

# **Virginia Polytechnic Institute and State University**

## **Interim Progress Report for Year Three**

### **Instructions and Template**

November 30, 2021

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# 1. INSTRUCTIONS AND TEMPLATE GUIDELINES

## Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

## Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

## Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.<sup>1</sup> The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the 3-Year Interim Progress Report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR. If the Board approves the recommendation no further reporting is necessary. The Annual Statistical Report (See Section 9 of the 2015 Procedures) is still required.
2. Accept the 3-Year Interim Progress Report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth-year report must include additional materials or address additional sections. The Annual Statistical Report is still required.
3. Reject the 3-Year Interim Progress Report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The Annual Statistical Report is still required.

## Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to [accreditation@naab.org](mailto:accreditation@naab.org).

## Instructions

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<sup>1</sup> The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a 3-Year IPR.

## 2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

### CONDITIONS NOT MET

<b>2018 VTR</b>
None

### STUDENT PERFORMANCE CRITERIA NOT MET

<b>2018 VTR</b>
B.2 Site Design (M. Arch)
B.3 Codes and Regulations (M. Arch)
C.3 Integrative Design (M. Arch)

### 3. TEMPLATE

**Interim Progress Report**  
**Virginia Polytechnic Institute and State University**  
**School of Architecture + Design**

**B. Arch.** [160 undergraduate credit hours]

**M. Arch.**

M. Arch. 2 [preprofessional degree plus 54 graduate credit hours]

M. Arch. 3 [non-preprofessional degree plus 84 graduate credit hours]

*Year of the previous visit: 2018*

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

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

**Name:** Aaron Betsky

**Title:** Director, School of Architecture + Design

**Email Address:** [abetsky@vt.edu](mailto:abetsky@vt.edu)

**Physical Address:** 1325 Perry Street, Blacksburg, Virginia 24061

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

**Chief academic officer for the Institution:**

**Name:** Cyril Clarke

**Title:** Provost

**Email Address:** [clarkecr@vt.edu](mailto:clarkecr@vt.edu)

**Physical Address:** 210 Burruss Hall, Blacksburg, Virginia 24061

Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

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

**a. Progress in Addressing Not-Met Conditions**

**Virginia Tech, 2021 Response: N/A**

**b. Progress in Addressing Not-Met Student Performance Criteria**

Virginia Tech appreciates the opportunity to address three Not-Met Conditions found in our graduate programs during the spring 2018 accreditation visit. The Graduate program curriculum has not been changed, rather efforts have been focused on developing existing course syllabi and content to address Not-Met conditions: selecting appropriate projects, providing extensive study resources, and requiring student work to show a more complete understanding of Not-Met issues. Graduate faculty responsible for courses where Not-Met conditions occurred were immediately made aware of the three problem areas: Site Design, Codes and Regulations, and Integrative Design. Faculty and administrators met to determine a course of action. The decision was made to replace all faculty who had previously been teaching the Summer Advanced Design Lab. Faculty teaching Architecture and Systems Lab was not replaced but was asked to plan a course of action to address the deficiency for that course—Site Design. A Google Drive was set up where faculty could place syllabi, project briefs, reference material and student work for periodic review. Projects and project sites were specifically chosen to address the areas of deficiency; reference materials, preliminary exercises, and precedent and case studies were developed to support and prepare students to address the project requirements for both the Advanced Design Lab and the Architecture and Systems Lab. Graphic representation as well as check-sheet and written documentation were required. Reference materials included documents on Codes, Cores and Circulation, Wall Section examples, Materials and Specifications, Programming, examples of Construction and Mechanical Drawings, Site Strategies, Fire Stairs, and Structures. For all affected courses, members of the senior faculty were asked to review the course syllabus, required readings and assignment descriptions. Additionally they participated in assessing student work and made recommendations for course modifications as necessary in an effort to address the concerns raised in the most recent accreditation report. Following is an accounting of each course and the relevant criteria for every semester since the last accreditation visit.

**B.2 Site Design (M. Arch)**

**2018 Visiting Team Assessment:** M. Arch.: evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and ARCH 5756 Advanced Design Laboratory and ARCH 5515 and 5515 Architecture Systems Lab.

