UNIT SELF STUDY

PH.D. IN THE BUILT ENVIRONMENT
(NON-DEPARTMENTAL)
COLLEGE OF ARCHITECTURE AND URBAN PLANNING

AT THE UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON

Submitted by
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SECTION I EXECUTIVE SUMMARY

Background
The Ph.D. in the Built Environment Program is a non-departmental, interdisciplinary program housed in the College of Architecture and Urban Planning. The College has four departments: Architecture, Construction Management, Landscape Architecture, and Urban Design & Planning (one of the few academic units in the country that is comprehensive, containing all these departments). The College also is a major anchor of (and provides space for) the Interdisciplinary Ph.D. Program in Urban Design and Planning, which is administratively housed in the Graduate School.

The Ph.D. in the Built Environment Program was begun so that the whole faculty of the College would be able to participate in doctoral-level education and research. At the beginning of the new millennium only a small number of College faculty took an active part in the existing Interdisciplinary Program in Urban Design and Planning. Consequently, as a high College priority and with strong Graduate School support, after two years of intense faculty deliberation and consultation with internal and external reviewers, a proposal was submitted to the Graduate School and the HEC Board in October, 2002; the program was approved by the Board of Regents in July 2003, in and began with a first class in the Autumn of 2003. We have just reached full size, with 24 students, X core faculty, and other faculty from UW serving on dissertation committees.

The two Ph.D. programs have cooperated with each other, coordinating from the beginning. When the College provided a dedicated student room for the new Built Environment Program, space was made within the College so that the Interdisciplinary Program in Urban Design and Planning would also have its own dedicated student room (rather than having to share it with an undergraduate program's staff of two). Subsequently, with the cooperation of UW Classrooms and the Provost's office, a seminar room was provided for use by the two Ph.D. programs. The two programs maintain close connections, hosting joint orientation events, for example, and encouraging students in their regular interactions and mutual support.

Mission Statement
The mission of the Ph.D. in the Built Environment Program is to form interdisciplinary teams of faculty and advanced students, to collaborate across the entire spectrum of scales, dimensions, and methods for the three fundamental areas of the built environment—domains that are emerging as the most important for future academic, professional, and entrepreneurial activity:
> 1) sustainable systems and prototypes across a range of scales, from building elements to assemblages, sites, neighborhood context, city, and region;
> 2) computational design and research covering the spectrum of design, planning, and construction processes, practices, and pedagogy;
> 3) history, theory, and representation focusing on issues of regional-global modernity.

The Program will educate researchers who are able to teach, engage in professional practice, or provide public service in an integrated manner, thus working creatively, effec-

tively, and efficiently—and able to take a leadership role with others who remain spe-cialists—to solve social-environmental problems.

Summary of Findings
Strengths
The program has had a successful beginning: as a non-departmental program within the College of Architecture and Urban Planning intended to provide an opportunity for all qualified faculty to participate in preparing the next generation of students for the built environment interdisciplinary research and education now required, the program needed and has received:

- The support of the four College departments, the College's research centers and institutes (such as the Northwest Center for Livable Communities and CEEDS), which have shared faculty to teach the core courses, and have provided student support through TA positions and fellowships.
- The support of College-wide faculty, who have generously advised students, served on committees, shared on-going research at the program's colloquium, in-cluded students in their travel and field work projects, co-authored papers with them, and included them in their funded research projects.
- The support of other departments and faculty from University of Washington, who have generously worked with the program and faculty to develop individual-ized transdisciplinary programs of study, encouraged students as they explored subjects beyond their pre-existing expertise, welcomed them into methodology classes, and served as key committee members (often as co-chairs) and as GSRs. see the list in Appendix H: Connections to other UW units
- The active participation of the students, who share knowledge and skills with one another, provide each other counsel and support, act as the catalysts actually bringing together faculty from around campus "who always intended to work to-gether" but never quite found the time before, and who are creatively discovering ways to financially support themselves.

Very positive outcomes already occur in areas of major importance, especially

- successful mentoring of students and junior faculty and increased opportunities for team work (on research projects, publications, community and problem-based project involvement)
- faculty productivity: the program was ranked first in its area in the United States in Top Universities' Faculty Scholarly Productivity for 2007, as reported by the Chronicle of Higher Education Facts & Figures: Faculty Scholarly Productivity Index <http://chronicle.com/stats/productivity/page.php>.
See Appendix I

Weaknesses:
- Current UW formats for membership in supervising committees (for example, for who may serve as members, GSRs, etc.) understandably separate who can operate in what category by means of disciplinary identification, but can become problematic when faculty hold several adjunct positions. This often interferes with the interdisci-plinary configurations that would best serve the students—especially cases where cur-ricula and networks of faculty already are exceptionally interdisciplinary and when

students are pursuing an unusually interdisciplinary course in the first place. Here the very richness of their faculty teams overly restricts who can serve on their committees (leading to the over-complication or enlargement of faculty involved).

- The faculty is strong and very participatory, but the program is vulnerable to departures—especially faculty important for diversity (Dubrow, Hill, Blanco).
- The initial funding for the program has been modest but adequate; this is not so in the second phase. Recruiting in the first phase worked successfully in part because the Graduate School provided start-up and then GSFEI Top Scholar tuition waivers; as we enter the next phase in which start-up waivers are no longer available and we do not know about further GSFEI support, finding substitute resources for recruiting is a major problem. As to success supporting students in their second and following years—with the program reaching its maximum size as we start the second phase and with many students doing their research as doctoral candidates—additional resources for student support are required (as expected). The faculty is increasingly successful in generating research grants (as they promised), but it is difficult to keep up with the need, especially in areas that are less oriented to quantitative, technological, or professional funding sources. In addition to the need for more basic resources, as students continue to be successful in having refereed papers accepted for conferences the program requires significant travel funding—especially, but not only, for international presentations. Travel funds to conduct research remain yet another need.

Future Plans
Continue to implement the program according to the original plan now that it has reached full size, making modifications as appropriate. Renew dedication to finding funding, both to replace start-up resources and for emergent needs.

Recent or Pending Major Changes:
None. The program is just now completing its first phase of building up to full capacity and beginning its second phase: normal operation with a full complement of students in every stage. The next goal is to operate successfully as a full-fledged program and continue increasing our national and international stature.

See Learning Outcomes & Major Objectives in Section III-4

SECTION II: ORGANIZATION AND GOVERNANCE
A. Governance and Strategic Planning
The program is housed, as a kind of "fifth space," in the College of Architecture and Urban Planning (in addition to the four departments: Architecture, Construction Management, Landscape Architecture, Urban Design and Planning). The program's three streams were carefully chosen as a result of an intense participatory process involving the entire College to generate our major themes and the non-departmentalized interdisciplinary subject matter:

1) Sustainable Systems and Prototypes,
2) Computational Research and Design, and
3) History, Theory, and Representation.

The program is small and operates with personal, relatively informal administration. It has a director and a steering committee of nine (seven faculty, two students) that, as an ensemble, includes a balance of faculty who work in each of these three areas and simultaneously come from all four of the College's departments (as well as two student representatives), and a part-time staff Graduate Program Assistant. The steering committee and Program Director oversee program operations, admissions, and planning. Because the program is small, there are no other standing committees. Sub-groups of faculty are active in each of the three tracks, who work closely with students and departments in regard to curriculum. The students and faculty interact on a regular basis, dealing with any issues as they arise, and we hold at least one annual meeting of program faculty and all students. In addition, there are at least three annual meetings of the steering committee.

During the next cycle there will be a need to revisit the Strategic Plan, a process that will involve not only the steering committee but all active participating faculty, students, and colleagues and administrators from the College and university. However, we are not yet at that point in the time-line.
See Appendix A: Organization Chart

B. Budget
There were some extraordinary start-up costs, e.g. equipping the Ph.D. student room and a seminar room (shared with the Interdisciplinary Ph.D. in Urban Design and Planning).

From the inception of the Program, as soon as it was approved, through the end of academic year 2007-2008, the discrete annual program budget—expenditures consisted only of a) funding for three 1st-year recruiting fellowships (with supplementary tuition waivers) and b) very modest amounts for operating and general expenditures. The Program Assistant's salary (as part of a shared set of staff responsibilities) is provided by the central budget (Dean's Office); the faculty salaries are provided by the supporting departments. During the next five academic years, the Dean's office will support the PhD BE program. The Dean's office will cover expenses at or below the amount listed below. This support is limited to the fiscal/academic year noted. For example, we need to spend the $45,000 allocated during the 08/09 year by June 30, 2009.

Support schedule:
08/09 $45,000
09/10 $40,000
10/11 $30,000
11/12 $20,000
12/13 $10,000

See Appendix B: Budget Summary

C. Resources
From the inception of the program until the end of 2007-2008 academic year, the program has operated on a combination of funds from the Dean's Office, the four contributing departments, endowment funds, and the Graduate School. There were three very helpful start-up tuition waivers from the Graduate School provided for the first three

years, two GSFEI 2 quarter RA positions (2004-05, 2005-06), then two GSFEI Top Scholar tuition waivers for 2006-07, 2007-08. It needs to be noted that the students show great initiative and persistence in finding ways to support themselves by way of jobs on- and off-campus. The program development plan was incorporated into the unified College development plan during the capital campaign. Efforts have been made to raise further resources, as a primary College-wide rather than departmental need, but donors better understood and preferred to give to undergraduate scholarships. The support for recruiting needs to be made robust and more resources found for the students during the course of their study. As the abilities of the doctoral students become more widely known across the College, we are actively seeking more teaching opportunities through the departments. This speaks to a development plan; we will be working to generate opportunities and support the Ph.D. BE..

D. Staffing

The quality of activity and productivity of program faculty and staff takes place as part of the general College context. In addition, the program specifically not only encourages fruitful interdisciplinary work among members of the College's four departments but facilitates connections across campus (for example, the Program Director regularly contacts and thanks participating faculty from outside the College and seeks travel support for students presenting papers resulting from faculty collaboration; the colloquium coordinator solicits presentations from faculty from across the university, especially faculty new to UW). Mentoring junior faculty is an important activity: the Program Director and senior faculty provide guidance to new faculty as to the ways to participate on dissertation committees and to serve as chair; they are encouraged to participate fully in research by having doctoral students to direct on scholarly and research projects.

Neile Graham, the Program Assistant, shares her time working with the Ph.D. program with staffing the College's Urban Design and Historic Preservation certificate programs, In 2004 the College and Program Director encouraged the Program Assistant to apply for a successful reclassification to the Professional Staff position of Counseling Services Coordinator in order for her to firstly have a position that better described her actual responsibilities, skills, and achievements, and secondly allowed for better compensation. Through the College she receives regular encouragement and suggestions regarding professional development and opportunities, and salary increases whenever possible. Program faculty have also nominated her for our College's staff awards.

SECTION III: FACULTY, TEACHING, AND DEGREE PROGRAMS

Faculty

Though many of the faculty members of the College of Architecture and Urban Planning are involved with the program, here we limit our coverage in this report to the core faculty—defined as those who currently are active teaching core courses, chairing or serving on students' committees, or providing substantial advising and mentoring. (Affiliate faculty are not currently engaged in these activities, though we are encouraging expanded

participation; thus, many affiliate faculty are likely to act as core members in the future, just as some core members may temporarily revert to affiliate status.)

All of the Built Environment faculty are 100% full-time members of one of the departments in the College of Architecture and Urban Planning (no FTE specifically in the Built Environment program).

      See Appendix C for list of Core Faculty and Appendix E for CVs

A. Teaching Responsibilities

The four departments internally reallocate resources to provide the faculty for the four core courses, in a way that is equitable to the departments and that also ensures that students have access to faculty mentors equally across the College. The fundamental agreement, still in effect is, is negotiated via an on-going process by the Program Director and the Department Chairs. The pattern that has worked thus far for the four core courses is:

- BE 550: Colloquium-Practicum, coordinated each year by Eddy Rojas, Construction Management
- BE 551: The Contemporary Built Environment: each Autumn Quarter, from 2003 to 2007 taught by Alex Anderson, architecture; to be taught autumn 2008 by Vikram Prakash, Architecture
- BE 552, Theories of Knowledge: each Winter Quarter, taught by Bob Mugerauer, half-time in Architecture and half-time in Urban Design and Planning
- BE 553, Ethics in Practice, Research, & Teaching: each Spring Quarter, taught on a rotating basis, every other year, by Lynne Manzo, Landscape Architecture and Hilda Blanco, Urban Design and Planning.

Participating on students' dissertation committee is freely self-determined and managed by the individual faculty members in light of their overall goals, responsibilities, etc.

B. Instructional Effectiveness

Methods used to evaluate quality of instruction in the core courses include the traditional review of student course evaluations by the Program Director, student feedback to Program Director and Program Assistant, feedback from faculty teaching subsequent courses as to level of preparedness. As the courses are tailored to the needs of the students, the level of satisfaction consistently is high. [Note, given the fact that faculty teaching core courses do so as members of their departments, the OAP Data Summary does not break out our student evaluations of instructional quality.]

      See Appendix D: OAP Summary Data

      See Progress to Degree Chart, section D-3-viii below

The College departments, not the Ph.D. program, carry out promotion, merit pay, and tenure processes. Similarly, TAs are evaluated by the hiring departments.

C. Teaching and Mentoring Outside the Classroom

Graduate Students only (doctoral program)

- Recruitment/outreach and mentoring/advising

Because the program is intended to match prospective students and faculty, we recruit by generating interest through national and international faculty networks rather than having

formalized outreach by the Program Director or Program Assistant (of course, the latter two respond to all inquiries from prospective students). Any faculty interested contribute to the network of information and solicitation among their national and international colleagues. This allows the areas of current research to remain flexible and up-to-date. (An example of flexibility as a result of changing faculty specialization is seen in the gradual emergence of two discernable but complementary dimensions of the sustainability track —sustainability of natural systems and of communities.) Care is taken in the admissions process each year to provide good students to each of the streams and to new faculty as they become involved, maintaining a changing but fairly balanced set of participants.

Thus far the number of applications have been fine and steady (see Enrollment Trends below); more importantly, the number of applicants directly relevant to faculty interests has increased and the blanket applications from unfocused students has decreased.

One of the program's strong features is the matching of student and faculty interests that begins during the application process. When applications are received, a form is sent to all faculty in the College who may have some expertise and interest in the student's intended work. Those faculty review the application materials and complete a form that indicates a level of interest in working with the particular student. These forms are a critical ingredient in the steering committee's decision process: decisions are based not only on students' demonstrated general excellence and potential, but also on the extent and degree of faculty match and commitment. From the very beginning in the recruiting process, then, student applicants are aligned with specific faculty.

See Appendix P for Sample of Faculty Sponsor-Mentor Form for Admissions

For those admitted, the initially self-identified faculty (as well as the Program Director and Program Assistant) provide advising and contact with other faculty in the College and, most importantly, across campus. In addition, the weekly colloquium explicitly serves as a venue in which faculty from the College and UW in general present their work, allowing students to become acquainted with other potential collaborators. Thus, as the students pass to the stage where they form their committees in preparation for their examinations, they have developed relationships with appropriate faculty in the College and university as a whole.

• Measuring success and progress; mentoring continued; communicating expectations
The program faculty and staff monitor, document, report, and discuss in five ways:
1) on an ongoing basis by the Program Assistant with each quarter's enrollment and course completion and in light of intermittent issues arising.
2) by the Program Director, who regularly keeps up with the students throughout the academic year and who (together with the program Assistant) meets formally with them at least once a year to discuss their work and specific questions and plans.
3) by the faculty advisors, both before and after the dissertation committee has been officially set in place. Timelines and progress to degree are formally reviewed at least once a year in the meetings with the Program Director and Assistant, which cover the procedures for committee formation, courses required, examination-presentation requirements, and standards of academic integrity at both the annual colloquium and annual formal meeting.

4) through the colloquium-practicum: the weekly colloquium serves as the site of a series of presentations made by all students on their work as they arrive and during the course of their progress (often including trial runs of conference paper presentations, which additionally are scheduled at other times).

5) by regularly following student productivity: we record student awards, papers presented, articles published, and so on. This record is consulted in the course of writing recommendations, marketing the program and fundraising, and during the annual review meeting with each student.

    see Appendix J: Student Productivity

- Additional preparatory activity

The mentoring process not only includes constant interaction with the appropriate faculty in our individualized process, but as a specific aspect of the second-year colloquium in a format through which each student must participate with a mentor in writing a research grant, co-authoring a conference presentation or publication submitted for peer review, or teaching a class—a process which must be documented and "signed-off" by a supervising faculty member. The Program Director makes regular contact with the mentors in regard to the students' progress. In addition, of course, students are prepared for academic and professional careers by their work on research teams, teaching, and working on publications and reports together with faculty.

D. Ph.D. Degree/Certificate Programs
- Requirements, Timelines, Milestones, Relationship to other degrees

The Ph.D. in Built Environment is the sole program degree. Students can, however earn certificates offered by the College—Urban Design or Historic Preservation—or from other units on campus.

Ph.D. in Built Environment
College of Architecture and Urban Planning
University of Washington, Seattle

1. Master's Degree required for Admission

2. Core Courses   21 credit units:
a) History, Theory, Ethics   9 credit hours
- The Contemporary Built Environment (3 cr)
- Theories of Knowledge and the Built Environment (3 cr)
- Ethics in Practice, Research, & Teaching (3 cr)

b) Colloquium-Practicum   6 credit hours
- (6 quarters focusing on Research, Practice, and Teaching at 1 credit each)

c) Research Methods and Design   6 credit hours
- choice of 6 hours from listed courses, including both qualitative and quantitative

3. Advanced Coursework in one of the 3 Fundamental Areas   30 credit hours
- Sustainable Materials & Systems
- Computational Design and Research
- History, Theory & Representation

(The courses can be either within or outside of CAUP)

4. Comprehensive Exams after completion of coursework

5. After Comprehensive Exams, a Research Proposal is presented and defended

6. Dissertation Research Project   30 credit hours
to conclude with a final Oral Defense

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Ph.D. in the Built Environment

another version

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Ph.D. in Built Environment
College of Architecture and Urban Planning
University of Washington, Seattle

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Master's Degree* ▢
In one of the 3 Areas

