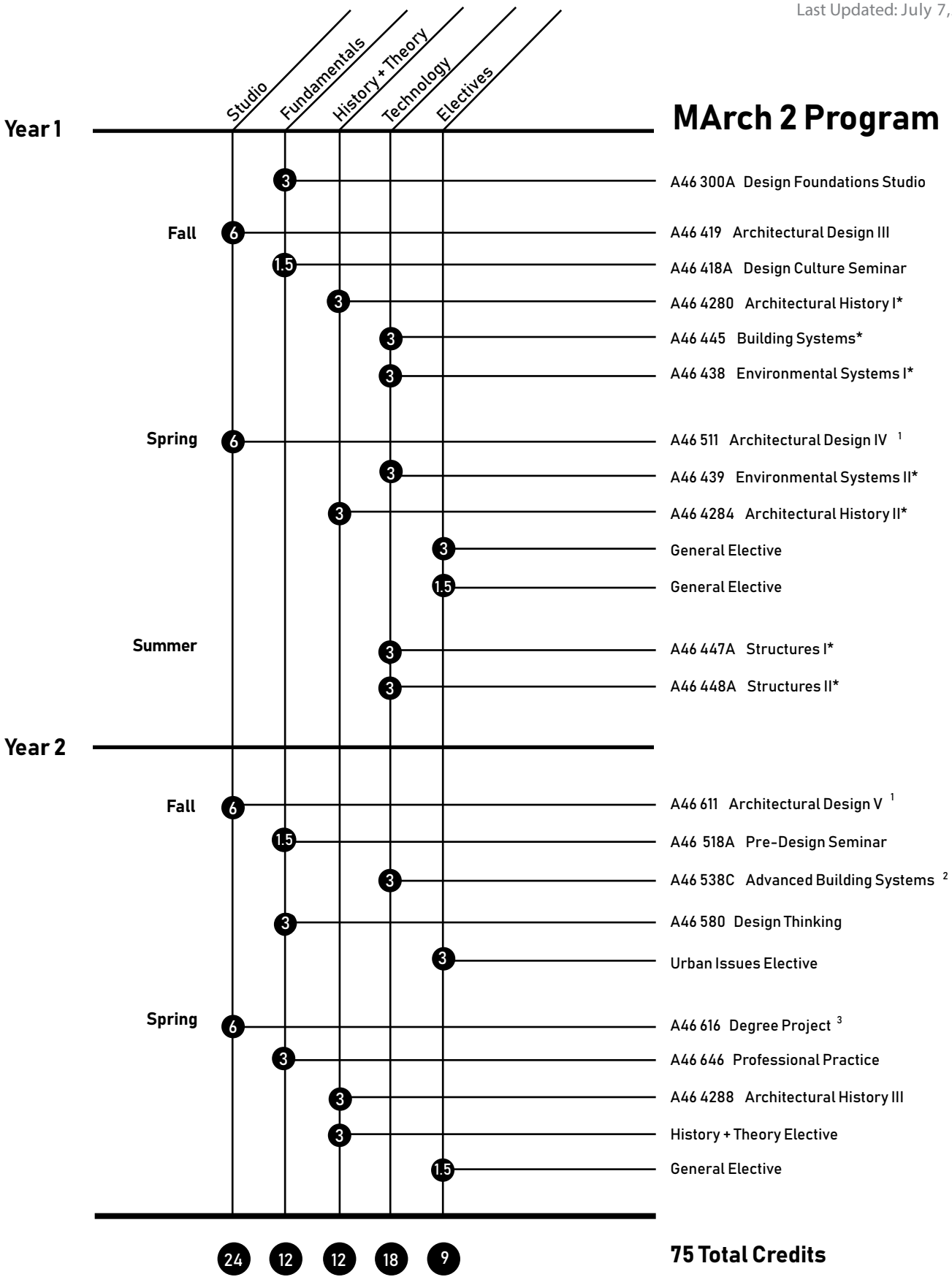
A46 616 Degree Project [3]
A46 646 Professional Practice
History + Theory Elective
General Elective
General Elective

105 Total Credits

[1] one studio must be comprehensive
[2] prerequisites: Structures I & II, Environmental Systems I & II, and Building Systems
[3] prerequisites: Design Thinking, Advanced Building Systems
* may be waived; waived courses (more than 2) must be fulfilled by general elective

Last Updated: July 7,2023

MArch 2 Program



75 Total Credits

[1] one studio must be comprehensive

[2] prerequisites: Structures I & II, Environmental Systems I & II, and Building Systems

[3] prerequisites: Design Thinking, Advanced Building Systems

* may be waived; waived courses (more than 2) must be fulfilled by general elective

WashU Sam Fox School

April 21, 2025

Dear MArch3 Student,

Students admitted to our three year program, MArch3, have the option to waive certain required courses if they have previously completed equivalent coursework at another university.