**Virginia Tech, 2021 Response:** Summer 2018 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. As a first exercise for the summer students were given a rectangular, sloped site surrounded by other campus buildings and asked to consider the physical and metaphysical circumstances of the site. They were asked to make a reading of the site and to document that initial reading. Subsequently students presented the site and site context in a more formal way with plan and section drawings. The building they were asked to design was a 35,000 square foot Design, Education, Technology and Instructional Lab. Summer 2019 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. Students were first given a site and context analysis exercise for an urban site in Roanoke. They were asked to make a 'reading' of the site that incorporated both physical inevitabilities like terrain, cardinal orientation and adjacencies to natural or human-made objects, and also intangible considerations of site such as the history and culture of the region. Subsequently, students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Students were asked to consider slight elevation changes by studying the site in section and to consider the context of the site which included alleys, sidewalks, streets, buildings and other parcels. They were also asked to adhere as closely as possible to Roanoke D Downtown Zoning Regulations. Site plans and/or site models were required for project documentation. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 in previous summers before the accreditation visit were replaced. Students were initially asked to do a precedent study that analyzed a building's response to site: its characteristics, urban context, historical fabric, soil, topography, ecology, climate and building orientation. The first short project given was for a 150 square foot visiting artist's space on the rooftop of Robert Venturi's Newman Library addition on the campus of Virginia Tech. The second, longer-term project was a hotel for Blacksburg on Main Street between two existing buildings. Students were asked to consider topographic and contextual engagement of existing site conditions. Mid-term review required documentation of site and context analysis including site history, zoning-based design consideration, site studies and other site-related findings. End of term requirements were for resolutions and a fully developed set of representations of the architectural response to these site conditions. Summer 2021 ARCH 5755/5756 Advanced Design Lab; Again, different faculty were engaged to teach this Lab. Students were first asked to produce an analytic site model that could be incorporated into the shared class site model. Students were then given a project to design a 36,000 square foot addition to the existing Architecture building on a sloped site at the back of the building. During the first week the Campus Landscape Architect, Jack Rosenberger visited the class and shared information about the campus master plan, the complexity and ongoing planning surrounding campus expansion and accessibility, and particular aspects related to plans for their site and some of the challenges and opportunities. He shared several planning and design documents with the students which were posted to Canvas and discussed afterward. Additionally students engaged in a detailed on-site site analysis exercise that introduced a set of skills related to field measurement

and context analysis. They spent several days with tape measures, lasers, cameras and sketchbooks documenting both quantitative aspects of the site (dimensions, topography, edge conditions, existing buildings etc.) as well as qualitative features of the site (views, traffic patterns, landscape/hardscape, vegetation, light, wind etc.) Students also learned to measure topography using string, a level and a tape measure and they used their measurements to study the particular topographic conditions. The students used their collective findings to generate a scaled site model that was used for the rest of the summer session. Students also studied the site by means of site section drawings. Fall/Spring 2018/2019; ARCH 5515/5516 Architecture and Systems Lab; During the two semester sequence, site design moves from basic concerns in the fall to complex concerns in the spring. For the fall semester students were given three design exercises that required them to consider site: the first two projects were a stair and a small building within a walled garden where building and site were integral. Students were required to study and represent solar orientation of building and site. The third exercise was an Architecture and Design Archive to be located on campus, in close proximity to three academic buildings. Students conducted topographic studies and other elements of site analysis and subsequently produced site plans and site sections to demonstrate the integration of building and site. For the spring semester students were given a "hill" site and surrounding valleys on the Blacksburg Campus Golf Course and asked to do a restaurant and observation tower. Mid-semester Schematic Design requirements included site plan drawings showing locations of buildings roads, parking and landscape elements. Students were also required to show site drainage and storm water removal or retention. Fall/Spring 2019/2020; ARCH 5515/5516 Architecture and Systems Lab; For the fall semester students were given three design exercises that required them to consider site: the first two projects were a stair and a small building within a walled garden where building and site were integral. Students were required to study and represent solar orientation of building and site. The third exercise was the Architecture and Design Archive used an actual site and required students to place a building where other buildings were in close proximity. Students conducted topographic studies and other elements of site analysis and subsequently produced site plans and site sections to demonstrate the integration of building and site. For the spring semester students were asked to do a Blacksburg Athenaeum located on a site within the original grid of Blacksburg that has many complexities including steeply sloping topography and surrounding buildings. Students made topographic sections through the site and integrated the building into the slope. Climatic and solar orientation were studied for the particular place. Local building and zoning codes were examined. Fall/Spring 2020/2021; ARCH 5515 and 5516 Architecture and Systems Lab; as a first project students were given a program for a dual-chambered building (upper and lower) to be incorporated into a walled garden. Rather than dealing with the specifics of site yet, students were asked to connect buildings of two heights with a stair and a garden wall with the human body as a reference. For the spring semester students were asked to do a Blacksburg Athenaeum located on a site within the original grid of Blacksburg that has many complexities including steeply sloping topography and surrounding buildings. Students made topographic sections through the site and

integrated the building into the slope. Climatic and solar orientation were studied for the particular place. Local building and zoning codes were examined. Note: For building projects assigned in the spring semesters, students were required to provide a complete civil site plan including: drawing showing the location of all buildings, roads, parking and landscape elements, delineation of project limit lines, preliminary spot elevations, existing utilities noted, proposed utilities noted, site drainage with storm water removal/retention noted, number of parking spaces required by code/zoning, provisions for trash disposal and removal, conformance to zoning restrictions for easements and setbacks, results of preliminary soils and boring surveys, environmental impact study if needed, site disturbance (erosion control) permit for more than 1 acre.

### **B.3 Codes and Regulations (M. Arch)**

**2018 Visiting Team Assessment:** M. Arch.: evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and ARCH 5756 Advanced Design Laboratory. (Note that the 2009 criterion B.2 Accessibility, now part of this criterion, was not met).