	Core**			Specialization***	
	History,	Colloquium-	Research	Advanced Courses	▢Exams
	Theory,	Practicum	Methods	-Inside & Outside	▢Research Prop
	Ethics,		& Design	1 of 3 Areas	▢Dissertation
	[9 hrs	6 hrs	6 hrs = 21 hrs]	[30 hours]	[30 hrs]

```
                               |
3 Fundamental Areas            |
of Knowledge &                 |
Practice:                      |
------------------------       |
Sustainable                    |
Systems &                      |
Prototypes                     |
------- ------------------     |
Computational                  |
Design                         |
& Research                     |
-----------------------        |
History, Theory                |
& Representation               |
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* Master's Degree required for Admission

** Core Courses:
1. History, Theory, Ethics   9 credit hours
   - The Contemporary Built Environment (3 cr)
   - Theories of Knowledge and the Built Environment (3 cr)
   - Ethics in Practice, Research, & Teaching (3 cr)
2. Colloquium-Practicum   6 credit hours
   - (6 quarters focusing on Research, Practice, and Teaching at 1 credit each)
3. Research Methods and Design   6 credit hours
   - choice of 6 hours from list, including both qualitative and quantitative

***Specialization
- The Specialization will be in one of the 3 Fundamental Areas
- The total for the advanced courses will be 30 credit hours
- The requirement can be filled by courses either within or outside of CAUP
- The assumption is that, given the interdisciplinary character and inclusion of out of College courses, we do not need separate categories of "concentration," "supporting," etc.
- After Comprehensive Exams, a Research Proposal is presented and defended
- Dissertation would involve 30 credit hours and conclude with a final Oral Defense

Though the Ph.D. in Built Environment is a "fifth degree program" housed in the College, connections with the College's Master's degree programs allow pathways to occur without becoming "automatic highways" or creating an inbred program. The M.S. in Design Computing, the M.S. in Architecture (History, Theory, Representation stream), Master's in Construction Management, Master's in Urban Planning, and Master's in Landscape Architecture all provide possible routes to the Ph.D. program. As intended when the program was created, the core courses are intended to offer the appropriate interdisciplinary subject matter and to help create program identity; but the core courses are open to doctoral students across campus (drawing a modest number) and BE 552, Theories of Knowledge is also a requirement for the M.S. in Architectural (History, Theory, Representation stream). This area is very much in process: in the next phase of the program's development, we will consider whether there are good reasons—for example, richness of content and student participants, or economies of scale depending on faculty available—and ways to connect courses in this program and those in the Interdisciplinary Ph.D. in Urban Design and Planning.

1. Self-sustaining mechanisms
It is a College goal to fold together more of the skills and needs of the program students and those of the four departments and the research centers-institutes, specifically in terms of teaching and teaching assistantships. This is occurring now, and the next phase will see further development, especially as the hitherto largely professional units become accustomed to having the resources and expertise of the Ph.D. students, who not only have exceptional skills sets (in drawing, history, computation, ecology, etc.), but often substantial professional experience as practitioners and occasionally as faculty members elsewhere.

2. Enrollment Trends
There has been the desired gradual and orderly increase in applicants over our first six years, with a steady rate of offers and acceptances of 4-5 a year and a good retention rate. We now have reached the desired size of +/- 23-24. The program is now entering the second phase of healthy sustainability, anticipating a balance between students successfully graduating and those entering.

Student Enrollment 2003-08

Academic Year	Total of Students Attached to Program	Difference from previous year	Tracks	Pre-PhC Students	Post-PhC Students	Other Students
2003-2004	5	+5 new	2 Comp 2 HTR 1 Sus 5 Total	5	0	0
2004–2005	10	+5 new	2 Comp 4 HTR 4 Su 10 Total	10	0	0
2005–2006	14	+4 new -1 move +1 visiting	1 Comp 7 HTR 5 Sus 13 Total	12	1	1 visiting (A, W, S)
2006–2007	19	+5 new -1 move +1 GMN	3 Comp 8 HTR 6 Sus 17 Total	12	5	1 visiting (A, W, S) GMN (A)
2007–2008	20	+4 new -1 grad -1 drop -1 visiting +/- 1 GNM	3 Comp 10 HTR 6 Sus 19 Total	14	5	1 GNM (S)
Total 2003–2008	25	+23 new -1 grad -2 move -1 drop +1 visiting +2 GNM				

Move = due to faculty loss
Drop = dropped out of program

3. Benefits to the University, Region, State of Washington, and Nation. Documentation of continuing need for this program.
i. Relation to institutional role and mission
The program adds, at the highest level of research and education, to the College's distinctive identity as one of the country's few comprehensive built environment programs, combining Architecture, Construction Management, Landscape Architecture, and Urban

Design and Planning. As a result, the program helps the faculty and students to engage almost the entire development process, from economic and environmental planning, real estate, regulatory processes, siting and design, through actual financing and construction, to facility management and adaptive reuse in subsequent stages. Because of the College's focus on comprehensive analysis and practice concerning the built environment and its interrelation with society, it is substantially engaged in interdisciplinary work with other units on campus and outside of the campus.

The Ph.D. program adds substantially to the College's overall interdisciplinary character and thus to College's contribution to the University of Washington's commitment to leadership in pluralistic and collaborative approaches to learning, teaching, research, and services appropriate to meet the needs for today's and tomorrow's complex world. This program helps provide both disciplinary and professional means to promote environmental well-being, the diverse environmental specializations must be fully integrated. Thus, working beyond traditional disciplinary and departmental categories, the College's faculty, along with colleagues from across campus and the community and region, fulfill their roles and simultaneously make a distinctive contribution to the collaborative effort to deal with social problems—especially the ecological, cultural, and economic sustainability of the built environment, both locally and globally in a time of climate and political change.

ii. Documentation of need for program
The need for the degree, as documented in the program's original submission, not only remains high but is increasing. As spelled out in detail in Appendix L, there are several major reasons for continuing increases in demand for graduates of this program:
          See Appendix L: Need for and Benefits from Program

- Universities and colleges in the United States and internationally have increased the requirements for faculty appointments, more often than ever before requiring the Ph.D. as proof of advanced research capacity.
- Because of changed expectations, with a disposition to interdisciplinary work combined with retirements of traditionally educated faculty there is an increasing need for and trend to interdisciplinary built environment education, but there are not an adequate number of qualified graduates.
- Our three specific tracks continue to be the site of leading developments in academic, professional practice, and social realms. This is true of sustainability in prototypes and systems in the time of climate change, of digital design and research as information technologies continue to develop rapidly, and of history, theory, and representation in the global, post-colonial era.
- The Puget Sound and Seattle (as well as other regions of Washington and the national and international realms to which our faculty contribute) directly benefit from our contributions to environmental and community sustainability, technology development and transfer, and cultural re-theorization—which positively impact the social, ecological, and economic well-being of the region.
- There is a substantial geographical gap in the Pacific Northwest as far as locations where the required interdisciplinary education is offered. There is no such pro-

gram along the continental West Coast, our program's historically dominant source of students.

⊞ Appendix M: Map of the geographical distribution of Interdisciplinary Doc toral Programs in Built Environment in the U.S.

- Faculty impact: not to be overlooked is that in addition to "need" defined in the usual sense of "external demand," there also are necessities connected with the high-quality faculty so vital to the College's well-being: without the Ph.D. in Built Environment, the College will not be able to attract, maintain, much less develop, its excellent and diverse faculty. (Also see Section IV on Diversity. The dramatic changes in CAUP faculty and congruent research capacity can be seen in the comparison of the time before and after creation of the BE Ph.D.

⊞ Appendix N: Changes in CAUP Faculty with Ph.D.s and Research.Grants.

4. Desired learning outcomes and goals of the program.

Student outcomes are measured against the initial program proposal, which continues to function as our strategic plan, providing guidance or goals in the broadest sense. In the simplest sense, the intention is to prepare students for success at each stage of the process, by means of both what the program curriculum and faculty provide and by the invaluable contributions of faculty and programs beyond the College—through the essential process of connecting students to the rest of the university.

Major Objectives
- Provide the background students need to successfully conduct doctoral-level research
- Engage the appropriate specialized faculty inside and outside the College
  Specifically, acquire and exercise the following knowledge and skill sets:
  o Knowledge of emerging issues and problems in the built environment
  o Knowledge of the historical-cultural factors operative in today's built environment, especially a) the value-laden issues behind decisions sustaining or modifying bio-cultural environments, b) the complex relations among the built, virtual, and natural environments, and c) tensions arising out of global-local dynamics.
  o Competence in the knowledge base and procedures of the disciplines that comprise the chosen area of specialization; the ability to communicate effectively with members of other disciplines and practices and to appreciate their approaches and problems within a common project.
  o The ability to anticipate and engage with ethical problems early in their appearance, the ability to bring to bear the appropriate principles, the ability to work out, individually and in a group process, the hierarchy of competing values and factors when working toward a course of action.
  o Knowledge of the major contending epistemological theories of the built environment, not only to the level of understanding each one, but to the point of systematically understanding differences and conflicts that arise from structural differences and differences.
  o Abilities to appropriately apply a range of methodologies and research skills, where judgment as to which method or combination of methods to use is just as important as ability to successfully carry out the methodological procedure.

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- o Skill at producing, criticizing, and revising research products as well as the processes and outcomes of teaching or professional practice.

Evaluating the program's effectiveness, satisfaction, retention, learning outcomes, graduation, placement.
Measures of effectiveness, student satisfaction, and learning outcomes include:
i. Admission & retention
- Currently, we have strong offer/yield rates: of 35 admissions offers we have recruited 28 students, a rate of 80%.

Admissions Data 2003-2008

Year	Total applicants	from UW	Outside UW	Foreign	U.S.	Known minority	Offered	Accepted
2003*	7	5	2	3	4	-0-	5	5†
2004	12	6	6	7	5	1 (not offered)	6	5
2005	14	2	12	11	3	-0-	4	4
2006	24	2	22	17	7	-0-	7	5
2007	25	5	20	17	8	-0-	5	4
2008	27	3	24	21	6	1	8	4 + 1 deferral to 2009
TOTALS	109	23	86	76	33	2	35	28 / 80%

* Program approved in Summer 2003 and was announced only in-house
†One student delayed acceptance and entered Winter Quarter due to visa transfer issues

- We have a strong retention rate, having lost only three students (one left when it became clear that the material he had submitted for admission did not honestly reflect the quality of his work or ability; the other two left when their supervising faculty members were recruited away from UW to Carnegie Mellon and University of Virginia—which again testifies to the integration of student recruitment and faculty retention).
- Progress to Degree
  - See section vii below: Course of Progress to Degree and Appendix K
  - See student statistics above in III-D-2: Enrollment Trends

ii. Regular personal monitoring
Primarily we evaluate the program by monitoring the major dimensions on a continuous basis, keeping in close touch with the students' progress in their individualized programs of study (assessed by the judgment of their faculty committees and reviewed by the Program Director), listening and responding to their concerns as students, researchers, and job-seekers, attending to any noted academic deficiencies as soon as they occur (monitored by faculty teaching the courses, faculty advisors, the Program Assistant, and Program Director). Additionally we hold at least one annual joint student-faculty meeting to

discuss concerns and future directions; the Program Director and Program Assistant meet formally with individual students at least one a year and assess progress and outstanding issues, if any.

iii. Course work
both provides many of the desired outcomes and measures of success:
  a) Core curriculum:
       (courses uniquely directed to achieve the program objectives)
       Core course offerings have been successfully maintained (with the exception of not being able to offer the ethics every year due to an unexpected faculty leave)
  b) Students' grades:
       Overall student average GPA is 3.75, which is especially strong considering the interdisciplinary structure of their studies.
  c) Occasionally research papers produced in courses may be of a quality meriting revision for conference presentation and publication (see student production)
  d) Research methods
       (courses selected are tailored to individual students by their committees and may be taken anywhere on campus, thus providing a measure of peer faculty assessment)
       Range of units in which B.E. students have successfully completed research methods courses:
         • Anthropology
         • Architecture
         • Center for Statistics and Social Sciences
         • Comparative Literature
         • Construction Management
         • Educational Psychology
         • Geography
         • History
         • Oceanography
         • Technical Communication
         • Urban Design & Planning

iv. Student presentations demonstrating increasing understanding of research interests
The Colloquium-Practicum provides a structure for multiple stages of learning:
  a) in the first year students make a presentation on their general research interest (the first year also enables students to hear speakers from around the entire campus, facilitating finding faculty with related research interests)
  b) in the second year the students must make a presentation that satisfactorily answers the following questions:
         • What do I know about that topic so far?
         • What is the relevance of the topic?
         • Why do I want to do research in this area?
         • What are the potential alternative directions in which I could take my research? (methodologies)
         • What would be the major contributions of this research?
  c) the practicum provides the context for individual mentoring and documents the

students' successful participation in teaching, research, or grant proposal writing.

v. Successful connections across campus
provide a measure of assessment and acceptance by the program's peer faculty
- via research methods, see 4-iii-d above and Appendix H: Connections to other UW units
- via committees joined by faculty from other UW units, see Appendix H

vi. Refereed presentations, publications, research projects and awards; service
Assessment by academic and professional peers through refereed conference presentations, journal publications, and research grants, and awards in a wide range of multidisciplinary and international venues provides broad and constant external assessment of the program's academic effectiveness. Additionally, service projects provide a gauge of accomplishment in the often ignored area of professional-social responsibility. Our students have
- made presentations at 16 refereed conferences
- published 8 papers in refereed journals and books
- won 16 awards
This record of achievement is strong given that the program began only five years ago, less than half have advanced to candidacy and many of those who have are in the early stages of dissertation research.
See Appendix J for students' presentations, publications, & research projects.

vii. Course of progress to degree
Students progress through the stages of completing course work (including the required core courses and research methods courses), committee formation, general examinations, admission to candidacy, research proposal presentation, and dissertation research is satisfactory (especially since learning new languages—Burmese, Hindi, or Japanese—is part of the process for some).
See Appendix K for Student Flow Chart: Progress to Degree

viii. Graduation/placement
The program is new enough that the graduation and placement rate is not difficult to calculate: one graduate so far, who has been hired twice—first by a profession environmental consulting-engineering firm, then by the U.W. Department of Landscape Architecture for a tenure track position as the result of a national search. Two more students are on track to graduate in the short term, one in autumn, the other over the summer (his actually involves a double-degree, UW Ph.D. and a Ph.D. from University of Paris 8 (Belleville).

Use of evidence for improvements, curricular change, and resource allocation
As noted, the program is too new to have needed or made major changes. The task remains implementing the plan authorized by the Regents in 2003. Thus, with the curriculum the project is to continue to provide the necessary courses. At the same time, we see

that we need to generate additional opportunities for the students to participate as TAs or RAs in funded research projects. We do not have resources to reallocate, but we are developing new plans for resource development to make these improvements. Additionally, we have used the unfolding data on current student and faculty production to encourage the faculty to increase co-authoring presentations, publications, and grant proposals with students.

Institutions we consider our peers for this degree program. Comparison of the quality of our program to these others.
There are two sets of peer programs. Overall, the departments within the College and the College itself as a whole usually compare themselves to programs at other large public universities with Ph.D. programs and multiple departments (for example, the University of Michigan, the University of Texas at Austin, Texas A&M University, the University of California at Berkeley—this set of programs across the nation does not normally compare itself with the very well-funded private schools on the East Coast).

The Ph.D. in the Built Environment Program is specifically similar to institutions with a interdisciplinary approach at the doctoral level. Of the 140 U.S. schools of architecture, planning, and construction, 48 offer Ph.D. programs. Of these, 40 are traditional, narrowly specialized programs in only one or several (architecture, construction, landscape, or planning). Though a number of programs have a Ph.D. and multiple departments (such as at the University of California at Berkeley), most do not operate interdisciplinarily. Only 8 of the nation's institutions (and 1 in Canada) could be considered to have a genuinely interdisciplinary Ph.D. program or degree: Arizona State (3 areas), Georgia Tech (3 areas), Harvard (2 areas and D. Design), Texas Tech (3 areas), University of Colorado-Denver (3 areas), University of Florida (4 departments), and Virginia Tech (4 departments); and North Carolina State combines only 2 areas. In Canada, the University of Calgary focuses only on the environmental areas. Among the 7 U.S. programs that integrate 3 or 4 areas, not all are at the same level of national reputation as the University of Washington.
See Appendix O for the list of other Ph.D. Programs in the U.S.

In sum: although there are 140 U.S. schools in our discipline/profession, there are only 8 that offer a genuinely interdisciplinary Ph.D. degree, despite the fact that it is an area with increasing need, and of these only 5 or 6 are competitive programs. Our Ph.D. in the Built Environment program especially compares itself to Arizona State University, Georgia Tech, the University of Florida, and Virginia Tech.
the web page addresses of these four programs are provided in Appendix O

Both quantitative and qualitative measures point to the same level: the Ph.D. in the Built Environment Program has achieved and begun to maintain an essentially equal status with other programs at large public universities that rank, more or less, from #3 to #10 nationally. However, we still lose applicants to the University of Michigan or Berkeley.

With the exception of the Index of Faculty Productivity, there currently is no national comparison or ranking of schools of architecture nor their Ph.D. programs as is common

in most other disciplines: the "architecture" programs withdrew from the process five years ago because the variety of particular departments included in them makes comparison almost impossible.

- Quantitative measures include the
  - o Index of Faculty Productivity
- Qualitative measures include
  - o Faculty monitoring of sense of status from constantly updated feedback systems resulting from the faculty's international interactions with colleagues: referrals of students back and forth, job offers and placements, interactions at conferences, invitations, and so on
  - o Administrative peer assessment and recognition, for example through the bi-annual meetings of the Dean's Collaborative (the Deans of large public U.S. universities offering Ph.D. degrees).

5. Recent and ongoing plans-initiatives to improve quality and productivity
As the program enters its second phase—the regular activity of students at the now complete range of all levels—we are
i) Beginning an initiative to seek additional resources
ii) Focusing on continuing to improve base activities:
- productivity (especially joint faculty-student projects—see Appendices C, E and J)
- the diversity of program faculty and students (see below)
- further networks of collaboration across campus, including more units and faculty (See Appendix H: Connections to other UW units for progress in network building.)
iii) Adding Facilities
- by completing the research facility at Sandpoint, focally for students working with construction management faculty in the sustainable systems and prototypes and computational research tracks (especially in visualization projects), but open to all program faculty and students.
iv) Coordinating effectively with the Interdisciplinary Ph.D. Program in Urban Design and Planning on use of the common dedicated seminar room. The individual student rooms for the two programs are adequate (though minimally) as is the dedicated seminar room—however, beyond seminars for the two programs, as more students are scheduling defenses for their examinations, research proposals, and dissertations, as well as working with their committees in irregular and unpredictable meetings, the two programs will continue to cooperate on room use.

IV: DIVERSITY
We have our first diversity recruit, whose profile may provide clues as to what our strategies should include. She was attracted to the program because it matched her multi-disciplinary background and interest in combining academic and professional work in a way that would be of social service. She has a bachelor's degree in art and a master's of architecture with career work in medical research as well as considerable international experience in developing countries. These interests intersect with our faculty's in a way that would be true of only a few, if any, other programs. This sort of assemblage—of architecture/health and well-being/internationalism/ethical and developmental is-

sues/social-natural ecology and sustainability—will be but one of several such that will attract diverse faculty and students. Others will emerge through the three tracks.

The program, as the College as a whole, subscribes to the view that diversity across the entire spectrum of education is a necessary condition for promoting diversity at the very highest levels of graduate research. In regard to the critical need for a "pipeline" to support students throughout the entire educational process (a long-term project), since the Ph.D. program requires a Master's degree for admission, our primary focus as a program is on cooperating with the rest of the College in its activities to develop youth participation back through secondary and primary education. For example, since our faculties are the same, we participate in departmental initiatives to recruit a diverse student body via Landscape Architecture's interaction with Native tribal groups, Urban Design and Planning's moves to develop relations with historically Black institutions, the Architecture Department's work with AIA minority roundtable, and with the College's Professional Councils' minority retention committees. We also promote connections, such as linking student work on youth-generated environments and citizenship with a faculty member's Ford Foundation minority-youth oriented projects. Another example is found in the way the Program opens interdisciplinarily across campus to issues of environmental justice and health, linking our students with other programs focusing on empowering underrepresented populations. Additionally, we have mobilized our faculty to use their national connections to bring us as diverse a pool of applicants as is possible.

Clearly, a diverse faculty is a key to recruiting and retaining other diverse faculty and students. Here the Ph.D. program contributes a distinctive resource to the College: the ability to work with Ph.D. students in long term, sophisticated research projects (often itself a condition for being eligible for funding) is an important factor in faculty deciding whether or not to join our College. Faculty with an ambitious research and publication agenda need this dimension in order to succeed in their own career trajectories. We have a decently diverse faculty, and have paid special attention to increasing the number of women—an important goal since architecture and construction management (as engineering and many sciences) have historically been male-dominated until recently. We now have more women faculty not only in planning and landscape, but in the scientific-technical areas of architecture (computational lighting research) and construction (informational management and visualization). The current task is two-fold: not to lose good faculty whom we already have—perhaps the greatest and most immediate danger (as does happen, with Gail Dubrow, Christina Hill, and Hilda Blanco and is threatened with others) and to increase the number of faculty from ethnic minorities.
As an example of how this "leverage" effect is already is changing the disciplinary compartmentalization and the under-representation of minorities in architecture, construction management, and related fields, 5 Ph.D. students are working on computational visualization as members of teams led by Associate Professor Eddy Rojas, Assistant Professors Carrie Dossick, and Mehlika Inanici, all of whom are in the first wave of historically underrepresented populations to change the departmental, College, and disciplinary profile. (For example, Professor Rojas currently has four funded research projects with a total budget of $998,000, for which he would neither been eligible nor able to carry out without doctoral students—a fact that now has enabled him to develop a very promising ca-

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reer trajectory as well as financially support Ph.D. students—in sharp contrast to his predecessor who left in large part because he did not have doctoral students with whom to work.)

V: RESEARCH AND CREATIVITY

Productivity

The program has just won recognition as the most productive faculty in architecture-design-planning among top research universities in the nation, as measured by a complex combination of categories in book and journal publication, citations, and grants.

	Institution	Faculty Scholarly Productivity Index	Number of Faculty	Percentage of faculty with a book publication	Books per faculty	Percentage of faculty with a journal publication	Journal publica-tions per faculty
1	U of Washington	1.67	69	.3%	.46	58%	1.78
2	MIT	1.44	32	.31%	.5	41%	1.06
3	Georgia Tech	.84	31	.06%	.06	42%	1.71
4	U of Pennsylvania	.82	32	.59%	1.27	23%	.73
5	Harvard U	.65	14	.5%	.86	21%	.93
6	U.C.-Berkeley	.34	29	.28%	.38	24%	.41
7	Carnegie Mellon	.19	13	.15%	.15	62%	1.77
8	Texas A&M	.18	20	.05%	.05	55%	1.55
9	UCLA	.14	15	.4%	.67	13%	.27
10	Rensselaer Poly. Institute	-.26	13	.08%	.08	38%	3.62

	Institution	Percentage of faculty with Journal publica-tion cited by an-other work	Citations per faculty	Citations per paper	Percentage of faculty getting a new grant	New grants per faculty
1	U of Washington	43%	5.42	2.43	10%	.16
2	MIT	34%	21.36	1.34	9%	.09
3	Georgia Tech	42%	13.06	5.47	10%	.16
4	U of Pennsylvania	18%	.27	.38	5%	.05
5	Harvard U	14%	7.07	6.6	0%	-
6	U.C.-Berkeley	7%	.07	.14	3%	.1
7	Carnegie Mellon	38%	4.62	2.14	0%	-
8	Texas A&M	35%	3.9	1.77	5%	.05
9	UCLA	20%	2.67	4.44	0%	-
10	Rensselaer Poly. Institute	38%	6.81	1.81	0%	-

	Institution	Total value of new grants per faculty	Average amount of grant	Percentage of fac-ulty with an award	Awards per faculty
1	U of Washington	$16993	$106594	13%	.19
2	MIT	$6612	$70529	22%	.28
3	Georgia Tech	$37503	$232518	0%	-
4	U of Pennsylvania	$6767	$148882	5%	.05
5	Harvard U	$0	$0	50%	.64
6	U.C.-Berkeley	$7974	$74374	10%	.1
7	Carnegie Mellon	$0	$0	8%	.08
8	Texas A&M	$6867	$137345	0%	-
9	UCLA	$0	$0	13%	.13
10	Rensselaer Poly. Institute	$0	$0	0%	-

"The index examines faculty members who are listed on a Ph.D. program's Web sites--the total number of actual faculty members rated by the index is 164,843. The productivity of each faculty member is measured on as many as five factors, depending on the most important variables in the given discipline: books published; journal publications; citations of journal articles; federal-grant dollars awarded; and honors and awards. For each discipline, Academic Analytics assigns a weight to each variable. The faculty's scholarly productivity in each program is expressed as a z-score, a statistical measure (in standard deviation units) that reveals how far and in what direction a value is from the mean. A z-score of zero indicates that the program is at the national mean for the discipline; a z-score of 1 indicates that the program is one standard deviation unit higher than the national mean.

See Appendix I for The Chronicle of Higher Education Facts & Figures: Top Research

Universities Faculty Scholarly Productivity Index which contains a full explanation of how the analysis was carried out: http://chronicle.com/stats/producitivity/page.php,

Of course, the work in our interdisciplinary program does not take place apart from the work of faculty in departmental roles—there too there is a strong emphasis on interdisciplinarity as well as a successful record in research and scholarship, presentations and publications, and awards. During the past year, for example, our faculty members have published the following:

• Books

Colonial Modernities: British India and Ceylon; A Global History of Architecture; Environmental Dilemmas; Heidegger and Homecoming; The Problem of the House; Urban Youth Programs in America; Water, Ecology, and the Design of Cities; Place-Making in Los Angeles; Arata Isozaki [architect]; Lionel H. Pries [architect]; Urbanizing the Mojave Desert; Building Construction Illustrated; Architecture: Form, Space, & Order; Advances in Urban Ecology; Urban Ecology: An International Perspective.

• Chapters in

