

**University of Wisconsin-Milwaukee
School of Architecture and Urban Planning**

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Master of Architecture

Track 1 [pre-professional degree plus 60 graduate credits]

Track 2 [non-preprofessional degree plus 90 graduate credits]

Year of the Previous Visit: 2011

Current Term of Accreditation: "Master of Architecture was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017."

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Section 1. Program Description

I.1.1

History and Mission

The University of Wisconsin-Milwaukee began in 1886 as the Milwaukee State Normal School, engaged primarily in teacher education. By the turn of the century, the school had expanded to offer programs in the liberal arts and sciences, and in 1919, moved from downtown to the current location when a new building, now Mitchell Hall, was completed. By the 1930s, the school had 1,500 students. In 1937, the School Regents changed its name to the Wisconsin State Teacher's College in an effort to refocus on the instruction of teachers. The college became one of the nation's top teacher training colleges. After World War II, it was authorized to award four-year bachelor degrees and, in 1951, became Wisconsin State College of Milwaukee. Five years later it combined with the Milwaukee Extension Center, the local outreach program, to become the University of Wisconsin–Milwaukee (UWM). From 1956-1971, UWM, the University of Wisconsin–Madison and the latter's affiliated 10 freshman-sophomore centers and state-wide extensions became part of a merged system under separate governance. In 1971, the state legislature merged this entity with the Wisconsin State Universities to form a united University of Wisconsin System under a single Board of Regents.

Recently designated a Research One University, today UWM is one of two doctoral degree-granting institutions in the University of Wisconsin System, a network of 13 four-year degree-granting institutions, 13 two-year centers, , and the UW Extension. The UW System is governed by a Board of Regents, with executive authority vested in a President and Central Administration. The chief executive officer of each institution in the System is the Chancellor.

To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of mutually reinforcing academic goals.

The university's goals are:

- To increase research productivity, ensure student success, enhance the diversity of students, faculty, and staff, and spur the economic development of Southeastern Wisconsin.
- To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
- To engage in a sustained research effort, which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence.
- To continue development of a balanced array of high-quality doctoral programs in basic disciplines and professional areas.
- To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
- To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
- To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
- To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
- To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources, such as libraries, special collections, archives, museums, research facilities, and academic programs.
- To provide educational leadership in meeting future social, cultural, and technological challenges.

Founding principles of the university

UWM's focus on research, teaching, and community service is influenced by a tradition known as "the Wisconsin Idea", which holds that the research conducted should be applied to solve problems and improve health, quality of life, and the environment for all citizens of the state. It is based on Wisconsin's populist history and continues to inspire the work of the faculty, staff, and students who aim to solve real-world problems by working together across disciplines and demographics.

The university is based upon a system of strong faculty governance, often called the "Wisconsin tradition", which holds that faculty share fully in institutional governance. Administrators are normally faculty members holding limited term administrative assignments. The General Faculty and its representative body, the Faculty Senate, have clear lines of authority as defined by Chapter 335, Wisconsin Laws of 1973 and further developed in the Wisconsin Administrative Code - University of Wisconsin System.

Today, UWM is one of the most diverse of the 13 UW System campuses, as reflected in our student body, employees, diversity initiatives, community resources and the range of much of our research. It offers 155 degree programs (87 undergraduate, 51 masters, and 28 doctoral) and many cross-disciplinary certificate programs. Twelve schools and colleges house more than 70 scholarly centers, institutes and laboratories.

Academic departments are organized into four divisions: Professions, Arts and Humanities, Natural Sciences, and Social Sciences. The faculty in the Department of Architecture belong to the Division of Professions. These divisions, through their Executive Committees, relate to and coordinate the various disciplines.

Spurring the economic development of Southeastern Wisconsin and increasing research productivity are primary concerns as the University looks to the future. A strategy for expansion will be critical to realizing these mission-driven goals. The main east-side campus will remain the primary hub for educational delivery and student life, and the home for most of the academic schools and colleges, the UWM Libraries, student and academic services, administration and student residential life. Additional sites are under consideration for future programmatic requirements. Significant from the Architecture Department's point of view is the Inner Harbor site, which houses the School of Freshwater Sciences in a state-of-the-art facility. Redevelopment of the area surrounding UWM's current landholdings will require partnerships with the City and landowners and businesses interested in locating adjacent to UWM's water-related research programs. A gift from the Brico Fund helped orchestrate a two-year SARUP-wide focus on the redevelopment potentials of Milwaukee's Inner Harbor.

Now 47 years old, DAR is the only accredited program in the State of Wisconsin, receiving initial recognition from NAAB in 1974 and continuous accreditation for 47 years. In 1979, the School was designated a Center of Excellence by the Wisconsin Legislature, a unique distinction at the University of Wisconsin-Milwaukee.

The School enrolls approximately 433 undergraduate students and 144 graduate students in its three degree programs (BSAS, M.Arch., and Ph.D). Although most students are drawn from Wisconsin towns and cities, the Department also attracts out-of-state and international applicants.

Currently, the Department has 21 full-time faculty, supplemented by 3 long-term adjunct professors and approximately 17 additional part-time adjunct professors each semester, all of whom are very active in teaching, research, public service and practice. Faculty members have written numerous books and articles and attracted considerable research funding. They have won a number of teaching and design awards, and are active in state, regional and national activities involving scholarly and professional work.

The School was founded in 1969, during a period of heightened idealism and social activism, at the height of the countercultural movement. At the time, a number of freedoms were popularly endorsed, among them, freedom to explore one's potential, freedom of personal expression, freedom from scheduling, and freedom from rigidly defined hierarchical social structures. The program's original curriculum, considered radical even by the standards of the time, was established around principles that

resonated with the spirit of that era:

Equality: The program was founded as a reaction against the typical rigid hierarchical educational structure of its day. Studio courses in the original curriculum were not organized in sequence. No studio could be said to be more important than another. In that way, they were equal to each other. This meant, of course, that no studio could build upon the work of another. Over time, it became apparent that the cacophony of student skill levels in these studios may have kept the playing field level, but it impeded the pursuit of excellence.

Inclusion: The program's original core "systems" studios -- Arch 410 Urban Systems; Arch 420 Building Systems; Arch 430 Environmental Systems; and Arch 440 Component Systems -- inclusively addressed all scales of design, from smaller than building, to building, to larger than building. Initially, these design studios were offered for 12 credits. Students were encouraged to attend lectures as a means of supplementing and deepening their knowledge of what was covered in studio, but attendance at these lectures was not required. Homework and exercise solutions were encouraged, but also not required, and there were no exams. Attendance on the first day of the optional lectures was always excellent. By the last day of class, however, the room would be nearly empty. Eventually, out of necessity, these and other aspects of the curriculum were reformed.

Outreach: From the beginning, the architecture program reached out to the community. One early example, Campus Design Solutions, now Community Design Solutions (CDS), works on 20-25 projects a year in the city of Milwaukee and small towns of Wisconsin.

The Bachelor of Science in Architectural Studies (BSAS) is a non-professional four-year degree, a prerequisite for the two-year Master of Architecture graduate degree. The undergraduate curriculum consists of a series of required courses within the Department and recommended courses outside the Department to satisfy competency and distribution requirements. Course work offered by the Department introduces the student not only to architecture as a field of study and a profession, but also to the skills and project experiences useful in deciding whether to pursue further study in the field of environmental design.

The Master of Architecture (MArch) curriculum offers a wide range of courses, with particular strengths in the areas of building design, environmental design research, and urban design and development. It emphasizes studio courses, each of which is taught by faculty members who also offer courses in selective subjects. The comprehensive studio is practicum-based. Students who have an undergraduate degree in another discipline can pursue the professional Master of Architecture degree in three years. The Department also has a joint degree program in association with the Department of Urban Planning, whereby students can earn degrees in both disciplines in three or four years. In 1980, a Ph.D. program was developed and is one of only 23 such programs in the United States.

Within UWM, the Department of Architecture (DAR) boasts the largest percentage of students in foreign studies programs. DAR maintains the third largest percentage of Honor College students on campus and has a strong track record of success with minority students through the McNair Scholar Program.

The DAR faculty conducts scholarship and research which is nationally recognized, including nationally funded curriculum development projects in the building sciences, sustainability, and K-12 architecture education. Faculty practitioners have been honored with numerous awards for design excellence from institutions like the national and regional chapters of the American Institute of Architects, the National Council of Architecture Registration Boards, the American Planning Association, the American Society of Landscape Architects, and the Association of Collegiate Schools of Architecture. Our faculty is also nationally recognized for consultancies in the design of environments for aging, energy simulation and green building design, visual information design, urban design, community planning, and historic preservation. Our PhD faculty has created an interdisciplinary focus entitled Buildings/Landscapes/Cultures" (BLC) which partners with UW Madison's Art History department. Other PhD focus areas include sustainability and environmental design research. Our legacy program in Environmental Design Research celebrated more than 50 graduates and its 25th anniversary with a monograph: *Building*

Bridges, Building Boundaries: The Milwaukee School in Environment-Behavior Studies (2012). The Institute for Ecological Design conducts research in energy and water issues in the built environment.

SARUP graduates are eagerly recruited during the School's annual interview day. National and local firms sponsor scholarships and internships. Students work on planning and design projects for non-profit community-organizations, and projects sponsored by Community Design Solutions provide opportunities to work in under-served areas with clients and professionals. At every level of the curriculum, design studio projects are sited in demanding urban conditions that require students to look beyond their personal design objectives to those of the client, and to understand their responsibility to the public at large.

The architecture program's benefit to the institution

By offering several unique programs, the School ties together academy and community, enhances the University's commitment to research and education and to the "Wisconsin Idea". The Department collaborates with other entities on campus and has developed several online courses. Arch 350, Greening Milwaukee, offered through the Institute for Service Learning, offers 40 service hours per student, whereas other campus courses offer 10.

Several faculty members are active on campus committees, participating in the Campus Masterplanning exercise coordinated by the Dean of Architecture and Urban Planning, the Graduate Faculty Council, the Physical Environment Committee, the Chancellor's Search and Screen committee and others.

The School's Institute for Ecological Design has participated in the construction of UWM's most ambitious green roof and a bioswale and spiral rain garden, contributing to lower energy use. Many of our design studios have initiated critical changes to Milwaukee's built environment, raising the profile of the University in the community. Design research in the Inner Harbor, Reed Street Yards, Park East Corridor, and in small towns and neighborhoods throughout Wisconsin are evidence of the Department's deep engagement in local issues with transformative results. Community Design Solutions has provided design services for several departments and projects around campus as well as for neighborhoods and areas in the region. Industry partnerships (eg. with Spancrete and Masonry Institute Partners) have resulted in funded studios and faculty research projects that supplement mutually beneficial R&D efforts on a range of efforts scaling from product design to urban design, bringing valuable funds to the institution in a time of deep budget cuts.

The Department offers a Minor in Architectural Studies for students enrolled in other degree programs on campus. The minor consists of 18 credits in architecture courses. Nine credits numbered 300 or above must be taken in residence at UWM.

The Marcus Prize and Urban Edge Awards, in which leading practitioners are brought to Milwaukee to co-teach a design studio with DAR faculty, are internationally recognized, exposing UWM to new audiences. The design work and research produced by these studios has been twice exhibited at the Venice Biennale.

I.1.2 Learning Culture

Our goal is for students to graduate with a sense of professional responsibility towards issues of technical competency, intellectual hunger, civic compassion and expanding disciplinary boundaries, and with an overall attitude of creative risk-taking. Faculty and students both expect intensity of effort from each other, which drives the energy of the Department. Reviews of classwork are held in the public spaces of the building, so students can participate, learn, and be inspired.

We encourage excellence by making elite studios such as the Marcus Prize Studio and MasterCrit competitive. SuperJury, a day-long review of the entire studio curriculum, is a competition to select the best projects of the academic year. The purpose of SuperJury is to encourage student-faculty dialogue

about the studio curriculum. External jurors provide a critique of our approach, which assists in adjusting the curriculum.

An intense culture of academic strivers and productive drive can lead to anxiety and stress. To avoid scheduling conflicts and work overload for students, the Department of Architecture coordinates dates for final studio reviews and exam/project week. Work-Life-School balance is more of a concern for students than it was 15 years ago. The Department of Architecture syllabus template has a statement regarding time investment that students should expect. Faculty watch for students struggling with stress and help them take advantage of the resources available through the School and the University. Some studios even exercise a "pens-down" policy the night before reviews to encourage students to get some sleep. The Department's policy regarding behavior and activities within the studio was developed by the Dean in collaboration with faculty, staff and students. The Honor Code for the School and the School's Studio Culture Policy can be found on the SARUP website: <http://uwm.edu/sarup/live/policies/>. Both are distributed to incoming students at their orientation and included in student handbooks. The Code reflects the concerns and needs of all School members and has been reviewed and updated by a School-wide, campus-mandated committee comprising students, faculty and staff. Both the Honor Code and Studio Culture Policy are currently undergoing review by the MArch and BSAS Committees.

If there are incident(s) where a student feels that a specific violation of a UWM and/or DAR Policy has occurred, they contact the School's Investigating Officer, Grievance Officer, Department Chair and/or Dean. Any unresolved issues are referred to appropriate university personnel. The handling of these matters is strictly confidential.

I.1.3 Social Equity

UWM's policies provide equal opportunity in its admissions, employment, educational programs and activities without regard to race, color, religion, sexual orientation, sex, national origin, age, disability, or veteran status. UWM's Office of Equity/Diversity Services provides the essential services of promoting "Unity In Diversity" among students, staff and faculty members. Its mission is to prevent discrimination and guide institutional compliance with applicable federal and state laws. <http://uwm.edu/equity-diversity-services/>

The School hosts an active student chapter of the National Organization of Minority Architects (NOMAS) <https://uwm.edu/sarup/live/student-organizations/nomas/>. Last year, under the leadership of Professor Antonio Furguele, there were several events that provided a forum for the Black Lives Matter movement.

SARUP advisors and faculty members participate in events sponsored by UWM Academic Affairs' program "Access to Success", whose goals are to improve diversity and minority academic performance. They also address diversity in first-year courses ARCH110.

The required core lecture course, ARCH302 Human Behavior, emphasizes the various stakeholders affected by architecture. A key component of the coursework is for students to work with local community representatives and propose projects and solutions for neighborhoods.

Architecture summer camp is designed for high school students to experience architectural design <https://uwm.edu/sarup/future-students/architecture-summer-camp/>. The camp has received national awards from the AIA, An NEA grant was awarded to expand the program to introduce high school students to fabrication processes in architecture. Scholarships are available for minority students and those demonstrating financial need, for which fundraising is a high priority.

The Women in Design group <https://www.facebook.com/WIDmke/> under the leadership of Associate Dean Mo Zell, has been actively conducting networking workshops and roundtable discussions in which students, faculty, and alumni participate.

The School offers scholarships to students from under-represented populations and those showing

financial need. These are in addition to those offered by the University.

New faculty have been pivotal in developing courses and studios that embrace broad cultural viewpoints and have enriched the accredited degree and PhD programs significantly. Our current full-time faculty includes 22 members. Four are female and an additional four are non-white. Of the 6 faculty hires since 2011, 3 were women and 3 were men. During that same time period there have been a number of retirements and a resignation which reduced the faculty by ten, three of whom were women.

Student recruitment efforts started in 2013 involve visits to local and regional middle and high schools, increasing the field's exposure to students who are not aware of its possibilities. SARUP has launched credit-earning opportunities for high school students as well, through online courses and Wisconsin's Youth Options program <https://uwm.edu/sarup/future-students/exploring-architecture/>, enabling students at an economic or geographic disadvantage to take courses.

I.1.4

Defining Perspectives

A. Collaboration and Leadership

Opportunities to develop collaborative skills and leadership potential are available both in and out of the classroom. Every student in the graduate program takes ARCH581 Law and Practice for Architects, which covers professional issues. In terms of collaborative projects, several optional studios have projects that require students to work in teams. In some cases, this is to permit large-scale fabrication and assembly. In others, it is to simulate the collaborative nature of contemporary practice. A number of SARUP students also participate in the Honors College, which requires students to propose an independent course of study within their major that culminates in a capstone project.

Out of the classroom, there are leadership opportunities with student organizations, Community Design Solutions, and Department of Architecture committees.

SARUP supports an active student chapter of NOMA at UWM, the National Organization of Minority Architects Students (NOMAS) <https://uwm.edu/sarup/live/student-organizations/nomas/>. The NOMAS chapter aids recruitment and retention of minority students.