A course waiver requires evidence that a student has had adequate exposure to the required material in their previous academic experience. Course waivers will only granted for an equivalent course or combination of courses completed satisfactorily to fulfill National Architectural Accrediting Board (NAAB) student performance criteria. Equivalence is measured in terms of both content and coursework.

When a student receives a course waiver, that specific curricular requirement is waived. Up to six credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of those waived courses.

We have attached the MArch3 curriculum outline for your reference. Students may submit materials to waive any of the following courses:

- A48 LAND 304 Shared Ecologies
- A46 Arch 4280 Architectural History I
- A46 Arch 4284 Architectural History II
- A46 Arch 4288 Architectural History III
- A46 Arch 438 Environmental Systems I
- A46 Arch 445 Building Systems
- A46 Arch 447A Structures I
- A46 Arch 448A Structures II

To obtain course waivers, please submit the required documentation by **Friday, May 30, 2025**. All documents and questions should be sent to samfox-archwaivers@email.wustl.edu .

Please refer to the attached Graduate Architecture Course Waiver Requirements for a list of course materials that you are required to submit if you wish to be considered for waivers. Please send documents only in PDF format and do not send links to cloud-based storage systems. Additional materials may be requested.

Thank you for reading the guidelines carefully to make the process as efficient as possible. We look forward to welcoming you to the school!

Sincerely,

Mónica Rivera
Chair of Graduate Architecture Programs
JoAnne Stolaroff Cotsen Professor

Washington University in St. Louis
Graduate School of Architecture & Urban Design
MSC 1079-131-105
1 Brookings Drive
St. Louis, MO 63130

WashU Sam Fox School

April 21, 2025

Dear MArch2 Student,

Students admitted to our two year program, MArch2, have the option to waive certain required courses if they have previously completed equivalent coursework at another university.

A course waiver requires evidence that a student has had adequate exposure to the required material in their previous academic experience. Course waivers are only granted for an equivalent course or combination of courses completed satisfactorily to fulfill National Architectural Accrediting Board (NAAB) student performance criteria. Equivalence is measured in terms of both content and coursework.

When a student receives a course waiver, that specific curricular requirement is waived. Up to six credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of those waived courses.

We have attached the MArch2 curriculum outline for your reference. Students may submit materials to waive any of the following courses:

A48 LAND 304 Shared Ecologies
A46 Arch 4284 Architectural History II
A46 Arch 4288 Architectural History III
A46 Arch 438 Environmental Systems I
A46 Arch 445 Building Systems
A46 Arch 447A Structures I
A46 Arch 448A Structures II

To obtain course waivers, please submit the required documentation by **Friday, May 30, 2025**. All documents and questions should be sent to samfox-archwaivers@email.wustl.edu.

Please refer to the attached Graduate Architecture Course Waiver Requirements for a list of course materials that you are required to submit. Please send documents only in PDF format and do not send links to cloud-based storage systems. Additional materials may be requested upon review.

Thank you for reading the guidelines carefully to make the process as efficient as possible. We look forward to welcoming you to the school!

Sincerely,

Mónica Rivera
Chair of Graduate Architecture Programs
JoAnne Stolaroff Cotsen Professor

Washington University in St. Louis
Graduate School of Architecture & Urban Design
MSC 1079-131-105
1 Brookings Drive
St. Louis, MO 63130

WashU Sam Fox School

Graduate Architecture Course Waiver Requirements *entering 2025*

Course waivers will only be granted for an equivalent course or combination of courses completed satisfactorily to meet NAAB-accredited student performance criteria. Equivalence is measured in terms of both content and assignments. Up to six credits (two courses) of waivers can be applied toward required degree credits. Satisfactory completion requires a grade of "C" or higher and cannot be fulfilled with pass/fail grades. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of those waived courses.

A46 Arch 4280 – Architectural History I (for M.Arch3 students)

Course Description:
This lecture course will introduce major historical narratives, themes, sites, and architects from ancient Greece to the end of the Baroque period. We will take an extended look at the dawn of the modern period in the 15th and 16th centuries through a global perspective, turning eastward from Renaissance Europe to the Ottoman, Mughal, Chinese, and Japanese empires.

The great chronological and geographic span of this course will be pulled together around the themes of 1) classicism and its subsequent reinterpretations, and 2) the pursuit of the tectonic ideal. Our aim is to recognize how these ideological pursuits of modern architecture evolved out of longer historical processes. We will also pay close attention to major sites of landscape and urban-scale work. Requirements will include a mid-term, final exam, and a series of short papers.