Design Studio Pedagogy, Encyclopedia of Environmental Ethics, The Natural City, Handbook of Tourism Studies, Modernism in the Middle East, Sense of Place and Health, Participatory Action Research Approaches and Models, American Institute of Architecture Anniversary Book, International Building Performance and Simulation Association (multiple), International Workshop on Computing in Civil Engineering (multiple), International Conference on Construction Applications of Virtual Reality, The Making of China's New Urbanism.

• Articles in

Journal of Planning Education and Research; Foundation for Electrical Construction; Journal of Architecture; Urban Studies; Journal of Architecture and Planning Research; Children, Youth, & Environments; Landscape and Urban Planning; Water Science Technology; Cities in the Future; Journal of Construction Engineering and Management (multiple); Journal of Lighting Research and Technology; Journal of Professional Issues in Engineering Education and Practice; Revista Ingenieria de Construcción; Impressions; Jahrbuch Architektur; Places; Landscape and Urban Planning; Science; Journal of Urban Design; Planning Perspectives.

And have won
- Grants from

Graham Foundation for Excellence in the Fine Arts, U.S Urban and Housing Development, Nuckolls Fund Grant for Lighting Education, National Science Foundation (multiple), U.S. Army, U.S. Department of Education, Canadian Studies, East Asian Studies, U.S. Department of Education Title VI Outreach, Chiang Ching-Kuo Foundation for International Scholarly Exchange, Robert Woods Johnson Foundation, Ford Foundation,
- Awards

National Design Award—Cooper-Hewitt National Design Museum; inclusion in Best of Reference List of the New York Public Library; American Institute of Architects Honors for Collaborative Achievement; Honoree of a special session on works at International Association for Philosophy and Literature; American Institute of Architects Service Award;

See Appendix E: Faculty CVs

<u>Mentoring junior faculty</u>

Care is taken to include and mentor junior faculty at all stages. As new faculty join the College, they are encouraged and invited to make a presentation in the Colloquium, so that the students may become aware of their presence and specializations and so that they are introduced to the program. (In fact, we involve new faculty from across campus by means of the Colloquium.) In the recruiting and admissions process the program also attends to finding and admitting new students not only for fair distribution to each of the three streams. The program includes new faculty as committee members from the beginning of their time at UW, using their first committee services as the occasion to introduce them to and guide them through the expectations, customs, official policies and practices, and usual difficulties encountered in supervising doctoral work. The program sees this collegial doctoral work as a critical to their transition from being young scholars to being leaders of scholars. In short, we mentor junior faculty as to the ways to serve on and chair dissertation committees, and we support their own work by recruiting doctoral students for them to direct on scholarly and research projects.

VI: COLLABORATIONS AND INTERDISCIPLINARITY

Since the entire program is interdisciplinary, most of what should be said in this section has been covered above. But, here is a list of faculty from 18 other UW units, three other universities, and the U.S. government actively working on our students' doctoral committees.

- Cecilia Bitz, Assistant Professor, Atmospheric Studies: Meriwether Wilson (GSR)
- Mary Callahan, Professor, International Studies: Jayde Roberts
- Kam Wing Chan, Professor, Geography: Kuangting Huang
- Rachel Chapman, Assistant Professor, Anthropology: Julie Poncelet (GSR)
- Jean-Louis Cohen, Professor, Architecture (Paris 8): Ashish Nangia
- John Findlay, Professor, History: Ken Yokom and Jerry Watson (GSR)

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- Marc Hershman-deceased, Professor, Marine Affairs: Meriwether Wilson
- Daniel Hoffman, Professor, Anthropology: Joshua Miller (GSR)
- Susan Kemp, Professor, Social Work: Julie Poncelet
- Biff Keyes, Professor, Anthropology: Jayde Roberts (GSR)
- Terrie Klinger, Associate Professor, Marine Affairs: Meriwether Wilson
- Christopher Konrad, USGS: Kuei-Hsien Liao
- Robert Naiman, Professor, Aquatic and Fishery Sciences: Kuei-Hsien Liao (GSR)
- Thomas Furness, Professor, GNM/Industrial Engineering: Namhun Lee
- Alberto Perez-Gomez, Professor, Architecture (McGill): Paula Patterson
- John Palmer, Research Professor, Psychology: Nanching Tai (GSR)
- James Tweedie, Assistant Professor, Comparative Literature: Joshua Miller
- Leroy Searle, Professor, English: Paula Patterson (GSR)
- Susan H. Whiting, Associate Professor, Political Science: Kuangting Huang (GSR)
- Anand Yang, Professor & Director, Jackson School of International Studies: Ashish
- Nangia (GSR)

Additionally, as noted, following the individualized trajectories of our students, 11 other UW departments and faculty provide a useful array of research methodology classes: the range of units in which B.E. students have successfully completed research methods courses: Anthropology, Architecture, Center for Statistics and Social Sciences, Comparative Literature, Construction Management, Educational Psychology, Geography, History, Oceanography, Technical Communication, Urban Design & Planning

VII: FUTURE DIRECTIONS

The program now is completing its first phase: it is up and running with a full complement of students and all phases of academic activity. Thus, the original strategic plan remains in effect as articulating the goals and objectives for the immediate future—though naturally we already can see the need for more fully completing some actions and changing others.

The educational mission of the Built Environment Program addresses the increasing need to educate current and future academicians, researchers, and professionals in the three fundamental areas of knowledge and practice in a manner that frees the subject matter from reductive disciplinary and methodological categories, instead providing new modes of integrated understanding and practical actions. The program utilizes the many specialized areas relating to the built environment, but does so in a manner that provides creative collaboration and fruitful hybridization. The aim of the program is to use the three fundamental areas as catalysts to bring together faculty and students from the wide variety of approaches that deal with the built environment, but that currently do so in an uncoordinated, if not fragmented and often contentious manner. By bringing together the normally separated approaches, opportunities for new theoretical and practical insights, cost-effective solutions, and physical-cultural change occur.

See Appendix F: Mission Statement & Strategic Planning

The main thrusts of future directions include:
- Implementing operation as a program with all phases of academic activity and students at all stages—"Steady as it goes" as we enter the second phase
- As a very high priority, seeking appropriate financial resources for research activity, student support, travel funds, and project seed money
- Integrating more doctoral students into College teaching activity
- Attracting new students from under-represented groups
- Continuing to improve productivity: grants, refereed papers, digitized tools (including student/faculty co-authorship/co-investigatation)
- Continuing to build the network of collegial connections
- Modifying the program as appropriate in light of change in the world

The greatest impact on our program's strength would come with
- increased resources to support students—with fellowships, TA and RA positions, travel funds, and research project seed funds
- resources to attract and retain faculty and students from underrepresented groups
- resources to support all faculty productivity, especially for travel and research project seed funding.

Required Appendices
A) Organization Chart
B) Budget Summary
C) Faculty
D) OAP Summary Data
E) Abbreviated Faculty Curriculum Vitae
F) Strategic Planning
G) HEC Board Summary—using template and excerpts from
        Appendices

Additional Appendices
H) Connections to other UW units
I) Chronicle of Higher Education Facts & Figures: Faculty Scholarly
        Production Index
J) Student Productivity: Presentations, Publications, Awards
K) Student Flow Chart: Progress to Degree
L) Need for and Benefits from Program
M) Map of Doctoral Built Environment Programs
N) Changes in CAUP Faculty with Ph.D.s and Research Grants
O) List of Interdisciplinary Ph.D. Programs in Built Environment
P) Sample, Faculty Form for Student Admissions-Alignment

Appendix A: Organization Chart

College of Architecture and Urban Design
4 Departments with Degree Programs:
- Architecture
- Construction Management
- Landscape Architecture
- Urban Design and Planning

& Non-Departmental Degree Program:
- Ph.D. Program in Built Environment

        Program Director
            Robert Mugerauer, Departments of Architecture
                     and Urban Design & Planning;
                     adjunct, Landscape Architecture

        Program Staff
            Neile Graham

        Program Steering Committee
            Alex Anderson, Department of Architecture
            Mehlika Inanici, Department of Architecture
            Kristina Hill, Ph.D., Department of Landscape Architecture
               beginning autumn, 2008, Ken Yokom, Ph.D.
                     Landscape Architecture
            Vikram Prakash, Ph.D. Department of Architecture
            Eddy Rojas, Department of Construction Management

        Student Representatives
            Josh Miller
            Jeremy Watson

Appendix B. Budget Summary

<u>The Ph.D. in the Built Environment Program 2003-2004 to 2007-08</u>

Costs
1. Student Support
Fellowships $37,500

                       3 first-year fellowships and tuition waivers
                       3 at $12,500 (+/- $2,000 lower than general UW"standard")

Tuition waivers $ 8,800   (1 needed in 2007-2008 and 2008-2009)
- 1[st] three years had all 3 from Grad. School as start up
- Last year & this year, Grad School competition provided 2; Last year the Dean's Office provided the other 1 $8,820 this year if the same
- 2009-10 following ?

    $ 46,320+   plus the adjustment upward for UW tuition increase

<u>General
expenditures</u> $ 1,000   (colloquium, etc)/year on 64-1151

     $47,820+

2. Operating
  Costs $ 2,000   Operations Budget (minor equipment, etc.) $2,000/year

                       Neile Graham's salary: overload, shared with certificate
                                      programs
                       Director-Bob M: Gratis, overload, no $$

======
    $49,820

3. Faculty   Departments each donate 1 course/year for a total of 4
                       courses/year
                            BE 550 (1 credit x 3 quarters)—Rojas from CM
                            BE 551—rotates, Anderson/Prakash from Arch.
                            BE 552—Mugerauer, Plan/Arch
                            BE 553—rotates, Manzo/LArch, Blanco/Planning
                     = No additional $$

======
    $49,820

Resources

A. 2003-2008
Endowments under Dean Mugerauer:
        Nellis Endowment (100%) $798, 572
        Wigel Endowment (50%) $262,000

                      $1,060,572 @ 5% = 53,028/year

Annual $53,028
        And, unspent balance in Wigel as of 1/05, $46,500
        To keep even with fellowship/tuition for a while

2. Regular Department/Unit Budgets for Faculty & Staff salaries

3. Additional support from Graduate School
        3 start-up tuition waivers
        2 GSFEI 2-quarter RA positions (2004-05, 2005-06)
        2 GSFEI Top Scholar tuition waivers (2006-07, 2007-08)

B. 2008-following
During the next five academic years, the Dean's office will support the Ph.D. BE
program. The Dean's office will cover expenses at or below the amount listed below.
This support is limited to the fiscal/academic year noted. For example, we need to spend
the $45,000 allocated during the 08/09 year by June 30, 2009.
     Support schedule:
        08/09 $45,000
        09/10 $40,000
        10/11 $30,000
        11/12 $20,000
        12/13 $10,000

Appendix C: Core Faculty

Definition
Though many of the College's faculty are involved with the Ph.D. in the Built Environment Program, here we limit the list to the core faculty who currently are active teaching core courses, chairing or serving on student's committees, or providing substantial advising and mentoring. (Affiliate faculty are not currently engaged in these activities, though we are encouraging expanded participation; thus, many affiliate faculty are likely to act as core members—just as some core members may temporarily revert to affiliate status).

List of Core Faculty
All of the Built Environment faculty are 100% full-time members of one of the departments in the College of Architecture and Urban Planning (no FTE specifically in the Ph.D. in the Built Environment Program).

- Daniel Abramson, Associate Professor, Urban Design and Planning
  - Doctoral Committees Chaired: Kuangting Huang (co-chair),
- Marina Alberti, Professor, Urban Design and Planning
  - Doctoral Committees Chaired: Kuei-Hsien Liao (co-chair)
- Alex Anderson, Associate Professor, Architecture
  - Doctoral Committees on which Served: Paula Patterson, Ashish Nangia,
  - Teaches BE 551: The Contemporary Built Environment
- Hilda Blanco, Professor, Urban Design and Planning
  - Teaches BE 553: Ethics
- Christopher Campbell, Assistant Professor, Urban Design and Planning
  - Doctoral Committees on which Served: Eric Noll
  - Advised/Mentored: Tom Dobrowsky
- Manish Chalana, Assistant Professor, Urban Design and Planning
  - Doctoral Committees on which Served: Eric Noll
- Frank Ching, Professor, Architecture
  - Doctoral Committees on which Served: Nanching Tai
- Meredith Clausen, Professor, Architecture and Art History
  - Doctoral Committees on which Served: Ashish Nangia
- Carrie Dosick, Assistant Professor, Construction Management
  - Doctoral Committees on which Served: Namhun Lee,
- Christia Hill: Professor, Landscape Architecture
  - Doctoral Committees Chaired: Ken Yokom—graduated 2007
  - Doctoral Committees on which Served: Jeremy Watson
- Jeffrey Hou, Associate Professor, Landscape Architecture
  - Doctoral Committees Chaired: Kuangting Huang (co-chair),
  - Doctoral Committees on which Served: Nanching Tai,
  - Advised/Mentored: Shu-Mei Huang
- Nicole Huber, Assistant Professor, Architecture
  - Doctoral Committees on which Served: Joshua Miller
- Mehlika Inanici, Assistant Professor, Architecture
  - Doctoral Committees Chaired: Nanching Tai, Kevin Van den Wymelenberg-pending
- Joel Loveland, Professor, Architecture

> Doctoral Committees on which Served: Kevin Van den Wymelenberg
- Brian McLaren, Associate Professor, Architecture
  > Doctoral Committees Chaired: Paula Patterson, Ozge Sade Mete
  > Doctoral Committees on which Served: Ashish Nangia
- Lynne Manzo, Associate Professor, Landscape Architecture
  > Teaches BE 551: Ethics
- Robert Mugerauer, Professor, Architecture, Urban Design and Planning
  > Doctoral Committees Chaired: Jayde Roberts, Meriwether Wilson (co-chair), Jerry Watson (co-chair), Joshua Miller, Kuei-Hsien Liao (co-chair)
  > Doctoral Committees on which Served: Paula Patterson, Julie Poncelet, Ken Yokom, Ozge Sade Mete
  > Teaches BE 552: Theories of Knowledge
- Jeffrey Ochsner, Architecture
  > Advised/Mentored: Tyler Sprague
- Ken Oshima, Assistant Professor, Architecture
  > Doctoral Committees Chaired: Tulinsky (pending)
  > Advised/Mentored: Alexander Tulinsky
- Vikram Prakash, Professor, Architecture
  > Doctoral Committees Chaired: Ashish Nangia
  > Doctoral Committees on which Served: Jayde Roberts
  > Teaches BE 551: The Contemporary Built Environment
- Mark Purcell, Associate Professor, Urban Design and Planning
  > Doctoral Committees on which Served: Eric Noll, Julie Poncelet
- Eddy Rojas, Associate Professor, Construction Management
  > Doctoral Committees Chaired: Namhun Lee, Susan Locsin-pending, JeongWook Son-pending
  > Teaches BE 550: Colloquium-Practicum
- Nancy Rottle, Associate Professor, Landscape Architecture
  > Doctoral Committees on which Served: Meriwether Wilson
- John Schaufelberger, Professor, Construction Management
  > Doctoral Committees on which Served: Namhun Lee
- David Streatfield, Professor, Landscape Architecture
  > Doctoral Committees Chaired: Jerry Watson (co-chair)
  > Doctoral Committees on which Served: Ken Yokom
- Sharon Sutton, Professor, Architecture
  > Doctoral Committees Chaired: Julie Poncelet

List of Affiliate Faculty
Affiliate faculty are College of Architecture and Urban Planning faculty qualified but not currently actively engaged in program activities. Many affiliate faculty are likely to shift to becoming core members as their interests and those of program students align.

Abdul Aziz, Assistant Professor, Construction Management
Christine Bae, Associate Professor, Urban Design and Planning
Brandon Born, Assistant Professor, Urban Design and Planning
Saeed Daniali, Professor, Construction Management
James DeLisle, Associate Professor, Urban Design and Planning

Ph.D. in the Built Environment

Daniel Friedman, Professor, Architecture and Urban Design and Planning
Donald Miller, Professor, Urban Design and Planning
Kamran Nemati, Construction Management
Anne Vernez-Moudon, Professor, Architecture, Urban Design and Planning, Landscape
    Architecture
Paul Waddell, Professor, Urban Design and Planning
Thaisa Way, Assistant Professor, Landscape Architecture

Office of Academic Programs Summary Data
PhD in Built Environment
Undergraduate Education

Undergraduate Majors[1]	Current 2006-07		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total						
Male						
Female						
African American						
American Indian						
Asian American/ Haw./ Pac Island						
Hispanic/Latino						
Caucasian						
Non-Resident Alien						
Not Available						

Bachelors Degrees Awarded[2]	Current 2006-07		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total						
Male						
Female						
African American						
American Indian						
Asian American/ Haw./ Pac Island						
Hispanic/Latino						
Caucasian						
Non-Resident Alien						
Not Available						

Student Credit Hours (SCH) by Course Level[3]	Current 2006-07		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Taken by Undergraduate Students						
Lower-Division Courses						
Upper-Division Courses						
Graduate Courses	3	100.0%	2	100.0%	3	--
Total	3		2		3	--
Taken by Graduate/Professional Students						
Lower-Division Courses						
Upper-Division Courses						
Graduate Courses	158	100.0%	127	100.0%	158	--
Total	158		127		158	--
Total						
Lower-Division Courses						
Upper-Division Courses						
Graduate Courses	161	100.0%	129	100.0%	161	--
Total	161		129		161	--

Student Evaluations of Instructional Quality[4]	Current 2006-07	5 Year Average
Lower-Division Courses		
Upper-Division Courses		
All Courses		

Satisfaction of Recent Graduates with Instruction in Their Program[5]	Survey of 2005 Graduates	Average from Surveys of 2001, 2003, and 2005 Graduates
Overall Satisfaction with Program		

[1] The number of unique students with one of the majors in the major abbreviation list for the program during the academic year reported. The academic year includes only Autumn, Winter, and Spring quarters. Students with a MAJOR_LEVEL=1 or a MAJOR_LEVEL=0 and CLASS ≤ 06 are classified as undergraduate students.(Data source: Planning and Budgeting database, Query "Majors7 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[2] The number of unique degrees with one of the abbreviations given in the degree abbreviation list for the program during the academic year reported. For the purpose of degrees, the academic year includes Summer quarter. (Data source: Planning and Budgeting database, Query "Degrees S9 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[3] The SCH figures reported here represent the student credit hours taught in courses where the responsible curriculum is listed in the curriculum abbreviation list for the program, as of the tenth day of the quarter. Student credit hours for a program are summed over the Autumn, Winter, and Spring quarters in an academic year. Lower-division courses are those with course numbers from 100 to 299, upper-division courses are those with course numbers from 300 to 499, and graduate courses are with course numbers 500 and above. Students are classified as undergraduates if their class code in the relevant quarter is 01 through 06, and they are identified as graduate or professional students if their class code is 08 or above. (Data source: Planning and Budgeting database, query "SCH s7 Final" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[4] The student evaluations of courses represent a combination of the first four items on course evaluation forms. Possible scores range from 0 through 5. These combined scores are obtained from the five-year summaries posted every fall at: https://www.washington.edu/oea/services/course_eval/uw_seattle/five_year/index.html

[5] The measure of students' overall satisfaction with a program comes from a question about the quality of instruction in a student's major from the survey of "University of Washington Graduates One Year After Graduation", which is conducted every two years and posted at http://www.washington.edu/oea/reports/student_alumni_surveys.html. The possible scores range from 1 through 5.

Office of Academic Programs Summary Data
PhD in Built Environment
Graduate Education - Master's Level

Master's Level Students in Program	Current (2006-07)		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total	1		0.3		1	--
Male	0	0.0%	0.0	0.0%	0	--
Female	1	100.0%	0.3	100.0%	1	--
African American	0	0.0%	0.0	0.0%	0	--
American Indian	0	0.0%	0.0	0.0%	0	--
Asian American/ Haw./ Pac Island	0	0.0%	0.0	0.0%	0	--
Hispanic/Latino	0	0.0%	0.0	0.0%	0	--
Caucasian	1	100.0%	0.3	100.0%	1	--
Non-Resident Alien	0	0.0%	0.0	0.0%	0	--
Not Available	0	0.0%	0.0	0.0%	0	--

Master's Degrees Awarded	Current (2006-07)		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total						
Male						
Female						
African American						
American Indian						
Asian American/ Haw./ Pac Island						
Hispanic/Latino						
Caucasian						
Non-Resident Alien						
Not Available						

Master's Student Admissions[3]	Current (2006-07)	3 Year Average	10 Year Change	
			Numeric Change	Percent Change
Number Applied				
Number Accepted				
Number Enrolled				
Percentage of Applicants Accepted				
Percentage of Accepted Enrolling				

Master's Student Progress/ Satisfaction	Current (2006-07)	3 Year Average	10 Year Change
# Survey Respondents			
Placement Rate at Time of Degree Award			
Percentage of Students Who Published During Graduate Study			
Overall Satisfaction with program (Exit Survey)			

[1]The number of unique students with one of the majors in the major abbreviation list for the program during the academic year reported. The academic year includes only Autumn, Winter, and Spring quarters. Students with a MAJOR_LEVEL=2 are classified as Master's students. (Data source: Planning and Budgeting database, Query "Majors7 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb).

[2]The number of unique degrees, with DEGREE_LEVEL=2, with one of the abbreviations given in the degree abbreviation list for the program during the academic year reported. For the purpose of degrees, the academic year includes Summer quarter. (Data source: Planning and Budgeting database, Query "Degrees S9 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[3]The number of master's program applicants is obtained by choosing unique applicants with an application type of "G", a degree_lvl_goal of 2, and an application status of 1, 4, 5, 8, 12, 14, 16, or 24. The number of accepted students is obtained by counting the subset of applicants who have an application status of 12, 14, 16, or 24. The number of enrolled is obtained by counting the subset of applicants who have an application status of 12. (Data source: APPL_HISTORY database, Query "Application Yield S4 Sort" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[4]These measures come from the Graduate School Exit Questionnaire, which is administered to graduating master's and doctoral students at the time they apply for the degree. A sample questionnaire and University summary reports are also available at http://www.grad.washington.edu/stats/exitsurv/index.htm.

Office of Academic Programs Summary Data
PhD in Built Environment
Graduate Education - Doctoral Level

Doctoral Level Students in Program[1]	Current (2006-07)		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total	17		13.7		17	--
Male	11	64.7%	9.0	65.9%	11	--
Female	6	35.3%	4.7	34.1%	6	--
African American	0	0.0%	0.0	0.0%	0	--
American Indian	0	0.0%	0.0	0.0%	0	--
Asian American/ Haw./ Pac Island	1	5.9%	1.0	7.3%	1	--
Hispanic/Latino	0	0.0%	0.0	0.0%	0	--
Caucasian	5	29.4%	4.3	31.7%	5	--
Non-Resident Alien	9	52.9%	6.0	43.9%	9	--
Not Available	2	11.8%	2.3	17.1%	2	--

Doctoral Degrees Awarded[2]	Current (2006-07)		3 Year Average		10 Year Change	
	Number	Percent of Total	Number	Percent of Total	Numeric Change	Percent Change
Total	1		0.3		1	0.0%
Male	1	100.0%	0.3	100.0%	1	0.0%
Female	0	0.0%	0.0	0.0%	0	0.0%
African American	0	0.0%	0.0	0.0%	0	0.0%
American Indian	0	0.0%	0.0	0.0%	0	0.0%
Asian American/ Haw./ Pac Island	0	0.0%	0.0	0.0%	0	0.0%
Hispanic/Latino	0	0.0%	0.0	0.0%	0	0.0%
Caucasian	1	100.0%	0.3	100.0%	1	0.0%
Non-Resident Alien	0	0.0%	0.0	0.0%	0	0.0%
Not Available	0	0.0%	0.0	0.0%	0	0.0%

Doctoral Student Admissions[3]	Current (2006-07)	3 Year Average	10 Year Change	
			Numeric Change	Percent Change
Number Applied	25	21	25	--
Number Accepted	4	5	4	--
Number Enrolled	3	3	3	--
Percentage of Applicants Accepted	16.0%	21.9%		
Percentage of Accepted Enrolling	75.0%	71.4%		

Doctoral Student Progress/ Satisfaction[4]	Current (2006-07)	3 Year Average	10 Year Change
# Survey Respondents	1	--	--
Placement Rate at Time of Degree Award	0.0%	--	--
Percentage of Students Who Published During Graduate Study	100.0%	--	--
Overall Satisfaction with program (Exit Survey)	4.0	--	--

[1]The number of unique students with one of the majors in the major abbreviation list for the program during the academic year reported. The academic year includes only Autumn, Winter, and Spring quarters. Students with a MAJOR_LEVEL=3 or MAJOR_LEVEL=4 are classified as Doctoral students. (Data source: Planning and Budgeting database, Query "Majors7 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb).

[2]The number of unique degrees, with DEGREE_LEVEL=4, with one of the abbreviations given in the degree abbreviation list for the program during the academic year reported. For the purpose of degrees, the academic year includes Summer quarter. (Data source: Planning and Budgeting database, Query "Degrees S9 Combine" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[3]The number of doctoral applicants is obtained by choosing unique applicants with an application type of "G", a degree_lvl_goal of 3 or 4, and an application status of 1, 4, 5, 8, 12, 14, 16, or 24. The number of accepted students is obtained by counting the subset of applicants who have an application status of 12, 14, 16, or 24. The number of enrolled is obtained by counting the subset of applicants who have an application status of 12. (Data source: APPL_HISTORY database, Query "Application Yield S4 Sort" in I:\groups\opb\OFFICE\OIS\APPS\Accountability\Program Review Data\ProgramReview.mdb)

[4]These measures come from the Graduate School Exit Questionnaire, which is administered to graduating master's and doctoral students at the time they apply for the degree. A sample questionnaire and University summary reports are also available at http://www.grad.washington.edu/stats/exitsurv/index.htm.

PhD in Built Environment Included Abbr Codes

Curric_Abbr	Major_Abbr	Degree_Abbr
B E	B E	B E

Daniel Benjamin Abramson

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410 Gould Hall, Box 355740, Seattle, WA 98195-5740, USA
Email: abramson@u.washington.edu, Phone: 206-543-2089; Fax: 206-685-9597

EDUCATION
Ph.D.   Tsinghua University, Beijing. Urban Planning. April 1998.
M.Arch.   Massachusetts Institute of Technology. Architecture. June 1992.
M.C.P.   Massachusetts Institute of Technology. Urban Studies and Planning.
                June 1992.
B.A.   Harvard University. Magna Cum Laude - European History. June 1985.

ACADEMIC APPOINTMENTS

University of Washington, Assistant Professor; Departments of Architecture and
    Landscape Architecture, Adjunct Assistant Professor; China Studies and Canadian
    Studies, full faculty member, 2001 – current.
Centre for Human Settlements, University of British Columbia School of Community
    and Regional Planning, Killam Postdoctoral Research Fellow and Lecturer, 1998 -
    2001.

SELECTED GRANTS, HONORS, AND AWARDS (since 2001)

CAUP Johnston/Hastings Publication Support Award for book manuscript, Overseas
    Chinese Houses in Fujian: The Diasporic Transformation of Home, 2008 ($5,000).
Canadian Studies Program Development Grants, annual (average $2,000).
Canadian Studies Research Grant for "Intercultural Planning and Preservation
    Practice: Vancouver's Chinatown Association Buildings and Seattle's Wing Luke
    Asian Museum Expansion", Co-Principal Investigator, 2007-current ($5,000).
UW East Asian Studies Course Development Grant, shared with Prof. Jeffrey Hou,
    Landscape Architecture, 2007-2008 ($5,000).
U.S. Department of Education Title VI Outreach Grant for China Studies "Summer
    Institute and Forum in Chinese Urban Development," 2006-2009 ($24,000).
Chiang Ching-kuo Foundation for International Scholarly Exchange (USA) grant
    for research on Housing Policy and the Development of a Globalized Domestic
    Architecture in Quanzhou, Fujian, China, 2006-current. ($40,000).
City of Seattle Department of Planning and Development sponsorship for urban
    design studios UDP 508, Autumn Quarters 2005 and 2007 ($10,000 and $20,000,
    respectively).
Robert Woods Johnson Foundation Grant for Neighborhood Quality of Life Study
    survey instrument reliability, 2003 ($7,700).
CAUP Dean's Award for Faculty Development, 2003 ($2,500).

SELECTED PUBLICATIONS (since 2001)

"Haussmann and Le Corbusier In China: Land Control and the Design of Streets in Urban Redevelopment," Journal of Urban Design, Volume 13, Issue 2 (June 2008), pages 231-256.

"Urban Change and Change in Urban Planning: A Dialectical View," Chapter 4 of The Making of China's New Urbanism, edited by Fulong Wu (Routledge, 2007). Sole author.

"The Aesthetics of City-scale Preservation Policy in Beijing," Planning Perspectives, Vol. 22, No. 2 (April 2007): 129–166.

"From Ethnic Enclave to Multi-ethnic Translocal Community: Constructed Identities and Urban Design in Seattle's Chinatown-International District," Journal of Architectural and Planning Research, Vol. 23, No. 4 (Winter 2006): 341-360. First author; co-author with Lynne Manzo and Jeffrey Hou.

"Planning for the Urban Edge in Quanzhou, Fujian: Foreshadowing an Enablement Approach to Village Urbanization," Projections: the MIT Journal of Planning, Vol. 5 (June 2006): 9-26. First author; co-author with Samantha Anderson.

"Urban Planning in China: Continuity and Change," Journal of the American Planning Association, Vol. 72, No. 2 (Spring 2006): 197-215.

"The 'Studio Abroad' as a Mode of Trans-cultural Engagement in Urban Planning: A Reflection on Nine Years of Sino-Canadian Educational Exchange," Journal of Planning Education and Research, Vol. 25, No. 1 (Fall 2005): 89-102.

"Global Networks, Civil Society and the Transformation of the Urban Core in Quanzhou, China," in Southern California and the World, edited by Eric Heikkila and Rafael Pizarro (Praeger, 2002). Co-author with Michael Leaf.

"Social Research and the Localization of Chinese Urban Planning Practice: Some Ideas from Quanzhou, Fujian," in The New Chinese City: Globalization and Market Reform, edited by John R. Logan. (Blackwell, 2002) pp. 167-180. Co-author with Michael Leaf and Tan Ying.

"The Dilapidation and Redevelopment of Beijing's Traditional Neighbourhoods," in The Horizontal Skyscraper, edited by Bjørn Erring, Harald Høyem, and Synnøve Vinsrygg. (Trondheim: Tapir Academic Press, 2002), pp. 47-55.

"Community Development and Urban Planning: A North American View of the Issues in China." In Zhongguo He Jianada De Shequ Fazhan (Community Development in China and Canada), edited by Chen Qineng and Jiang Peng. (Beijing: Minzu Chubanshe [Nationalities Press], 2002), pp. 64-74. (In Chinese).

"Beijing's Preservation Policy and the Fate of the Siheyuan," Traditional Design and Settlements Review, Vol. 13, No. 1 (Fall 2001): 7-22.

DOCTORAL ADVISEES

Kuang-ting Huang, PhD, Built Environment, co-chair, general examination, Spring 2008.
Ming-chun Lee, Interdisciplinary PhD, Urban Design and Planning, committee member, general examination, Autumn 2006.
Cheong Eun Ahn, PhD, History, GSR, general examination, Spring 2008.
William Buckingham, PhD, Geography, GSR, general examination, Winter 2008.