The AIAS chapter organizes and coordinates professional development activities such as seminars, field trips, and networking events with architecture professionals. AIAS is a means for students and staff to socialize and network through social activities such as the annual Spring Ball and "Sandcastles" at the lake front. Each year, a SARUP student serves on the Board of Directors of the American Institute of Architects Wisconsin, attending all meetings and the annual retreat. Students also participate in the local AIA Milwaukee chapter meetings and events. In addition to local activities, over the years the group has co-hosted the regional Quad Conference and the national AIAS Forum. At the national AIAS level, SARUP has produced a number of leaders over the years, including two CRIT editors, several Regional Directors and several Vice Presidents. The AIAS also solicits student funds from the University Student Government Association to run SuperJury. <https://uwm.edu/sarup/live/student-organizations/aias/>

SARUP embraces and supports the UWM campus chapter of Habitat for Humanity. UWM Habitat participants take part in grassroots volunteer opportunities, fund-raising, and organized workdays with local Habitat affiliates such as Milwaukee Rescue Mission and Milwaukee Hunger Task Force. <https://uwm.edu/sarup/live/student-organizations/habitat-for-humanity/>

Emerging Green Builders (EGB) is a USGBC program working to integrate students and young professionals into the green building movement. This SARUP organization gathers monthly to stay educated on sustainable building practices. Guest speakers keep students informed on changes in LEED accreditation and networking opportunities with professionals in the green building industry. <https://uwm.edu/sarup/live/student-organizations/egb/>

Mobile Design Box <http://archive.jsonline.com/features/home/milwaukee-gets-a-new-design-gallery-at-the-mobile-design-box-b99451120z1-295646491.html> is a temporary gallery meant to move to vacant sites around the city in order to connect neighborhoods to architecture and urban planning efforts at SARUP. Exhibitions are a collaboration of faculty and members of the local design community.

Community Design Solutions (CDS) provides design services for community partners. Students are employed in the office and participate in all aspects of design and program building. This includes organizing, running, and analyzing neighborhood design charettes. Participants include design professionals, community stakeholders, and city officials. <http://uwm.edu/community-design-solutions/>

SARUP faculty and students are involved in all decision-making pertaining to curriculum development, budgeting and resource allocation, and personnel matters. This requires SARUP faculty to be engaged in governance at the University level. In addition to faculty participation, each committee has at least two students who serve in advancing curricular and policy proposals.

B. Design

SARUP remains steadfastly committed to a tectonic conception of architectural practice. Students learn how to put a building together and how to derive formal poetics from constructive assembly. This commitment is complemented and challenged by many avenues of experimentation and research that confront professional norms. Elective courses propose alternative practices and theories by speculating on thermodynamic form, cultural geography, performative envelopes, digital prototyping, and new ecological and programmatic compositions for water management. Sponsored studios leverage expertise from the professional community in unique partnerships that benefit students and that also have an impact on the community and region—in many cases through constructed works.

Maximum curriculum choice is considered a hallmark at UWM. After completing the core educational requirements, students are able to construct an educational path from a wide array of elective seminars, independent study, research assistantships, and studios. Our goal is for students to be committed to architecture as a form of disciplinary inquiry that is compositionally ambitious, technically provocative, and to continually reinvent professional ethics and beauty.

Recognizing the complex multi-dimensional nature of today's design problems, the Department recently approved significant changes that embrace diversity, complexity, and precision. Required visualization courses (ARCH282/782 & ARCH283/783) have been revised to accommodate the myriad techniques required for clear visual communication. Descriptive geometry, digital fabrication, notation and diagramming are taught, not as software packages but as positional tools for advancing arguments. The Architecture Systems courses (ARCH301 & ARCH303) have been revised to include project-based assignments that take advantage of computational analysis tools for visualizing and analyzing the role of acoustical, thermal, illumination, and other forces on architecture.

Major initiatives at the School are related to design excellence, eg. the partnership studios bring extra funds organized around a particular topic and help offset student expenses for printing, modeling, production, and travel. Recent funded studios include: BIM/EU, Spancrete, Masonry, Historic Preservation, Inner Harbor and the Chipstone Foundation Studios. The Marcus Prize and Urban Edge Award bring international designers to teach in a graduate level studio, and MasterCrit is a new initiative for graduate students to work on a short workshop project under the direction of cutting-edge architects.

C. Professional Opportunity

Exposure to professional opportunity is given to students on an ongoing basis. Many members of the faculty are practitioners and integrate professional experience with the curriculum of the School.

Throughout the year, students are given updates about professional internship, AXP and NCARB, with courses covering internship and licensure issues. The regional advisor for the AXP offers an annual presentation and workshop. There are options for students interested in pursuing practice in allied professions, including a joint degree in Urban Planning and transcript-designated concentrations in Real Estate Development, Geographic Information Systems, Ecological Design, and Preservation Studies.

MENTARCH provides an opportunity for students and practicing architects to network on a one-on-one basis. The program is entirely voluntary and is organized by students and SARUP alumni in the area. Each fall students are paired with a mentor, with whom they meet regularly to learn first-hand about the profession. The program includes a series of office and construction tours, and presentations by professionals.

The Wisconsin chapter of the AIA has generously provided scholarships. Each year, the chapter makes a presentation to the School, provides an exhibit of recent work by its members, and offers an affordable Associate membership to students. The profession and the school formally interact through the Dean's Advisory Council in AIA Wisconsin, where the Dean meets regularly with both AIA Wisconsin and AIA Milwaukee to report on School initiatives and solicit feedback on the programs. Individual firms also sponsor scholarships and internships, offer students summer internships and week-long externships. There are over 100 scholarships and prizes offered every year.

The Lecture Series is another avenue to introduce students to various aspects of professional practice. Speakers show students the extraordinary level of design that can be achieved, as well as aspects of business, technology, and marketing in architecture and allied disciplines. The series offers the chance for students to establish professional connections with the speakers as they prepare for practice.

SARUP provides many options for students to learn ways by which their professional lives can be enriched by engaging with the community, including working with non-profit, community-based organizations, and with CDS, which works with a range of clients and professionals.

D. Stewardship of the Environment

The Department's transcript-designated concentration in ecological design provides students in the Master's program with the tools to design carbon-neutral buildings that conserve resources and the environment.

The goal of the Institute for Ecological Design is to advance sustainability research and practice, and to lead ecological design education and curriculum development. The Institute has led an international effort to study industrial harbor revitalization, to identify catalytic potentials for the redevelopment of Milwaukee's Inner Harbor. This research has taken place across all levels of SARUP's architecture and planning programs and has provided a forum for students, faculty, business leaders, elected officials, and the general public. These efforts were highlighted in the Mayor's State of the City address and included in the ten-year Sustainability Plan for Milwaukee.

The recently revised Architecture Systems 1 & 2 courses (ARCH301 & 303) address environmental issues with contemporary tools and techniques. Optional studios such as Watersheds, Weeds, and Wheels (ARCH645/845), Intelligent Skins (ARCH615/815), Beyond the Invisible Rainbow (ARCH615/815), Inner Harbor Comprehensive (ARCH825), and Freshwater Scenarios (ARCH645/845) all address different aspects of ecology, sustainability, and resources with a variety of traditional and experimental approaches. Other optional seminars such as Fundamentals of Ecological Architecture (ARCH723) and Green Building (ARCH788) focus on environmental stewardship.

Over 24 Milwaukee agencies are collaborating with the School to provide educational opportunities in issues concerning sustainability. The School collaborated with UW-Madison engineering students in the design of a net-zero house and is now in the planning stages for a collaborative Solar Decathlon entry.

E. Community and Social Responsibility

From the very beginning, the School was located in Milwaukee to fulfill an “urban mission,” because Milwaukee offered a variety of residential, commercial, institutional, and industrial districts. It is a industrial city in transformation, with all the design implications for architectural, urban, regional, economic, social and environmental sustainability that this engenders. As a result, the School uses the city as an “urban laboratory”, with design studios utilizing sites in the city, and project briefs incorporating social, economic, political, and physical realities that students can experience first-hand, providing real-life scenarios to consider their responsibility to the community. Community and social responsibility is a recurrent theme at SARUP, whether through coursework, CDS, or student organizations.

Community Design Solutions (CDS), which exemplifies the School’s community engagement efforts, began its work in January 2000 as Campus Design Solutions, with Dean Bob Greenstreet as its director, as one of the original six Milwaukee Ideas. Its mission, objectives and budget grew from the recommendations of a campus-wide committee chaired by Dean Greenstreet.

During the first year, CDS worked mainly on campus. However, by the third year, requests from the community far outweighed in significance and number those from the campus and its name changed to Community (not Campus) Design Solutions. Regular faculty advisers were added to the staff. These advisers help maintain high quality standards despite constant student turnover. CDS also benefits from a large network of resource people on and off campus, who provide training and advice to our student teams. The School’s office staff is essential to the success of this streamlined undertaking, guiding new project assistants and student workers through the labyrinth of bureaucratic regulations.

The Buildings-Landscapes-Cultures (BLC) Field School provides students enrolled in the Architecture and Art History doctoral programs at the University of Wisconsin, Milwaukee and Madison campuses a strong element of community engagement. Central to the BLC pedagogy is a critical examination of the field as a location and a classroom, as well as an object of analysis. Students engage with communities in order to interview, document, record, and analyze neighborhood histories. Engagement on-site with neighborhood leaders and residents is considered a central aspect of this program for advancing the power of citizens to affect their own environments. <http://thefieldschool.weebly.com>

The required course ARCH302_Human Behavior has been recently overhauled to address SPC criteria related to cultural diversity and stakeholder roles. Students consult with different regional stakeholders to imagine and propose neighborhood improvements and interventions through research, data collection and analysis. Design projects are evaluated in terms of the questions they ask for engaging communities, ways that needs of neighbors and the community are addressed by architecture

I.1.5 Long Range Planning

Long Range Planning occurs through faculty meetings, curriculum committee meetings, informal meetings with the Dean, retreats, and formal planning. [The 2012-2013 School of Architecture and Urban Planning Academic Planning Document](#) was authored by the Department Chairs with input from the Planning and Coordination Committee (PCC) which provides a departmental overview and leads the Strategic Plan efforts, the faculty executive committees, and the Dean. This document was part of a University-wide planning exercise, and proposed issues and goals for the school to address over the next six years. The Academic Planning document envisioned initiatives for the school to pursue along with institutional partnerships and internal program changes. The themes the Department of Architecture (DAR) identified are: 1) Energy, 2) Water, 3) Health, 4) Technology, 5) Entrepreneurship, which overlap nicely to a degree with the NAAB Five Perspectives. The document envisioned a future with wide expansion of online course offerings, faculty hires, new degrees and concentrations, enhanced existing program centers, and new academic research institutes. At this point, the school has made substantial internal progress towards these goals.

1. Energy: DAR made a new tenure-track faculty hire in 2013, has purchased new analytical software for solar and thermal analysis, revised the environmental systems curriculum, offered elective and required courses relating to energy (ARCH301, 303, 520, 615/815, 723) and increased classroom collaboration with the the UWM Center for Sustainability which was relocated to SARUP. PhD students and faculty conduct research into transportation and energy issues. Future plans include a new MS degree in energy, and collaboration with engineering departments at UWM and Madison. A last minute resignation this summer 2016 suggests that there is need for an additional hire in this area or an allied arena of architectural technology.

2. Water: DAR completed a new tenure-track faculty hire in 2014, has conducted a 60-course/3-campus/4-year study on Milwaukee's Inner Harbor and contributes to stormwater management on campus and with the City, and has offered elective and required courses addressing this water (ARCH521, 645/845, 788). We have an ongoing collaborative research relationship with School of Freshwater Sciences (SFS), a faculty relationship with JADE University in Germany on water conservation issues, and ongoing conversations with the Madison Landscape Program. Future plans include curricular opportunities with SFS for students to take coursework in either program.

3. Technology: The School has made two new staff hires, acquired two 3D powder printers, three 3D plastic printers, 3 laser-cutters, a vacuum former, a digital fabric cutter, a 3D robotic scanner arm, and three CAD/CAM routers. Tools and equipment for metal-work have been added. Of the six new faculty hired since the last accreditation, 4 have incorporated some aspect of digital technology into their coursework and research. The Historic Preservation Institute (HPI) uses digital technology to advance restoration practices and documentation of historic structures. New software to support digital analysis tools for environmental research (DIVA, CFD) have been purchased and used in support of elective and required courses including the recently revised Architecture Systems 2 (ARCH303). Optimistically, the School has positioned itself as the campus leader in digital fabrication and visualization tools and there is hope that we may be able to eventually expand into the Northwest Quad Boiler room to establish a Center for Technology capable of full scale prototyping, testing, and analysis. Future aspirations include the possibility of a full-time faculty hire to further advance our research capabilities and ongoing digitally controlled equipment purchases.

4. Health: Recent entries by joint Planning and Architecture student teams have been nationally competitive in the Urban Land Institute (ULI) competition. Community Design Solutions (CDS) hosts regular design charettes with regional stakeholders for addressing quality of life in urban neighborhoods, development issues in the city, and to create urban gardens and pop-up parks. New initiatives by active faculty have focused on cultural health as well a physical well-being. Given recent unrest surrounding ongoing socio-cultural issues of poverty, race, and opportunities in Milwaukee, the School is well-positioned to stimulate dialogue, support advocacy and suggest leadership. Plans are afoot for an Urban Edge symposium in Spring 2017 that may address this pressing issue by engaging different neighborhoods in Milwaukee.

5. Entrepreneurship: Complementing substantial School resources in career planning, the newer externship program under the leadership of Associate Dean Mo Zell has expanded to over sixty placements in regional firms and some offices across the country. This unpaid week-long experience generates networking and employment opportunities that assist students in career planning, resume-building, and can lead to part-time or summer work. Alumni in architecture and allied fields return to teach at the School, bringing their experience in business back to share with students. Beyond numerous networking and leadership options, the school has been successful in maintaining the coursework relationship with the Business School needed for students to obtain the transcript-designated Concentration in Real Estate. On campus, the new Lubar Center for Entrepreneurship can offer workshops and presentations within existing curricula.

Curriculum Planning

During the 2013-14 academic year, major curriculum changes were approved by the faculty resulting in expanded requirements in representation and history courses. In the following academic year, revised NAAB SPC criteria were released which necessitated alignment with the course array to ensure coverage within the new curriculum. This process occurred over two academic years: AY2014-15 and AY2015-16. Documents illustrating this process are available in [Section 2 as Tables 1-5](#)

In addition to the formal Academic Planning Report and regular faculty meetings, frequent informal lunches are held with small faculty groups and the Dean to discuss specific issues such as new hires, space allocation and usage, curricular change and its impact, enrollment and technology.

Most importantly, the committee structure of the Department, which is directly linked to the University of Wisconsin System's legally mandated requirement of shared governance, ensures an ongoing engagement of faculty, staff and students in meeting the objectives of the program. Each degree program has its own committee that brings recommendations to the full faculty for discussion, consideration and approval. The Planning and Coordinating Committee (PCC) provides a departmental overview, leading the Strategic Plan efforts, and has been focused lately on issues including recruitment and website development.

I.1.6A Program Assessment

Formally, data are gathered regularly through teaching evaluations and in student questionnaires, and used to refine and consider curricular overview. Faculty members ask for opportunities to understand how changes are implemented in the curriculum. Internal committees, campus-mandated reviews, the Graduate Faculty Council of UWM review and the department's self-study as part of UWM's accreditation by the North Central Association of Colleges and Schools, Higher Learning Commission provide regular timeframes to assess the program's direction. Furthermore, the Academic Planning and Curriculum Committee (APCC) at UWM assesses the quality of undergraduate programs in the University every ten years. Concurrent with this NAAB review, UWM Graduate School will be reviewing the MArch program.

Informally, Calibrations, the school's journal of student work, periodically reviews the state of the school and has proved useful in curricular development, faculty hiring and recruitment. Committee minutes are an invaluable source of shared information. Regular meetings between the Dean and student groups at both the undergraduate and graduate levels provide a vital level of communication, as do similar meetings between the School, the profession (AIA Milwaukee and AIA Wisconsin) and alumni.

Every ten years, the University of Wisconsin-Milwaukee seeks accreditation by the North Central Association, Higher Learning Commission. Each unit of the University contributes a self-study to the comprehensive analysis of the University. The next accreditation review will take place in 2024.