**Virginia Tech, 2021 Response:** Summer 2018 ARCH 5755/5756 Advanced Design Lab; Both faculty previously teaching these courses were replaced. Students were asked to design a 25,000 square foot Design, Education, Technology and Instructional Lab. Following the Schematic Design review at the end of the first summer session, students addressed code and accessibility in the first week of the second summer session. In their own work students were required to complete a code and zoning worksheet outlining ways in which egress, accessibility and occupancy were addressed. Summer 2019 ARCH 5755/5756 Advanced Design Lab; Both faculty previously teaching these courses were replaced. Students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Students engaged in a code and accessibility case study of two buildings: the Black History Museum of Virginia and the AdCenter on the campus of Virginia Commonwealth University. In their own work students were required to complete a code, zoning and accessibility worksheet outlining ways in which egress, accessibility and occupancy were addressed. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty teaching 5755 and 5756 were replaced. Students were initially asked to choose a precedent and to make a careful study of that, including how principles of life-safety and accessibility standards were resolved. For their own design project students were asked to design a hotel for a site in the original grid of downtown Blacksburg. At mid-term students were required to complete documentation of how the essential elements of building and zoning codes and accessibility were addressed in their projects and to complete a code/zoning worksheet. Additionally, there were two guest lectures addressing life-safety and accessibility. Summer 2021 ARCH 5755/5756 Advanced Design Lab; Again, different faculty were engaged to teach the lab. Students were given an exercise to complete a schematic design code analysis spread sheet while developing plans and sections for their design proposals, the previously described 36,000 square foot addition to the Architecture School building. Plan and section drawings were required to have annotations that keyed to the code spreadsheet.

### C.3 Integrative Design (M. Arch)

**2018 Visiting Team Assessment:** M. Arch: evidence of student achievement at the prescribed level was not consistently found in ARCH 5755 and 5756 Advanced Design Lab, and ARCH 5994 Research & Thesis.

**Virginia Tech, 2021 Response:** Summer 2018 ARCH 5755/5756 Advanced Design Lab Faculty were replaced. Students were first asked to select a building for precedent analysis. This study allowed students to take an already integrated building and separate it into discrete parts for analysis: the overall design approach, organization of the spaces and program, structure and code-related issues. This analysis exercise of an existing building prepared them to comprehensively address their own design for a 35,000 square foot Design, Education, Technology and Instructional Lab for an on-campus site. Preliminary proposals required that students consider relationships to adjacent buildings, plans and sections that included program, access and egress, structural assumptions and the relationship between façade and structure. Further development of the project required the incorporation of natural light with materials, building systems and structure. Final project documentation required conceptual studies, precedent research, code and zoning analysis, architectural program, cost estimate, site/context analysis, site plan, floor plans, life safety and accessibility, elevations, building sections, material specifications, assembly/detail drawings, structural plan, environmental information and experiential representation. Summer 2019 ARCH 5755/5756 Advanced Design Lab Faculty for the Lab were replaced. Students were asked to design a Craft Brewing Education Center for a 12,000 square foot urban site in Roanoke, Virginia. Preliminary proposals required that students consider relationships to adjacent buildings, plans and sections that included program, access and egress, structural assumptions and the relationship between façade and structure. Further development of the project required the incorporation of natural light with materials, building systems and structure. Final project documentation required conceptual studies, precedent research, code and zoning analysis, architectural program, cost estimate, site/context analysis, site plan, floor plans, life safety and accessibility, elevations, building sections, material specifications, assembly/detail drawings, structural plan, environmental information and experiential representation. Summer 2020 ARCH 5755/5756 Advanced Design Lab; Both faculty were replaced. The students were given a precedent analysis project that required them to take an already integrated building and separate it into discrete parts for analysis: response to site, resolution of life-safety and accessibility standards, structure, environmental building systems, building services systems, building envelope and materials and finishes. This analysis exercise of an existing building prepared them to comprehensively address their own design in the urban hotel project. At mid-term they were required to have conceptual studies, precedent studies, zoning and code elements with code worksheet, plus a typical set of architectural drawings including plans, sections, elevations, wall section details, site plan, material proposals and environmental considerations. They were also asked to have preliminary ideas about materials