Guilan Weng, PhD, Geography, GSR, general examination, Autumn 2007.
Leslie Shieh, University of British Columbia School of Community and Regional Planning, PhD, external examiner, comprehensive examination, Winter 2007.
Jie Wu, PhD, Geography, committee member, general examination 2006.
Shuishan Yu, PhD, Art History, committee member, dissertation 2006.

Marina Alberti

Professor, Department of Urban Design and Planning, University of Washington

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Email: malberti@u.washington.edu

PROFESSIONAL PREPARATION
Ph.D. Urban and Regional Planning, 1992, Massachusetts Institute of Technology, Cambridge, MA
B.A. Urban Planning, 1981, University of Venice, School of Architecture, Venice, Italy

APPOINTMENTS
• Director, Interdisciplinary Ph.D. Program in Urban Design and Planning (2005-present)
• Director, UW Urban Ecology Research Lab, Seattle WA (2000-present)
• Associate Professor of Urban Design and Planning, University of Washington, College of Architecture and Urban Planning (2000-present)
• Adjunct Associate Professor, Landscape Architecture, University of Washington, College of Architecture and Urban Planning (1998-present)

SELECT PUBLICATIONS
Books
Alberti, M. 2008. Advances in Urban Ecology: Integrating Humans and Ecological Processes in Urban Ecosystems. Springer-Verlag.

Marzluff, J., Shulenberger, E., Endlicher, W., Alberti, M., Bradley, G., Ryan, C., Simon, U., and C. ZumBrunnen. (Eds.) 2008. Urban Ecology. An International Perspective on the Interaction between Humans and Nature. Springer-Verlag.

Journal Papers
Alberti, M. 2007. Ecological signatures: The science of sustainable urban forms. Places. 19(3): 56-60.

Alberti, M., Booth, D., Hill, K., Avolio, C., Coburn, B., Coe, S., and D. Spirandelli 2007. The impact of urban patterns on aquatic ecosystems: An empirical analysis in Puget lowland subbasins. Landscape and Urban Planning, 80: 345–361.

Liu, J., Dietz, T., Carpenter S., Alberti, M., Folke, C, Redman, C., Schneider, S., Ostrom, E., Pell, A., Lubchenco, J., Taylor, W., Ouyang, Z., Deadman, P., Kratz, T., and W. Provencher. 2007. Complexity of coupled human and natural systems. Science 317(5844): 1513 – 1516.

Powell, S., Cohen, W., Yang, Z., Pierce, J., and M. Alberti. 2007. Quantification of impervious surface in the Snohomish water resources inventory area of Western Washington from 1972- 2006. Remote Sensing and Environment. In Press.

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Liu, J., Dietz, T., Carpenter S., Folke, C., Alberti, M., Redman, C., Schneider, S., Ostrom, E., Pell, A., Lubchenco, J., Taylor, W., Ouyang, Z., Deadman, P., Kratz, T., and W. Provencher. 2007. Coupled human and natural systems. Ambio. 36(8): 639-649.

Hepinstall, J.A., J.M., Marzluff, M. Alberti. 2008. Predicting avian community responses to increasing urbanization. Studies in Avian Biology. (In Press).

Morawitz, D., Blewett, T., Cohen, A., and M. Alberti. 2006. Using NDVI to assess vegetative land cover change in Central Puget Sound. Environmental Monitoring and Assessment, 114 (1- 3):85-106. *Authors are in no particular order as specified in paper.

Alberti, M. 2005. The effects of urban patterns on ecosystem function. International Regional Science Review. 28:168-192.

SYNERGISTIC ACTIVITIES

1.) Mentoring, Teaching and Training
I have served as the primary advisor for over 25 graduate students and served on numerous other graduate committees for students. I am the Director of the Ph.D. Program in Urban Design and Planning and was a core faculty member and Co-PI for the UW Urban Ecology IGERT (2001-2006). I teach a number of different graduate courses within the college including (but not limited to) research design, environmental planning, and geospatial analysis.

2.) Select, Recent Awards and Major Grants
NSF Urban Landscape Patterns: Complex Dynamics and Emergent Properties. PI: Marina Alberti. National Science Foundation, Biocomplexity Project, 2005-2009 (BCS 0508002). $1,399,644.

NSF Integrated Simulation Model of Urban Development, Land Cover Change and Bird Diversity. PI: Marina Alberti, National Science Foundation, Biocomplexity Project, 2001-2005 (BCS-0120024) $1,128,818.

NSF IGERT: Integrative Graduate Education in Urban Ecology. PI: Gordon Bradley, Co-PI's: Marina Alberti, John Marzluff, Clare Ryan, Craig ZumBrunnen. National Science Foundation, 2001-2005 (N DGE-0114351). $3,000,000

3.) Service
Reviewer for: National Science Foundation, Environment and Planning B, Science, Proceedings of the National Academy of Sciences, Journal of American Planning Association, Landscape Ecology

Guest Editor for: Places, Environmental Impact Assessment Review

4.) Outreach
I have worked with reporters, artists, educators on numerous outreach projects focused on communicating concepts from urban ecology and coupled human-natural systems.

LIST OF COLLABORATORS
1.) Graduate and Postdoctoral Advisors

Lawrence Susskind (MIT; PhD)

Paul Ehrlich (Stanford; Postdoctoral)

2.) Collaborators

Marty Anderies (Human Evolution and Social Change, ASU)Derek Booth (University of Washington), Alan Borning (University of Washington), Gordon Bradley (University of Washington), Elain Faustman (University of Washington), Adrienne Greve (California Polytechnic State University), Mark Handcock (University of Washington), Jeff Hapinstall (University of Georgia), Kristina Hill (University of Washington), Lucy Hutyra (University of Washington), Dennis Lettenmaier (University of Washington), Jianguo Liu (Michigan State University), John Marzluff (University of Washington), Chuck Redman (Arizona State University), Clare Ryan (University of Washington), Eric Salathé (University of Washington), Vivek Shandas (Portland State University), Eric Shulenberger (University of Washington), Josh Tewksbury (University of Washington), Paul Torrens (Center for Advanced Spatial Analysis, University College, London), Paul Waddell (University of Washington), Jingle Wu (Evolutionary Ecology, Arizona State University), Craig Zumbrunnen (University of Washington)

Alex T. Anderson, Ph.D.
Associate Chair, Graduate Program Coordinator, Associate Professor

Alex T. Anderson, is Associate Chair, Graduate Program Coordinator and Associate Professor in the Department of Architecture at the University of Washington, where he teaches in the areas of architectural history, theory, representation, and design.

Professor Anderson received a B.S. in Civil and Environmental Engineering from Cornell University, and an M.Arch., M.S.Arch., and Ph.D. in Architecture from the University of Pennsylvania. Before assuming his position at University of Washington in the fall of 1998, Professor Anderson taught architectural history, theory, and design at the University of North Carolina at Charlotte, building structures and architectural theory at the Philadelphia College of Textiles and Science, and architectural drawing at the University of Pennsylvania.

Professor Anderson's recent book, The Problem of the House: French Domestic Life and the Rise of Modern Architecture (University of Washington Press, 2006) examines French domestic interiors and their role in shaping modern architecture. His forthcoming book is an annotated translation from the French of Étude sur le mouvement d'art décoratif en Allemagne, written in 1912 by Charles-Edouard Jeanneret (Vitra Design Museum, 2007). Professor Anderson's recent publications include an essay on dining spaces in Eating Architecture (MIT Press 2004) and an essay on architectural scale figures in the Journal of Architectural Education, May 2002. He has presented papers on architectural history, theory, representation, and pedagogy at conferences in the United States and Europe. He has also contributed book reviews to journals in architecture and aesthetics.

Degrees	Ph.D. in Architecture, University of Pennsylvania, Philadelphia, PA, 1997 M.S. in Architecture, University of Pennsylvania, Philadelphia, PA, 1995 M.Arch., University of Pennsylvania, Philadelphia, PA, 1995 B.S. in Civil & Environmental Engineering, Cornell University, Ithaca, NY, 1987
Teaching Responsibilities	Arch 350: Architecture of the Ancient World (lecture) Arch 450: Modern Architecture and the Decorative Arts (seminar) Arch 463: Theories of Representation (seminar) Arch 504: Graduate Design Studio Options BE 551: The Contemporary Built Environment (Ph.D. seminar)
Main Areas of Research and Scholarship	Architectural Design Architectural Theory Architectural History Architectural Representation Decorative Arts
Selected Publications and Papers	Books and book chapters The Problem of the House: French Domestic Life and the Rise of Modern Architecture (University of Washington Press, 2006) A Study of the Decorative Arts Movement in Germany, by Charles-Edouard Jeanneret, translation from the French of 1912 (Vitra Design Museum, 2008 – forthcoming) "Table Settings: The Pleasures of Well-Situated Eating," in Eating Architecture, ed. Paulette Singley and Jamie Horowitz (MIT Press, 2004) Peer reviewed papers "Learning from the German Machine: Le Corbusier's 1912 Etude sur le mouvement d'art décoratif en Allemagne." Proceedings of the ACSA National Conference in Chicago (Washington DC: ACSA Press, 2005) "On the Human Figure in Architectural Representation." Journal of Architectural Education: May 2002. "City and Belief: Córdoba Before the Reconquest," Proceedings of the 2000 ACSA International Conference in Hong Kong (Washington DC: ACSA Press 2000) "Modern Architecture under the Sway of the Lesser Arts," Proceedings of the 1998

ACSA West Regional Meeting (Berkeley: Dept. of Architecture, University of California, Berkeley, 1998)

Other papers

Modern Architecture and the Commonplace. Doctoral dissertation. UMI # 9727186 (Ann Arbor, 1997).

"Ornament and Grime," Column 5, Journal of the Department of Architecture (Department of Architecture, University of Washington, 2006)

"Ephemeral Walls, Borrowed Ornament," Column 5, Journal of the Department of Architecture (Department of Architecture, University of Washington, 2004)

"Thinking in Shadow," Column 5, Journal of the Department of Architecture (Department of Architecture, University of Washington, 2001)

Selected Academic Experience	Associate Professor (with tenure), Associate Chair, Graduate Program Coordinator, University of Washington, 2005 – present Assistant Professor, University of Washington, 1998 - 2005 Assistant Professor, University of North Carolina at Charlotte, 1996 - 1998 Adjunct Professor, Philadelphia College of Textiles and Science, 1993 - 1995 Instructor, University of Pennsylvania, 1993 – 1995
Selected Academic and Public Service	AIA Washington Council, Civic Design Awards, Juror 2006, 2007 University of Washington, Faculty Senator, 2003-present College of Architecture and Urban Planning, Interdepartmental Ph.D. Advisory Committee, 2003-present Department of Architecture, Curriculum Committee, Chair, 2003-present Peer reviewer for the ACSA conference papers: Association of Collegiate Schools of Architecture
Selected Awards, Honors, and Grants	Dean's Faculty Award for Completed Work (for The Problem of the House: French Domestic Life and the Rise of Modern Architecture), 2007 Johnston/Hastings Faculty Travel Award, Department of Architecture, 2007 Faculty Frame, for service to the Department of Architecture, 2005. Johnston/Hastings Award (for publication activities), College of Architecture and Urban Planning, University of Washington, 2004. Gerald A. Williams Memorial Endowment Prize, Department of Architecture, Department of Architecture, University of Washington, 2004 The Lionel "Spike" Pries Award for excellence in teaching (teacher of the year), College of Architecture and Urban Planning, University of Washington, 2002 Faculty Research Support Grant, University of North Carolina at Charlotte, 1997

Christopher D. Campbell
Assistant Professor
Department of Urban Design and Planning
University of Washington

A. Professional Preparation
B.A.   1990. University of Washington, African Studies
M.A.   1994. University of California, Los Angeles, Department of Sociology
Ph.D.   2002. University of California, Los Angeles, Department of Sociology

B. Appointments
2005-Present   Affiliate Faculty, Russia, Eastern Europe, Central Asia Studies Program, Jackson
               School, University of Washington
2004- Present Core Program Faculty Member, Ph.D. Program in the Built Environment,
               University of Washington.
2004- Present Faculty Member, Interdisciplinary Ph.D. Program in Urban Design and Planning,
               University of Washington.
2003 - Present Graduate Faculty Appointment, University of Washington.
2003 - Present Assistant Professor, Department of Urban Design and Planning, School of
               Architecture and Urban Planning, University of Washington.
2000- 2002   Assistant Professor (Acting), Department of Urban Design and Planning,
               School of Architecture and Urban Planning, University of Washington.
2001, 2002   Interim Director, Community, Environment, and Planning Program
               Department of Urban Design and Planning, University of Washington.
1996 - 2000   GE Cluster Program Planner and Instructional Coordinator. Letters and Science
               General Education Cluster Program. Office of the Provost, University of
               California, Los Angeles.
1994-1996   Researcher and Special Programs Associate, Undergraduate Programs.
               Office of the Provost, University of California, Los Angeles.

C. Select Publications
Campbell, C. (In Press). Ordinary Spaces, Meaningful Places: Place-Making in Los Angeles.
    Yale Series on Cultural Sociology. Paradigm Publishers: Bolder, Co.
Campbell, C. (Under Review) Charrettes, Partnerships, and Community Projects: Lessons for
    Sociology from the Planning Profession. Teaching Sociology.
Evans-Campbell, T. and C. Campbell (Invited Chapter). Community, Place, and Resistance in
    American Indian/Native Alaska Communities. In Schiele, J. Social Welfare Policy:
    Regulation and Resistance among People of Color.
Campbell, C. (2001) Social structure, space, and sentiment: searching for common ground in
    sociological conceptions of community. Research and Community Sociology. JAI Press, v.10:
    21-57.

D. Professional Presentations
Campbell, C. (April 2008). American Urban Planning and Policy: Historical Patterns and
    Recent Trends. Invited visiting scholar, presenting an eight-part lecture series for Siberian
    Federal University, Krasnoyarsk, Russia.
Campbell, C. (October 2007). Planning in Post-Soviet Russia: New Opportunities and
    Challenges for Practice and Education. Session Organizer. ACSP Conference, Milwaukee.

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Campbell, C. and I. Kukina (October 2007). Seattle to Krasnoyarsk: The Potentials and Pitfalls of Russian/US Collaboration and What We've Learned So Far. ACSP Conference, Milwaukee.

Campbell, C. (September, 2007). Planning and the American Neighborhood. Invited speaker. Association of City Planners, Omsk, Russia.

Campbell, C. (September, 2007). Community-Based Planning in the U.S. Invited speaker. Association of Architects and Engineers, Novosibirsk, Russia.

Campbell, C. (September, 2007). New Trends in American Urban Planning. Invited speaker. Association of Architects and Urban Designers. Krasnoyarsk, Russia

Campbell, C. (August, 2007). In the Image of the Beholder: Self and the Making of Place. Section on Community and Urban Sociology. American Sociological Association Annual Meetings. New York.

Campbell, C. (November, 2006). The Community and The Academy: An Uneasy Partnership. Ballarmine Conference, Loyola Marymount University, Los Angeles. Invited Speaker.

Campbell, C. (May, 2006). Charrettes, Partnerships, and Community Projects: Lessons from the Planning Profession for Creating a Better World. Session title: Pedagogies of Hope. Pacific Sociological Association Annual Conference, Los Angeles.

Campbell, C. (October 2005). Making Space(s) for Difference: Insurgent Pedagogies and Planning. ACSP Conference, Kansas City. Session Moderator.

Campbell, C. and D. Ryan. (September 2004). Deliberative Education/Communicative Planning: Social Learning for Community, Environment, and Planning. Pacific Rim Community Design Conference, Seattle.

Campbell, C. and F. Westerlund. (October 2004). Urban Planning in the Puget Sound Region. Krasnoyarsk State Academy of Architecture and Civil Engineering. Krasnoyarsk, Russia.

Westerlund, F and C. Campbell. (October 2004). Architecture in Seattle and the Puget Sound Region. Russian Academy of Architects. Krasnoyarsk, Russia.

Campbell, C. (April 2004). Dealing with Democracy in the Classroom: Fears, Opportunities, Solutions. Session Organizer. American Association of Higher Education "Learning to Change" Conference. San Diego.

Campbell, C. (June 2003). Toward Robust Student-Centered Learning. Session Organizer. Community of Practice Session at the American Association of Higher Education 2003 Assessment Conference. Seattle.

Campbell, C. and J. Brown. (April 2003). Campus-Community Partnerships in an Interdisciplinary Setting. Community-Campus Partnerships for Health 7[th] Annual Conference, "Taking Partnerships to a New Level: Achieving Outcomes, Sustaining Change." San Diego.

Campbell, C. and J. Brown. (March 2003). The Student as Citizen: Creating University-Community Learning Partnerships. American Association of Higher Education Annual Conference. Washington D.C..

Campbell, C. (March 2003). Pre-Conference Work Session: Setting a Research Agenda for Community-Based Learning. Invited Participant. American Association of Higher Education Annual Conference. Washington D.C..

Campbell, C, Joseph Brown and MichaelAnn Jundt. (February 2003). The University as Citizen: Moving Beyond Town & Gown. Washington Center for Improving the Quality of Undergraduate Education Annual Conference. Seattle.

Schuessler, R., Dennis Ryan, and Christopher Campbell. (February 2003). Embracing the Unexpected: Spontaneous Acts and Serendipitous Results. Washington Center for Improving the Quality of Undergraduate Education Annual Conference. Seattle.

Manish Chalana

Department of Urban Design and Planning, Campus Box 355740, Seattle, WA 98195
Phone: (206) 616-6051, Email: chalana@u.washington.edu, Fax: (206) 685-9597

EDUCATION

Ph.D. in Planning and Design, College of Architecture and Planning, University of Colorado. Area of specialization: Cultural Resource Management. Dissertation title: "With Heritage So Wild: Cultural Landscape Management in the U.S. National Parks." Summer 2005

Graduate Certificate in Historic Preservation, University of Colorado. Fall 2004

Master of Landscape Architecture, College of Arts and Architecture, The Pennsylvania State University.
Summer 1999

Master of Architecture, School of Planning and Architecture, India. Spring 1996

Bachelor of Architecture, Department of Architecture, Mangalore University, India. Summer 1993

TEACHING POSITIONS

Lecturer: Urban Design and Planning, College of Architecture and Urban Planning, University of Washington, Seattle. 2005-present

Faculty (Honorarium): Environmental Design, College of Architecture and Planning, University of Colorado at Boulder. 1999-2004

Graduate Student Instructor: Landscape Architecture, School of Architecture and Landscape Architecture, The Pennsylvania State University. 1997-1999

RECENT PUBLICATIONS

Chalana M. Global Heritage News: Lessons from India and China. Conference Proceedings from the 12th International National Trust Conference in New Delhi, India (In press)

Chalana M. Preserving a Sense of Place: Heritage Conservation Strategies for Goa, India. Parmal Journal of Goa Heritage Action Group, India (In press)

Chalana M. Book review: Anita Sinha's Landscapes in India: Forms and Meanings, Landscape Journal. Volume 26. Number 2, 2007

Holleran M. and Chalana M. Historic Context and National Register Eligibility for Colorado Irrigation Ditches and Canals. CRM: The Journal of Heritage Stewardship. Vol. 3, No. 2, Summer 2006

Chalana, M. Cultural Landscapes of the USA's National Parks. Context. No. 92, November 2005

Chalana, M. "New Delhi," in Encyclopedia of Twentieth Century Architecture. Fitzroy Dearborn Publishers, London. 2003

Chalana, M. "Greenbelts and Greenbelt Towns," in Encyclopedia of Twentieth Century Architecture. Fitzroy Dearborn Publishers, London. 2003

RECENT PROFESSIONAL EXPERIENCE

Project Lead: Pritchard Park Planning, Bainbridge Island Parks and Recreation Department, Bainbridge Island, WA. 2007

Project Lead: Rocky Mountain National Park, National Register Evaluation of Historic Structures. National Park Service. 2004

RECENT HONORS, AWARDS, PREVIOUS GRANTS AND CERTIFICATES

Research-related

PI. Regional Park Plan for Prichard Park / Japanese-American Memorial, $50,000. City of Bainbridge Island and Bainbridge Island Metro Parks and Recreation District. 2008

Co-PI Linking Toxics Cleanup and Redevelopment Programs Across the States: Lessons Learned from Washington State. $302,941. Washington State Department of Ecology. 2007

U.S. State Department. Speaker and Specialist Grant. Heritage Conservation Program, India. Funding Amount: $4824. 2007

Rocky Mountain National Park, National Register Evaluation of Historic Structures. Funding Agency: National Park Service. Co-PI. Funding Amount: $7257. 2004-2005

Cultural Landscape Preservation in the National Parks: The Illustrative Case of Rocky Mountain

National Park. Citation of Special Recognition, Graham Foundation's Carter Manny Award. 2003
Rocky Mountain Research Fellowship, Rocky Mountain Nature Association. 2003

Teaching-related
  Washington ASLA Merit Award, for Group Report, Envisioning a Gateway Park for Bainbridge Island:
    Pritchard Park Planning Report, 2008
  Lionel Pries Distinguished Professor Award, College of Architecture and Urban Planning, University of
    Washington (awarded by the students of the College), 2007
  Washington ASLA Student Honor Award, for Studio Project, Community Design with Nature: Protect
    and Preserve. Takatoriyama. Urban Space Design Charette: Revitalizing Nagata, Kobe, Japan. Lauren
    Acheson, Nic Arcos, and Chiaki Nakajima, 2006
  Washington ASLA Student Honor Award, for Individual Report: A Part of History: Adaptive Re-use by
    McMenamins Brewery and Restaurant at the Cornelius Pass Road House and Imbrie Hall.
    Preservation and the Vernacular Environment. Alison Blake, 2006
  The American Planning Association and the Planning Association of Washington Merit Award in the
    Student Plan Category, Broadway Beckons: Invigorating the Spine of Capitol Hill. Digital Design
    Practicum (Urban Design Students). 2006

RECENT CONFERENCE PRESENTATIONS AND INVITED TALKS
  Keynote Address: Global Influences on Local Heritage. Architectural Conservation Workshop, Indian
    National Trust for Art and Cultural Heritage (INTACH) Aurangabad Chapter, Aurangabad, India. 2007
  Guest Lecturer: Cultural Resource Management; Lessons from the United States. Goa College of
    Architecture, Goa, India. 2007
  Round Table address: Urban Planning and Heritage Conservation in Indian Cities. Goa Heritage
    Action Group (CHAG) and Indian National Trust for Art and Cultural Heritage (INTACH) Goa
    Chapter, Goa, India. 2007
  Guest Lecturer: Heritage Conservation is a Globalizing World. Kamla Raheja School of Architecture,
    Mumbai, India. 2007
  Speaker: Historic Preservation; History, Law and Practice in India and United States. West Bengal
    Heritage Commission Town Meeting, Chinsura, India. 2007
  Keynote Address: Global Influences on Local Heritage. Heritage Awareness, Conservation Initiative and
    Tourism Potential: Built Environment of Kolkota Conference, Loreto College, Kolkata. India. 2007
  Speaker: Heritage and Globalization: Lessons from India and China. 12th International Conference of
    National Trusts. New Delhi, India. 2007
  Poster Presentation: Participatory Planning: South Asian Immigrants and Metropolitan Area.
    Association of Collegiate Schools of Planning Conference. Milwaukee, WI, 2007
  Speaker: Community Participation and Historic Preservation in the Globalizing World. Pacific Rim
    Community Design Network Meeting, Quanzhou, China. 2007
  Speaker: Is Modernism to Blame? The Changing Face of Urban Parks in the U.S. and Canada. Council
    of Educators in Landscape Architecture Conference. Vancouver, BC. 2006
  Speaker: (Model) Minority Report: The Changing South Asian Diaspora in the Pacific West.
    Association of American Geographers, Denver, CO. 2005
  Panelist: New Technologies in Historic Preservation. Saving Places Conference, Denver, CO. 2005
  Speaker: Moraine Amphitheatre and Lodge Site—Historic District or Cultural Landscape? Workshop
    on Cultural Landscapes in Rocky Mountain National Park, Estes Park, CO. 2004
  Speaker: Cultural Landscape Inventory in Rocky Mountain National Park. Rocky Mountain Biennial
    Research Conference, Estes Park, CO. 2004
  Speaker: Cultural Landscape Preservation in the US National Parks. Fourth National Forum on
    Historic Preservation Practice, Baltimore, MD. 2004
  Speaker: Using GIS Based Analysis to Assess Large Scale Cultural Resource Management: The Case of
    Historic Irrigation in Colorado. Association of American Geographers, Philadelphia, PA. 2004
  Speaker: Lost in Translation: Modern Landscape Architecture Design. Saving Places Conference,
    Denver, CO. 2004

Francis D.K. Ching

Education Bachelor of Architecture: 5-year Professional Degree Cum
Laude
University of Notre Dame 1966

Present Position Professor Emeritus
Department of Architecture
208 Gould Hall, Box 355720
University of Washington
Seattle, WA 98195
206.685.3874 / e-mail: frankc@u.washington.edu
Appointments Professor Emeritus, Department of Architecture, University
of Washington 2007–
Professor, Department of Architecture, University of Washington 1991–06
Visiting Faculty, Department of Architecture, The Chinese University of
Hong Kong 1993
Visiting Scholar, Tokyo Institute of Technology, Tokyo, Japan 1990
Lecturer, Department of Architecture, University of Washington 1985–91
Lecturer, Department of Landscape Architecture, University of
Washington 1985–90
Instructor, Design Department, Cornish College of the Arts 1981–84
Assistant Professor, School of Architecture & Urban Planning,
University of Wisconsin–Milwaukee 1976–80
Instructor, School of Architecture, Ohio University 1972–76
Publications Books
Building Construction Illustrated, 4th Ed. John Wiley & Sons, N.Y. 2008
Architecture: Form, Space & Order, 3rd Ed. John Wiley & Sons, N.Y. 2007
Chinese translation in progress.
A Global History of Architecture. w/ Vikram Prakash & Mark Jarzombek.
John Wiley & Sons, N.Y. 2006
Brazilian, Chinese, Portuguese, Russian, Spanish and Turkish
translations in progress.
Building Codes Illustrated. 2nd Ed. w/ Steve Winkel. John Wiley & Sons,
N.Y. 2006
Interior Design Illustrated, 2nd Ed. w/ Corky Bignelli. John Wiley &
Sons, N.Y. 2004
Translated into Spanish.
Building Codes Illustrated. w/ Steve Winkel. John Wiley & Sons, N.Y.
2003
Architectural Graphics, 4th Ed. John Wiley & Sons, N.Y. 2001
Translated into Chinese, Korean and Russian.
Merriam–Webster's Collegiate Encyclopedia. Consultant for Architecture.
2000
Sketches from Japan. John Wiley & Sons, Inc., N.Y. 2000
Building Construction Illustrated, 3rd Ed.John Wiley & Sons, N.Y. 2000
Translated into Italian, Portuguese and Thai.
Design Drawing. Book + CD–Rom. w/ Steve Juroszek. Van Nostrand
Reinhold, N.Y. 1997
Translated into Chinese, French, Korean, Portuguese and Spanish.
Architectural Graphics, 3rd Ed. Van Nostrand Reinhold, N.Y. 1996
Translated into Indonesian, German, Greek, Portuguese and Spanish.
Architecture: Form, Space & Order, 2nd Ed. Van Nostrand Reinhold, N.Y.
1996
Translated into Chinese, German, Greek, Japanese, Korean, Malaysian,
Russian and Turkish.
A Visual Dictionary of Architecture. Van Nostrand Reinhold, N.Y. 1995
Translated into Chinese, German, Greek, Indonesian, Japanese, Korean,
Portuguese, Serbian, Spanish and Turkish.
Building Construction Illustrated, 2nd Ed. Van Nostrand Reinhold, N.Y.
1991
Drawing: A Creative Process. Van Nostrand Reinhold, N.Y. 1989

Translated into Chinese, Greek, Indonesian, Japanese, Norwegian and
Turkish

Main Areas of Research

Publications focusing on clarifying and communicating architectural
elements,

principles and relationships
Works in Progress Building Structures Illustrated. w/ Barry Onouye and
Doug Zuberbuhler.
John Wiley & Sons
Second edition of A Global History of Architecture.
2008
2009

Professional Registration

By reciprocity, State of Washington, No. 3783

1981
National Council of Architectural Registration Boards
Certificate No. 11084 1971
By NCARB Examination, State of Indiana, Registration No. 2358 1970

Grants and Contracts

Graham Foundation Grant (w/ Vikram Prakash and Mark Jarzombek) 2004
Graham Foundation Grant (w/ Steve Juroszek) 1994
National Endowment for the Arts Individual Grant 1981

Awards National Design Award, Special Jury Commendation,
Cooper-Hewitt National Design Museum 2007
A Global History of Architecture included in the Best of Reference List
of The New York Public Library 2007

A.I.A Institute Honors for Collaborative Achievement 2007
Honorary Degree: Doctor of Design, The Nottingham Trent University 2001
S.Y. Chung Visiting Fellow, New Asia College,
The Chinese University of Hong Kong 1993
Citation for Excellence in International Architecture Book Publishing
1992

Conferences & Workshops

Drawing workshop, Istanbul, Turkey 2008
Drawing workshop, National Taiwan University, Taipei, Taiwan 2006
Design studio (w/ Dan Abramson & Jeff Hou), Visiting critic,

Quanzhou, P.R. China 2004
Presentation (w/ Mark Jarzombek & Vikram Prakash) Roger Williams
University 2004
East-West Symposium, University of Hawaii 2003

Service University of Washington

Graduate School Representative, Doctoral Thesis 2002-05

Other Institutions

External Reviewer, Hong Kong Grants Research Council 1995-00
External Examiner, Doctoral Dissertation, University of Sheffield 1999
External Examiner, Doctoral Dissertation, Georgia Institute of
Technology 1998

The Chinese University of Hong Kong

Appointed External Examiner of Graduate Program in Architecture 1998-00
Appointment by the University Council of The Chinese University of Hong
Kong to be an External Examiner of the undergraduate program in
Architecture. Duties included advising on curriculum and program
development, reviewing examinations and advising on examination
procedures, and developing institutional linkage in teaching and
research. 1995-98

Meredith L. Clausen
Professor, Architectural History
  School of Art, Division of Art History
  College of Architecture & Urban Planning
Adjunct Professor, Romance Languages & Literature
mlc@u.washington.edu

Education
        Ph.D. University of California, Berkeley. December 1975
      Dissertation: "Frantz Jourdain and the Samaritaine Department Store of 1905"
        M.A. University of California, Berkeley. June 1972
                Thesis: "Normandy and the Genesis of Gothic Architecture"

Teaching Experience (selected)
        Tokyo Institute of Technology, Visiting Professor, fall 1996
        University of Washington, Professor, 1993-present
        University of Washington, Associate Professor, 1985-93
        University of Washington, Assistant Professor, 1979-85
        Stanford University, Visiting Associate Professor, Summer 1987
        Stanford University, Acting Assistant Professor, 1977-78; Summer 1979
        University of California, Berkeley, Summer 1977

Grants, Awards and Honors (all grants to me as an individual except the Humanities
        Center Grant (selected)
        Royalty Research grant, Univ. of Washington, spring 2006 (research, Paris)
        Institute for Scholars, Reid Hall, Columbia University, fall 2005 (research, Paris)
        Publication grant, Graham Foundation, Pan Am book, 2003.
        Humanities Center Grant for "Vienna 1900" Web Project, 1998 (one of four
        Principal Investigators)
        Arts & Sciences Curriculum Development Award, April 1997
        Graham Foundation for Advanced Studies in the Fine Arts, Spring 1995
        Paul Mellon Visiting Senior Fellow, Center for Advanced Study in the Visual
        Arts (CASVA), 1994
        Governor's Award, State of Washington 1993, for Spiritual Space. The Religious
        Architecture of Pietro Belluschi
        Arts and Humanities Research Professorship Award, 1990
        National Endowment for the Humanities Grant, 1988
        American Council of Learned Societies, Summer Travel Grant, 1987
        J. Paul Getty Publication Grant, 1985
        Fulbright-Hays Fellowship for doctoral research, 1973-74

Major Teaching Areas
        Paris: Architecture and Urbanism
        Architecture Since 1945
        Modern (19th and 20th century) architecture
        American architecture

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Introduction to the History of Architecture (survey)

<u>Publications</u> (selected)
BOOKS:
The Pan Am Building and the Shattering of the Modernist Dream, MIT Press, 2004
Pietro Belluschi. Modern American Architect. MIT Press, 1994.