The Graduate Faculty Council of UWM review operates on a ten-year cycle. The next cycle is scheduled for 2016-17 concurrent with the NAAB review. Its purpose is to study the performance of SARUP's graduate program in relation the University's Strategic Plan and academic goals, and to act as a guide to future development of the program. The review includes the allocation of resources, the organization and direction of academic programs, and the performance of faculty and staff.

The Academic Planning and Curriculum Committee (APCC), UWM, is responsible for a review of the quality of undergraduate programs in the University on a ten-year cycle. The undergraduate program recently endured this reporting period. This report made four recommendations: 1) provide more formal opportunities for student input regarding program design and school resources. 2) hire an additional full-time tenure-track faculty member in order to fully cover the core program courses and service requirements. 3) collect graduate employment data in order to inform curricular and undergraduate student issues. 4) General Education Requirement (GER) courses should assess GER criteria on a regular basis. The department does not have a formal structure or documentation in place for such an assessment. This report also noted that the school is understaffed in terms of advising and IT support and should make additional hires, the department should establish its own advisory groups in addition to the Dean's Advisory Council, computer hardware and software are in need of upgrading according to faculty and student interviews, and suggested that the department should establish an internal evaluation process such as an exit survey for student, faculty, and staff feedback regarding resources, faculty/staff workload, etc.

Within SARUP, each degree program in the curriculum is represented by a committee composed of five faculty and two students. The Chair of the Department sits ex-officio on all three, and is responsible for coordinating initiatives by those committees with respect to the faculty as a whole. The role of the B.S.A.S., M.Arch., and Ph.D. Committees is to undertake the routine business of admissions and student progress, and also to evaluate the courses and structure of the programs, responding to recommendations from other members of the Department or to suggestions generated within the committee. Proposals for revisions or additions to the curriculum are voted on by the committee members and then forwarded to the Faculty for full discussion and potential adoption. Broader curriculum changes which affect the whole Department are considered by the Planning and Coordination Committee, which oversees the operations and structure of the whole program. There is no advisory board beyond the existing committee structure.

In addition to the reviews noted above, high standards are expected to be met in Faculty Peer and

Student Evaluations. Junior faculty are reviewed by the Executive Committee every year before tenure, in the year preceding the end of each contract period. At the end of each semester, every faculty member is evaluated by the students in his/her course or studio. These evaluations form part of their record and are taken into consideration for promotion to Associate or Full Professor. In addition, student input is solicited regarding the curriculum in ad hoc meetings with the Chair and other faculty.

Reviews of all studio projects by undergraduates and graduates, particularly at the final stage, are opportunities for the faculty to gauge the effectiveness of studio pedagogy and the relation between studios, both laterally and vertically. These assessments have been important in faculty discussions about improving studio pedagogy. For example, comparative evaluations of student work from laterally related studios (310/320, 410/420, and 810/820) have led to closer collaborations among the faculty coordinators of those studios. Faculty have worked closely to relate studio problems sequentially on the basis of pedagogical objectives for the entire year, rather than a single semester. This has resulted in a clearer understanding of the curriculum by students and a general improvement in their studio performance. Recently, SuperJury has become an annual tradition for acknowledging and discussing work at all levels of the undergraduate and graduate program. This program is an outgrowth of the annual awards program but now is a collaborative effort by the Department and the AIAS. Projects from every required and elective studio (non-studio courses are eligible for nomination as well but have not participated at high levels perhaps due to the visual nature of SuperJury) are nominated by both students and faculty. An invited external jury of distinguished practitioners and academics select projects from each year of the program for discussion. The dialogue is intense, shining a light on the issues addressed and unaddressed within the program. Thesis has benefited enormously from this public exposure with projects noticeably improving in terms of overall visual quality, positional attitude, and projective optimism for change over the past three years. In terms of external awards, Architecture students from UWM have won at the Chicago Award in Architecture, receiving the first place Benn-Johnck Award against every school in Illinois for the last three consecutive years.

From the standpoint of an academic environment, SARUP has a tradition of an open, tolerant, inquiring culture that encourages a diversity of opinions and interests. Students perceive this in the annual design awards for the School, in which projects are rewarded on the basis of their own merit. Students also recognize that the curriculum is flexible and that the faculty views it as a process, a continuous experiment. The faculty is highly sensitive to student performance in studios and classes and is constantly adjusting the curriculum to foster an environment for learning. In this regard, an important dimension of the School's culture is an implicit partnership between faculty, staff, and students.

I.1.6B Curricular Assessment and Development

The Department requires all courses to be evaluated by students at the end of each semester. Evaluations consist of two parts: open comments and suggestions in writing, and a set of quantitative measures in response to a list of questions. The quantitative measures for all courses are prominently displayed in the School so that all students and faculty are aware of the student assessments of the curriculum.

The School does not employ a formal means by which alumni assess the merits of the curriculum. However, there are two informal methods by which the faculty can gauge the opinions of alumni. Many alumni continue to be engaged with the School as guest critics, adjuncts, and lecturers and provide feedback on an ongoing basis in these roles. The second indicator is the degree to which new graduates are sought after as employees by older alumni. Many return to the School to hire students even after moving out of the area. At Interview Day, approximately 70 professionals provide formal and informal feedback on the preparedness of students through questionnaires and surveys.

At an interval not to exceed ten years, each department offering one or more graduate degree program(s) undergoes a review by the University. The sequence of reviews is established by the Graduate Faculty Committee in consultation with the Division of Academic Affairs. Programs may request to have these periodic reviews coordinated with professional accreditation reviews. All qualitative reviews of continuing

programs require the submission of a Program Self-Study. Results from self-assessment activities are used for long-range planning, curriculum development, learning culture, and responses to external pressures or challenges.

Section 2. Progress since the Previous Visit

Conditions not met: B5 Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Visiting Team Report [2011]: Although there was some evidence of egress stairways there was no evidence, even in high pass projects, demonstrating the ability [to] provide the complete path of travel or any other life safety systems.

Program Activities in Response [2011] — Year of APR [2016]

In 2012, the Department Chair responded to NAAB that knowledge of life egress, path of travel, and other life safety systems and the ability to diagrammatically represent these systems has changed position in the curriculum and is now the task of ARCH301 Architectural Structures and Construction (now retitled as Architecture Systems 1) and ARCH825 Comprehensive Design. That is still the case in the current curriculum.

Conditions not met: B6 Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A2, A4, A5, A8, A9, B5, B2, B3, B4, B7, B9

Visiting Team Report [2011]: The team found excellent evidence of comprehensive design in the high pass project but unfortunately the evidence for B2, B3, B4, B5, B7 was not present in the low pass projects.

Program Activities in Response [2011] — Year of APR [2016]

In 2012, the Department Chair responded to NAAB with a compilation of studio examples from low-pass students demonstrating work with evidence of the SPC. The chair worked and is continuing to work with the faculty coordinators and the MArch curriculum committee to ensure that comprehensive studio covers required material. The new 2014 NAAB conditions are somewhat different and now ARCH825_Comprehensive Design covers different SPC including B3 Codes and Regulations, B4 Technical Documentation, B10 Financial Considerations, C2 Integrated Evaluation & Decision Making, C3 Integrative Design. The Department Chair also asked 825_Comprehensive Design to cover B1 predesign over concerns that ARCH420 was not fulfilling this requirement as voted on by the faculty.

Conditions not met: II.4.4 Public Access to APR & VTR

Visiting Team Report [2011]: Technically this criterion was met but the team felt it was not met in the spirit of NAAB requirements. The documents are housed in the archives of the main library. They are not available on the website.

Program Activities in Response [2011] — Year of APR [2016]

The most recent APR and VTR are available on the SARUP website since 2012.

<http://uwm.edu/sarup/architecture/accreditation/>

Causes of Concern: I.1.2 Learning Culture and Social Equity — Studio Culture Policy

Visiting Team Report [2011]: A studio culture policy exists but was created several years ago and has not been validated by students and faculty on a regular basis. Many concerns expressed by the students are often addressed in the studio culture policy. The diversity of the staff is limited due to the number of older tenured professors. The school has an opportunity in the next few years to create more diversity when they replace retiring positions. The number of minority and women students does not reflect the make-up of the campus wide student body.

Program Activities in Response [2011] — Year of APR [2016]

The studio culture policy is available on the SARUP website. <http://uwm.edu/sarup/live/policies/studio-culture/> The policy will be undergoing review and revision during the 2016-17 academic year. During the 2015-16 academic year, a recommended syllabus template was produced by the administration. The template includes a section on Expectations which deals with room cleanup, decorum, criticism, tools and materials and provides a link to the Studio Culture Policy. Not all faculty use the template even though there is UWM required information on it. This syllabus template is distributed to the faculty every semester but has not been formally adopted by the faculty despite a motion for adoption which was tabled. A newly revised MArch handbook which is distributed to all MArch students includes the studio culture policy. The handbook is available as PDF on the school website and is also distributed in physical form. <http://uwm.edu/sarup/architecture/march/>

Causes of Concern: II.2.3 Curriculum Review and Development — Course Syllabi

Visiting Team Report [2011]: There is a robust, collaborative, highly participatory curriculum development process that unfortunately leads to inconsistent results evidenced by course syllabi that range from exemplary to marginal. The evidence in the team room included syllabi that lacked grading procedures, learning objectives, NAAB SPC and standard university boiler-plate language.

Program Activities in Response [2011] — Year of APR [2016]

The recommended syllabus template produced in 2014-15 includes required sections on grading policy, learning objectives, NAAB SPC, and university required language. As noted above, not all faculty use the template. In 2014-15 the Department of Architecture undertook a multi-year realignment of curriculum with new NAAB SPC. One result of this effort was a motion requiring the inclusion of standard NAAB relevant SPC language in all syllabi. All faculty are now required to include the NAAB SPC criteria that their course covers along with a brief statement of how their particular course covers the SPC. An example:

Per DAR motion passed on April 27 2015, courses supporting NAAB student performance criteria (SPC) must include the relevant NAAB SPC definition(s) and an explanation of what assignments will be used as evidence of ability or understanding. Optional but encouraged for elective courses. Example below.

B.5 Structural Systems

This course satisfies NAAB Student Performance Criteria (SPC) B.5 Structural Systems. As defined by NAAB, it requires: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Evidence for ability level understanding will be demonstrated through a design project (insert exercise title) requiring students to select structural systems; perform calculations; and the production of representational drawings that demonstrate gravitations, seismic, and lateral forces with graphic statics.

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

During the 2013-14 academic year, SARUP made substantial curriculum changes to the BSAS program. During the following year the MArch program reacted to those changes by incorporating the revised curriculum into the 2 and 3 year program. With the rollout of the revised 2014 NAAB SPC, SARUP undertook a multi-semester effort to realign our curriculum to the new criteria. This effort was led by the MArch Committee in coordination with the Department Chair and the full faculty approved the assignment of SPC to courses, along with required supportive syllabus language in 2014-15. Also in an effort to improve recruitment, the MArch program Track 2 for non-

professionals was changed from a 3.5 year to a 3 year program. The BSAS program changes were: ARCH101 was made a non-major elective, ARCH300 made a graduate-only architecture history course. History for undergraduates was spread over two semesters in ARCH102 and 104. Thinking Architecture 1 & 2. ARCH280 was expanded into a two-course representation sequence: ARCH281/781 & ARCH283/783 Architectural Visualization 1 & 2, ARCH305 Site & Climate material has been moved to ARCH420/820 and ARCH301 Architectural Systems 1.

The year after the change to the BSAS curriculum in 2014-15, the MArch Track 2 graduate program for non-majors was changed from a 3.5 year sequence to 3 years, in order to improve recruitment and address student reasons for non-matriculation. To achieve this, the summer introductory studio ARCH800 was dropped and the requirement for three graduate level elective studios was reduced to two. In terms of elective seminars, the requirement was changed from four general electives, one architecture theory and one architecture practice elective to two general electives and two architectural electives, one architecture theory and one architecture practice elective. So far, the quality of these students does not seem to be suffering due to the more intense pace of learning but the Department will need to reassess in the future.

The alignment of BSAS and MArch courses to the revised NAAB 2014 SPC involved an inventory of existing courses and their coverage as there was no official document specifying curriculum relation to NAAB SPC. Over a protracted multi-semester series of discussions, the faculty voted to ratify the document in Table 5. We have had only two semesters of full implementation and, as might be expected, there are some growing pains and suggestions for change. For instance, the coordinators for ARCH420 feel that there is too much material to cover and have suggested that B1 predesign be covered elsewhere. For the time being, B1 will be covered by ARCH825. Another suggestion was to move some SPC to 310 and 320 (in particular A1.3, A2, A5). However a motion to this effect was tabled due to concerns with changing the SPC alignment so close to our accreditation visit.

The following tables at the end of Section 2 illustrate both the curricular changes and the re-distribution of NAAB SPC.

[Table 1: 2014 SARUP Curriculum](#)

[Table 2: 2016 SARUP Curriculum](#)

[Table 3: 2014 SPC inventory](#)

[Table 4: 2015 SPC proposed distribution](#)

[Table 5: 2015 SPC faculty approved distribution](#)

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty/staff

A matrix for each of the two academic years prior to the preparation of the APR is appended to the end of this document ([Table 6: Faculty Matrix](#)). It identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit are identified.

A resume for each faculty member, full-time and adjunct, who taught in the program during the previous two academic years prior to the preparation of the APR is also appended to the end of this document ([Table 7: Faculty CVs](#)).

Faculty members remain current in their knowledge of the changing demands of the discipline, practice, and licensure by attending academic and professional conferences, reading academic and professional websites, blogs, journals and other publications, by traveling the world (in many cases leading study abroad programs with students) and experiencing buildings firsthand. For faculty who are licensed, they complete continuing education requirements. As part of the lecture series, Associate Dean Gil Snyder provides continuing education credits.

Resources available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources. Tenure-track faculty as part of their contracts all have computer, research, and travel budgets for the duration of their pre-tenure employment. For tenured faculty, in the past there were usually enough Departmental funds to cover conference registrations but not usually travel and hotel expenses. Currently the department's ability to even cover conference registrations is in doubt. Some tenured faculty have funding through their own grants or in some cases through some of the externally funded programs such as Marcus Prize, Urban Edge Award, Spancrete, and are able to pay their own way to out-of-town conferences.