and environmental questions such as solar shading, passive gain, ventilation, daylighting, thermal mass etc. Final requirement was for the architectural proposition to address and document selection and integration of the structural system, thermal and moisture barriers, material selection-specification-detailing, integration of building systems (heating/cooling, lighting, plumbing integration of vertical circulation, life-safety and accessibility compliance, exterior public spaces, topographic and contextual engagement of existing site conditions, program and architectural promenade. Summer 2021 ARCH 5755/5756 Advanced Design Lab Different faculty were engaged to teach the Lab. Students were given four brief exercises to complete: a campus precedent analysis that asked them to consider organizing principles at the campus scale, boundaries and campus typology; a building precedent analysis that asked them to consider site with building placement, program, structure, movement through the building, entry, egress, management of environmental impact, materials and details; a site model exercise; and a schematic design code analysis spread sheet. Their design project was a 36,000 square foot addition to the Architecture School building on the Blacksburg campus. Schematic Design proposals in the first summer session were required to consider Circulation, Program, Order, Structure, Materials, Systems, Natural Lighting and Views, and issues of Sustainability. Final requirement was for the architectural proposition to address and document selection and integration of the structural system, thermal and moisture barriers, material selection-specification-detailing, integration of building systems (heating/cooling, lighting, plumbing integration of vertical circulation, life-safety and accessibility compliance, exterior public spaces, topographic and contextual engagement of existing site conditions, program and architectural promenade. Fall/Spring 2018/2019, 2019/2020, 2020/2021; ARCH 5994 Research and Thesis Since each student engages in a thesis project and those projects vary widely, Integrative Design is required in the Advance Design Lab completed before the thesis year.

## II. Changes or Planned Changes in the Program

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

**Virginia Tech, 2021 Response:** The College of Architecture and Urban Studies, of which the architecture program is part, currently is under the leadership of interim Dean Rosemary Bliezsner and will begin the search for a new Dean in the spring of 2022. The University anticipates designating a new Dean in early 2023. There is one anticipated retirement in the Architecture Graduate Program, though it is not yet confirmed. There are no other retirements expected at this time. Three new program chairs were put in place in July of 2020. Chris Pritchett is currently Chair of Foundation. The Foundation program has been fortunate to recruit a handful of new faculty to build on the School's strengths. Efforts are

being made to establish a fellowship for a Foundation faculty to further increase the available pool of talented educators. The Foundation lecture series was reinstated at the old Lyric Theatre this year after a long hiatus. The interdisciplinary lecture series has included individuals such as photographer Martin Venezky and architect/sculptor Dennis Maher. The work of foundation students is making its way out of our building and into the world with a series of exhibits in downtown Blacksburg and in museum spaces in Roanoke. Margarita McGrath is Chair of Undergraduate Architecture. There have been some curricular changes to the Undergraduate B.Arch program as noted in item IV below. She has led a group of faculty in collectively implementing a set of long-overdue curricular maintenance and improvements to the Undergraduate B. Arch program, as described in item IV below. Among the new initiatives is a collection of one-credit-hour courses aimed at incubating knowledges necessary for changing the curriculum to address the climate, social, and political issues that have become action items for change as a result of the pandemic's disruption of norms. A new fifth-year format was introduced for students who choose to be a part of a larger conversation about a focus area during their year of independent work. Kay Edge is Chair of Graduate Architecture and is currently working on advancing the degree programs by adding paths to specialization such as Health and Wellness Design, Adaptive Re-use and Digital Fabrication. She is also engaged in fostering growth and development of faculty, increasing GTA support, and recruiting students from underrepresented populations. She has served on faculty search committees and was part of the committee that brought in a new tenure-track professor who began teaching seminars in sustainable urbanism and graduate studios that incorporated digital technologies and fabrication techniques. Undergraduate enrollment is controlled centrally by the University, which has switched to a more open application process in order to increase access to URMs. The model adjustment, combined with the uncertainty of pandemic impacts, resulted in higher-than-expected yields. Enrollment in the 3-year Masters of Architecture program has moderately increased over the last 2 years while enrollment in the 2-year Masters program is quite robust, mostly due to recently acquired STEM designation, which makes this degree alternative a more attractive program for international students. The major financial pressure on the graduate programs is funding for graduate assistantships. These positions are the primary manner in which the University makes its graduate programs more affordable to talented students with restricted means. The School is in discussion with the University about the need to enhance this incentive. There are no significant changes planned in our educational approach. We are continuing to incorporate new digital fabrication technologies into the curriculum alongside traditional pedagogical methods. Space at our research facility has been allocated to faculty who are engaged in research projects and we continue to collaborate with Building Construction, Sustainable Biomaterials and Engineering. The School will hire a new tenure-track professor with a focus on historic preservation and rehabilitation in 2022. The Architecture program will also hire a new tenure-track professor with a focus on building sciences and research methods in 2022. Increased enrollments in the undergraduate program

along with faculty research leaves have brought an infusion of new adjunct and visiting faculty who are also teaching in the graduate program. In the last year, we have recruited a dozen new faculty into the school as tenure-track, adjuncts, and visiting professors who have stepped into the dialogue and are contributing fresh viewpoints. The new chairs have launched a Student Forum. This is a bi-monthly meeting of students from around the program who convey the students' voice to the program chairs. The students asked a respected leader in practice from the WAAC faculty to serve as their faculty advisor. A 1-credit hour leadership module is also provided to the students. Additionally, a new student lecture committee has been established. Students have been responsible for arranging and hosting the all-school architectural lecture series. The AIAS is beginning a review of the Studio Culture Policy. A new Architecture Advisory board was launched in early fall 2021. This is a repositioning from a School level board to an Architecture only board. The Board had an inaugural meeting in September in person and has started to meet online on a monthly basis.