Spiritual Space. The Religious Architecture of Pietro Belluschi, Univ. of Washington Press, 1992.
Frantz Jourdain, Art Nouveau Theory & Criticism, and the Samaritaine, E.J. Brill, Leiden, The Netherlands, 1987.
ARTICLES: (recent only)
"e-Scholarship in Architectural History," LITA Guide to e-Scholarship, American Library Association, July 2005
"Pietro Belluschi," entry, Oxford Companion to Architecture, Patrick Goode, ed., Oxford University Press; 2005.
"Infopools und "atmende" Bucherregale" [Koolhaas, Seattle Public Library], Bauwelt, heft 29, 2003, 22-25.
 "Gehry's Experience Music Project in Seattle," Bauwelt, 42/00, Nov.2000, 36-43.
"The Pasadena Art Center, and the Curious Case of Craig Ellwood," Casabella, #664, February 1999.
Book review: Arnold Lewis. An Early Encounter with Tomorrow: Europeans, Chicago's Loop, and the   World's
Columbian Exposition, American Historical Review, April 1998, 613-614.
Clausen & Christiansen, "The Michael Graves Portland Building and its Problems," Architronic, April 1997
(<http://saed.kent.edu/Architronic>)
Book review: Barry Bergdoll. Leon Vaudoyer. Historicism in the Age of Industry, in American Historical Review,
June 1996, 855-857.
Essays on "Art Dans la Rue," "Department Store," "Pietro Belluschi," "Frantz Jourdain," "Shopping Malls," in
Dictionary of Art, Macmillan Publisher Limited, London. 1996
Book review: Anthony Sutcliff, Paris: An Architectural History, in American Historical Review, June 1995, 910.
Essays on "Paul Thiry," "John Graham, Jr., " in Shaping Seattle Architecture, U.W. Press, 1994.
"La Grande Gare au XXe Siècle en New York: Du Grand Central Station au Pan Am," Bulletin de l'Association
pour l'Histoire des Chemins de Fer en France, Paris, 1994.
Book review: Sylvia Lavin, Quatremere de Quincy and the Invention of a Modern Language of Architecture,
1992. American Historical Review, spring 1994.
"Belluschi and the Equitable Building in History," Journal of the Society of Architectural Historians, June 1991,
109-29.

"Transparent Structure: Belluschi Churches of the 1950s," Faith and Form.
Journal of the Interfaith Forum on
Religion, Art and Architecture, Affiliate of the American Institute of Architects,
XXIV, Fall 1990, 10-14.
"The Shopping Center," Encyclopedia of Architecture. Design, Engineering and
Construction, IV,
Martin Grayson, ed., John Wiley & Sons, 1989, 406-21.

PAPERS AND LECTURES (selected)
"Women at the Ecole des Beaux—Arts after Julia Morgan," SAH conference, C
Cincinnati, April 2008
Discussion across Disciplines seminar (Pan Am book), Paul Milstein Center,
Columbia University, New
York, May 2007.
"Tour Montparnasse, Presidential Politics, and the Urban Fabric of Paris," SAH
conference, Pittsburgh, 2007
"GIS and the Architectural History of Paris," SAH/INHA conference, Paris, Sept
2005
"Contemporary Library Design and the Threat of the Obsolete Book," Third
International Conference on the Book, Oxford (England), Sept 2005
Urban Spaces – Modern Subjects. European metropoles at the fin de siécle,"
conference, commentator, University of Washington, May 2002.
"Computer Technology and the Globalization of Architecture," session chair,
SAH annual convention, Toronto, 2001.
"Philip Johnson, the Portland Building, and the Great Unknown," plenary talk,
Western Regional ACSA conference, Portland, October 1999
"Cultural Identity in American Architecture: The Thai Temple and the Expression
of Thai-Americanism,"
Beyond Babel Conference, Western Humanities Alliance, October 1999 (paper
accepted, unable to go)
"Portland: the Role of the City in the 21st Century," keynote speaker, symposium,
Portland, March 1999
"Architecture and Memory," session moderator, annual international conference
of the ACSA (Association of Collegiate Schools of Architecture), Berlin, May
1997.
"Gaudi," Tacoma Art Museum, March 1997.
"Philip Johnson, the Portland Public Service Building, and Power Politics," SAH
meeting, St. Louis, Ap 1996.
"La Grande Gare au XXe Siecle en New York: Du Grand Central Station au Pan
Am Building," conference organized by the Ministere de la Culture and
Association pour l'Histoire des Chemins de Fer en France, Paris, November 1993.
"Paul Tillich, Holy Emptiness, and Belluschi's Church of the Redeemer,"
Conference on Sacred Space, March1993.

Other Professional Activities (selected)

Cities/Buildings Database, an archive of digitized images for academic use t
hroughout the university and professional community, available on the Web
<http://content.lib.washington.edu/cities/index>
Web project (architectural history courses on the World Wide Web), funded by
U.W. Arts & Sciences Curriculum Development Award, Spring 1997
<http://weber.u.washington.edu/~ah290>
Member, Alice B. Hitchcock Annual Book Award, Society of Architectural
Historians, 1996-97
Member, Architectural Education and Electronics Committee, Society of
Architectural Historians, 1991ff.
Referee, manuscripts submitted to the Cambridge University Press, MIT Press,
and others.
Referee, manuscripts submitted to the JSAH (Journal of the Society of
Architectural Historians)
Referee, Division of Research Programs, National Endowment for the
Humantities, 1988-present.

Dr. Carrie Sturts Dossick, P.E. – Biographical Sketch

(a) Professional Preparation

Columbia University in the City of New York	Civil Engineering	B.A./B.S.	1997
Columbia University in the City of New York	Civil Engineering	M.S.	1998
Columbia University in the City of New York	Civil Engineering	Ph.D.	2001

(b) Appointments

Assistant Professor, Dept. of Construction Management, University of Washington (2005–Present)

Engineer, Exponent Failure Analysis Associates (2001–2005)

Engineer, Parsons Corporation (2000–2001)

(c) Publications

(i) Relevant Publications

Dossick, Carrie Sturts and Makoto Sakagami. 2008. "Implementing Web-Based Project Management Systems in the US and Japan" Journal of Construction Engineering and Management 134(3).

Dossick, Carrie Sturts, Eddy M. Rojas, Susan Locsin, and Namhun Lee. 2007. "Defining Construction Management Events in Situational Simulations," presented at the 7th International Conference on Construction Applications of Virtual Reality, Penn State University, October 22-23

Dossick, Carrie Sturts, Eddy M. Rojas, and Brian Wiersema. 2007. "Semi and Fully Immersive Technologies and Collaboration Suites for Design and Construction Research and Education," presented at the Construction Research Congress, Grand Bahama Island, Bahamas, May 6-8

Dossick, Carrie Sturts, and Eddy M. Rojas. 2006. "Re-envisioning Construction Engineering and Management Research Through Strategic Partnerships," Joint International Conference on Computing and Decision Making in Civil and Building Engineering, Montreal, June 14-16

Dossick, Carrie Sturts; Makoto Sakagami, and Clark Pace. 2006. "Project Management and Collaboration Tools on the Internet - Where Are We After the Bubble?" 2nd Speciality Conference on Leadership and Management in Construction, Grand Bahama Island, Bahamas, May 4-6.

(ii) Other Significant Publications

Sturts, Carrie S., and F.H. (Bud) Griffis. 2005. "Pricing Engineering Services," ASCE Journal of Management in Engineering, 21(2) Winner of the 2005 ASCE Best Paper Award

Sturts, Carrie S., and F.H. (Bud) Griffis. 2005. "Addressing Pricing: Value-Bidding for Engineers and Consultants," Journal of Construction Engineering and Management, 131(6).

Griffis, F.H. (Bud) and Carrie S. Sturts. 2003. "Fully Integrated and Automated Project Process (FIAPP) for the Project Manager and Executive," in Raja R. A. Issa, Ian Flood, William J. O'Brien (eds.) 4D CAD and Visualization in Construction: Developments and Applications. Exton, PA, Swets & Zeitlinger/A. A. Balkema.

Griffis, F.H. (Bud) and Carrie S. Sturts. 2000. "Three-Dimensional Computer Models and the Fully Integrated and Automated Project Process of the Management of Construction," Construction Industry Institute publication RR152-11. August.

Griffis, F.H. (Bud) and Carrie S. Sturts. 2000. "The Fully Integrated and Automated Project Process and Three-Dimensional Computer Models," in Kenneth P. Walsh (ed.), Proceedings, ASCE Construction Congress 6.

(d) Synergistic Activities

1) Bridging Industry and Academic Knowledge In 2007, Dr. Dossick participated in a 3 month Faculty Practicum at Turner Construction, where she worked as an embedded researcher. This work culminated in a journal paper about the future of BIM that is under review. Furthermore, she has ongoing research partnerships with Turner Construction Company, M.A. Mortenson Company, and Hoffman Construction Company where she and students engage in research and dissemination activities as participant observers, surveys, interviews, workshops and presentations. Dr. Dossick has presented on the topics of Building Information Modeling and emerging work practices to industry organizations in the Puget Sound Region including the American Society of Civil Engineers, the Society of American Military Engineering, Mechanical Contractors Association, and the Association of Builders and Contractors.

2) Increasing Diversity in Social Science and Engineering: Through her participation in the University of Washington's ADVANCE program, Dr. Dossick support and enables women and minorities in engineering disciplines. Through her research, she seeks to fund students from underrepresented groups. For example, UW Royalty Research Foundation Grant: Collaborating with Dr. Gina Neff on an internally-funded grant ($39,655), Dr. Dossick supported underrepresented populations in construction engineering and social science (2 African American students & 1 Asian student; 2 women engineers). Additionally, on work related to sustainable building systems, Dr. Dossick has support M.S. students who are women and minorities (3 women, and 3 Asian students).

3) Interdisciplinary Curriculum Development: Participated in planning and facilitating the, ACSA/AIA Teachers Seminar at Cranbrook: "Integrated Practice & the Twenthy-first Century Curriculum" 2007. This work is focused on bridging the cap between the disciplines of architecture, engineering and construction, which challenges standards of practice in education and curriculum. This work will culminate in an interdisciplinary course taught by Dr. Dossick at the University of Washington.

4) Social Science Research Methodologies for Engineering Funded by the Dean's Development Award, College of Architecture and Urban Planning, ($5,000) for work on "The Impact of New Communication Technologies on Collaboration in Construction" to conduct interviews of engineers and builders about collaboration. Dr. Dossick and others in her field has observed changing engineering work practices. These changes pose vital social science research questions for engineering disciplines In collaboration with Dr. Mike Garvin, Virgina Polytechnic Institute and John Taylor, Columbia University, Dr. Dossick is currently working to incorporate robust social science research methods into the engineering domain.

5) Lifecycle analysis Knowledge-base As part of her work to develop a sustainable materials library at the University of Washington, Dr. Dossick is engaged in a project to a life-cycle knowledge-base to support student research into complex scientific and technical sustainability

issues. These digital references and tools will support learning and discovery for students of Construction Materials and Methods.

(e) Collaborators
Mike Garvin, Virgina Polytechnic Institute; John Taylor, Columbia University; F. H. (Bud) Griffis, Brooklyn Polytechnic University; Amlan Mukherjee, Michigan Technological University; Gina Neff, Eddy Rojas, Yong Woo Kim and John Schaufelberger, University of Washington

Graduate Advisors and Postdoctoral Sponsors. F. H. (Bud) Griffis (Dissertation Chair) Civil and Environmental Engineering, Brooklyn Polytechnic University; Rene Tesa, Civil and Environmental Engineering, Columbia University; Z. John Zhang, Wharton Business School, University of Pennsylvania; Hoe I Ling, Columbia University, Guillermo Gallego, Industrial Engineering and Operations Research, Columbia University; Symeon Christodoulou, Civil and Environmental Engineering, University of Cyprus.

Thesis Advisor and Postgraduate-Scholar Sponsor. University of Washington, Construction Management: Basem Banabilah, Manisa Veeravigrom, Naila Crawford, Helen Juan, Juthamard Subongkot, Regina Goth, Zerah Zurek, Makoto Sakagami, James Shaiman, and Peter Avratin

Kristina E. Hill

Education

Harvard University   Ph.D., Landscape Architecture (minor in Ecology), 1997.
Harvard University   MLA, with distinction, 1990.
Tufts University   BS, Geology, magna cum laude, 1985.
School of the Museum   courses in drawing and sculpture, 1987-88.
  of Fine Arts, Boston

Academic Appointments

2007- present   Associate Professor and Program Chair, Department of
                  Architecture and Landscape Architecture, University of Virginia,
                  Charlottesville
1997- 2006   Associate Professor, Department of Landscape Architecture,
                  University of Washington, Seattle
                  Adjunct Associate Professor, Department of Architecture,
                  University of Washington, Seattle
1993-1997   Assistant Professor, Department of Urban Studies and Planning,
                  Massachusetts Institute of Technology (City Design Group),
                  Cambridge
1990-1992   Assistant Professor, Department of Landscape Architecture, Iowa
                  State University, Ames
                  Statewide Extension Specialist in Landscape Architecture, Iowa
                  State University Extension

Recent Research Support

2005   "Biodiversity and the Seattle Waterfront: Re-designing the Downtown Edge,"
        City of Seattle, City Council, sponsored studio and synthesis of literature, $9,000.
2004   "Roadside Vegetation Management Study," Washington State Department of
        Transportation, with R. Horner, $59,000.
        "Historical transportation analysis for Klondike Gold Rush National Park,
        Skagway, Alaska," National Park Service, $8,000.
2002   "Classification of the land cover patterns of Clark County using satellite imagery
        for hydrologic modeling," Clark County Dept. of Environmental Services.
        $14,000.
2001   "Urban Ecology as an Interdisciplinary Field for the Ph.D.," National Science
        Foundation IGERT Program, with M. Alberti, G. Bradley, J. Marzluff, C. Ryan,
        E. Shulenberger. $2,300,000.
2000   "Teaching Urban Ecology at the Graduate Level," University of Washington
        Tools for Transformation Fund, with M. Alberti, G. Bradley, J. Marzluff, C.
        Ryan, E. Shulenberger. $330,000.

1999   "Urban Ecological Patterns: Measuring the Effect of Urban Development Patterns on Ecological Processes," National Science Foundation; with M. Alberti, D. Booth, J. Marzluff. $441,000.

Publications and Published Design Projects

Water, Ecology and the Design of Cities: Landscape Urbanism in the Pacific Northwest, in preparation for University of Washington Press, publication expected in 2008.

"The impact of urban patterns on aquatic ecosystems: An empirical analysis in Puget lowland sub-basins." Alberti, M., Booth, D., Hill, K., Avolio, C., Coburn,B., Coe, S., and D. Spirandelli. Landscape and Urban Planning. Volume 80, Issue 4, 2007.

"Diffuse pollution abatement - a key component in the integrated effort towards sustainable urban basins," Novotny,V.; Hill,K. Water Sci.Technol., 56, 1, 1-9, 2007.

"Urban ecological design and urban ecology: An assessment of the state of current knowledge and a suggested research agenda," in Cities of the Future: Towards integrated sustainable water and landscape management : Proceedings of an International Workshop held July 12-14, 2006 in Wingspread Conference Center (Racine, WI), V. Novotny, ed., IWA Publishing, London, UK, 2007.

"Shifting Sites," in Site Matters, C. Burns and A. Kahn, eds., Routledge, London. 2004.

"Sites and Systems," guest editor and author for June issue of ARCADE: Architecture / Design in the Northwest, Special Issue: Urban ecology and ecological design; June 2003.

"Green good, better, best: improving ecological design," in Harvard Design Magazine, March, 2003.

"A Rapid Land-cover Classification Method for Use in Urban Watershed Analysis." Hill, K., Booth, D.B., Botsford, E.. Seattle, University of Washington, Department of Civil and Environmental Engineering Water Resources Series Technical Report No. 173, 20 pp., 2003.

"Urban Design and Ecology," in CASE: Downsview Park Toronto, ed. by Julia Czerniak, Prestel Publishers, 2002.

Ecology and Design: Frameworks for Learning, ed. by B. Johnson and K. Hill, Island Press, 2002.

Selected Consulting and Professional Activities

2005   Sponsored studio/consulting role to City Council, City of Seattle, for waterfront park/seawall design.

2004   Sponsored studio/consulting role to Seattle Public Utilities, for ecological
            design and retrofit strategies in a warehouse-industrial district.
2000-2003   Consultant, development of publication resources re: urban design and
            salmon habitat implications, Seattle Public Utilities, City of Seattle.
1997   Peer reviewer, Natural Resources Conservation Service, Washington, D.C.,
            for interagency manual, "Stream Corridor Restoration."
1994-1996   Consultant to Ministry of Environment, State of Brandenburg, Germany, on
            landscape-scale strategies for treating groundwater contamination.
1994-1996   Consultant to Alliance Development (The Perot Group), Dallas, Texas, on
            the development of more sustainable "new towns" using strategies to control
            surface and ground water supplies.
1995   Consultant to the City of San Juan, Puerto Rico, on urban design changes for a
            downtown arterial that was to receive light rail service.

Honors, Honorary Service, and Awards

2003 - Elected Fellow of the Urban Design Institute, New York.
2003 - Faculty Achievement Award, College of Architecture and Urban Planning,
University of Washington.
2000 - Lionel Pries Distinguished Professor Award, College of Architecture and Urban
Planning, University of Washington (awarded by the students of the College).
1997 - Member of the Urban Design and Planning Jury for the National Awards Program,
        American Society of Landscape Architects.
1996 - Listed in Marquis' peer-reviewed volume, "Who's Who in Science and
        Engineering."
1990 - Fulbright Scholar, Stockholm University, Sweden.
1990 - Merit Award, American Society of Landscape Architects.

Outside Service Activities

2006-2007 Carey Conference 2007, "Urban ecology and design," Steering Committee
        member.
2003-present   Board member, Center for Sustainable Development, University of Texas
        at Austin.
July-December 2005 Acting Chair, Board, Seattle Popular Monorail Authority.
2002-2005 Vice Chair, Board, Seattle Popular Monorail Authority, and Chair of the
        SPMA's Design and Construction Committee.
1998-2002 Board member, Elevated Transportation Company, a Public Development
            Authority of the City of Seattle.
2000-2002 Member, Livable Futures Committee, 1000 Friends of Washington.

Jeffrey Hou, PhD

Associate Professor
Department of Landscape Architecture, University of Washington
348 Gould Hall, Box 355734, Seattle, WA 98195-5734, USA
Phone: 206.543.7225; Fax: 206.685.4486
Email: jhou@u.washington.edu; http://faculty.washington.edu/jhou

PROFESSIONAL PREPARATION

The Cooper Union for the Advancement of Science and Art. Architecture. B.Arch, 1990
University of Pennsylvania. Landscape Architecture. MLA, 1993
University of California, Berkeley. Architecture. M.Arch, 1994
University of California, Berkeley. Environmental Planning. PhD, 2001

APPOINTMENTS

Associate Professor, Department of Landscape Architecture, University of Washington. 2007-
present.
Graduate Program Coordinator, Department of Landscape Architecture, University of Washington.
2005-present.
Adjunct Faculty, Department of Architecture, University of Washington. 2004-present.
Program faculty, PhD Program in the Built Environment, College of Architecture and Urban
Planning, University of Washington. 2003-present.
Program faculty, Interdisciplinary PhD Program in Urban Design and Planning, University of
Washington. 2003-present.
Assistant Professor, Department of Landscape Architecture, University of Washington. 2001-
2007.

SELECTED PUBLICATIONS

Books and Edited Proceedings

Hou, Jeffrey, Julie Johnson and Laura Lawson. (Forthcoming) *Urban Community Gardens: Green
the City and Growing Communities*. Seattle: University of Washington Press.
Hou, Jeffrey, Mark Francis and Nathan Brightbill (Eds.). 2005. *(Re)Constructing Communities:
Design Participation in the Face of Change*. Davis, CA: Center for Design Research,
University of California, Davis.

Peer-reviewed Journal Articles

Hou, Jeffrey and Isami Kinoshita. 2007. Bridging Community Differences through Informal
Processes: Reexamining Participatory Planning in Seattle and Matsudo. *Journal of
Planning Education and Research* 26(3): 301-313.
Abramson, Daniel, Lynne Manzo and Jeffrey Hou. 2006. From Ethnic Enclave to Multi-ethnic
Translocal Community: Constructed Identities and Community Planning in Seattle's
'Chinatown-International District. *Journal of Architecture and Planning Research*. 23(4),
Winter: 341-359.
Hou, Jeffrey and Min-Jay Kang. 2006. Differences and Dialogic Learning in a Collaborative Virtual
Design Studio. *Open House International 31(3): 85-94*. Special Issue on Studio Teaching
Practices: Between Traditional, Revolutionary and Virtual Models.
Hou, Jeffrey, Isami Kinoshita and Sawako Ono. 2005. Design Collaboration in the Space of Cross-
cultural Flows. *Landscape Journal* 24(2): 125-135.
Hou, Jeffrey. 2004. Preserving for Multiple Publics: Contesting Views of Urban Conservation in
Seattle's International District. *City and Time* 1(1):29-38. [online] URL:
http://www.ct.ceci-br.org

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Peer-reviewed Book Chapters

Hou, Jeffrey. 2007. Community Processes: the Catalytic Agency of Service Learning Studio. In
Salama, A. and Wilkinson, N. (Eds.), *Design Studio Pedagogy: Horizons for the Future*.
Urban International Press, UK.

Peer-reviewed Conference Papers

Hou, Jeffrey. 2008. Interconnected Changes: Ta'u Dwellings and Settlements in Transition. *Pace
of Speed: Vernacular Building Types and Settlements in Transition*, ISVS: the 4[th]
International Seminar on Vernacular Settlements, Ahmedabad, India, February 14-17,
2008

Hou, Jeffrey. 2006. Hyper Architecture and Lost Traditions? Dwelling Transformation on Pongso-
No-Ta'u. The 10[th] Conference of the International Association for the Study of Traditional
Environment (IASTE). Bangkok, Thailand. Thammasat University, December 15-18.

Hou, Jeffrey. 2006. Involving Marginalized Social Groups in the Making of Place. Paper presented
at the Place Matters: Seeking Equity in a Diverse Society conference. Diversity Research
Institute, University of Washington. 27-28 October.

Kinoshita, Isami and Jeffrey Hou. 2006. Building Sustainable Community through
Intergenerational Participation: Cases of Community-university Partnerships in
International District, Seattle and Kogane, Matsudo. Diversity, Creativity and
Sustainability: International Symposium on Urban Planning. National Taipei University of
Technology. Taipei, Taiwan. August 18-20, 2006.

Hou, Jeffrey. 2006. Hybrid Landscapes: Toward an Inclusive Ecological Urbanism on Seattle's
Central Waterfront. *Getting Real: Design Ethos Now*. ACSA 94[th] Annual Conference,
Cheng, R. and P. J. Tripeny, (Eds.). March 30[th] to April 3[rd], 2006. Salt Lake City, Utah.
Pp. 245-250.

Hou, Jeffrey. 2005. Placemaking with Untold Narratives: Uncovering 'Other' Cultural Landscapes
on Seattle's Central Waterfront. *A Time for Place: CELA 2005 Conference Proceedings*.
University of Georgia, Athens, GA. September 21-24, 2005. pp. 119-123.

Hou, Jeffrey. 2005. Speaking Images: A Case of Photovoice Application in Community Design.
Visualizing Change: Association for Community Design Annual Conference. New York,
Mar. 30-Apr. 1, 2005.

Hou, Jeffrey. 2004. Preserving for Multiple Publics: Contesting Views of Urban Conservation in
Seattle's International District. The 4[th] International Seminar on Urban Conservation.
Interfaces in Integrated Urban Conservation: Bridging between Disciplines and
Cooperative Action. Recife, Brazil, 23-25 November 2004.

Hou, Jeffrey. 2004. Asian Streets in America: Design Transformation of Seattle's 'International
District.' *Street, Urban Design and Representation: Proceedings of the Third Great Asian
Streets Symposium*. National University of Singapore. 6-7 December 2004.

Hou, Jeffrey. 2004. Edge Habitat(s): Visions and Challenges for Seattle's Central Waterfront. The
41st IFLA World Congress. Taipei, Taiwan. September 9-11, 2004. pp. 608-616.

Hou, Jeffrey. 2004. Understanding Diversity through Biographical Landscapes. Not White:
Diversity in Beginning Design Education. The 20[th] National Conference on Beginning
Design Student. April 1-3, 2004. Hampton University Department of Architecture. Pp.
87-92.

Hou, Jeffrey. 2004. Global Classrooms Studio: An Experiment in Virtual and Real, Online
Collaboration. In Buhmann, Erich, Christina von Haaren, Bill Miller (eds.), *Trends in Online
Landscape Architecture, New Communication Techniques for Landscape Architecture and
Architecture, Proceedings at Anhalt University of Applied Sciences 2004*. Heidelberg: Wichmann
Verlag. Pp. 92-98.

SELECTED SYNERGISTIC ACTIVITIES

East Asia Center Course Development Grant. For a course titled Asian Cities. Co-recipient: Dan
Abramson. 2007. Course co-taught with Dan Abramson, Ken Oshima, and Vikram
Prakash. Spring 2008.
Johnston/Hasting Publication Support. Grant for the publication of "Urban Community Gardens:
Place Making for Healthy, Active and Sustainable Living." Co-recipient: Julie Johnson.
2006.
Landscape Architecture Foundation. Grant for a book project titled "Urban Community Gardens:
Place Making for Healthy, Active and Sustainable Living." Principal investigators: Jeffrey
Hou, Julie Johnson and Laura Lawson. This project was one of four selected nationally by
the Landscape Architecture Foundation as part of its Land and Community Design Case
Study Series. 2005.
Ford Foundation. Grant for a research project titled "Constructing a Social Justice Framework for
Youth and Community service. Sharon Sutton (principal investigator), Susan Kemp (co-
investigator), Jeffrey Hou (community practice consultant), Susan Saegert (co-
investigator), Lorraine Gutierrez (co-investigator), Michael Conn (research consultant).
Jan. 1 to Dec. 31, 2004. 2004.

Nicole Huber

a) Professional Preparation

2006 Doctor of Theory in Architecture, Summa Cum Laude (With Honors)
Bauhaus University Weimar, Germany.

2003/4 Visiting Research Fellow
Massachusetts Institute of Technology, History, Theory, and Criticism
Program of Art, Architecture and Urban Form, Cambridge, MA.

1996-2001 Post-Graduate Research Position in Architecture / Urbanism
Qualifikationsstelle BAT II A, University of the Arts Berlin, Germany

1985-1991 Diploma in Architecture (Master of Architecture) Diplom-
Ingenieur, Technical University Darmstadt, Germany

1983-1985 Vordiplom in Architecture / Urbanism Technical University
Darmstadt, Germany

(b) Appointments
2005-cur. Assistant Professor of Architecture, September 2005 to
present Seattle

University of Washington, Graduate Faculty, Department of Architecture,
Seattle, WA

2001-2004 Professor / Co-Director of the Program for Urban Processes
Berlin

(Gastprofessor), Department of Design, University of the Arts, Berlin
1-year renewable contracts

1996-2001 Assistant Professor in Architecture and Urban Design Berlin

(BAT II A), Department of Design, University of the Arts, Berlin
5-year non-renewable contract

(c) Publications
2008 Urbanizing the Mojave Desert: Las Vegas (book, w/ R. Stern)

Publisher: Jovis Verlag, Berlin, 128 pages, bilingual, w/ ca. 140 col.
+ b/w images, hardcover Date publishing contract: 03/31/2008

2007 Die Architektur der Sachlichkeit (article) in: Fakultät
Architektur ed., Jahrbuch Architektur 2005/06 Bauhaus Universität
Weimar, (Weimar: Universitätsverlag, 2007): 148-149.

2006 From »Berlin« to »Germania«: Cinema and the Implementation of
National Politics in RegionalPlanning (1926-39) (essay in book) in: C.
Zimmermann (ed.), Zentralität und Raumgefüge der Großstädte im 20.
Jahrhundert, (Stuttgart: Steiner, 2006): 153-174.

2005 Center or Nexus: Berlin's New Politics of Belonging (article)
in: Journal of Urban History (Special Issue, Fall 2005): 82-103.

2005 Sites of Resistance / Sites of Transition (essay and photo essay w/ R. Stern) in: aafiles (Journal of the Architectural Association London), 52, (July, 2005): 24-33.

2004 Berlin's Architecture in an Expanded Field (article) in: ACSA International Conference Papers –Helsinki, (Washington D.C., 2004): 312-315.

2004 Constructing the Urban Imaginary: Berlin—Los Angeles (article w/ R. Stern) in: ACSA International Conference Papers –Havana, (Washington D.C., 2004): 210-13.

(d) Synergistic Activities
2010 Sites of Transition: Urbanizing the Mojave Desert (w/ R. Stern)

Exhibition documenting urbanization processes in the Las Vegas metropolitan regionLocation: German Architectural Center Berlin (DAZ: Deutsches Architektur Zentrum, Berlin). December 19, 07 –February 08, 08. Phoenix Urban Research Laboratory (PURL), College of Design, Arizona State University, March 17 –April 5, 08Location: Department of Architecture, CAUP, University of Washington, Winter 2009. Clark County Museum, Nevada; May –August 2010.

(e) Collaborators & Other Affiliations
Collaborators and Co-Editors
Ralph Stern, University of Nevada, Las Vegas, NV

Graduate Advisors and Postdoctoral Sponsors
Gerd Zimmermann, Bauhaus Universität Weimar, Germany (PhD)
Klaus Jan Philipp, HafenCity Universität Hamburg, Germany (PhD)
Mark Jarzombek, MIT, Cambridge, MA, (Visiting Research Fellowship)

Thesis Advisor and Postgraduate-Scholar Sponsor.
Matthew Pilcher (thesis chair)
Todd Beyreuther (thesis chair)
Davila Parker-Garcia (thesis chair)
Kurt Kohlstedt (co-chair w/ Jeffrey Ochsner)
Blake Gallagher (thesis chair)
Tyler Potts (thesis committee member)
Dan Belcher (thesis committee member)
Brett Smith (thesis committee member)
Shuhsuan Cheng (thesis committee member)
Susan Locsin (thesis committee member)
Cody Lody (thesis committee member)
Carly M. Mendelssohn (thesis committee member)
Joshua Miller (PhD committee member)

MEHLIKA INANICI

University of Washington, Department of Architecture Box 355720,
Seattle, WA, 98195-5720

Phone: (206) 221 5794 Fax (206) 543 4180, inanici@u.washington.edu

Education:

Ph.D. in Architecture, University of Michigan, Ann Arbor, MI. Major:
Environmental Technology,
Minor: Computer Graphics, 2004.

Master of Science in Architecture, University of Michigan, Ann Arbor,
MI. Major: Environmental
Technology, 2001.

Master of Science in Building Science, METU, Department of
Architecture, Ankara, Turkey, 1996.

Bachelor of Architecture, METU, Department of Architecture, Ankara,
Turkey, 1993.

Academic Appointments:

Assistant Professor (Sep 2005 – present), University of Washington,
Department of Architecture,
Seattle, WA.

Postdoctoral Research Fellow (Jan 2004 – Sep 2005), Lawrence Berkeley
National Laboratory, Building Technologies, Lighting Research Group,
Berkeley, CA.

Research / Teaching Assistant (1994 –1998), METU, Department of
Architecture, Ankara, Turkey.

Publications (selected):

Inanici M. "Computational Approach to Determine the Directionality of
Light: Directional to Diffuse Ratio". Proceedings of the International
Building Performance and Simulation Association (IBPSA) 2007
Conference, Beijing China, September 3-7. 2007.

Inanici M and Navvab M. "The Virtual Lighting Laboratory: Per-pixel
Luminance Data Analysis", Luekos: Journal of the Illuminating
Engineering Society of North America, 3(2), Oct. 2006, pp. 89-104.

Inanici M. "Validation of High Dynamic Range Photography as a Luminance
Measurement Technique", Journal of Lighting Research and Technology,
38(2), June 2006, pp. 123-136.

Inanici M. "Per-pixel Data Acquisition with High Dynamic Range
Photography". Proceedings of International Commission on Illumination
(CIE) 2005 Conference, Leon, Spain, May 18 – 20, 2005.

Demirbilek N, Yalciner U, Ecevit A, Sahmali E, and Inanici M. "Thermal Performance Analysis of Antalya – Saklikent National Observatory Guesthouse". Journal of Building and Environment, 38(1), Jan 2003, pp. 177–184.

Inanici M. "Utilization of Image Technology in Virtual Lighting Laboratory". Proceedings of the International Commission on Illumination (CIE) 2003 Conference, San Diego, June 26 – 28, 2003.

Grants and Awards (selected)

2006 Nuckolls Fund Grant for Lighting Education. To develop a new lighting course "Computational Lighting Design", University of Washington, Department of Architecture.

2005 Outstanding Performance Award, Lawrence Berkeley National Laboratory.