Faculty Research

Jasmine Benyamin	Archive Fever," exhibition reviews, Journal of Architectural Education (JAE), 4 February 2016. "Hoarding Knowledge: FR Yerbury and Howard Robertson's Records of the Modern Movement," Proceedings of the ACSA 104 National Conference, "Shaping New Knowledges," Seattle 16-19 March 2016. "Towards a (New) Objectivity: Hermann Muthesius, Photography and the English House," Journal of Architecture (UK), double blind peer- reviewed, international distribution, 2015
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Nikole Bouchard	<p>Baltic Thermal Pool Park International Design Competition / SPARK wins 1st Place Award (2014 SU). Mojdeh Baratloo Urban Urge International Design Awards / BEEbrane receives an Honorable Mention Award (2014 SU). One Prize Smart Dock International Design Competition / Skool Haus receive an Honorable Mention Award (2014 FA). The MacDowell Colony / 1/6 Architects (150 Artists) selected to be a MacDowell Fellow between May-October 2015. Baer Art Center Artist Residency Program / 1 of 10 Artists selected to work in residence in Hofsos, Iceland (2015 SU). Sukkahville 2015 International Competition / Canvas Cocoon is 1/ 8 projects selected to be built in Toronto (2015 FA).</p>
Chris Cornelius	<p>2016 Journal or Architectural Education; "Of many Lines But One Mind" Volume 70: Issue 1, 2013 "Radio Free Alcatraz: The Nineteen-Month American Indian Occupation of Alcatraz Island – An Architectural Speculation"2007 NCARB Prize for Integration of Practice and Education in the Academy</p>
Robert Greenstreet	<p>"An examination of the optimum attributes of a building control system that ensures health and safety in a rapidly urbanizing world," 8th International Conference on Interdisciplinary Social Sciences, Prague, Czech Republic, 2013. "The University and the City: Fusing the academic and political worlds within the urban framework to positively inform, influence and enrich the planning process and urban development," Space and Flows, Amsterdam, Netherlands, 2013. "Maintaining acceptable levels of public health in a rapidly urbanizing world", Imperial College, London, 2016.</p>
Donald Hanlon	<p>Emphasis has been on architecture and urban design in the Islamic world; current research preparatory to introducing a new course for the Department devoted to the history of cities and theories of urban design.</p>
Raymond Isaacs	<p>Main Train Station, Montreux, Switzerland. Development strategy and design guidelines. 2016. Train Station Plaza and Street, Busswil, Switzerland. Urban and landscape design. 2016. Main Train Station, Visp, Switzerland. Urban design,schematic building design. 2016. Löwenstrasse West, Rorschach Switzerland. Urban design guidelines. 2015-2016. Development Strategy, Degersheim, Switzerland. Landscape and urban analysis, densification strategies, and urban design. 2015-2016.</p>
Matthew Jarosz	<p>10 Chimneys National Landmark, Genesee Depot, WI: Measured Drawings and Documentation Boynton Chapel, Bjorklunden Retreat Center, Baileys Harbor: Measured Drawings and Documentation Beulah Brinton House, Bay View, WI: Historic Documentation and Restoration Study Report Adler Mansion, Milwaukee: Historic Restoration and Office Adaptive Reuse</p>
Mark Keane	<p>K-12 education</p>

Whitney Moon	<p>"Who Let the Air Out?," <i>PRAXIS</i>, Vol. 15: Bad Architecture, invited essay, 2016 (forthcoming).</p> <p>"Mike Kelley's <i>Educational Complex</i> by John Miller," <i>JAE</i>, invited book-review, 2016 (forthcoming).</p> <p>"Lightweight Enclosures Unit: Redefining Architecture by Leveraging Lightness," in <i>The Other Architect</i>, edited by Giovanna Borasi. Leipzig, Germany: Canadian Centre for Architecture and Spector Books, 2015: 396-397.</p>
Kyle Reynolds	<p>"Impossible Outlook," <i>Cornell Journal of Architecture</i>, vol. 10, Spirits, Fall 2016, (Forthcoming), Refereed.</p> <p><u>No Project</u> Treatise Series. is-office. Published by the Graham Foundation, March 2015.</p> <p>"Second City: Chicago's Accessory Urbanism," <i>MONU</i>, vol. 21, Interior Urbanism, October 2014, p. 114-119. Refereed.</p> <p>"Bad Lines" <u>Conference Proceedings- Shaping New Knowledges</u>. Refereed 2016.</p> <p>"Crowns" <u>Conference Proceedings- Between the Autonomous and Contingent Object</u>. Refereed. 2015.</p>
Brian Schermer	<p>Illini Union, Strategic Positioning Study, U. of Illinois Urbana-Champaign. Present</p> <p>Michigan Union Renovation. University of Michigan, 2015 to present</p> <p>Strategic Positioning Study. Georgia Institute of Technology Student Center, 2015</p> <p>Campus Capital: Understanding the University Campus as a Social Ecology. Current</p> <p><i>Building Bridges, Blurring Boundaries: The Milwaukee School in Environment-Behavior Studies</i>. UW-Milwaukee and Villes Régions Monde. 2012</p> <p><i>Law and Practice for Architects</i>, Bob Greenstreet, Karen Greenstreet, and Brian Schermer, London, UK: Architectural Press. 2005.</p>
Arijit Sen	<p>"Food, place, and memory: Bangladeshi Fish Stores on Devon Avenue, Chicago." <i>Food and Foodways</i> 24:1-2, (2016) 67-88.</p> <p>"Awe and Order: Ethno-Architecture in Everyday Life," in <i>Ethno-Architecture and the Politics of Migration</i>, Mirjana Lozanovska (editor), Taylor & Francis, 2015).</p> <p><i>Making Place: Space and Embodiment in the City</i>, Arijit Sen and Lisa Silverman (coeditors), Indiana University Press, 2014.</p> <p>"Landscapes of Mobility: Culture, Politics and Placemaking, Arijit Sen and Jennifer Johung (coeditors), Ashgate Publishers, UK, 2013.</p> <p>"Staged Disappointment: Architecture and Cultural Contact" <i>Winterthur Portfolio</i> 47: 4 (Winter 2013), pp. 207-244.</p>
James Shields	<p>Article in an International Museum Journal: Shields, James, "Critical Renovations at the Milwaukee Art Museum", Papyrus, Spring 2016, pages 15-18 with photos.</p> <p>Wall Street Journal Review of the Milwaukee Art Museum Addition/Renovation. Rosenbaum, Lee, "In Wisconsin, A Museum Reborn", The Wall Street Journal, February 9, 2016, D1 Art Section, with photos.</p>

Gil Snyder	<p>Design and preservation consulting with M. Jarosz and M. Gamberg: (2016) GRAEF Engineering contract with Milwaukee County, "Lake Park Concrete Arch Replacement Studies," Milwaukee</p> <p>International paper publication with M. Jarosz: (2015) REHAB 2015 – 2nd International Conference on Preservation, Maintenance and Rehabilitation of Historic Buildings and Structures, Porto, Portugal.</p> <p>"Proof of Concept: Wrestling with Frank Lloyd Wright's Historic Affordable Housing Vision"</p> <p>International paper presentation: (2014) Architectural Engineering Institute of ASCE Conference "Birth and Life of the Integrated Building," Milwaukee, WI. "Mesh: Integrating BIM, Engineering and Fabrication into the Architectural Design Studio"</p>
Josef Stagg	<p>"Places and Processes: Doing Away With the Studio," in <i>Unstable Images: Architecture & Planning</i>. Milwaukee: UWM Student Publication.</p> <p>"The Visual Excitement of Formalism, The Manifest Function of E/BS...," in <i>Person-Environment Theory Series</i>. Berkeley: UCB.</p> <p>"Form and Function: The Enderis Hall Parti," in <i>Academe. The Journal of the AAUP</i>.</p>
Kyle Talbott	<p><i>Bonsai Exhibit</i> (permanent exhibit architecture), Lynden Sculpture Garden, River Hills, Wisconsin, September 2016.</p> <p><i>Mountain Climber Exhibit</i> (permanent exhibit architecture), Children's Museum of Denver, Denver, Colorado, with Jonathan Goldstein, December 2015.</p> <p><i>Electronic Jungle Exhibit</i> (permanent exhibit architecture), Children's Museum of Denver, Denver, Colorado, with Jonathan Goldstein, April 2015.</p> <p><i>Field Narratives</i> (temporary gallery exhibit), Lynden Sculpture Garden, River Hills, Wisconsin, with Wanderlust Workshop, December 2014.</p>
Filip Tejchman	<p>"All Objects, All Architecture", in <i>PRAXIS Journal of Writing+Building, VOL. 15 Bad</i>, ed. By Amanda Lawrence and Ashley Schafer (New York, NY: PRAXIS, 2017)</p> <p>"Visioning Energy: Environmental Simulation, Visualization and Instrumental Nature of Energy", in <i>2016 AIA/ACSA Intersections Symposium Proceedings</i> ed. By Rashida Ng, Jeff Goldstein and Ming Hu (Washington DC: ACSA/AIA, 2016)</p> <p>"New Normal: Expert-Systems and Design Liability", in <i>Applied Research Practices in Architecture Journal: Instruments of Service, Issue 4</i> (2016)</p>
Gregory Thomson	<p>Carbon Neutral Design Panel; Carbon Footprint Calculation for Residential Construction Systems: Comparison of Embodied Carbon in Four Structural System Typologies. Gregory D. Thomson, University of Wisconsin- Milwaukee, Milwaukee, WI. Forum 2008 Proceedings, American Solar Energy Society - Annual Conference, May 2009.</p> <p>Daylight (Re)Visualizations for Spatial (Re)Configurations: Tracking Illuminance Levels in the Life of An Early 20th Century Residential Apartment. Gregory D. Thomson, University of Wisconsin-Milwaukee, Milwaukee, WI. Forum 2008 Proceedings, American Solar Energy Society - Annual Conference, May 2008.</p>

D. Michael Utzinger	<p>Utzinger, D.M. and Qarout, L., “Building Structure Systems Embodied Energy & Carbon Emissions Impacts”, <i>PLEA2015</i>, Bologna, Italy, September 9-11, 2015.</p> <p>Utzinger, D. M. and Swenson, S., “The Aldo Leopold Legacy Center: Expanding the Definition of ‘Community’ in Carbon Management”, <i>Planning Theory & Practice</i>, Vol. 13, No. 1, 156–166, March 2012.</p> <p>Utzinger, D. M. and Bradley, D., “Integrating energy simulation into the design process of high-performance buildings: A case study of the Aldo Leopold Legacy Center”, <i>Building Simulation 2009</i>, Proceedings of the 11th International Building Performance Simulation Association, 1214-1221.</p>
Karl Wallick	<p>Design for Elkhart Residence 2016</p> <p>Design for Kinhaven Music School 2014</p> <p>Inquiry: The Architecture of Kieran Timberlake, (Rizzoli) 2011</p>
James Wasley	<p>Wasley, J. (2016) “the LEED Platinum Academic Building Study: Resources for Adopting a LEED Platinum standard for the Southwest Quad.”</p> <p>https://pantherfile.uwm.edu/xythoswfs/webui/_xy-e43509524_1-t_cuPZank6</p> <p>Wasley, J. (2013) “UWM as a Zero-Discharge Zone: Built Work 2006-2013”</p> <p>https://pantherfile.uwm.edu/xythoswfs/webui/_xy-e38053865_1-t_cuPZank6</p>
Mo Zell	<p>Van Alen Institute, National Park Service, and the National Capital Planning Commission, ‘Memorials for the Future’ 2016, Semi-finalists.</p> <p>Zell, M., M. Roehrle, and P. Troutman.</p> <p>Zell, M. and M. Roehrle, ‘Breaking Ground’, site specific installation at the Haggerty Art Museum, group show celebrating the 30th anniversary of the museum ground breaking and Keith Haring construction wall, June 2015 – September 2015</p> <p>Zell, M. “faBRICK: A Temporary Pavilion”, <i>T3xture Archizine</i> No. 1. 2015.</p>

Student Support Services

Academic Advising

Advising is generally done on an appointment basis. There is one advisor for undergraduate students and another for graduate students. Students meet with advisors in preparation for semester registration to develop a course of study reflecting academic background and goals. Advisors can answer questions about majors, minors, or certificate programs, the registration process, referrals to get campus and community resources, difficult academic or personal situations, financial aid and scholarships. <https://uwm.edu/sarup/resources/advising/>

Career Resources

Within the school, SARUP offers a variety of avenues to provide support as students and alumni search for internships and permanent positions. Each semester, workshops are conducted by the AIAS and the Resource Center to provide help in formatting resumes and cover letters, and in establishing professional networks. Personalized assistance is provided for successfully navigating the application and interview process. SARUP also has an externship program which is a one-week long extended job shadow opportunity. Architecture Interview Day is hosted by SARUP every spring and is a chance for students to interview one on one with architecture firms looking to hire. <https://uwm.edu/sarup/resources/career-resources/> The University offers career resources as well through the Career Planning and Resource Center. <http://uwm.edu/careerplan/>

Computer Labs

Every student enrolled in a studio has their own dedicated desktop computer with software which is available 24/7. In addition, there are three computer labs offer over 65 workstations, flatbed and large format scanners, full suites of select 3D design and graphic software and numerous printing options. Hours for the labs are Mon-Thur 8:30am to 11:00pm, Friday 8:30am to 4:30pm, and Sunday 2pm-11pm. Computer labs are closed on Saturdays. The large-format plotters are located in the computer labs so are available only during posted hours. However, there is a printer capable of b/w and color 8.5x11 and 11x17 prints located in the third and fourth floor hallways.

Media Center

Tools and resources in the media center include: fully equipped and staffed professional photography studio, professional digital cameras and studio lighting, 11x17 scanners, dry mounting and print layout area, light boxes, paper cutters, and mat cutter, video cameras.

Resource Center

Located on the first floor, the resource center houses the School's book and journal collection. In addition, the resource center houses an image database of 45,000 images and documentation of past student thesis projects. The resource center can also help with preparation for career planning by providing online and in-person feedback on student resumes and portfolios.

Shop/RP Lab

Students and faculty with all skill levels have access to the professionally-equipped, 4,000 square-foot woodshop. Our shop provides ample production space, access to power tools and an extensive array of hand tools. Individual instruction in tool use and safety is required and is provided by staff and assistant technicians. The rapid prototyping lab at SARUP offers students and professionals access to a number of tools and resources aimed at computer-aided prototyping and model making. Laser cutting and 3D printing constitute the base of these tools and are supplemented with tutorials, material samples, and other prototyping equipment.

Third Coast Design Center

Students can purchase materials and tools from this in-building supply store. The store also provides useful cost data based on average purchases for each level of the program.

The University of Wisconsin-Milwaukee SARUP provides the following support and resources to the Educator Coordinator:

- Funding to attend the AXP (IDP) Coordinators Conference annually. When not able to attend, the Coordinator works closely with the State IDP Coordinator to stay current on the program.
- Access to the NCARB and AIA National training materials such as "Career Building Blocks"* and "Mentoring Essentials" programs via webinars and downloads. Prof. Schermer has access to these and provides links for ARCH581 students.

As the Educator Coordinator, Prof. Schermer:

- Stays current with AXP (IDP) and jurisdictional registration requirements through regular contact with the State AXP (IDP) Coordinator, Webinars, and NCARB updates.
- Serves as an AXP (IDP) information resource to students and faculty and coordinates with AIAS to strengthen AXP (IDP) awareness among students. Tammy Taylor, the ARCH110 instructor, has also fulfilled this function.
- Communicates and collaborates with local AXP (IDP) support networks (including State and Auxiliary Coordinators, local and national AIA components, YAF and NAC groups, state registration boards, etc.) to strengthen AXP awareness among students.

I.2.2 Physical Resources

The School of Architecture and Urban Planning is located in a single building (118,000 square feet) on the University campus. This building was dedicated on September 17, 1993 and continues to meet most of the needs of the program. Only the largest lecture classes (ARCH100 and 101) must be held outside the building. Its layout includes a wide variety of open spaces that are suitable for studios, classrooms, research projects, and related activities. As needs have changed, the building design has permitted flexible allocation of space. Though the assignment of studios and classrooms may vary depending on demand, the current allocation of space is as follows:

- 1 large studio (The Barn), 80 Level I sophomores (AUP427/433/4343/445)
- 2 studios, 20 Level I sophomores each (AUP412, 406)
- 7 studios, 14 - 15 Level II students each (AUP382, 390, 490, 482, 406)
- 14 upper level studios, 12-14 students each (AUP306, 316, 343, 353, 355, 361, 363, 367, 369, 144, 463, 465, 494, 472, 394)
- 7 Master's Project studios, 3 students each (AUP479, 481, 485, 487, 491, 493)
- 1 large lecture hall, capacity 200 (AUP170)
- 1 small lecture hall, capacity 70 (AUP110)
- 1 AIAS/Freshman Success Center (AUP144)
- 4 General use classrooms (AUP179, 183, 189, 191)
- 3 seminar rooms (AUP104, 116, 191) shared with the University
- 1 photo studio and dry-mount lab (AUP272)
- 1 printing/scanning lab (AUP150)
- 2 CAD classrooms (AUP194, 158)
- 3 workshop spaces (AUPB79, B95, 179)
- 3 Studio spaces for research and projects
- 1 library and research room (AUP146)
- 1 Gallery (AUP126)
- 1 Material & Tool Store (AUP124)
- 3 meeting rooms (AUP249, 262, 345)
- 1 large commons space with 1,639 sf. (AUP133)
- 3 Studio spaces for Urban Planning students (AUP204, 208, 212)

[Current School of Architecture and Urban Planning Building Plans](#)

Administration Offices

These offices are located on the second floor and include private offices for 7 administrators and open office areas for 6-7 support staff. The main offices are on the east side of the building with reception areas 240 and 260. These include the Departments of Architecture, and Urban Planning, the Dean's office, and the Assistant Dean for Business Affairs.

Faculty Offices

Private offices for 13 faculty are located on the south side of the second and third floors, 4 on the second floor and nine on the third floor. Shared office for 24 faculty are located on the north side of the second and third floors; these accommodate up to 24 people.

Advising Offices are in the south wing of the building, second floor (AUP225, 225A, 225B, 229, 230)

Visiting and Adjunct Faculty

Visiting and Adjunct faculty are provided space in group faculty offices and in the offices of faculty on sabbatical or leave.

Ph.D. Students

Shared offices for use by up to 18 students are on the 4th floor (420 through 444 and 471). In addition, several doctoral students occupy other office spaces associated with their teaching and/or research responsibilities.

Support Staff Offices

Offices for the Media Center Manager, Shop Manager and Computing Services Manager are located in the Media Center, Shop and computer lab respectively. The staff lunch and break room is AUP497.