The previous course(s) must include significant coverage on all of the following topics: Greco- Roman Classicism, European Middle Ages, Renaissance+Baroque, and 18th/19th century Neoclassicism and the Industrial Revolution. Students are also expected to have been exposed to a significant amount of non-Western content, such as Pre-Columbian, Islamic, South Asian, or East Asian. The previous course must also include a substantial research-based writing assignment. This course counts towards NAAB PC.4: History and Theory

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s], a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. The syllabus should clearly describe session topics, readings and assignments.

A46 Arch 4284 – Architectural History II

Course Description:
An introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the last one hundred and twenty years. In addition to tracing the usual history of modern architecture, this course also emphasizes understanding of the formal, philosophical, social, technical, and economic background of other important architectural directions in a global context. Topics range from architects' responses to new conditions in the rapidly developing cities of the later nineteenth century, through early twentieth-century theories of perception and social engagement,

Washington University in St. Louis
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St. Louis, MO 63130

to recent efforts to find new bases for architectural interventions in the contemporary metropolis.

The previous course(s] must have covered 20th century architecture, and not be a survey of aparticular country or region, such as American Architecture or Architecture in China. This course counts towards NAAB PC.4: History and Theory, PC.5: Research and Innovation, and PC.8: Social Equity and Inclusion.

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s], a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. The syllabus must clearly describe session topics, readings and assignments.

A46 Arch 4288 – Architectural History III

Course Description:

The third survey class focuses on architectural history and theory after modernism. It examines the rise of architectural theory as a field of inquiry and its links to both critical social theory - including the Frankfurt School - and to contemporary traits of philosophical postmodernity. From the contextual questions of meaning and memory to the examination of post-structuralism, cultural theory and identity politics - including race, gender and ethnicity - the course uses primary textual sources to illuminate drawings, buildings, and ideas that defined this seminal moment in architectural history. While the course closely examines this time period of intense search for a new visual language, it also probes contemporary complexities of architecture's continued search for visual and social purpose in an increasingly interconnected world.

The previous course(s] must have covered post-modern architecture, and not be a survey of a particular country or region, such as American Architecture or Architecture in China. This course counts towards NAAB PC.4: History and Theory and PC.5: Research and Innovation.

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s], a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. The syllabus must clearly describe session topics, readings and assignments.

A46 Arch 438 – Environmental Systems I

Course Description:

Environmental Systems I is the foundation course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context, including ideas of environment, landform, energy, material and space. The class places an emphasis on each student developing his or her own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form.

*The class is organized around the themes of climate, site and energy. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through '**passive**' strategies.*

The theme of site expands the idea of the architectural project to examine landform, position, access and region. The theme of energy looks at architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels.

Two goals for the class are to provide students with ways of thinking about and of working with issues of sustainability which can inform their design practice, and to equip them with the basic knowledge needed to continue within the technology sequence. This course counts towards NAAB P.3: Ecological Knowledge and Responsibility, SC.4: Technical Knowledge, and SC.5: Design Synthesis

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s), a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. Students should provide course exercises or completed work, and may be asked to complete a quiz related to course content.

A46 445 – Building Systems

Course Description: Building Systems will examine the performance and properties of building materials, both traditional and new, through an analysis of assemblies and related systems. Investigations of wood, masonry, steel and concrete and the integration of relevant building systems will provide the fundamental structure for the course. All systems will be investigated relative to their architectural purpose, impact on the environment, relationship to culture/context, technical principles and will also consider manufacturing, construction, our profession and the society in which we practice.

Moreover, the course will also examine the performance characteristics of contemporary enclosure technology and explore the impact these technologies are having on design thinking. Although we will focus primarily on the aforementioned topics, we will also identify and consider the impact of other parameters on design and performance such as: building codes, role of the profession, health and life safety, systems integration, sustainability and industry standards.

The course strives to provide students with a sound familiarity and understanding of traditional building systems in wood, steel and concrete; as well as the skills necessary to represent these systems. The course also seeks to expose students to the material and poetic potential of these technologies related to the making of architectural environments. This course counts towards NAAB SC.4: Technical Knowledge.

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s), a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. Students should also submit examples of course work (name, date and course identification should be visible for all work):

- Required - Wall Sections]*
- Optional/Preferred - Ramps & Accessibility assignments, other relevant assignments/writings/exams/quizzes
- If documentation of a wall section, detail drawing or detail model is not available this work must be specifically addressed as a requirement/deliverable in the syllabus.