2005 U.S. Department of Energy, Assistant Secretary for Energy Efficiency and Renewable Energy, Office of Building Technology, Building Technologies Program. "Luminance Based Lighting Controls", Research grant, Lawrence Berkeley National Laboratory.

2004-05 U.S. Department of Energy, Assistant Secretary for Energy Efficiency and Renewable Energy, Office of Building Technology, Building Technologies Program. "Lighting Measurement, Simulation, and Analysis Toolbox", Research grant, Lawrence Berkeley National Laboratory.

2004 Distinguished Dissertation Award, Taubman College of Architecture and Urban Planning, University of Michigan.

Teaching (University of Washington)
Arch. 598C Computational Lighting Design, Spring 2007, 2008.

Arch. 588 Research Practice, Autumn 2005, 2006, 2007.

Arch. 598D Advanced Rendering, Spring 2006, Winter 2007, 2008.

Arch. 498L Simulation Based Design, Winter 2007, 2008.

Arch. 380 Introduction to Computers, Winter 2006, Spring 2007, 2008.

Consultancy (selected):
2004 New York Times Headquarters, NY – New York Times Company, New York State Energy Research and Development Authority, and U.S. Department of Energy. Member of a daylighting consultancy team at Lawrence Berkeley National Laboratory.

2004 New Lighting Solutions for High-Bay Spaces – Federal Energy Management Program (FEMP). Lawrence Berkeley National Laboratory, Lighting Research Group.

Professional Memberships and Registrations

ACADIA, Association of Computer Aided Design in Architecture, 2005 – present.

IBPSA, International Building Performance Simulation Association, 2002 – present.

IESNA, Illuminating Engineering Society of North America, 1998 – present.

Registered Architect, Chamber of Architects, Ankara, Turkey, 1993 – present.

Loveland, Joel
Professor
Architecture

EDUCATION	1984	Master of Arts in Architecture and Urban Planning
		SOLAR4: Algorithmic Design, Decision Making in Energy Conscious Design
		University of California at Los Angeles, Los Angeles, CA
	1974	Bachelor of Architecture, Arizona State University, Tempe, AZ

EMPLOYMENT
1980–present Professor & since 1986, Director, BetterBricks Integrated Design Lab Puget Sound, UW

SCHOLARSHIP
Recent Honors
2004   Washington Governors Award for Sustainable Practices–Daylighting Lab Services
2004   Sustainable Industries Journal Top 25 Sustainable Design Practitioner

Published Scholarship, Books
J Loveland, Daylight Window Room, The Building as a Light Fixture [book proposal made and contract signed with University of Washington Press] (exp. 2009)
Haglund, B and J Loveland with GZ Brown, JR Reynolds and S Ubbelohde, INSIDEOUT: Design Procedures for Passive Environmental Technologies, New York: Wiley, 1992.

Recent Papers presented, invited lectures and panels
"Windows to Net-Zero Energy," invited lecture & panel discussion, Global Green: Sustainable Planning and Design in the Pacific Northwest and Denmark, U of Washington, May, 2008
Invited PhD opponent at Chalmers U, Goteborg, Sweden, for Hendrick Voll, 2008
"Building Value within Integrated Design, the 2030 Challenge & Zero (net) Energy," NBBJ Architects Building Design Series, Seminar given directly in Seattle and via tele-conference to Los Angeles, San Francisco, Columbus, New York & London, 2008
"Green Hospital Design," Panel Discussion, AIA Seattle, Healthcare Forum, January, 2008
"Daylighting Day of Design for North America, Invited Workshop, a Day-Long Workshop for the AIA National Convention, Boston, 2008
"Light Re-Construction," Invited lecture, Lake Flato Architects, San Antonio, TX, 2008
"Daylighting by Design," Invited Panel Presentation, Pacific Gas and Electric, Pacific Energy Center, San Francisco, CA, October, 2007
"Initiating and Completing a Daylighting Project, a Daylighting Day," Invited Workshop, Pacific Gas and Electric, Pacific Energy Center, San Francisco, CA, June, 2007
Lightfair Institute International, Moderator of 8 panel discussions, New York, May, 2007
Light Re-Construction, Invited Lecture, Architectural Institute of British Columbia Annual Conference, April, 2007
EarthWeek Zero-Energy Design: a design workshop for the 2030 challenge, Invited Workshop with the Weidt Group, a Day-Long Workshop for the Minnesota AIA, U of Minnesota, 2007
Light Re-Construction, Invited Lecture, Ball State U, February, 2007
Daylighting Day, Day-Electric Lighting, Nuckolls Foundation Workshop, U of Virginia, Ball State U, February-March, 2007
Green Hospital Design, Panel Discussion, AIA Seattle, Healthcare Forum, January, 2007
Light Re-Construction, Invited Lecture, U of Virginia, October, 2006
Daylighting Day, EcoMOD Studio Workshop, U of Virginia, October, 2006
High-Performance & Integrated Design for Healthcare, Providence Health Systems, Invited lecture, Western Regional Design and Construction Conference, September, 2006
Daylighting Day, Blackwell Studio Workshop, U of Arkansas, September, 2006

Daylighting Day of Design for North America, Invited Workshop, a Day-Long
Workshop for the AIA National Convention, Los Angeles, 2006
Daylighting Labs, Daylighting Design in Practice, Invited Web-lecture, a Web-Seminar
for CEEE (Council for an Energy Efficient Economy), to a national audience of
policy and electric utility planners, 2006
Daylighting from the Side, Invited Workshop, a Half-Day Workshop for Lightfair
International, Las Vegas, NV, 2006
Daylighting, Building Project Case-Studies, Invited lecture, a Seminar for Lightfair
International, Las Vegas, NV, 2006
"Initiating and Completing a Daylighting Project, a Daylighting Day," Invited
Workshop, Pacific Gas and Electric, Pacific Energy Center, San Francisco, CA,
2006
"Daylight and Our Culture of Light" Invited lecture, U of Arkansas, 2005
"Daylighting and Integrated Energy Design in High Performance Schools, the
Daylighting Lab Experience at the University of Washington" Invited lecture,
Northeast Energy Partnership, NGRID (Massachusetts electric utility) with the
High Performance Schools Exchange, Boston, MA, 2005
"The BetterBricks Daylighting Network, News from the Cult of Daylighting in the
Pacific Northwest of the United States," Invited lecture, International Energy
Agency, Task 24 Daylighting Conference, Lawrence Berkeley Laboratory,
Berkeley, CA, 2005
"Daylighting from the Side," Invited lecture, Lightfair International 2005, Daylighting
Institute, 2005
New York City, NY, 2005
"Initiating and Completing a Daylighting Project, a Daylighting Day" Invited lecture,
Pacific Gas and Electric, Pacific Energy Center, San Francisco, CA, 2005
"Initiating and Completing a Daylighting Project, a Daylighting Day" Invited lecture,
Sacramento Public Utility District Headquarters, Sacramento, CA, 2005
"Daylighting by Design," Invited lecture, British Columbia Hydro, Vancouver, BC, 2004
"The Daylighting Prescription for Good Design," Invited Lecture, Washington State U
Research Week: The Impact of the Physical Environment on Health: Models for
Collaborative Thinking, 2004
"Initiating a Daylighting Project, Daylighting by Design 2004," Invited lecture, AIA
National Conference, Chicago, ILL, 2004
"Initiating a Daylighting Project, Daylighting by Design 2004," Invited lecture, Lightfair
International, Daylighting Institute 2004, Las Vegas, NV, 2004
"Measuring the Value of Daylighting Laboratories, Connecting Theory to Practice,"
Paper and Invited lecture, ARCC-AEEA Dublin, IR, with Dale Brentrup., 2004
"Utilizing DIFFUSE Daylight as the Primary Source of illumination in Buildings:
Transforming the Marketplace for Lighting in Commercial Buildings Three Office
Building Case Studies," Paper and Invited lecture, Light+Building International
Congress on Improving Energy Efficiency in Commercial Buildings, Frankfurt,
Germany, 2004
"Daylighting Day," Invited lecture and workshop, PGE Energy Center, San Francisco,
CA, 2004
"Daylighting Day," Invited lecture and workshop, Hawaiian Electric Company and the
U of Hawaii, Manoa; Honolulu, HI, 2004
"Daylighting Controls Design," California Energy Commission and PIER, Invited Research advisory panel, 2004

Recent Articles by or contributor, Published Papers & Research
"Sky's the Limit," J Loveland, C Meek and E Strandberg Athletic Business, Dec. 2005
"More Daylight Means Healthier Environments," peer reviewed article for Pacific
Northwest Public Health Magazine, June 2005
"Deliberations on Daylighting," Buildings Magazine, April 2004, contributor to article

Articles about Work
 "Shedding the Light, University of Washington professor Shines with World-
Recognized Lighting Lab," by Steven Goldsmith, UW Week, October 7, 2004
"The Evangelists of Natural Light, Selling Architects on the Benefits of the Sun's
Illumination," By Brian Libby, International Herald Tribune, Thursday, June 19,
2003

"Beyond the Bulbs: In Praise of Natural Light" New York Times, June 6, 2003, by
    Brian Libby
"'SkyLab' Simulations at Seattle's Daylighting Lab teach designers just how green
    their buildings can be" by Brian Libby, Metropolis Magazine, April 2003

CREATIVE   Recent Grants Awarded
ACHIEVEMENT,   "Integrated Design in the Pacific Northwest 2009," to the Northwest Energy Efficiency
Alliance,
RESEARCH:
                      Portland, OR. $950,000 + match, 2008
                  "Integrated Lighting in Grocery Retail," New York State Research and Development
                      Authority, Albany, NY; $25,000. 2008
                  "Integrated Electric Lighting at the IDL," to the Northwest Energy Efficiency Alliance,
                      Portland, OR. $186,000 + match, 2007
                  "Daylighting Metrics for Buildings," to the Northwest Energy Efficiency Alliance,
                      Portland, OR. [funded for two years] $80,000 + match, 2007
                  "Daylighting Education in British Columbia," to British Columbia Hydro, $30,000 + an
                      additional $120,000 in project funding, with C Meek,2007
                  "Daylighting Reflection for Giante Egg at Maiden Bower Bay," to the Blumen
                      Consulting Group, Kirkland, WA, with C Meek, $5,000, 2007
                  "Integrated Design in the Pacific Northwest 2006-2008," to the Northwest Energy
                      Efficiency Alliance, Portland, OR. [funded for three years] $2,400,000 + match,
                      2006
                  "Daylighting in Schools, Project Field Reports," to the Northwest Energy Efficiency
                      Alliance, Portland, OR. $10,000, 2005
                  "Daylighting in Practice, Methods and Metrics," to the Lighting Research Center,
                      Rennselear Polytechnical U, Troy, NY,   with K Van Den Wymelenberg & .
                      Meek, $20,000 + match, 2005

Lynne C. Manzo
Dept of Landscape Architecture
University of Washington
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lmanzo@u.washington.edu

EDUCATION

Ph.D. Environmental Psychology. 1994. The Graduate Center of the City University of New York. Dissertation: Relationships to Non-Residential Places: Towards a Reconceptualization of Attachment to Place.

M. Phil. 1990. The Graduate Center of the City University of New York

M.A. Psychology. 1988. Hunter College, City University of New York

B.A. Psychology. 1985. Douglass College, Rutgers University. magna cum laude with Highest Honors

TEACHING EXPERIENCE

9/2007 – present Associate Professor, Dept of Landscape Architecture, Univ of Washington
Affiliate Faculty, PhD Program in the Built Environment
Affiliate Faculty, Interdisciplinary PhD Program in Urban Design & Planning

2001 – 2007 Assistant Professor, Dept of Landscape Architecture, University of Washington.

1994 - 2001 Adjunct Professor, Dept. of Social Sciences, LaGuardia Community College, City University of New York.

1999 - 2000 Visiting Assistant Professor, Dept. of Family and Consumer Studies, Univ of Utah.

SELECTED RECENT PUBLICATIONS

Mugerauer, R. and Manzo, L. C. (forthcoming). Environmental Dilemmas: Ethical Decision Making. NY: Lexington Press.

Manzo, L. C. (forthcoming, 2008). "Experience of Displacement on Sense of Place and Well Being." In Eyles, J. and Williams, A. (eds.). Sense of Place and Health: Relationships between Place and Health. London: Ashgate Publishing.

Manzo, L.C. and Brightbill, N. (2008). "Toward a Participatory Ethics." In S. Kindon, R. Pain and M. Kesby (eds.). Participatory Action Research Approaches and Methods: Connecting People, Participation and Place. London: Routledge.

Manzo, L.C., Kleit, R. G. and Couch, D. (forthcoming Oct 2008). Moving Once is Like Having your House on Fire Three Times: The Experience of Place and Displacement Among Residents of a Public Housing Site. Urban Studies.

Abramson, D., Manzo, L and Hou, J. (2006). From Ethnic Enclave to Multi-ethnic Translocal Community: Contested Identities and Community Planning in Seattle's Chinatown-International District. Journal of Architectural and Planning Research, 23(4), 341-364.

Kleit, R. G. and Manzo, L. (2006). To Move or Not to Move: Relationships to Place and Relocation Choices in HOPE VI. Housing Policy Debate, 17(2), 271-308.

Manzo, L. and Perkins, D. (2006). Finding Common Ground: The Importance of Place Attachment to Community Participation and Development. Journal of Planning Literature, 20(4), 335-350.

Manzo, L. (2005). For Better or Worse: Exploring the Multiple Dimensions of Place Meaning. Journal of Environmental Psychology, 25(1), 67-86.

Manzo, L. (2003). Beyond House and Haven: Toward a Revisioning of Place Attachment. Journal of Environmental Psychology, 23(1), 47-61.

SAMPLE of INVITED TALKS AND PRESENTATIONS

The Experience of Place and Displacement on Sense of Place and Well Being, June 2007 McMaster University, Hamilton, Ontario, Canada.

Exploring the Ethical Dimensions of Participatory Research and Design, June 2007, the annual conference of the Environmental Design Research Association, Sacramento, CA.

People in Place: Exploring Meaning, Identity and Inequity in the Lived Experience of Place. April, 2006. Place Matters, the inaugural event of the UW Diversity Research Institute, Seattle WA.

'We are the Fruit Bowl': Place, Cultural Identity and Social Ties among Immigrant Residents of a HOPE VI Public Housing Site, April 2006. Urban Affairs Association, Seattle, WA

The Politics of Participation: Negotiating Ethics. March 2006 Assoc of American Geographers, Chicago, IL.

Constructed Identities and Community Design in the Urban Ethnic Landscape. September 2005 Council of Educators in Landscape Architecture, Athens, GA.

Immigrants' Experience of a Community in Transition. May 2004

Environmental Design Research Association, Alburquerque, NM

GRANTS AND CONTRACTS

$396,994   From the U.S. Housing and Urban Development, 2003-present.
             For the implementation of a Community Outreach Partnership Center Program. This 3-year group project focuses on housing needs of farmworkers and low income residents in Washington State's Yakima Valley. In collaboration with the UW Dept of Architecture.

| $125,154 | For evaluation research project of the redevelopment of a public housing site in HUD's HOPE VI program. Co-Investigator: Rachel Kleit, UW School of Public Affairs. |
| $33,327 | Royalty Research Fund, University of Washington, 2001 "Seattle's Chinatown-International District: Transnational Communities, Local Identities and the Making of Place." Co-Principal Investigators: Dan Abramson, Planning; and Jeffrey Hou, Landscape Architecture |

HONORS AND AWARDS

UW College of Architecture & Urban Planning Dean's Award for Completed Work - 2008
UW College of Architecture & Urban Planning Dean's Award for Completed Work - 2005
UW College of Architecture & Urban Planning Dean's Award for Work-in-Progress – 2004

SERVICE

Reviewer for Design Studies, Journal of Architecture and Planning Research, Journal of Environmental Psychology, Journal of Environmental Management, Journal of Prevention and Intervention, Journal of Urban Affairs, Landscape Journal, Society and Natural Resources, Urban Studies, Sage Publications Textbook Division.

| 2001- 2006 | Urban Design Community Advisory Board InterIm International District Community Development Association. |
| 1998 - 2001 | Board of Directors, Environmental Design Research Association |

BRIAN L. MCLAREN, Ph.D.
Associate Professor, Departments of Architecture

Degrees	Ph.D. in Architecture, Massachusetts Institute of Technology, 2001 M.Sc. in Architecture and Building Design, Columbia University, 1986 B.Arch., University of Waterloo, 1982 B. Environmental Studies, University of Waterloo, 1980
Teaching Responsibilities	Arch 597 MSArch Research Practicum Arch 560 Graduate Seminar in Architectural Theory Arch 442 Africa and Middle East Seminar Arch 351 Romanesque, Gothic and Renaissance Architecture Arch 500 Architectural Design Studio Arch 302 Introduction to Architectural Design III Architecture in Rome Program
Selected Academic Experience	Associate Professor, University of Washington, (2006-p) Assistant Professor, University of Washington, (2001-2006) Adjunct Lecturer, Roger Williams University, (Fall 1997) Assistant Professor, Washington University, (1991-1993) Special Lecturer, New Jersey Institute of Technology, (1990-1991) Assistant Professor, Washington University, (1988-1990) Visiting Assistant Professor, Washington University, (1886-1988)
Main Areas of Research & Scholarship	Modern architecture and colonialism Modern architecture and the vernacular Architecture and publication Urban and architectural theory
Selected Publications	"Casa mediterrranea, casa araba and primitivism in the writings of Carlo Enrico Rava," for a special issue on "Primitivism and Modern Architecture" Journal of Architecture (upcoming). "Modern Architecture, Preservation and the Discourse on Local Culture in Italian Colonial Libya." In Modernism and the Middle East: Politics of the Built Environment, Edited by Sandy Isenstadt, Eeva-Liisa Pelkonen, and Kishwar Rizvi. (Seattle: University of Washington Press, 2008). Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism, (Seattle: University of Washington Press, 2006). "The Architecture of Tourism in Italian Libya: the Creation of a Mediterranean Identity." In Italian Colonialism: A Reader. Edited by Mia Fuller and Ruth Ben-Ghiat. (New York: Palgrave, 2005): 167-78. Architecture and Tourism: Perception, Performance and Place, Edited by D. Medina Lasansky and Brian McLaren. (Oxford: Berg Press, 2004).
Selected Academic and Public Service	Faculty Senator, University of Washington, 2004-2008. TPMR Committee Chair, 2007-2008. Strategic Planning Committee, 2007, 2003. Conference organizer and session moderator, Critical Practice in a Globalizing World. Part 1: Stranger in a Strange Land. Symposium held at the University of Washington, October 27-28, 2006. With Peter Cohan, Nicole Huber, and Ken Oshima. Faculty Search Committee, Design Computing (2006), Design + International (2005). Architecture Librarian Search Committee, 2004.
Selected Awards & Honors	Bud Aehle Faculty Award, UW Department of Architecture, 2008 CAUP Faculty Award for Completed work, for Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism (Seattle: University of Washington Press, 2006).

Lionel "Spike" Pries Distinguished Teaching Award, UW College of Architecture and Urban Planning, 2006.

Johnston/Hastings Publication Support, College of Architecture and Urban Planning, University of Washington, 2003.

Postdoctoral fellowship, Aga Khan Program for Islamic Architecture at Harvard University, 2000-2001.

International dissertation research fellowship, Social Science Research Council, 1999.

Fulbright grant, Italy. J. William Fulbright Foreign Scholarship Board, 1998-1999.

Selected Papers and Presentations

"Casa mediterranea, casa araba and the many forms of the primitive in modern Italian architecture." Paper presentation at 58th Annual Meeting of the Society of Architectural Historians, Pittsburgh, Pennsylvania, April 2007.

"Modernization and the Tourist Experience of Indigenous Culture in Italian Colonial Libya, 1922-1940." Paper presentation at 40th Annual Meeting of the Middle Eastern Studies Association, Boston, November 2006.

"Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism." Public Lecture in Praxis Lecture Series, College of Architecture and Urban Planning, University of Washington, Henry Art Gallery, May 9, 2006.

"The Libyan Tourist and Hotel Association and the ambivalent modernism of the tourist system in Italian colonial Libya." Paper presentation at "Agendas for Designing the Modern World: A Decade of Research at the Wolfsonian," The Wolfsonian-Florida International University, December 9-11, 2005.

"Italian Colonial Architecture and the Arab Vernacular in Libya: An Ambivalent Modernism." Public lecture at Boston Architectural Center: Spring 2005 History-Theory Lecture Series, April 25, 2005.

"Morocco in the 1950s: Modernism, regionalism and decolonization." Paper presented at the 56th Annual Meeting of the Society of Architectural Historians, Denver, Colorado, April 23-27, 2003.

"Modern Architecture, Preservation and the Discourse on Local Culture in Italian Colonial Libya." Invited paper presented at "Local Sites of Global Practice: Modernism in the Middle East." Symposium at Yale School of Architecture, April 4-5, 2003.

ROBERT MUGERAUER, PH.D.
Professor, Departments of Architecture and Urban Design and Planning
Dean Emeritus, College of Architecture and Urban Planning
Adjunct, Departments of Landscape Architecture and Anthropology

Degrees
Ph.D., Philosophy, University of Texas at Austin, 1973
B.A. Program for Liberal Studies, magna cum laude, University of Notre Dame, 1967

Main Areas of Research, Scholarship, and Administration
Built and Natural Environments:
1. Sustainability & Environmental Well-Being
2. Values, Social and Cultural Factors in Design/Planning
3. Theory and Current Research Methods

Selected Publications and Reports
1. Environmental Dilemmas: Ethical Decision-Making, 350 pp. book, co-author with Lynne Manzo, Lexington Press, June, 2008.
2. Heidegger and Homecoming, 688 page book, University of Toronto Press, publication scheduled for Summer, 2008.
3. (with J. Watson) "National Park Service" and "Wolves Return to Yellowstone," entries for Encyclopedia of Environmental Ethics and Philosophy (New York: Macmillian Library Reference, forthcoming November, 2008).
4. "The City: A Legacy of Organism-Environment Interaction at Every Scale" in I. Stefanovic & S. Scharper, eds., The Natural City: Revisioning the Built Environment (Toronto: University of Toronto Press, forthcoming, Fall, 2008).
5. "Architecture and Urban Planning: Approaches to Tourism Studies," in M. Robinson and T. Jamal, eds., Handbook of Tourism Studies, Sage Publications, Summer, 2008.
6. "Layers: Biology, Building, Biography," a chapter in Christos Hajichristos, editor, Layerings (Stony Brook: International Association for Philosophy and Literature, forthcoming Summer, 2008.
7. Series Editor, Toposophia, for Roger Paden, Mysticism and Architecture: Wittgenstein and the Meanings of the Palais Stonborough and for Christine Marie Petto, When France Was King of Cartography: The Patronage and Production of Maps in Early Modern France (both—New York; Lexington Press, 2007).
8. (with Monika Kaup) "Global versus Local Spaces and Languages: Tourism and Resistance in the Caribbean Sea," in Felipe Hernandez, editor, Transcultural Architecture (Amsterdam – Atlanta: Rodopi Press, 2005).
9. "Deleuze and Guattari's Return to Science as a Basis for Environmental Philosophy," in B. Foltz and R. Frodeman, editors, Nature Revisited: Environ-mental Philosophy in a New Key (Bloomington: Indiana University Press, 2004).
10. "The Tensed Embrace of Tourism and Traditional Environments: Exclusionary Practices in Cancun, Cuba, and South Florida," in Nezar AlSayyad, editor, The End of Tradition (New York: Routledge, 2003), pp.116-143, illustrated.
11. "To Love the Earth: The Abysmal Sublime from Landscape to Laughter," New Nietzsche Studies, Volumes 5:3/4 and 6:1/2, Winter 2003/Spring 200, 135-146.
12. "Openings To Each Other in the Technological Age," in Nezar AlSayyad, editor, Global Norms & and Urban forms in the Age of Tourism: Consuming Tradition, Manufacturing Heritage (New York: Routledge/Spon, 2001).
13. "Porous Boundaries: Fence Patterns and Mexican-American Identity in San Antonio, Texas," in N. AlSayyad, ed., Hybrid Urbanism (New York: Praeger Publishers, 2001).

14. "Qualitative GIS: To Mediate, Not Dominate," in D. Janelle and D. Hodge, editors, Information, Space, and Cyberspace (Frankfurt am Main, 2000), pp. 317-338, illustrated.
15. Edited (with David Seamon) Dwelling, Place, and Environment, new 3rd Edition, Gainesville, Florida: Krieger Press, 2000), 355 pp, illustrated.
16. Milieu Preferences Among High-Technology Companies," in James O. Wheeler, Yuko Aoyama, and Barney Warf, editors, Cities in the Telecommunications Age: The Fracturing of Geographies (New York: Routledge, 2000), pp. 219-227.
17. Review of Paul de Gay, editor, Production of Culture/Cultures of Production (London: Sage Publications, 1997), Traditional Dwellings and Settlements Review, Summer, 2000.
18. Review of Mark Wigley, Derrida's Haunt (Cambridge: MIT Press, 1997), Design Book Review (Summer, 2000).
19. (with Grant Rimbey) "The Heterogeneous Environment of the Yucatan," in Call to Earth, Vol. I., No. 1 (Spring, 2000), pp. 15-19.

Selected Academic Experience

Dean and Professor, College of Architecture and Urban Planning, University of Washington, 2000-2008 (Adjunct in Landscape Architecture and Anthropology)
Professor & Martin S. Kermacy Centennial Chair (1996-2000); Associate Professor (1990-1996); Senior Lecturer (1985-90), University of Texas at Austin School of Architecture and Community and Regional Planning Program (Adjunct in Geography, Philosophy, and American Civilization)
Visiting Scholar (1984-1985), University of Texas at Austin Graduate School
Academic Dean and Vice President, Associate Professor of Philosophy and Humanities (1982-1984); Associate Academic Dean (1980-1982), St. Edward's University
Visiting Scholar and National Endowment for the Humanities Research Fellow (1979-1980), University of Texas at Austin Graduate School
Associate Professor (1975-1980); Assistant Professor (1970-1975), Grand Valley State Colleges

Selected Awards, Honors, Grants
1. Graham Foundation, $6,000, subvention for publication of Heidegger and Homecoming, January, 2008.
2. University of Washington Graduate School Fund for Excellence and Innovation, $2,500 subvention for publication of Heidegger and Homecoming, November, 2007.
3. Honored at a "Close Encounter" session: "Architecture, Place, Environment, and the Works of Robert Mugerauer, at the International Association for Philosophy and Literature (IAPL) meeting in Cyprus, June, 2007. Diane Michelfelder, Laura Saija, Nadia Alhasani, and Kristofor Larson gave papers on my work and I responded to each. [The two previous honorees were Stephen Holl and the Director of Cultural Studies at the Pompidou Center.]
4. School of Architecture, Outstanding Teacher (Lecture-Seminar) Award, University of Texas at Austin, Spring, 2000.
5. University of Texas Graduate School, Research Intern Position— funds for recruiting a Ph.D. student for Community and Regional Planning Program to work on the project of "Digital Divide: Toward Social Equality in Technology," 1999, $15,500.
6. University Research Assignment Grant, University of Texas, "High-Technology Value Preferences: Utilitarian, Cultural, and Amenity Factors in Non-Manufacturing Site Decisions," Spring 1998, $33,000.
7. Hogg Scholars Grant (with L. Tatum and M. Oden) for "Non-Manufacturing High-Techno-logy as Economic-Physical Development in Mid-Sized Cities," Spring, 1998, $12,000.

JEFFREY KARL OCHSNER FAIA

Professor Associate Dean for Academic Affairs
Department of Architecture College of Architecture & Urban Planning
University of Washington University of Washington
Box 355720 Box 355726
Seattle, WA 98195-5720 Seattle WA 98195-5726

College of Architecture & Urban Planning, University of Washington, Seattle, 1988

Associate Dean for Academic Affairs 7/07Chair, Department of Architecture 9/96-8/02

Professor, Department of Architecture 9/99Associate professor, Department of Architecture 9/95-6/99
Assistant professor, Department of Architecture 9/92-6/95
Lecturer, Department of Architecture 9/88-6/92

Adjunct appointment in Department of Landscape Architecture
Adjunct appointment in Department of Urban Design & Planning
Member of faculty associated with interdisciplinary certificates in urban design and in preservation
Member of faculty associated with CAUP Ph.D. in Built Environment

Education
Rice University, Houston, Texas
Master of Architecture May 1976
Rice University Houston, Texas
Bachelor of Arts (architecture) May 1973
(magna cum laude; Phi Beta Kappa; Tau Sigma Delta)

Books
Author, Lionel H. Pries, Architect, Artist, Educator: From Arts & Crafts to Modern
Architecture (Seattle and London: University of Washington Press, 2007).

Co-author, Distant Corner: Seattle Architects and the Legacy of H.H. Richardson
(Seattle and London: University of Washington Press, 2003) 409 pages. [co-authored with Dennis Alan Andersen]

Editor/co-author, Shaping Seattle Architecture: A Historical Guide to the Architects
(Seattle and London: University of Washington Press, 1994; second printing 1998) 444
pages.

Author, H. H. Richardson: Complete Architectural Works (Cambridge MA: MIT Press,
1982; revised paperback edition 1984; sixth printing 1996) 486 pages.
JEFFREY KARL OCHSNER

Selected Articles, Essays

"Modern or Traditional? Lionel H. Pries and Architectural Education at the University of Washington, 1928-1942." Pacific Northwest Quarterly 96 (Summer 2005): 132-150.

"Henry Hobson Richardson," in Encyclopedia of New England: The Culture and History of an American Region (New Haven and London: Yale University Press, 2005), 107-8.

"After the Fire: The Influence of H. H. Richardson on the Rebuilding of Seattle, 1889-1894," Columbia 17 (Spring 2003): 7-15 (co-authored with Dennis Alan Andersen).

"Meeting the Danger of Fire: Design and Construction in Seattle after 1889." Pacific Northwest Quarterly 93 (Summer 2002): 115-126 (co-authored with Dennis Alan Andersen).

"Behind the Mask: A Psychoanalytic Perspective on Design Studio," JAE: Journal of Architectural Education 53/4 (May 2000): 194-206.

"Seeing Richardson in His Time: The Problem of the Romanesque Revival," in Maureen Meister, ed., H.H. Richardson: The Architect, His Peers, and Their Era (Cambridge MA and London: MIT Press, 1999): 102-145.

"The University that Never Was: The 1891 Boone & Willcox Plan for the University of Washington." Pacific Northwest Quarterly 90 (Spring 1999): 59-67.

"A Space of Loss: The Vietnam Veterans Memorial," JAE: Journal of Architectural Education 50 (February 1997): 156-171.

"Henry Hobson Richardson," in The Dictionary of Art (London: Macmillan; New York: Grove's Dictionaries, 1996), 26: 338-344.

Current Professional

Registered architect, State of Washington
NCARB Certificate

Fellow, American Institute of Architects

Selected Non-University Service
Board Member, Society of Architectural Historians, 2000-2003.
Local Chair, Annual Meeting, Society of Architectural Historians, Seattle, 1995
Editorial Board member, JAE: Journal of Architectural Education (publication of Association of Collegiate Schools of Architecture), 1990-1994.

KEN TADASHI OSHIMA, Ph.D.

Assistant Professor
Department of Architecture
University of Washington
208 Gould Box 355720
Seattle, Washington 98195-5720
(206) 221-5681 Fax: 206-616-4992
koshima@u.washington.edu

EDUCATION
COLUMBIA UNIVERSITY
Ph.D. Modern Architectural History and Theory (19th and 20th century),
October 2003.
M. Phil. Modern Architectural History and Theory (19th and 20th
Century), 1998.
Major Field: Transnational Modern Architecture and Urbanism; Japan,
England, Germany, US.
Minor Fields: Visual Culture, Japanese Art and Design.
Dissertation: "Constructed Natures of Modern Architecture in Japan:
1920-40."
Advisor: Professors Gwendolyn Wright and Kenneth Frampton.
New York, NY

UNIVERSITY OF CALIFORNIA, BERKELEY
M. Arch., 1993. Design Thesis: "A Center for East Asian Studies, U.C.
Berkeley." Berkeley, CA

HARVARD UNIVERSITY
A.B., magna cum laude, 1988. East Asian Studies (Japan)/ Visual &
Environmental Studies.
Thesis: "Building a Home in Postwar Japan 1954-1976." Cambridge, MA

FELLOWSHIPS AND AWARDS

Johnston/Hastings Publication Award, 2007.

Norman "Bud" and Charlotte A. Aehle Faculty Award, University of
Washington, 2005-6.

Robert and Lisa Sainsbury Postdoctoral Fellowship, Sainsbury Institute,
London, 2004-5.

Handa Postdoctoral Fellowship, Sainsbury Institute, London, 2003-4.

Opler Emerging Scholar Fellowship, Society of Architectural Historians,
2005.

Getty Grant, collaborative exhibition research for "Crafting a Modern
World: the Architecture and Design of Antonin & Noémi Raymond," 2002-4,
University of Pennsylvania Architectural Archives, U.C. Santa Barbara
University Art Museum.

Carter Manny Award Honorable Mention, Graham Foundation, 2001.

Shincho Fellowship, Tokyo University, 1998-2000.

Fulbright Grant, Tokyo Institute of Technology, 1994-1995.

PUBLICATIONS

Arata Isozaki: Process. London: Phaidon, forthcoming 2008.

Constructing Kokusai Kenchiku: International Architecture in Interwar
Japan. Seattle: University of Washington Press, forthcoming 2009.