Jury Areas

The Architecture and Urban Planning building has numerous locations intended as both formal and informal jury areas:

Hallway Alcoves:

Distinct hallway areas for critiques are in the north wing, on the first, third and fourth floors, and on the third and fourth floors in the southwest wing. These spaces are convenient to the studios and can be reserved for both informal and formal design reviews.

Classrooms/Jury Rooms:

The three first floor classrooms in the north wing are used for studio juries in the afternoons when they are not normally used as classrooms (AUP191, 189, 183)

Additional Jury Areas:

Other areas that may be used for juries include the small lecture hall (110), and two informal seminar rooms on the fourth floor adjacent to the Master's Thesis studios (AUP471 and 499). The Commons has become more popular as a large jury area and exhibition space for the larger studio courses, such as 200 and 201. Smaller upper level studios use the Commons, as well, for open "Oregon style" critiques.

Exhibit Areas

There is a secured exhibit space (AUP126) directly adjacent to the Commons on the ground floor. In addition, two dedicated jury review rooms are available for short-term secured exhibits. Several hallway areas are also intended for unsecured, less formal exhibits. The Resource Center is also a regular venue for exhibits.

Libraries

The School has two libraries at its disposal. The SARUP Resource Center, with 4500 print and 45,000 digital items focuses on architecture, land architecture, and urban planning, includes books and periodicals that complement the collection at the UWM Libraries. The UWM Libraries include books, periodicals and images, as well as an audio-visual collection, and the American Geographic Society collection of maps and photographs.

Computers

Currently, over 450 students have dedicated high-end desktop computers at their workstations. The Architecture and Urban Planning (AUP) building is also outfitted for wireless networking. Many of the rooms include built-in computers and projection, in addition to which there are portable projectors and computers available for use. The School has three computer labs with scanners and printers.

Research Areas

There are currently four research/project rooms comprising 2,866 sf. total (AUP327, 333, 343, 372) as well as numerous support facilities throughout the building. In addition, two of the administrative offices and some clerical areas are occupied by persons whose primary responsibility is research. Research activities also use support facilities such as the computer lab, shop, and media center. Finally, faculty offices include additional space based on the assumption that research is conducted in each office.

Shop

The power tool workshop is fully equipped to support the educational mission of the School. It has a full complement of electric and hand tools, and is used for model building, furniture design and construction, support for the Preservation Technology program, and any other educational needs as requested by faculty and students. The shop occupies over 4,000 square feet and is located in the basement of the Architecture and Urban Planning Building (B79). Power equipment includes a tablesaw, a 15" power planer, three 14" bandsaws, drill presses, edge and surface sanders, scroll saws, wood lathe, shaper,

overarm router, and several chop saws. In addition to the large power equipment there is a full range of small electric hand tools and pneumatic tools. There is also equipment for vacuum pressing and a lamination bladder press. While the main focus of the shop is wood working, there are metal fabrication tools in the area, such as shear, brake, tube bend, and bench grinder. For rapid prototyping, there are two 3D powder printers, several makerbot style ABS plastic 3D printers, two laser cutters, and three CAD/CAM mills.

Media Center

The Media Center includes a high speed xerographic copy room, a professional photo studio, a video editing room, and a photo lab for black & white film processing and printing.

Copy room

The copy room contains a high-speed digital copy machine, two binding machines, and plain paper fax machine.

Photo Studio

The Photo Studio (1200 square feet) has nine digital SLR cameras (12 to 21 megapixel), four computers for desktop publishing and photo retouching, one modelscope, tripods, light meter, portable flash unit, Lowel quartz studio lights, Polaroid copy/ animation stand, two MP4 digital camcorders, two MiniDV digital camcorders, and video controller. Additional equipment includes seamless paper backgrounds, two 4'x8' portable tables, 8'x8' portable copy wall, 4'x8' portable copy wall, photographic backgrounds, two 11x17 professional flatbed scanners (4800dpi) with film scanner accessory, and bulk 35mm film and slide scanner.

Photo Lab

With 900 square feet, the photo lab has a stainless steel darkroom printing sink, stainless steel film processing sink, stainless steel print washer, two dry mounting presses, matte cutter, medium format enlargers, large format enlarger, enlarger lenses, grain magnifiers, easels, resin-coated print dryer, film dryer, and darkroom timers, light boxes, and paper cutters. Water supply is temperature-regulated and filtered.

Video Editing Room

There are two S-VHS color monitors, two editing S-VHS tape decks, video controller, analog to digital video converter, sound system, two digital voice recorders, and a computer for digital video capture, conversion, and editing.

Technology resources

The School of Architecture and Urban Planning at the University of Wisconsin – Milwaukee has devoted extensive resources towards technology. This is evident not only in the computer labs provided for the students, but in the very requirements of the department. With the proliferation of technology in the program, most of the AUP building is now 'multimedia' friendly, with many of the rooms including built-in computers and projection. Spaces that do not have equipment built in can still be adapted with portable computer carts, portable projectors and laptops. The school provides three computer labs with over 65 workstations for students. Color scanning is available through numerable 8.5x11 scanners, 11x17 scanners, and a 36" large-format scanner. Various software is made available to the students, including the latest Microsoft Office, Adobe products such as Photoshop, InDesign, Illustrator and Premier, AutoDesk products such as AutoCAD, Architecture, 3D Studio, Revit and Ecotect, Microstation, Rhino, and Sketchup. There are SmartBoards in AUP345, 183, and 189.

The AUP150 lab has a printers for 8-1/2" x 11" and 11" x 17" black and white prints on 20 lb. bond using a PantherPrint card. AUP150 also has devices capable of 8-1/2" x 11" and 11" x 17" color laser prints (paid for via PantherPrint card) and 36" or 42" wide b/w or color plots (paid for via student/faculty/staff ID Gold Card).

Changes to the building have occurred with a major expansion to the school's rapid prototyping capabilities. With existing ventilation at-capacity, the school first needed to invest in expanding capacity to handle exhaust requirements for milling and laser-cutting. This was accomplished in 2013-14. B95 was

turned over to three new CAD/CAM mills and AUP179 was changed from a classroom to the new laser-cutting, 3D printing, and vacuum-forming facility.

A significant change has been to dedicate AUP144 as shared space for the AIAS and the Freshman Success Center which has a dual use of recruitment and retention. Currently, freshman architecture students do not take studios but take large lecture-format courses in architectural making and architectural history. The making course requires a lot of desktop-size drawing and small model-making, but since Freshmen are not assigned studio space there was a lack of places in the building for them to work. Dedicating AUP144 for their use has solved this problem. In addition to large tables for drawing, there are six desktop computers and a scanner.

To advance the faculty's role in teaching, scholarship, service, and advising, members are provided shared office suites which encourage discourse and collaboration. Every two suites share an adjacent closed glass conference room, which can be used as research or work spaces. . Doors can be closed for private conversations. There are three large studio-size spaces on the third floor that can be organized as research centers when faculty are able to obtain grant funding. In other cases, faculty have been able to find corners in the basement or the woodshop for building prototypes and models. For those who prefer a quieter workspace, there are some private offices.

Currently, all courses with SPC content are housed in the building. There are study abroad programs every summer, but those credits are used to satisfy elective course requirements and do not contain SPC. There are several courses that are offered online but they are not used to deliver SPC content. These are ARCH100, 103. Architecture majors must take a face-to-face version of the class, but the online sections are offered as General Education Requirement (GER) courses to non-majors. There are plans to offer ARCH104, 282-782 with online sections for non-majors as well.

I.2.3 Financial Resources

Budget and Resource Allocations

The Dean is the chief executive officer of the school and has full authority to allocate the budget for daily operations. Fiscal planning is done under the direction of the Dean, in consultation with the Assistant Dean-Business Operations and the Provost. The Assistant Dean-Business Operations manages and directs the School's administrative and financial services which include human resources; biennial and annual budget development, implementation, and monitoring; oversight of information technology support and functions; and space and facilities management.

The budget is comprised of the approved base budget from the university, course fees, marginal tuition revenue and indirect cost recovery funds. The Dean's leadership team meets in late fall each year with the Provost and University Financial representatives to discuss the School's budget building process for the upcoming year. The meeting includes a discussion of the spending plan, hiring plan and budgetary needs. Budget increase needs would be discussed in this meeting and approved by the Provost prior to budget submission in Spring.

Budget and Resource Allocation

The University of Wisconsin-Milwaukee is a publicly supported institution of the State of Wisconsin. The State of Wisconsin operates on a biennial budget cycle. UWM's fiscal year corresponds with the State of Wisconsin's fiscal year, starting on July 1 and ending on June 30 of the following year.

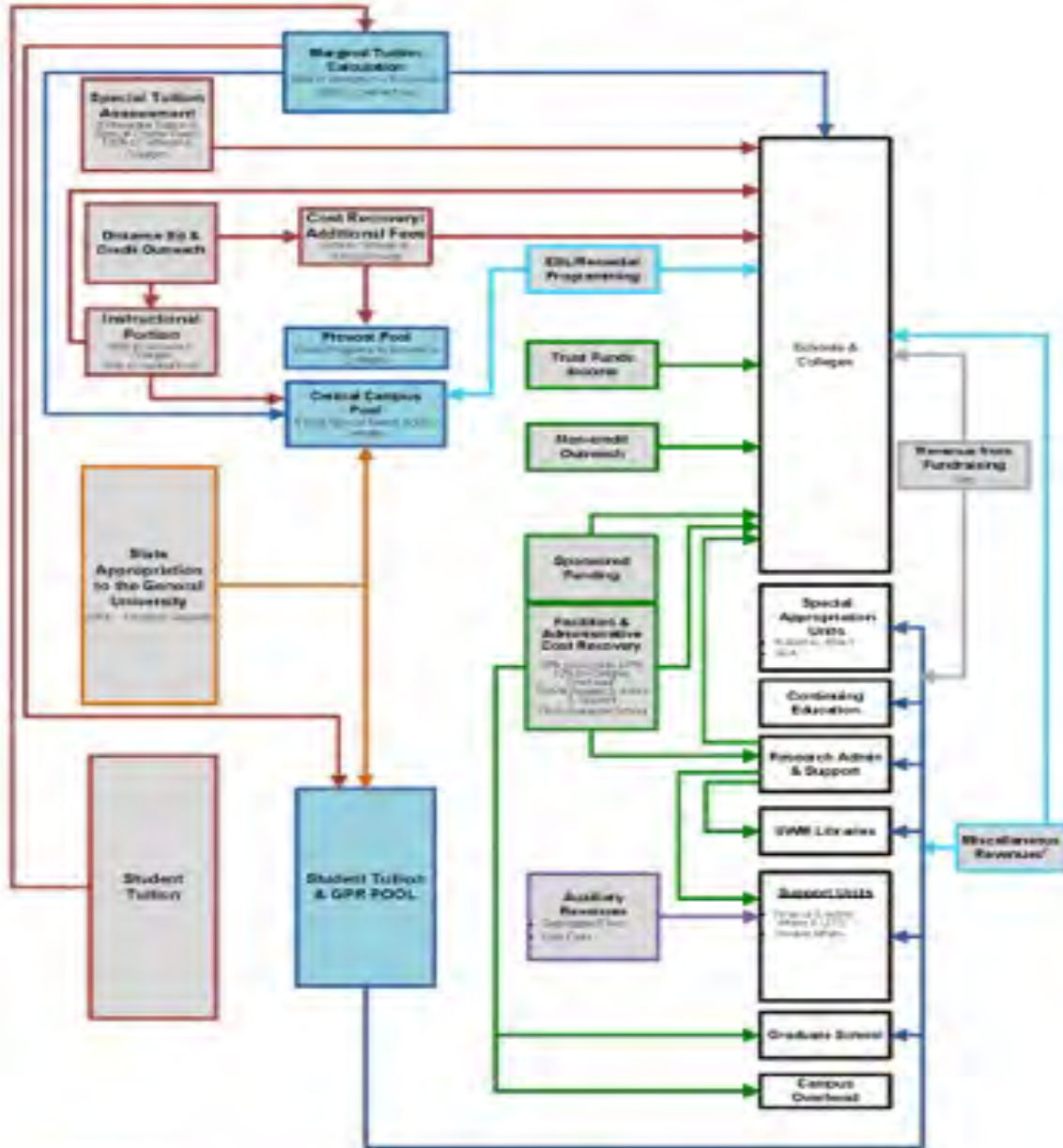
The University of Wisconsin – Milwaukee relies on a system of fund accounting to produce a record of its financial affairs. The basic premise of fund accounting is that funds are received for specific purposes and are budgeted and spent accordingly. The operating budget reflects a plan of spending consistent with a legislatively derived and collegially confirmed sense of purpose.

The University receives two major sources of funding: state appropriations (taxpayer support) and student tuition. These funds are centrally pooled in General Program Revenue Fund 101. UWM allocates funds from this pool by the Current Resource Allocation Model. A graphic representation of the model is found below.

The SARUP base budget allows for hiring of the minimum required primary faculty and operations (administration, staff and operating budget). The Dean retains management of all School funds. These funds are further allocated to the Department of Architecture and the Department of Urban Planning within the School.



CURRENT RESOURCE ALLOCATION MODEL
 Fiscal Year 2012



Coloring Lines LEGEND

█ Pooled Funding from Multiple Sources	█ Grants and Contracts	█ Marginal Fee Based Revenue
█ Student Tuition and Fee Based Revenue	█ Revenue from Auxiliary Operations	█ Fundraising Revenue
█ Funding from State Appropriation		█ Miscellaneous Revenue

NOTES:

- The 12% from F&A Cost Recovery funds various campus initiatives including utilities, IT & DLE assessment, research initiatives, campus system charges, etc.
- Use Fees and other Miscellaneous Revenues (Pool 126)
- The \$5.1M equity release funds that benefit the Schools & Colleges. They include University Direct Awards, BA (Honors), Grant Match & Research Initiatives, etc.

Additional Funding Sources

Student Tuition

The School increases or decreases its base budget funding based on enrollment productivity through the Marginal Tuition Revenue Model. Student tuition is calculated and based on the enrollment change from the prior year, and the school receives 80% from the total. Base budget is added or deducted based on the marginal revenue from year to year. Undergraduate tuition is based on weighted FTE credits, and graduate tuition is based on the school's net tuition assessments. The remaining 20% of student tuition remains in a central campus pool for special needs and campus priorities.

Distance Education Fees

The School earns funding through distance education fees. These fees are determined by the School and charged to students above the tuition rate for special courses and online class fees. The student fee for FY17 is \$250 per course. The School receives 90% of the fees, and the remaining 10% is allocated to the Provost Pool. These funds are deposited into the School's Fund 189 account.

Indirect Cost Recovery

The School receives a return of 30% of grant indirect costs from eligible grants. Of this amount, the school transfers one-third to individual faculty accounts in support of their individual research. These funds are deposited into the School's Fund 150 account.

General Operations

The School generates a sizable return on services offered at a subsidized rate to our students for printing and the rapid prototype lab. These funds are pooled and utilized to cover supplies and expenses for information technology, wood shop and the rapid prototype lab. Any additional funds are utilized to cover building maintenance and upgrades when needed.

The majority of expense categories are set through the annual budget process, primarily including line item salaries for faculty/staff as well as Teaching/Program/Research Assistants. While the Dean and Assistant Dean-Business Operations, have input into the allocation request, the Office of Budget and Planning determines the final allocation for the School. Once the allocation is determined, the School has control over the distribution of any allocations that may have been pooled in the budget planning process, primarily provisional salary dollars for ad hoc and adjunct faculty/staff and supply/expense lines for individual sub-groups.

The largest expense to the School after salary compensation for faculty/staff is the computer & equipment costs. Computers are on a 2 or 3 year replacement cycle so costs can vary widely as some years have 60 computers replaced and other years have 300 replaced. Other major equipment costs relate to obtaining scanners and a wide-carriage plotters as replacement needs warrant.

In addition to the indirect cost return and program revenue generated by the computer lab for printing and the rapid prototype lab, mentioned above, there are a few other revenue categories which are directly controlled by the School:

- On-Line Programming: Still in its infancy, the online programming in SARUP is being reconfigured as an online minor option with possible launch in the 2017 academic year. This implementation should generate additional revenues for the school in future years.
- Off-Campus Programming, which primarily consists of our Summer Camp program, has operated at the same level for several years with expenses and revenue in the \$30,000 range.