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

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

**Virginia Tech, 2021 Response:** Last year a group of faculty attended a series of online workshops hosted by ACSA. Strategic planning was initiated under the auspices of a University-mandated SACS 5-year assessment. The chairs of the undergraduate and graduate committees are now working with the University office of assessment on a curriculum map and assessment to address the 2020 Conditions across Virginia Tech's professional degree programs. Regular faculty meetings have been established and faculty members are gathering to examine significant efforts (currently a modification in the P & T rules based on a University initiative) and to deliberate on strategic planning and curriculum.

### IV. **Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

**Virginia Tech, 2021 Update:** As a first move toward addressing curricular changes, a committee of faculty members has been working on a package of incremental improvements to enhance student learning, degree progression, and recognize faculty teaching efforts in the Undergraduate B. Arch Program. This included adjusting credit hours to better align with contact hours, separating out the course designator for Integrated Design in the fourth year so that a separate assessment protocol could be set up (previously, the fourth year was a studio sequence that shared course designators), adjusting GPA requirements due to changes in revised Integrative Design Lab (ARCH-4014), reducing a four-course sequence on building assemblies to three courses, thus increasing the number of opportunities to take two advanced courses in theory and human settlement before the fifth year, changing Pathway 5f to include the option of taking MATH 1225/1226 Calculus of a Single Variable, cleaning up language for restricted major requirements, and modifying the required number of credits for

various sections (Pathway to General Education, Architecture Degree Core Courses, Major Required Courses, and Free Elective Courses). These modifications had no effect on the number of credits necessary for the degree (160). The entire design lab sequence's syllabi (Architecture II through IV) were updated to reflect current best-practices for catalog description, learning objectives, and syllabi topics alignment. This change will give a better foundation for discussions about curriculum and assessment. Many of these syllabi had not been reviewed for over a decade.

**Name:** Aaron Betsky

Courses Taught

**Fall 2021:** Arch 1004 Campus as Community  
Architecture V Thesis

**Spring 2022:** Architecture and Urbanism Lab – Graduate  
Design Studio IV  
Workshop Capri  
Module: Queer Space  
Module: Health & Wellness

Educational Credentials: B.A. Cum Laude Yale College  
M.Arch. Yale School of Architecture

Teaching Experience: Professor, Virginia Tech 2020-

Professor, School of Architecture Taliesin 2015-2020

Adjunct Professor, University of Cincinnati, 2011-2015

Visiting Professorships at Rice University, Columbia University, University of Michigan, California College of the Arts, Rotterdam Academy, Southern California College of Architecture, Otis School of Design, ArtCenter College of Design, California Polytechnic University at Pomona, 1985-2015

Assistant Professor, University of Cincinnati, 1983-1985

Professional Experience: President, School of Architecture at Taliesin, 2017-2020  
Dean, Frank Lloyd Wright School of Architecture, 2015-2020  
Director, Cincinnati Art Museum, 2006-2014  
Director, 11<sup>th</sup> Architecture Biennale Venice, 2008  
Director, Netherlands Architecture Institute, 2001-2006  
Curator Architecture and Design, SFMoMA, 1995-2001  
Designer, Hodgetts & Fung Design Associates, 1988-1989  
Designer, Frank O. Gehry & Associates, 1985-1987

Licenses/Registration: None

Publications:

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*Fifty Lessons from Frank Lloyd Wright*  
Published By Rizzoli International Publications, 2021

*Renny Ramakers: Rethinking Design*  
Published by Lars Muller, Spring, 2019

*Architecture Matters*  
Published by Thames & Hudson, Spring, 2017

*Making It Modern*  
Published by Actar, Fall, 2016

*At Home in a World of Sprawl: Collected Essays*  
Published by RMIT Press, Fall, 2012

**Name:** Christopher Brian Pritchett, Foundation Chair

**Courses Taught (Four semesters prior to current visit):**

**Fall 2017**

ARCH 1015 Foundation Design Lab  
ARCH 3514 Screenprinting  
ARCH 4515 Architecture V  
ARCH 5115 Media & Environment  
IDS 3234 Studio Collective

**Spring 2017**

ARCH 1016 Foundation Design Lab  
ARCH 3514 Screenprinting  
ARCH 4516 Architecture V  
ARCH 4524 Thesis Documentation  
ARCH 5115 Media & Environment  
IDS 3234 Studio Collective

**Fall 2016**

ARCH 1015 Foundation Design Lab  
ARCH 3514 Screenprinting  
ARCH 4515 Architecture V  
ARCH 5115 Media & Environment  
IDS 3234 Studio Collective

**Spring 2016**

ARCH 1016 Foundation Design Lab  
ARCH 3514 Screenprinting  
ARCH 4516 Architecture V  
ARCH 4524 Thesis Documentation  
ARCH 5115 Media & Environment  
IDS 3234 Studio Collective