Visions of the Real: Modern Houses in the 20th Century Vol. I & II.
Guest co-editor/author with Toshiko Kinoshita, Architecture + Urbanism
(A+U) Special Issue. March, October 2000.

Antonin Raymond, Guest editor, Japan Architect, 33 (Spring 1999).

An Argentinean Architectural Promenade: Le Corbusier's Maison Curutchet
and Amancio Williams' House over a Brook. (Exhibition Catalog) Tokyo:
Gallery Taisei, 2000.

Oxford Companion to Architecture, ed. Patrick Goode. Oxford: Oxford
University Press, 2008. [text entries and essay on Japanese modernism]
The House Book, London: Phaidon, 2001.

ARTICLES
"Mediating Modernity: Watanabe Yoshio's Photographs of the Okada
House," Impressions, Forthcoming Spring 2009.
"Characters of Concrete," Crafting a Modern World: The Architecture and
Design of Antonin and Noémi Raymond. New York:Princeton Architectural
Press, 2006, 63-77.
"Christopher Dresser and the Evolution of his 'Art Botanical' Depiction
of Nature," Decorative Arts Society Journal, 2005, 53-65.
"Ralph Erskine Londres, 1914-Drottningholm, 2005," Architecture
d'aujourd'hui May-Juin 2005, p. 41.
"Interview: Ralph Erskine + Ken Tadashi Oshima," A+U, No. 414, March
2005.
"Return of the Modern: The Museum of Modern Art, New
York,"Shinkenchiku, January 2005, 32-33.
"Exhibition Review: Metamorph Venice Biennale 2004," Architecture +
Urbanism (A+U), No. 410, November 2004, 6-10.
"Exhibition Review: Christopher Dresser New York and London," The
Burlington Magazine, June 2004, 433-434.
"Rem Koolhaas -OMA -AMO: building, projects and concepts since 1996
[exhibition review]," Architecture d'aujourd'hui, January -February
2004, No. 350, 22; A+U, No. 401, February 2004, 6-11; .
"MANFREDO TAFURI AND JAPAN: An Incomplete Project," Architectural
Theory Review, Vol. 8, No. 1, 2003, 16-29.
"Interview with Ole Scheeren, partner OMA," A+U, No. 398, November
2003, 102-109.
"Micro/Macro Natures of the Karuizawa House," House in Karuizawa,
Tokyo: Suzuki, 2003.
"The Discovery of Auguste Perret in Japan," Perret Encyclopedia,
Institute d'Architecture Francais, 2002.

"Hijiribashi: Spanning Time and Crossing Place," Review of Japanese
Culture and Society XIII, December 2001, 1-21.
"Résider entre deux pays : l'Ambassade des Etats Unis" (Between Two
Countries: The US Embassy in Japan)" Livraison d'Architecture Francais,
2002.
"Perspectives on SOM: Interviews with the Partners," A+U, No. 386,
November 2002, 30-46.
"The Modern House in the Postwar Period," 9-part series in A+U,
"Marcel Breuer with Herbert Beckhard: Dialectical Domesticity,
Breuer/Bratti House, " No.352, January 2000, 136-147.
"Richard Neutra: The Continuing Survival Through Design, V.D.L. House
I. & II," No. 335, August 1998, 152-163.
"Eero Saarinen: Classically Modern, J. Irwin & Xenia Miller House,"
No.332, May 1998, 120-131.
"Joseph Esherick: Grounding Modernism for Everyday Life: Goldman
House," No. 329, February 1998, 126-133.
"Paul Rudolph:Sophisticated Simplicity:F. Deering House," No.325,
October 1997, 110-117.
"Pierre Koenig: Simply Steel: Case Study House #21," No. 323, August
1997, 3-9.
"Norman Fletcher:Building Utopia at Six Moon Hill:The Fletcher House,"
No. 321, June 1997, 3-9.
"Josep Louis Sert: Rural Urbanity/ The Sert House," No. 318, March
1997, 122-125.
"Maynard Lyndon: Contemporary Background for Living/ Maynard Lyndon
House," No. 316, January 1997, 126-129.
"Denenchofu: Building the Garden City in Japan, " Journal of the
Society of Architectural Historians, June 1996, 140-151.
"PROJECTed Realities: Waro Kishi vs. Ken Tadashi Oshima," PROJECTed
Realities, Toto, 2000.
"Simplicity/Complexity," Visions of the Real: Modern Houses in the 20th
Century Vol. II, Architecture + Urbanism, Special Issue.October 2000.
"Designing from the Hearth: The Architecture of Antonin Raymond," Japan
Architect 33, Spring 1999.
"Antonin Raymond: In Living Color: Ikitsuzukeru Reymondo kenchiku wo
tazunete (In Living Color: The Architecture of Antonin Raymond),"
Shinkenchiku, 74, February 1999, 66-75.
"Mies Hakken (Uncovering Mies)," Shinkenchiku, Vol. 73. No. 12,
November 1998, 176-179.
"Visions_of_the_Real@a+u," Shinkenchiku, Vol. 75. No. 2, February 2000.
"Built for Change," Architecture + Urbanism, September 1999, no. 348,
168-169.
"Richard Neutra: Beyond the International Style," Kenchiku Bunka, May
1999, no. 631, 120-121.
"Toward a Museum of the 21st Century: Interview with Thomas Krens,"
Architecture + Urbanism, January 2002.
"MoMA's 'Workspheres' Exhibition: Conversation between Paola Antonelli
and Ken Tadashi Oshima," Shinkenchiku 76 (November 2001), 150-153.
"A Portrait of Two Artists [YOKOYAMA Taikan & ASAKURA Fumio] and their
Homes," Our House, Spring 1990.

BOOK REVIEWS
"Book Review: Japan-ness in Architecture by Arata Isozaki," Journal of
Japanese Studies, forthcoming Winter 2008.
"Kochuu: Japanese Architecture/ Influence & Origin [multi-media
Review]," Journal of the Society of Architectural Historians 66, 3

(September 2007), 419–420.

"Shigeru Ban by Matilda McQuaid," AA Files 50, Spring 2004, 80–81.

"Introspecting Influence: Architects on Architects," A+U 375, December 2001, 131.

"Graphic Manifestoes: Wendingen, Archigram," A+U 374, November 2001, 126–127.

"Probing the Blob: Frank Gehry, Architect; Warped Space," A+U 372, September 2001, 138–139.

"R.M. Schindler: Concrete Textures of Modernism: The Architecture of R.M. Schindler, Schindler House," A+U 370, July 2001, 166–167.

"Multiplicities of Mies: The Artless Word, The Seagams Building," A+U 367, April 2001, 146–147.

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Dr. Vikramaditya Prakash
vprakash@u.washington.edu

Education

Cornell University	Doctor of Philosophy	Jan 1994
Cornell University	Master of Arts	May 1989
Chandigarh College Arch.	Bachelor of Architecture	May 1986

Academic Employment

University of Washington, Seattle, WA

Department of Architecture	Chair	7/02-10/06
College of Arch and Urban Planning	Associate Dean	7/01-7/02
Department of Architecture	Professor	9/07- present
Department of Architecture	Associate Professor	9/00-9-07
Department of Architecture	Assistant Professor	7/96-9/00

South Asia Program, Jackson School   Member
          1/97-present

Member, Executive Committee   9/05-present

Arizona State University, Tempe, AZ

Department of Architecture	Visiting Assistant Professor	8/94-5/96

Publications

Books

2007   Peter Scriver and V. Prakash editors, COLONIAL MODERNITIES: Building, Dwelling and Architecture in British India and Ceylon part of the ArchiText series edited by A. D. King and T. Markus (Routledge, London; February 2007)
2006   Frank Ching, Mark Jarzombek, V. Prakash, A Global History of Architecture (John Wiley and Sons, Inc., New York; August 2006)
2002   V. Prakash, Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India (University of Washington Press; Mapin Publishing, Ahmedabad, India; August 2002)

1999 Aditya Prakash and V. Prakash Chandigarh: The City Beautiful
(Abhishek Publications, Chandigarh, India.)

1997 V. Prakash, editor Theatres of Decolonization: Architecture,
Urbanism and Agency, (Seattle: University of Washington.)

Articles

2008   Vikramaditya Prakash "A Local Architect in a Globalizing World, or How Glenn
Murcutt Came to Teach at UW" in Glenn Murcutt, the Master Studios ed. by Jim
Nicholls, University of Washington Press, Seattle, WA (ancitipated Fall 2008)
2005   V. Prakash "Inhabiting Modern Architecture" introductory essay in Indian
Grammar by Mats Eriksson, published by the Hasselblad Foundation, Sundberg Galleri,
Denmark
2005   V. Prakash "Eastworld: Callum Morton in Le Corbusier's Chandigarh" invited
essay for catalog on artist Callum Morton, Australia's entry for the 11[th] Triennale, New
Delhi.
2004   V. Prakash (with Amy Potter), "Chandigarh", Encyclopaedia of Twentieth
Century Architecture, R. Stephen Sennott, editor (Chicago: Fitzroy Dearborn)
2001   V. Prakash "Between Objectivity and Illusion: Architectural Photography in the
Colonial Frame" JAE Journal of Architectural Education (September 2001)
1999   V. Prakash, "The Disconcerting Fascination of Virtual Reality, Or an
Unreasonable Defense of the Internet" Column 5 (Department of Architecture, University
of Washington.)
1998   V. Prakash, "Working with the Subaltern: The Ethics of Professional work", City
Space and Globalization: An International Perspective Hemalata Dandekar editor (Ann
Arbor: University of Michigan.)
1998   V. Prakash, "Abstraction: A Cultural Idea" Column 5 (Dept. of Architecture, UW)
1997   V. Prakash, "Productions of Identity in Postcolonial Architecture: Re-Covering
What We Never Had"", in Gulsum Baydar Nalbantoglu and Wong Chong Thai, eds.,
Postcolonial Space(s) (Princeton: Princeton University Press)
1993   V. Prakash, "Productions of Identity in the Post-colonial World: Re-Covering
What We Never Had" Architecture, (Post)Modernity and Difference Proceedings
Gulsum Nalbantoglu and Bobby Thai editors, National University of Singapore,
Singapore, 1993)
1993   V. Prakash "Modernist Ideology and the Question of Interiors" Architecture +
Design (New Delhi, January-February, 90-97)
1992   V. Prakash "The Interests of Desire: Feminist Aesthetic Theory and Architecture"
Architecture + Design (New Delhi, March-April, 89-95)

Other: Excerpts, translations, microfilm, etc.

2008   Frank Ching, Mark Jarzombek, V. Prakash, A Global History of Architecture
Translations in progress into: Spanish, Chinese, Portuguese, Russian, Turkish. Also
special South Asia edition to be published in India.

2005   V. Prakash "Att leva i arkitektur" translation into Danish of "Inhabiting Architecture" by Anders Kruegar in Indian Grammar by Mats Eriksson, published by Mats Eriksson, funded by the Hasselblad Foundation, MIA Sundberg Galleri, Denmark, 2005.

2004   V. Prakash, chapter excerpt translated into Spanish from Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Block. Revista de cultura de la arquitectura, la ciudad y el territorio (Universidad Torcuato Di Tella) Nº6, 2004, Buenos Aires.

2003   V. Prakash, excerpt from Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India published in The Tribune (newspaper), Chandigarh, India, September 2003

2003   V. Prakash and Greg Kessler, "The Education of Architects and the Work of the Miller|Hull Partnership" Exhibition of Miller|Hull Architecture, displayed at Washington State University, Pullman and University of Washington, Seattle, Spring 2003.

2002   V. Prakash, excerpt from Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India published in Chronicle of Higher Education October 18, 2002, p.B4.

Reviews

Gatley, Julia "Book Review" Review of Colonial Modernities: Building, Dwelling and Architecture in British India and Ceylon in Fabrications: The Journal of the Society of Architectural Historians of Australia and New Zealand Vol. 17:2 December 2007, pp.121-3.

Ghirardo, Diane "Book Review" Review of A Global History of Architecture in JSAH: Journal of the Society of Architectural Historians 2008 Mar., v.67, n.1, p.134-135

Stubbs, John "Book Review" Review of A Global History of Architecture in Future Anterior Vol IV, no 1, Summer 2007.

Stamper, J. W. "Review" Review of A Global History of Architecture in Choice: A Publication of the Association of College Research Libraries Vol.44, no 7, March 2007.

Fisher, Sabine "A quem pertence a história na capital regional da Índia?" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Resenha 165 / maio 2007.

Celik, Zeynap, "Review" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Urban. Morphology, November 2004, pp. 127-8.

Bacon, Mardges, "Review" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Harvard Design Magazine, Fall 2003/Winter 2004, No.19.

Mumford, Eric, "Le Corbusier Reconsidered" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Architectural Record, September 2003

Sinha, Dipanker, "Defining an Indian Modern" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in The Statesman (newspaper), January 2003

Singh, S. P., "Where East meets West" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in Indian Express (newspaper), Chandigarh, India, December 10, 2002.

Wattas, Rajnish "Exploring Corbusier – Chandigarh Conundrums" Review of Chandigarh's Le Corbusier: The Struggle for Modernity in Postcolonial India in The Tribune (newspaper), Nov 3, 2002.

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Dr. Eddy M. Rojas
Department of Construction Management
University of Washington
130G Architecture Hall, Box 351610
Seattle, WA 98195-1610

Education
1995 -1997 University of Colorado at BoulderBoulder, Colorado
Ph.D. in Civil Engineering (Construction Engineering and Management).
Dissertation: "Developing a Web-centric Process to Support Inspection"
1995 -1997 University of Colorado at Boulder, Boulder, Colorado
M.A. in Economics.
Thesis: "Measuring Social Welfare"
1993 -1995 University of Colorado at Boulder, Boulder, Colorado
M.S. in Civil Engineering (Construction Engineering and Management).
Thesis: "Reengineering the Construction Inspection Process through
Information Technology"
1986 -1991 University of Costa RicaSan José, Costa Rica
Licentiate in Civil Engineering (5-year professional program).
Thesis: "Manual de Ingeniería Municipal" (Municipal Engineering Manual)

Academic Experience
2004 -Present University of Washington, Seattle, Washington
Associate Professor, Department of Construction Management.
Adjunct Associate Professor, Department of Civil and Environmental
Engineering.
Graduate Program Coordinator, Department of Construction Management.
Executive Director, Pacific Northwest Center for Construction Research
and Education.
Faculty Associate, Human Interface Technology Laboratory.
2001 -2004 University of WashingtonSeattle, Washington
Assistant Professor, Department of Construction Management.
Adjunct Assistant Professor, Department of Civil and Environmental
Engineering.
1997 -2001 University at Buffalo (SUNY)
Buffalo, New York
Assistant Professor, Department of Civil, Structural, and Environmental
Engineering.
1991 -1993 University of Costa RicaSan José, Costa Rica
Instructor, School of Civil Engineering.
1991 -1991 Earthquake Engineering Laboratory, University of Costa
RicaSan José, Costa Rica
Researcher.

Recently Funded Research Projects
2008 -2011 Educating a Competitive, CyberInfrastructure Savvy,
Engineering and Construction Workforce - NSF
$222,000
2008 -2009
2008 -2009
2007 -2009

Evaluating Alternative Methodologies for Capturing As-Built Building
Information Models (BIM) for Existing Facilities - U.S. Army $200,000

A Virtual Community of Construction Scholars and Practitioners - NSF
$40,000

Collaborative Learning in Construction Management through Situational Simulations – U.S. Dept. of Education $436,512

Recent Publications

Rojas, E. (2008). "Single vs. Multiple Prime Contracting." Journal of Construction Engineering and Management, ASCE, in-print.

Rojas, E. and Kell, I. (2008). "Comparative Analysis of Project Delivery Systems Cost Performance in Pacific Northwest Public School." Journal of Construction Engineering and Management, ASCE, in-print.

Rojas, E. and Dossick, C. (2008). "Developing a State-of-the-Art Facility to Support Construction Research and Education: A Case Study." Journal of Professional Issues in Engineering Education and Practice, ASCE, 134 (1), 67–74.

Rojas, E. and Mukherjee, A. (2007). "Virtual Coach: Un Ambiente de Simulación Situacional Para la Enseñanza de la Gerencia de la Construcción." Revista Ingeniería de Construcción, Pontificia Universidad Católica de Chile, 22 (1), 25–32.

Rojas, E., and Lee, N. (2007). "Visualization of Project Control Data: A Research Agenda." Proceedings of the 2007 International Workshop on Computing in Civil Engineering, Pittsburgh, Pennsylvania, July, 26–34.

Dossick, C., Rojas, E., Locsin, S., and Lee, N. (2007). "Defining Construction Management Events in Situational Simulations." Proceedings of the 2007 International Conference on Construction Applications of Virtual Reality (CONVR), University Park, Pennsylvania, October.

Rojas, E., and Lee, N. (2007). "Games and Simulations in Construction Engineering and Management: The Pedagogical Perspective." Proceedings of the 2007 Construction Research Congress, Grand Bahama Island, May.

Rojas, E., and Locsin, S. (2007). "Integrated Practice: The Road Ahead." Proceedings of the 2007 Construction Research Congress, Grand Bahama Island, May.

Dossick, C., Rojas, E., and Wiersema, B. (2007). "Semi and Fully Immersive Technologies and Collaboration Suites for Design and Construction Research and Education." Proceedings of the 2007 Construction Research Congress, Grand Bahama Island, May.

Rojas, E. and Mukherjee, A. (2006). "A Multi-Agent Framework for General-Purpose Situational Simulations in the Construction Management Domain." Journal of Computing in Civil Engineering, ASCE, 20 (3), 165–176.

Rojas, E. and Dossick, C. (2006). "Re-Envisioning Construction Engineering and Management Education through Experiential Learning." Proceedings of the 2006 ASEE Annual Conference and Exposition, Chicago, Illinois, June.

Dossick, C. and Rojas, E. (2006). "Re-Envisioning Construction Engineering and Management Research through Strategic Partnerships." Proceedings of the 2006 Joint International Conference on Computing and

Decision Making in Civil and Building Engineering, Montreal, Canada, June.

JOHN E. SCHAUFELBERGER
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EDUCATION

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1986	Fellowship, Kennedy School of Government, Harvard University
1971	Ph.D. in Civil Engineering, University of Illinois
1970	M.S. in Civil Engineering, University of Illinois
1964	B.S. in Electrical Engineering, University of Idaho

ACADEMIC EXPERIENCE

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2002-Present   Chairman and Associate Professor, Department of Construction Management, University of Washington. Teaches both graduate and undergraduate courses and serves as chief administrative officer for department composed of 8 full-time faculty, 8 part-time faculty and 2-person administrative staff.

1994-2002   Assistant and Associate Professor, Department of Construction Management, University of Washington. Teaches graduate and undergraduate courses specializing in contract procurement, contract administration, construction equipment management, construction project management, and construction firm management. Manages graduate program.

PROFESSIONAL EXPERIENCE

_____

1964-1994   Military Officer, U. S. Army Corps of Engineers. Served in a variety of positions of increasing responsibility in military units in Germany, Saudi Arabia, Korea, Vietnam, and the United States. Analyzed facilities management programs for the U. S. Army while working in the Pentagon and identified concepts for improving performance.

PUBLICATIONS

_____

Books

Construction Cost Estimating: Process and Practices, written with Len Holm, Dennis Griffin and Tom Cole, published by Prentice-Hall, 2005, 354 pages.

Management of Construction Projects: A Constructor's Perspective, written with Len Holm, published by Prentice-Hall, 2002, 433 pages.

Construction Equipment Management, published by Prentice-Hall, 1999, 357 pages.

Contracts With the Trades: Scope of Work Models for Home Builders, written with John Fredley, published by Home Builder Press, 1997, 124 pages.

Journal Articles

"Business Development Tools for Recruiting Talent," Business Development Journal, Vol. 1. No. 1, November-December 2003, page 13.

"Alternate Financing Strategies for Build-Operate-Transfer Projects," Journal of Construction Engineering and Management, Vol. 129, No. 2, March/April 2003, pages 205–213. Written with Isr Wipadapisut.

"Selecting Optimum Mechanical Systems for Office Buildings," Cost Engineering, Vol. 42, No. 5, May 2000, pages 40–43. Written with Raymond Jacobson.

Conference Papers

"Use of Design-Build on Highway Projects," Proceedings of the American Society of Civil Engineers Construction Research Congress, Freeport, Grand Bahamas, May 6-8, 2007.

"Risk Management on Build-Operate-Transfer Projects," Proceedings of American Society of Civil Engineers Construction Research Congress: Broadening Perspectives, San Diego, California, April 5-7, 2005, pages 464-468.

"Use of Design-Build on Mass Transit Rail Projects," Proceedings of American Society of Civil Engineers Construction Research Congress: Broadening Perspectives, San Diego, California, April 5-7, 2005, pages 454-458.

"Developing Leaders for Construction Firms," Proceedings of the 2004 American Society of Civil Engineers Specialty Conference on Leadership and Management in Construction, Hilton Head, South Carolina, March 24-26, 2004, pages 26-32.

"Causes of Subcontractor Business Failure and Strategies to Prevent Failure," Proceedings of American Society of Civil Engineers Construction Research Congress, Honolulu, Hawaii, March 19–21, 2003.

"Success Factors for Design-Build Contracting," Proceedings of American Society of Civil Engineers Construction Research Congress, Honolulu, Hawaii, March 19–21, 2003.

"Financing Strategies for Build-Operate-Transfer Projects," The International Council for Research and Innovation in Building and Construction 10th International Symposium on Construction Innovation and Global Competitiveness, September 9–13, 2002, pages 808–818.

"Managing Foreign Exchange Risk on International Construction Projects", The International Council for Research and Innovation in Building and Construction 10th International Symposium on Construction Innovation and Global Competitiveness, September 9–13, 2002, pages 367–373.

"Use of Award Fees on Lump-Sum Projects," The International Council for Research and Innovation in Building and Construction 10th International Symposium on Construction Innovation and Global Competitiveness, September 9–13, 2002, pages 819–825.

"Use of Design-Build-Operate Contracts for Infrastructure Projects," The International Council for Research and Innovation in Building and Construction 10[th] International Symposium on Construction Innovation and Global Competitiveness, September 9–13, 2002, pages 799–807.

"Private Sector Project Delivery", Transactions of 46[th] Annual Meeting of AACE International, Portland, Oregon, June 23–26, 2002, pages PM.05.01–PM.05.06.

"Delivering Quality School Projects," Proceedings of American Society of Civil Engineers Construction Congress VI, Orlando, Florida, February 20–22, 2000, pages 603–610.

Technical Reports

A Study of the Economic Impact of the Construction Industry on the State of Washington (2006 Update), Technical Publication No. 18, Department of Construction Management, University of Washington, November 2007, 32 pages.

A Human Resource Management Primer for Company Leaders, published by The Foundation for Electrical Construction, Bethesda, Maryland, 2007, 108 pages.

A Human Resources Management Primer for Supervisors, published by The Foundation for Electrical Construction, Bethesda, Maryland, 2007, 23 pages.

Hit-Enter-Now 11/5/07 10:41 AM
Deleted: A Human Resources Management Primer for Supervisors,

Name	Sharon E. Sutton, PhD, FAIA
Rank:	Professor
Degrees	PhD and MA in Psychology (1982), M. Philosophy (1981): City University of New York M. Architecture (1973): Columbia University B. Music (1963): University of Hartford Registration (NY and WA); NCARB Certified
Selected Academic Experience	1998-Pres University of Washington (Professor of Architecture with Tenure; Professor of Urban Design and Planning; Adjunct Professor of Landscape Architecture; Adjunct Professor of Social Work; Director, Center for Environment Education and Design Studies or CEEDS) 1984-1997 University of Michigan (Professor w/Tenure - Assoc Professor wo/Tenure) 1982-1984 University of Cincinnati (Assistant Professor) 1981-1982 Columbia University (Adjunct Assistant Professor) 1975-1981 Pratt Institute (Visiting Assistant Professor)
Teaching Responsibilities	Design Studios: Undergraduate and Graduate Seminars: Ethics of Professional Practice; Architects as Civic Leaders; Masters Thesis Pre-design Advising: Doctoral Students (Built Environment; Social Work; Education)
Main Areas of Research	Youth and Community Development Youth and Social Justice Participatory Research and Design
Selected Referred Publications	Books and Monographs

Sutton, Sharon E. and Kemp, Susan P. (eds.) (Book proposal under review at Routledge). Place Matters: Seeking Equity in a Diverse Society.

Sutton, Sharon E., Kemp, Susan, P., Guiterréz, Lorraine, and Saegert, Susan (2006). Urban Youth Programs in America: A Study of Youth, Community, and Social Justice Conducted for the Ford Foundation. Seattle, WA: University of Washington.

Sutton, Sharon E. (1996). Weaving a Tapestry of Resistance: The Places, Power, and Poetry of a Sustainable Society. Westport: Bergin and Garvey Publishers. In Giroux and Freire (eds.), Critical Studies in Education and Culture Series.

Sutton, Sharon E. (1985). Learning through the Built Environment: An Ecological Approach to Child Development. New York: Irvington Publishers.

Book Chapters and Journal Articles

Sutton, Sharon E. (2008). Engaging the public, seeking common ground; Discovering the power of youth. In N.B. Solomon (ed.), AIA 150 Anniversary Book.

Sutton, Sharon E. (2007). A social justice perspective on youth and community development: theorizing the processes and outcomes of participation. Children, Youth, and Environments, 17, 2, 616-645. [Available online at: http://www.colorado.edu/journals/cye].

Sutton, Sharon E. and Kemp, Susan P. (2006, September). Integrated social science and design inquiry through interdisciplinary design charrettes: an approach to participatory community problem-solving. American Journal of Community Psychology, 38, 1-2, 125-139.

Sutton, Sharon E. and Kemp, Susan P. (2005). Children's participation in constructing a social just public sphere. In Blades and Spencer (eds.), Children and Their Environments: Learning, Using, and Designing Spaces. Cambridge, UK: Cambridge University Press, pp. 256-276.

Sutton, Sharon E. and Kemp, Susan P. (2002). Children as partners in neighborhood placemaking: lessons from intergenerational design charrettes. Journal of Environmental Psychology, 171-189.

Sutton, Sharon E. (2001). Reinventing professional privilege as inclusivity: a proposal for a sustainable praxis of architecture. In Piotrowski and Robinson (eds.), The Discipline of Architecture. Minneapolis: University of Minnesota Press, 173-207.

Sutton, Sharon E. (1997). Children inhabiting a landscape of safety. In Ellin (ed.), Architecture of Fear. New York: Princeton Architectural Press, pp. 241-251.

Selected Sponsored Research & Demonstration Projects	2006-Pres	Forty Years after the Insurrection: A Study of African American and Puerto Rican Students at Columbia University's School of Architecture, 1964-1973; Principal Investigator
	2008	CEEDS—Creating a Farm-based Education Center on Lummi Island, WA (Common Threads Farm); Facilitator, Designer
	2004-2006	Constructing a Social Justice Framework for Youth & Community Service (Ford Foundation); Principal Investigator
	2004	Research Roundtable on Social Justice (Ford Foundation); Co-principal Investigator
	2005-2007	Reclaiming Childhood (Simpson Center for the Humanities); Core member
	1999-2003	CEEDS—Build-a-School Community Case Study; Public Art Installations (Tukwila School District); Principal Invstigator; Facilitator
	1998-1999	The Race Project (The Aspen Institute); Commissioned Paper
	1989-1997	The Urban Network (W.K. Kellogg Foundation, National Endowment for the Arts); Founding Director

Selected Academic and Professional Presentations

Sutton, Sharon E. (2008, 16 May). Leading from the margins: the transformative role of architects of color. Continuing education seminar at for the "we the people" American Institute of Architects National Convention at the Boston Convention and Exhibition Center.

Sutton, Sharon E. (2008, 30 April). Architects of color as civic leaders. Keynote lecture at Prairie View A & M University Fifth Graduation and Award Banquet.

Sutton, Sharon E. (2007, 31 December). Forty years after America's social revolution. Keynote lecture for the American Institute of Architecture Students forum at the Hilton Hotel in Milwaukee, Wisconsin.

Sutton, Sharon E. (2007, 27 October). Forty years after the insurrection. Panel moderator at Columbia University Graduate School of Architecture, Planning, and Preservation Alumni Weekend.

Sutton, Sharon E. (2007, 02 March). Balancing student learning with community problem solving: case studies from the University of Washington. Lecture and workshop at the Ohio State University Service Learning Initiative.

Kemp, Susan P. and Sutton, Sharon E. (2007, 14 January). Transformative urban youth programs: youth, community, and social justice. Panel presentation at the Society for Social Work and Research, Bridging Disciplinary Boundaries in San Francisco, CA.

Selected Public Service	2007-Pres	Seattle Design Review Board (City Council Appointee)
	1004-Pres	Urban Sustainability Advisory Panel (Mayoral Appointee)
	2000-2004	Seattle Design Commission (Mayoral Appointee)
	1991-1999	Center for Living Democracy (Chairman of the Board, Founding Member)

Awards, Honors & Grants	2005	AIA Seattle (Community Service Award)
	1997	Michigan Women's Hall of Fame (Life Recognition Award)
	1996	ACSA (Distinguished Professor Award)
	1995	American Institute of Architects (Elevation to Fellowship)
	1986-1989	W.K. Kellogg Foundation (Group VII National Fellowship)

Professional Associations

American Collegiate Schools of Architecture (Distinguished Professor)

American Institute of Architects (College of Fellows; AIA Seattle Chapter; AIA Washington)

American Psychological Association (Educational Psychology Division)

F. Strategic Planning and Mission Statement

The Strategic Plan remains the same as the Proposal Plan submitted only a few years ago with the creation of the program. The goals and objectives remain the same, though naturally they need minor modification with changing economic and intellectual contexts.

MISSION STATEMENT

Working outside traditional disciplinary and departmental categories, the College's faculty, along with the relevant colleagues from across campus and the community and region, intend to fulfill their particular roles, and simultaneously make distinctive contributions to the university's direction by advancing interdisciplinary work along the three fundamental areas of the built environment, especially since these three are emerging as the sites of the most important future academic, professional, and entrepreneurial activity:
1) sustainable systems and prototypes at multiple scales of assemblage, building, site & neighborhood, city, region;
2) computational design and research in environmental design, planning, and related areas that develop computing tools and connect artificial to built environments;
3) history, theory, and representation studies, especially as they investigate the tensions between globalization and local sense of place.

The mission of the Ph.D. in the Built Environment Program is to form interdisciplinary teams of faculty and advanced students, whose collaboration across the entire spectrum of scales, dimensions, and methods for the three basic areas of knowledge and practice will enable the Program to educate researchers who will be able to teach, engage in professional practice, or provide public service in an integrated manner, thus working creatively, effectively, and efficiently—and able to take a leadership role with others who remain "only" specialists—to solve social-environmental problems.

Goals and Learning Outcomes of the Program.
Faculty and Student outcomes are measured against the initial program proposal, which continues to function as our strategic plan, providing guidance or goals in the broadest sense. Simply put, the intention is to prepare students for success at each stage of the process, by means of both what the program curriculum and faculty provide and by the invaluable contributions of faculty and programs beyond the College—through the essential process of connecting students to the rest of the university.

Major Objectives
- Provide the background students need to successfully conduct doctoral-level research
- Engage the appropriate specialized faculty inside and outside the College.
  Specifically, enable the students to acquire and exercise the following knowledge and skill sets:
  - Knowledge of emerging issues and problems in the built environment
  - Knowledge of the historical-cultural factors operative in today's built environment, especially a) tensions arising out of global-local dynamics; b) the

complex relations among the built, virtual, and natural environments; and c) the value-laden issues behind decisions sustaining or modifying bio-cultural environments.

- o Competence in the knowledge base and procedures of the disciplines that comprise the chosen area of specialization; the ability to communicate effectively with members of other disciplines and practices and to appreciate their approaches and problems within a common project.