Financial Resources for Students

Distinguished Graduate Student Fellowships (DGSF)

Distinguished Graduate Student Fellowships are awarded annually to exceptional UWM graduate students. They are highly competitive and based on an assessment of academic achievement and potential. Selection criteria include undergraduate and graduate grade point averages; two letters of recommendation; departmental assessment of academic achievements and potential; standardized test scores; and scholarly progress, e.g. publications, presentations, creative activities.

Advanced Opportunity Program (AOP) Fellowships

AOP Fellowships are awarded annually to qualified students who are members of groups underrepresented in graduate study or are otherwise disadvantaged. They are highly competitive and are based on an assessment of academic achievement and potential. Selection criteria include undergraduate and graduate grade point averages; two letters of recommendation; departmental assessment of academic achievements and potential; and written responses to application questions.

UWM Chancellor's Graduate Student Award

Awarded to graduate students with exceptional academic records and high promise of future success, students are chosen through a competitive process by faculty in each graduate program. The UWM Chancellor's Graduate Student Awards vary in amount, and are separate from any employment or other financial support received through the University. No application is required.

Graduate Scholar Award

Awarded to incoming graduate students in the M.Arch and MUP Programs with exceptional academic records and high promise of future success. The Graduate Scholar Awards vary in amount, and are separate from any employment or other financial support received through the University. No application is required.

Departmental Assistantships

Approximately 10 teaching assistantship are offered each year to Master of Architecture students. Applicants are screened on the basis of overall academic achievement, GRE scores, previous education and experience, letters of recommendation, portfolio, and departmental needs. Graduate assistants are usually appointed for a 9-month contract at 33% (13.3 hrs/wk). In addition to receiving a stipend, graduate assistants are eligible for a remission of tuition.

Scholarships

The School of Architecture and Urban Planning administers a number of scholarships for students in the fall and spring:

- AG Architecture Scholarship
- AIA & WAF Scholarship (3)
- Christopher Kidd Scholarship
- Construction Specification Institute
- Design Council Scholarship
- Faculty Memorial Scholarship (2)
- Gaylord Nelson/Moebius Award
- Jack L. Fischer Scholarship
- Kent Keegan Memorial Scholarship
- MSI General Scholarship
- Philip Rubenstein Scholarship
- Richard Hunzinger Memorial Scholarship

- Southwest Chapter AIA-Wisconsin
- VerHalen/Pella Excellence in Design
- WAF Scholarship (5)
- Cherie Claussen Memorial Scholarship
- John & Caroline Peterson Scholarship (2)
- Charles Causier Memorial Scholarship
- Urban Planning Alumni Scholarship
- Lillian & Willis Leenhouts Memorial Scholarship (2)
- Plunkett Raysich Architects Scholarship/ Internship
- Urban Planning Alumni Scholarship for women
- APA-WI Chapter Scholarship (3)
- Urban Planning Student Diversity Scholarship
- T.M. Slater Scholarship
- Sommerville Inc. Architecture Scholarship
- James Mellowes Architecture Undergraduate Scholarship (2)
- George Meyer Memorial Scholarship
- Bob Greenstreet Honorary Scholarship (2)
- Star Fund Scholarship (20)

UWM Undergraduate Research Travel Grant Application

Undergraduate Research Travel Awards are available for students to help offset the costs of traveling to present their research activity at local, national or international conferences. Awards for domestic travel may go toward airfare, hotel accommodations, meals (within state allowances), and/or conference registration fees. These funds are intended for students who have already been substantially engaged in faculty-directed undergraduate research.

Financial Resources for Faculty

SURF Program

The Support for Undergraduate Research Fellows (SURF) program is designed to foster faculty-student research collaborations. Faculty and academic staff can apply for the awards to provide an hourly wage for undergraduate students working as research assistants.

Overseas Undergraduate Research Awards

The Center for International Education and the Office of Undergraduate Research award travel funding to faculty and academic staff to support overseas field research experiences for undergraduates. Faculty apply on behalf of the student(s) they wish to supervise.

Research Growth Initiative

Seed funding program that supports high-quality research projects in the early stages. The program's objective is to increase UWM's research productivity, scholarship, creative endeavors, collaborative projects, and external funding by investing in projects selected through an independent and objective process.

Research and Creative Activities Support

Provides competitive support for faculty and instructional and research academic staff across the breadth of meritorious scholarship at UWM. Supported projects are expected to result in appropriate scholarly products that will increase the national and international recognition of the awardees, their programs, and the institution. Examples include publications, creative works, proposals for extramural funding and/or named fellowships, and artistic performances.

Overall enrollment figures for the School are steady however, Graduate enrollments have decreased as the economy and job prospects improve. The hiring of an advisor to focus on undergraduate recruitment has netted positive numbers in 2016-17 for applicants, admits, and yield. To further increase undergraduate enrollments and to bolster dropping graduate figures, the school intends to:

- Increase the number of articulation agreements with 2 year colleges (undergrad)
- Continue the development of online minor/ both on- and off-campus offering
- Hold "Experience Architecture" event at SARUP for high school students
- Hold "Experience Architecture" event at SARUP for high school teachers
- Continue high school visits
- Complete School website overhaul
- Purchase names from the GRE Search Service
- Hold Fall Graduate Open House for prospective students
- Update program materials

The recent history of the State of Wisconsin financial support for the University of Wisconsin System (13 four-year campuses and 13 two-year campuses) continues to be a history of budgetary cuts over each of the last five biennium. These decreases have been approximately 2-2.5% per biennial budget and have been a combination of cuts to the base budget and one-time budget recessions. Base budget cuts have been approximately 1-2% of the SARUP's budget. We expect these reductions to continue under the current economic conditions, and possibly increase slightly. Adding to the continued budgetary burden has been the tuition freeze which has been put in place for the last to biennial budgets. There is a strong feeling that this freeze will remain in place for the next biennium as well.

These budget losses have been addressed primarily through faculty and staff attrition. Demographics have been accurate in anticipating smaller enrollments year-over-year for the past 5 years. In addition, graduate student enrollments have decreased steadily as the economy improves and undergraduates have had greater success at finding positions instead of returning to school. As our enrollments have dropped, we have also experienced a natural decrease in our faculty/staff ranks through retirements and resignations. This has actually balanced well with our reduced enrollments, affording us the opportunities to not make additional difficult decisions on budget cuts as funding has decreased.

We expect our on-line programming to continue to expand and enhance revenue generation. We also anticipate that our undergraduate and on-line enrollments will continue to grow during the present year. Our freshmen and sophomore classes are up year-over-year which will lead to an increase in our marginal tuition return beginning next year. Extramural grants and contracts should continue to grow as established faculty expand activities and new faculty become established extramural funding generators.

Expenses should remain the same for Departmental educational activities, adjusted for inflationary increases, as undergraduate enrollment stabilizes and increased tuition revenue allows for the possibility of new faculty hires. Extramurally funded activity and expenses will increase but will be funded by the various grants and contracts received to offset these expenditures.

Despite the tough economy, the School continues to be active and effective in its fundraising efforts, meeting and exceeding its campus-mandated goals each year for the past four years. The Dean and Director of Development have established a broad array of scholarships (raised from 10 scholarships in 1990 to over 100 scholarships and prizes today) and The Design Council, comprised of leading members of the design and construction community who contribute to the programs in the school. In addition to the scholarship base, studios are regularly underwritten by regional firms, including the Chicago Studio, a permanent Wisconsin base in Illinois. External funding also supports the Fitzhugh Scott Endowed Chairs,

the Historic Preservation Institute and the School's two international prizes, The Marcus Prize and The Urban Edge Prize.

UWM is currently in the "quiet phase" of a 7-year campaign named "*Made in Milwaukee. Shaping the World.*" The Campaign, with a working goal of \$175M, began in 2012 and is anticipated to conclude in 2019. The School of Architecture and Urban Planning has raised \$3.4M during the Campaign, and expects to raise in excess of \$8M by the Campaign's conclusion.

I.2.4 Information Resources

SARUP Resource Center

An important improvement in teaching, research, and the culture of the School was the creation, in 2000, of the Resource Center, staffed by a professional librarian, who acts as the liaison for the School to the UWM Libraries, and who provides instruction in research practices. Response has consistently been enthusiastic, and there is steady use of the facility by students. The Resource Center focuses on complementing the collection at the main UWM Libraries rather than duplicating it. It is a non-circulating collection of 4,500 paper items and theses, and 20 periodical subscriptions, covering the subjects of architecture, landscape architecture, urban design and urban planning, along with a small number of items on related fields. There are two scanners and terminals for student access and use, and a standalone copier/scanner. The Resource Center is open for nine months during the year, closing during the summer due to low use. The librarian provides immediate assistance in person and via email. The Resource Center has an additional staff of three student workers.

The collection has been growing steadily, from approximately 350 books in 2001. Every semester, the librarian submits a list of necessary titles, which are carefully selected to remain within a small budget. However, during the year 2015-2016, the budget for books was completely cut. A book sale raised a small amount to purchase a few titles. In spite of the challenges, however, the librarian implements creative solutions for online research, and helps students explore the complete resources of the main library and exploit the latest information in periodicals.

The Resource Center hosts a digital collection of almost 45,000 images of project plans, drawings and photographs, and is updated on an ongoing basis. The librarian provides complete cataloging. In 2016, a new [website](#) was introduced, and students can now access the catalog of paper and digital items through the web in one cohesive search. Results display appropriate book and thesis titles, as well as image results.

All materials selected to be housed at the SARUP Resource Center are done so to help students through the design process, starting with precedent studies, up to the analysis and production of details. Current periodicals show the latest in technologies and design direction, while newer books keep students informed on the depth of expertise and knowledge in the field.

The Resource Center acts as an ancillary service provided by the main UWM Libraries. Since 2009, the Resource Center Librarian has added the role of assisting students preparing their resumes, portfolios and job search strategies, improving the pace of placement for internships and jobs after graduation. The librarian hosts workshops for this purpose, as well as individual consultations on a daily basis.

UWM Library Resources

Description of the Library

The mission of the UWM Libraries, in support of the mission of the University of Wisconsin-Milwaukee as a research university, is to provide: organized and accessible collections of high quality research and instructional materials; access to networked information and digital resources; services to educate and benefit the University and surrounding urban communities; and, the physical and human resources required to satisfy the information needs of its users. Included in this is to assist architecture faculty members in their instructional, research and professional degree programs and scholarly activities. A wealth of information about the Libraries and its resources is available on its website: <http://www4.uwm.edu/Libraries>.

Funding

By campus decree, UWM has one centralized library serving all academic units including Architecture. Because of the multi-disciplinary needs of the architecture program, it is served adequately by a collection housed as one unit. In looking at peer institutions, the UWM Libraries has comparable book and serial holdings. In recent years, the materials budget has remained stagnant and has been negatively impacted due to domestic and foreign increases in periodical prices. As with other peer institutions, the greatest percentage is spent on periodicals, and increasingly these are available electronically. During the last fiscal year, 2009/10, 87% of the Libraries' materials budget was spent on serials acquisitions. Of note during this same fiscal year the campus expressed recognition of the important connection between resources and research, through designation of an annual percentage of indirect costs received through research grants, toward the libraries' budget. These funds are being directed to support campus research initiatives through access to more resources, document delivery and open access initiatives. Resources for the libraries have also received support from student technology fees for acquisition of databases and other resources. The Architecture Department has designated a representative, or departmental liaison, who works with the Libraries' staff to ensure that relevant materials are being purchased.

Subject Coverage

Due to the centralized nature of the collection, the UWM Libraries is able to offer a greater variety of materials. The retrospective coverage was enhanced when the Libraries incorporated a large collection of architecture materials.

Levels of Coverage

The Libraries' collection is sufficient to adequately support the programs being taught, and could be defined as a research level collection, wherein it is sufficient to support the nature of the collection, broad coverage is available supporting the multi-disciplinary nature of the field. The UWM Libraries include the American Geographical Society Library, one of the largest cataloged collections of maps in the world, which also includes monographs, research and technical reports, and serials covering geography, cartography, the environment, and ecology, to mention some of the topics.

Number of Volumes

The UWM Libraries currently houses over 260,000 print volumes of materials either directly or peripherally related to the field of Architecture. This includes about 404 currently received print serial subscriptions in this field. This does not represent the large and growing number of serials and other resources available in this area. Due to the centralized nature of the Libraries, the need to spend scarce resources on duplicate materials is eliminated.

Serials

As mentioned above, the Library receives about 404 current print serial subscriptions in direct or related fields. In pure architecture (NA) the Library has 40 current print subscriptions. The Library receives a total of 4,463 print serials. Additionally the Library provides access to more than 54,000 electronic journals covering all subject areas. Access to electronic resources has increasingly become important to faculty and students. Resources such as Avery Index to Periodicals, Wilson's Art Full Text, and ARTstor provide online access to support these research needs. Access to collections such as JSTOR and Project Muse provide extensive online access to journals and articles relevant to architecture.

Visual Resources

The Libraries holds over 440,000 images in various formats, 757,398 maps, 11,259 video units and these resources continue to grow. Digital resources at the UWM Libraries include collections particularly relevant to architecture, many created cooperatively with its faculty. Some of the most relevant include: Architectural drawings of Willis and Lillian Leenhouts; Cities Around the World; and Transportation Around the World. The Digital Spatial Data Clearing House, located in the AGS Library, is a highly complex, rapidly growing operation that provides spatial (GIS) data to architecture faculty and students. It benefits the architecture programs through the dissemination of essential information on manipulation of data sets for addressing environmental and economic development issues. The School of Architecture maintains its own collection of 34,000 digital images.

Access.

The UWM Libraries resources are accessible through the libraries website providing access to subject specific online and print resources using PantherCat, the libraries online catalog; resources by subject (architecture is at: <http://xerxes.library.wisconsin.edu/uwm/?base=databases&action=subject&subject=architecture>); and online research guides by subject (http://guides.library.uwm.edu/art_architecture), all available 24/7. Print materials are arranged by Library of Congress classification and subject headings, the most common system used by academic libraries. The Libraries has been participating in OCLC, a global bibliographic database representing 72,000 libraries and including over 200,000,000 bibliographic records, since 1976.

Conservation and Preservation

The UWM Libraries employs staff with preservation training, able to provide a variety of in-house treatments for damaged or fragile materials. These include, but are not limited to, making protective enclosures, tissue mends, rebacking and recasing volumes, and encapsulating items. In addition, when necessary, materials are sent to a commercial binder, who adheres to the Library Binding Institute Standards. On occasion special and rare materials are sent to conservators with whom the Libraries contracts and who are members of the American Institute for Conservation. Serial volumes are bound on a regular basis. The Libraries has a disaster response plan that is reviewed regularly by the Libraries Safety and Emergency Oversight Committee.

Policy Statements

The collection development policies for the School of Architecture and Urban Planning are incorporated within the policies of the general library collection. The Assistant Director for Collection and Resource Management and the Libraries' Collections and Resources Group review these, which are established in cooperation with campus units. The Libraries has a detailed approval plan that was developed with participation of each of these academic units. The Libraries maintains a relationship with the architecture faculty and students through its departmental liaison program. The goals of the UWM Libraries, supporting the University of Wisconsin-Milwaukee's research mission, including the School of Architecture and Urban Planning, are:

Proactive

The Libraries will position itself to be a more active partner in the mission of the University through partnerships, globalization, and communication.

User focused

The Libraries will support the teaching, research and service mission of the University by ensuring quality services to the University community, and to the community at large to the extent possible.

Engaging, Dynamic

The Libraries will provide the technical facilities and physical environment that promote the best use of information resources, research tools, and other services. The Libraries will offer inviting and comfortable space that is conducive to study and research.

Responsive

The Libraries will maintain, enlarge and make accessible their informational and research resources in all appropriate formats. The Libraries will maintain the role of campus leader in providing access and guidance to, and instruction in, the increasingly complex world of networked and electronic information resources.

Diverse, Committed

The Libraries will recruit and develop a highly qualified, skilled and diverse staff to provide the best possible service to users, and leadership in attaining campus-wide goals and priorities.

Services

Reference

There are ten reference librarians in the Research and Instruction Support (RIS) Department, many with subject specialization and additional advanced degrees, available to assist faculty, students and staff with

their research needs. Many subject specific online guides and bibliographies are prepared and kept up to date by the staff. A RIS librarian is designated to develop and maintain reference materials in Architecture. In addition to the traditional in-person and telephone reference assistance, email and chat reference help is available 24/7. Additionally a staff member is designated as the library contact to the architecture department serving as a resource for information about library services including and to assist faculty with library instruction, reserve and e-reserve, and information about services elsewhere in the libraries.