**Educational Credentials:**

Master of Science Virginia Tech, College of Architecture & Urban Studies, Architecture  
Bachelor of Architecture Virginia Tech, College of Architecture & Urban Studies, Architecture

**Teaching Experience:**

Assoc Collegiate Professor Virginia Tech, College of Architecture & Urban Studies, Architecture, 2017 +  
Visiting Faculty Virginia Tech, College of Architecture & Urban Studies, Architecture, 2008-17  
Visiting Faculty Virginia Tech, College of Architecture & Urban Studies, Architecture, 2006-07

**Professional Experience:**

Designer Architectural Adaptations  
Art Director Blacksburg Farmers Market

**Licenses/Registration:**

n/a

**Selected Publications and Recent Research:**

2016, Solo show, Armory Art Gallery  
2017, Group show, Armory Art Gallery

**Professional Memberships**

n/a

**Name:** Margarita McGrath

**Courses Taught (Four semesters prior to interium report):**

**Fall 2019**

Research Leave

**Spring 2019**

ARCH 3016 Architecture III

ARCH 3054 Building Analysis

ARCH 4044 Professional Practice

ARCH 4515 Architecture V

ARCH 4524 Thesis Documentation

ARCH 5044 Professional Practice

**AY 2020-21**

Administrative Release

Undergrad Arch Program Chair

**Summer 2021**

ARCH 4015,16 Architecture IV

ARCH 5755 Advanced Design Lab

**Educational Credentials:**

Master of Architecture

University of California, Los Angeles (UCLA), Architecture

Fulbright Scholar

*Universität für angewandte Kunst*

Bachelor of Architecture

Rice University, Architecture; Rice University BA Art History

**Teaching Experience:**

Associate Professor

Virginia Tech, College of Architecture and Urban Studies, Architecture, 2001+

Visiting Faculty

Arizona State University, 2006; University of Utah, 2000-01; Kyong-gi University, Seoul,

South Korea 1998; Seoul National Polytechnic University, Seoul, South Korea, 1998

Workshops

Blacksburg; New York; Berlin, Germany; Taipei, Taiwan; Perth, Australia

**Professional Experience:**

Pelli Clarke Pelli, New Haven, CT; Atelier Hermann Czech, Vienna, Austria; Samoo Architects and Engineers, Junglim

Architecture, Seoul, Korea; Garrison Siegel Architects, New York, NY;

**norooof** architects, Brooklyn, NY

**Licenses/Registration:**

New York. License #026903; LEED BD + C

**Selected Publications and Recent Research:**

"Ghost Fishing," Feminist Practices: Interdisciplinary Approaches to Women in Architecture (Ashgate Publishers, 2011). Exhibit organized and book edited Professor L. Brown, Syracuse University.

"(de)Coding the Studio Method to Teach the Design of Human-Computer Interaction" Beginning Design Conference.

Lead Author with Reimer, Y.J., Brandt, C., Cennamo, K., Douglas, S. and Vernon, M.

"A Chapter from Phoebe's Field: Using Narrative and Design to Communicate 'How to Think Science,'"

Refereed Paper. The Narrative Practitioner Conference. Lead Author with M. Vernon, K. Cennamo, and

P.L. Newbill. Published.

smART field, a collaborative project [A. Ishida, B. Kennedy, M. Hajj, L. Zuo] re-envisioning the Drillfield

pathways, funded by various internal sources at VT including Facilities, Research, ICAT, ICTAS, SEC.

norooof architects has won national and local AIA awards and been published globally

"Design, simulation and experiment of a novel high efficiency energy harvesting paver." *Applied Energy*, 212, 966-

975. Liu M; Lin R; Zhou S; Yu Y; Ishida A; McGrath M; Kennedy B; Hajj M; Zuo L.

**2020 Arnold W. Brunner Grant for Architectural Research Grant**

**Professional Memberships**

Member, American Institute of Architects (AIA); USGBC; Urban Green

**Name:** Kay Edge, Chair Graduate Architecture Program

**Courses Taught**

**Fall 2020**

Chair Graduate Architecture Program  
ARCH 5994 Research and Thesis  
ARCH5715 Architecture and Urbanism Lab  
ARCH 5134 Material Investigations

**Spring 2021**

Chair Graduate Architecture Program

**Fall 2019**

ARCH 5994 Research and Thesis  
ARCH 5705 Urban Design Seminar

**Spring 2020**

Research Leave

**Fall 2018**

ARCH 5715 Arch & Urbanism Lab  
ARCH 5134 Issues & Readings Urban Design  
ARCH 5134 Design-Build

**Spring 2019**

ARCH 4516 Architecture V  
ARCH 4524 Thesis Documentation  
ARCH 5716 Arch & Urbanism Lab  
ARCH 5134 Design-Build

**Educational Credentials:**

Master of Environmental Design Yale University

Master of Architecture Virginia Tech, College of Architecture and Urban Studies, Architecture  
Bachelor of Arts University of the South, Sewanee, Philosophy

**Teaching Experience:**

Associate Professor Virginia Tech, College of Architecture and Urban Studies, Architecture, 2001+