- o The skill of becoming aware of ethical problems early in their appearance, the ability to bring to bear the appropriate principles, the ability to work out, individually and in a group process, the hierarchy of competing values and factors when working toward a course of action.
- o Knowledge of the major contending epistemological theories of the built environment, not only to the level of understanding each one, but to the point of systematically understanding differences and conflicts that arise from structural differences and differences.
- o Abilities to appropriately apply a range of methodologies and research skills, where judgment as to which method or combination of methods to use is just as important as ability to successfully carry out the methodological procedure.
- o Skill at producing, criticizing, and revising research products as well as the processes and outcomes of teaching or professional practice.

G. HEC Board Summary

EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Name of unit   Ph.D. in the Built Environment program
Name of school/college   College of Architecture and Urban Planning
Degree title(s)   Ph.D. in the Built Environment
Year of last review   N/A
Current date   June, 2008

A. Documentation of continuing need, including reference to the statewide and regional needs assessment (excerpt from Section III.D.3 above).
The need for the degree, as documented in the program's original submission, not only remains high but is increasing. The trend—as many sources, including the Chronicle of Higher Education have reported, "Professional Schools Seek Degrees of Cooperation: Demand for cross-disciplinary training leads … programs to combine forces" (September 14, 2001, p. A14)—is toward more interdisciplinary programs in the disciplines and professions of the built environment. There are seven major reasons for continuing increases in demand for graduates of this program:

1. Universities and colleges in the United States and internationally have increased the requirements for faculty appointments, more often than ever before requiring the Ph.D. as proof of advanced research capacity.
2. The has been a change in educational expectations for new faculty, which now include an ability to participate in interdisciplinary work and reshape academic and professional practice cultures—for example, in 2005 the construction industry hosted the first conference on "The Future of the AEC Industry: Engaging the New Generation of Doctoral Students in U.S. universities."
3. There are large cohorts of traditionally specialized faculty retiring at the same time that there already is a shortage of new, interdisciplinary faculty to replace them.
4. Our three specific tracks continue to be the site of leading developments in academic, professional practice, and social realms. This is true of sustainability in prototypes and systems in the time of climate change, of digital design and research as information technologies continue to develop rapidly, and of history, theory, and representation in the global, post-colonial era.
5. The Puget Sound and Seattle (as well as other regions of Washington and the international realms to which our faculty contribute) directly benefit from our contributions to environmental and community sustainability, technology development and transfer, and cultural re-theorization—which positively impact the social, ecological, and economic well-being of the region.
6. There is a substantial geographical gap in the Pacific Northwest as far as locations where the required interdisciplinary education is offered. There is no such program along the Continental West Coast, our program's historically dominant source of students.
7. Faculty impact: in addition to "need" defined in the usual sense of "external demand," there also are necessities connected with the high-quality faculty so vital to the College's well-being: without the Ph.D. in Built Environment, the College will not be able to attract, maintain, much less develop, its excellent and diverse faculty.

Additionally the program's interdisciplinary character fits well with the University of Washington's commitment to leadership in pluralistic and collaborative approaches to learning, teaching, research, and services appropriate to meet the needs for today's and tomorrow's complex world. Working beyond traditional disciplinary and departmental categories, the program joins colleagues from across campus to make a distinctive contribution to dealing with social problems—especially the ecological, cultural, and economic sustainability of the built environment, both locally and globally in a time of climate and political change.

B. Assessment information assessment information related to expected student learning outcomes and the achievement of the program's objectives (excerpt from Section III.D.4 above).
Student outcomes are measured against the goals and objectives of the program proposal, which continue to function as our strategic plan. The intention is to prepare students for success at each stage of the process, by means of both what the program curriculum and faculty provide and by the contributions of faculty and programs connecting students to the rest of the University.

Measures include:
- Offer/yield rates: we have a strong rate since of 35 admissions offers we have recruited 27 students, a rate of 77%.
- Retention rates: ours is very good, having lost only three students (as faculty left)
- Course work and grades: the overall student average GPA is 3.75, which is especially strong considering the interdisciplinary structure of their studies.
- Good course of progress to degree
- Regular monitoring of individual student's progress and levels of success by the Program Director and Program Assistant
- Student presentations in Colloquium each year and their success in the Practicum which documents faculty mentoring and the students' successful participation in teaching, research, or grant proposal writing.
- Student production: refereed presentations, publications, research projects and awards in a wide range of multi-disciplinary and international venues provides external assessment of the program's academic effectiveness
- Successful connections across campus measured by student's success in research methods classes offered in other units and by the faculty from other UW units who participate in our dissertation committees.
- Placement: very good for our first graduate.
- Index of Faculty Productivity: the program was recognized as Number One in its area in the United States in Faculty Scholarly Productivity for 2007, as reported by the Chronicle of Higher Education Facts & Figures: Faculty Scholarly Productivity Index <http://chronicle.com/stats/productivity/page.php>.

C. Plans to improve the quality and productivity of the program (excerpt from Section III.D.5 above).
- Creating and implementing a new development plan to seek additional resources
- Focusing on continuing to improve base activities:
  - productivity (especially joint faculty-student publications and grants)

- - the diversity of program faculty and students
  - further networks of faculty and unit collaboration across campus
- Adding Facilities
  - completing the research facility at Sandpoint, focally for students working with construction management faculty in the sustainable systems and prototypes and computational research tracks (especially in visualization projects), but open to all program faculty and students.
- Coordinating effectively with the Interdisciplinary Ph.D. Program in Urban Design and Planning on curriculum, use of the common facilities, and other points of possibly increased efficiencies.

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn-Summer)

	2004–0505	2005–2006	2006–2007	TOTAL
FTE instructional faculty	0 Directly assigned			0
FTE graduate teaching assistants	0 Directly assigned			0
Degree Program	Ph.D.			
Headcount of enrolled students	10	14	19	
Number of degrees granted	0	0	1	

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10th day of Autumn Quarter.

Appendix H: Connection to other UW units

The connections are seen in the three following sets of relationships.

1. more generalized connections between our program and UW units: Anthropology, Art History, Comparative Literature, Education, English, Evans School of Public Affairs, Forest Resources, Geography, History, Industrial Engineering, Information School, Jackson School, Japan Studies, Middle Eastern Studies, Psychology, Social Work, and South Asia Program.

2. as noted in the body of the study, 11 UW departments already welcome B.E. students into their courses, especially into methodology courses:
- Anthropology
- Architecture
- Center for Statistics and Social Sciences
- Comparative Literature
- Construction Management
- Educational Psychology
- Geography
- History
- Oceanography
- Technical Communication
- Urban Design & Planning

3. faculty from many other units serve on B.E. students' dissertation committees
- Cecilia Bitz, Assistant Professor, Atmospheric Studies: Meriwether Wilson (GSR)
- Mary Callahan, Professor, International Studies: Jayde Roberts
- Kam Wing Chan, Geography: Kuangting Huang
- Rachel Chapman, Assistant Professor, Anthropology: Julie Poncelet (GSR)
- Jean-Louis Cohen, Professor, Paris-8 : Ashish Nangia
- John Findlay, Professor, History: Ken Yokom and Jerry Watson (GSR)
- Marc Hershman-deceased, Professor, Marine Affairs: Meriwether Wilson
- Daniel Hoffman, Professor, Anthropology: Joshua Miller (GSR)
- Susan Kemp, Professor, Social Work: Julie Poncelet
- Biff Keyes, Professor, Anthropology: Jayde Roberts (GSR)
- Terrie Klinger, Associate Professor, Marine Affairs: Meriwether Wilson
- Robert Konrad, USGS: Kuei-Hsien Liao
- Robert Naiman, Aquatic and Fishery Sciences: Kuei-Hsien Liao (GSR)
- Thomas Furness, Professor, GNM/Industrial Engineering: Namhun Lee
- Alberto Perez-Gomez, Professor, Architecture (McGill): Paula Patterson
- John Palmer, Psychology: Nanching Tai (GSR)
- James Tweedie, Assistant Professor, Comparative Literature: Joshua Miller
- Leroy Searle, Professor, English: Paula Patterson (GSR)
- Susan H. Whiting, Associate Professor, Political Science: Kuangting Huang (GSR)
- Anand Yang, Professor & Director, Jackson School of International Studies:

Ashish Nangia (GSR)

Appendix I: Chronicle of Higher Education Facts & Figures: Top Research Universities Faculty Scholarly Production Index

For the full information see
<http://chronicle.com/stats/productivity/page.php?bycat=true&primary-234&secondary=56&year=2007#>

How The Index Works

The index examines faculty members who are listed on a Ph.D. program's Web sites, and includes a total of 217,254 names. A professor listed in both history and American studies would be counted twice. But at the next level of aggregation (the humanities in this case), the professor would be counted only once. The index creators call this "de-duplication." The total number of actual faculty members rated by the index is 164,843.

The productivity of each faculty member is measured, although the data are aggregated before being published. Faculty members can be judged on as many as five factors, depending on the most important variables in the given discipline: books published; journal publications; citations of journal articles; federal-grant dollars awarded; and honors and awards.

For each discipline, Academic Analytics assigns a weight to each variable. Publications, which include journal articles, citations of those articles, and in many cases, books, count as 60 points out of 100. Books are included in six of the eleven broad fields: Business; Education; Family, Consumer and Human Sciences; Health Professions Sciences; Humanities; and Social and Behavioral Sciences but not in Agricultural Sciences; Biological and Biomedical Sciences; Engineering; Natural Resources and Conservation; and Physical and Mathematical Sciences Books that were published from 2002 to 2006 were recorded using Baker and Taylor's database. When books are included, their weight is five times that of journal articles for the Humanities and three times that of a journal article in other broad fields. Journal articles are counted for the years 2004, 2005, and 2006. Citation counts cover a four year span so refer to citations to articles published for the years 2003, 2004, 2005 and 2006. The index uses Scopus, an abstract-and-citation database that covers more than 15,000 peer-reviewed journals.

Grants count as 30 points out of the 100, if they meet a threshold of importance in a particular discipline — that more than 10 percent of the programs in that discipline have received a federal grant. Grant data from 2004, 2005, and 2006 were collected from the National Institutes of Health, the National Science Foundation, the U.S. Department of Education, the National Endowment for the Humanities, and the U.S. Department of Agriculture, NOAA, and from three programs in the Department of Energy.

Awards and honors count as 10 points out of 100, as long as more than 10 percent of the programs in the discipline have received awards. Data are collected from the Web sites of 357 organizations that grant awards and honors and are matched to names and programs.

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Awards considered more prestigious are given more weight than others. For example, most awards, like Fulbrights, are counted only if they were awarded between 2002 and 2006. But a Nobel Prize can be counted in the 2006-07 index if it was awarded within the past 50 years.

If one or more variables are not used in the calculation of faculty productivity, that part of the equation is removed and the point scale reduced accordingly. So if honors are not included, the total possible score is reduced to 90 from 100. Institutions that pay for the data have the ability to reweight the variables in any category, according to their preferences. Starting with FSP 2006-07, subscribers to Academic Analytics will also have the option to obtain the complete dataset for disciplines of interest to them, so they can use the raw data as they please. For more information about the data, contact Academic Analytics.

The faculty's scholarly productivity in each program is expressed as a z-score, a statistical measure (in standard deviation units) that reveals how far and in what direction a value is from the mean. The z-score allows the performance of programs to be compared across disciplines. A z-score of zero indicates that the program is at the national mean for the discipline; a z-score of 1 indicates that the program is one standard deviation unit higher than the national mean.

Top Research Universities Faculty Scholarly Productivity Index

The 2007 index compiles overall institutional rankings on 375 universities that offer the Ph.D. degree.

Architecture, Design, Planning, various - 2007

	Institution[*]	Faculty Scholarly Productivity Index	Number of faculty	Percentage of faculty with a book publication	Books per faculty	Percentage of faculty with a journal publication	Journal publications per faculty	Percentage of faculty with journal publication cited by another work	Citations per faculty
1	U. of Michigan at Ann Arbor	2.57	23	.3%	.96	65%	5.91	70%	23.46
2	U. of Michigan at Ann Arbor	1.74	41	.2%	.49	68%	4.15	63%	23.77
3	Colorado State U.	1.09	12	0%	-	33%	2.58	25%	48.75
4	U. of North Carolina at Charlotte	.96	49	.22%	.41	59%	2.47	37%	5.62
5	Virginia Tech	.84	44	.27%	.89	34%	.95	27%	1.57
6	Michigan State U.	.79	12	.17%	.25	92%	8.67	75%	21.63
7	U. of Virginia	.11	24	.5%	.88	4%	.04	0%	-
8	U. of Massachusetts at Amherst	.08	18	.28%	.56	39%	.78	28%	1.72
9	Harvard U.	-.09	24	.38%	.88	17%	.25	13%	1
10	U. of California at Berkeley	-.18	12	.17%	.17	58%	1.42	33%	4.17

* An institution may appear more than once if the discipline is related to more than one department.

	Institution[*]	Citations per faculty	Citations per paper	Percentage of faculty getting a new grant	New grants per faculty	Total value of new grants per faculty	Average amount of grant	Percentage of faculty with an award	Awards per faculty
1	U. of Michigan at Ann Arbor	23.46	3.01	26%	.3	$30187	$99186	4%	.13
2	U. of Michigan at Ann Arbor	23.77	4.6	15%	.17	$15257	$89361	2%	.02
3	Colorado State U.	48.75	13.3	25%	.33	$66222	$198665	17%	.17
4	U. of North Carolina at Charlotte	5.62	1.87	10%	.1	$7583	$74311	0%	-
5	Virginia Tech	1.57	1.25	7%	.07	$5395	$79128	5%	.05
6	Michigan State U.	21.63	2.28	8%	.08	$869	$10429	0%	-
7	U. of Virginia	-	-	4%	.04	$4063	$97500	21%	.25
8	U. of Massachusetts at Amherst	1.72	1.82	0%	-	$0	$0	22%	.22
9	Harvard U.	1	3.43	0%	-	$0	$0	46%	.75
10	U. of California at Berkeley	4.17	2.27	0%	-	$0	$0	17%	.25

Appendix J: Student Productivity: presentations, publications, & research projects.

This record of achievement is strong given that the program began only five years ago, less than half have advanced to candidacy and many of those who have are in the early stages of dissertation research.

Our students have
- made 17 presentations at 16 refereed conferences

1. just now in China
2. 5th Conference of Pacific Rim Community Design Network, Seattle
3. 6th Conference of Pacific Rim Community Design Network, Quanzhou, China
4. Hawaii International Conference on Arts and Humanities
5. Architecture and Phenomenology Conference, Haifa
6. Techtonics 2007 Conference, Einhoven, Netherlands
7. Tenth Conference of the International Association for the Study of Traditional Environments, Bangkok
8. Construction Research Congress
9. Construction Management Events on Situational Research Conference, Penn State
10. FIATECH Research Conference
11. Association of Collegiate Schools of Architecture Annual Conference, Houston
12. SACPAN Conference, Univ. of British Columbia
13. Thinking Through Nature Conference, Eugene, OR (2)
14. Seminar on Myanmar at Xiamen University/Hong Kong
15. American Association of Geographers
16. Association of College Schools of Planning Annual Conference, Chicago

- Published refereed papers in 8 journals and books
1. contribution to chapter, book by Routledge
2. Journal of Architecture
3. Column 5
4. Chapter in Sanat Tarihinde Gencier Semineri, Istanbul
5. Arredamento Mimart, Turkey
6. Energy Managers Congress Conference Proceedings
7. Architectural Lighting
8. Encyclopedia of Environmental Ethics

- won 15 awards
1. Blakemore Advanced Language Study Fellowship-Burmese
2. Foreign Language and Area Studies Fellowship (FLAS)-Burmese
3. FLAS- Burmese, Southeast Asia Summer Studies Institute (SEASSI)
4. FLAS- Hindi

5. SFREI Graduate Student Travel Award
6. American-Scandinavian Fellowship
7. Valle Scholar, Helsinki
8. FLAS Fellowship for French
9. FLAS Fellowship for Finnish
10. Kate Neal Kinley Memorial Fellowship
11. China Studies Program Fellowship
12. Award-Illuminating Engineering Society of North America
13. Thunen Memorial Scholarship
14. Engineering Society of North America
15. International Association of Lighting Designers
16. FLAS Fellowship for Hindi

Name	Year Adm	Track	Initial Advisor	Core Course Completion	Research Meth	Committee Formed	Chair	Members	General Exam	PhC	Research Proposal	Final Exam
Namhun Lee	W04	Comp	Rojas	√	TC 517; CM 598	19-Oct-05	Rojas	Furness® (GNM, Ind E), Dossick®, Schaufelberger®	17-May-06	9-Jun-06	approved	
Paula Patterson	A03	HTR	McLaren	√	Arch 600; CLit 599	4-Apr-06	McLaren	Searle (GSR, Engl), Anderson, Mugerauer, Perez Gomez (McGill)	31-Jul-06	18-Aug-06	approved	
J. Watson	A03	HTR	Streatfield	I	UrbDP 591; UrbDP 598E; etc.	21-Feb-06	Streatfield/Mugerauer	Findlay (GSR, Hist), Hill	21-May-07	8-Jun-07	approved	
Eric Noll	A04	HTR	Mugerauer	√	Anth 572; UrbDP 519; Geog 425	22-May-08	Mugerauer	Dhavan (GSR, Hist), Purcell, Chalana, Campbell	Summer			
Jayde Roberts	A04	HTR	Hou	553	UrbDP 519; Anth 600	10-Feb-06	Mugerauer	Keyes (GSR, Anth), Callahan (Int St), Prakash	16-Oct-06		queried	
Nanching Tai	A04	Sus	Hou	√	Arch 588;	21-Mar-07	Inanici	Palmer (GSR, Psych), Ching, Hou	20-Sep-07	14-Dec-07	queried	
Meriwether Wilson	A04	Sus	Hill	√	UrbDP 519; Ocean 452; UrbDP 600	25-Feb-06	Mugerauer	Bitz (GSR Atmos Sci), Klinger (Marine Aff), Rottle	29-May-06	9-Jun-06	queried	
Kuangting Huang	A05	HTR	Abramson	√	GEOG 505; GEOG 600	23-Jan-08	Abramson / Hou	Whiting (GSR, Poli Sci), Chan (Geog)	29-May-08			
Joshua Miller	A05	HTR	Mugerauer	√	UrbDP 600; Anth 536	15-Jun-07	Mugerauer	Hoffman® (GSR, Anth), Huber®, Tweedie® (Comp Lit)	7-Dec-07	14-Dec-07	approved	
Ashish Nangia	A05	HTR	Prakash	√	Paris work; Hist 530	28-Oct-05	Prakash	Yang® (GSR), Anderson®, Clausen, McLaren, Mugerauer®	29-May-06	9-Jun-06	approved	pending
Julie Poncelet	A05	Sus	Sutton	√	UrbDP 519; EDPSY 501	11-Feb-08	Sutton	Chapman (GSR, Anth), Kemp (Soc W), Mugerauer, Purcell	22-May-08			
Kuei-Hsien Liao	A06	Sus	Mugerauer	E	Geog 460; E	7-May-08	Alberti / Mugerauer	Naiman (GSR, Fisheries), Konrad (USGS)	Autumn			
Susan Locsin	A06	Comp	Rojas	E	I; E							

F. Ozge Sade Mete	A06	HTR	McLaren	E	Geog 425; Arch 600	pending			Autumn			
Kevin Van Den Wymelenberg	A06	Sus	Inanici	E	EdPsy 490; EdPsy 591	pending						
JeongWook Son	S07	Comp	Rojas	E	E; E							
Tom Dobrowsky	A07	HTR	Campbell	E								
Shu-Mei Huang	A07	Sus	Hou	E								
Alexander Tulinsky	A07	HTR	Oshima	E	Hist 595;							

Graduated

| Ken Yocom | A03 | Sus | Hill | √ | UrbDP 591; UrbDP 592 | 21-Dec-04 | Hill | Zumbrunnen (GSR, Geog), Findlay (Hist), Mugerauer | 10-May-05 | 9-Jun-06 | approved | 17-Nov-06 |

KEY
√ = completed
I = incomplete
E = currently enrolled
® = reading committee member

Appendix L: Continuing Need for and Benefits to the University, Region, State of Washington, and Nation.

Increasing demand for Ph.D. degrees for faculty in our cluster of disciplines:
Generally, national and international Colleges and Schools of Architecture, Planning, Construction or Building, Landscape, and Urban Design are increasing the requirements for advanced, research-oriented degrees, specifically the Ph.D. Whereas not long ago, the majority of such programs' faculty were practicing professionals who also taught part-time, over the past twenty years there has been a substantial shift to more full-time, academically-oriented faculty. Internationally, architecture and landscape architecture design schools increasingly prefer to hire candidates who are able to both teach studio (the traditional format of education in these areas) and have documented research capacity and Ph.D. degrees. Planning faculties have had a longer tradition of having Ph.D.s because, with the exception of design faculty, they have been drawn from social or natural science disciplines (especially economics, demographics, geography, sociology or engineering); similarly, construction management faculties historically have been drawn heavily from engineering. While there will not be an abandonment of requirements involving professional practice or practical experience, the trend clearly is to expect both that and a Ph.D.

Continuing trend to interdisciplinary built environment education:
Today's intellectual and social trend is toward integrated, synthetic approaches, but the required graduates—and future faculty—are provided only by a handful of recently emerged programs, which neither supply an adequate number of graduates nor are geographically distributed as socially needed.
•   Need for graduates with integrated understanding
As many sources, including the Chronicle of Higher Education have reported, "Professional Schools Seek Degrees of Cooperation: Demand for cross-disciplinary training leads … programs to combine forces" (September 14, 2001, p. A14). This need not only remains unchanged since the time of the program's original submission, but is increasing for at least two reasons: first because there are large cohorts of traditionally specialized faculty retiring at the same time that there already is a shortage of new, interdisciplinary faculty to replace them—construction management is a classic case of this emergent need; secondly because of the change in educational expectations, which now include a disposition to and ability in interdisciplinary work and active participation by new faculty in reshaping disciplinary culture—again to use construction management as an example, in 2005 it hosted first conference on "The Future of the AEC Industry: Engaging the New Generation of Doctoral Students in U.S. universities."

Documentation by academic literature and practicing professionals:
There is a substantial body of theory and research literature that demonstrates that the requisite unified understanding of the built environment is not occurring (Lefebvre, Production of Space, et al); similarly, the professional practitioners and firms who provide counsel to the College (e.g. the more than 30 partners and CEO's who formed the Institute for Collaborative Development) contend that just such a unified focus is what is

needed to change practice as well as research so as to positively impact the economic and ecological dimensions of building.

The three tracks continue to be powerful foci of interdisciplinary needs in the academic, professional and social realms. For example, the latest developments in sustainability in our time of climate change all indicate that the integration of the social-natural dimensions of ecology is a key to better understanding and action (Alberti, 2008); computational research and design not only continues to increase in importance, but also is an area demanding more synthesis, as we see in the fusion of information technologies with design and construction practices in Building Information Systems (BIM) and shared visualization systems. Similarly, in moving beyond post-colonial approaches, history, theory, and representation scholarship demands reconceptualization of the local-global duality as manifest in modernity—a task that will continue to change both practical and academic activity, from the design and analysis of "critical regionalism" to the international production of physical and virtual environments within the systems of global flows. All these issues, of course, are vital to Puget Sound and Seattle—a global city with strong local histories and traditions, oriented to developing technology and restoring a high-quality environment. Thus, the market for graduates consists not only of College and university programs which need newly educated faculty, but in large architecture/planning/construction/consulting firms and NGOs that operate regionally and internationally. Thus, though program students come from all over the world, it remains the case that there also is a regional need to be satisfied.

- Geographical Distribution

As can be seen from the list of the eight institutions with a genuine interdisciplinary approach just above, the handful of institutions currently providing interdisciplinary education actually integrating three or four areas are located elsewhere. There is a substantial gap in the Pacific Northwest. There is no such program along the Continental West Coast, our program's historically dominant source of students.

see Appendix L: Map of Interdisciplinary Doctoral Programs in Built Environment in U.S.

- Faculty Impact

In addition to "need" defined in the usual sense of "external demand," there also are necessities connected with the high-quality faculty so vital to the College's well-being: without the Ph.D. in Built Environment, the College will not be able to attract, maintain, much less develop, its excellent and diverse faculty. (Also see section on Diversity.) The importance is witnessed in the dramatic changes in CAUP faculty and congruent research capacity after the Ph.D. was established.

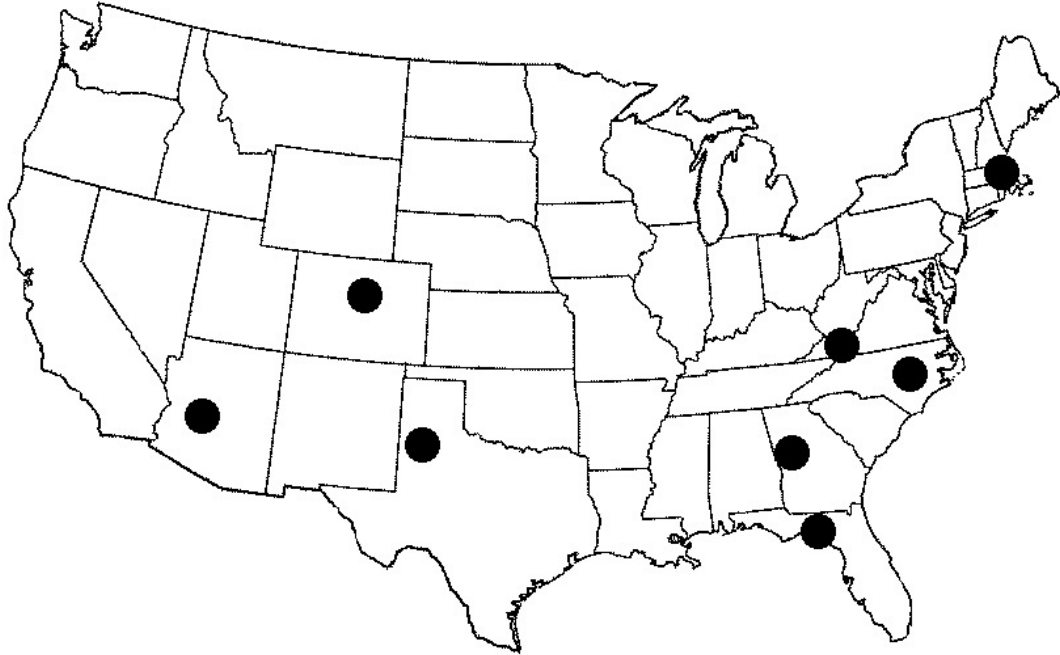See Appendix N: CAUP Faculty with Ph.D.s and Funded Research.

Figure 1: Map of Existing Interdisciplinary Doctoral Programs in Built Environment in the U.S.

Appendix N: Change in CAUP Faculty with Ph.D.s and in Research Funding

Faculty with Ph.D.s	1994-95	2001-02	2007-2008
Architecture	3 of 28 (10.7%)	7 of 28 (25%)	10 of 30 (33.3%)
Construction Management	1 of 8 (12.5%)	6 of 8 (75%)	8 of 8 (100%)
Landscape Architecture	1 of 7 (14.2%)	3 of 7 (42.8)	4 of 9 (44.4%)
Urban Design and Planning	13 of 16 (81.2%)	14 of 15 (93.3%)	15 of 18 83.3(%)
	-------- -----------	-------- ----------	---------------------
	18 of 59 (30.5%)	30 of 58 (51.7%)	37 of 65 (56.7%)

Research Grants & Contracts	1994-95	2001-02	2007-2008
	-----------	---------------	--------------
	$ 371,843	$2,282,500*	$5,423,813

* in addition, for 2001-2002, we participated in inter-
  disciplinary grants & contracts with Forest Resources &
  Geography, Oceans and Fisheries, Evans School of Pub
  lic Affairs, and Health Sciences. We had some share (not
  easily definable) of the total which was $3,317,399.

Appendix O: List of Interdisciplinary Built-Environment Ph.D. Programs

U.S.:
Arizona State (3 areas)*
Georgia Tech (3 depts) *
Harvard (2 areas and D.Des.)
North Carolina State (2 areas)
Texas Tech (3 areas)
U of Colorado (3 areas)
U of Florida (4 depts)*
Virginia Tech (4 depts*)
        * These 4 are the most similar to CAUP's proposed Ph.D. in Built – Environment
Canada:
U of Calgary (environmental)

Note: for information on the 4 Programs most similar to the Ph.D. in Built Environment
program, see the websites for:
        Arizona State <http://wwwasu.edu/caed/phd_program>
        Georgia Tech <http://mumur.arch.gatech.edu/phd>
        Florida   <http://www.dcp.ufl.edu/DoctoralProgram.htm>
        Virginia Tech <http://www.caus.vt.edu/CAUS/ED/EDintro.html>

        For informational purposes:
        Schools with Multiple Departments but not fully Interdisciplinary Programs:
        Architecture
        Carnegie Mellon
        Columbia (modern)
        Cornell (history)
        MIT (5 areas)
        McGill
        Princeton (interdisciplinary)
        Rice (D.Arch. only)
        Texas A&M (includes construction)
        UC Berkeley (7 areas)
        UCLA (2 areas)
        U of Hawaii (Arch.D. only)
        U of Illinois (2 areas)
        U of Michigan (4 areas)
        U of Pennsylvania
        U of Texas (history)
        U of Virginia (history)

Construction
Texas A&M

Landscape
UC Berkeley (environmental)
U of Illinois (2 areas)

Planning
Florida State (urban and regional)
Harvard (urban)
MIT (urban)
Ohio State (city and regional)
Portland State (urban)
Portland State (regional science)
Rutgers (urban)
Texas A&M (urban and regional)
U of British Columbia (community and regional)
UC Berkeley (city and regional)
UC Irvine (urban and regional)
UCLA (urban)
U of Illinois (regional)
U of Illinois at Chicago (policy)
U Laval (urban and regional)
U of Massachusetts (regional)
U of Michigan (urban, technological, environmental)
U de Montréal (regional)
U of Nebraska (community and regional)
U of New Orleans (urban)
U of North Carolina (city and regional)
U of Pennsylvania (city and regional)
USC (policy and development)
U of Texas (community and regional)
U of Waterloo (3 areas)
U of Wisconsin (urban and regional)
WSU (environmental)
York (environmental)

Faculty Sponsor-Mentor Form 2008

Applicant: _____

Ranking: This student is #_____ of _____ students
I have been asked to review for the program

Faculty Member: _____

As you know, decisions about admission to the Ph.D. in the Built Environment involve not only students' qualifications, but their fit with the program, which includes an assessment of the level of faculty agreement in each case to mentor and support the students—as indicated by gradations of willingness to direct their work and include them in funded research. This is especially important since as a faculty we are making a collective commitment to generate more support funds.

This form is crucial in assessing the levels of support that applying students have. The Steering Committee is sending this form to faculty in the applicants' areas of interest. As the next step in the process, please fill out and return this form to Neile Graham, either by email response or in hard copy. We would love to have this as soon as you possibly can, by _____ if possible. Applicant files are available in Neile's office in Gould 410L. Thank you!

Degree of willingness to mentor applicant:

_____ I would agree to chair the student's Dissertation Committee if asked

_____ I would agree to serve on the student's Dissertation Committee if asked

_____ I agree to do work positively with the student in my area of expertise, though would not participate on the student's Dissertation Committee

_____ I prefer to interact with the student on same basis as the general student cohort

_____ I am not willing to work with or take on this student given my commitments, etc.

Degree of willingness/ability to support applicant:

_____ I would agree to include the student in funded research projects as an RA or _____
          _____ I do _____ do not currently have funds to support an RA

_____ I would agree to recommend the student on as a TA in a regularly funded departmental TA position for a course I regularly teach that has such a position

Please tell us which other CAUP faculty in the student's intended area of interest you think we should contact as potential mentors/supporters:

Please include any notes about this applicant that you would like to convey to the Steering Committee which is doing admissions for the program.

Possible sources of support for this student (TA, RA, etc.)

Rev. 10/10/08