Bibliographic Instruction

Over 700 instruction sessions are conducted each year, which serve thousands of students. These sessions teach students the basic library research skills. Some of the course-integrated sessions focus on subject specific research and are tailored to the specific needs of those courses. The staff also designs and plans many walk-in workshops for students and faculty. The hands-on instruction provided in the well-equipped instruction facility is very popular and demand for instruction increases each year.

Access to Collections

The Libraries welcomes the UWM community, as well as the broader Milwaukee community, on a regular basis and provides assistance regardless of the users' affiliation to the University. The majority of resources are available 24/7 to the UWM community. The Electronic Reserve Service enjoys tremendous growth each year providing students access to their course reserve readings anywhere, anytime.

Circulation

The Circulation policies are clearly stated and posted on the Library's web pages at: <http://www4.uwm.edu/Libraries/Circ/circ2.html>, and are also available in print.

Convenience

During the academic year, the Learning Commons provides 24/5 access for students and faculty Sunday through Friday (138 hours). The remainder of the building is open 95 hours a week. Access to much information and many resources is available 24/7 through the Libraries website.

Current Awareness

Vendors provide online reports of new publications that may be sent to the departmental liaison for review and purchase recommendation. Many of the Libraries' databases offer email alerting services for users. Some databases allow for saved searches and update users via email when new materials match pre-selected search terms. Other databases offer Table of Contents updates, sending users information on the contents of journals in which they are interested. More detailed information is available at: <http://www4.uwm.edu/Libraries/ris/guides/reveal58.htm>. Email alerts workshops are offered during the year.

Cooperative Agreements

The UWM Libraries participates with other UW System libraries to cooperatively purchase electronic resources extending limited resources through consortial agreements. The Libraries has also benefited from access to cooperative purchases that have been arranged for through the Committee on Institutional Cooperation (CIC). The UW System Borrowing program brings together resources at all UW campuses and makes them available online for end user borrowing, renewing and tracking, without requiring library staff as intermediaries. The Inter-Library Loan services at UWM make excellent use of resource sharing among the UW System campuses as well as other national and international libraries through OCLC and WiLS (Wisconsin Library Services). Other area cooperative borrowing is available through CAP (Cooperative Access Program), consisting of Marquette University, the Medical College of Wisconsin and UWM, a unique loan program that includes the temporary transfer of archival and manuscript resources. UWM cooperates with many libraries in the greater Milwaukee area sharing resources and providing reciprocal access to collections through the *Infopass* program, sponsored by the Library Council of Southeastern Wisconsin.

Staff

Structure

The administrative structure of the UWM Libraries reflects library trends in the 21st century. The Chair of the Department of Architecture appoints a faculty departmental liaison who works closely with the Assistant Director for Collection and Resource Management to ensure the research needs are met. Individual faculty may work with staff from other library areas, such as Reserves, Research and Instructional Support, and Digitization, to provide curriculum support and library instruction. A library staff member is designated as the contact, to communicate new services and programs to the department, and serves as an initial contact point in the library for new faculty, staff and students.

Numbers

The staff meets the needs of the University community. However, this does not reflect the reality that there is a need for additional staff. Positions often remain vacant longer than desired because of hiring freezes or other budgetary factors. In spite of this, goals are met and services are provided for the users, often through the creative use of staff and student employees.

Professional status

The Library does not operate with subject specialized bibliographers, due to its centralized nature. One way the library works to connect directly to the department is through the Library Contact program, where a staff member is identified as the point person to communicate new services to the faculty as well as serve as a resource for new faculty with questions about the library. Additionally, a reference librarian is responsible for maintaining reference materials online resource guides in the area of architecture, and to notify the Assistant Director for Collection and Resource Management when important new works are available. Librarians employed in the UWM Libraries all have graduate degrees in library and information science and are academic staff. This category is defined in Wisconsin statute as professional and administrative personnel with duties, and subject to types of appointments, that are primarily associated with higher education institutions or their administration, but does not include faculty and classified staff. UW Milwaukee, along with other UW institutions, establishes a committee of academic staff members to advise its administration on shared governance issues.

Support staff

Due to the centralized nature of the Libraries, support and student staff provide support in the area of architecture as part of their other duties. There is no single support staff assigned to architecture. The work is included as part of her/his overall duties, as are other academic disciplines.

Professional Development

Opportunities are readily available for the professional development and continuing education of all library staff, and they are encouraged to participate in them. Financial support from the Libraries' budget assists with the costs for the individuals to participate in these activities. Staff actively participate in international, national and local professional associations and serve on advisory boards. Recently we have had individuals serve as president of a national organization, officers in a leadership organization for women, organize and coordinate national conferences, serve as leaders in collection development in the state, teach graduate courses, lead national workshops, and train Library of Congress staff members, to name just a few. Librarians are actively involved on campus through election to committees, and appointments to search and screen activities and special committees. In-house and campus staff development programs are made available for all Libraries staff as well. The Libraries and its staff publish a variety of materials including a regular newsletter (available in print and online), and books and pamphlets highlighting the collections.

Facilities

Space

The Golda Meir Library building houses the information collections for the University and is a modular, open access facility located in the heart of the campus. It includes the Daniel M. Soref Learning Commons, remodeled and reopened in fall 2009, which offers flexible workstations, study spaces to accommodate collaborative and group learning, and two classrooms. All materials, except special materials and collections, are housed in open stacks, available to users whenever the building is open.

Environmental controls are adequate for the building. Rare materials are housed in a special environment designed to meet their needs.

Equipment

Currently there are eight dozen black and white photocopiers, three color photocopiers, and three scanners available for public use. Microfilm readers with scanners attached are available for use within the library, as well as various state-of-the-art multimedia equipment. Laptops, digital cameras, and audio recorders are available to students at no charge. There are almost 200 staff computer workstations and over 200 public computer workstations, along with more than 80 computer workstations for hands-on instruction in the library.

Furnishings

There are over 1,800 study stations for students and 211 faculty study carrels throughout the building. Wireless access is available throughout the public areas of the building.

Security

The Libraries have thirty digital cameras that record to a campus server monitored by library security and University Police. There are twelve panic buttons, twelve silent alarms and eleven emergency telephones, that when activated immediately contact University Police and library security. Within the building there are 60 emergency exit doors, and all doors leading outside on street level have delayed egress. The building has an automated public address system that notifies people to leave the building in an emergency situation. Recently, the Libraries have begun implemented electronic key card access to areas that require more security and in order to monitor who enters and exits. Emergency procedures and disaster plans are written and regularly reviewed and updated as needed.

Budget/Administration/Operations

Funds

Since the Libraries is a centralized operation, the School of Architecture and Urban Planning budget is incorporated into the total Libraries' budget. Approximately \$26,200 was spent during fiscal year 08/09 on firm order print book requests and approval materials in the area of architecture. Because materials received in other subject areas available to all users may meet some of the needs of the programs, it is difficult to compare the funding to peer institutions for which there is a separate branch collection. When comparing our budget to specific peer institutions, we are near the bottom. The State of Wisconsin operates on a biennium, therefore funding is established on a two year cycle, dependent on the state of the State's finances.

Evidence of Planning

The Libraries submits a detailed budget document reviewing its achievements and stating its goals on an annual basis to the campus, based on the Libraries' strategic plan. The Libraries continues to update its strategic plan annually, which outlines the objectives it hopes to attain. Specific goals and objectives for all academic programs, including architecture, are incorporated in the overall planning process.

Intra-institutional Relationships

This is not applicable due to the nature of the Libraries.

Efficiency of Operations and Services

The Libraries functions smoothly and systematically to the extent allowed with available staffing and budget.

Participation of Faculty and Students

The campus community elects members to the University Libraries Committee, which meets on a regular basis with the Director of Libraries. The members are faculty, academic staff and students, elected by their constituents to represent a variety of interest from across the campus. As noted previously, the departmental liaison from the Department of Architecture works closely with library staff in all matters related to the collections.

Library Collection Expenditures for Architecture

Expenditures	Number in Collection	\$ Expended Year 08/09	\$ Expended Year 09/10	\$ Budgeted Year 10/11
Books	260,000	\$26,156	\$27,679	\$30,000
All Serial Subscr.	NA	NA	NA	NA
Other Ser. Subscr. **	0	\$0.00	\$0.00	\$0.00
Microfilm & Microfiche**	0	\$0.00	\$0.00	\$0.00
Slides**	0	\$0.00	\$0.00	\$0.00
Films and Videos*	0	\$0.00	\$0.00	\$0.00
Drawings**	0	\$0.00	\$0.00	\$0.00
Photographs**	0	\$0.00	\$0.00	\$0.00
CD-ROMS*	0	\$0.00	\$0.00	\$0.00
TOTAL	0	\$0.00	\$0.00	\$0.00

** Due to the way the Libraries maintains statistics, it is not possible to break down the itemized list.

Library Staff

Architecture Library Staff (Full-time equivalents): Shown in table format is a breakdown of full-time equivalent staff at the UWM Libraries. The chart includes all library staff since we do not have a separate architecture library.

Staff	Year 08/09	Year 09/10	Budgeted 10/11
Librarians	40.73	42.62	42.62
Paraprofessionals	36.4	35.4	34.4

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Clerks	0	0	0
Student Assistants	45	47	48
Volunteers	0	0	0
TOTAL	122.1 3	125.0 2	125.02

I.2.5 Administrative Structure & Governance

The School of Architecture and Urban Planning is a part of the University of Wisconsin–Milwaukee, which in turn is a part of The University of Wisconsin System. The University of Wisconsin System is unique in the nation in the extensiveness of its codified, legislated protection of a strong shared governance tradition. On the University of Wisconsin–Milwaukee campus as on each campus of the University of Wisconsin System (UWS), the administration shares its responsibilities for governing the institution with faculty, academic staff, and students. Section 36.09(4) of the Wisconsin Statutes states: “The faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. “ Section 36.09(4m) states: “ The academic staff members have the primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. “

Shared Governance at UWM

At UWM, the rules for faculty are embodied in a document called UWM [Faculty] Policies and Procedures. The policies are updated annually to reflect changes adopted as a function of governance. Chapter 5 of the UWM Policies and Procedures deals with personnel matters and points out clearly that the heart of shared governance from the faculty point of view resides in the departmental or school-level Executive Committees. The faculty as a whole acts through the Faculty Senate. The Senate consists of some forty members of the faculty elected at-large, with provision made for balance between the four faculty divisions (Arts and Humanities, Social Sciences, Natural Sciences, and Professions) and between tenured and non-tenured ranks. Charters for faculty committees with distinct governance functions are also included in the Policies and Procedures. While committees have advisory roles, their recommendations carry substantial weight. It has not been the practice for UWM administrators to take lightly or repeatedly ignore the recommendations of the appropriate faculty committees. Parallel structures of shared governance exist within the various schools and colleges of UWM. The duties and powers of the school and college faculties, as well as the authority of the dean, are spelled out in Policies and Procedures. In the case of the Graduate School, an elected body called the Graduate Faculty Council acts for the graduate faculty in reviewing and approving graduate courses and programs and in defining Graduate School standards. Within academic departments, the Chair serves as executive officer but it is the department as a whole which determines educational and administrative policy. The department executive committee, comprised of all tenured professors, deals with personnel and budget matters. Department chairs are appointed by the department faculty for a one year period, renewable terms following advisory balloting by all department members.

SARUP Administrative Structure

Dean Robert Greenstreet
Associate Dean Gil Snyder
Associate Dean Mo Zell
Chair, Department of Architecture Karl Wallick
Chair, Department of Urban Planning Nancy Frank
Assistant Dean for Business Affairs Jarad Parker
Assistant Dean for Graduate Affairs Joan Simuncak
Assistant Dean for Undergraduate Affairs Tammy Taylor

Staff:

Executive Assistant to the Dean Sharadha Natraj
Development Director Christopher Ciancimino
Secretary to the Chair, Dept. of Architecture Lisa DiSalvo
Secretary to Chair, Dept. of Urban Planning Janet Tibbets
Recruiting Advisor Erica Chappellear
Office Manager Dee Nordgren
Financial specialist Sue McDonald
School Receptionist Leila Graham
Media Center Manager Paul Olsen

Computing Services Technician Kurt Meingast
Computing Services Technician Julie Reindl
Workshop Manager Matthew Mabee
Workshop Manager William Krueger
Resource Center Librarian Sharadha Natraj

Executive Assistant to the Dean

Supports the Dean's activities in relation to the school, alumni, donors, and the community and is a member of the Dean's Advisory Council.

Development Director

The Development Director assists the Dean in development and fund raising for scholarships, awards, internships and the School's Foundation account.

Secretary to Chair, Department of Architecture

The Secretary to the Chair, Department of Architecture, serves as administrative assistant to the Architecture Department Chair and maintains all departmental records. In addition, the secretary to the Chair maintains the school calendar, schedules room usage in the AUP building and travel arrangements for department guests.

Secretary to Chair, Department of Urban Planning

The Secretary to the Chair, Department of Urban Planning, serves as administrative assistant to the Urban Planning Department Chair and maintains all departmental records.

Secretary to Assistant Dean for Graduate Affairs

serves as administrative assistant to the student advising office. Duties include general clerical work, fielding enquiries and directing faculty and student requests.

Office Manager

Completes all financial transactions for the school.

Financial Specialist

Reconciles all financial accounts for the school.

School Receptionist

This staff member serves as the first line of introduction for outsiders to the department. The position responsibilities include general clerical work, fielding calls, and controlling allocation of keys for the different rooms of the building.

Media Center Manager

This staff member manages the Photography Studio & Lab, Copy Center, and Graphics Lab. Included in the position description are the following responsibilities: to teach students photography and graphic art techniques; assist students with portfolio preparation and assignment work, serve as the School photographer; maintain the distribution and purchase of photographic, video, and audiovisual equipment for the School; assist faculty and administration in photographing their work for lectures and other presentations. The Manager maintains a digital photographic and video library of faculty and student work, school events, and student design competitions and is responsible for hiring, training, and supervising student assistants in the Media Center. Additionally, the Media Center Manager utilizes desktop publishing and graphic design to produce many of the School's posters, reports, invitations, and other materials.

Computing Services Manager (should this also be Technician)?

One of two full-time technicians, supervises two student technicians, and 6-8 student lab monitors. Responsible for developing the OS and software imaging that is installed on the schools 600+ PCs. Handles purchasing, policy and planning duties. The primary supporter for faculty and staff.

Computing Services Technician

Primary duty is maintaining three computer labs, which includes deploying OS, software and updates as well as day-to-day troubleshooting. Works closely with students, faculty and staff to satisfy their needs using lab resources. Other duties include server maintenance, website maintenance, and software installation packaging.

Workshop Manager

This staff member manages the School's Workshop facilities and equipment, including enforcement of safety regulations. Included in the position responsibilities are the following: educate and supervise faculty and students in the use of the workshop facilities and equipment; provide assistance to faculty and students with shop related projects; coordinate studio equipment allocations, excluding computer equipment; administer maintenance and inventory of SARUP furniture and equipment; maintain storage of and access to publications and records of the School; assist with the planning of and the actual physical layout of conferences, programs, and other special events, including supervision of student employees in these efforts.

Resource Center Librarian

This staff member administers the School's collection of print and digital resources, maintains the collection and is also the curator for series of exhibitions of architecture from around the world; and supervises student assistants. The Librarian also works with faculty in the planning for future development of the Resource Center.

Opportunities For Involvement In Governance

Governance opportunities for the accredited degree program happens primarily on departmental committees. Each of the four Architecture Department's standing committees reviews curriculum: BSAS, Masters, Phd, and PCC. The MArch Committee focuses on curriculum development for the accredited degree program. There is some involvement in curriculum development for the accredited degree program on the PCC Committee. Faculty vote on curriculum issues at full faculty meetings as well.

Other Degree Programs

Both the Department of Architecture and the Department of Urban Planning operate within the School of Architecture and Urban Planning. Together they offer

BSAS

MS Architecture

Ph.D

MUP

Joint degrees in

Architecture and Urban Planning

Planning and Transportation

Planning and Public Administration

[Administrative Organizational Chart and UWM Policies and Procedures](#)

II.1.1 Student Performance Criteria

[SPC Matrix](#)

The curriculum addressing NAAB Realm C (Integrated Architectural Solutions) occurs in 4 different courses: ARCH302_Human Behavior; ARCH520, 521, or 522_Environmental Systems Elective (students must take 1); and ARCH825_Comprehensive Design Studio. The pedagogy varies across these courses. In ARCH302_Human Behavior (which covers C1_Research) students use a variety of investigative and analysis techniques (such as interviews, archival research, and community-design charettes) to engage with community representatives and formulate design proposals that are considered meaningful by the community stakeholders. ARCH520,521, and 522 all use case studies, simulation modeling, web and library research as a central aspect of the project-based pedagogy. Students are required to organize research, analysis, and system design into clear organized proposals. Sustainability goals are an integral part of all three of these technology courses. ARCH825 addresses Realm C through multiple assignments. One assignment requires students to develop design assessment criteria that are then used to evaluate three different schematic design alternatives. Criteria include sustainability requirements, code implications, site conditions, and aesthetic goals among other factors. During the pre-design process students also outline a budget and continually assess the initial three schemes and subsequent design development and detailing against the budget targets.