**Professional Experience:**

Larsen, Shein, Ginsberg + Partners, New York, NY  
Cesar Pelli & Associates (now Pelli Clarke Pelli), New Haven, CT

**Licenses/Registration:**

Licensed Architect State of Virginia #0401014419 (NCARB)

**Selected Publications and Recent Research:**

Reuse the Box: exhibit of student work at the Branch Museum of Architecture and Design 9/16 (co-curated with Museum Director Craig Reynolds)

AIA Blue Ridge, 2018 Design + Honor Awards, New River Train Observatory (unbuilt)

Invited keynote presentation to Appalachian Hardwoods Manufacturer's Conference, Greenbrier, West Virginia, July, 2019

Invited presentation AIA Blue Ridge chapter, December, 2019

Architizer, Jury Winner Architecture + New Materials; New River Train Observatory

AIA Virginia, 2020 Design Awards

The Architect's Newspaper, Best of the Best 2020 Design Awards; New River Train Observatory

**Name: Stefan Al**

## Courses Taught

- 2020 **Architecture and Urbanism Seminar**, graduate, ARCH 4015, Fall
- 2020 **Integrative Design Studio**, undergraduate, ARCH 5707, Fall (two students won honorable mention in integrative design competition)
- 2021 **Sustainable Resilient Urbanism**, undergraduate and graduate, ARCH 4894, Spring
- 2021 **Digital Fabrication Studio**, undergraduate and graduate, ARCH 4016, Spring

## Educational Credentials:

- 2010 **PhD in City and Regional Planning**, University of California, Berkeley, College of Environmental Design
- 2005 **MArch in Architectural Design** with Merit, University College London, Bartlett School of Architecture
- 2004 **MSc in Architectural Design** with High Distinction, Delft University of Technology, Faculty of Architecture.
- 2002 **Erasmus Program**, ETSAB Barcelona School of Architecture

## Teaching Experience:

- 2020 – pres **Virginia Tech**, School of Architecture + Design, Blacksburg VA. Assistant Professor  
New Faculty Teaching Award, 2021
- 2019 – pres **Columbia University**, Graduate School of Architecture, Planning and Preservation,  
New York City. Adjunct Associate Professor
- 2017 – pres **Pratt Institute**, Graduate Architecture and Urban Design, New York City. Visiting Associate  
Professor
- 2013 – 2018 **University of Pennsylvania**, Department of City and Regional Planning, Philadelphia.  
Associate Professor
- 2010 – 2012 **The University of Hong Kong**, Department of Urban Planning and Design, Hong Kong.  
Assistant Professor & Director, Urban Design Program
- 2008 **University of California, Berkeley**, Department of Architecture. Lecturer

## Professional Experience:

### **PROFESSIONAL PRACTICE** (with selected projects)

- 2020 – 2021 **Stefan Al Architects**, Founder  
*Residential community*, Stone Ridge, NY, eighteen 2,000 ft<sup>2</sup> homes  
*60 Grand Street*, New York, NY, 3,000 ft<sup>2</sup> penthouse
- 2018 – 2020 **Kohn Pedersen Fox Associates**, New York City. Senior Associate Partner, Director of  
Mobility

- Sungang Center*, Shenzhen, 4,2M ft<sup>2</sup> complex with 10 towers and retail village  
*1239 Broadway*, New York, 400,000 ft<sup>2</sup> mixed-use tower with public plaza  
*Tencent Internet City*, Shenzhen, 28.5M ft<sup>2</sup> smart city district (short-listed, unbuilt)  
*West Lake 66*, Hangzhou, 2,1M ft<sup>2</sup> complex with 6 towers and retail podium
- 2007 **Berkeley Group for Architecture and Planning**, Berkeley. Lead Designer.  
*Nanocity* Masterplan, Haryana, India, 300 acre new technology district (unbuilt)
- 2004 – 2006 **Information Based Architecture**, Amsterdam. Architect  
*Canton Tower*, Guangzhou, 2000-ft tall TV Tower, 1,2M ft<sup>2</sup> (world's tallest TV tower)  
*TV Station*, Guangzhou, 2M ft<sup>2</sup> (first prize, unbuilt)
- 2004 **UNESCO World Heritage Center**, Paris. Intern

#### Licenses/Registration:

- 2020 **Licensed and Registered Architect**, New York State  
 2008 **LEED Accredited Professional**, U.S. Green Building Council  
 2005 **Licensed and Registered Architect**, The Netherlands

#### Selected Publications and Recent Research

##### BOOKS

- 2022 **Al, S.** *Supertall: How the World's Tallest Buildings Will Reshape Our Cities and Our Lives*, W.W. Norton (forthcoming)

- 2018 **Al, S.** *Adapting Cities to Sea Level Rise: Green and Gray Strategies*, Island Press

"A refreshingly grounded design approach... dazzling graphics and maps... A key reference book." —Journal of Planning Education and Research

"This concise, readable, and lookable book will help planners, policy makers, and the public to understand their options as the climate continues to change." —Planning