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WashU Sam Fox School

A46 447A and 448A – Structures I and II

Course Description:

Structures I: *Statics and Strength of Materials through Beam and Column Theory. Loads are defined and states of stress are identified and analyzed. The context of structural behavior is identified and optimal structural behavior and material efficiency structural design is reviewed. Form-active, bulk-active and vector active structural options are explored relative to the transference of load along the length of structural members. The course applies structural theory to the analysis and design of structural members - beams, trusses, arches and columns.* This course counts towards NAAB SC.4: Technical Knowledge.

Course Description:

Structures II: *Continuation of Arch 447A with consideration of the effects of forces on structural members of various materials. Introduction to the design of structural members in steel, reinforced concrete and wood.* This course counts towards NAAB SC.4: Technical Knowledge.

Students requesting a waiver must submit a copy of their transcript with a passing grade for the equivalent course(s), a course syllabus, a course calendar and the title of the course-required text. Translations are required if the original documents are not in English. Students should provide course exercises or completed work, and may be asked to complete a quiz related to course content.

Washington University in St. Louis
Graduate School of Architecture & Urban Design
MSC 1079-131-105
1 Brookings Drive
St. Louis, MO 63130

WashU Sam Fox School

2025-2026 Graduate School of Architecture & Urban Design - International Application for Graduate Financial Aid

An application for financial aid will not influence decisions for admission to the Sam Fox School, so there is no penalty for seeking aid.

Funding for scholarships is limited. Priority for scholarships will be given to the applications received on or before **February 1.**

Full Name

Email Address

Permanent Address

Date of Birth

Country of Birth

Citizenship

Which program are you pursuing?

- ◯ MArch
- ◯ MLA
- ◯ MUD
- ◯ MSAAD
- ◯ MSAS

Dual Degree?

- ◯ Yes
- ◯ No
- ◯ If yes, please indicate MLA, MUD, or other

Parent 1 Information (if applicable):

Father/Male Guardian Name

Occupation

Current Employer

Parent 2 Information (if applicable):

Mother/Female Guardian Name

Occupation

Current Employer

Student Marital Status

- ◯ Married
- ◯ Widowed
- ◯ Divorced
- ◯ Separated
- ◯ Never married

Please list the names of all the family dependents, including the applicant. If dependent(s) are in school, provide school name and annual expenses.

	Dependent #1	Dependent #2	Dependent #3
Name			
Age			
Name and Location of School/University			
Annual Cost of Attendance (in U.S. $)			
Scholarships/Grants/ Loans (in U.S. $)			
Family Contribution (in U.S. $)			

Financial Information: Documentation of the information provided below may be required in order to finalize your financial aid offer. We will contact you with detailed instructions if any additional information (such as tax forms, bank statements, or employer statements) is required. ****Please convert all currency figures to U.S. Dollars.**

	2023 (Actual Income in U.S.$)	2024 (Estimated Income in U.S. $)
Student's Total Income		
Fathers's Total Income		
Mother's Total Income		
Other Family Income **		
Total		

**Please describe "Other Family Income", if applicable:

Assets: Please provide the value of the following family assets:

	Value in U.S Dollars $
Real Estate (Land and Buildings other than home)	
Savings	
Stocks and Bonds (Investments)	
Current Value of Home (if owned)	
Other (explain below)	
Total	

Please describe "other" assets, if applicable:

Assets con't.: Please list all vehicles (cars, boats, recreational) owned by the family:

	Make and Model	Year
Vehicle #1		
Vehicle #2		
Vehicle #3		

Availability of Funds: Below are the estimated expenses for one (1) academic year (fall and spring semester) at WashU. Please indicate the amount that you and/or your sponsors can provide for the tuition and living expenses and the source of the funds. ***Please note: Completing this section does <u>NOT</u> guarantee that you will be awarded a scholarship to cover any expenses not met by your contribution.*** Summer cost (such as MUD studio) are not included here.

***Expenses are in U.S. dollars and are for the current academic year. Tuition and expenses for 2025-2026 may be higher.**

	Available Funds	Source of Funds
Tuition and Fees - U.S. $62,192		
Room - U.S. $7,725		
Board - U.S. $5,565		
Books & Supplies - U.S. $2,780		
Personal Expenditures - U.S. $6,500		
Total - U.S. $84,762		

Will these funds be available for subsequent years of study?

- ◯ Yes
- ◯ No

If "NO", how do you plan on supporting yourself and paying tuition after the first year (Please provide answer below):

Is there any other aspect of your financial situation or any special circumstances not made apparent in other sections of this form that the Financial Aid Committee should be made aware of? If so, please provide information below:

Certification: By completing and submitting this application, you are acknowledging:

*That the information on this application is true, correct, and complete and that you can provide any additional documentation that may be required and/or requested.
*That Washington University has permission to verify the information reported in the Financial Information section.
*That any misrepresentation may be cause for refusing admission and/or financial aid.

- ◯ I agree
- ◯ I disagree