The definition of high pass and low pass work are an A or B/C respectively. The minimum passing grade for any graduate level course is a C-. However, studios are an exception to this where a B is required. Except for the 3-year core introductory studios ARCH810 and 820, the minimum passing grade for a graduate level studio is a B. Students achieving a B- or less are required to take an additional studio.

II.2.1 Institutional Accreditation

[Latest institutional accreditation letter](#)

II.2.2 Professional Degrees & Curriculum

Degrees offered:

M. Arch (pre-professional)
 Prerequisite Degree: Pre-professional degree in architecture
 Total number of credits required: 60

M. Arch (non-pre-professional)
 Prerequisite Degree: Undergraduate degree in a discipline other than architecture
 Total number of credits required: 90

M.Arch Program (Pre-Professional, 60 credits)

General Studies	45 credits, completed as part of the undergraduate degree
Required Professional Studies	48 credits, completed in the M.Arch Program (distribution below)
Design Studios	18 credits ARCH 825 Comprehensive Design Studio Two additional design studios ¹
Professional Practice	6 credits ARCH 581 Law and Professional Practice for Architects One additional practice course ²
Technology	9 credits ARCH 510 Survey of Structural Analysis and Design ARCH 516 Building Construction ARCH 520, 521 or 522 Environmental Systems ³
Theory	6 credits ARCH 533 Topics in Architectural Theory One additional theory course ⁴
Design/Research & Final Project	9 credits ARCH 794 Pre-thesis or Master's Project Seminar or 500-level architecture elective ARCH 890 Master's Thesis, 891 Master's Project, or 800-level design studio ¹
Optional Studies	12 credits, completed in the M.Arch Program
Graduate Electives	12 credits of elective in or outside of architecture

M.Arch Program (Non-Professional, 90 credits)

General Studies	45 credits, completed as part of the undergraduate degree
Foundation Courses	30 credits (distribution below)
Lectures	18 credits ARCH 300 Architectural History and Theory ARCH 301 Architecture Systems 1 ARCH 302 Architecture and Human Behavior ARCH 303 Architecture Systems 2 ARCH 782 Visualization 1 ARCH 783 Visualization 2
Design Studios	12 credits ARCH 810 Architectural Design I ARCH 820 Architectural Design II
Required Professional Studies	48 credits, completed in the M.Arch Program (distribution below)
Design Studios ¹	18 credits ARCH 825 Comprehensive Design Studio Two additional design studios
Professional Practice ²	6 credits ARCH 581 Law and Professional Practice for Architects One additional practice course
Technology ³	9 credits ARCH 510 Survey of Structural Analysis and Design ARCH 516 Building Construction ARCH 520, 521 or 522 Environmental Systems
Theory ⁴	6 credits ARCH 533 Topics in Architectural Theory One additional theory course
Design/Research & Final Project	9 credits ARCH 794 Pre-thesis or Master's Project Seminar or 500-level architecture elective ARCH 890 Master's Thesis, 891 Master's Project, or 800-level design studio ¹
Optional Studies	12 credits, completed in the M.Arch Program
Graduate Electives	12 credits of electives, a minimum of 6 credits in architecture

M.Arch/MUP Program (Pre-Professional, 84 credits)

General Studies	45 credits, completed as part of the undergraduate degree
Required Professional Studies, M.Arch	36 credits in Architecture, completed in the M.Arch Program (distribution below)
Design Studios	18 credits ARCH 825 Comprehensive Design Studio URBPLAN 858 Urban Design Studio One additional design studio ¹
Professional Practice	6 credits ARCH 581 Law and Professional Practice for Architects URBPLAN 857 Urban Design as Public Policy
Technology	9 credits ARCH 510 Survey of Structural Analysis and Design ARCH 516 Building Construction ARCH 520, 521 or 522 Environmental Systems ³
Theory	6 credits ARCH 533 Topics in Architectural Theory URBPLAN 751 Introduction to Urban Design and Physical Planning
Design/Research & Final Project	9 credits ARCH 794 Pre-thesis or Master's Project Seminar or 500-level architecture elective ARCH 890 Master's Thesis, 891 Master's Project, or 800-level design studio ¹
Required Professional Studies, MUP	36 credits in Urban Planning, completed in the MUP Program (distribution below)
Core Courses	27 credits URBPLAN 701 Introduction to Land Use Planning URBPLAN 702 Introduction to Planning Law URBPLAN 711 Planning Theories and Practice URBPLAN 720 Urban Development Theory and Planning URBPLAN 721 Applied Planning Methods URBPLAN 740 Data Analysis Methods I URBPLAN 810 Planning Policy Analysis URBPLAN 811 Applied Planning Workshop URBPLAN 751 Introduction to Urban Design and Physical Planning or 857 Urban Design as Public Policy <i>(URBPLAN 751 and 857 satisfy M.Arch distribution requirements in theory and practice, respectively)</i>
Urban Planning Electives	9 credits URBPLAN 751 Introduction to Urban Design and Physical Planning or 857 Urban Design as Public Policy <i>(whichever not used above)</i> URBPLAN 858 Urban Design Studio <i>(URBPLAN 858 satisfies M.Arch design distribution requirement)</i>
Comprehensive Examination	Taken after first year 700-level core courses
Optional Studies	12 credits, completed in the M.Arch/MUP Program
Graduate Electives	12 credits of electives, a minimum of 6 credits must be in architecture

M.Arch.MUP Program (Non-Professional, 114 credits)

General Studies	45 credits, completed as part of the undergraduate degree
Foundation Courses	30 credits, completed in the M.Arch Program (distribution below)
Lectures	18 credits ARCH 300 Architectural History and Theory ARCH 301 Architecture Systems 1 ARCH 302 Architecture and Human Behavior ARCH 303 Architecture Systems 2 ARCH 782 Visualization 1 ARCH 783 Visualization 2
Design Studios	12 credits ARCH 810 Architectural Design I ARCH 820 Architectural Design II
Required Professional Studies, M.Arch	36 credits in Architecture, completed in the M.Arch Program (distribution below)
Design Studios	18 credits ARCH 825 Comprehensive Design Studio URBPLAN 858 Urban Design Studio One additional design studio ¹
Professional Practice	6 credits ARCH 581 Law and Professional Practice for Architects URBPLAN 857 Urban Design as Public Policy
Technology	9 credits ARCH 510 Survey of Structural Analysis and Design ARCH 516 Building Construction ARCH 520, 521 or 522 Environmental Systems ³
Theory	6 credits ARCH 533 Topics in Architectural Theory URBPLAN 751 Introduction to Urban Design and Physical Planning
Design/Research & Final Project	9 credits ARCH 794 Pre-thesis or Master's Project Seminar or 500-level architecture elective ARCH 890 Master's Thesis, 891 Master's Project, or 800-level design studio ¹
Required Professional Studies, MUP	36 credits in Urban Planning, completed in the MUP Program (distribution below)
Core Courses	27 credits URBPLAN 701 Introduction to Land Use Planning URBPLAN 702 Introduction to Planning Law URBPLAN 711 Planning Theories and Practice URBPLAN 720 Urban Development Theory and Planning URBPLAN 721 Applied Planning Methods URBPLAN 740 Data Analysis Methods I URBPLAN 810 Planning Policy Analysis URBPLAN 811 Applied Planning Workshop URBPLAN 751 Introduction to Urban Design and Physical Planning or 857 Urban Design as Public Policy <i>(URBPLAN 751 and 857 satisfy M.Arch distribution requirements in theory and practice, respectively)</i>

Urban Planning Electives	9 credits URBPLAN 751 Introduction to Urban Design and Physical Planning or 857 Urban Design as Public Policy (<i>whichever not used above</i>) URBPLAN 858 Urban Design Studio (URBPLAN 858 satisfies M.Arch design distribution requirement)
Comprehensive Examination	Taken after first year 700-level core courses
Optional Studies	12 credits, completed in the M.Arch/MUP Program
Graduate Electives	12 credits of electives, a minimum of 6 credits must be in architecture

1. *Design Studios*

- ARCH 825 Comprehensive Design Studio
- ARCH 797 Study Abroad Studio
- ARCH 815 Studies in Architectural Technology and Theory
- ARCH 833 Chicago Design Critic Studio
- ARCH 834 Distinguished Visiting Design Critic Studio
- ARCH 835 Studies in Architectural History and Precedent
- ARCH 836 Studies in Form and Composition
- ARCH 837 Competitions Studio
- ARCH 845 Studies in Urban and Community Design Theory
- ARCH 855 Studies in Social and Critical Theory
- ARCH 875 Studies in Facility Planning and Design
- ARCH 885 Studies in Building Typology

2. *Professional Practice*

- ARCH 382 Introduction to Building Information Modeling (BIM)
- ARCH 383 Landscape Architecture
- ARCH 560 Introduction to Historic Preservation
- ARCH 561 Measured Drawing for Architects
- ARCH 581 Law and Professional Practice for Architects
- ARCH 583 Emerging Digital Technology
- ARCH 585 Research Methods in Architecture
- ARCH 586 Programming for Architectural Design
- ARCH 587 Post-Occupancy Evaluation of Built Environments
- ARCH 749 Urban Design as Public Policy
- ARCH 780 The Built Environment and Real Estate Development
- ARCH 788 Green Building Seminar
- ARCH 790 Special Topics: Portfolio & Professional Representation

3. *Technology*

- ARCH 510 Survey of Structural Analysis and Design
- ARCH 516 Building Construction
- ARCH 520 Environmental Systems: Illumination and Thermal Comfort
- ARCH 521 Environmental Systems: Resources-Fluid Distribution Systems
- ARCH 522 Environmental Systems: Lighting and Acoustical Design

4. *Theory*

- ARCH 533 Topics in Architectural Theory
- ARCH 534 Field Study
- ARCH 550 Seminar in Building Types and Settings
- ARCH 551 American Vernacular Architecture
- ARCH 553 Vernacular Buildings and Groupings
- ARCH 584 Urban Landscape Architecture
- ARCH 751 Theories of Environment Design Research
- ARCH 760 History of Building Technology
- ARCH 797 Study Abroad Field Study

Minors and Concentrations offered:

Ecological Design: The Department of Architecture provides a focused course of study in ecological and sustainable design. This 21-credit concentration will provide students with the tools to design buildings to be Carbon Neutral as well as resource-conserving and environmentally non-polluting.

Preservation Studies: The preservation studies certificate is designed to provide a formal program of studies for architecture students who wish to pursue careers in historic preservation in professional architectural practice or in governmental preservation agencies. A 21-credit course of study, this program is designed to increase sensitivity to the treatment of historic buildings and districts and develop additional skills for professional practice.

Real Estate Development: A 21-credit concentration in real estate development provides a focused course of study for M.Arch. and/or MUP students who wish to pursue careers in real estate development in combination with professional architectural practice or work with a private or public developer.

Minimum number of semester credit hours per quarter:

15 credits.

Off-campus programs, facilities, resources:

N/A

Other Degree Programs:

Bachelor of Science, Architectural Studies (B.S.A.S.)
Master of Science in Architecture (M.S. Arch)
Ph.D. in Architecture (Ph.D.)

Describe MOOCs that meet SPC in curriculum:

The Department offers online courses, but none are used to meet NAAB SPC.

A description of the progress for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M. Arch. or D. Arch.

N/A

II.3 Evaluation of Preparatory Education

Admission to 2-Year Program:

Admission decisions are made by the Master of Architecture (M.Arch.) Program Committee. An applicant with an undergraduate major in architecture from UWM or a school with an accredited program in architecture similar to the B.S. in Architectural Studies at UWM must meet Graduate School requirements plus these Department of Architecture requirements to be considered for admission to the program:

- Undergraduate cumulative grade point average in architectural studies of at least 3.0 (4.0 scale).
- Completion of at least five undergraduate design studios.
- Three letters of recommendation from three previous faculty and/or members of the profession.
- Portfolio of architectural studies work.
- Submission of test results from the General Test portion of Graduate Record Examination.
- For international applicants whose first language is not English, a minimum TOEFL score of 100 or a score of 7.0 on the IELTS is required. Applicants with TOEFL scores from 79-99, or an IELTS score of 6.5 will be considered for admission only with the stipulation that further course work in English be taken.

Admission to 3-Year Program:

An applicant with an undergraduate degree in a field other than architecture is normally admitted with two semesters of foundation courses (30 credits) required, subject to re-evaluation after the first semester.

Admission to the 3 year program requires, in addition to general Graduate School requirements, an undergraduate GPA of at least 3.0 (4.0 scale), three letters of recommendation, a portfolio of written and/or visual work, and submission of test results from the General Test portion of the Graduate Record Examination (and TOEFL or IELTS, for foreign students).

Prior to each accreditation visit, the Department has periodically reassessed the programs from which students are recruited or admitted, and reviewed any courses routinely being used to satisfactorily meet SPCs that are expected to have been met in preparatory/pre-professional education.

As part of the review process, the M.Arch. Committee reviews the previous transcript(s) and the portfolio to determine any course deficiencies or waivers for admitted students. Decisions on course waivers and/or deficiencies are communicated to students upon enrollment in the program.

Students entering the M.Arch Program from the UWM undergraduate architecture program may have completed, as part of their undergraduate degree, a course or courses required in the professional (M.Arch) degree program. They are not required to repeat these courses in the M.Arch program; rather, they are allowed to substitute graduate-level electives in the professional degree (M.Arch) program. Admitted students from other undergraduate architecture programs can request to have their previous coursework evaluated for professional credit. In such cases, a course description and syllabus must be provided, and is subsequently evaluated by Department of Architecture faculty.

Applicants with non-architecture undergraduate majors are normally admitted with two semesters of foundation courses (30 credits) required. Some of these credits can be waived if equivalent undergraduate work was completed. In such cases, the overall credit requirement for students in the non-pre-professional track is reduced.

Course deficiencies and/or waivers are documented in the student file and on a copy of the advising record that is maintained by the graduate advisor in the Student Advising Office.

II.4 Public Information

URLs for APR Section 4 - Supplemental Material
see everything compiled [here](#)

Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
http://uwm.edu/sarup/wp-content/uploads/sites/340/2016/08/00_NAAB-1-page-Syllabus-ALL.pdf

Studio Culture Policy.
<https://uwm.edu/sarup/live/policies/studio-culture/>

Self-Assessment Policies and Objectives.
<https://www4.uwm.edu/secu/faculty/standing/apcc/upload/Audit-Review-Guide.pdf>

Policies on Academic Integrity for Students.
<https://uwm.edu/sarup/live/policies/honor-code/>
<https://uwm.edu/sarup/live/policies/sarup-building-use-policies/>
<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

Information Resources policies including collection development.
<http://uwm.edu/libraries/crm/collection-development-policy/>

Institution policies and procedures relative to EEO/AA.
<http://uwm.edu/equity-diversity-services/>
https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf
<https://pantherfile.uwm.edu/web/eds/AAP-2014-2015.pdf>

Institution policy regarding human resource development opportunities.
<http://www4.uwm.edu/secu/policies/faculty/index.cfm>
<http://uwm.edu/academicaffairs/facultystaff/policies/sabbatical-guidelines/>
<http://www4.uwm.edu/secu/policies/faculty/upload/June2016P-P.pdf>
<https://www4.uwm.edu/secu/docs/other/S36.pdf>

Policies, procedures, and criteria for faculty appointment, promotion, and where applicable, tenure.
<https://www4.uwm.edu/secu/faculty/divisional/prof/upload/2012-13criteria.pdf>
<http://www4.uwm.edu/secu/policies/faculty/upload/P-P-Chapter5.pdf>

Response to Offsite Program Questionnaire.
(no offsite program)

III.1.1 Annual Statistical Reports

Compilation of NAAB [Annual Statistical Reports](#).

III.1.2 Interim Progress Reports

NAAB to provide.