"Elegantly designed and easy to read yet packed with useful information on one of the most significant challenges... an asset to professionals in the field and policy makers." —Civil Engineering

- 2017 **Al, S.** *The Strip: Las Vegas and the Architecture of the American Dream*, MIT Press

"A bracing portrait of Las Vegas's architectural arms race." —Wall Street Journal (best books to read)

"A well-researched, well-organized, and important text... valuable to anyone who wants to understand or manage urban areas in the twenty first century." —Journal of Planning Education and Research

"The story... is gripping – and it's told ably" —The Times Literary Supplement

"A tour of the Las Vegas Strip that is erudite, entertaining, and impossible to conduct in person." —Publishers Weekly (starred review)

"Truly understanding the state of the United States could begin by dissecting Vegas." —Co Design (10 Must-Read Books To Get You Ready For 2018)

2017 Cervero, R. Guerra, E., **Al, S.**, *Beyond Mobility: Planning Cities for People with Places*, Island Press

"This fantastic book should be required reading" —CHOICE, (2019 Outstanding Academic Title)

"Convincingly reinforces the links between sustainable cities and economic performance, a higher quality of life and an improved economy." —National Urban Design Awards 2019

"A remarkable contribution to the literature that establishes a comprehensive perspective on community building, built environment design, and economic development... a new urban planning and design framework to meet the needs of the new century." —Journal of Planning Education and Research

### EDITED BOOKS

2018 **Al, S.** *Macau and the Casino Complex*, University of Nevada Press

"A great contribution to documenting Macau's casino architecture and a narrative of living people —Journal of Historical Geography

Macau International Book Fair Special Award, 2019

2016 **Al, S.** *Mall City: Hong Kong's Dreamworlds of Consumption*, University of Hawaii Press

"This book will delight specialist scholars as well as current and future town planners." —China Perspectives

"A great book for those who want to get lost in the shopping meccas of a fascinating world city, without actually getting lost." —Skyscrapercity Magazine

2014 **Al, S.** *Villages in the City: A Guide to South China's Informal Settlements*, University of Hawaii Press

"A fabulous piece of architecture and design graphica... The book succeeds by investigating and advocating for the informal without fetishizing it." — Architectural Record

"A relevant and valuable contribution to understanding the special problems posed by urban villages in the Pearl River Delta" —Traditional Dwellings and Settlements Review

2012 **Al, S.** *Factory Towns of South China*, University of Hong Kong Press

"An in-depth guide to the changed and changing landscape of the PRD, adding all-important detail to what many experience only through media sound bites." —Architectural Record

"Contributes a visual and cross-disciplinary approach to understanding the rapid urbanization and industrialization of South China." —The China Journal

## EXHIBITIONS (abridged)

- 2021 **17<sup>th</sup> Venice Architecture Biennale**, Virtual Italian Pavilion, “Porocity: A Porous Architecture for a Post-Covid World”
- 2021 **17<sup>th</sup> Venice Architecture Biennale**, Virtual Italian Pavilion, “Shoring It Up: Hong Kong,” with Erdman, D.
- 2017 **7<sup>th</sup> Shenzhen Bi-City Biennale of Architecture and Urbanism**, “NY ♥ SZ Villages”
- 2016 **VanAbbe Museum of Modern Art**, The Netherlands. Exhibition: Who Owns the Street? “From Las Vegas Strip to Boulevard”
- 2016 **USC American Academy in China**, Shenzhen. Exhibition: Rural-Urban Re-Inventions, “Mall City”
- 2015 **Penn Wharton China Center, Beijing**, “China Architecture: Past, Present + Future” with Rahim, A.
- 2015 **USC American Academy in China**, Shenzhen. Exhibition: Mapping the Middle Zone, “Villages in the City”
- 2013 **5<sup>th</sup> Shenzhen Bi-City Biennale of Architecture and Urbanism, Al, S.** “Manufacturing the Border”
- 2012 **4<sup>th</sup> Hong Kong Biennale of Urbanism/Architecture**, Exhibition: Counterpart Cities. “Pearl River Delta Special Ecological Area,” with Carlow, J. and Valin, I.
- 2011 **4<sup>th</sup> Shenzhen Bi-City Biennale of Architecture and Urbanism**, Exhibition: Counterpart Cities. “Pearl River Delta Special Ecological Area,” with Carlow, J. and Valin, I.

## JOURNAL ARTICLES

- 2021 **Al. S.** Multi-functional urban design approaches to manage floods: Examples from Dutch cities, *Journal of Urban Design*
- 2021 **Al. S.** Saving high street retail: A response to Matthew Carmona’s place attraction paradigm, *Journal of Urban Design*. (forthcoming)
- 2018 **Al, S.,** Barnett, J. “Urban Design in China,” in *Urban Design*, Tsinghua University Press
- 2017 **Al, S.** Carlow, J. Valin, I. “A Pearl River Delta Special Ecological Area: Connecting water resources across political borders,” *The Plan Journal*